

The State Council of Educational Research and Training (SCERT)
Telangana

Free distribution by T.S. Government

ur World through English

FREE

Class VI



Published by
THE GOVERNMENT OF TELANGANA
Department of School Education

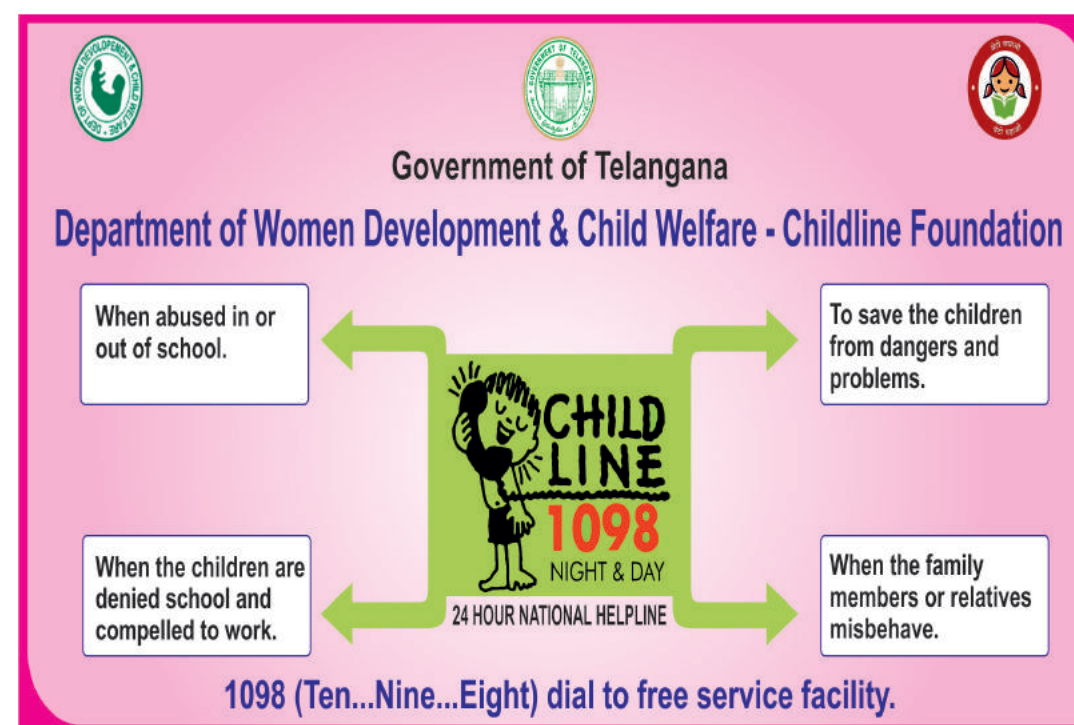
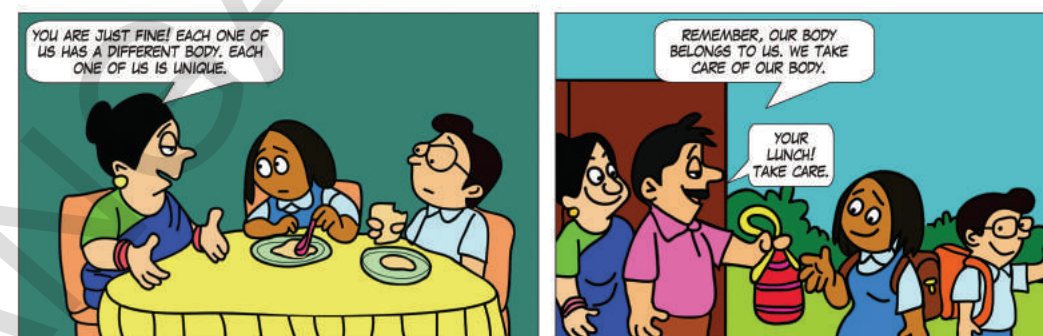
Free distribution by T.S. Government

CHILDREN'S BILL OF RIGHTS

A child is every person under the age of 18 years. Parents have the primary responsibility for the upbringing and development of the child. The State shall respect and ensure the rights of the child.

- I have the Right to express my views freely, which should be taken seriously, and everyone has the Responsibility to listen to others. [Article-12,13]
- I have the Right to good health care and everyone has the Responsibility to help others get basic health care and safe water. [Article- 24]
- I have the Right to good education, and everyone has the Responsibility to encourage all children to go to school [Article- 28,29,23]
- I have the Right to be loved and protected from harm and abuse, and everyone has the Responsibility to love and care for others. [Article-19]
- I have the Right to be included whatever my abilities, and everyone has the Responsibility to respect others for their differences. [Article- 23]
- I have the Right to be proud of my heritage and beliefs, and everyone has the Responsibility to respect the culture and belief of others. [Article- 29,30]
- I have the Right to safe and comfortable home and everyone has the Responsibility to make sure all children have homes. [Article- 27]
- I have the Right to make mistakes, and everyone has the Responsibility to accept we can learn from our mistakes. [Article- 28]
- I have the Right to be well fed and everyone has the Responsibility to prevent people starving. [Article- 24]
- I have the Right to a clean environment, and everyone has the Responsibility not to pollute it. [Article- 29]
- I have the Right to live without violence (verbal, physical, emotional), and everyone has the Responsibility not to be violent to others. [Article- 28, 37]
- I have the Right to be protected from economic exploitation, and everyone has the Responsibility to ensure that no child is forced to work and is given a free and secure environment. [Article- 32, 34]

These rights and responsibilities are enshrined in the United Nations Convention on the Rights of the Child, 1989. It contains all the rights which children and young people have all over the world. The Government of India signed this document in 1992.



Our World through English

Class VI

TEXTBOOK DEVELOPMENT & PUBLISHING COMMITTEE

- Chief Production Officer** : **Smt B. Seshu Kumari**
Director, SCERT, Hyderabad.
- Chief Production Organiser** : **Sri B. Sudhakar,**
Director, Govt. Textbook Press, Hyderabad.
- Organising Incharge** : **Dr. Nannuru Upender Reddy**
Prof. & Head, Curriculum and Textbook Department,
SCERT, Hyderabad.
- Asst. Organising Incharge** : **Sri K. Yadagiri**
Lecturer, C&T Dept., SCERT, Hyderabad.

Advisor - Gender Sensitivity : Ms. Charu Sinha, I.P.S.,
and Child Sexual Abuse Director, ACB, Telangana, Hyderabad.



Published by:

The Government of Telangana, Hyderabad.

© Government of Telangana, Hyderabad.

First Published 2012
New Impressions 2013, 2014, 2015, 2016, 2017, 2018, 2019

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means without the prior permission in writing of the publisher, nor be otherwise circulated in any form of binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

The copyright holder of this book is the Director of School Education, Hyderabad, Telangana.

This book has been printed on 70 G.S.M. Maplitho
Title Page 200 G.S.M. White Cover Paper (MF)

Free distribution by T.S. Government 2019-20

Printed in India
at the Telangana Government Textbook Press,
Mint Compound, Hyderabad,
Telangana.

Textbook Development Committee

English Class VI

Members

Dr. P. Dinakar, SA, ZPSS, Venkatapur (Kalan), Warangal Dist.
Sri K. Daniel Prabhakar, SA, ZPHS, Markapuram, Prakasam Dist.
Sri B. Manikya Sastry, SA, GHS, Mynampadu, Prakasam Dist.
Dr. M. Manjusha, Lecturer, IASE, Masab Tank, Hyderabad.
Sri YGK. Murthy, Staff Tutor, ELTC, DIET, Khammam Dist.
Sri S. Satyanarayana, SA, ZPSS, Manchu Konda, Khammam Dist.
Sri G. Sreenivasa Rao, Tutor, DCE, Krishna Dist.
Smt N. Sri Devi, Chief Tutor, DCE, Visakhapatnam Dist.
Sri K. Srinivasa Rao, SA, ZPSS, Thallada, Khammam Dist.
Sri M. Venkateswarlu, SA, GHS, Narendra Nagar, Warangal Dist
Sri K. Ramesh Rao, SA, GHS, Huzurabad, Karimnagar Dist.
Sri B. Ashok Reddy, SA, ZPHS, Battuguda, Nalgonda Dist.
Sri M. Raghuram, SA, ZPHS, Manikonda, Mahaboobnagar, Dist.

Academic Coordinators

Sri K. Venkata Rama Rayudu, HM, ZPPHS Patha Tungapadu, East Godavari District
Dr. A. Ramakrishna Rao, Officer in-charge, ELTC, DIET, East Godavari Dist.

Chief Coordinator

Dr. P. Jani Reddy, Lecturer, DIET, Vikarabad, Ranga Reddy Dist.

Academic Advisors

Dr. Jayasheelan, Rtd. Professor, E.F.L.U., Hyderabad
Dr. D. Kanakadurga, Rtd. Professor, Osmania University, Hyderabad.
Smt Adithi Majumder, Faculty Assistant, Vidya Bhawan Education Resource Centre, Udaipur

Editors

Dr. A. L. Khanna, ELT Consultant, Formerly Asst. Professor, University of Delhi
Dr. K. N. Anandan, Linguist & ELT. Expert from Kerala

Chief Editor

Dr. Rama Kant Agnihotri, Rtd. Professor, University of Delhi

Illustrators

Sri Ch. Venkata Ramana, SGT, PS. Veeryanaik Thanda, Nalgonda Dist.
Sri Narasimhulu, SA, UPS, Burgupally, Rangareddy Dist.

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 are 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

CONTENTS

Unit	Contents	Syllabus Coverage	Page No.
Readiness Programme	Bridging gap activity	June	1-3
1. A Reading	Peace and Harmony	} June-July	4-18
B. Reading (Poem)	I Want Peace		
Extensive Reading	Grand Contest in the Forest		
2. A. Reading	Telangana, The Pride of the People	} July	19-30
B. Reading (Poem)	In the Bazaars of Hyderabad		
C. Reading	Bammera Pothana, the jewel of Telugu literature		
3. A. Reading	What Can a Dollar and Eleven Cents Do?	} Aug	31-47
B. Reading (Poem)	A Nation's Strength		
C. Reading	Wilma Rudolph		
4. A. Reading	An Adventure	} Sept	48-60
B. Reading (Poem)	The Naughty Boy		
C. Reading	Tanaji Malusare		
5. A. Reading	Plant a Tree	} Oct-Nov	61-76
B. Reading (Poem)	If a Tree Could Talk		
C. Reading	Children, Speak Up!		
6. A. Reading	Rip Van Winkle	} Nov-Dec	77-90
B. Reading (Poem)	My Shadow		
C. Reading	Gulliver's Travels		
7. A. Reading	P.T.Usha, the Golden Girl	} Jan	91-108
B. Reading (Poem)	Indian Cricket Team		
C. Reading	Ranji's Wonderful Bat		
8. A. Reading	Half the Price	} Feb	109-127
B. Reading	The Sheik's White Donkey		

APPENDICES

Appendix-I	Texts for Listening	128-134
Appendix-II	About the Textbook and Assessment Procedures	135-140

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

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.

'Half the Price', *'The Sheik's White Donkey'*, and *'Plant a Tree'* from English – 400 developed by The English and Foreign Languages University, Hyderabad; *Peace and Harmony*, *Grand Contest in the Forest* from The Hindu (Young World). Ripvan Winkle, NCERT, New Delhi.

It has not been possible to trace the copyright in all the cases. The publishers apologise for any omissions and would be glad to hear from any such unacknowledged copyright holders.

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.”

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!

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?

Picture - 2



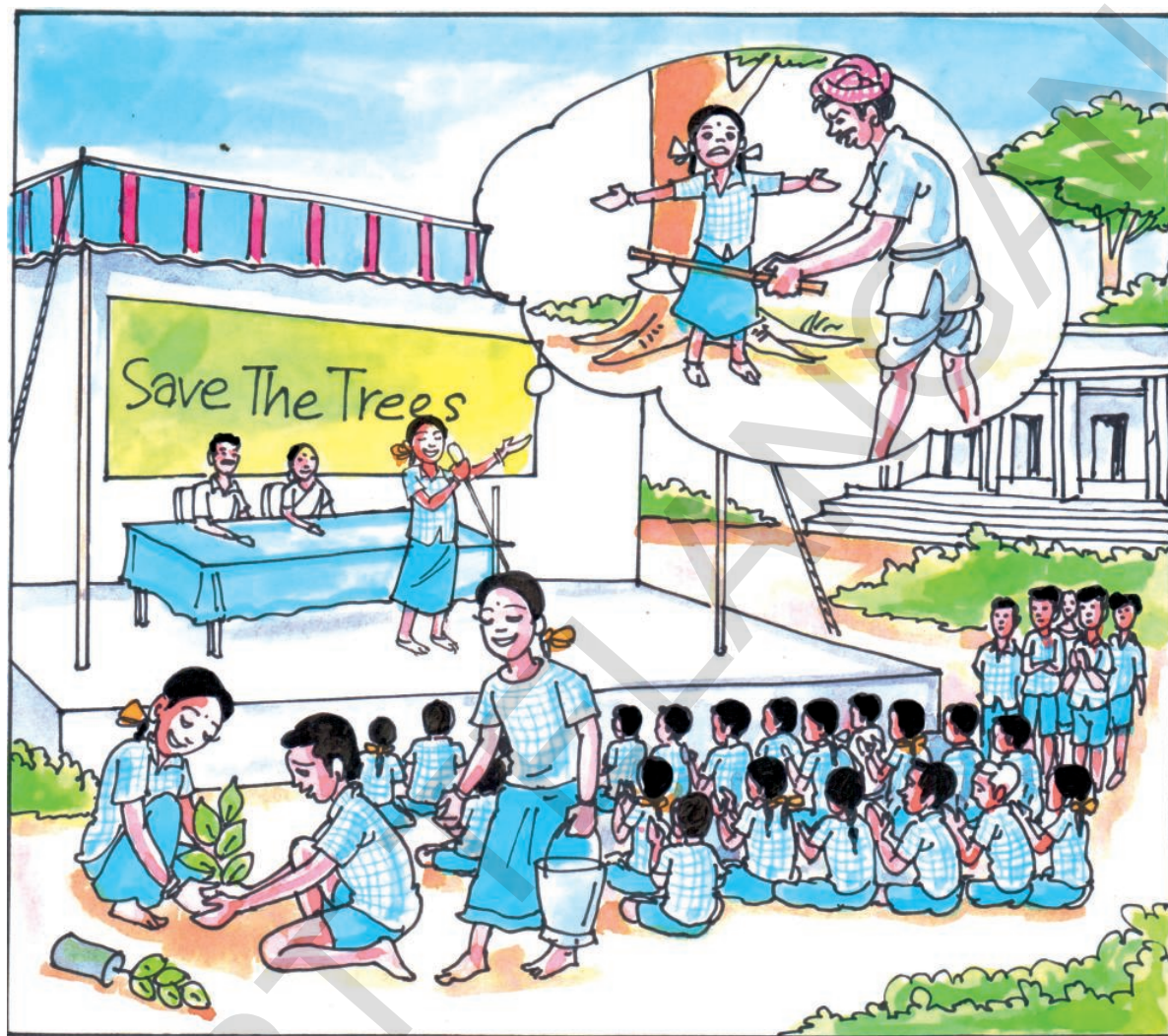
Interactive questions for description:

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?

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?

Look at the picture and discuss the questions that follow:



1. What does this picture tell you about the animals?
2. Are they happy or unhappy? How do you know?

Oral Discourse: Description: Select any one animal from the above picture and describe it.

A. Reading

Once upon a time, in a very thick forest there lived many animals, birds, snakes and insects. They all lived together happily. They roamed about the jungle and played together in the open fields without any fear. The peacocks were very proud of their dances but admired the melodious songs of the cuckoos. The elephants enjoyed watching the fish swimming in the pool. The pythons which were blessed with long bodies, spoke well of the fine fur of the flat-footed rabbits. The tiny ants, which were always busy, tickled the dark buffaloes.

They often held musical evenings in a large open field. The elephant and the deer danced. The mynahs and the parrots sang. The tiger and the bear exhibited gymnastics. They called the moon and his friends, the stars, to be the guests of honour at their musical evenings.

One day a jackal entered the forest. He was dirty, dangerous and very cunning too. He told the elephants, “You are the biggest animals in the forest. Why do you want to play with the squirrels and the rabbits?” He poisoned the minds of the peacocks saying, “You are the loveliest birds in the forest. Why do you want to praise the mynahs?” The jackal then approached the deer and whispered that the tiger was waiting for a chance to kill them.



Gradually, all the animals began suspecting one another. Earlier they had lived together, slept together and roamed around the forest together. Now they started to put up boundaries and build fences around their properties. They moved about individually or with their own group.

Now it was easy for the jackal to hunt the smaller animals and the birds. And when the smaller ones cried out for help, no one came to help them. One by one, the little ones disappeared. The forest slept as the animals were afraid. There were no more musical evenings. The moon was sad. He cried.

The moon thought for a while and decided to come down among the animals and the birds as a sadhu. As soon as the sadhu appeared in the forest, the animals and the birds approached him to narrate their tales of woe. They cried, sobbed and blamed each other for disturbing the peace in the forest. And the sadhu listened to them.

The sadhu brought together the lions and the rabbits for a common meal. He visited the python and the viper, and had a long chat with them. He advised the eagle not to attack the little chicks that had lost their mother. The sadhu accompanied the tiger and the wild bear to the nearest market. He played with the bulbul, the owl and the monkeys.

But the jackal was very angry with what the sadhu was doing. He did not want the animals to live in peace and harmony. So he was waiting for an opportunity to attack the sadhu.

One day, the animals, insects and birds held an emergency meeting and they unanimously decided to approach the sadhu and pleaded with him to kill the jackal. The sadhu said, "I will not kill the jackal but help you in a different way."

When the sun went to sleep, the jackal came to the house of the hens to take a few of them for his supper. The sadhu, who had been lodging nearby, came out of the house and spoke to the jackal. "Take me today for your meal."

The jackal who had been waiting for this opportunity, dragged the sadhu and ran into the jungle. He took the sadhu to a lonely place, tore him into pieces and ate him up. The animals were very sad, angry and disappointed with what had happened to the sadhu. They were afraid that the hungry jackal would appear again the next day. Then they heard a strange noise. All of them ran in that direction. What they saw surprised them. They saw the stomach of the jackal growing bigger and bigger. It continued to bloat until it burst. Then they heard a soft voice: "May my animals, birds and insects live in peace and harmony! May there be no fences around you! May you sing and dance once again! Remember me and be not afraid."

When they looked up at the sky, they saw the moon shining brilliantly, spreading milky brightness over the earth. The animals once again started to roam, sing, and sleep in peace. They broke down the fences which they had built. They invited the moon and the stars for their cultural evenings.

Glossary

gymnastics (n)	:	physical exercises
property (n)	:	objects or things owned by somebody
woe (n)	:	extreme sadness
harmony (n)	:	a state of living together peacefully
unanimously (adv)	:	unitedly
bloat (v)	:	become bigger and bigger (swell unpleasantly)

How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

I. Answer the following questions:

1. How were the animals before the jackal entered the forest? Pick out the words which describe their mood.
2. What happened to the animals after the jackal came to the forest?
3. What was the jackal's plan? How did it succeed?
4. What did the animals do to check the jackal's evil design?
5. How was the moon disguised? Why did he choose that form?
6. Why did the sadhu ask the jackal to take him for his meal? Would you do the same if you were in his place?
7. What did the sadhu teach the animals in the forest?
8. Do you think the sadhu sacrificed his life for the sake of animals in the forest? Give reasons for your answer.

II. Read the following paragraph and analyse it in terms of cause and effect / consequence. One has been done for you.

The animals in the forest were friendly, so the jackal could not eat any animal. The jackal then thought of a plan and implemented it. The animals started suspecting each other as the jackal's plan worked. The life in the forest became dull because there were no musical evenings. All the animals requested the sadhu for help, so he talked to the animals and the birds and solved their problem. However, the sadhu didn't want to kill the jackal, but preferred to teach a lesson to it.

Cause	Consequence
All the animals in the forest were friendly.	The jackal couldn't eat any animal.

III. Rearrange the following sentences in the order of their occurrence in the story.

1. The animals and the birds requested the moon to help them.
2. The moon came in the form of a sadhu.
3. The jackal created an unfriendly atmosphere.
4. The peace and harmony in the forest was disturbed.
5. The jackal entered the forest.
6. The peace and harmony in the forest was restored.
7. The jackal did not like this, so it killed the sadhu.
8. The sadhu talked to everyone in the forest and tried to restore peace.
9. They often held musical evenings.
10. The animals and the birds began suspecting each other.
11. The animals and the birds were living happily together.
12. The stomach of the jackal bloated and then burst.

Here is the first sentence: The animals and the birds were living happily together.

Vocabulary

I. Read the following sentences from the story:

They heard a soft voice.

He was dirty and dangerous.

It was easy for the jackal to hunt the smaller animals and birds.

The jackal told the elephant, "You are the biggest animal in the forest."

He said to the peacock, "You are the loveliest bird in the forest."

*The underlined words are called **Adjectives**.*

1. They come either before or after a noun (a tall boy)
2. They take intensifiers like very, quite (a very tall boy)

They have degrees of comparison - Positive, Comparative and Superlative.

Here are the three forms of some adjectives.

Positive	Comparative	Superlative
dark	darker	darkest
small	smaller	smallest
near	nearer	nearest
big	bigger	biggest
lovely	lovelier	loveliest
dirty	dirtier	dirtiest
melodious	more melodious	most melodious

Read the following paragraph carefully, underline all adjectives and write the other degrees of comparison for them.

Yesterday we went for a picnic to Nehru Zoological Park which is one of the biggest zoos in the country. The climate was cool and pleasant. We saw many animals, birds, reptiles etc. We also saw a very large elephant. After that, we saw a tall giraffe with a long neck. There were also some small birds which sang sweet songs. There was a beautiful peacock which danced majestically. We went very close to the brown cobra. We felt very happy. We reached home late in the evening

II. Read the following words. Each pair has one word and the other word is its opposite in meaning:

big	X	small	near	X	far
dark	X	light	open	X	close
happy	X	unhappy	start	X	stop
large	X	small	thick	X	thin
live	X	die	appear	X	disappear
long	X	short	common	X	uncommon

Now fill in the blanks in the sentences given below with the word opposite in meaning to the one in bold letters.

1. The elephant's eyes are **small** but its body is _____
2. The animals were **happy** in the beginning. After the jackal entered the forest, they became _____
3. The giraffe's neck is very **long** but its tail is _____
4. Mangoes are **sweet** but lemons are _____
5. The coconut is a **tall** tree but the guava is a _____ tree.

III. The following pairs of words are similar in meaning. Pick out such pairs from the story you have just read.

animals	–	creatures	small	–	tiny
build	–	construct	talk	–	speak
large	–	big, huge			

Grammar

I. Read the following sentences.

The elephant is bigger than the donkey.

The donkey is not so big as the elephant.

In the above sentences the elephant and the donkey are compared with respect to their size. The words “**big**” and “**bigger**” are adjectives that are used to compare their size.

Here is some information about a group of pupils in 6th class.

Name of the Student	Age in Years	Height in Ft.	Weight in Kgs.
Harini	11	4.9	27
Seshagiri	12	5.1	30
Akhila	12	4.8	28
Bhaskar Raju	10	4.5	24
Siddu	13	5.3	35
Rajesh	11	5.1	28
Raghava	12	4.9	28
Vamsi	13	4.5	27
Manoj	12	5.1	30
Gopi	10	4.5	25

Now make 20 sentences comparing the ages, heights and weights of the students as shown in the examples given below:

Harini is as tall as Raghava.

Harini is not so heavy as Raghava.

Harini is older than Gopi.

Siddu is the heaviest boy in the group.

II. Look at the following sentences paying special attention to the underlined words.

The tiny ants, which were always busy, tickled the dark buffaloes.

They often held musical evenings in a large open field.

The underlined words are adverbs, which tell us how often something happens. They are called adverbs of frequency.

Read the following passage and underline the adverbs of frequency.

Sekhar is a busy taxi driver. He never finds time to read books. He often takes food outside. He reaches home early in the evening. But he seldom goes to bed early. So, his children always ask him for a bed time story. Sometimes he takes his children for picnics and buys toys and gifts.

Look at the conversation between two friends, Murthy and Krishna. Fill in the blanks with always, never, often, seldom, sometimes.

- Murthy : Do you like reading books?
- Krishna : Yes, very much. I _____ read books, a book a day. How about you?
- Murthy : I like books too. But I _____ read books, not always.
- Krishna : How _____ do you read books?
- Murthy : Once or twice a month.
- Krishna : Oh, that's fine. Have you read *Asura* by Anand Neelakantan?
- Murthy : No, I haven't. I'll read it next month. How _____ does your brother read?
- Krishna : He _____ read books. The last he read a book was 10 years ago.

Writing

I. Here is an invitation card from the animals about a musical programme in the forest. Read it carefully.

Invitation - Musical Programme	
Venue	: Greenwood Forest
Guests of honour	: 1) Moon 2) Stars
Welcome Address	: Peacock
Cultural Programmes	
1. Dance	: Made for Each Other by Elephant and Deer
2. Song	: Victory over the Jackal by Parrots and Mynahs
3. Gymnastics show	: Health Tips for All Animals by Tiger and Deer
4. Skit	: Fine Fur of Rabbit by Cuckoo and friends
5. Vote of thanks	: Wild Buffalo
All are welcome. - By Animals of the Forest	

Suppose you are planning to conduct a cultural programme in your school on the occasion of your School Anniversary. Design an invitation card. You may use the model given above.

How well did I write?

Fill in the boxes using yes/ somewhat/ no.	
I was able to explain / describe / narrate well.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

How well did I edit my work?

Fill in the boxes using yes/ somewhat/ no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

II. Read below how Peacock, the organizer, compered the whole programme in the Greenwood Forest.

Dear Mr. Moon, Stars and dear Friends,

I welcome you all to the Peace and Harmony Programme organised in the Greenwood Forest. As you're aware, we have with us Mr Moon and Stars as our guests of honour. On behalf of our animal kingdom, and on my behalf, I thank them for sparing some of their valuable time for us. I'd request Mr Moon to say a few words on this occasion.

(Mr Moon says a few words)

Mr Moon sir,.....

Thank you sir, for saying very kind words for us.

Now I will begin our cultural programme with a dance item called "Made for Each Other". This will be presented by Elephant and Deer.

(Dance item by Elephant and Deer)

I'm sure you have liked the dance item. The next item in our programme is a song called "Victory over the Jackal." This will be sung by Parrots and Mynahs.

(A song by Parrots and Mynahs)

How was the song? Did you like it? Now you will see the gymnastic show called 'Health Tips for All Animals'. This will be presented by Tiger and Deer.

(Gymnastic show by Tiger and Deer)

I am sure you have enjoyed the show. Now you will see a skit called 'Fine Fur of Rabbit'. It will be presented by Cuckoo and Friends.

(Skit by Cuckoo and friends)

Now I invite the Wild Buffalo, the President of the animal kingdom to propose a vote of thanks.

(Vote of thanks by Wild Buffalo)

Finally, I invite you all to have a mouthful of juice before you leave.

III. Imagine that you are the Cultural Secretary of your school. You have been asked to compere the programme on the school Anniversary day. Prepare your script and then give a mock performance before your group.

Study Skills

Read the following Table of Contents of a book:

Unit No	Lesson	Page No.
Unit 1	: Dolphins	1
Unit 2	: Olympic Games	9
	The Swing (Poem)	
Unit 3	: Hovercrafts	19
Unit 4	: Vikram Sarabhai	24
	Trees(Poem)	
Unit 5	: Fossils	32
Unit 6	: Crocodiles	38
	Four Chairs (poem)	
Unit 7	: Kites	47
Unit 8	: Habits	52
	Mosquito (poem)	
Unit 9	: Fingerprints	62
Unit 10	: An Act of Bravery	68
	I Wonder (Poem)	

Fill in the blanks with the information in the Table of Contents given above.

1. "Fossils" is found at page _____
2. If you want to know about crocodiles you must turn to page _____
3. "Mosquito" is found in Unit _____
4. The Unit 7: "Kites" is found from page _____ to _____
5. Unit 4 talks about _____

Listening and Speaking

Listen to the story "The Friendly Mongoose" and answer the following questions:



1. Which character do you like the most in the story and why?
2. Do you think the mongoose would have bitten the child?
3. Is the woman right in killing the mongoose? What would you do if you were in her place?
4. Why did the husband go to the fields leaving the child to the mongoose?
5. Why do you think the mongoose killed the snake?
6. Suggest one word that describes the character of the mongoose in the story?
7. Is it a good idea to have a mongoose as a pet? Give reasons.

B. Reading

I Want Peace

I am big and round,
I wonder if there will be peace,
I hear the sound of people who are being killed,
I see the people crying for life,
I want to help the poor people.

I am big and round,
I feel the weight of sorrow on me,
I touch the feelings of the people,
I worry about the future of the people on me,
I cry for help from God.

I am big and round,
I understand the problems of the people on me,
I say grace for all people,
I dream about my past,
I try to handle my sorrow,
I hope I won't be destroyed,
I am big and round.



How well did I read the poem?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the poem.	
I got the idea of the poem on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the poem.	
I used the glossary given at the end of the poem.	

Answer the following questions:

1. What does the earth wish to have and why?
2. "I am big and round". What do you think is suggested by the repetition of this line?
3. Was the earth happy or sorrowful? Give reasons for your opinion.

Project

Collect /draw 5 pictures of animals / birds and fill the table given below.

Sl. No.	Name of the bird/animal	Physical features	Food habits	Habitation	Other information

Pick your favorite animal/bird from the above list and write about it. Give reasons why you like it and present it to the class.

C. Reading

Grand Contest in the Forest

(The animals, birds and trees were excited. They began to prepare for the Great Day when they would give their best to the Great One except the little grey squirrel.)

There was excitement in the air. There was going to be a grand contest. Everyone should show something special, and the best one would be praised by the Lords of Fire, Wind, Water, and Sun...The animals and trees began preparations.

"I'll shine like sparkling sun-shine," said the laburnum. "My flowers will look like golden raindrops."

The gulmohar said, "I'll dress myself so that I look like the early morning sun - golden-red, spreading radiance."

"I'll offer the best honey I can find," shouted the bear.



The elephant said, “I’ll get the best fruit, so fresh it would still be on the branches... And lay them at her feet.”

Everyone had something beautiful or wonderful to offer on the great day.

Everyone, except a little grey squirrel, who talked sadly to himself, “What does a little grey squirrel with black stripes have to offer?”

The palash said, “The forest will be ablaze with my beauty. Though late, I’ll save some flowers.”

“And though early, I’ll make some flowers bloom,” snapped the gulmohar.

The beautiful trees and creatures had started competing and fighting.

“My mangoes are ready,” announced the mango tree.

The peacock said, “Emeralds and turquoises are my feathers.”

The lark trilled, “I’ll sing a song, beautiful and moving...”

The dove cooed, saying the Great One would love her soft notes.

Gifts and beauty abound, thought the squirrel in despair. He thought and thought. “But I will do what I can do best,” he decided. He found hollow branches and filled them with as many nuts and seeds of different trees as he could find.

The next day everyone was ready. The Great One came. The air became soft and balmy. The streams tinkled as they tumbled over little rocks.

“Great One, here is my gift,” said each, laying gifts at her feet. After everyone had given their gifts, the Great One looked at the little grey squirrel, and asked “Little one, why are you quiet”?



“I have nothing grand to offer you. I don’t glow or sing, but what I have I give with my heart,” and he scampered away. He returned, dragging his dry branches. The Great One looked grave.

“I see beauty in form and sound...” all waited holding their breath. “But the prize goes to the grey squirrel, for I can use the seeds and sow them; new life will burst forth...trees will bear more fruit. It is a gift not only for today but also for all our tomorrows.”

The creatures then marvelled saying, “How foolish we were to think only of the present. Three cheers for the little squirrel!”

Glossary

laburnum (n) :	a small tree with groups of yellow flowers hanging down
palash (n) :	a tree with red flowers, supposed to be sacred
turquoise (adj):	a bluish green colour

Answer the following questions:

1. “There was excitement in the air.” Why?
2. Who will sing a song?
3. How was the squirrel? Why?
4. Who was the winner of the contest?
5. Why did the Great One give prize to the squirrel?
6. If you were the judge, who would get the prize? Why?
Give reasons for your answer.

2

Telangana, The Pride of the People

Look at the following and discuss the questions that follow:



1. What do you know about the monuments and the dance shown in these pictures?
2. What cultural importance do these monuments and dance have for us today?

Oral Discourse: Talk on-Select any one of the above pictures and talk about it.

A. Reading

Hari was sitting in the armchair and was reading the newspaper. Kiran, his son, observed the emotions appearing on his father's face.

"Dad, what is special in the news? Why are you so emotional?" Kiran asked.

"Today is the red letter day for us, dear. The union government has declared Telangana as the 29th state of the country. It took years for the government to take this decision. Many people sacrificed their lives for our state. We need to remember the martyrs who sacrificed their lives for separate Telangana State. Now, we have our own state with our own culture," Hari said.

"Dad, please tell me more about it," Kiran requested eagerly.

"Dear child, the long lasting dream of our people has become true. The birth of our state has made our vision real. Now, there are more chances for employment and inclusive development. Moreover, we can revive our culture; we can revive our language." Hari said.

"Dad, is our language different?" Kiran asked.

“Not exactly,” said Hari, “It is a variant of Telugu -a dialect. But, it has not been given the status of a language and was humiliated on many occasions. Even our festivals are not given much importance. Indeed, our Telangana language is part of our culture,” Hari explained.

“What are the special festivals of our state, dad?” Kiran asked.

“We celebrate the main festivals as well as the regional festivals. Festivals like Bonalu, Bathukamma and Peerla Panduga reflect our life,” said Hari.

Meanwhile, Hari saw Laxmi coming.

“Now, it’s your mother’s turn. She will let you know about our festivals,” Hari said.

“We celebrate our festivals with warmth and fervor. Bonalu, our state festival, is celebrated during Aashaadam as thanksgiving to the goddess Mahankali for fulfilling our wishes. We prepare rice cooked with milk and jaggery, put in a Ghatam – the decorated pot and carry the pot in a procession singing songs. The fete culminates as the ghatams are offered to the local goddesses,” said Laxmi.



Indu, Kiran’s sister joined them and said, “Yes, last Tuesday, we saw the jubilant procession.”



Indu asked, “Mum, what about Bathukamma?”

“Bathukamma festival is celebrated as part of Dussehra. The festival has historical and religious significance. Women carry Bathukamma, beautifully stacked with Tangedu, Gunugu and Chamanthi flowers to the meeting points. Making circles around Bathukamma, womenfolk sing

songs related to our culture. Later, the Bathukamma are taken to the local tanks and streams to be immersed.” Laxmi explained.

“What is Muharram ?” Kiran asked.

“Muharram is celebrated in many parts of our state. It is the symbol of religious tolerance. During this, the Peerlu are kept in village points. The Peerlu are immersed in the local lakes and tanks. Indeed our festivals and art forms symbolize our culture. They are reflected in our lifestyle,” said Hari.



“Our sarees are famous worldwide,” said Laxmi, “the sarees of Pochampally, Gadwal and Narayanpet are very popular for their attractive patterns. Our weavers of Sircilla produce sarees that fit in a match box. The wooden toys of Nirmal steal the hearts of everyone.”

“All this make our state great,” said Indu.

“Besides, we have jatara. The Sammakka and Saralamma jatara of Medaram, Warangal is one of the biggest gatherings in the world. Lakhs of people take part in it. Moreover, there are several places of attraction in our state. Hyderabad, Nagarjuna Sagar, Yadadri, Vemulavada, Alampur, Sri Rangapuram and Bhadrachalam are some among them,” said Hari.



“We went on a tour to Nagrjuna Sagar last year. We visited the museum there. It has a huge collection of antiques,” said Indu.

“And the Salar Jung Museum of Hyderabad is one of the three national museums which has antiques and portraits collected by a single person,” Kiran added.

“We visited the Golconda fort last sunday. There we saw the place where Bhakta Ramdasu was imprisoned.” Indu added.

“Not only that, our great poets contributed to our rich culture. Bammara Pothana’s Bhagavatham is known for its literary fragrance. Kancherla Gopanna, known as Bhakta Ramadasu, made our literature great with his keerthanas. Mallinganti Suri, Kaloji Narayan Rao, Dasharathi Ranga Charyulu and Dasharathi Krishnama Charyulu are the jewels of Telangana,” said Laxmi.

“Oggu Katha is a very popular folklore singing, praising and narrating the stories of Mallanna, Beerappa and Yellamma. The narrator and the chorus- two narrators dramatize and transform themselves into the characters. Perini Shiva Tandavam is the dance form originated in Telangana. It has historical prominence. During the dynasty of the Kakatiyas, the soldiers performed this dance as the invocation and dedicated it to Lord Shiva. This dance form was revived by Sri. Nataraja Ramakrishna,” Hari said.

“It is high time for us to remember our great personalities who dedicated their life for Telangana.”

“The temples, the antiques, the art forms, the literature and our language contribute to our culture and heritage. We need to preserve them. I hope our government will also take necessary steps in this regard,” said Hari.

Glossary

emotion (n)	:	excitement
red letter day	:	a very important day
dialect (n)	:	a form of language
fervor (n)	:	a strong feeling of enthusiasm
fete (n)	:	public celebration

culminate (v)	:	reach the end of something
significance (n)	:	importance
religious tolerance	:	accepting the feelings of all religions
immerse (v)	:	to put into water
weaver (v)	:	one who makes cloth
antiques (n)	:	things that are old and valuable
revive (v)	:	to make active again
preserve (v)	:	to keep in good condition
dedicate (v)	:	to devote
pattern (n)	:	an arrangement of a design
portrait (n)	:	a painting
invocation (n)	:	prayer
prominence (n)	:	importance

I. Answer the following questions:

1. Why do you think Hari was so emotional?
2. What was the long lasting dream of the people? How did it become true?
3. How is our culture manifested?
4. What is your favourite festival? Why do you like it?
5. What should we do to preserve our culture?
6. What should the government do to preserve our culture and heritage?

II. Say whether the following statements are True or False. Correct the false statements.

1. Bonalu is celebrated as part of Dussehra.
2. The ghatams are immersed in the local tanks and ponds.
3. Siricilla weavers produce excellent sarees with attractive patterns.
4. Peerla Panduga is the symbol of religious tolerance.
5. We can see a large number of antiques in the Salar Jung Museum.

Vocabulary

Read the following sentences focusing on the underlined words.

- i. We saw the jubilant procession.
- ii. Oggu Katha is a very popular folklore.
- iii. The sarees of Pochampally, Gadwal and Narayanpet are very popular for their attractive patterns.

The underlined words help us to express our opinion. They are opinion adjectives.

Complete the following passage using the adjectives given in the box.

small, attractive, flightless, different

Squirrels are ——— animals and so everyone likes them. They are found in ——— colours. They are ——— but can move very fast. They eat nuts, fruits and sometimes insects. They are ——— because they can only jump short distances. Most of the squirrels live in tree holes. They even store their food there.

Grammar

Read the following from the narrative:

- i. “Now, there is more scope for development. **Moreover**, we can revive our culture.”
- ii. We celebrate the main festivals **as well as** the regional festivals.
- iii. **Besides**, we have jataras .
- iv. **And** the Salar Jung Museum is one of the three national museums.
- v. **Not only that**, our great poets contributed to our rich culture.

The highlighted expressions help us in linking our ideas.

Rewrite the following using the linkers given in brackets

Swati is a well-known singer. **She sings Telugu songs. She sings Hindi songs** (and). Moreover, she is a student of computer science. **She works on computer. She designs programmes (not only- but also). She likes music very much. She likes books (besides).**

Editing

Read the following passage. There is an error in each sentence. Identify and edit it.

Laxmi was reading a story-book sitting of a train. It were very interesting. The story was about an wise man. Just then, an old man came there. He was not able to carry his luggages. He asking Laxmi's father, "Can you please help me?" He helped the old man.

Writing

Your school planned a picnic to a place of cultural importance in your district. Write a conversation between you and your friend about it. You may use the following.

- Place selected for the visit
- Its importance
- Need to visit

How well did I write?

Fill in the boxes using yes/ somewhat/ no.	
I was able to explain / describe / narrate well.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

How well did I edit my work?

Fill in the boxes using yes/ somewhat/ no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

Study Skills

Study the following results.

Notice Board			
Z.P. High School, Jillelaguda, Ranga Reddy Dist. Percentage of marks of students in S.S.C. Examination in 2011.			
Girls	Percentage	Boys	Percentage
Swathi	82	Abhilash	85.6
Swetha	86	Farooq	85
Naga Rani	78	Sai Krishna	79.6
Hemalatha	69	Bhanu Prasad	67.6
Mamatha	68	Uday Kumar	76
Sruthi Geetha	68	Vinod Kumar	76.8
Manjula	67.6	Masanna	71

Answer the following questions:

1. Name the topper of the school.
2. Which two students scored equal percentage of marks?
3. Who got the lowest percentage of marks?
4. How many have scored above eighty percentage of marks?
5. Comment on the overall performance of the students.
6. Who performed better, boys or girls? Support your answer.

Listening and Speaking

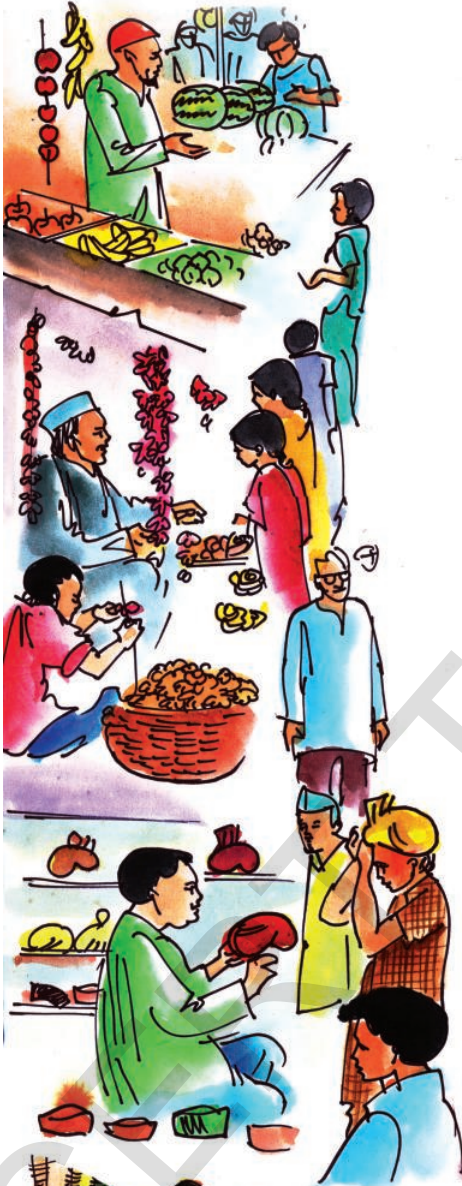
I Sambaiah is a boy from Warangal. Listen to him and put the Tick (✓) mark to the statements that are true.

1. Ramappa temple is located in Warangal city.
2. The Ramappa temple is famous for statues and carvings.
3. The bricks of the temple are very heavy.
4. The Nandi in the temple is different.
5. The people who visit the temple take the statues with them.

II. Group Work: Have you ever been to any famous place in Telangana? Talk about it in your group.

B. Reading (Poem)

In the Bazaars of Hyderabad



What do you sell, O ye merchants?
Richly your wares are displayed.
Turbans of crimson and silver,
Tunics of purple brocade,
Mirror with panels of amber,
Daggers with handles of jade.

What do you weigh, O ye vendors?
Saffron and lentil and rice
What do you grind, O ye maidens?
Sandalwood, henna, and spice.
What do you call, O ye peddlers?
Chessman and ivory dice.

What do you make, O ye goldsmiths?
Wristlets and anklets and ring,
Bells for the feet of blue pigeons
Frail as a dragonfly's wing,
Girdles of gold for dancers,
Scabbards of gold for the king.

What do you cry, O ye fruitmen?
Citron, pomegranate, and plum.
What do you play, O ye magicians?
Spells for aeons to come.

What do you weave, O ye flowergirls
With tassels of azure and red?
Crowns for the brow of a bridegroom,
Chaplets to garland his bed,
Sheets of white blossoms new-garnered
To perfume the sleep of the dead.

- Sarojini Naidu



Glossary

O ye:	a meaning “you” used in the past especially to address more than one person
wares (n):	goods that someone sells in a market or on the street
brocade (n):	expensive thick cloth with a pattern woven into it
amber (n):	a hard yellow-brown substance used for making jewellery
jade (n):	a precious stone used for making jewellery and art objects
vendor (s):	someone who sells something
peddler (s):	someone who goes from one place to another selling things
ivory (n):	the yellowish white bone that an elephant’s tusk is made of
dice (n):	a small block with six sides marked with spots
frail (v):	thin and delicate
scabbards (n):	a cover for the blade of a sword or dagger
aeon (s):	an extremely long period of time
tassels (n):	a group of strings tied together at one end and fastened to clothing or objects for decoration
azure (n):	bright blue
chaplets (n):	a circle of flowers and leaves that you wear on your head

How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the poem.	
I got the idea of the poem on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the poem.	
I used the glossary given at the end of the poem.	

Answer the following questions:

1. What is the poet talking about in the first stanza?
2. What is that you like the most about the poem?
3. Pickout the words/phrases that describe the grandeur of the market?
4. What impression do you form of the market?
5. When you happen to visit the bazaars of Hyderabad, what things from the poem come to your mind?

Project

Collect the information about any five tourist places in Telangana. You may include the following details for each place.

1. Name of the tourist place :
2. Distance from your place :
3. How to reach there from your place :
4. Important details (when to go there, things to see, accomdation, etc.) :
5. Have you ever visited? If so, give details:
6. Your opinion about the place :

C. Reading

Bammera Pothana, the jewel of Telugu literature

Bammera Pothana was the remarkable poet who was born in our state. He translated Bhagavatham into Telugu. He was born in Bammera village of Warangal district. He belonged to an agricultural family. His father was Kesanna and his mother was Lakshamma. He never hesitated to work in the agricultural fields despite his interest in poetry.

At the early age, Pothana wrote Bhogini Dandakamu for King Sri Singa Bhoopala. Later, he wrote Veerabhadra Vijayamu describing the adventures of Veerabhadra, the son of Lord Shiva. The main theme of the work was the destruction of the yagna performed by king Daksha in the absence of Lord Shiva.

Pothana was a devotee of Lord Shiva. Later, he became a devotee of Lord Rama and developed interest in salvation. It is said that he was invoked by Lord Rama and took up the work of translating Vyasa's Bhagavatham into Telugu, which was later known as Pothana's Bhagavatham. It is said that Lord Rama himself complemented the work Pothana himself credited this in his Bhagavatham.



Palikedidhi Bhagavathamata

Palikinchedivadu Ramabhadhrundata Ne

Palikina Bhavaharamagunata

Palikeda Verondu Ghadha Palukaga Nela

Pothana dedicated his Bhagavatham to Lord Rama refusing the orders of King Padma Nayaka. He thought it would be better to dedicate the divine work to Lord Rama, not to any mortal king.

Pothana was fond of using rhythm and repetition of sounds. His descriptions touch the hearts of the readers. Even common people quote the verses of ‘Gajendra Mokshamu’ and ‘Prahlada Charitra’ from Pothana Bhagavatham.

Pothana is not among us now. But, his works live forever and ever. His poetry still rings in our ears.

Glossary

remarkable (<i>adj</i>)	:	special
hesitate (<i>v</i>)	:	pause before doing something
devotee (<i>n</i>)	:	one who is strongly interested in something
translate (<i>v</i>)	:	to change into a different language
complement (<i>v</i>)	:	make something better
rhythm (<i>n</i>)	:	musical pattern
quote (<i>v</i>)	:	repeat the words said by someone

Answer the following questions

1. What was the greatest work of Bammara Pothana ?
2. Why do you think Pothana did agricultural work ?
3. Pothana didn't dedicate his work to the king. Why ?
4. What special qualities can we observe in Pothana's works?

What Can a Dollar and Eleven Cents Do?

Look at the picture and discuss the questions that follow:



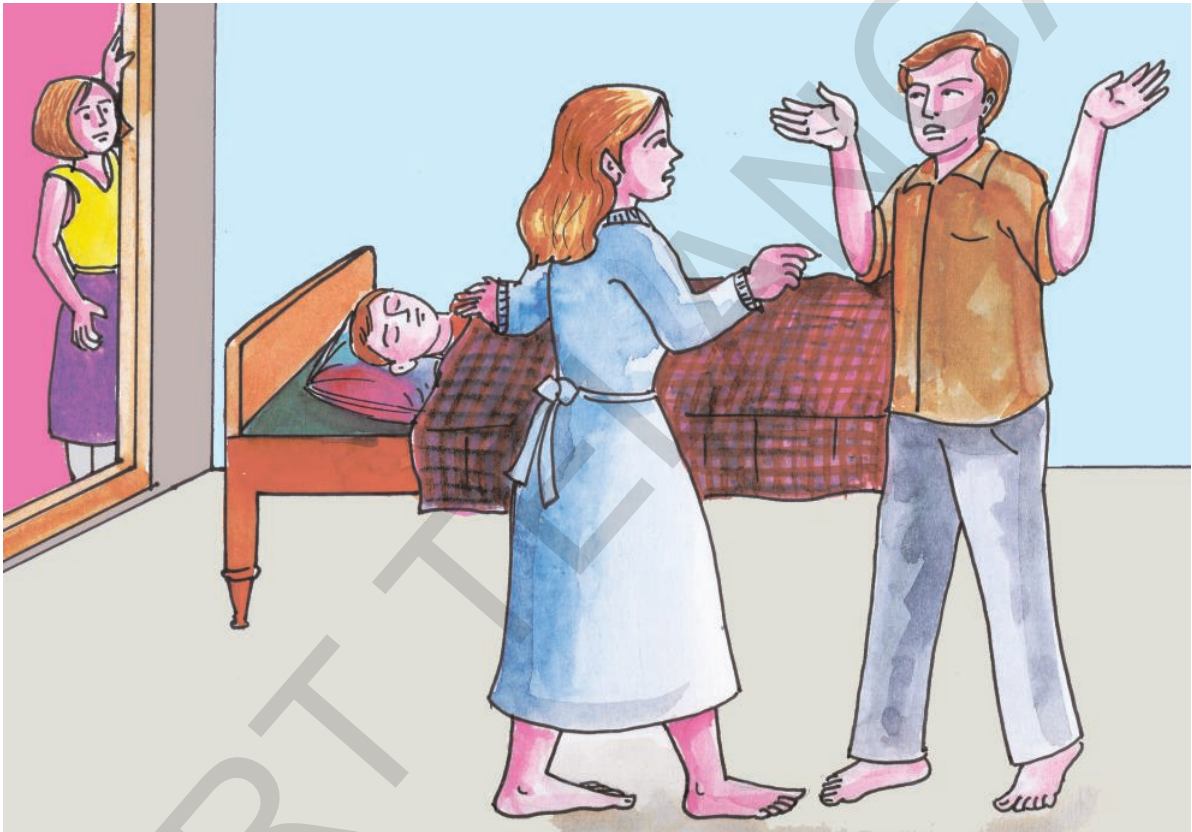
1. What can you say about the shop?
2. When does one go to such shops?
3. Why do you think the girl has come to the shop?
4. What do you think the girl is saying to the shopkeeper?
5. Does she look happy? What makes you think so?
6. Who might be ill?

Oral Discourse: Role Play - Enact the scene depicted in the picture.

(Characters - the girl, the medical shopkeeper)

A. Reading

An eight-year-old child, Tess, heard her parents talking about her little brother, Andrew. All she knew was that Andrew was very sick and her parents did not have enough money for the treatment. They were moving into a smaller house because they could not afford to stay in the present house after paying the doctor's bills. He needed a costly surgery now and there was no one to loan them the money, so her parents lost their hope and gave up their efforts.



When Tess heard her daddy say to her tearful mother, “Only a miracle can save him now,” she went to her room and pulled a jar of coins from a cupboard. She poured all the money out on the floor and counted it carefully. Holding the jar tightly, she made her way to the medical store and placed it on the glass table.

“What do you want?” asked the chemist. “It’s for my little brother,” Tess answered, “He’s really, really sick and I want to buy a miracle.”

“We don’t sell miracles here, child. I’m sorry,” the chemist said, smiling sadly at the little girl. “Listen, I have the money to pay for it. If it isn’t enough, I can try and get some more. Just tell me how much it costs.”

At the shop there was a well-dressed customer. He bent down and asked the little girl, “What kind of miracle does your brother need?” “I don’t know,” she replied with her eyes welling up. “He’s really sick and Mummy says he needs an operation. But my Daddy can’t pay for it, so I have brought my savings.” “How much do you have?” asked the man. “One dollar and eleven cents, but I can try and get some more,” she answered barely audible.

“Wonderful,” smiled the man. “A dollar and eleven cents, the exact price of a miracle for your little brother!” He took her money in one hand and held her hand with the other. He said, “Take me to your home. I want to see your brother and meet your parents. Let’s see if I have the kind of miracle he needs.”

That well-dressed man was Dr. Carlton Armstrong, a famous neurosurgeon. He had Andrew admitted to hospital where he operated on him without any charges. Within a few weeks Andrew was back at home and doing well.

“That surgery,” her Mum whispered, “was a real miracle. I wonder how much it would have cost.”



Tess smiled. She knew exactly how much the miracle cost - one dollar and eleven cents.....plus the love of a little child.

Glossary

miracle (n):	a wonderful event that seems impossible and that is believed to be caused by god
chemist (n):	a person who is qualified to prepare and sell medicines
whisper (v):	murmur / to speak very softly to somebody so that others cannot hear what you are saying
audible (adj):	loud enough to be heard
neurosurgeon (n) :	a doctor who performs operations on the nervous system especially on the brain

How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

I. Answer the following questions:

1. Do you think Tess can buy the miracle with her savings? Why?
2. Why did the mother say that the surgery was a real miracle?
3. What did the little girl understand by the word “miracle”?
4. What kind of a man was Dr. Armstrong?
5. Why did the doctor say that one dollar and eleven cents was the exact price of the miracle?
6. Find out the words that have been used to describe Tess. Would you like to add some from your side?
7. Can you suggest another title for the story? Give reasons.

II. Write whether the following statements are True or False. Give reasons for your answer. Correct the false statements.

1. Andrew’s parents had very little money. ()
2. Tess’s parents were very poor. ()
3. Tess’s parents were not interested to take her little brother, Andrew, to the hospital. ()
4. Andrew was seriously ill. ()
5. Tess thought that “a miracle” was the medicine that was available in a medical store. ()

III. Tick the correct answer.

1. "I'm sorry," the chemist said, because the miracle the girl had asked for
 - a) was not available in his shop.
 - b) was very costly.
 - c) was not a medicine.
2. Dr. Armstrong wanted
 - a) to help the child.
 - b) to collect a lot of money.
 - c) to make fun of the child.

Vocabulary

- I. Given below is a paragraph written by a 6th class student. Some words are wrongly given in it. Circle them and write the correct spellings.**

Food and Nutrition

We need a balanced diet to be healthy. Balanced diet provides us major nutrients such as carbohydrates, fats, vitamins, minerals, and proteins. There are two different types of source of proteins – animal sources and plant sources. Animal sources include fish, eggs, meat, etc. Peas and beans are important sources of protein.

- II. Given below are group of words. Find the odd one out and circle it. Give justification for your answer. The first one is done for you.**

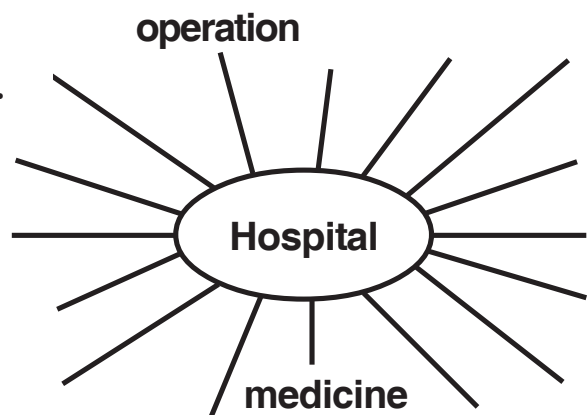
1. **hospital, nurse, patient, passenger.**

Hospital, nurse and patient are related to medical profession, whereas "passenger" is not related to the medical profession. So, passenger is the odd one out.

2. shop, customer, cost, temple
3. dollars, things, rupees, cents
4. treatment, operation, surgeon, blackboard
5. exam, question, answer, chocolate

- III. Write words related to "Hospital".**

Write as many words as possible.



Grammar

I. Question mark (?) and Exclamation mark (!)

Read the following conversation paying special attention to the use of question marks, and exclamation marks.

“Where’s the champion of Israel?” shouted Goliath.

“Let him come and fight with me!”

“Who is this man?” said David.

“I’ll go and fight him.”

“How stupid you are!” Goliath exclaimed.

You understand from the above sentences that a question ends with a question mark (?) and an exclamatory sentence with an exclamation mark (!)

Now read the following conversation and use question mark or exclamation mark wherever necessary.

Tess : I want to buy a miracle. How much does it cost

The Shopkeeper : I am sorry.

Tess : Why

The shopkeeper : Because we don’t have any medicine like “a miracle”.

Tess : What a pity

II. Apostrophe (') in possessive case of nouns and contractions

Read the following passage.

Andrew’s disease worried **Tess’s parents** because they did not have enough money for the treatment. Tess heard her **father’s words**. She decided to buy a miracle to cure her **brother’s disease**. She went to the medical store to buy the medicine. The shopkeeper said, “**We don’t** sell miracles here. **I’m** sorry.”

As you can see from the words / expressions in bold, the apostrophe is used to indicate the following.

Possessive form

Contracted form

Andrew’s disease

don’t

brother’s disease

I’m

Here, Tess’s parents means, the parents of Tess. Similarly, Andrew’s disease means the disease of Andrew.

The apostrophe is used here to talk about something that belongs to somebody or something. But it is also used to indicate the omission of a few letters, thus forming short forms or contractions. **Don't** is the short form of **do not**. Similarly, **I'm** is the short form of **I am**. June'09 is the short form of June 2009. In this case, apostrophe indicates that some letters/ numbers are omitted.

Read the following sentences and identify the contracted forms. Rewrite them in long form.

1. "I don't know" she replied. "He's really sick and Mummy says he needs an operation."
2. But Daddy can't pay for it.
3. Let's see if I've the kind of miracle he needs.

III. Read the following story:

Two rats fell into a milk pot. The first rat stopped making attempts to swim thinking that no one would save it. So, it drowned and lost its life. The other rat decided to continue swimming in the pot round and round. After some time, the milk turned into curd, the rat sat on it, and thus saved its life.

Look at the verbs underlined above. They fall into two categories as shown below.

Regular verbs		Irregular verbs	
Present Tense	Past Tense	Present Tense	Past Tense
decide	decided (d)	fall	fell
stop	stopped (ed)	lose	lost

The past tense forms of regular verbs are formed by adding 'd' or 'ed' to their present tense forms. Irregular verbs have different forms for the present and past tenses. Here are some irregular verbs.

Present Tense	Past Tense	Present Tense	Past Tense
fall	fell	sing	sang
give	gave	leave	left
rise	rose	teach	taught
speak	spoke	drink	drank

Read the table given below and fill in the blanks with the correct forms of the verbs. Write “regular” or ‘irregular’ in the third column.

Present tense	Past tense	Regular or Irregular
.....	bought	
clean	-----	
close	-----	
.....	danced	
.....	ate	
swim	-----	
take	-----	
.....	thought	

IV. Read the following sentences.

Andrew needed a costly surgery now and there was no one to loan them money. Dr.Armstrong operated on Andrew without any charges, and within a few weeks he was back at home doing well.

Observe the underlined words. They do not specify the exact amount or number but quantify things. They are called **quantifiers**. The words **no, none, any, a lot of, much, many, a little, a few**, etc. come under this category.

1. We use no or none of to indicate not or not any in order to emphasise the negative idea in a sentence.
2. We use a few and a little to talk about a small number and quantity.
3. Much is used with uncountable nouns like sugar, and many is used with countable nouns like pen, book, etc.

Examples:

1. Chandu has so much interest in English that he reads one book a week.
2. He has many friends in school.

- V. Study the table of marks secured by students in class X carefully. The minimum marks required to pass is 35.

Sl. No.	Name of the student	Marks scored in English	Sl. No.	Name of the student	Marks scored in English
1	Rani	65	16	Bhanu	67
2	Lata	60	17	Ramya	73
3	Kamala	73	18	Saleem	80
4	Lakshmi	80	19	Sai	71
5	Krishna	64	20	Ruchira	85
6	Bharat	75	21	Nandu	67
7	Ganesh	82	22	Mary	62
8	Meghana	63	23	Usha	64
9	Meenakshi	67	24	Sarada	75
10	Nithya	73	25	Bujji	82
11	Sindhu	80	26	Sandhya	63
12	Chandu	71	27	Sridhar	67
13	Mani	85	28	Jyothi	73
14	Chinni	67	29	Kumar	80
15	Ravi	62	30	Swarna	71

1. Answer the following questions using 'no', 'none', 'any', 'a few' and 'many'. Write them down in your notebook. The first one has been done for you.

1. How many students have scored more than 70 marks?

Ans. Many students have scored more than 70 marks.

2. Are there any students who have scored 90 marks?

3. How many students have failed in English?

4. How many students have scored below 60 marks?

5. How many students have scored between 64 and 75?

Writing

- I. Tess had the habit of writing a diary. On the day when she heard the news that her little brother Andrew had a serious illness, she began writing the entry in her diary like this:

'Today is a very bad day. What a terrible news! Mummy and Daddy are worrying so much about Andrew. My poor brother, Andrew! Why such big illness? Shocked to know that he was in a danger'.

Continue the diary entry in your notebook.

II. Letter writing

Imagine that you were Tess and write a letter to Dr. Armstrong in your notebook thanking him for saving the life of your brother.

How well did I write?

Fill in the boxes using yes/ somewhat/ no.	
I was able to explain / describe / narrate well.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

How well did I edit my work?

Fill in the boxes using yes/ somewhat/ no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

Study Skills

Look up the word 'miracle' in the following two dictionary entries.

miracle /ˈmɪr.ɪ.kl/

► **noun** [C] **A** an unusual and mysterious event that is thought to have been caused by a god, or any very surprising and unexpected event: [+ **that**] *Looking at the state of his car, it's a miracle (that) he wasn't killed!* ○ *I can't promise a miracle cure, but I think we can improve things.*

Collins Cobuild Advanced Illustrated Dictionary, 2009

mira|cle /mɪrəkəl/ (**miracles**) **1** N-COUNT If you say that a good event is a **miracle**, you mean that it is very surprising and unexpected. □ *It is a miracle no one was killed.* **2** ADJ [ADJ n] A **miracle** drug or product does something that was thought almost impossible. [JOURNALISM] □ *...a miracle drug that is said to be a cure for Aids and cancer.* **3** N-COUNT A **miracle** is a wonderful and surprising event that is believed to be caused by God. □ *...Jesus's ability to perform miracles.*

Cambridge Advanced Learner's Dictionary, Third Edition

1. What do you understand by the word 'miracle'? Write a brief note.
2. Use the word "miracle" as a noun and an adjective in a few sentences.
3. What do N-COUNT and ADJ mean?

Listening and Speaking

Your teacher will read the story “Glenn Cunningham.” Listen carefully and answer the questions given below.

1. What was Glenn’s ambition?
2. Why was he burnt?
3. What did he shout?
4. How long was Glenn in bed?
5. What was Glenn’s achievement?
6. What qualities of Glenn do you like? Do you have them in you? Speak about them.
7. Which qualities would you like to develop?
How can you develop them?



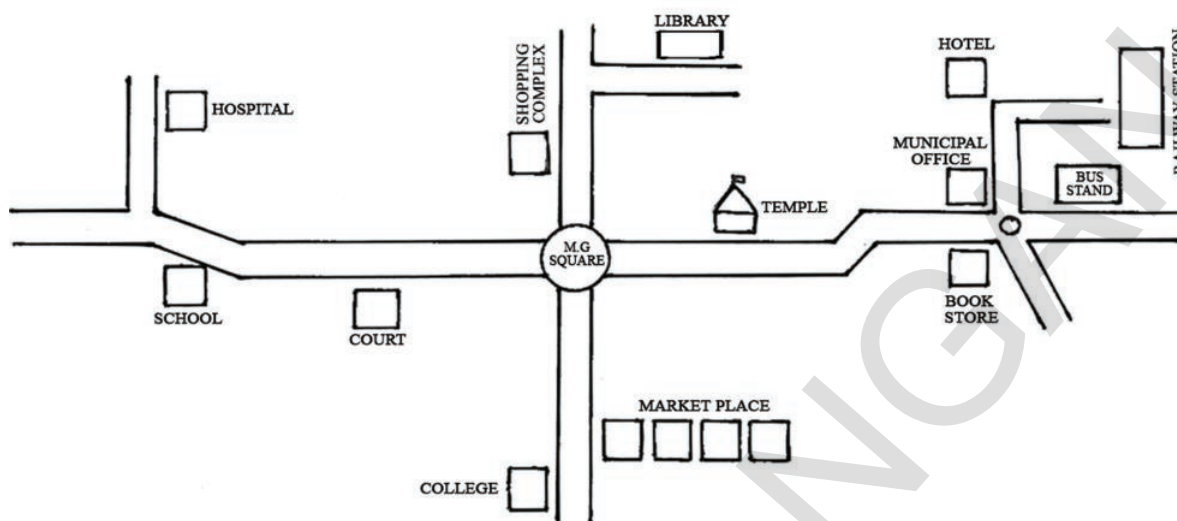
Examples of some qualities are: Compassion, Competitiveness, Empathy, Courage, Affection, Friendliness, Honesty and so on. All qualities are present in all of us though some are better developed than others. All qualities are equally valuable. They help us solve problems.

Oral Activity

- I. Tess wanted to buy a medicine for her brother, Andrew. But she didn’t know the way to reach the medical store. She approached the traffic policeman for help. Now read the following conversation between Tess and the Traffic Policeman:**

- Tess : Excuse me, Sir. I want to buy some medicines. Could you please tell me the way to a medical store nearby?
- Traffic Policeman : Sure, go straight up to the Municipal Office. Then turn left, and walk straight. You’ll find a medical store there.
- Tess : How far is it from here?
- Traffic Policeman: Not very far. It’s just one kilometre away from here.
- Tess : Can I catch a city bus to reach there?
- Traffic Policeman : Oh, yes. Take the bus 17M. It’ll take you there.
- Tess : Thank you very much.
- Traffic Policeman : You’re welcome.

II. Study the route map given below:



You are at the court and want to go to the railway station. How do you ask for the way? Work in pairs and develop a conversation between you and a stranger.

You : Excuse me, _____ the railway station?

Stranger : Sure, _____

You : _____

Stranger : _____

You : _____

Stranger : _____

III. Enact the story “What Can a Dollar and Eleven Cents Do?” as a playlet. Follow the procedure given below.

(Group work – Let the students form 3 or 4 groups)

- Read the story once again.
- Identify the characters.
- Pick out the dialogues of the characters.
- Identify the locations of the events.
- Decide scenes and setting accordingly.
- Assign roles to the members of the groups.
- Enact the drama before the whole class.

IV. Have a discussion in the whole class on how the performance could be improved in terms of delivery of dialogues, costumes, action, settings, etc.

How well did I write the skit?

Fill in the boxes using yes/ somewhat/ no.	
I was able to fix the events of the skit well.	
I fixed the characters of the skit.	
I used appropriate dialogue in my skit.	
I was able to express the feelings of the characters.	
I concluded my skit well.	
I was able to express my ideas in apt words.	
The sentences I used were properly connected.	
I used proper punctuation and spacing.	

B. Reading

A Nation's Strength

Not gold, but only men, can make
A people great and strong
Men who for truth and honour's sake
Stand fast and suffer long.
Brave men who work while others sleep
Who dare while others fly-
They build a nation's pillars deep
And lift them to the sky.

-Ralph Waldo Emerson



Glossary

stand fast:

dare (v):

refuse to give up

face difficulty



How well did I read the poem?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the poem.	
I got the idea of the poem on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the poem.	
I used the glossary given at the end of the poem.	

Answer the following questions:

1. What kind of people can make a nation great and strong?
2. What do you think the word “men” refers to?
3. What does “sleep” mean here?
4. What does “fly” mean here?
5. In what sense can you call, for example, Gandhiji a pillar of the nation?

Project

Visit a doctor/primary health centre/medical shop and collect the information about the common diseases and collect the information given below and present it before the class.

Name of the doctor -

Medical practitioner -

Medical shopkeeper -

Common disease	Medicine to be taken	Precautions to be taken
cold fever headache stomach ache cough indigestion diarrhoea		

C. Reading

- I. We have seen how the little girl, Tess, with strong faith and determination saved her little brother, Andrew. Let's read a poem on faith.**

Faith is the success in life
Faith is the catalyst within
Faith is the belief to begin
Faith is the foundation and the frame
Faith is the power that helps you win
Faith is the concentration of your brain
Faith is the power to know and to do
Faith is the cure for 'NO' and those that 'Lose'
Faith is your spirit, your sinews, your soul
Faith is the body that truly has all control
Faith is the beginning and the end
Faith is everything therein
Faith can move mountains and valleys and hills
But faith can do NOTHING...
Unless YOU are there.

- II. Can you imagine a disabled person winning a gold medal in Olympics? Let's read a story about an extraordinary girl who has done that.**

Wilma Rudolph



Wilma Rudolph was born in a poor family in Tennessee. At the age of four, she had pneumonia with scarlet fever which left her paralyzed with polio. She had to wear a brace and the doctor said she would never put her foot on earth. But her mother encouraged her. She told Wilma that with God-given ability, persistence and faith she could do anything she wanted. Wilma said, "I want to be the fastest woman runner in the world." At the age of nine, against the advice of the doctor, she removed the brace and took the first step. At the age of 13, she entered her first race and came way, way last. And then she entered her second, and third, and fourth races, and came way, way last until a day came when she came in first.

At the age of 15 she went to Tennessee State University where she met a coach by the name of Ed Temple. She told him, “I want to be the fastest runner in the world.” Temple said, “With your spirit nobody can stop you and besides I’ll help you.”

The day came when she was at the Olympics – and at the Olympics, you are matched with the best of the best. Wilma was matched against a woman named Jutta Heine who had never been beaten. The first event was the 100-metre race. Wilma beat Jutta Heine and won her first gold medal. The second event was the 200-metre race and Wilma beat Jutta a second time and won her second gold medal. The third event was the 400-metre relay and she was racing against Jutta one more time. In the relay, the fastest person always runs the last lap and they both anchored their teams.

The first three people ran and changed the baton easily. When it came to Wilma’s turn, she dropped the baton. But Wilma saw Jutta shoot up at the other end; she picked up the baton, ran like a machine, beat Jutta a third time, and won her third gold medal. It became a history: that a paralytic woman became the fastest woman on this earth at the 1960 Olympics.



Answer the following questions:

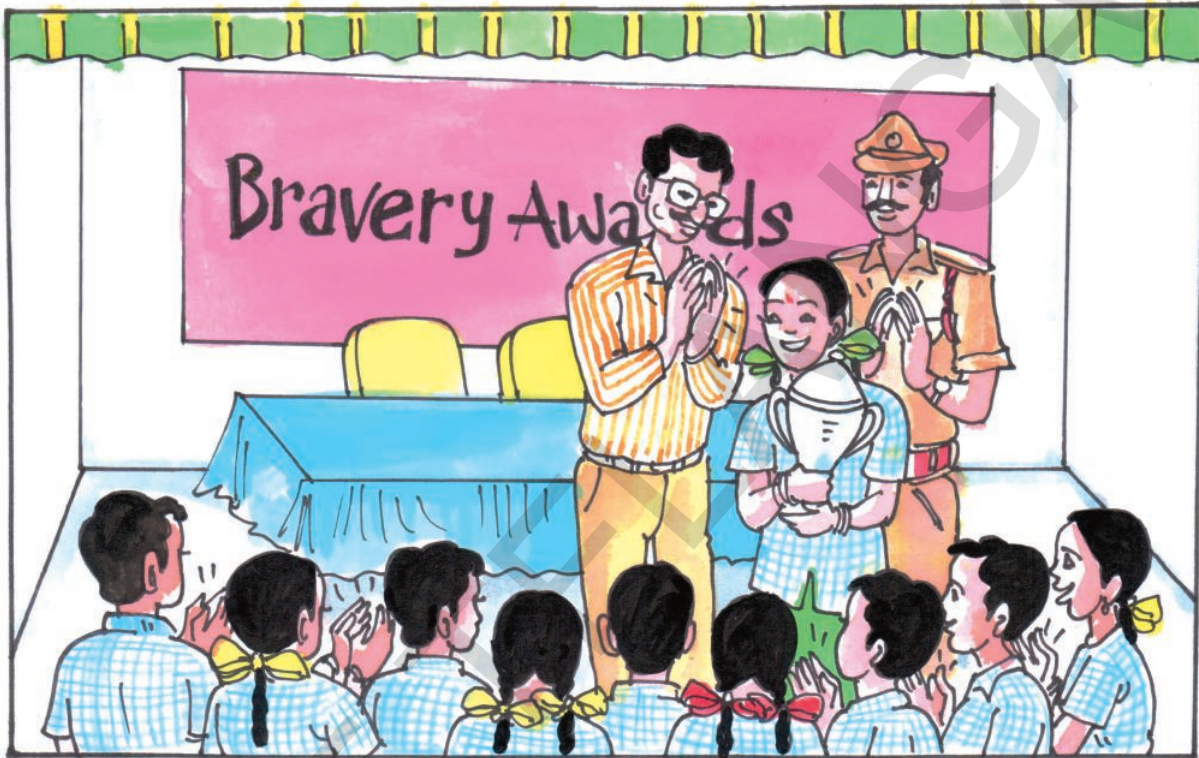
1. What was Wilma’s dream?
2. What did the doctor advise Wilma?
3. Who won the gold medal in 100 metre race?
4. How was Jutta Heine matched with Wilma?
5. What qualities of Wilma helped her win the Olympic medals?
6. What skill do you see in Wilma? What skills would you want to develop in yourself? How will you do that?

Golden Words

**A man who wants to do something will find a way;
a man who doesn’t, will find an excuse.**

- Stephen Dolley

Look at the picture and discuss the questions that follow:



1. What do you see in the picture?
2. Why do you think the girl was given the Bravery Award?

Oral Discourse: Description - Describe/talk about the picture.

A. Reading

“Let’s go,” said Seema, “or it will be time for lunch before we know it.”

“Yes, let’s go towards the old temple,” said Arun, her cousin.

As always, they had come to *Vishnupur* on a vacation to their grandparents. It was a small, quiet town surrounded by green hills and some ancient ruins. They particularly loved

going for walks and spent hours exploring the old temple in a fort nearby. Sometimes they pretended to be rulers of an ancient kingdom. At other times, they played hide-and-seek.

“Catch me if you can,” shouted Arun, and he ran ahead.

“I’ll catch you in a minute,” replied Seema, as she followed.

Arun was soon out of sight as he went round the corner. Seema knew his favourite hiding place and smiled to herself thinking, “He won’t escape me.”

She ran down the hill towards the old temple where she knew Arun would be hiding. But he wasn’t there!

‘He must have gone to the cave,’ she thought. This was another favourite place for them – a cave hidden behind some creepers.



“Arun... I’m here,” Seema called out as she reached the cave.

There was no reply. Seema could not see anyone. She was about to enter the cave when she caught sight of a piece of torn, crumpled paper on the ground. She picked it up and unfolded it out. How odd! It had letters CLP written on it!

Just then she heard Arun calling out, “Seema, where are you?”

“Here,” said Seema to Arun, who was standing at the entrance of the cave. “I was looking for you.”

“What have you got in your hand?” asked Arun.

“It’s nothing - just a piece of paper with CLP written on it,” said Seema.

“Don’t throw it. Let me see it,” said Arun, as he took the paper from her. He looked at it carefully and said, “See, if you look at the torn edge of the letter, which could be an E and not a C.”

“Do you think it could be HELP?” asked Seema.

“HELP... My goodness! Someone is in trouble. We must find him,” said Arun.

“Or her,” added Seema. “But where do we go? There is no one in the temple and there is no one in the cave too.”

“Let’s try the Meena Bazaar. There is a secret passage...” said Arun excitedly.

Meena Bazaar was once a popular market for royal ladies, but all that remained now was just a few crumbling walls. A secret passage was connected to the market. They ran towards it.

There they found a man with his hands and feet tied up. He had a gag on his mouth and was struggling to free himself. The children removed the gag and helped him free his hands and feet.

“Hurry!” the man said. “The smugglers will be back.”

They ran all the way through the secret passage. They were soon out of breath.

“Don’t... stop... yet,” panted the man. “They’ll be back any moment.”

Soon they reached home. Their grandparents were surprised to see them.

“Now tell us who you are,” Seema asked the man.

“And who tied you up,” added Arun.

“And why,” continued Seema.

“I’ll tell you the whole story... but first call the police,” said the man.

The police arrived in no time. The man they had freed was a police officer in plain clothes. He was following a gang of smugglers who had caught him and tied him up. Before that, he had managed to write HELP on a piece of paper and had thrown it, hoping that someone would find it.

“They were going to kill me, but thanks to you. I’m safe. We will now go and catch the smugglers,” said the man.

“What an adventure! Wait till I tell my friends about it,” said Seema.

“They’ll never believe us!” said Arun.

“That’s enough, children. It is time for lunch!” said Granny.

Glossary

ruins (n):	collapsed and decayed buildings
explore (v):	to search or travel through
crumbling (v):	breaking / cracking into pieces

passage (n):	a long narrow way through
gag (n):	a piece of cloth put in a person's mouth to prevent him from speaking
smugglers (n):	persons involved in moving goods illegally in or out of a country
pant (v):	breathe with short quick breaths
gang (n):	an organized group of criminals

How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

I. Answer the following questions:

1. What kind of a town was Vishnupur?
2. What did Seema find? Where was the secret passage?
3. How did the children know that someone was in trouble?
4. What do you think is the turning point in the story? Give reasons.
5. What would have happened if the police had not arrived on time?
6. Do you think the children took a risk? If so, what could it be?
7. "When in danger, I can observe, assess, and then act/ask for help". Do you think the children were aware of this safety tip?

II. Write whether the following statements are TRUE or FALSE. Correct the false statements.

1. The man whom the children found near the secret passage was a smuggler. []
2. The man advised the children not to call the police. []
3. Seema and Arun rescued the man from danger. []
4. The children ran back to their grandparent's house with the man. []
5. The children are not brave. []

III. Tick the correct answer for the following questions:

1. Seema and Arun went to Vishnupur on...
(a) a study tour. (b) a vacation. (c) an adventure.
2. At the entrance to the cave, Seema found...
(a) Arun (b) a piece of paper (c) a man

3. The man Seema and Arun helped was...

(a) their uncle.

(b) a smuggler.

(c) a police officer.

Vocabulary

I. Read the following:

He was following a **gang** of smugglers who had caught him and tied him up.

The word **gang** is a group noun. Here it refers to an organized group of criminals.

Match the group nouns in Column A with what they refer to in Column B

A		B
mob		1. a number of players
board		2. a number of people listening to a concert or lecture
troupe		3. a number of judges
army		4. people collected without any specific purpose
bench		5. some people gathered for destructive purpose
crowd		6. a number of people watching a match or something else
audience		7. a number of directors of a company
team		8. a number of soldiers
spectators		9. a number of artists, dancers, acrobats

II. Read the following :

They particularly loved going for walks and spent hours exploring the old temple in a fort nearby. Sometimes they pretended to be rulers of an ancient kingdom. At other times, they played hide-and-seek.

The underlined words in the above paragraph are “verbs.” Look at the nouns corresponding to these verbs.

Verbs

loved

pretended

Nouns

love

pretension

Verbs

exploring

played

Nouns

explore

play

Supply the noun forms of the verbs underlined in the following sentences.

The first one has been done for you.

1. I don't know what you are thinking about.

I don't know what your thoughts are.

2. I saw an old man who was begging in the street.
I saw an old _____ in the street.
3. It is not possible to succeed without hard work.
_____ without hard work is not possible.
4. You are not allowed to enter the theatre without a ticket .
Without a ticket your _____ into the theatre is not allowed.
5. I have corrected all your homework.
I have made all _____ in your homework.
6. Vishnumurthy knows everything. I wonder how he acquired that much _____.

Grammar

Read the following sentences from the story ‘An Adventure’.

“Children, it is time for lunch!” said Granny. When the actual words spoken by a person are placed within the inverted commas like this, it is called **direct speech**.

When the words of a speaker are told by another speaker as shown below, it is called **Indirect Speech (Reported Speech)**. Granny told the children that it was time for lunch.

Notice how the verb changes and how different connectors are added.

Direct Speech : Ram said to Sita, “I like swimming.”

Indirect Speech : Ram **told** Sita **that** he liked swimming.

The change in pronoun is based on the person of the subject and object in direct speech.

Direct Speech : Ram said to Sita, “I like swimming but Gopal likes badminton.”

Indirect Speech : Ram told Sita that **he** liked swimming but **Gopal** liked badminton.

Change of tense: If the verb in the reporting clause is in the present tense, the verb between the quotes will remain unchanged.

Direct Speech : Ram says to Sita, “I like laddu.”

Indirect Speech : Ram tells Sita that he likes laddu. (present)

Direct Speech : They will again say, “We want more marks.”(future)

Indirect Speech: They will again say that they want more marks.

If the verb in the reporting clause is in the past tense, the verb between the quotes will also be in the past tense.

Direct Speech : Ram said to Sita, "I like swimming".

Indirect Speech: Ram told Sita that he liked swimming.

An exception to this past tense rule is when the reported clause is a universal truth or a scientific fact.

Direct Speech : Ram said, "Wood floats on water."

Indirect Speech: Ram said that wood floats on water.

Now change the following into Indirect Speech / Reported Speech.

1. "Sindhu is my daughter," said Ramakrishna Reddy.
2. "I'll catch you in a minute," replied Seema.
3. "Shyam has eaten my chocolate," says Arun.
4. "The smugglers will be back," the man said.
5. Seema will say, "It is a wonderful adventure!"

Editing:

Read the following passage. There is an error in each sentence. Identify and edit it.

One day a group of hunter trapped the lion. The poor lion roared to help. The mouse heard the cries and come there. It cut the net with its sharp teeth. The lion came out but they became good friends.

Writing

- I. If you were Seema, how would you narrate your adventure to your classmates? Write a paragraph about your adventure.**

How well did I write the narrative?

Fill in the boxes using yes/ somewhat/ no.	
I was able to narrate well.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

II. Prepare a poster showing dos & don'ts of road safety to prevent accidents.

How well did I prepare the poster?

Fill in the boxes using yes/ somewhat/ no.	
I used apt words.	
I used a good lay out.	
I was able to convey the message through my poster	
I used proper punctuation marks.	

How well did I edit my work?

Fill in the boxes using yes/ somewhat/ no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

Study skills

Read the following passage about the origin of the Bravery Awards and the courageous children who displayed their bravery at different situations.

The origin of the Bravery Award dates back to 2 October 1957. When India's first Prime minister, Jawaharlal Nehru, was watching a performance at Delhi's Ramlila grounds, at the Red Fort, a fire broke out in a shamiana (decorated tent) due to a short-circuit. Then Harish Chandra, a 14-year old scout, promptly took out his knife, and ripped open the burning shamiana, saving the lives of hundreds of trapped people. This incident inspired Pandit Nehru to initiate the awards. He asked the authorities to constitute an award to honour brave children from all over the country, and the tradition has continued since then. Harish Chandra became the first recipient of the award. In 2001, a commemorative book titled "Brave Hearts" was released featuring winners of the National Bravery Awards.

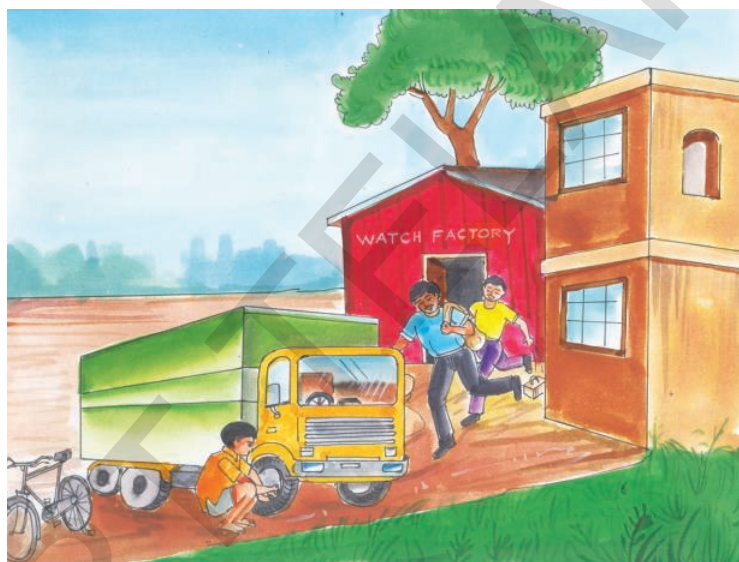
The 2008 Bravery Awards were given by the Vice-President, Mohammad Hamid Ansari instead of the Prime Minister. For the first time the real name of a 2008 award winner, 12-year-old Balloon seller, "Rahul" was withheld, as he had identified the men who planted bombs on Barakhamba Road in New Delhi, during 13 September 2008 Delhi bombings. He helped the police make sketches of the suspects. Amongst 21 bravery awards for 2009, two posthumous awards are included. These are the awards given to three girls, Rekha Kalindi (11), Sunita Mahato(11), and Afsana Khatun(12), who revolted against child marriage.

Work in groups. Transfer the information given above into a table. The following questions help you in deciding on what should go into the table.

- Who received the award?
- What are his/her personal details?
- When was it received?
- Who gave the award?
- What was the act of bravery?
- Also, include the details of the latest bravery awards.

Listening and Speaking

- I. Your teacher will read the story “To Catch Some Thieves.” Listen carefully and answer the following questions:**



1. What did Ali do to get home soon?
2. Whom did Ali see from behind the tree?
3. “Ah! These watches will get us a lot of money for the coming year.” Who said this? Who did Ali think they are?
4. How did Ali feel, when he was taken in a police car with the siren on?
5. What was the uncle’s gift to Ali on the New Year’s Day?
6. Do you think Ali was a brave boy? Give your reasons.
7. Explain how Ali followed the "Observe, Assess, Act" rule?

- II. Collect a news item involving an adventure from newspapers and speak about it in your group. Focus on what, where, when and how.**

B. Reading (Poem)

The Naughty Boy

There was a naughty boy,
And a naughty boy was he,
He ran away to Scotland,
The people there to see.
There he found
That the ground
Was as hard,
That a yard
Was as long,
That a song
Was as merry,
That a cherry
Was as red,
That lead
Was as weighty,
That fourscore
Was as eighty,
That a door
Was as wooden
As in England.
So he stood in his shoes
And he wondered.
He wondered,
He stood in his shoes
And he wondered.

- John Keats



How well did I read the poem?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the poem.	
I got the idea of the poem on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the poem.	
I used the illustration to understand the poem.	

I. Answer the following questions:

1. In the above poem 'as hard (as)' is a simile. Pick out other similes from the poem.
2. Find out the rhyming words from the poem. One is done for you.

found – ground

.....
.....
.....
.....

3. Why is the boy called naughty?
4. What did he find out in Scotland?
5. What did the boy wonder about?
6. What do you like about the boy?
7. What do you understand by "he stood in his shoes?"
8. Which lines are repeated? Why? What was its effect on the poem?
9. What was the boy's opinion about Scotland before and after visiting it?
10. What do you think about countries or places you have never been to? which things there do you expect to be different? Talk about them in your group.

Project

- I. Collect an adventurous story and present it to the class. Display the story on the wall magazine.

C. Reading

Tanaji Malusare

This is a story from Maharashtra. A very inspiring story of a brave warrior. Tanaji Malusare was the name of the warrior. Perhaps no episode in Maratha history has moved the hearts of people as deeply as the death of Tanaji Malusare- the conqueror of Sinhagad (the Lion's Fort).



This story is known to every Maratha child through the ballad of Sinhagadh. The Sinhagadh fort was one of the 23 forts surrendered to the Mughals as per the Purandar treaty. This act of surrender hurt the feelings of Marathas. There was fire in the hearts of Marathas. That fire would never subside till they take revenge.

One morning, says the ballad of Sinhagad, Jijabai, Shivaji's mother was looking out of the window of Pratapgadh. She saw in the distance the majestic monument —Sinhagadh, the Lion Fort. She wanted Shivaji to win back the fort from the Mughals. But Shivaji thought that it was an impossible task. He knew that there was one man who can do this. And, that was none other than Tanaji. He sent for Tanaji. But when Tanaji came, Shivaji did not have the heart to tell his dear comrade why he had been summoned. His mother Jijabai told him the nature of his mission.

The lion-hearted Tanaji promised either to accomplish it or die in the process. He set out at night and marched towards the fortress with his men. He reached the fortress secretly on a cold, clear and moonless night - in February 1670.

He had taken with him Shivaji's favourite **ghorpad** (*Udumu*) or lizard to assist in scaling the fort wall. A rope was tied to the waist of the lizard. The lizard refused to follow the order and climb the fort as it noticed a danger in climbing the fort. Tanaji expressed his anger. The lizard obeyed his order. It was terrified and scaled the hill top which helped the Marathas to go up the cliff.

Some soldiers reached the top. The guards in the fort detected their arrival. The sentries were swiftly killed by the Marathas. But the clash of arms thoroughly roused the garrison. Tanaji faced a serious problem. Many soldiers of his troops were still at the bottom of the fort. Even then, he had to challenge the enemy that greatly outnumbered his troops. He has



already made up his mind, and he ordered his troops to launch the attack. The fight proceeded. Tanaji lost many men, but his men caused heavy losses on the Moghul forces.

Tanaji repeatedly sang to keep the spirits of his soldiers high. After some hours, the Moghul commander Uday Bhan was engaged in a fight with Tanaji. The odds were against the Maratha. The long night march, the anxiety of the mission, scaling the fort and the vigorous fight Tanaji had already been engaged in before, had made him weak completely. Hence, after a lengthy fight, Tanaji fell, never to get up.

However, the fight continued under the leadership of Suryaji, Tanaji's brother. The soldiers who were at the bottom of the fort reached the fort and continued fighting. The Mughals bit the dust. The Maratha soldiers brought the fort under their control. It was a great victory for the Marathas! But there was no mood of joy of victory in their camp. The news of the victory reached Shivaji. He rushed to the fort eagerly to congratulate Tanaji. To his shock, he saw the brave Tanaji lifeless. The Ballad of Sinhagad describes the grief as such:

Twelve days the king wept over him for the great love that he bore him. The sorrow of Jijabai was also described: The scarf removed, she saw his face, No worthier chief of the race, it was thus she wailed and drew a sword, before the armies of his Lord: "Shivaji son and king today, Your right hand has been chopped away". When Shivaji learned of his friend's death, he remarked "*Gad ala pan Sinha gela*".

It meant- "**We have gained the fort, but lost the lion.**"

Glossary

ballad (n)	:	a narrative song/poem of popular origin
comrade (n)	:	companion, fellow, associate
summoned (v)	:	asked to come
scarf (n)	:	a garment worn around the head or neck or shoulders

Answer the following questions:

1. How did Shivaji feel when he saw the dead body of his dear friend, 'Tanaji'?
2. Describe Tanaji's adventure in gaining Sinhagad fort?

Look at the picture and discuss the questions that follow:



1. What do you see in the picture?
2. What do you like/dislike in it?
3. What would happen if all the trees were cut down?
4. How are trees helpful to everyone living on the earth?

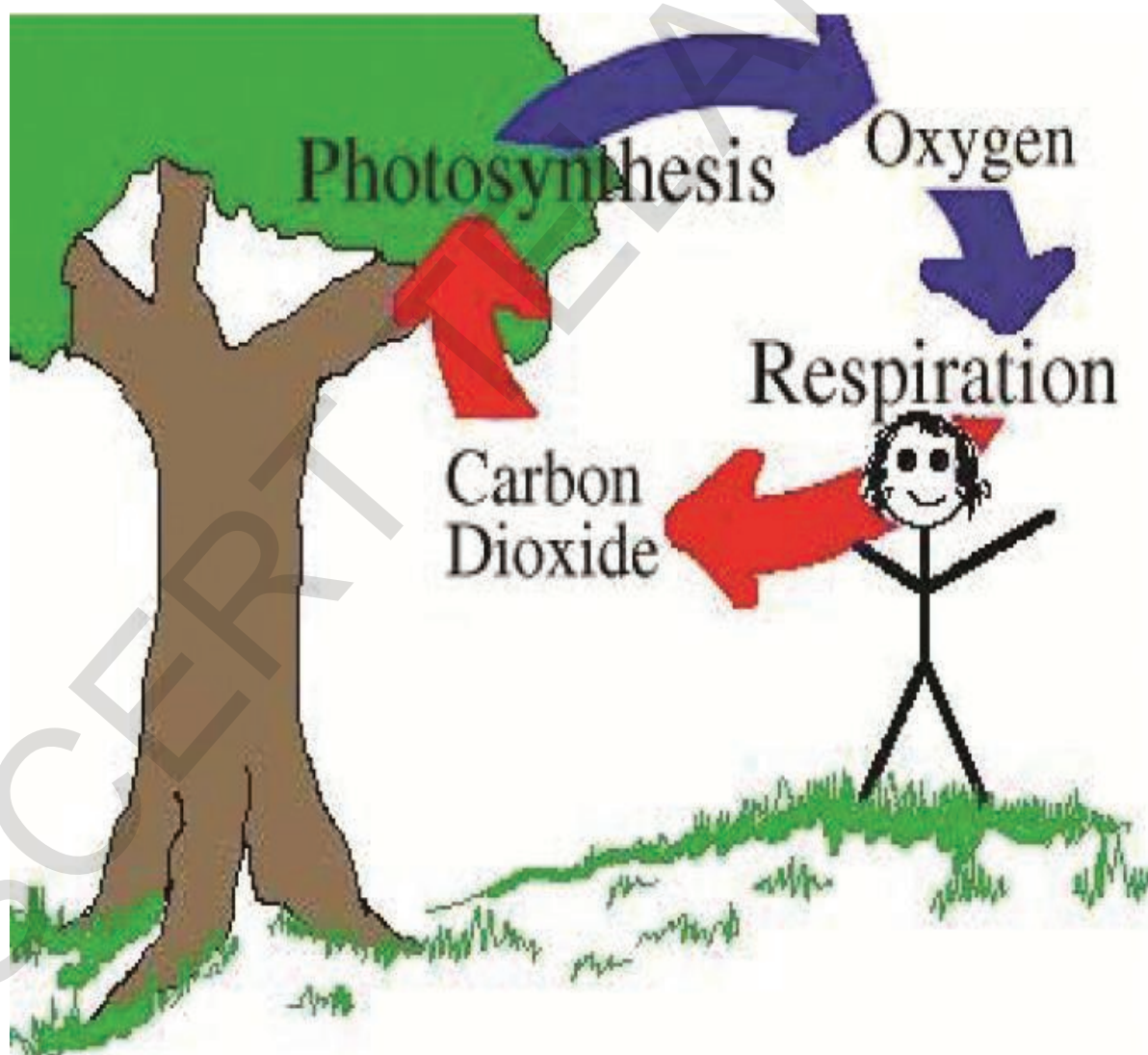
Oral Discourse: Role Play - Enact the scene depicted in the picture.

(Characters: wood cutter, woman and children)

A. Reading

Trees are the most useful things in the world. Children play under them. Travellers rest in their cool shade. Trees give us fruit to eat and firewood to burn. We build houses and make furniture with the wood of the trees. We need trees for our lives. If there were no trees, there would be no life on earth. Living things (people and animals) breathe in air. They breathe in oxygen from the air and breathe out carbon dioxide.

If all the oxygen in the air was used up leaving only carbon dioxide, what would happen to all of us? Everyone would die. But trees help us to live. They breathe in the carbon dioxide from the air and let oxygen out into the air. With the help of the sunlight, they break up carbon dioxide into carbon and oxygen. They use the carbon to make starch and let the oxygen out into the air.



Trees make all the starch in the world. Starch is the most important part of our food. Without trees we will not have any starch to eat.

Trees help us to get rain. The leaves of trees breathe out a lot of water vapour into the air. This makes the air cool. The cool air helps rainfall. Rain gives us water. No one can live without water. And we need trees to get water.

Trees have many more uses. The rubber tree grows in many parts of the world. From the sap of this tree we get rubber. Rubber is a very useful thing. Some trees like eucalyptus give us medicines. In South America there is a tree called the cow tree. People drink the sap of this tree instead of milk. It is less expensive than milk.

How long can a big tree live? Nobody knows. Some trees have already lived for more than four thousand years. They can live for five to six thousand years more. Some of them will live as long as ten thousand years. There is a tree called General Sherman in California in America. It is a huge evergreen tree. It is said to be several thousand years old.

How do we know the age of a tree? Do trees have birthdays? Yes, they do. They even get



gifts on their birthdays. They get rings!

Every year a tree grows a little bigger. As it grows, the trunk gets another layer of wood; it gets another ring. You cannot see the rings because they are inside the tree. But if you look at the trunk of a cut down tree carefully, you will find the rings. One ring indicates one year. Some trees can live only for five to ten years. But some can live for hundreds or even thousands of years, like General Sherman.

Man cuts down hundreds of trees every year to build houses, to make furniture, to cook food, and to make paper. If this continues, one day there will be no more trees in the world. What will happen then? We all will die!

So what shall we do? We should avoid cutting trees as far as possible. Meanwhile, we must plant a lot of trees. Every one of us should plant at least one tree every year.

Glossary

vapour (n): a mass of very small drops of water in the air

eucalyptus (n) : a kind of tall tree

How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

I. Answer the following questions:

1. How are trees useful to us?
2. How is starch prepared by trees?
3. What are annual rings of a tree?
4. Do you think trees are enemies to people? Why do people cut down trees?
5. What will happen if we do not stop felling of trees?
6. How can we provide a better environment for the future generation?
7. What are the most useful things in the world?
8. Which piece of information do you find the most interesting in the passage?

II. Read the following statements carefully and write TRUE or FALSE in the brackets. Correct the false statements.

1. Green leaves can split carbon dioxide into carbon and oxygen. ()
2. We get our food mainly from trees. ()
3. Trees help us get rain. ()
4. It is usually cooler under the shade of a tree than in the Sun. ()
5. Trees are the shortest living things on the earth. ()

Vocabulary

I. Match things in part A with their uses or meanings in part B.

Part-A

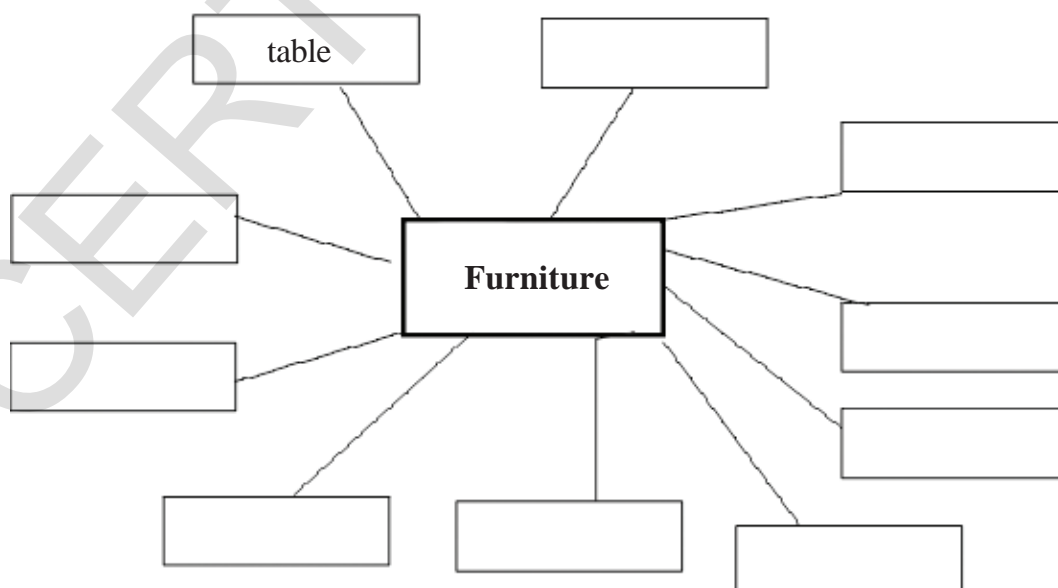
1. oxygen
2. carbon dioxide
3. starch
4. sap
5. vapour

Part-B

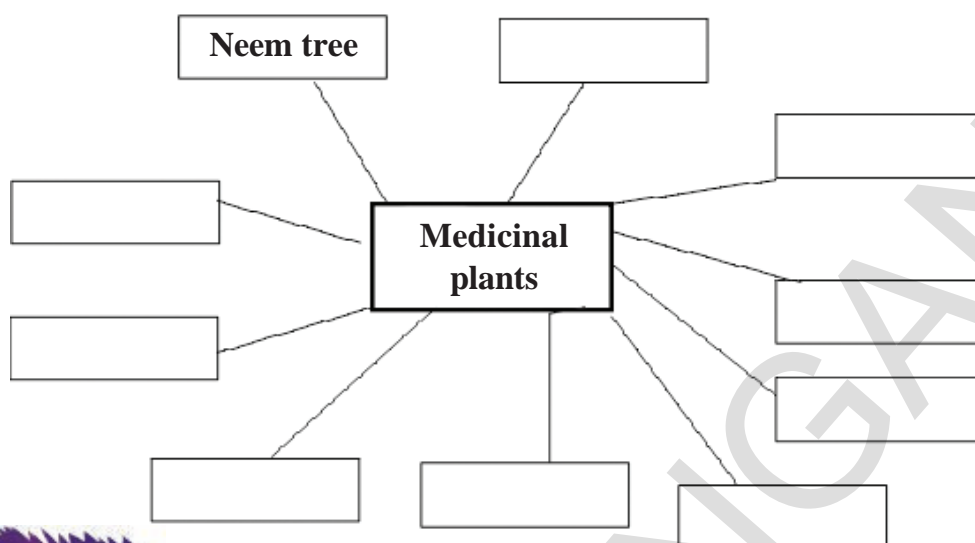
- important part of our food produced by trees
- juice or milk from a tree
- useful for human life
- water drops in the air
- useful for trees

II. Prepare a mind map related to “furniture” and “medicinal plants.”

1.



2.



Grammar

If clause

I. Look at the following sentence from the lesson.

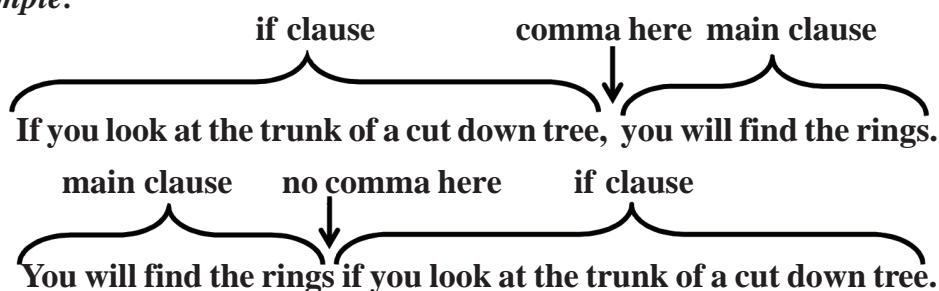
If you look at the trunk of a cut down tree carefully, you will find the rings.

The condition introduced by 'if' in this sentence expresses a real possibility whose result/effect is felt in the second part of the above sentence.

Note the following points about 'if clauses'.

1. An '**if clause**' is also known as a conditional clause. It expresses a condition or cause whose result/effect is expressed or felt in the second part of the sentence.
2. If the verb in the '**if clause**' is in the present tense, the other clause (the main clause) normally uses **will + verb**.
3. An '**if clause**' can be placed either at the beginning or at the end of the main clause. If it comes before the main clause, it is followed by a comma. However, if it follows the main clause, there will be no comma preceding the conditional clause.

Example:



Rewrite the following sentences as a single sentence. Use “if” at the beginning of the sentence. The first two have been done for you.

1. Work hard. You'll get success.
If you work hard, you will get success.
2. Don't tease the dog. It'll bite you.
If you tease the dog, it will bite you.
3. A child is being teased. I'll try to help him.
_____.
4. Study regularly. You will do well in the examination.
_____.
5. Give respect to others. They too will respect you.
_____.
6. It does not rain. I will come to your house.
_____.
7. I feel sad. I express it to someone who cares.
_____.
8. I feel unsafe. I'll ask a trusted adult for help.
_____.
9. I have a disturbing experience. I'll discuss it with my family members.
_____.
10. Read regularly. You'll get more knowledge.
_____.
11. Do your exercises promptly. You'll not fail.
_____.
12. Go to bed early. You'll be healthy.
_____.

II. Supply a condition / a possible result to the following.

Condition	Result
If you do not water the plants,	
If you keep your surroundings clean,	
	you will pass with distinction.
If you quarrel with everybody,	
	you will be sick.
If you step on a snake,	

Writing

Read the following notice.

NOTICE

Govt. High School, Hyderabad

Green India Survey

Date: 25-11-2012

This is to inform you that Green India Survey Group, Hyderabad have done a lot of work in raising awareness among the people living in Hyderabad about how all of us make our surroundings neat, clean and healthy. In order to make their efforts more focussed they wish to conduct a survey among the youth through a questionnaire. All of you are requested to cooperate with the Green India Survey Group and fill in the questionnaire distributed by them.

Sd/-

Headmaster

- I. Imagine that you are the Secretary of the Environment Club of your school. Write a notice informing all the students to participate in the Tree Plantation week.
- II. Imagine that you have been asked by Green India Survey Group to complete the following questionnaire. Fill in the questionnaire by providing all the details. Write a report on how you would protect the forests.

Green India Survey Form

1. Name :
2. Age :
3. Class/School :
4. Gender :
5. Contact Number :
6. E-mail ID :
7. Do you use plastic carry bags? Tick (Yes/No)
8. Are you a member of Green Club? Tick (Yes/No)
9. Do you organise NGC (National Green Corps) programme in your school? Tick (Yes/No)
10. Do you observe the Earth Day in your school? Tick (Yes/No)
11. Your local forest is very important to you, because it provides you with
 - i. fodder (grass, green leaves, etc.) for your animals
 - ii. _____
 - iii. _____
 - iv. _____
 - v. _____
 - vi. _____
12. What do you do to protect your local forest?
 - i. Take turns to guard the forest with my classmates
 - ii. _____
 - iii. _____
 - iv. _____
 - v. _____
13. When do you do this survey?

14. How do you develop greenery in your surroundings?

Signature

How well did I write?

Fill in the boxes using yes/ somewhat/ no.	
I was able to write the report.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

How well did I edit my work?

Fill in the boxes using yes/ somewhat/ no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

The First Fruit

One morning, a king went on horseback to the countryside. He came to a village and saw an old man in a field. The old man was digging the earth and planting mango saplings. He was working very hard.

King : Good morning, my friend. You're planting these saplings. When will you get the fruit from them?

Old Man : These saplings will be big trees in ten or fifteen years. They'll bear fruit then.

King : But you're old and weak. You'll die in a few years. You'll not eat their fruit.

Old Man : You're right, Sir. I'll not eat the fruit of these trees. But others will eat it. I'm planting these saplings for them, and I'm happy.

King : I'm pleased with you, old man. You love other people. You're a good man. Please take this bag of money. It's for you.

Old Man : Thank you, Sir. This bag of money is the first fruit of my little trees.

Study Skills

Look at the picture and read the following text and fill in the subscription form.



Terra Green is a leading monthly environmental magazine. It promotes the concept of sustainable development. Launched in June 2004, this magazine from TERI is an effort to bring forth information and knowledge in the fields of energy, environment and sustainable development.

Tick one	Term (yrs)	No. of Issues	Cover price	You pay	You save	% saving
			Rs. USD	Rs. USD	Rs. USD	
	1	12	480 120	400 102	80 18	17
	2	24	960 240	750 192	210 48	22
	3	36	1440 360	1000 252	440 108	30

* Free online access to those subscribing for 3 years

Customer Code (in case of renewal).....
 Name of the Customer (IN BLOCK LETTERS)
 Designation Company / Organisation
 City State Pin Country.....
 Email

IF YOU WANT TO GIFT A SUBSCRIPTION

Name Contact No.
 Address
 City State Pin Country.....
 Contact No. Email

PAYMENT PROCEDURE

Enclosed a Cheque / Draft number drawn in favour of 'TERI' payable at
 New Delhi for Rs. for 1/2/3 year subscription of TerraGreen.

Buy online at <http://bookstore.teriin.org>

For Subscription queries contact Kakali Ghosh. Asst. Executive (Mktg) e-mail: kakalig@teri.res.in

The Energy and Resources Institute [TERI]

Darbari Seth Block, IHC Complex, Lodhi Road, New Delhi - 110003

Tel. 2468 2100 or 4150 4900, Fax 2468 2144 or 2468 2145. India-91 Delhi(O)11 www.terragreen.teriin.org

Answer the following questions:

1. What is the name of the periodical?
2. What does "TERI" stand for?
3. What is the annual subscription rate of the magazine?
4. What is the website address of the periodical?
5. What bonus will you get if you subscribe to the magazine for three years?

Listening and Speaking

- I. Your teacher will tell you the story, “The Little Boy and a Kind Tree.” Listen carefully and answer the following questions:



Tick the correct answer.

- Who helped the little boy?
a) mother b) the animals c) a tree
- “I am going to marry,” who said these words?
a) the captain b) the young man c) the old man
- What did the young man become?
a) a sailor b) a doctor c) a captain
- What does the story tell us?
a) selfish giving b) selfless giving c) humanity

II Say whether the following are true or false.

- The young man helped the tree to grow well. ()
- The captain was a kind man. ()
- The tree helped the little boy till the end. ()
- The tree was loving and affectionate. ()

III. Pair work

Suppose you were the little boy in the story, how would you describe the kind tree to your classmate? You may use the following phrases.

- very kind, friendly
- caring, sympathetic
- self-less, cheerful
- loving, affectionate

B. Reading (Poem)

If a Tree Could Talk

If a tree could talk, what would it say?

“Don’t chop me down, just walk away.”

If a river could talk, what would it say?

“Don’t dump in trash, throw it away.”

If the air could talk, what would it say?

“The factories must learn to keep smoke away.”

If the animals could talk, what would they say?

“Help us to live, we wish to stay.”

If the Earth could talk, what would it say?

“Protect me by making every day Earth Day!”



Glossary

chop (v): to cut

trash (v): something that is worthless and of low quality

How well did I read the poem?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the poem.	
I got the idea of the poem on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the poem.	
I used the glossary given at the end of the poem.	

Answer the following questions:

1. Who is being addressed in the poem?
2. What would animals say if they could talk? Prepare some slogans.
3. Pick out the rhyming words from the poem.
4. What does the tree wish for?
5. How are trees and animals useful to us?
6. Pick out all the activities we do that make our surroundings untidy.
7. How are we responsible for pollution on earth?
8. Write a poem based on what more a tree, air, river and earth could pray for.

Project

Collect information about one from each type of plants/trees which give us shade, flowers, fruits and the medicines. Present it before the class.

S.No.	Name of the Tree	Useful Part	Brief Description	Other Information
1.	Neem tree	leaves, seeds, bark and roots	Leaves are smaller in size and pointed. Fruits are fleshy and sweet. The seeds are used for extracting oil.	Oil is extracted from neem seeds. Neem seeds are used as bio-pesticide. The oil and the extract of leaves, bark, and roots are used in preparation of Ayurvedic medicine

C. Reading

Children, Speak Up!

This is an extract from a speech given by Severn Suzuki, a 13-year-old girl from Canada, on June 11, 1992, at the Earth Summit in Rio de Janeiro.

Hello, I'm Severn Suzuki, speaking for ECO, the Environmental Children's Organisation. We are a group of four 12 and 13-year-olds from Canada trying to make a difference—Vanessa Suttie, Morgan Geisler, Michelle Quigg, and me. We raised all the money ourselves to come 6000 miles to tell you adults that you must change your ways.

I am here to speak for all future generations to come. I am here to speak on behalf of all the starving children around the world whose cries go unheard. I am here to speak for the countless animals dying across this planet because they have nowhere left to go.



I am afraid to go out in the sun now, because of the holes in the ozone. I am afraid to breathe the air, because I don't know what chemicals are in it. I used to go fishing in Vancouver, my home town, with my Dad, until just a few years ago we found the fish full of cancers. And now we hear about animals and plants going extinct every day – vanishing every day.

In my life, I have dreamt of seeing the great herds of wild animals, jungles, and rainforests full of birds and butterflies, but now I wonder if they will even exist for my children to see. Did you have to worry about these things when you were of my age?

Here you may be delegates of your governments, business people, organisers, reporters or politicians. But really, you are mothers and fathers, sisters and brothers, aunts and uncles. And all of you are someone's child. I am only a child yet I know we are all part of a family, five billion strong, in fact, 30 million species strong and we all share the same air, water and soil – borders and governments will never change that. I am only a child yet I know we are all in this together and should act as one single world towards one single goal. In my anger, I am not blind, and in my fear, I'm not afraid to tell the world how I feel.

I'm only a child yet I know if all the money spent on war was spent on ending poverty and finding environmental answers, what a wonderful place this Earth would be.

At school, even in kindergarten, you teach us how to behave in the world. You teach us not to fight with others, to work things out, to respect others, to clean up our mess, not to hurt other creatures, to share – not to be greedy. Then why do you go out and do the things you tell us not to do?

Do not forget why you are attending these conferences, you are doing this for your own children. You are deciding what kind of a world we will grow up in.

Parents should be able to comfort their children by saying, "Everything is going to be alright. It's not the end of the world. We are doing the best we can." But I don't think you can say that to us anymore. Are we even on your list of priorities?

My dad always says, "You are what you do, not what you say." Well, what you do makes me cry at night. You grown-ups say you love us. I challenge you, please, make your actions reflect your words. Thank you for listening.

source: <http://criticaldocs.wordpress.com>

I. Answer the following questions:

1. What kind of life does Suzuki want for herself and for all the children of the world?
2. What advice does Suzuki give to the adults?
3. "I wonder if they will even exist for my children to see." Why does the speaker say so?
4. My dad always says, "You are what you do, not what you say."
 - a. Who said these words?
 - b. Who did the speaker say these words to? What do they mean?
5. What are the different feelings that Suzuki is expressing in her speech? How can you express your feelings in a way that is helpful to you?

We experience many feelings such as happiness, sadness, anger, surprise, confusion, fear. We can express feelings clearly, using proper words, describing what made us feel angry or scared or sad. People can then help us feel better and find a solution to the problem.

Look at the picture and discuss the questions that follow:



1. Who do you think this old man is?
2. What does the creeper around his leg suggest?
3. What do his clothes convey?

Oral Discourse: Description- Describe the person in the picture.

A. Reading

Many years ago, at the foothills of the Kaatskill (Kat-skill) mountains, was a small village. In the village lived a simple, good-natured fellow named Rip Van Winkle. He was a kind neighbour, ready to help anyone. Everyone in the village liked him. The children of the village shouted with joy whenever they saw him because he played with them, he taught them to fly kites and shoot marbles, and told them long stories.

The only problem with Rip was that he was very lazy. He did no work on his own farm and just idled away his time. His fences were falling to pieces. His cow was going astray. Weeds grew on his farm. Rip's constant companion was his dog, named Wolf. To avoid work, he would walk away into the forest with his dog.

One day, Rip just walked on and on and reached the highest part of the mountains. It was late in the afternoon when he reached there. Tired after his long climb, he lay down and began day dreaming. It was soon evening and he realized it would be night by the time he reached his village.

Suddenly, he heard a voice calling out, “Rip Van Winkle, Rip Van Winkle!” He looked around and saw a short, old man, with thick hair and a grizzled beard walking towards him with a barrel. He made signs to help him carry the barrel. Rip hurried to help the stranger who caught his hand tightly. Together they reached a place where there were some more odd looking short men, playing ninepins. They were all dressed the same way and all of them had beards of various shapes and colours. Eventhough they were playing a game, their faces were serious and there was



silence. The only sound was the noise of the balls, which echoed in the mountains like thunder. As Rip and his companion reached them, they stopped playing and stared at Rip with a fixed gaze. Rip was really frightened. His companion emptied the contents of the barrel into glasses and made Rip drink it. Rip obeyed as he was trembling with fear. Since he was thirsty he drank a few more glasses and slowly fell into a deep sleep.



On waking up, he found that he was at the place where he had first met the old man. He rubbed his eyes — it was a bright sunny morning.

“Surely, I have not slept here all night,” thought Rip.

He looked around for Wolf, but he was nowhere. Rip whistled for him. “Wolf! Wolf!” he then shouted.. No dog was to be seen. “Where has this dog gone?” he muttered to himself. He began to descend the mountain to go back to his village.

As he neared the village, he met a number of people but he didn’t know any of them. The villagers also stared at him equally surprised. “Who is this man?” said one.

“I’ve never seen him before,” said another, “look at his long white beard and his wrinkled face.”

On hearing this, Rip stroked his chin and, to his astonishment, he found his beard had grown a foot long, and it was all white!



An old woman walked up to him and looked at his face for a moment. Then she exclaimed — “It is Rip Van Winkle! Welcome home again, old neighbour! Where have you been these twenty long years?”

(Adapted from *The Legend of Rip Van Winkle* by Washington Irving)

Glossary

astray (adv):	away from the correct path
weed (n):	any wild plant which grows in a garden
mutter (v):	to speak quietly in a low voice
wrinkled (adj):	with a lot of small lines in the skin caused by old age

How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

I. Answer the following questions.

- 1 Why did people like Rip Van Winkle?
- 2 How was Rip Van Winkle helpful to children?
- 3 List the things that suggest Rip Van Winkle was lazy.
- 4 What is daydreaming? What kind of people daydream?
- 5 Which lines in the story suggest that Rip Van Winkle went far away from the village?
- 6 What was strange about the men Rip met?
- 7 The short men stopped their play and gazed at Rip Van Winkle. Why?
- 8 What was it that Rip Van Winkle drank?
- 9 Rip Van Winkle drank more glasses than was offered. Was that a right thing to do? Why? What would you do if you were in his place?
- 10 When do you think Rip Van Winkle realized that he had slept for 20 years?

Vocabulary

I. Circle the correct meaning of the words as used in the story shown in bold print.

idled away	wasted	rested	admired
constant	continuous	construct	steady
companion	dog	stranger	partner
realise	understand	to set free	real
descend	not to send	be decent	to move down
barrel	a wooden container	a musical instrument	a bag
contents	to be happy	the ingredients	the index of a book

II. Match the words in the box with their meanings. Write the words in the blanks. You may take the help of a dictionary..

grizzled	astonished	foothills	stroked	familiar
-----------------	-------------------	------------------	----------------	-----------------

1. near the lower part of a mountain _____
2. with grey hair _____
3. to rub gently _____
4. to be very surprised _____
5. known to you _____

III. Sometimes we join two words to make a describing word. For example, Rip was a **good-natured** man. Here are some more describing words. Use them to complete the given paragraph.

long-sleeved	high-heeled	open-mouthed	sweet-looking	well-dressed
odd-looking	part-time			

Mrs. Das has a _____ job in a clothes shop. Yesterday, an _____ woman walked into the shop. She was wearing _____ shoes. A _____ dog was with her. "I want a _____ shirt for my dog, please," she said. "For your dog?" asked Mrs. Das, _____ in surprise. "Yes," replied the woman. "I want him to be _____ for my next party."

Grammar

I. The Passive Voice

1. Everyone in the village liked Rip Van Winkle.
2. Rip Van Winkle was liked by everyone in the village.

Compare the two sentences. They convey the same message. In the first sentence, 'Everyone in the village' is the subject /agent, 'liked' is the verb, and 'Rip Van Winkle' is the object. Here, the verb 'liked' is said to be in 'active voice.'

In the second sentence, the subject and the object have exchanged their positions and "by" is added to the agent. The verb "liked" is changed into "was liked" (be + past participle of the verb). Here, the verb is said to be in passive voice.

Note i: The tense of the verb does not change when we transform a sentence in active voice into passive voice or vice versa. (Observe the above examples and the ones given below.)

eg. John paints portraits. Portraits are painted by John.
Umesh is planting a tree. A tree is being planted by Umesh.

Note ii: If a verb has two objects, any one of the two objects may become the subject in the passive.

eg. I taught Ravi English.
English was taught to Ravi by me. / Ravi was taught English by me.

1. Read the following passage and underline all the verbs in passive voice.

We watched a film and returned home late yesterday. We unlocked the door and entered our apartment. We were shocked to find the whole place in disarray. Clothes were thrown everywhere. The cupboard was opened and my three new suits were missing. The handle of the iron safe was broken. We were surprised at how anyone could have got in when the door was locked. My wife found that the backdoor was left open. Evidently we had forgotten to close it when we left the house. An inventory of the missing property was prepared and a complaint was lodged with the Town Police Station. My wife and I were taught the lesson of our life.

2. Change the following sentences into their corresponding passive forms.

- i. Rip Van Winkle helped the short man.
- ii. The short men were playing ninepins.
- iii. Rip tells stories to children.
- iv. Rip has taught games.
- v. The children liked Rip.
- vi. Nobody recognised Rip.

II. Adverbs of frequency (revision)

1. Given below are the students' responses to the question "How often do you walk to school?" Read them carefully and write the names of the students in order, starting with the student who walks to school most often.

Narasimha Murthy: I don't usually walk to school. I often go on a cycle.
Apparao: I never walk to school. I live very far away.
Satyanarayana: I always walk to school. I live right opposite to the school.
Krishna Murthy: I sometimes walk to school. At times I take the bus too.
Venkata Rao: I usually walk to school. It's a nice way to start the day.

- i. _____ ii. _____ iii. _____
iv. _____ v. _____

2. Write as many sentences as you can about yourself using the following adverbs of frequency:

always	frequently	usually	often	sometimes	rarely
--------	------------	---------	-------	-----------	--------

You may talk about how often you;

play in the park
go to bed late
fuss over food
study hard, etc.

Eg. I often play in the park.

Editing:

Read the following passage. There is an error in each sentence. Identify and edit it.

It were a hot summer day. Many animal of the forest assembled in and near the pond. All of them were relaxing and talk. Just then, a crow came flying and sat to a branch. An rabbit saw it.

Writing

Imagine you are Rip Van Winkle and write a narrative what had happened to you 20 years ago.

How well did I write?

Fill in the boxes using yes/ somewhat/ no.	
I was able to explain / describe / narrate well.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

How well did I edit my work?


Fill in the boxes using yes/ somewhat/ no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

Study Skills

I. Look at the picture and read the details given below.

ALERT

**Please take a good long look at these children.
You might have seen them somewhere.**



These Children have been missing for a long time

If you have seen any of them please report to the
nearest police station or contact us at :
National Centre For Missing Children
502 Chetak Centre, 12/2 RNT Marg,
Indore - 452 001, (MP) India
Phone : 0731 2519279

Source: www.missingindiankids.com

Now, answer the following questions.

1. Who are these children?
2. Name the organisation issued this alert about missing children.
3. Mention few instances where children go missing.
4. What are the details required to trace the missing child?
5. What is our duty if we find missing children?

Listening and Speaking

Work in groups.

I. Your teacher will read the story “The Magic Spring.” Listen carefully and answer the following questions:

1. Why did the old man go to the mountains?
2. Who touched his feet?
3. How did the old man turn into a young man? Who helped him?
4. The old woman could not recognise her husband. Why?
5. Why do you think the old woman went to the spring very early in the morning?
6. Why did the old woman turn into a small baby? What would you do if you were in her place?
7. Do you believe in such magic pools? Talk about them to the members of your group.

Oral Activity

I. Imagine you are a villager thinking about the sudden disappearance of Rip Van Winkle. Guess what may have happened to Rip and tell the members of your group using one of the following expressions:

I think...	In my opinion ...	I'm sure...	I don't think ...
As far as I know...	I believe...	I feel...	I suspect...

II. Lots of things might have happened in the village when Rip was away. Imagine you are the neighbour who greets Rip after 20 years. One student should act as Rip. Tell Rip about all that happened in the village after he had left.

Talk about what had happened to his family, to his friends, to the other villagers, to the children he played with, the changes in the village...etc. Take the help of your teacher.

B. Reading (Poem)

My Shadow

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an India-rubber ball,
And he sometimes gets so little that there's none of him at all.

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepyhead,
Had stayed at home behind me and was fast asleep in bed.

- *Robert Louis Stevenson*



Glossary

- India-rubber ball (n): a ball that can bounce very high
 buttercup (n): a small bright yellow wild flower
 arrant (adj): complete
 sleepyhead (n): a child who is tired and feels sleepy

How well did I read the poem?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the poem.	
I got the idea of the poem on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the poem.	
I used the glossary given at the end of the poem.	

Answer the following questions:

- Which line in the first stanza tells that the speaker and the shadow are alike?
- What does the shadow do when the speaker jumps into bed?
- What is the funniest thing mentioned in the second stanza?
- When does the shadow disappear? Why?
- What does the shadow do when the speaker gets up before the Sun?
- Why does the speaker call the shadow a lazy little fellow?
- How old do you think the speaker is? Is he/she playful, angry, or stupid ?

Project

- In twenty years of time a lot of changes come in any village/town. Collect information in the table given below about these changes from your parents/ old people and write in the format given below. Then prepare a comparative statement showing the changes and present it in your class.

Sl.No.	Item	20 years before	Present
1.	Houses		
2.	Transport		
3.	Mode of Communication		
4.	Food Habits		
5.	Entertainment		
6.	Nature of employment		

Gulliver's Travels

When a person tells the story of his life in his own words, it is called an autobiography. Gulliver, a sailor, was once caught in the land of Giants. This is how he describes his experience.

On the 16th of June 1730 we discovered land. Our captain sent a dozen men with vessels for water, if any could be found. When we came to land we saw no river or spring nor any inhabitants. I went on to explore. The country was barren and rocky. I turned back to join the crew, only to see them getting into the boat and rowing for life to get to the ship.



Before I could reach them I observed a huge creature walking after them in the sea as fast as he could. The water of the ocean reached only up to his knees. However, the monster was unable to overtake the speeding boat. I turned back quickly and climbed up a steep hill with fields of barley on either side and the corn rising upto forty feet. There was a fence to pass from one field to the other.

It was impossible for me to climb because every step was six feet high. I was trying to find a gap in the hedge when I discovered one of the inhabitants in the next field walking towards the fence. He was of the same size as the creature chasing the boat. I was struck with utmost fear and astonishment and ran to hide myself. He called in a voice much louder than a trumpet. It sounded like thunder! Seven monsters like him came towards the field ready to reap the corn. They carried a reaping hook which was very big. When one of the reapers approached where I lay hidden I screamed as loud as I could. The creature stopped

reaping, picked me up between his thumb and forefinger and brought me close to his eyes, sixty feet above the ground. He looked at me with curiosity and blew my hair aside to get a better view of my face.



He called his friends and gently placed me on the ground. They all sat on the ground to take a good look at me. I walked slowly backward and forward, pulled off my hat and made a low bow towards the farmers. I tried to speak to them loudly in several languages. Each time I did so the farmer who picked me up held his ear very close to me but in vain. The farmer took me to his house and placed me at some distance on the dining table which was thirty feet high from the floor.

Dinner was brought for the farmer in a dish which was ten feet in diameter. The farmer's wife crumbled some bread and placed it before me. In the middle of the dinner I heard a noise behind me. It was the purring of a cat that was ten times larger than an ox. The farmer's wife was stroking him. Then entered the farmer's one year-old son in the arms of a lady. On seeing me the child grabbed me from the table and put my head into his mouth. I shouted so loudly that the baby dropped me. I would have broken my neck if the mother had not held her apron under me. Later she put me on her own bed and covered me with a clean white handkerchief. I slept dreaming of my home, my wife and my children. (Adopted from Swift's 'Gulliver's Travels')

Glossary

inhabitant (n):	a person who lives in a particular place
monster (n):	a big, cruel and frightening person
hedge (n):	a row of closely planted low-growing trees forming a boundary
reaping hook (n):	a curved blade with a short handle used to cut grass or crops
scream (v):	to cry loudly because of fear or excitement or anger
apron (n):	a piece of cloth that is worn to protect our clothes

Answer the following questions:

1. Why was Gulliver left alone on the island?
2. What did the monster do?
3. How big are the monsters?
4. What did the baby do? How was he saved?
5. Have you ever lost your way? What did you do then? Share your experience.

7

P.T. Usha, the Golden Girl

Look at the picture and discuss the questions that follow:



1. Which sport is shown in the picture?
2. Which sport/game do you play?
3. What are the differences between the sports and games?

Oral Discourse: Talk on - Why sports and games are important for children?

A.Reading



“P.T. Usha, India.” This was the address on a letter from the Middle East. The letter was delivered by the postal department with no delay whatsoever. This was the status of PILAVULLAKANDITHEKKEPARAMBIL USHA who was born as the second daughter of Paithal and Lakshmi Amma on 20th May 1964 in the village of Payyoli, Kozhikode District, Kerala.

It was November 1973 when a dedicated physical education teacher called Balakrishnan discovered Usha while conversing with a parent. His eyes, ever watchful, kept drifting to a group of small girls playing blind man’s bluff just across the field. Was there a pair of feet that were moving extraordinarily fast? Was that tiny, dark girl in her blue skirt and white blouse moving like an instinctive athlete? Patient as ever, Balakrishnan waited for the game to be over. Calling the little girl, he gently enquired of her, “What’s your name, child?” The shy little girl hardly raised her eyes from the ground. “Usha,” she whispered and added, “from Class IV.”

Thus was made one of the greatest discoveries in the athletic arena of Asia, a simple question from an observant master, and an equally unassuming answer from a tiny village girl from a distant village in Malabar in Kerala. That same evening, at 4.15 p.m., Usha heard the magical words for the first time in her life – **On your Marks. Get set. Go.** The Master had explained to her what to do, and why. Confused, but very much aware of the ‘seriousness’ of the occasion, she ran for her life. The rest is history.

In 1975, Usha was 11 years old and was practising vigorously for the sub-junior District Meet – her first ever. With three days to go, Usha badly injured her heel, while practising for the long jump. The day of the event; all eyes were on her; she was so puny, so unbelievably tiny that she was the crowd’s favourite even before the race started. A white bandage on her heel won her even more sympathy. She came first in all the four events she participated in – 100m, 200m, long jump, and high jump. She was also the individual champion at the Meet.

Academically, Usha was an extremely bright student. She was always amongst the top three in her class and was popular with her teachers. She passed her standard VII exams with a first class grade. Just then, the government of Kerala announced a separate Sports Division for girls at Cannanore, a town with special facilities for sports in addition to regular studies.

Usha joined the Sports Division at Cannanore to improve her sport talent. She was left in the safe hands of C.H. Paithal, the headmaster of the school. It was at Cannanore that another great master fired her imagination so much that together they achieved the impossible. His name was Madhavan Nambiar.

By 1977, Usha and Nambiar were inseparable. Nambiar had found the ward he had been waiting for all his life and Usha had found her guru. Nambiar would, from now on, care for her like a father. Usha's meticulous, systematic training began in earnest.

Usha had a regular training run on the beach of Payyoli. She preferred to be trained alone, for the vastness of the beach gave her a sense of freedom. She ran joyfully and freely, and she derived her strength from the serenity and peace of her beloved Kerala surroundings. Nambiar introduced his sand training in her programme to enhance her performance in the athletics, just after the 1982 New Delhi Asian Games. Sand training had enhanced the performance of many great athletes, from Edwin Moses to top flight Indian athletes like Milkha Singh and Sriram Singh.



Usha's athletic achievements are well-known to almost all Indians – two silver medals in the 1982 New Delhi Asian Games; 4th place in the 400m at the 1984 Jakarta Asian Meet; and four Golds and one Silver at the 1986 Asian Games in Seoul.

P.T. Usha's story is that of a gifted child, from humble origins, achieving international success through sheer dedication and immense hard work. "Never, never in the history of independent India has a youngster from a remote background town of rural origin caught the imagination of youth in particular and the public in general as Usha has," said a Professor of English in Usha's home town.

Glossary

instinctive (<i>adj</i>):	arising from natural ability
vigorously (<i>adv</i>):	working with strength and energy
puny (<i>adj</i>):	small and weak
earnest (<i>adj</i>):	serious
serenity (<i>n</i>):	calmness
enhance (<i>v</i>):	to make greater or better

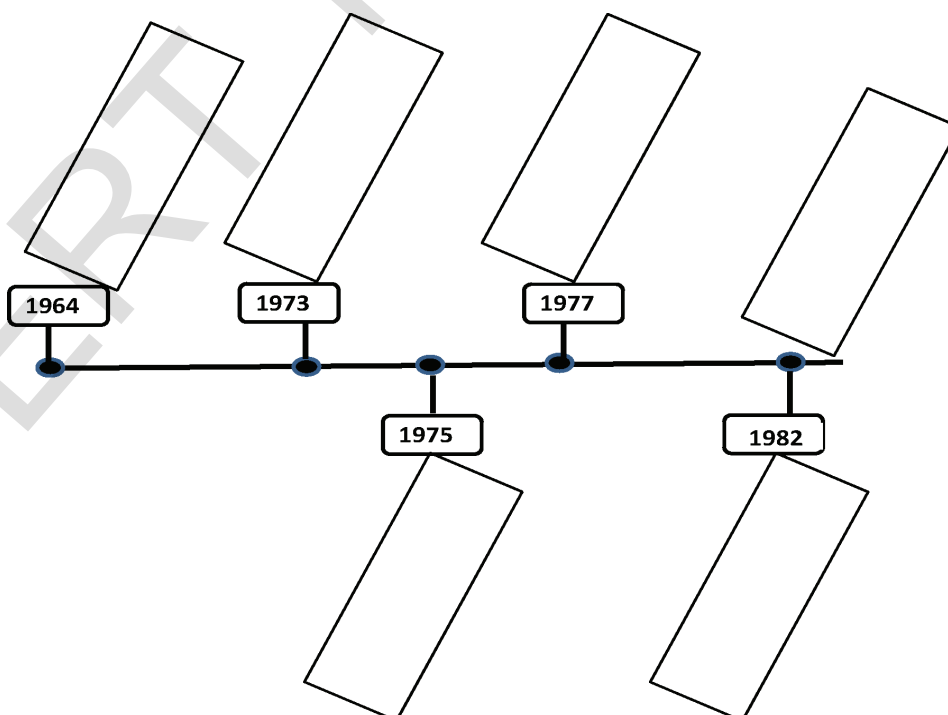
How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

I. Answer the following questions:

1. At what age was Usha's sports talent recognized first? Who did it?
2. What quality do you notice in Usha while she practised athletics from a young age?
3. How was Usha in her studies?
4. How does Usha's life inspire the young girls of our country?
5. What qualities in Usha made her great in athletics?
6. Can you name some great Indian women athletes who have been inspired by P.T.Usha?
7. List out different events in athletics.

II. Write on "the time line" given below the important events from the life of P.T. Usha.



III. Write whether the following statements are True or False in the brackets.

1. P.T. Usha is also called the golden girl. []
2. She is the only daughter of her parents. []
3. Usha was the individual champion in the sub-junior District Meet. []
4. Usha was an average child in her studies. []
5. Madhavan Nambiar alone was responsible for her international fame. []

Vocabulary

I. The following is the list of some sports and games. Classify them into sports and games. Add some other games or sports you know to the list.

Volleyball	Cricket
Running	Chess
Badminton	Table tennis
Soccer	Skiing
Swimming	Motor racing
Baseball	Sailing
Carrom	Lawn tennis

Sports (Single person participation and take less time)	Games (More than one participation and take more time)

II. Pick out from the reading passage the synonyms of the following words:

devoted
small
talented

title-holder
happily

attained
tranquility

exceptional
increase

III. Look at the following sports goods. Write the number of the sports item and its name in your notebook. You may use the words from the box.

weights	goggles	shorts	a tennis racket	a volley ball
spikes	a football	football socks	a football skirt	a basketball
a track suit	running shoes	a hockey stick	a cricket ball	a shuttle cock



Grammar

I. Adjectives and their order in a phrase

Look at the following sentences from the reading passage:

Usha was a tiny village girl. She was an extremely bright student.

The underlined words are adjectives. They describe Usha. We may use more than one adjective to describe a person, place or thing or an object. They may give us information about things like quality, colour, age, make, shape etc., of a person, place, thing or an object.

Quality	:	a pleasant day	Size	:	a small room
Age	:	a young man	Temperature	:	a hot day
Shape	:	a square table	Colour	:	a black cat

Order of adjectives

When we use two or more adjectives to describe a noun, we have to take care of their order. The position of the adjectives depends on how closely they are related to the noun. Though hard and fast rules cannot be given, the following guidelines will be of some help.

Adjectives : usual order						
determiners (articles, demonstratives, possessives)	quality	size/ age/	colour origin	past participle	material	noun
	beautiful	old	brown Indian	hand made	wooden	

Example: It is Rani's beautiful old brown Indian handmade wooden table.

I. Rewrite the following sentences with the correct order of adjectives:

1. Usha was born at farm mother's old her house.
2. Usha is dark little a shy girl.
3. There are flowers some beautiful rose white in our garden.
4. It is new my textbook English.
5. Sunitha was dressed in saree kancheepurm expensive an silk.

II. Look at the following sentences paying special attention to the underlined phrases:

1. Usha joined the Sports Division at Cannanore to improve her sport talent.
2. Nambiar introduced the sand training in her programme to enhance her performance in athletics.

The underlined phrases in the above sentences are used to talk about the purpose of activity and answer the question “why” as shown below.

Why did Usha join the Sports Division at Cannanore?

... to improve her sports talent.

Why did Nambiar introduce her sand training?

... to enhance her performance.

1. Ask and answer the following questions as shown in the example:

A: Why do people go to library?

B: They go to library to read books.

A: Why do people go to school / post-office / the cinema / hospital / market / bus-stand / railway station

B: Why do people use a watch / an umbrella / a toothbrush / a microscope / a mirror / shoes /...

2. Make sentences using the clues given. The first one is done for you.

Smt. Lakshmi Devi is an old woman.

eg. She / like / eat / sweets. - She likes to eat sweets.

She / like / eat / soft things - she / hate / eat / hard things - One day she / -want / eat / palkova - She / ask / her neighbour / buy / some palkova - The young woman / agree / get / some - She / promise / buy / a kilo - The old woman / promise / pay her later - In the market / the young woman / remember / buy / something for Lakshmi Devi. - She bought pakodis! - The old woman / refuse / pay.

3. Fill in the blanks with the appropriate forms of the verbs in the brackets.

1. Reema is planning _____ admission in French classes from next year. (take)
2. She practised _____ with a pitcher on her head.(walk)
3. My grandfather has promised _____ care of Sheru, the dog, in our absence. (take)
4. I have no idea how they are planning _____ the New Year’s Eve this year. (celebrate)
5. I have decided _____ the job in view of my financial position. (accept)
6. My mother dislikes _____ alone in the kitchen. (work)

Writing

- I. You have read about P.T.Usha . Using that information and any other information you may have, try to write a short profile of this great athlete. You can use the following skeleton if you like.

P.T. Usha - The Payyoli Express

Name : _____

Father's Name: _____

Mother's Name: _____

Date of Birth: _____

Place of Birth: _____

Name of the Coach: _____

Brief Biographical Sketch: _____

Achievements :

1.

2.

3.

4.

Records :

1.

2.

Medals :

1.

2.

Awards and Honours:

1.

2.

- II. Suppose you have Rs. 10,000 to spend on sports equipment. Write in your notebook the things you would want to buy. As the Secretary of The Sports Club in your school, write a letter to M/S. India sports, Hyderabad for placing order for these sports goods. You should ask them to send you the price list of the goods before you place the final order.
- III. The Telangana Sports Club, Hyderabad has decided to collect data about the popularity of sports and games in schools. Write a message about the Telangana Sports Club's visit to your school.

How well did I write?

Fill in the boxes using yes/ somewhat/ no.	
I was able to explain / describe / narrate well.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

How well did I edit my work?

Fill in the boxes using yes/ somewhat/ no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

Study Skills

Read this questionnaire and write your answers in the notebook. The points you get depend on your choice of answer, a, b, or c. Look at the table given below the questionnaire for points. For example, if your answer to question 1 is b, you will get 0 points. Mark your answers and calculate your score. Then you will know how sporty you are.

How sporty are you?

1. How often do you play sports per week?
a. Three times b. Never c. Every day
2. What do you like to do on a Sunday afternoon?
a. Watch television b. Study c. Play sports with friends
3. How often do you watch sports on television?
a. Never b. Sometimes c. Often
4. During the last Cricket World Cup.
a. I watched some of the matches.
b. I watched most of the matches.
c. I didn't watch any of the matches.
5. What do you think of your physical education classes at school?
a. I hate them. b. I think they are O.K. c. I love them.
6. Which of these do you have?
a. A lot of sports books, magazines and equipment.
b. Some sports books, magazines and equipment.
c. No sports books, magazines and equipment.
7. Do you ever think of becoming a famous sports player?
a. Never b. Sometimes c. Often
8. Do you plan to participate in sports this weekend?
a. Yes b. May be c. No

Question No.	Points		
	a	b	c
1.	1	0	2
2	1	0	2
3	0	1	2
4	1	2	0

Question No.	Points		
	a	b	c
5	0	1	2
6	2	1	0
7	0	1	2
8	2	1	0

Score: Less than 5 points – you hate sports.

From 5 to 9 points – you like sports.

More than 9 points – you love sports.

Give the questionnaire to the members of your group and tell them how sporty they are.

Listening and Speaking

- I. Your teacher will read the story, “The Olympic Champion and the Ducks.” Listen carefully and say whether the following statements are True or False. Write T for True and F for false statements in the brackets.**



1. The first Olympic Games were held in Olympia. []
2. Olympic Games are held once in a year. []
3. Bobby Pearce learnt sculling from his father. []
4. When Bobby won his first race, he was six years old. []
5. Myers slowed down the boat because he loves animals. []
6. People praised Bobby for his kindness towards the innocent creatures. []
7. He lost only a single race. []
8. He completed thirty three races in his life. []

Group work - Oral Activity

- II. Given below are some statements expressing the views of some people about sports and games in schools. Discuss them in your group. Each member should either agree or disagree with the statement and give reasons.**

Sports/games slow down students' progress in their studies.

When school children participate in sports/games, they become tired.

Girls should not be encouraged to participate in sports/games

When girls take part in sports/games, they become masculine and insensitive.

Participating in sports/games is a mere waste of time.

Sports/games spoil the entire career of students.

The success rate is very low in sports/games.

B. Reading (Poem)

Indian Cricket Team

When the umpire puts the toss,
Dhoni is the boss.
When Gambhir hits a century,
Bret Lee goes for a knee injury.
When Sehwag hits the ball to the fence,
Ponting becomes tense.
When Taylor's run out is taken
To the third umpire's decision,



He loses his batting position.
When India is in need of a run,
Down goes the blazing sun.
When India gets the cup,
They raise it up.

Glossary

fence (n): (here) boundary
blazing (adj): burning brightly

How well did I read the poem?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the poem.	
I got the idea of the poem on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the poem.	
I used the glossary given at the end of the poem.	

Answer the following questions:

1. Do you like the poem? Give reasons for your answer.
2. Write a similar poem by changing the names of players of another cricket team.

Project

Collect a detailed information about a game; measurement of the court, number of players, rules and regulations of the game (Volleyball, Badminton, Kabaddi, Kho-Kho, Cricket, Hockey etc.) and present the report before the class.

C. Reading

Ranji's Wonderful Bat



“How’s that!” shouted the wicket-keeper, holding the ball up in his gloves.

“How’s that!” echoed the fielders. “How?” growled the fast bowler, glaring at the umpire.

“Out!” said the umpire. And Suraj, the captain of the school team, was walking slowly back to the tool-shed at the far end of the field.

The score stood at fifty-three for four wickets. Another sixty runs had to be made for victory, and only one good batsman remained. All the rest were bowlers who could not make many runs.

It was Ranji's turn to bat. He was the youngest member of the team, only eleven but strong and bold. Ranji prepared to face the bowler. The hard, shiny, red ball came speeding towards him.

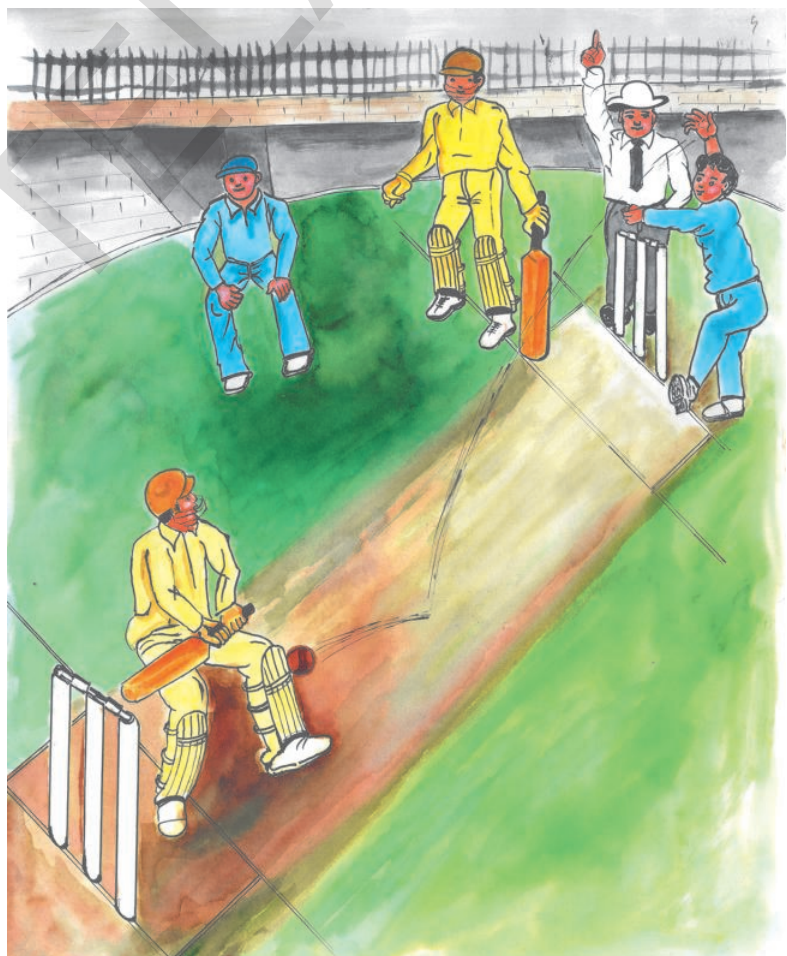
Ranji was going to leap forward and play the ball back to the bowler, but at the last moment he changed his mind and stepped back, planning to push the ball through the ring of fielders on his right, or off side. The ball swang in the air, shot off the grass, and came through sharply to strike Ranji on his pads.

The umpire raised a finger. "Out," he said. And it was Ranji's turn to walk back to the tool-shed. The match was won by the visiting team.

"Never mind," said Suraj, patting Ranji on the back. "You'll do better next time." But their cricket coach was more strict. "You'll have to make more runs in the next game," he told Ranji, "or you'll lose your place in the side!"

Avoiding the other players, Ranji walked slowly homewards. He was very upset. He had been trying so hard and practising so regularly, but when an important game came along, he failed to make a big score.

On his way home, he had to pass Mr. Kumar's Sports Shop. He liked to chat with the owner or look at all the things on the shelves—footballs, cricket balls, badminton rackets, hockey sticks and balls of various shapes and sizes. Mr. Kumar had been a state player once, and had scored a century in a match against Tanzania.



But this was one day when he did not feel like stopping. He looked the other way and was about to cross the road when Mr. Kumar's voice stopped him. "Hello, Ranji! Why are you looking so sad? Lost the game today?"

Ranji felt better as soon as he was inside the shop. "Yes, we lost the match."

"Never mind," said Mr. Kumar. "What would we do without losers? Anyway, how many runs did you make?"

"None. A big round egg. I haven't made a good score in my last three matches," said Ranji. "I'll be dropped from the team if I don't do something in the next game."

"Well, we can't have that happening," said Mr. Kumar. "Something will have to be done about it."

"I'm just unlucky," said Ranji.

"May be. But in that case, it's time your luck changed."

Mr. Kumar began looking closely at a number of old cricket bats, and after a few minutes he said, "Ah!" And he picked up one of the bats and held it out to Ranji. "This is it!" he said. "This is the luckiest of all my old bats. This is the bat I made a century with!"

He held it out to Ranji. "Here, take it! I'll lend it to you for the rest of the cricket season. You won't fail with it."

Ranji took the bat and gazed at it with awe and delight. "Is it really the bat you made a century with?" he asked.

"It is," said Mr. Kumar. "It may get you a hundred runs too!"

Ranji spent a nervous week waiting for Saturday's match. He asked Koki, the girl next door, to bowl to him in the garden. Koki bowled quite well.

At last Saturday arrived, bright and sunny. Just right for cricket. Suraj won the toss for the school and decided to bat first.

The opening batsmen put on thirty runs without being separated. The visiting fast bowlers couldn't do much. Then the spin bowlers came on, and immediately there was a change in the game. Two wickets fell in one over, and the score was thirty-three for two. Suraj made a few quick runs, and then he too was out to one of the spinners, caught behind the wicket. And it was Ranji's turn.



He walked slowly to the wicket. The bowler took a short run and then the ball was twirling towards Ranji. And then a thrill ran through Ranji's arm as he felt the ball meet the bat.

CRACK! The ball, hit firmly with the middle of Ranji's bat, streaked past the helpless bowler and sped towards the boundary. Four runs!

And that was only the beginning. Now Ranji began to play all the strokes he knew. He sent the fielders scampering to all corners of the field.

Twenty minutes after lunch, when Suraj closed the innings, Ranji was not out with fifty-eight and Ranji's school won the match. On his way home, Ranji stopped at Mr. Kumar's shop.

"We won!" he said, "And I made fifty-eight—my highest score so far. It really is a lucky bat!"



- Ruskin Bond

Answer the following questions:

1. What kind of inspiration do you get from this incident?
2. What role did Mr. Kumar play in making Ranji successful?
3. Have you been inspired by anyone in any field like the one above? If so, describe him/her.
4. Do you think that the bat was really a lucky one? Do you believe in such things? Share your ideas with your group.

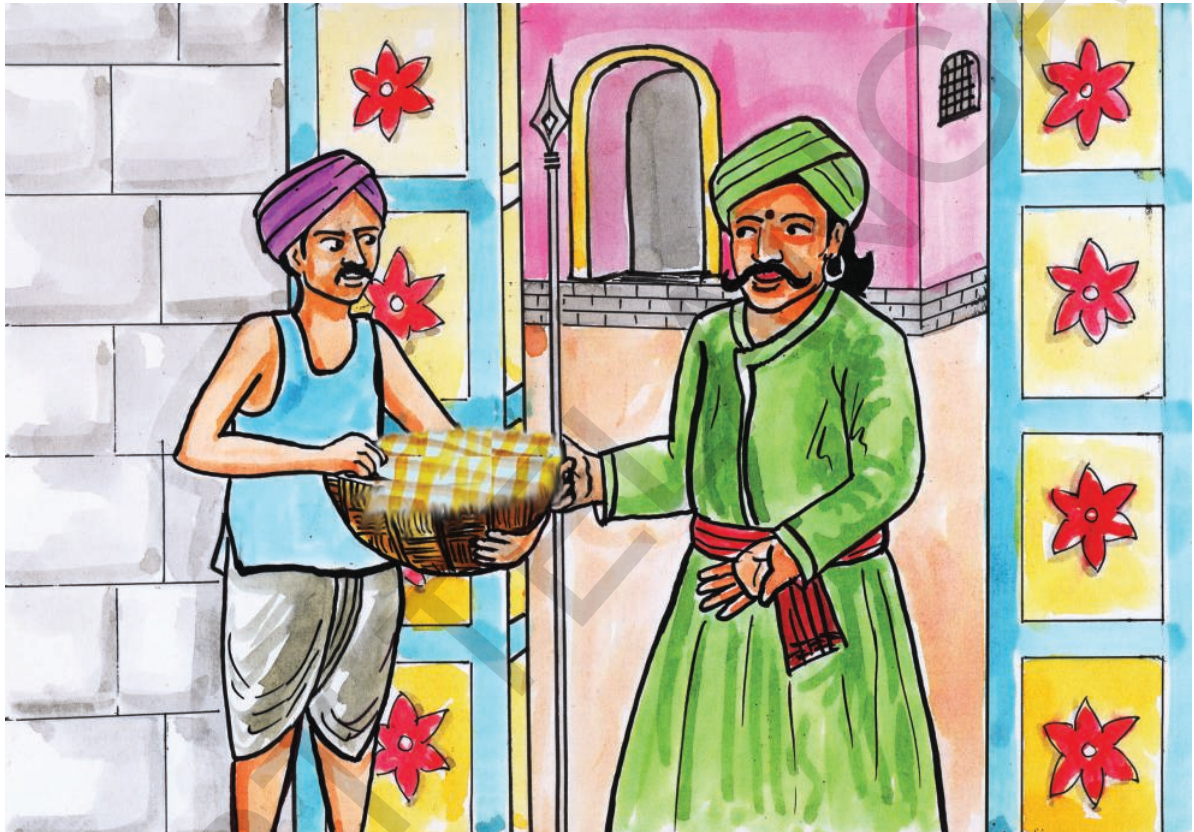
While playing a game of Cricket, there are many rules. Similarly, we have rules to keep us safe and they are called Personal Body Safety rules. The three rules are:

1. Clothing rules - We keep private parts covered in front of others. Though we don't cover our mouth, it is private too.
2. Touching rules - We don't touch private parts in front of others.
3. Talking rules - We talk about private parts with Safe Adults.

If someone breaks 'Personal Body Safety Rules', I can say 'NO' to that person; GO away from that person as and when I can; TELL a safe adult about this person because he/she is doing something unsafe and has to be stopped. There is no shame in any part of the body. The person who breaks the Personal Body Safety Rules needs to be blamed and he/she needs to feel ashamed of their behaviour.

I am a safe person if I follow Personal Body Safety Rules for myself and for others.

Look at the picture and discuss the questions that follow:



1. Who do you think are the men at the gate?
2. What does the man have in the basket?
3. Why does the gatekeeper stop him at the gate?
4. Why does the man with the basket want to go into the fort?

Oral Discourse: Role play - Enact the scene depicted in the above picture.

(Characters; the gatekeeper and the man with the basket.)

A. Reading

Once there lived a fisherman in a town near the Arabian Sea. He was a wise old fisherman. Here is a story about him.

The fisherman had a daughter. She was seventeen years old. That was the age of marriage for girls in those days. So the fisherman was looking for a good bridegroom for his daughter. He found several young men, but he did not have enough money to get his daughter married to one of them. Some of his friends advised him to see the Raja who ruled the town and ask him for help. He was ready to take their advice, but he did not wish to go to the Raja without any gifts. He wished to take with him a gift that was good enough for the Raja.

What gift could a fisherman give except fish! But this fisherman was too old to go far out into the sea. Every day he saw several big fish in the sea and tried to catch one, but he failed. Then one day he was lucky. A very big fish fell into his net and he immediately set off for the Raja's palace with great joy. But, at the palace gate, the gatekeeper stopped him.

Gatekeeper : You cannot go in.

Fisherman : But I must see the Raja. I wish to give him this fish as a gift.



- Gatekeeper : You need not give him any fish. He has enough fish for several days.
- Fisherman : But I must speak to the Raja. I want to speak to him about an important matter.
- Gatekeeper : You need not speak to the Raja. You can speak to me instead.
- Fisherman : I do not wish to speak to you about it.
- Gatekeeper : Why can't you speak to me? Is it a secret? I can keep secrets.
- Fisherman : You need not keep my secret and you must not stop me here. Every one in the town can see the Raja at any time. The Raja himself said so, I hear.
- Gatekeeper : But I am sorry you are wrong. The Raja has ordered me not to let anyone in now. I must obey his order. I will not let you in.
- Fisherman : Please let me in. I must see the Raja and give him this fish.
- Gatekeeper : Do you want to sell him the fish? What is its price?
- Fisherman : I am not selling it. I am giving it to the Raja.
- Gatekeeper : But still he will certainly pay a good price for it. Now shall we divide the money between us? Will you give me half the price?
- Fisherman : How can I do that?
- Gatekeeper : You need not do that and you need not go in now.
- Fisherman : What shall I do now?
- Gatekeeper : You can do one of the two things. Either agree to give me half the price or leave this place and go home.
- (The fisherman stood there for some time thinking.)*
- Fisherman : Will you take half of anything that the Raja gives me?
- Gatekeeper : He will give you either gold or silver. What else will he give you?
- Fisherman : I don't know anything about that. Answer my question. Will you take half of anything I get from the Raja?
- Gatekeeper : Yes, I shall take anything. Now you can go in.
- Fisherman : Thank you very much. I shall certainly give you half the price I get for this fish.

(The fisherman appeared before the Raja with his big fish. He placed the fish with great respect at the Raja's feet.)

- Fisherman : I have long wished to see Your Highness and pay my respects to you. But I did not come till now because I was not able to find a gift that was good enough for you. Today, I was lucky enough to catch this.



- Raja : What is your name, my man?
- Fisherman : My name is Jalraj, Your Highness.
- Raja : I have heard of you. All fishermen respect you and say that you are the wisest among them. I respect all good and wise men among my people. So, please sit down and tell me everything about this fish.
- Fisherman : It is a fish that lives in deep sea far below the surface of the water. It sometimes comes up and jumps several feet above the water. It came up this morning and fell into my net. Now it is here before you. Send it to your cooks immediately and you will enjoy your dinner today.
- Raja : Stay for dinner and enjoy it with us, my man. I invite you to dine in the palace today. Now what shall I give you in return for this gift?
- Fisherman : Nothing, Your Highness. Your Highness and everybody in the palace must enjoy my gift. That is all I want.
- Raja : No, that is not enough. You must take something in return.
- Fisherman : Then, will Your Highness give me anything I ask for?
- Raja : Yes, anything.

- Fisherman : Then please order your men to give me two hundred lashes with a whip on my back.
- Raja : What a strange request this is! People say you are a wise man. But I don't think your request shows any wisdom. What fun will you get out of lashes on your back?
- Fisherman : You and your men can get some fun watching the man lashing me.
- Raja : But I don't want to have such fun. Ask me for something else.
- Fisherman : I do not wish for anything else, Your Highness.
- Raja : All right then. You will have your lashes. Are you ready for them?
- Fisherman : Yes, I am, Your Highness. But please call your gate-keeper in. The Raja sent his men to the gatekeeper and in a few moments he appeared.
- Fisherman : Your Highness, please give this man one hundred lashes out of the two hundred lashes that you have promised me.
- Gatekeeper : What! One hundred lashes! Why must I share this punishment with you?
- Fisherman : We agreed to divide the price of the fish between us. You wanted half of anything I got from the Raja in return for it. I am getting two hundred lashes from him. And half of two hundred is one hundred.
- Raja : Not one hundred. Give that gatekeeper all the two hundred lashes and dismiss him from my service. I feel ashamed because I kept such a bad servant all these days. You are indeed very wise, my good fisherman.



This man was trying to cheat you. You have very cleverly brought punishment on him. I wish to give you a good reward for your cleverness and wisdom. Ask me anything.

Fisherman : I have a daughter and I must soon give her away in marriage. I am very poor.

Raja : Bring here the bridegroom of your choice. I shall get her married.

Fisherman : I thank Your Highness.

Glossary

set off : to begin a journey

whip (n): a long thin piece of rope or leather

lash (n): a hit with a whip

How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the play.	
I got the idea of the play on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the play.	
I used the glossary given at the end of the play.	

I. Choose the correct option to answer each of the following. Write the letters a, b, c, or d in the brackets provided.

- What did the fisherman want for his daughter's marriage? []
(a) time (b) money (c) clothes (d) jewellery
- What advice did the fisherman's friends give him? []
(a) to see the Raja (b) to see the Queen
(c) to see the Bank Manager (d) to see the money lender
- What did the fisherman want to take with him? []
(a) his daughter (b) a gift (c) his wife (d) his friends
- Who stopped the fisherman at the palace? []
(a) the guard (b) the soldier (c) the gatekeeper (d) the queen's attendant

5. Why did the gatekeeper stop the fisherman? []
 (a) to get something from the fisherman (b) his duty was not to allow anyone
 (c) fisherman was his enemy (d) fishermen were not allowed
6. The gatekeeper asked the fisherman to give him half the reward because..[]
 (a) he was greedy (b) he was poor
 (c) he loved money (d) he wanted to become rich
7. “Stay for the dinner and enjoy it with us.” Why did the speaker say so? []
 (a) to honour the guest (b) to show his hospitality
 (c) to show his royalty (d) to show humanity
8. “Everybody in the palace must enjoy my gift.” What does this show us of the speaker? []
 (a) generosity (b) ambition (c) wisdom (d) selfishness

II. Answer the following questions:

1. What are the characters in the story?
2. The fisherman’s gift to the Raja was a big fish. Why was it not something else?
3. What is your opinion about the gatekeeper?
4. If you were the gatekeeper, would you let the fisherman into the palace?
5. Why did the fisherman ask for 200 lashes on his back?
6. What gift would you ask the King, if you were the fisherman?
7. Why did the King want to dismiss the gatekeeper?
8. The King was happy with the fisherman and angry with the gatekeeper at the same time. Why was this so?
9. If the Raja did not help the fisherman, what would be the end of the story?

III. Rearrange the words in each sentence to make sensible sentences. Then arrange them in the order of occurrence in the story. Make a good paragraph with these sentences using appropriate joining words like, ‘but’, ‘however’, ‘then’, ‘after that’, ‘finally’, etc.

1. went to the king’s/ palace with a gift / the fisherman
2. did not have enough money / for his daughter’s marriage/ the fisherman
3. stopped /the gatekeeper / him
4. two hundred lashes/the fisherman asked / the Raja to give him

5. promised to get / The Raja / the fisherman's daughter married
6. on condition / the gatekeeper / allowed / the fisherman / that he would get half the price
7. at the strange request of the fisherman / the Raja was surprised / and knew about the bad gatekeeper
8. from the service/ the Raja gave / to the gatekeeper and dismissed him / two hundred lashes

Vocabulary

Read the following sentence carefully:

The fisherman placed the fish with great respect at the Raja's feet.

The underlined word can be replaced with 'politeness'. The word 'politeness' in the above context means **respect**. Words which give similar meanings as other words are called Synonyms.

I. Now read the following passage carefully. Replace the underlined words with other words that have similar meaning.

The King felt ashamed to have a bad servant in his court. He dismissed the servant from the service as he was a cheat. But he praised the fisherman for his wisdom. Finally, the fisherman was successful to find a worthy young man for his daughter. He married off his daughter with the help of the King.

II. Read the following passage carefully. You find certain words have been left out. Fill in the blanks with words opposite in meaning of those underlined.

The King liked the fisherman but _____ the gatekeeper. The bad servant was _____ and the fisherman was rewarded. Thus, the wise fisherman taught a lesson to the _____ gatekeeper with his wisdom.

III. A suffix is a letter or a group of letters added at the end of a word to make a new word.

eg. kind + ness – **kindness**, colour + ful - **colourful**.

Add suffixes to the root words and form new words. Use the new words in sentences of your own.

Word	Suffix	New word
sweet	ful	
truth		truthful
require		
high		
move		
kind	ment	
clever		
faith		
thought	ness	
doubt		
calm		
use		
pay		

IV. Words with the suffix, “-ing” (present participle)

Read the following sentence from the text and notice the underlined word.

I am getting two hundred lashes from him.

The underlined word in the above paragraph is a present participle. It is formed by adding the suffix “-ing” to the verb.

Look at the following and observe the changes in the spellings

base verb	suffix	present participle
get	-ing	getting
look		looking
tap		tapping
become		becoming
suspect		suspecting
go		going

Formulate the rules governing the changes/no changes in the spellings of the present participle for the following base forms of verbs:

1.	ask + ing =	9.	beg + ing =
2.	sit + ing =	10.	write + ing =
3.	move + ing =	11.	skip + ing =
4.	read + ing =	12.	close + ing =
5.	fight + ing =	13.	walk + ing =
6.	give + ing =	14.	travel + ing =
7.	shake + ing =	15.	advise + ing =
8.	dance + ing =	16.	sing + ing =

Grammar

I. Use of 'must'

Read the following sentence from the story.

Gatekeeper : I must obey the king's order. I will not let you in.

In the above sentence, 'must' shows some obligation and compulsion. It expresses that the work is to be done without fail.

Give sentences of your own where only 'must' can be used.

Example : You must stop at the traffic light.

II. Use of the Simple Present - Study the routine of a class VI student, Rajesh.

S.No.	Time of the day	Activity
1.	5:00 a.m.	gets up from bed
2.	5:15 a.m.	brushes his teeth
3.	5:45 a.m.	takes his bath
4.	6:00 a.m. - 7:30 a.m.	attends to his homework
5.	7:30 a.m.- 7:45 a.m.	takes his breakfast
6.	8:00 a.m.	walks to the main road to board the school bus
7.	8:30 a.m.	reaches school
8.	8:45 a.m.- 4:30 p.m.	attends classes at school

Now write answers to the following questions:

1. What time does Rajesh get up?
2. What does Rajesh do between 6:00 and 7:30 a.m.?
3. How does Rajesh reach his school?
4. When does Rajesh take his breakfast?
5. How long does Rajesh stay at school?

III. The Present Continuous Tense

Look at the underlined words in the following passage.

It is 4 pm now. All the children are at play. Raju and his friends are playing Volleyball. Sindu is practising running. The Physical Director (PD) is giving instructions to Kabaddi players. Some girls are watching Tennis. A few boys are drawing lines of Ball badminton court.

The underlined words in the passage above refer to an “action” in progress. That means, it gives an idea that the action is not completed yet, but, is still going on. This is called Present Continuous Tense.

Complete the following sentences using the present continuous form.

1. The old man is silent. He _____ on what advice he has to give to the soldier. (ponder)
2. He has not done his homework. He _____ it now. (do)
3. My shirt is dirty. I _____ it. (wash)
4. You must carry your umbrella. It _____ heavily. (rain)
5. Don't disturb her. She _____ very seriously. (study)

IV. 'Wh-' question words.

Look at the underlined words in the following sentences taken from the text.

Why can't you speak to me?

What shall I do now?

What is your name, my man?

The underlined words are called 'wh-' words. The other 'wh-' words are 'where,' 'whom,' 'which,' 'when,' 'how' and 'who.' They are used to ask questions.

Read the following paragraph and make questions using appropriate wh-words
The first one is done for you.

Dileep and Sindhu are in the class. Sindhu is sitting in the front row. Chandu is reading English but Sindhu is doing exercises. Rajani is sitting in the second row. She is sharpening her pencil carefully. The English teacher is writing on the blackboard. The children in the front bench are taking down the notes. The children in the back bench are murmuring. Sunita is going out to drink water.

eg: Where are Dileep and Sindhu?

Editing:

Read the following passage. There is an error in each sentence. Identify and edit it.

Notice Board

- Does not wash your hands in plates.
- Please paying the bill before you leave.
- Saw the menu card before you order.
- Be patient till the food are served.
- Food from outside is no allowed here.

-The house keeper

Madina Eating House

Writing

Read the following letter carefully. You notice that it has six main components:

1. station and date 2. salutation 3. body of the letter 4. closing 5. signature (subscription) 6. address on the Envelope

Thallada. }¹

29th November, 2011. }

Dear Raju, }²

I am fine here and hope the same with you. I have been to my uncle's place in Hyderabad during Dasara holidays.

In Hyderabad I visited Ramoji Film City, Nehru Zoological Park, Charminar and Salarjung Museum. I liked all the places very much. It was a thrilling experience for me. Make a trip to Hyderabad in the summer vacation. There are so many tourist places in Hyderabad that are worth visiting.

Yours lovingly, }⁴

5 { Kamalesh

Address on the Envelope:

To

Raju,
H.No. 10-51,
K.S.P. Road, Palvancha,
Pin code: 507115. }⁶

- I Write a letter to your friend describing a place that you have visited recently.**

Editing:

Study the following passage carefully. Use capital letters wherever necessary.

rabindranath tagore was one of the greatest poets of the 20th century. he was not only a great poet, an artist but also a musician and a reformer. he was the first indian to receive the nobel Prize.

Study Skills

Read the following extract from a Newspaper.

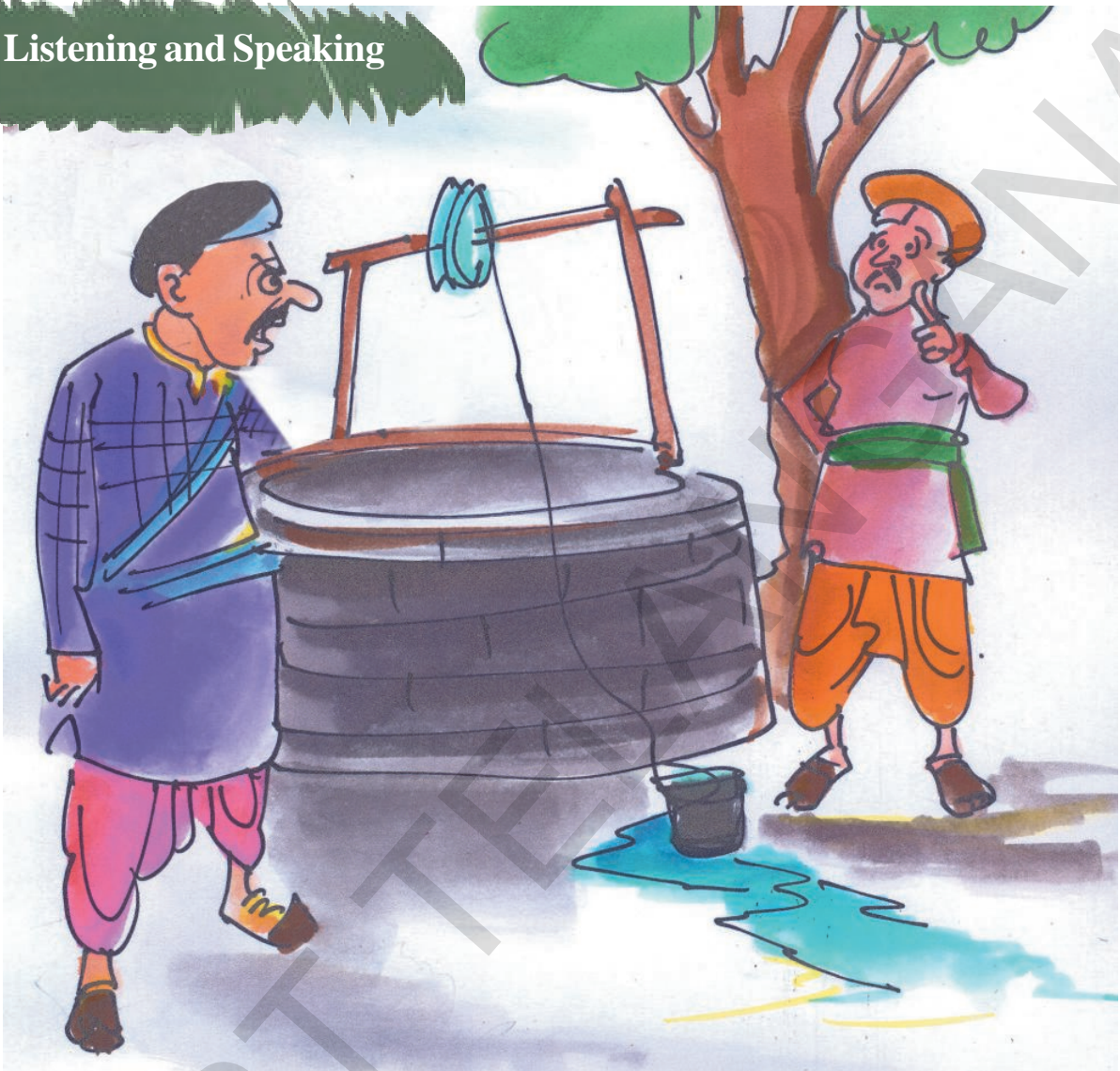
Green Heaven

My father took me to Wayanad in Kerala for a short trip. It is a wonderful place. This cool and green place is an extreme contrast to my hot and dry native town. Wayanad is a green heaven for me! It is a real feast to eyes!

Now look up a dictionary and list different meanings of the words underlined in the extract. The first one has been done for you.

Word	Meaning 1	Meaning 2	Meaning 3
hot	having high temperature	food which causes burning feeling in the mouth	a subject which causes a lot of discussion
cool			
extreme			
feast			
wonderful			

Listening and Speaking



I. Listen to the story 'The Clever Ramalinga' and answer the following questions: Choose the right option by writing 'a' or 'b' or 'c' or 'd' in the brackets provided.

1. Ramalinga's wife had a lot of things. What were they? []
(a) sarees (b) jewels (c) books (d) sweets
2. Where did Ramalinga's wife put the jewels at night? []
(a) in a box (b) in an iron safe
(c) in a purse (d) under the pillow
3. Who watered the plants? []
(a) Ramalinga's wife (b) the thieves
(c) Ramalinga himself (d) the servants

II. Listen to the story again. Say whether the following statements are True or False.

1. Ramalinga dropped the box of jewels into the well. ()
2. The servants began to draw the water out of the well. ()
3. The servants came again on the next day. ()
4. Ramalinga was angry with the servants. ()
5. The servants lost their jobs. ()

III. Listen to your teacher carefully. Now retell the story to your friend. You may use the following clues.

- great poet.....
- known for his wit.....
- very wise.....
- sharp to invent clever tricks.....
- quick to find answers to difficult problems.....
- beloved to the king.....
- loved and respected by everyone.....

Project

Collect stories and pictures that reflect wit and humour. Present them before the class. Prepare a grid of such stories for display on the wall magazine. Use the grid and review one or two stories. Use the following format to prepare the grid.

S.No.	Title of the Story	Collected from (source)	Main characters in the story	Brief description of the main characters	Other interesting details

B. Reading

The Sheik's White Donkey

I was travelling across the desert with Sheik Mahmoud Ibn Moosa and his caravan of ninety camels and nineteen men. The Sheik was a dignified old man with fierce dark eyes and a white beard. He rode a large white donkey, and his donkey was dignified too. The Sheik treated him as a friend and an equal. They were almost always together all day. They slept in the same tent every night.

I was carrying with me about eighty pieces of gold in a leather bag. I kept the bag in my tent at night and every morning I checked to see that the pieces of gold were safe. On the ninth morning the bag was not there.

I went at once to the Sheik and complained to him about the loss of my bag. He sat in silence for a few minutes stroking his beard. At last he said, "The caravan will not leave this camp today. Before evening comes, you will have your gold."

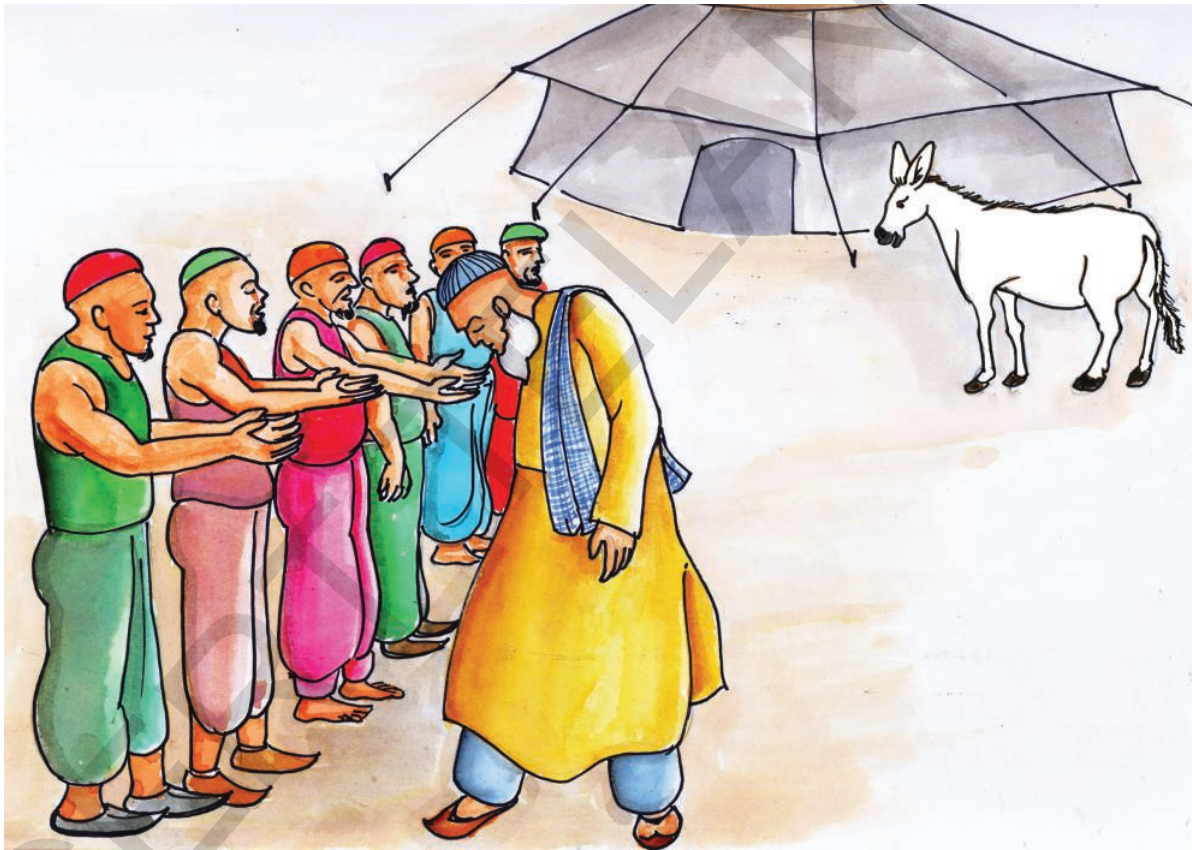
After lunch, the Sheik went into his tent and closed the flap of the tent behind him. After dinner my host slowly came out of his tent and sent for me. He told me to sit up near him in front of his tent. Then he said, "Bring me the men." All his men stood in a row in front of him.

When all the men were there, the Sheik spoke, "Today some trouble has come to my guest, this traveller. Someone has stolen his bag of gold. Stealing is a crime and to steal from a guest is seven times worse. As no one from outside has been near our camp, the man who stole the bag is standing before me now. He thinks he can hide his crime, but I can find him out with the help of my wonderful donkey."

“My white donkey,” he continued, “is not an ordinary one. He is a wise animal. My donkey cannot speak our language. But I can understand his language. He will soon tell me who stole your bag.”

Then he looked at his men and said. “Now I order each of you to go into the tent alone. Close the flap of the tent so that no one can see you except the donkey and God. Pull my donkey’s tail. When an innocent hand touches his tail, he will be silent. But when the hand of the thief touches his tail, the donkey will speak to us all in his language. We will take the thief and kill him without mercy.”

As soon as he finished, he ordered the last man in the row to go into the tent first. He went in and came out. All the others went in and came out. Nothing happened. I thought that the donkey was not so wise, after all.



But Mahmoud Ibn Moosa said to me quietly, “Don’t worry. It is all right. You will get your gold soon.” I wondered how. Moosa asked all his men to stand in a line.” Hold your hands in front of you with the palms up,” he shouted. Each man held out his hands. The Sheik then walked slowly to the row. He bent down and laid his face on the palms of each one’s hands. I was amazed when he did this again and again. He came to the twelfth man and laid his face on the man’s palms. Suddenly he lifted his face, pulled out his sword and shouted, “You dirty thief! Get that gold, or I will kill you at once!”

The man fell on his feet begging for mercy. Then he jumped up and ran outside the circle of camels. He pulled up a stone and came back with my leather bag of gold.” Give it to the traveller,” shouted the Sheik. The man put the bag into my hands, and I found that all the eighty pieces were in it. Then the Sheik ordered two men to beat the thief. After a minute, I begged mercy for him; and, at my host’s command, the men let him go.

I was eager to know how the Sheik found the thief. The next day I asked him to explain. He looked at me and said,” You must not tell my men.” “Certainly not,” I said.

“Well, yesterday when I was in the tent I took some mint and put it in water. When the water began to smell like mint, I put the donkey’s tail into the water. The tail, too, smelled like mint. That evening, you remember, each man went into the tent and pulled the donkey’s tail. All of them, except the thief, pulled the tail. His hand alone had no smell of mint upon it.”

I was all in praise for the Sheik’s wisdom.

Answer the following questions:

1. Can you suggest any other suitable title to the story?
2. How did the Sheik find out the thief?
3. If you were in the Sheik’s place, how would you solve the problem?
4. Do you think the donkey was a clever animal? How can you say?
5. The Sheik treated his donkey as a friend and an equal. What does this tell us about the Sheik?

Self Appraisal

One day Raju went to a telephone booth which was at the cash counter of a store & dialed a number.

The store-owner observed and listened to the conversation:

Raju : Sir, can you give me the job of cutting your lawn?

Man : (at the other end of the phone line) I already have someone to cut my lawn.

Raju : Sir, I will cut your lawn for half the price the person who cuts your lawn now charges.

Man : I’m very satisfied with the person who is presently cutting my lawn.

Raju : (with more perseverance) Sir, I’ll even sweep the floor & the stairs of your house for free.

Man : No, thank you.

(With a smile on his face, Raju ended the call with a ‘thank you’.)

(The store-owner, who was listening to all this, walked over to Raju.)

Store Owner : Son...I like your attitude; I like that positive spirit & would like to offer you a job.

Raju : No thanks,

Store Owner : But you were really pleading for one.

Raju : No, sir, I was just checking my performance at the job I already have.

I am the one, who is working for, that man I was talking to!

This is called “Self Appraisal”.

Appendix - I

Texts for Listening

UNIT - 1

The Friendly Mongoose

Once, a farmer and his wife lived in a village with their small son. They loved him very much. “We must have a pet,” the farmer said to his wife one day. “When our son grows up, he will need a companion. This pet will be our son’s companion.” His wife liked the idea.

One evening, the farmer brought with him a tiny mongoose. “It’s a baby mongoose,” said his wife, “but will soon be fully grown. He will be a friend to our son.”

Both the baby and the mongoose grew. In five or six months, the mongoose had grown to its full size — a lovely animal with two shining black eyes and a bushy tail. The farmer’s son was still a baby in the cradle, sleeping and crying alternately.

One day, the farmer’s wife wanted to go to the market. She fed the baby and rocked him to sleep in his little cradle. Picking up the basket, she said to her husband, “I’m off to the bazar. The baby is sleeping. Keep an eye on him. Frankly, I don’t like to leave the child alone with the mongoose.”

“You needn’t be afraid,” said the farmer. “The mongoose is a friendly animal. It’s as sweet as our baby and they are the best of friends, you know.”

The wife went away, and the farmer, having nothing to do in the house, decided to go out and take a look at his fields not far away. He ran into some friends on the way back and didn’t return for quite some time.

The farmer’s wife finished her shopping and came back home with a basket full of groceries. She saw the mongoose sitting outside as if waiting for her. On seeing her, he ran to welcome her, as it was customary. The farmer’s wife took one look at the mongoose and screamed. “Blood!” she cried. The face and paws of the mongoose were smeared with blood.

“You wicked animal! You have killed my baby,” she screamed hysterically. She was blind with rage. She hit the mongoose hard with a stick and ran inside to the child’s cradle.

The baby was fast asleep. But on the floor lay a black snake torn and bleeding. In a flash she realised what had happened. She ran out looking for the mongoose.

“Oh! You saved my child! You killed the snake! What have I done?” she cried touching the mongoose, who lay dead and still, unaware of her sobbing. The farmer’s wife, who had acted hastily and rashly, stared long at the dead mongoose. Then she heard the baby crying. Wiping her tears, she went in to feed him.

UNIT – 2

Ramappa Temple

Hi, I'm Sambaiah. I'm from Palampet, it is about 80 kilometers away from Warangal city. Have you ever heard about the Ramappa Temple? It's located in our village. This temple was built in 1213 A.D. by Racherla Rudra during the period of the Kakatiya ruler Ganapatideva. It was completed in 40 years. You know, it's the only temple that was named after the architect Ramappa, who built it.

This temple is famous for beautiful carvings and attractive statues. The pillars of the temple produce music when we hit them gently. Unlike the other temples, the Nandi in this temple is in alert position, waiting for the order of Lord Shiva.

One more interesting thing is that the bricks of the temple float on water. Maha Shivaratri is celebrated for three days here. People come from different parts and offer special prayers. They take the bricks of the temple with them as the token of our temple.

Feeling interested! Come to our village on a holiday trip.

UNIT – 3

Glenn Cunningham

Glenn Cunningham was a good runner. In races at school, he ran faster than his friends. "I want to become the fastest runner in the world," Glenn told himself.

One day, there was a big fire at Glenn's school. He was burnt very badly. His legs were burnt more than any other part of his body. The doctors looked at his legs and said that he would not be able to run again.

"I want to run!" shouted the boy. "I want to run!"

"You will not be able to run," said the doctors.

"You should be happy if you can walk." But Glenn did not listen to the doctors. "I won't give up," he told himself. "I'll run!"

Glenn was in bed for a year. When he got up, he tried to walk. He fell down. But Glenn did not give up. He kept trying. At last, Glenn was able to walk. The doctors were surprised. Then Glenn started to run. Soon he could run faster than his friends.

Later, Glenn became the fastest runner of his time. Glenn Cunningham showed that anything can be done if one tries hard.

UNIT – 4

To Catch Some Thieves

One evening Ali was cycling home after a cricket match. It was getting dark and there was no moonlight. He was in a hurry to get home. He took the shortest way home and happened to pass by his uncle's watch factory.

There was a lorry outside the factory and the gate was open. The night watchman was not there.

"This is very strange," Ali said to himself. "I must find out more."

He got off his bicycle and hid it behind a big tree. As he did this, he heard heavy footsteps. He quickly went behind the tree and looked around. He saw four men carrying boxes to the lorry, "Ah, these watches will get all of us a lot of money for the coming New Year," one of them said in a low voice.

Ali knew at once that the men were thieves. He kept very still and quiet. He was a little afraid and his heart went thud-thud-thud. He waited until the thieves had gone back into the factory to get some more watches. Then he ran to the lorry and let out the air from all the tyres. After that, he got on to his bicycle and cycled at top speed to the police station about a kilometre away.

When Ali reached the police station, he was out of breath. He told the police inspector, "Please, Sir, thieves! thieves!"

"Slow down, young man," the inspector said with a smile. "Catch your breath first and then talk. Now, where?"

"My uncle's factory in Vikhroli," answered Ali. "Four of them. I've let out the air from all the tyres of their lorry."

"Very good," said the inspector. "We'll go there at once. You can come with us if you like." Ali got into the police car with the inspector. They drove off and another police car followed them. Ali was very excited. This was the first time he had travelled in a police car, and with the siren on!

Soon they reached the factory. The thieves were taken completely by surprise. They tried to run away but the policemen caught them and took them to the police station.

The inspector took Ali home in his car. He told Ali that his men would bring his bicycle to him later. Ali's father and mother were glad to see their son. They had been afraid that something had happened to him. When the inspector told them what Ali had done, they were very happy and proud.

On the New Year's Day, Ali's uncle presented him with a new bicycle.

UNIT – 5

A Little Boy and a Kind Tree

There is a story about a kind tree and a little boy. The little boy played in the shade of the tree every day. The tree loved him very much. One day the boy sat at the foot of the tree. There were tears in his eyes.

"Why are you crying?" asked the tree. "Because I'm hungry," said the little boy.

"Eat my fruit," said the kind tree, and bent down one of its branches. The boy ate the fruits and was happy. The boy grew up. One day he sat under the tree. He was sad. "Why are you sad?" asked the tree. "I'm going to marry," said the young man. "But I have no house to live in." "Cut down my branches," said the tree. "And build a house." The young man built a house with the branches of the tree. The young man became a sailor. One day he sat under the tree. He looked unhappy. "Why are you unhappy?" asked the tree.

"Because my captain is a bad man and cruel to me," said the sailor. "I want to have my own ship." "Cut down my trunk and build a ship," said the tree. The sailor built a ship on his own. The tree was gone. Only the stump was there. In ten years, the sailor lost his ship. He came home. He was a helpless old man. One cold winter day the old man stood near the stump of the old tree. He leaned on his stick and trembled with cold. "Make a fire out of me," said the stump of the tree, "and warm yourself." The stump of the kind tree burned in the fire.

UNIT – 6

The Magic Spring

Once in a small village near the mountains lived an old farmer and his wife. They had no children. They were very old. One morning the old farmer woke up early. He took his axe and went to the mountains. He wanted to cut some firewood. He climbed the mountain very slowly. The sun was up. It was hot. The old man felt tired and slept under a tree. A small animal touched the old man's right foot. He jumped up in fear and

looked around. He saw a squirrel running towards a small hole. "Please stop", cried the old man: "Please come back." But the squirrel had disappeared. The old man was afraid. Suddenly he felt thirsty. "Oh! How thirsty I am!" said the old man. "How I wish I could get a mouthful of cold water!" But there was no water anywhere. "Mr.Squirrel, my friend, I'm very thirsty," the old man cried out. "Give me something to drink. Please give me some water." Suddenly he heard a bubbling noise: a spring of water was coming from the squirrel's hole! "How wonderful!" said the old man. He knelt down by the spring, took some water in his hands, and drank it. "How sweet!" he said. "How cool!" Suddenly he felt very sleepy. He lay down on the grass. "What a strange place!" he said and soon fell asleep.

After some time the old man woke up. It was late in the evening. "What a long sleep it was!" said the old man. He jumped up and started running home. "Is the old woman worrying about me?" he asked himself. On his way he picked up the bundle of firewood. It was a heavy load. But he carried it easily. He felt young and strong. "How young I feel!" he said. He ran home quickly. His wife was waiting for him at the gate. "Hello, old woman," he called out to her. "I'm hungry. Give me something to eat." But the old woman was puzzled. "Who is this young man speaking as if he was my husband?" she said to herself. "What's wrong with you?" he said. "Don't stare at me like that. I'm your husband." The old woman could not believe her eyes. It took some time for both the husband and the wife to understand what had happened. Then the wife said, "Tell me the exact place. I want to drink from the magic spring and be young like you."

The next day, the old woman got up early in the morning and set out for the spring. The farmer stayed at home. "Come back soon," he told his wife. "Don't be late." He was very happy. He was once again young and strong. "Now my wife is going to drink at the magic spring. How young she will be!" he said to himself. It was late afternoon. The wife did not come back. The farmer waited and waited. Still she did not come. So he too set out for the mountains. He ran as fast as he could. He called out her name. "Please answer me", he cried. "Come back to me." But there was no answer. "O, how unhappy I am!" cried the farmer.

At last he reached the magic spring. "Where are you?" he shouted. "Don't hide from me." Then he heard a tiny cry. He turned round. There, on the grass, he saw a tiny baby. It waved its tiny hands and made some baby noises. The farmer looked closely at the baby. His wife's clothes were wrapped around her. And she had his wife's face. Then he knew what had happened. She drank too much water from the spring. "What a pity!" he said. He took his baby-wife in his arms, carried her home, and looked after her lovingly.

UNIT -7

The Olympic Champion and the Ducks

The Greeks started the Olympic Games on the plains of Olympia. Their last Olympic Games were held in 261 A.D. These games were started again in 1896 and are being held once in every four years.

At the Olympic Games of 1928 in Amsterdam, Bobby Pearce won a gold medal for rowing race. He also won the hearts of all who saw him win.

Bobby Pearce was born in Sidney in Australia. His father was a great sculling champion. (Sculling means 'one man rowing with two oars', one in each hand). When Bobby was five, he was rowing around Sidney harbour in a small boat. A Little later, he won his first race, competing against the olds. One of the judges asked him, "How old are you, Bobby?" And he replied proudly, "Six".

By the time he was twenty, Bobby was the sculling champion of Australia. The following year he went to Amsterdam to compete in the Olympic Games. In the finals he competed against Ken Myers of America. From the start of the race, Bobby was in the lead. At the half-way stage, he was still leading and very much ahead of Myers. It seemed that Bobby would easily win.

Then, suddenly, something happened. Bobby heard a shout from the bank and he looked over his shoulder. He saw a duck and her brood of ducklings swimming across the canal. They were swimming into the course of his boat and the boat was going to run into them. The poor birds had no idea that they were in the middle of an Olympic race!

Immediately Bobby slowed his boat down. Myers was catching up very fast. The people on the shore were shouting as if they were mad. But, Bobby waited patiently until all the ducklings were out of danger. Then he picked up speed again and went on to win the race easily.

Of all the Olympic heroes, it was he who won everybody's heart. A Dutch newspaper wrote, "He won the goodwill of the children of Amsterdam". His friends in the Australian Olympic team were not surprised by the incident of the ducks. "Bobby is that kind of man," they said.

From the age of six, Bobby Pearce competed in races for thirty three years and retired from sports in 1945. How many of these races do you think he lost? Not a single race!

UNIT – 8

The Clever Ramalinga

Many years ago, there was a poet in the court of Vijayanagar. His name was Ramalinga. He was a very clever man. There are many stories about him. Here is one of them.

Ramalinga's wife had a lot of jewels. She wore them in the day. At night she put them away, in a box. She kept the box in her bedroom. Ramalinga had two servants. They were rogues. One day, they decided to steal the jewels. One servant said, "We'll steal the jewels in the night." The other said, "Yes, in the night, they'll sleep. Then we'll take away the box." Ramalinga was standing behind them and overheard what they had said. It was dark, so they did not see him.

It was eleven o'clock in the night. The servants went to the bedroom and looked in. Ramalinga and his wife were not asleep. Ramalinga knew that the servants were near. He said loudly to his wife, "There are many thieves in the town. You have a lot of jewels. We must keep them safe. I have a plan. We shall put all the jewels in a box. Then we'll drop the box in the well. Nobody will look there for the jewels." The servants heard this. "We can now take the jewels easily," they thought.

Ramalinga quickly took out all the jewels from the box. Then he filled the box with stones. He and his wife took the box out, and dropped it into the well. It fell into the water with a loud noise. Then Ramalinga and his wife went back into the house.

After some time, the servants went to the well. "How will we take out the box?" one of them asked. "Let's draw all the water in the well," the other said. "Then we can take the box out." They got two buckets and ropes and began to draw the water out. It flowed into the garden. It was a very deep well. It was almost morning. But still there was a lot of water in the well. "Soon it's going to be morning," said one servant. "The master will get up soon. So let's stop working. We'll come back to the well again at night."

Ramalinga was watching all this. He saw the servants going away. He called them. Then he said, "Thank you for watering the garden. There are no jewels in the box. You are thieves. Get out of here!"

Appendix II

About the Textbook and Assessment Procedures

‘Our World through English’ Class VI has been prepared in accordance with the syllabus for a ten-year course in English as a second language.

Teachers should act as facilitators and encourage children to do individual and group work, in order to make them as autonomous users of the language. Interactive approach should be followed while transacting the language activities in each unit.

The Goals

After the completion of the course, the students are expected

- to attain the basic proficiency, such as is acquired in natural language learning i.e., the spontaneous and appropriate use of language for at least everyday use,
- to develop his/her linguistic competence for abstract thought and knowledge acquisition and,
- to construct discourses (oral and written) such as narratives, descriptions, essays, conversations, diary, plays, script writing, profile writing, dramas, posters, slogans, letters, etc.

Learning Outcomes / Academic Standards

At the end of the academic year the children are expected to achieve certain academic standards. The everyday classroom transaction should focus on the following areas.

1. Listening and Speaking
2. Reading Comprehension
3. Vocabulary
4. Grammar
5. Conventions of Writing
6. Creative Expression (Oral and Written Discourses)

In order to achieve the above learning outcomes, the new textbooks have eight units with different themes and genres.

Features of the Textbook

The following are the features of the Textbook:

- Units are thematically organized with passages meant for listening and reading. Activities focus on reading comprehension, vocabulary, grammar and study skills.
- Measures have been taken to help learners get the rules familiarised with different genres such as narratives, essays, biographical sketches, plays, poems, etc. and construct them in oral as well as written forms.

- Though the components in a unit have been organised as listening, speaking (oral activity), reading and writing, an integrated treatment of these skills has been worked out.
- Vocabulary and grammar exercises have been contextually designed.
- A few questions and activities, given under comprehension, do not target any fixed responses; instead, they demand the learners to use language authentically both orally and in writing. These comprehension questions and the language activities are merely stepping stones for the learners to gain proficiency in the language and as such are not goals by themselves.

Components of a Unit

Face Sheet / Trigger: Each unit starts with a picture / quotation / poem followed by some interactive questions. This is to warm-up the students and to generate genuine interest towards the theme and the reading texts in the unit. The teacher can put more number of questions that demand divergent responses from children in order to encourage them to interact more effectively.

Reading Texts: Every unit consists of three reading texts (Reading A, B and C). The reading texts include different genres such as stories, narratives, biographical sketches, short plays, speeches, monologues, letters, interviews and essays related to the theme of the unit. All texts are followed by glossary, and a few comprehension questions. You will find the questions that help students think critically, reflect on what they have read, and interpret the text in their own words. Teachers should follow the suggested transaction process in the classroom.

Language Activities

Vocabulary: This section contains some vocabulary tasks/activities/exercises. You will find matching questions, finding synonyms / antonyms, phrasal verbs, multiple shades of meanings, collocations, homonyms, homophones, homographs, idioms, word-formation activities, etc.

Grammar: This section contains some grammar tasks/activities/exercises. You will find tasks that make the students explore the language. You will also find activities that help students identify grammatical errors and edit them.

Writing: This section contains some written discourses that help students write conversations, descriptions, narratives / stories, messages, e-mails, SMSes, diary entries, letters, paragraph, an essays, biographical sketches, songs / poems and some other discourses. You will also find some tasks that need group discussion, collation of information from various sources, and then writing a piece collaboratively.

Study Skills: This section contains some tasks/activities/exercises to improve study skills. You will find some verbal and nonverbal activities like pie charts, bar diagrams, tables, advertisements, dictionary entries, route maps, etc. These activities help children interpret, analyze and transfer the data, and use the language appropriately.

Listening: This section contains a listening text (given in Appendix-I) and a few tasks/activities/exercises to improve speaking and listening competencies. You will find some listening comprehension questions, and questions that call for the students' reflection on what they have listened to.

Oral Activity: This section contains some oral discourses to improve speaking competencies. In this section you will find some oral activities that encourage the children to participate in the conversations, discussions, debates, compering, presenting reports, speeches, etc.

Project: This section contains one or two projects related to the theme of the unit. They require students to find resources, to work out the task i.e. collection, analysis and interpretation of data, to prepare a report and to present their findings before the class.

Self -Assessment Checklist: The checklist given at the end of each unit helps the learner to assess his / her own learning. The self-assessment tools reflect all the sections in a unit. This check list also helps the teacher to assess the learning levels of children.

The Assessment

Language learning is a continuous process. Assessment is not an activity distinct from learning. The Continuous and Comprehensive Assessment is proposed.

CCE is an attempt to shift from rote-learning to constructing knowledge and applying it as and when required. CCE is an ongoing process and is an integral part of the lesson. At every point of classroom transaction, we will have to assess what the child has learnt for which the same activities that are used for teaching / learning are used. The questions in the examination paper shall not simply be based on information given in the textbooks but shall create slots for the learner to use language in a meaningful way applying what she has learnt. So 'mugging up' by the student will not be of any use to him or her.

Types of Assessment

There are two types of assessment - 1. Formative Assessment 2. Summative Assessment

Guidelines for Formative Assessment

Formative assessment is done based on four tools that cover all the language competencies (Academic Standards). These are:

1. Read and Reflect
2. Written Works
3. Project Work
4. Slip Test

Teacher has to assess the performance of the learners for each term. 20 marks allotted for Formative test in which 5 marks are allotted for each tool. This is not a single day activity; it is a cumulative account of what has happened in day- to-day class room transaction.

Criteria for awarding marks under each tool:

Read and Reflect : The child has to read one reading text (other than text book) such as story, news report, article etc. Children have to read, comprehend and express their opinion in oral and written. The oral and written reflections are the evidences for awarding marks.

Written Works : This is with regard to: 1. Exercises given in the text book, 2. Discourses assigned to individuals during classroom transaction. 3. Answers to a few extrapolating questions.

The facilitator has to go through the written works and award marks based on the children's performance in view of the presentation of their own thoughts with well formed sentences.

The child has to maintain 2 note books. The first one is meant for read and reflect, project work and slip test. The second one is exclusively for written works.

Projects: The oral and written performance of children which cover all the academic standards / learning outcomes should be considered while awarding marks in various stages i.e. planning, execution, analysis and interpretation of data, report writing and presentation with feedback.

Slip Test: This test should be conducted without giving any prior notice to children. This test should cover the targeted discourses (by taking two / three targeted discourses in each formative assessment). This practice will help children in attempting the written discourses in Summative Tests successfully. The teacher may conduct the slip test for 20 marks so as to cover more number of questions. Finally it has to be reduced to 5 marks.

Teacher's unit cum period plan should reflect children's oral performance.

Summative Assessment

There will be a Summative Assessment after every term. The test is for 100 marks. Out of these, 20 marks are allotted for Formative assessment and 80 marks are allotted for written test.

The average marks of Formative 1 and 2 should be added to first Summative-I. The average marks of four Formative tests should be added to final Summative-II (Public exam).

As CCE is a school based assessment, every school should prepare their own question papers for summative assessment.

The following are the domains of Summative assessment.

1. Oral performance (10 marks)
2. Reading comprehension (25 marks)
3. Vocabulary and grammar (20 marks)
4. Conventions of writing & spelling (5 marks)
5. Creative writing (Discourses) (20 marks)

Note: The marks (10) allotted for oral performance in summative assessment are based on the children oral performance during the period of particular summative assessment.

The teachers unit cum period plan should be the evidence for awarding the marks.

Details of the Major and Minor written Discourses included in the summative assessment under the domain of creative expression.

Major discourses:

Sl. No.	Group A	Group B
1	Story / Narrative	Biography
2	Conversation	Essay
3	Description	Letter
4	Play / Skit (script)	New report
5	Interview	Speech (script)

Minor discourses:

Sl. No.	Group A	Group B
1	Message	Poster
2	Notice	Invitation
3	Diary	Profile
4	Slogan	Placard

Targeted discourses with indicators/ features

Conversations: contains dialogues with ten to twelve exchanges - proper sequence of exchanges - sustaining the conversation with social norms - discourse markers (well, precisely, etc.) - dialogues apt to the context - appropriate cohesive devices - voice modulation

Descriptions: description of objects/ things/persons creating vivid images - variety of sentence forms - proper sequence of the ideas - personal reflections on the event or person - appropriate cohesive devices.

Poems / Songs: suitable structural patterns. - rhyme scheme - specific patterns (rhythm / structure / metre / music / theme, etc.) - expressing emotions and reflections – use of images, thoughts and feelings - use of figures of speech - assonance and alliteration - point of view.

Narrative/Story: sequence of events and dialogues – evoking of sensory perceptions and emotions - images, setting and other details - use characterization – coherence - point of view

Diary: expression of personal reflections, thoughts and feelings – use of variety of sentences - use of language appropriate to the mood - self criticism and future plans - point of view- coherence

Letter: appropriate language to the context - appropriate format, layout and conventions – expressing ideas sequentially - use of persuasive language - maintaining coherence

Messages/e-mail/SMS: relevant ideas to the context – maintaining brevity – use of conventions, layout and format – appropriate language to the content and context.

Notice /Poster / Ads / Invitation: occasions and purposes showing the context details of

venue, date, time, salutation, invitation, programme - persuasive language - organisation, layout and design – maintaining brevity – design and graphics – rhythm in language (for ads)

Slogans/Placards: appropriate to the context - maintaining brevity and rhythm

Drama/Skit: dialogues relevant to the context with emotions and feelings - stage directions, movements and settings - dramatic conflict: beginning, rising actions and ending - reference to costumes and props – dramatisation - theatrical performance like dialogue delivery, actions, stage sense, costumes, etc..

Compeering: arrangement of the programme sequentially as required by the context – presenting the background - highlighting the persons and the events - reviews and reflections relevant to the context – use of polite and entertaining expressions - following the conventions of the stage - use of spontaneous language in a lively manner – modulation of voice in an appealing way.

Choreography: identification of the main theme and stanza wise themes - bringing out a single and multiple themes - identification and sequences of actions of the protagonists (main characters) – identification and sequence of actions of the chorus - maintaining proper layout of script – performance of the actions of the protagonist and the chorus.

Essay (All types): title, introduction, thesis statement, body and conclusion - appropriate paragraphing with main ideas - supporting details and examples –organization of ideas and use of cohesive devices - maintaining coherence - point of view.

News report / Report: appropriate headline - lead sentence (five W's) - body of the news-organisation and use of cohesive devices – coherence - reporting style (reported speech, passivization, appropriate tense) - point of view

Speech: makes speeches /talks contextually - organisation of ideas – use of argumentative/persuasive / interactive language to substantiate views and ideas – use of discourse markers– citation of examples, quotations, etc - coherence, voice modulation and body language.

Review: states the context of the review (story/novel/drama/essay/film) - highlights and comments on certain features of the item reviewed (e.g. characters/theme/setting /events/ turning points etc.) – brevity - citation from the text to substantiate the point. (authenticity)- making personal impressions – maintaining coherence.

Debates and Discussions: expression of ideas as main points and sub points – presentation of arguments in a sequential order - citing suitable examples, quotations, and evidences – defending one's own point of view and rebutting opponent's point of view – use of discourse markers for agreeing, disagreeing, substantiating, enumerating, etc.. – use of polite expressions respecting other's views – use of logical and emotional appeals.

Biographical sketch/Profile/Autobiography: Details of the person - presentation of relevant ideas and information - organization of the data – interpretation of data and drawing inference - reflections, thoughts and feelings - anecdotes, events, achievements - point of view - organisation and the use of cohesive devices – maintaining coherence and flow.

CONSTITUTION OF INDIA

Part IV A (Article 51 A)

Fundamental Duties

Fundamental duties ... It shall be the duty of every citizens of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.
- (k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be ward between the age of six and fourteen years.

General Service List - Common Words of English

701 to 1000 Words

701. cool	726. boat	751. hot	776. quiet
702. army	727. fail	752. bed	777. marry
703. patient	728. clean	753. electric	778. corner
704. combine	729. dress	754. dream	779. handle
705. summer	730. anyone	755. due	780. danger
706. hall	731. gain	756. season	781. hospital
707. slight	732. pain	757. manner	782. pool
708. command	733. object	758. fit	783. promise
709. enjoy	734. knowledge	759. left	784. blood
710. length	735. depend	760. progress	785. shoot
711. proper	736. relate	761. neither	786. scene
712. express	737. below	762. strength	787. literature
713. health	738. dollar	763. notice	788. arrive
714. chief	739. advance	764. finish	789. film
715. evening	740. shape	765. opinion	790. base
716. store	741. arrange	766. bill	791. freedom
717. language	742. population	767. western	792. bar
718. degree	743. yes	768. truth	793. maybe
719. lay	744. sell	769. wrong	794. hang
720. current	745. mention	770. travel	795. suffer
721. gun	746. dry	771. suit	796. manufacture
722. dog	747. check	772. bank	797. frequent
723. hotel	748. poet	773. exact	798. rock
724. strange	749. sleep	774. honor	799. loss
725. separate	750. join	775. brother	800. burn

801. sun	826. distance	851. choice	876. encourage
802. audience	827. memory	852. refer	877. governor
803. essential	828. recommend	853. enemy	878. worry
804. glass	829. division	854. practical	879. affair
805. prevent	830. staff	855. marriage	880. shoulder
806. poem	831. leg	856. bridge	881. bright
807. poor	832. discussion	857. declare	882. mass
808. inch	833. address	858. lady	883. sample
809. song	834. fly	859. cross	884. pretty
810. skill	835. dependent	860. daily	885. repeat
811. post	836. ball	861. afternoon	886. roll
812. popular	837. shake	862. attend	887. push
813. radio	838. frame	863. director	888. trip
814. animal	839. extreme	864. balance	889. council
815. conscious	840. engineer	865. wash	890. clothe
816. worth	841. thick	866. capital	891. parent
817. eat	842. comfort	867. speed	892. forward
818. election	843. latter	868. block	893. sharp
819. faith	844. camp	869. citizen	894. straight
820. wave	845. oil	870. mouth	895. gas
821. murder	846. discover	871. hill	896. weight
822. model	847. examine	872. green	897. discuss
823. forget	848. difficulty	873. please	898. fix
824. extend	849. tooth	874. motor	899. load
825. edge	850. middle	875. agency	900. master

901. whatever	926. advantage	951. solid	976. article
902. round	927. match	952. page	977. cry
903. rapid	928. regular	953. weapon	978. captain
904. laugh	929. wage	954. fast	979. familiar
905. finger	930. refuse	955. representative	980. seat
906. spot	931. existence	956. search	981. guest
907. propose	932. hardly	957. pure	982. weak
908. shop	933. perform	958. escape	983. excite
909. broad	934. title	959. crowd	984. king
910. replace	935. tend	960. stick	985. everyone
911. reply	936. exercise	961. telephone	986. wine
912. extent	937. thin	962. avoid	987. hole
913. lock	938. coat	963. garden	988. duty
914. employee	939. bit	964. favor	989. beat
915. ahead	940. mountain	965. news	990. perfect
916. sight	941. youth	966. unless	991. bottom
917. spread	942. behavior	967. dinner	992. compose
918. wind	943. newspaper	968. someone	993. battle
919. approve	944. secret	969. signal	994. expense
920. destroy	945. ability	970. yard	995. cattle
921. none	946. sea	971. ideal	996. flow
922. pound	947. soft	972. warm	997. kitchen
923. fame	948. justice	973. miss	998. dust
924. importance	949. reasonable	974. shelter	999. bottle
925. reflect	950. circle	975. soldier	1000. admit