Note to the Teacher

The prose passage 'Her Dream Bicycle' looks at how the opportunity to learn cycling makes a dramatic difference to a young girl's vision of life. This is a story set in the backdrop of the small revolution that happened in the lives of girl students following the Arivoli Iyakkam project that started in Pudukottai in the 90s. Since then many efforts have been made to provide cycles for women and girls. The outcome of learning in this unit is the question, 'What do you feel, when you learn something new?' It is suggested that the introduction could be an interactive session.

The lesson is a framework for the active learning of language. So, it opens the child's mind to the theme and enables the child to learn the language well. The activities given help the child to read, to relate with the content, to understand, to recall, to think, to assess and interact in small and large groups. The child is also given an opportunity to present his/her learning to others in class.

The second part begins with a lively poem on the experience of cycling. The Poem 'Going downhill on a bicycle' by Henry Charles Beeching makes the child get excited while he rides on the bicycle as it 'makes the lungs laugh and throat cry'. It is a beautiful comparison of the boy's experience with that of the bird.

The grammar items learnt through Classes I to V are reinforced here.

It would be a good idea for the teacher to help children pick out the punctuation marks and the types of sentences built into the text.

There is a suggested extension activity and a project.

A few responses from Class VI children from Government Schools across Tamilnadu have been added in this Unit to interest and enthuse learners.
Malar lived at Keeranur village in Pudukottai district with her family. Malar was studying in Class VI. She was eleven years old and had two elder sisters and a younger brother, Arul. Her father, Kathirvel, was a hard working farmer. Of late, the rains were irregular and he could not always cultivate the two acres they owned. Her eldest sister, Ponni, was married to a mason and lived in Mathur with her little son Vikram. Her second sister, Mallika, had decided to learn tailoring after Class X and was attending a tailoring course in Mathur. Attending the course also gave Mallika a chance to visit her sister. But walking all the way made her tired and she often missed classes.

Her mother used to scold Mallika. "Oh! Why are you so lazy? You must attend your class regularly". Mallika would reply, "I walk 9 kilometres every day - 4 kilometres to the tailoring class, 2 kilometres to fetch water and 3 kilometres to take lunch for father when you are busy. You can't call me lazy."

In fact, nobody in their home was lazy. Malar would walk 1 kilometre with her friends to school and back. She and her friends would chat and play all the way back.

One day, when Arul and Malar had just come back from school, her father came in looking upset. He said to his wife, Shanthi, it seems that the Collector is not satisfied with teaching only Maths and Tamil. She even wants women to learn cycling.'

Malar was very excited. She asked, 'Father, is it only for mother? Can I learn?' Mallika was interested too. She said, 'If there is anyone who needs a bicycle, it is me.' Arul said, 'This is really good. I can teach both of you to cycle, if you buy me a bicycle!'

Their father was angry.

'Keep quiet!' he said. 'No woman in my house will learn to cycle'. A week passed. What their father had heard was true. Women were being taught to cycle at no cost at all. In many homes across the villages in Pudukottai district, there was a lot of discussion on women learning to cycle.
In Keeranur too, women were beginning to use bicycles to do many things. One day, Shanthi told Mallika softly, “Borrow Radhamma’s old bicycle and bring it here. We are going to learn to ride it.” When Malar’s father returned, he saw Mallika smiling widely and guessed why. He said gruffly, “Allright. But be careful.” He looked at Shanthi and smiled. “Have you started learning too?” he asked. “Yes,” she said. “It makes things much easier.”

Malar was busy, dreaming of the future. She saw herself riding a brand new bicycle along a smooth, long road, to school, to college, and then, who knows? Maybe even cycle on a rainbow to the clouds.

**WORDS TO LEARN**

**Link the opposites**

<table>
<thead>
<tr>
<th></th>
<th>elder</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>regular</td>
<td>take</td>
</tr>
<tr>
<td>3</td>
<td>always</td>
<td>sad</td>
</tr>
<tr>
<td>4</td>
<td>after</td>
<td>idle</td>
</tr>
<tr>
<td>5</td>
<td>lazy</td>
<td>big</td>
</tr>
<tr>
<td>6</td>
<td>satisfied</td>
<td>younger</td>
</tr>
<tr>
<td>7</td>
<td>busy</td>
<td>dissatisfied</td>
</tr>
<tr>
<td>8</td>
<td>happy</td>
<td>active</td>
</tr>
<tr>
<td>9</td>
<td>give</td>
<td>irregular</td>
</tr>
<tr>
<td>10</td>
<td>small</td>
<td>before</td>
</tr>
</tbody>
</table>

**Let us understand**

**Kathirvel & Shanthi**

(Father and Mother)

- Ponni (first daughter)
- Mallika (second daughter)
- Malar (third daughter)
- Arul (son)
- Vikram (son)

**Use – [younger, older, eldest, youngest] in the given sentences**

1) Malar is ______________ than Arul.
2) Ponni is the ___________ daughter of Kathirvel and Shanthi.
3) Arul is the ____________ of the four children.
4) Mallika is ______________ than Ponni.
Let us remember

Complete the sentences: (choose the correct answer)

1. This story is about ________________.
   a. Women working hard to make a living
   b. Women saving time and energy by learning to cycle

2. Keeranur village is in__________________.
   a. Mathur
   b. Pudukottai

3. The one who brings water for the family is ________
   a. Ponni
   b. Mallika

4. When Mallika’s mother told her she was lazy, Mallika said she walked ________ kilometres everyday.
   a. 6
   b. 9

5. What did the Collector want the women to do?
   a. attend evening school
   b. learn to ride the bicycle

6. Malar dreamt of riding her bicycle to:
   a. Chennai and to New Delhi
   b. school, college and the clouds.

Shall we fill in? (Small groups)
Discuss in small groups. Describe what happened when the women in Malar’s family learnt cycling for the first time and fill in the blanks.

<table>
<thead>
<tr>
<th>In Malar’s household</th>
<th>Mallika’s wish</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________________</td>
<td>______________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A good idea!</th>
<th>Problem faced</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________</td>
<td>______________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Taken!</th>
<th>In conclusion...</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________</td>
<td>______________</td>
</tr>
</tbody>
</table>
Share this with the class
Would you like to know about the bicycle? Here is one way to learn...

- bell
- brake
- handle bar
- seat
- mud guard
- tyre
- spokes
- pedal
- chain
- pillion
- chain cover
- stand

Talking together [in small groups]:
Discuss and share in the large group

1. How far from home was Mallika’s tailoring class?
2. Why did she say, “If there is anyone who needs a bicycle, it is me”?
3. What do you think about Mallika’s feeling when she told her mother not to call her ‘lazy’?
4. Why do you think Malar’s father did not want the women in his house to learn how to cycle?
5. Why do you think he changed his mind?
6. Do you think Malar’s dream will come true?
7. How did Mallika and Shanthi learn to ride a bicycle?

Thinking further - Discuss, Think and Write
If you were the Collector of your district and wanted to do a good thing for the people, what would that be? Write a short paragraph [5 lines] beginning like this:
If I were the Collector of my district, I would...
Share this with the class!
Letter Writing

You are celebrating your birthday and want to invite your friend who lives in a neighbouring state. Write a letter. Here is a format. Fill it.

Place:

Date:

Dear ________

____________________________________

____________________________________

____________________________________

What do you want to convey?

____________________________________

Concluding remark

Yours ____________________

affectionately/ lovingly select one and fill

Your name

Address on the envelope

To

____________________________________

____________________________________

____________________________________

Pin Code: [__] [__] [__] [__] [__]
Read and Enjoy

I would like....

I would like to make a beautiful garden. Then, my family would spend time in the garden and be happy. The flowers would look very nice in my garden. My brothers would relax and sit with me on the grass.

A. Arshiya, Class VI

I would make many pots out of waste wire and grow plants in them. I would take care of my garden because it will have flowers, vegetables and fruits. I would like to have many birds and pet animals in my garden. People would like my beautiful garden. When they are in the garden, people would love nature and learn to love people.

N. Yamini, Class VI

YOU CAN DO MORE [Functional Enrichment Activities]
Read the passage, and analyse this chart.

Mempatti is situated in the hills. It has 250 families with a single bus stand. The fertility of the land and the sea has doubled the production of the community and the villagers now have enough grain and fish to market at Sendur, a small town, 10 kilometres away. There is only one bus and it leaves Mempatti at 10 a.m for Sendur and Panruti 30 kilometres further away. It returns to Mempatti by 6 p.m in the evening. It is used primarily by men to transport grain. The fisherwomen who are now in charge of selling fish, use the bicycle to take their fish to the market.

Bicycle use in Mempatti

Regular Users 43 %
Non-users 30%
Occasional Users 27 %

a. What is the name of the village?
b. The main source of transport for men is ..............
c. Who are now forced to use the bicycle?
d. Give the percentage of people who occasionally use the bicycle.
e. The percentage of .............. users is the highest
Let us revise
Let us revise the various kinds of words that make up a sentence.
They are called parts of speech.

<table>
<thead>
<tr>
<th>Parts of speech</th>
<th>Function or “job”</th>
<th>Example words: add some more</th>
<th>Fill in the blanks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb</td>
<td>action or state</td>
<td>live, was, were, decide, learn, attend, scold, walk, tired, busy, chat, play, missed</td>
<td>I am going to _______ cricket with my friends in the garden. She had ____the school bus today as she woke up late.</td>
</tr>
<tr>
<td>Noun</td>
<td>a person, place or thing</td>
<td>bicycle, farmer, sister, brother, mother, father, village, road, school, family</td>
<td>In a dream, Malar saw herself riding a new ____to ____.The ______ of Keeranur is in Pudukottai district.</td>
</tr>
<tr>
<td>Adjective</td>
<td>describes a noun</td>
<td>hardworking, two, eleven, lazy, old, brand new, upset</td>
<td>My brother has _____ books. I am ___________ years old.</td>
</tr>
<tr>
<td>Adverb</td>
<td>describes a verb, an adjective or an adverb</td>
<td>always, regularly, gruffly, along, often</td>
<td>Rohan took his pet dog _____ with him to the park. Her hair is __________ tied in a neat ponytail.</td>
</tr>
<tr>
<td>Pronoun</td>
<td>replaces a noun</td>
<td>she, her, they, you, their, he, his, my</td>
<td>Malar lived in a village. _____ has two sisters and a brother.</td>
</tr>
<tr>
<td>Preposition</td>
<td>links a noun to another word</td>
<td>to, in, with, from, of, on</td>
<td>She walked ___ school every day.</td>
</tr>
<tr>
<td>Conjunction</td>
<td>joins clauses or sentences</td>
<td>and, but, when</td>
<td>Malar ___ Mallika are sisters.</td>
</tr>
<tr>
<td>Interjection</td>
<td>expresses feelings</td>
<td>Oh!, keep quiet!</td>
<td>“____! It’s started to rain”</td>
</tr>
<tr>
<td>Determiners</td>
<td>the, a, an, She saw herself riding _ new bicycle.</td>
<td>“Give me ____ umbrella”</td>
<td></td>
</tr>
</tbody>
</table>
In preparation

In preparation - It is fun to ride a bicycle! Here is a poem describing a bicycle ride. What would you feel if you were given a bicycle to ride?

Going downhill on a Bicycle

With lifted feet, hands still,
I am poised, and down the hill
Dart, with heedful mind;
The air goes by in a wind.

Swifter and yet more swift,
Till the heart with a mighty lift
Makes the lungs laugh, the throat cry: --
'O bird, see; see, bird, I fly.

'Is this, is this your joy?
O bird, then I, though a boy
for a golden moment share your feathery life in air!' -Henry Charles Beeching
New phrases and their meaning

and down the hill dart: - leave the level ground and go down the hill.

Explanation - The poet breaks the line at an odd place in a sentence to give us the feel of changing over from level ground to the slope.

Explanation - If the rider lost his grip on the handlebar and failed to keep his balance, there could be an accident!

delta: - full of excitement

Explanation - with mounting tension and joy at the same time

O bird.....I fly! : - the rider laughs and shouts out to an imaginary bird in flight.

Explanation - “Look, you bird! I am flying just as you are now!
The bird too often stops flapping its wings as the boy stops pedalling.

feathery life: - the life of a feathered bird; the joy of flying freely in the sky

Answer these to understand the poem

1. Is the boy afraid that he might fall off the bicycle?
2. What does he feel when he is on it?
3. Is he a rash rider? How do we know he is or isn't?
4. How do you know that the rider is a boy?
5. What does the boy wish for sometimes?

If you are asked to wish for something, what could you wish for?

[Open-ended answer. No answer can be wrong!] Share in the Large Group - Which activity do you find more relaxing and enjoyable? Music, games or sports, reading, writing, doing puzzles...? Or Maths? In turn, share your answer with the class.

Listen and Do [Whole Group Vocabulary Activity]

Divide the class into two teams. Each team should give words that rhyme with the words the teacher says; the word should not be from the poem.

down, feet, throat, air

The teacher calls out words at random; each team scores one point for each rhyming word. Each team can take turns to give rhyming words for a word till both the teams can’t think of any more. Then the next word is taken up.
Rani’s Story
(Name changed)

Rani is a woman with a lot of self-confidence and the will to do things. Till recently, she did not have the opportunity to bring out these qualities.

Six months ago, she joined a Self Help Group (SHG) in her village. When her husband fell ill with tuberculosis, she was very worried. But her group motivated and trained her to work with him in a small family business. They set up a cycle repair shop. The SHG arranged for her to get a loan of Rs.12,000, to set up her shop. Now Rani’s husband helps her to run the shop. She says, “It feels good to earn money.”

The Meaning of Education
Adapted from the story by Cyril Anthony George

Anitha knew she didn’t have many friends in her class. Her classmates thought that she was a show off and Anitha didn’t mind their saying so. After all, it was the truth. The only thing Anitha cared about was coming first in the class, which she usually did.

But Nandini was quite different from Anitha. Everyone liked her except Anitha. Nandini always had a smile on her face and was ready to help anyone with their homework. The children in the class were very happy when Nandini was with them. All this made Anitha very envious of Nandini. But she would console herself saying, “I come first in class and she comes second. That makes me better than her.” Most students dreaded the examinations but Anitha did not. She took it as an opportunity to exhibit her talents. But she never helped anyone else.

When people approached Nandini, she took extra effort to help them out. Anitha couldn’t understand Nandini’s behaviour. “Why do you want to teach them?” She would ask. “You should spend the time studying by yourself. Who knows, you could even come first!”

“I can’t change myself,” Nandini would reply.

The examination schedule was announced and the first exam was English. “All the best, Anitha!” her father wished her on the morning of the exam. “I am going out for a walk.”

Anitha reached the school early. Then she looked around for Nandini. She was nowhere to be seen. An hour passed; yet there was no sign of Nandini. Anitha was really glad. “Nandini will not be coming for today’s exam,” she thought. With only half an hour left, Nandini rushed into the hall, sweat running down her face.
When the examination ended, everyone gathered around Nandini. “What happened? Why were you late?”

“I was delayed a bit,” Nandini explained. Anitha started laughing. Tears rolled down from Nandini’s eyes and she ran away from the spot. Later, when Anitha walked into her home she knew something was wrong. Her relatives were present in the house. Her mother was looking tense and the doctor was pacifying everyone.

“What happened?” Anitha rushed to her mother. “Where is Daddy?” Her mother led her to the bedroom. Her father was lying on the bed, looking a bit pale. Anitha knelt by her father’s side.

“One of your classmates helped me,” her father whispered.

Back in the hall, her mother explained. “Daddy had left for his early morning walk when he suffered a mild stroke and collapsed on the pavement. Thank God one of your classmates passed by and took your father to the hospital. He said it was someone called Nandini.” Anitha closed her eyes for a moment. She couldn’t understand what was happening. The person whom she had always ridiculed, had actually saved her father’s life.

The next morning, a change had come over her. She rushed to the school and found Nandini standing by the library.

“Nandini,” she spoke hesitantly. “I want to apologize. You saved my father’s life and I ridiculed you for coming late. Why didn’t you tell me?”

“You didn’t give me a chance,” Nandini said and smiled. Soon, Anitha and Nandini became best friends. Someone asked Anitha the reason for her change.

“I have understood that it is not for knowledge alone that my parents are sending me to school. I have to learn to become a good human being. Nandini made me realize that,” Anitha replied with a smile.
Skim and Scan

Skimming is used to find the main ideas of a text quickly. Remember, skimming is not a substitute for careful reading! It is usually done before reading a text.

Scanning is a technique used when one is searching for information in a passage. It helps, to find key words.

Start skimming this passage - run your eyes over the lines. Try to read as fast as you can. What is it about?

Which words and phrases seem important in this passage? Underline them.

The cashew is a seed. The cashew isn’t really a nut, but a seed. It grows at the tip of the cashew fruit. Harvesting the cashew is a hard job. The oil that leaks out of the cashew shell can cause rashes.

Now, answer the following questions - in one word or phrase.

1. What can cashew oil cause? Answer: Rashes
2. Where does a cashew grow? Answer:
3. What is a cashew? Answer:

Were they easy to answer?

Run your eyes quickly over the first paragraph of 'Her Dream Bicycle'.

Malar lived at Keeranur village in Pudukottai district with her family. Malar was studying in Class VI. She was eleven years old and had two elder sisters and a small brother, Arul. Her father, Kathirvel, was a hard working farmer. Of late, the rains were not regular and he could not always cultivate the two acres they owned. Her eldest sister, Ponni, was married to a mason and lived in Mathur with her little son Vikram. Her second sister, Mallika, had decided to learn tailoring after Class X and was attending a tailoring course in Mathur. Attending the course also gave Mallika a chance to visit her sister! But walking all the way made her tired and she often missed class.

What is this paragraph about? Answer in one word/phrase:

Which line introduces the theme of the story?

The last line of the paragraph:

Which words and phrases seem important in this passage?

Underline them. Focus on the key words. The important words would often be nouns or verbs.
Note to the Teacher

In this textbook, an attempt has been made to take the learner further in his/her learning of the English language. The gradient of vocabulary and level of access for the child has been made intentionally easy to facilitate willing engagement.

In Unit 2, an attempt has been made to create a living involvement with the history of this ancient land and to open the learner’s mind to the scope of travel across the world. Simultaneously, the inner world of a child’s dreams and aspirations has been evoked through an adaptation of T.V.Padma’s beautiful story. A supplementary unit related to the tsunami has also been included. The learning framework is structured around water in various contexts - as a river, as the sea, in scientific reflection, as a tsunami wave. Audrey Heller’s Poem ‘Hopes and Dreams’ tells how we can make our life worthwhile by adhering to the thought and going an extra mile to reach the goal.

This unit presents a framework for active learning. It is suggested that the introduction be interactive. It will open the child’s mind to the possibilities of learning contained in the text.

The activities given help the child to read, to relate with the content, to understand, to recall, to think, to assess and interact in small and large groups. The child is also given an opportunity to present his/her learning to others in class.

The grammar items learnt through Classes I to V are reinforced here through language activities based on the content.

Journal Writing has been introduced in a creative manner.

It would be a good idea for the teacher to help children pick out the punctuation marks and cohesive devices and statements built into the text.

The activities connected to the unit give scope for discussion among students and with the teacher.

A few responses from Class VI children from Government Schools across Tamilnadu have been added in this Unit to interest and enthuse learners.
**Boat Song**

Any time now, the sun would pierce the blue grey of the dawn sky and the pale moon would fade away. It was Adityan’s favourite time of the day. He took a deep breath, cupped a handful of cold river water and let it wash down his throat. Fish nibbled at his feet. He untied his small boat and pulled it towards the water. He heard the call of a calf from his village and the reassuring answer of its mother. He sat on a wooden plank in his boat waiting for his first customer.

Everyday, Adityan took people back and forth across the river. He loved the small wooden boat that he had made with his own hands. He loved his quiet village and the flat, fertile fields that surrounded it. Yet, when he rowed, he sang a song not of his village but of the sea. He wanted to roll like the waves, touching, looking, listening, and learning about places that were far, far away. He dreamt that one day, he would leave his village and learn to build a big ship. It would carry him to the different places that he dreamt about. It would be strong enough to carry horses and elephants. He dreamt that he would not only carry goods for trade but also the stories and songs of the Cholas, his people. He would learn about those places and come and share them with the children of his village. Sometimes, Adityan felt sad. Would he ever earn enough to fulfill his dream?

“Boatman! Boatman!”

Adityan saw a person standing on the opposite bank of the river.

“I am coming,” he shouted.

Adityan saw his first customer for that day. There was something about this man that seemed to command respect. “You row the boat so well!” said the man. “The river is wide but you reached here so fast.”
Adityan smiled widely. "I made the boat myself. I am an orphan and I have only the boat and my hut to call my own."

"What else do you do?" asked the man.

"I sing," said Adityan. "I make my own songs."

"Then your songs are your own, too!" said the man. Your songs, your dreams, your ideas - they're yours as well, aren't they?"

Adityan felt understood. "I will sing a song for you," he said.

He began to sing. His voice rose from the boat and carried across the water like a ripple. He sang about his dream of owning a ship some day and of the journeys that he would make to distant lands. His oar dipped into the water keeping time with his music. The man sat and listened carefully to Adityan's music. They reached the shore. When he was about to get off, the man asked, "Do you feel your dream will be realized one day?"

Adityan spoke softly. "I hope so!"

The man nodded. He said quietly, "It is good to hope." He gave Adityan a few coins, Adityan was astounded. They were very valuable.

Adityan ran after the man and said, "You have paid me much more than the cost of the ride. Maybe there has been a mistake."

The man smiled. "No," he said. "But I am happy that you are so honest. This is something to help your dream come true. Maybe one day you will travel to the corners of my Empire and come back with the songs of other lands."

"Who are you?" asked Adityan.

"My name is Karikalan," said the stranger as he walked away. "Do visit me sometime."
Descriptive phrases and their meanings
blue grey – a bluish grey colour,
dawn sky- is the time that marks the beginning of a new day before sunrise,
pale moon- dim light of the moon
reassuring answer- an answer that makes you feel less worried
fertile fields – land/field that is able to produce good crops or plants
wooden plank – a long narrow piece of wood used for making floors/boats/furniture etc.

Let us understand [Tick the right answer]
1. This story is about:
   a. Karikal Chola   b. Adityan
2. The river that is mentioned in the story could be:
   a. Palar     b. Cauvery

Let us remember
1. When does the story begin?
   The story begins when it is...................
2. As Adityan waited for a customer,
   a. he heard the call of ............
   b. he took a deep breath, and ............
   c. fish ......................... at .....................
   d. he sat on a ......................... in his boat.
3. What did Adityan dream about?
   Adityan dreamt that one day he ......................
4. What did the man say about Adityan’s rowing abilities?
   The man told him that ..........................

Answer the following with reference to context:
“I hope so”.
   a. Who said these words and to whom?
   b. When was this said?
   c. Why was it said?

Good kings liked to find out for themselves about the lives of their people, so that they could be better rulers. Karikal Valavan was one such Chola king. He ruled 2000 years ago.
Discuss
What do you think would have been Adityan’s reaction when he realised his passenger was king Karikalan?

Fill in about yourself
My dream will come true when

------------------------------------------

Fill in this story pyramid: [small groups]: Fill and share

[Main character’s name]

__________________________

[Two words describing this person]

__________________________

[Three words describing the setting or place]

__________________________

[Four words describing an important event in the story]

(boatman, Adityan, village, dawn, river, song, ride, honest, dream, coins)

Writing Task

Give a gist/synopsis of the story of Adityan, in not more than 60 -70 words.

Imagine that you got the chance to fulfil your dream.

What would it be like if everything went according to your dream?

Describe how a day in your life would change.
Talking together [in small groups]:
1. Do you think Adityan was a brave person?
   Explain your answer to your friends.
2. Was Adityan rich? Why did he tell the stranger that he was paid too much? Was he right?
3. Adityan did not recognise his own king. That was because he lived in times when there were no newspapers, televisions and films. But, do you know some of the important people of Tamilnadu.
   i. Your Village President
   ii. Your District Collector
   iii. Your Chief Minister
   iv. Your Governor

Thinking further - Discuss, Think and Write
What are your dreams? Write a short paragraph of about 50-75 words about your dreams. You could talk about what you want to do for a career; what kind of a person you want to be; the kind of things you feel you could achieve.

Share this with the class
Sketch one of your dreams in this dreaming cloud:

My Dreams

Project Work:
What are the historical sites near your village/town/city? Visit one of them. Find out and record
- its story.
- its significance today.
- how it is maintained and managed.

Present it to your class
At home: Extension Class
Writing a journal:
A journal is a personal account of what you did, felt, thought or saw. It is similar to keeping a diary, but it is not just a record of events.
When Adityan travels to other lands, he will probably record his experiences in a journal. Imagine you are a traveller. For a journal, write a paragraph on your experiences, your fears, your adventures and your hardships. Be as imaginative as you want to be.
Let us revise

There are different kinds of Nouns: **Proper Nouns**, **Common Nouns** and **Abstract Nouns**.

A **Proper Noun** is a word that names specific people, things or places: It must always begin with a capital letter.

For example: Malar - the name of a girl

Malar lived in Pudukottai District. Here, the name of the district begins with a capital letter.

A **Common Noun** is a name given commonly to every person or thing of a particular type. eg: sister, girl, boy, bicycle, father, woman,...

An **Abstract Noun** is the name of a quality which we cannot see, smell, hear or touch, but can feel. eg: beauty, love, sleep, honesty,...

Complete the columns to summarise what you have just revised.[Group Work]

<table>
<thead>
<tr>
<th>Types of Noun</th>
<th>Describe the concept - Fill in.</th>
<th>Five Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper Noun</td>
<td>A <strong>Proper Noun</strong> is a word that names ....................................</td>
<td></td>
</tr>
<tr>
<td>Common Noun</td>
<td>A <strong>Common Noun</strong> is a name given commonly to ..........................</td>
<td></td>
</tr>
<tr>
<td>Abstract Noun</td>
<td>An <strong>Abstract Noun</strong> is the name of a quality which we cannot see, smell, hear or touch, ........................................</td>
<td></td>
</tr>
</tbody>
</table>
Proper and Common Nouns

Write the definitions:

Common noun--_______________________________________________________
Proper noun--________________________________________________________

Instruction: In the following sentences, underline proper nouns and circle common nouns.
1. In July, my family visited Warangal, in Andhra Pradesh.
2. Gandhiji was born in Porbandar in Gujarat.
3. My puppy is named Moti.
4. Sammy and Mary cleaned the stage before the play.
5. Alexander Graham Bell invented the telephone.
6. Ice cream, cake and cookies were served at the picnic.
7. Tina cleared the table while Kavita washed the dishes.
8. Mom put a silver star on my spelling test.
9. On the wall in our bedroom, Dad hung a colorful poster of the alphabet.
10. The fish took the bait!
11. This Saturday, we are painting the hall at school.
12. English is my favourite subject!

[Group Work] Here are a few describing words from the story.
[Adjectives] Can you match them?

younger  Mallika
eldest  road
busy  bicycle
long  brother
new  sister
lazy  Malar

[Group Work] Here are a few adjectives
[interesting, exciting, loving, busy]

Fill them into the right slot

an exciting game
a ______ dog
a ______ street
an ______ book
Find the adjectives in the sentence and fill in the blank with the corresponding adverb.

1. This girl is very quiet. She leaves the house very _____________
2. Ravi is happy. He smiles ___________________
3. Our teacher was angry. She spoke to us __________________
4. Her voice sounds beautiful. She sang __________________
5. He is a careful worker. He works ____________

TRAVEL: The Kon-Tiki expedition - 1947

Thor Heyerdahl wanted to show that the ancient South Americans had made long sea voyages. He and a small team constructed a raft [like a kattumaram] out of nine logs and other native materials. Heyerdahl and five friends sailed on the raft for 101 days over 4,300 miles!

The Plastiki Expedition - 2009

A boat made of plastic bottles and recycled materials has sailed the Pacific Ocean! The boat is designed as a response to the problem that plastics present. In the same way that the Kontiki Expedition showed what ancient people could do, it is intended that The Plastiki Expedition will help preserve the world’s oceans and reduce plastic waste.

YOU CAN DO MORE [Functional Enrichment Activities]

Read the passage.

Why do boats float and iron nails sink?

When an object is placed in water, there are two primary forces acting on it - the force of gravity - downward force, and a buoyancy force - upward force. The gravitational force is decided by the object’s weight, and the buoyancy force, by the weight of the water displaced by the object when it is placed in water. If the gravitational force is less than the buoyancy force then the object floats (a boat), otherwise it sinks (a nail). That is, if an object weighs less than the amount of water it displaces, then it floats - otherwise it sinks.

Some vegetables float and some sink. Next time when you buy vegetables, try this out.
Hopes and Dreams

We all have our hopes and dreams,
It makes life seem worthwhile!
If we can adhere to that thought most of the time,
We’d go that extra mile!

Everyone needs an incentive, in order to
reach their goal,
It’s worth fighting for.
To have someone who, will stand by you,
could you ask for anything more?

When you have encouragement,
you begin to believe in yourself,
There’s nothing you cannot undertake or do.
So...keep up your hopes,
believe in your dreams,
one day, it will, all come true!

- Audrey Heller

Answer the questions

1) Who is the speaker in the poem?
2) What does the poet want you to do?
3) When do you start believing in yourself?

Write about 2 to 3 sentences about a person who has encouraged you to follow your dream.
Read and enjoy
Students' responses
I like to dance and sing, but I like reading books best of all.
Books are our best companions!
Our friends may refuse to help us, but books are always there when we need them.
We can read a History book and go back to the past.
I like reading very much.

Write Your Hopes and Dreams in the Flow Chart given

Our Hopes and Dreams

Makes life worthwhile!

you begin to believe in yourself.

Hopes and Dreams

We’d go that extra mile!

It’s worth fighting for.
There was a little girl, Tsunamika, who lived on the ocean floor. She had never seen the sun, the moon or the stars because no light ever reached the ocean floor. She lived by herself and was very lonely.

One day, a starfish came to her and said, “Have you ever seen the sun?”

“No” said the little girl. The starfish told the girl that she must see the sun some day. The girl looked for the sun everywhere but did not find it. She asked a sage, who lived in a giant conch, about the sun. The sage told her that for twenty one full days she must think of the sun and nothing else.

The girl sat on a rock under the sea and thought of the sun. On the 21st day, the ocean floor shook powerfully and threw her upwards. She went up......up......up in the water till she reached the surface of the ocean. There she saw the sun, bright and big.

The sun asked her what she wanted. She told him that she wanted a lot of friends. “So be it,” said the sun. Then, there came a giant wave that took her far into the land and when she came off the wave, she saw people crying. So she went to one of the crying women and asked her why she was crying.

The woman said, “I lost my daughter in the waves”. Tsunamika said, “Please accept my love.” “Will you be my daughter?” asked the woman. Tsunamika said, “Oh, yes!” and stayed with the woman.

A little boy came along and asked, “Tsunamika, will you be my friend?” She said, “Of course!” Then more and more children became her friends and she spread her love in every home.

And Tsunamika looked up at the sun and smiled. She realized that she could give her love to all the people of the world.

[The doll, Tsunamika, was created by Upasana, a group in Auroville, Pondicherry, in response to the sorrow felt by many people after the Tsunami had hit many parts of Tamilnadu in December 2004. Tsunamika and her story brought a smile to those who met her; transforming the bitter memories of the tsunami into something creative, innocent, simple, sweet and empowering.]
Skim and Scan
Start skimming this passage - run your eyes over the lines. Try to read as fast as you can.
Which words and phrases seem important in this passage?
Underline them.

No language is easy to learn well. Languages which are related to our first language are easier than others. Learning a completely different writing system is a huge challenge, when we learn a new language. We cannot say that there is one language that is the most difficult one in the world.

What is the passage about?
Answer: Learning a language.

Which sentence has the main idea in this passage? It is the first sentence. Write it out.

The last sentence says a little more about the first sentence. Write it out.

Now, read the passage again. Was it easier to understand?
Run your eyes quickly over the first paragraph of 'Boat Song'.

Any time now the sun would pierce the blue grey of the dawn sky and the pale moon would fade away. It was Adityan’s favourite time of the day. He took a deep breath, cupped a handful of cold river water and let it wash down his throat. Fish nibbled at his feet. He untied his small boat and pulled it towards the water. He heard the call of a calf from his village and the reassuring answer of its mother. He sat on a wooden plank in his boat waiting for his first customer.

1. What is the passage about? Answer in one word/phrase:
   Ans: __________________________________________________________

2. Which line introduces the theme of the story?
   Ans: __________________________________________________________
   __________________________________________________________

3. What does the first line communicate? Draw or write the feeling it evokes.
   __________________________________________________________
   __________________________________________________________
Note to the Teacher

In this unit, an attempt has been made to open the door to the world of nature through a person whose speech has gained historical importance as one of the greatest ever written. It also makes children aware of colonisation across the world. Simultaneously, the beauty of the night has been evoked through a poem written by William Blake. A supplementary unit related to a Japanese folk tale has also been included. The framework for this has been built through learning about the beauty of the natural world and our fellow species through various relationships that man builds with them.

The unit has a framework for active learning. It is suggested that the introduction be interactive. It will open the child’s mind to the possibilities of learning contained in the text.

The given activities help the child to read, to relate with the content, to understand, to recall, to think, to interact in small and large groups and also to present his/her learning to others in class. It would be vital to give all children a chance to present what they know, understand or infer.

Vocabulary activities and graphic organisers have been introduced wherever helpful. Poetry writing and story strips have been introduced in a creative manner.

It would be a good idea for the teacher to help children spot the punctuation marks and the cohesive devices and statements built into the text.

There is also a functional enrichment activity and a project.

A few responses from Class VI children from Government Schools across Tamil Nadu have been added in this Unit to interest and enthuse learners.
An Open Letter

An open letter is one that everyone can read, though it is addressed to one person.

How can you buy or sell the sky?

The background

When the Europeans first set foot in North America, they met the people who were living there. These people had no sense of ownership of land or nature. But the Europeans soon started fighting for land. The native people living there started resisting them. However, since they did not have any big weapons, they were defeated. They kept moving back, till they had nowhere to go. There was only the sea on the other side. Chief Seathl was the leader of a tribe in the North of America. He lived a hundred and fifty years ago. He was asked to sell his land to the government. In 1854, he wrote an open letter to the President of the USA, explaining why he could not sell his land.

Here is a part of the letter that Chief Seathl wrote:

How can you buy or sell the sky, or the warmth of the land? The idea is strange to us. If we do not own the freshness of the air and the sparkle of the water, how can you buy them? Every part of the earth is sacred to my people. Every tree and every insect is holy in the experience of my people.

We are part of the earth and it is a part of us. The perfumed flowers are our sisters. The deer, the horse, the great eagle - these are our brothers. The top of the mountains and the grass on the earth are all part of one family of life.

So, when the great Chief in Washington sends word that he wants to buy our land, we do not understand. The river’s murmur is the voice of my father’s father. The rivers quench our thirst. The rivers carry our boats and they feed our children. If we sell you our land, you must teach your children to respect the water as a close relative. You must give the rivers the kindness that you give to each other.

We know that you do not understand our ways. One portion of the land is the same to you as another. You are like a stranger. You come to take from the land what you can. You do not treat the earth as your mother, but like your enemy. Once you have conquered it,
you move on. You take the resources of the earth from the future that belongs to your children and you don't care.

Teach your children what we have taught our children - that whatever happens to the earth will happen to all the creatures that live on the earth. If men spit on the ground, they harm themselves. This we know - the earth does not belong to us - we belong to the earth. Thus, we know - all things are connected like the blood that unites one large family.

Let us understand [Tick the right answer]
1. This story is about:
   a. The earth  b. The Government
2. The 'Chief' in Washington is:
   a. The President of USA  b. Army General
3. This letter is about Chief Seathl's:
   a. anger at having to sell his land
   b. request for people to live at peace with the earth.

Let us remember
1. Chief Seathl describes the whole world as related because,
   a. Perfumed flowers are ............................
   b. The deer, the horse and the eagle are.............
   c. The top of the mountain and the grass on the earth are

2. What does the Chief in Washington want from Chief Seathl?
   The Chief in Washington wants .................................................................

3. How does Chief Seathl describe the water's murmur?
   Chief Seathl describes the water's murmur as..............

4. Chief Seathl uses the word 'stranger' in the passage. What does he mean?
   By the word stranger, Chief Seathl means someone who

5. The words: ..................... the earth is not your mother could mean:
   (choose the correct option)
   a. The earth did not give birth to you
   b. You do not love the earth as you love your mother
Fill in this spider map: [small group]:
This map is a way of summarising the lesson. Discuss each heading and fill in what Chief Seathl speaks about.

**Fill and share**

**Why is Nature Sacred?**
- The refusal
- The beauty of Nature Opening statement
- The beauty of Nature
- The request
- Relatives in Nature
- Who is a stranger?
- Meaning of the concluding remarks
- My Responses

**READ AND ENJOY**
Beauty
The beauty of the earth is a tree
The beauty of the tree is a branch
The beauty of the branch is a leaf
The beauty of the leaf is a flower
The beauty of the flower is its taste And the beauty that I see is in me...this poem.

V. Manigandam, Class VI

**Talking together [in small groups]: Discuss and share [Oral Activity]**

1. Do you think it is possible to buy or sell the earth? Why? Explain your view to your friends.
2. Why does Chief Seathl say that we do not treat the earth as our mother?
3. Do you think we need to improve the way we deal with nature? Why?
4. Do you agree that whatever happens to the earth will also happen to us? Why?
Thinking further - Discuss

Do you think we should treat our earth better? You could talk about the changes you think we should make and how we make those changes.

Let us learn (Individual / Pair Work)

We all know that verbs are 'doing' and 'being' words. The 'tense' of a verb shows the time in which an action happens.

We belong to the earth.
All things are connected.
The rivers carry our boats.
They feed our people.

The verbs in each sentence talk of an action that is habitual or permanent. This kind of verb is in the Simple Present Tense.

A. Read the following passage:

Dr. Vikram attends to the patients in Mudaiyur village. He gives medicines daily. He is kind and treats all people who come to him. Everyone in the village likes him very much. They respect his work.

The words in red tell you about Dr. Vikram, his life and what he usually does everyday.

B. Use the simple present tense to complete the following sentences:

1. Dr. Vikram ......................... (work) in the Primary Health Centre.
2. He always ......................... (have) a medical kit with him.
3. He ......................... (go) to work on a scooter.
4. He never ......................... (deny) giving treatment to anyone.
5. A nurse ......................... (help) him.

I woke one morn
And saw a rose with a thorn
Adorned with water pearls
And petals with many curls.

Alas! The wind blew,
And the petals flew.
I was angry with the wind
I felt that it had sinned

But the rose spread
its fragrance,
Smiling gently at
my ignorance.
C. Choose the correct form of the verb and fill in the blank to complete the sentence.

1. She ____ counting the sweets in the box. [am/ are/ is]
2. Your brother ____ listening to the radio. [am/are/is]
3. I ____ cooking dinner. [am/are/is]
4. Vamsi and Ragu ____ playing for the cricket team. [am/are/is]
5. We ____ reading about space travel. [am/are/is]
6. The children ____ relaxing during their holidays. [am/are/is]

LET'S REVISE [End marks]

With your teacher:

Directions: After each definition, place the correct end mark — full stop (.), question mark (?), or exclamation mark (!).

1. This end mark follows a question: _____
2. This end mark shows strong feelings, surprise, or excitement: _____
3. This end mark is used at the end of a statement or command: _____

Individual/Pair Work

Directions: Read each sentence and place the correct punctuation mark at the end.

1. This book has many pages ____
2. When did Anjali and Karunya begin their journey ____
3. What did he say to his mother ____
4. I can’t believe it _____
5. They saw many animals in the zoo ____
6. When were you born ____
7. What a beautiful drawing ____
8. How lovely the tree is ____
9. Did you do your homework today ____
10. It has rained for 3 days ____
Imagine There is a suggestion you want to make to the school you study in. [Green -(Bio-degradable waste) /red-(Non-Biodegradable waste) dustbins in class/planting a tree in campus]. Write a letter to your class teacher making this request. Here is a format. Fill it.

Date: ____________________________
From ____________________________
______________________________
______________________________
To ____________________________
______________________________
______________________________

sub: ______________________________
Dear/Sir/Mr/Mrs/Ms/Miss

Body of letter _____________________________________________________________
________________________________________________________________________
________________________________________________________________________

Closing ________________

Yours faithfully

Name __________

Designation

Enc:
CC:

Address on the envelope

To ____________________________________________________________
______________________________
Pin Code: ________________

Your Name & Address

To the Class Teacher With the School Address

What do you want to convey?

Concluding remark

sincerely/truly/obediently

Select one and fill

Your name

Fill in
The sun descending in the west, 
The evening star does shine, 
The birds are silent in their nest, 
And I must seek for mine.

The moon, like a flower 
In heaven’s high bower, 
With silent delight, 
Sits and smiles on the night.

-Night
-By William Blake

New Words
descending: going down 
evening star: the first bright star that is seen in the west at night 
bower: a shady area 
delight: happiness
Let us understand

1. Who is the speaker in the poem?
   The speaker in the poem is ____________________________.

2. How do we know that the poet likes the night?
   We know the poet likes the night because ________________
   ________________.

3. Why does the poet say ‘and I must seek for mine’?
   The poet says ‘and I must seek for mine’ because ____________
   ________________.

4. Read the last four lines again. What do you think they might mean?
   a. The moon is happy
   b. The poet feels happy looking at the moon
   c. The moon is smiling on the night

Supplementary Reader

The Fairy Crane

Once upon a time, there lived an old man and his wife all alone in a small village. They had no children. One day the old man was walking along the road when he heard the sound of wings. Following the sound he found a beautiful white crane caught in a snare.

“Oh, you poor thing!” he said. “I will help you out”. He set the crane free and it flew into the sky. That night there was a knock on their door. When the old lady opened the door, a young voice said, “May I come in?” It was a girl of twelve. The girl said, “I have lost my way. Please let me stay in your house tonight.”

The old people were very happy to have a young girl in their midst. When the girl told them that she did not have parents, the old couple wanted to adopt her. The girl agreed. So the little girl happily stayed with them.

Every day, the old man wove some cloth and sold it at the market and the old lady helped him. The girl saw how hard the old people worked to live. So she said to her new parents, “If you promise not to look at me even once while I work, I’ll weave some cloth in the weaving room.” After that, they only heard the sound of the loom during the day and in the night the girl gave them the most beautiful piece of cloth they had ever seen. Everyone wanted to see and buy the fine and beautiful cloth. Soon, the old man and his wife started to live more comfortably.
The old woman was curious and wanted to see her daughter make the cloth. So one day she peeped through the window of the weaving room and saw a strange sight. There, sitting on the loom was not her daughter but a beautiful white crane, using its own white feather to weave cloth.

That night when they were sitting together for dinner the crane-girl said, "I am the crane you saved long ago. I have been weaving cloth to repay your kindness, but now that you know my secret I cannot stay here any longer."

The old people were very sad and their eyes were filled with tears. They understood the crane and knew they had to let go off their crane-daughter. "Goodbye and good luck" said the girl and changed into a beautiful white crane. The old couple sadly watched her flying away.

LET US EXPAND

Here is a small story outline for you to connect. Try to make at least 10 sentences.

I went to the market - it was raining - forgot to take an umbrella - saw an old one in a shop - took it and came home - my father came back wet - 'some thief stole my umbrella' - felt ashamed - apologized.

You can add other details to this outline, if you wish.

YOU CAN DO MORE [Functional Enrichment Activity]

Study your locality and make a list:

<table>
<thead>
<tr>
<th>S.No</th>
<th>Kinds of birds</th>
<th>Kinds of trees</th>
<th>Water Storage areas</th>
<th>Kinds of animals</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
PROJECT

Create a story strip or recreate a known story

Draw pictures that represent key events in a selected sequence. Then write a caption under each box that explains each event. Draw the events in the order in which they occur in your story.

Develop the above hints into a meaningful story.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

ENGLISH
Skim and Scan

Start skimming this passage - make your eyes move over the lines. Try to read as fast as you can. What is it about?

Rivers

The river’s murmur is the voice of my father’s father. The rivers quench our thirst. The rivers carry our boats, and they feed our children. If we sell you our land, you must teach your children to respect the water as a close relative. You must give the rivers the kindness that you give to each other.

Which words and phrases seem important in this passage?

They are underlined. Put them in this table by grouping them into verbs and nouns.

Fill in the blanks.

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>quench</td>
<td>t</td>
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<tr>
<td>carry</td>
<td>b</td>
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<tr>
<td>feed</td>
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<td>teach</td>
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<td>respect</td>
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<td>give</td>
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<td>give</td>
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</tbody>
</table>
Now, answer the following questions in one word or phrase.

1. What do rivers do? ________________, ______ and ________________.
2. What must we give the rivers? We must give ____________________

Did they easy to answer?

Run your eyes quickly over the first paragraph of 'The Fairy Crane'.

Once upon a time, there lived an old man and his wife all alone in a small village. They had no children. One day the old man was walking along the road when he heard the sound of wings. Following the sound he found a beautiful white crane caught in a snare.

What is the key sentence? Fill in.

They ...........................................................

Which phrase introduces the theme of the story?

A beautiful..................................................

'I can, I did'
Student's Activity Record

Subject:

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Date</th>
<th>Lesson No.</th>
<th>Topic of the Lesson</th>
<th>Activities</th>
<th>Remarks</th>
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</table>
ENGLISH
Standard Six
Term II
Note to the Teacher

In this Unit, an attempt has been made to help students to see the strength in diversity. The prose passage is an interaction between the teacher and her students through the biography of a person, Helen Keller who was a legend and a visionary, though struck by early tragedy. It also informs the young learner about what he or she can bring to life - a positive attitude and the willingness to work. Simultaneously, the inner world of a child’s capacity to interact meaningfully has been evoked through a poem written by another extraordinary person - Dipti Bhatia. Dipti lost her vision at a very early age but has managed to bring light into the lives of several young people who have been denied the right to equitable education because they are differently-abled. The supplementary section is a small play evolved from a story written by the children of Vidya Sagar, an institution for people with special needs in Chennai. The framework for this unit is to learn about how to live and grow, respecting the diversity of our abilities and learning to value our strengths. There is a slight increase in the complexity of language use through the introduction of another literary form - Drama.

The unit has a framework for active learning. It is suggested that the introduction be interactive, opening the child’s mind to the possibilities of learning contained in the text.

The given activities help the child to read, to relate to the content, to understand, to recall, to think, to interact in small and large groups and also to present his/her learning to others in class.

Vocabulary activities and graphic organisers have been introduced wherever helpful.

In this section, there is a revision of the types of sentences. There is also a reiteration of the subject and the predicate of a sentence, in preparation for learning about the SVO and SVC structures in later units.

The Simple Past Tense is formally introduced through activities and children are made aware of run-ons through an exercise. The functional enrichment activities involve a small exercise in reporting as well.

There is a suggested extension activity and a project.
The Mystery of Language

A short biography of Helen Keller

Have you heard about her before? She was born 150 years ago in a small town in Alabama, USA.

Her name is Helen Keller.

When Helen was one and a half years old, she became seriously ill and lost her ability to hear and see. Till she was six, Helen spoke through simple signs and actions, for simple words like 'Yes', 'No', 'Mother', 'Come' and 'Go'.

When she died at the age of 87, she had written many books, won many awards and films had been made about her life and work.

Now read on to know more about this remarkable person.

Student: Teacher, if she could only communicate through signs, how did she write a book?

Teacher: I will tell you her story.

S: Thank you, teacher!

T: When Helen was one and a half years old, she lost the ability to see and hear. It became more and more difficult for her to share what she wanted to say, because her mind was racing ahead. Despite this, she learnt to do some chores at home, like folding her clothes and putting them away.

S: What did Helen’s parents do?

T: Helen's parents realized that she needed a person who could teach her to communicate with people. So they took her to Alexander Graham Bell, the inventor of the telephone. He had also discovered ways of helping children who found it difficult to hear. His wife Mabel had lost her hearing at an early age due to fever. He suggested that they write to Perkins school.

S: What did they do at Perkins School?

T: Perkins School was established nearly 200 years ago and it serves people who have problems with their vision. Helen's mother Kate wrote to the Head of Perkins School to ask for a teacher and they sent her, their star student, Anne Sullivan. The day she arrived, Helen's life began to change.

S: What did Anne Sullivan do?
T : Anne was 21 when she came to teach Helen. She found a way to make Helen understand words and their meanings. She began to teach Helen letters by writing them on her palm.

S : Wasn’t that difficult?

T : It was difficult at first. Then, something happened that made Helen’s learning much faster. She learnt the word, ‘Water’. Let us hear about this in Helen’s own words: ‘Someone was drawing water and my teacher placed my hand under the spout. As the stream rushed over one hand, she spelled into the other, the word, ‘water’, first slowly, then rapidly. I stood still, my whole attention fixed... suddenly I felt a thrill... and somehow the mystery of language was revealed to me.’ Do you know, Helen learnt 30 new words on that day? Quickly she learnt words and then sentences.

S : What a wonderful teacher!

T : Yes! Helen’s teacher wanted her to explore the world around her to ask questions and to experience nature. Helen loved to smell and touch flowers to respond to nature. She was a learner till the end of her life. She knew three other languages, knew how to play chess and even ride a horse!

S : Did Helen go to college?

H.R : Helen was the first person among those who could not hear or see, to graduate with Distinction from any College. While she was at Radcliffe College, she wrote her first book, ‘The Story of My Life’, that has been translated into 50 languages!

S : This is so wonderful to hear! What else did she do?

T : She was a visionary and a pioneer, helping to make the world a better place for differently abled people, particularly children. Later on in her long life, Helen Keller concerned herself with the needs and rights of the unemployed and the poor as well. She went on many lecture tours with her teacher and even acted in a film!

S : Really, has she acted in a film?

T : Yes! Many films and plays have been made about her and her amazing teacher.

S : I wish I could meet her!

T : That is a nice thought! But Helen Keller died peacefully in her sleep, in 1968. She was 87 years old. But her mission lives on, to inspire and guide each one of us in our journey into love and acceptance of diverse abilities among people and in the world around us.
LET US REMEMBER

I. Say True or False:

1. Helen lost her ability to hear and see when she was four years old.

2. Anne Sullivan was a student of Perkins School.

3. 'Flower' was the first word taught by Anne to Helen.

4. Helen's first book, 'The Story of My Life' has been translated into 32 languages.

5. Anne's arrival changed Helen's life totally.

II. Answer the following questions:

1. What made Helen unable to see and hear? 
   Helen was unable to see and hear because

2. Which was the most important day in Helen's life?
   The most important day in Helen's life was

3. What did Anne Sullivan want her student Helen to do?
   Anne Sullivan wanted Helen to

4. What were the different things Helen learnt?
   The different things that Helen learnt were

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READ AND ENJOY

They took away what should have been my eyes, 
(But I remembered Milton's Paradise).

They took away what should have been my ears, 
(Beethoven came and wiped away my tears).

They took away what should have been my tongue, 
(But I had talked with God when I was young).

He would not let them take away my soul - 
Possessing that, I still possess the whole.

-Helen Keller

John Milton: a great English poet who could not see

Beethoven: a famous German music composer who could not hear

Instances from her life.....

Does Helen Keller's life inspire you? How?

interest in learning

respect for diverse abilities

persistence

What aspects of Helen Keller's life inspire you?
Talking together
Discuss in small groups: What makes it difficult for the differently-abled girls to access education, or find employment? Do you think this is fair? What do you learn from Helen’s attitude towards life?

LET US REVISE
Now, let’s move on and revise the kinds of sentences:
These are some examples for you! Study them carefully:
1. There was no rain for a year. - Assertive/Statement
2. Please, save me. - Imperative / Request / Command
3. Where did the crocodile live? - Interrogative/Question
4. Oh, how hot it is! - Exclamatory

I. Shall we now try to classify the following sentences?
1. Have you visited a zoo?
2. Go in a line.
3. Chennai is the capital of Tamilnadu.
4. How great! We have won the match!
5. Who is your favourite cartoon character?
6. Please, forgive me.
7. Don’t play in the rain.

II. Match the following:

<table>
<thead>
<tr>
<th>SENTENCE</th>
<th>KIND</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What a simple question it is!</td>
<td>Imperative</td>
</tr>
<tr>
<td>2. Why are you in a hurry?</td>
<td>Assertive (statement)</td>
</tr>
<tr>
<td>3. Save rain water.</td>
<td>Exclamatory</td>
</tr>
<tr>
<td>4. Education refines one’s mind.</td>
<td>Imperative (request)</td>
</tr>
<tr>
<td>5. Please avoid use of plastic bags.</td>
<td>Interrogative</td>
</tr>
</tbody>
</table>

Subject - Predicate
Let’s look at the concept of a sentence.

A sentence is a group of words which has a meaning. It must have two parts; a subject and a predicate. The subject is the person or the thing which the sentence talks about. The predicate, which contains a verb, mentions something about the subject.

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The girl took her bag to go home.```

Subject Predicate

Here, the subject is ‘the girl’ - person.
The predicate is ‘took her bag to go home’ - what is mentioned about the girl.
Exercise I:
Match the subject in Column A with the predicate in Column B.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bharathiyar</td>
<td>has opened the sports complex.</td>
</tr>
<tr>
<td>2. My friend, Sundar</td>
<td>works well.</td>
</tr>
<tr>
<td>3. The weather</td>
<td>our holidays very much.</td>
</tr>
<tr>
<td>4. The students</td>
<td>is an engineer.</td>
</tr>
<tr>
<td>5. The Minister</td>
<td>learn to sing songs.</td>
</tr>
<tr>
<td>6. We enjoyed</td>
<td>seems to be nice.</td>
</tr>
<tr>
<td>7. My computer</td>
<td>was a poet.</td>
</tr>
</tbody>
</table>

Exercise II:
Add a predicate to these subjects using your own words. One example has been done for you.

1. The milk man supplies milk everyday.
2. The train __________________
3. The villagers __________________
4. My house __________________
5. These books __________________

LET US LEARN

Now, we will learn about the Past Tense:

Read the following sentences:
1. The students answered all the questions correctly.
2. My friend sent a message to me.
3. Aadhirai sang a song in the prayer.
4. We did not understand the situation.

The verbs underlined are in the Simple Past Tense.

Read the following passage and circle the verbs given in the past tense.

On December 24th, in 2004, huge waves struck the seashore of the Bay of Bengal. India had never witnessed such a calamity ever before. It killed thousands of people. Many became homeless. The waves caused great damage. Nature showed its cruel face to mankind. It was the tsunami.

Use the simple past tense to complete the following sentences:

1. We _________________ (arrive) here at 6 'o' clock.
2. He _________________ (go) to Chennai yesterday.
3. I _________________ (write) a letter last week.
4. The gardener _______________ (catch) a snake this morning.
5. The street dog _______________ (bite) a small boy ten minutes ago.
We use simple past tense for a completed action in the past. Fill in the blanks:

Here is a picture of a car festival. A boy narrates how he enjoyed it.
On Friday, I .................. (go) to watch a car festival in my village. There I ...................... (enjoy) myself very much. People .................................. (come) from many places. There..............................(is) a lot of talk! I ....................... (eat) delicious ice cream. I ......................... (watch) a magic show and............................ (feel) happy. My mother..........................(buy) me some toys. My brother and I ................................ (enjoy) ourselves on the merry-go-round. We ..................................(come) home and went to sleep.

Share and enjoy

[Individual/Pair work] Each word contains a letter pattern.
Use the pattern to make other words.

a. lame [ame]    ___ ame    n_ ame    g_ ame
b. seat [eat]    ___ eat    ___ eat    ___ eat
c. past [ast]    ___ ast    ___ ast    ___ ast
d. pair [air]    ___ air    ___ air    ___ air
e. right [ight]  ___ ight    ___ ight    ___ ight
f. spear [ear]   ___ ear    ___ ear    ___ ear

Make compound words.

Write the whole word.
Compound words are made from two or more smaller words.
e.g: 'earthquake' = earth + quake

FILL - IN THE BLANKS

a. earth ___ quake
b. table ______________
c. motor ______________
d. hair ______________
e. butter ______________
f. pass ______________
g. heart ______________
h. back ______________

List similar words that you can make and stick pictures in your scrap book.
LET US LEARN: RUN-ONS

If you put two sentences together without a full stop or connecting word, you have created a run-on.

You can correct a run-on by yourself! Place a full stop [ . ] or one of the following connecting words [and / but], in the sentences below. The first two have been done for you.

Remember: When you use a full stop, the next word has to begin with a capital letter.

Usually, you need to use a comma before you write a connecting word.

1. The girls played basketball the boys played tennis.
   The girls played basketball [ . ] The boys played tennis.

2. Newton is famous for the three Laws of Motion. Edison is famous for the invention of the electric bulb.
   Newton is famous for the three Laws of Motion [ . ] Edison is famous for the invention of the electric bulb.

3. I love watching movies I love eating popcorn in the theatre.

4. My parents wanted to go out it was raining.

5. In India, Republic Day is celebrated on 26th January Independence Day is celebrated on 15th August.

6. Mani loved visiting Kanyakumari Saritha preferred just to stay at home in Vellore.

7. My cycle broke down I need to buy a new one.

YOU CAN DO MORE! [Functional Enrichment Activity]

Imagine that you are a journalist and that you have been asked to cover an interesting event/issue in your area.

1. What are the various things that you will write/talk about? Make a list.
2. Write about the event/issue.

Share it in class!
Poem

In preparation
What makes people differ from each other?
When you come across someone who is different from you,
how would you relate to them?

New Words
standing apart: feeling removed from others
isolated: cut off from others
companion: someone who accompanies a person
participate: take part in
spectator: onlooker
responsibility: taking care of
right: that which is every person's due
opportunities: have the space to do or explore
favour: benefit, gift,
included: part of, belonging

Inclusion
(கூட்டமிழைப்)
To be a part
And not stand apart
To belong
And not to be isolated
To have friends
And not just companions
To feel needed
And not be just a person with needs
To participate
And not just be a spectator
To have responsibilities
And not just enjoy rights
To have opportunities
And not favours
Is to be really 'included'

- Dipti Bhatia

Let us understand: [Small Group] - Discuss and share

1. What is inclusion?
2. How can a classroom be made 'inclusive'?
3. What would it need from each one of us?
4. What steps can we take right away?

Analyse the different abilities and talents and strengths of your class.
Tabulate your findings.
Think it over! Write and share.

My abilities, my challenges, my opportunities, my dreams.... Can I accept diversity? Do I accept myself?

PROJECT

Look around you. Each one of us is unique. All of us have different abilities, different talents, different strengths. Each of us has a different dream, too! Find how many different abilities your classmates have. Make a list of what their dreams are. Build a relationship with one child whom you feel is different from you. Keep a journal. See whether your views change.
Meet young Rajalakshmi from Usilampatti

Rajalakshmi was struck by polio at the age of five. Supported by a loving family, she is today an all-rounder who wants to do something good for the girl children in her hometown, Usilampatti, at Madurai District. She has won many medals for her achievements in athletics.

"I may have been affected by polio, but education has helped me to realize my dreams."
- Rajalakshmi.

Each One is Unique

Here is a small play adapted from a story written by the children of Vidya Sagar, an institution for children with special needs in Chennai. The play tells us about Prakash and Ram who study in the same class. Prakash can walk. Ram uses the wheel chair. Will Ram be included in class games?

Nitya : Hi, Ram! Have you finished your homework?
Ram : Hi, Nitya, Yes, I've finished it.
Ashwin : Give me your homework notebook, Ram. I will put it on the Teacher's table to be corrected.
Ram : Thank you, Ashwin!
Ashwin : Ram! Have you completed your Physics project?
Ram : Yes! I have made a model of Rain Water Harvesting.
Nitya: Ram makes such good models. (Bell rings)

Prakash: (coming in): Hey, I have come to take you to the playground for lunch.

Ashwin: You, never forget your best friend, do you?

Prakash: How can I forget him? He never forgets me.

Ram: It is because of Prakash that I could join this school this year. He told my parents that I had to apply for admission to Class VI.

Ashwin: Okay, okay! We are happy, too! Prakash, join us for a game of cricket after lunch.

Prakash: Yes, sure.

Ram: Let me join too.

Prakash: How can you play, Ram? You can’t move on the field or hold a bat! I’ll play carrom with you later.

Ram: (sighing) Yes, Prakash. (A month Later)

Amit: I wonder why Prakash is not on time. We have a big match tomorrow.

Ashwin: He said he would come for morning practice but the bell is going to ring now. (Prakash comes in limping)

Amit: What happened Prakash?

Prakash: Accident! My father’s scooter hit an auto and I fell down. He had to take me to the hospital. It’s a simple sprain.

Nithya: How sad! Now how will you play the match?

Prakash: Hey, I can bat. Someone can run for me.

(Amit and Ashwin look at each other)

Amit: Sorry, Prakash. It’s an important match.

Prakash: Are you telling me, I’m not in the team any more?

Ashwin: Well! Yes.

Nitya: Prakash, be reasonable. How can you play with a sprained foot?

Prakash: Oh! Okay! (All except Prakash go out)

(Bell rings) Ram comes in.

Hey, Prakash! What happened?
“Try to imagine how you would feel if you were suddenly stricken blind today. Picture yourself stumbling and groping at noonday as in the night; your work, your independence, gone. In that dark world wouldn’t you be glad if a friend took you by the hand and said, "Come with me and I will teach you how to do some of the things you used to do when you could see?" That is just the kind of friend the American Foundation is going to be to all the blind in this country if seeing people will give it the support it must have". - Helen Keller

**Role Play**

**Helen Keller & Anne Sullivan**

With a partner, you will take turns playing the roles of Helen Keller and Anne Sullivan. One partner from each group will be blindfolded and asked by their partner to do certain tasks (go to the board, pick up a pen, etc.). Then, you will switch roles. After the activity, discuss the below questions with your partner.

What were some of the challenges you faced when playing Helen Keller? How did it feel to be blind?

What was it like to guide a person who is blind? What were some challenges you faced when giving your partner instructions?

Afterwards, write down a few sentences about your discussion.
Note to the Teacher

In this unit, an attempt has been made to create a sense of involvement with the beauty of nature and to open the learner’s mind to the ways in which it enriches our lives. How the use of language may add a touch of humour to the text. The second part of this unit has poems that glorify the special relationships regardless of changing times – one’s relationship with one’s mother and grandmother. The questions asked in this unit help the child reflect on his/her relationship with older people.

A supplementary unit related to a popular story about Akbar and Birbal, 'The Unlucky Face' throws light upon the unfairness of superstitious beliefs. The learning framework is structured around culture in various contexts – in the folk arts, in relationships, in social superstitions and in festivals. The functional component involves questions on places of cultural interest. There is a lateral increase in the complexity of the language.

This unit presents a framework for active learning. It is suggested that the introduction be interactive. It will open the child’s mind to the possibilities of learning contained in the text.

The activities given help the child to read, to associate with the text, to understand, to recall, to think, to assess and interact in small and large groups. The child is also given an opportunity to present his/her learning to others in class.

The grammar learnt in this section is sentence patterns. The SVC/A (subject, verb, complement/adjunct) and SVOA patterns have been reinforced here through many exercises. Adverbs and Adjectives have been revised.

It would be a good idea for the teacher to help children pick out the language learning elements built into the text.

There is a suggested extension activity and two projects.
Ruskin Bond, resident of Mussoorie, is a well-known writer of fiction and non-fiction. This story is from his collection of short stories, essays and poems titled 'Animal Stories'.

Most Himalayan villages lie in valleys, where there are small streams, some farmland, and protection from the biting winds that come through the mountain passes in winter. The houses are usually made of large stones and have sloping slate roofs so the heavy monsoon rain can run off easily. During the sunny months, the roofs are often covered with pumpkins, left there to ripen in the sun.

One October night, when I was sleeping at a friend's house in a village in these hills, I was awakened by a rumbling and thumping on the roof. I woke my friend and asked him what was happening.

'It's only a bear,' he said.
'Is it trying to get in?'
'No. It's after the pumpkins.'

A little later, when we looked out through the window, we saw a black bear making off through the field, leaving a trail of half-eaten pumpkins.

In winter, when snow covers the higher ranges, the Himalayan bears come to lower altitudes in search of food. Sometimes they forage in fields and because they are shortsighted and suspicious of anything that moves, they can be dangerous. But, like most wild animals, they avoid humans as much as possible.

Village folk always advise me to run downhill if chased by a bear. They say bears find it easier to run uphill than down. I am yet to be chased by a bear, and will happily skip the experience. But I have seen a few of these mountain bears in India, and they are always fascinating to watch.

Himalayan bears enjoy pumpkins, corn, plums and apricots. Once, while I was sitting in an oak tree hoping to see a pair of pine martens that lived nearby, I heard the whining grumble of a bear, and presently a small bear ambled into the clearing beneath the tree.
He was little more than a cub, and I was not alarmed. I sat very still, waiting to see what he would do.

He put his nose to the ground and sniffed his way along until he came to a large anthill. Here he began huffing and puffing, blowing rapidly in and out of his nostrils, so that the dust from the anthill flew in all directions. But the anthill had been deserted, and so, grumbling, the bear made his way up a nearby plum tree. Soon it was perched high in the branches. It was then that he saw me.

The bear at once scrambled several feet higher up the tree and lay flat on a branch. Since it wasn't a very big branch, there was a lot of bear showing on either side. He tucked his head behind another branch. He could no longer see me, so he apparently was satisfied that he was hidden, although he couldn't help grumbling. Like all bears, this one was full of curiosity. So, slowly, inch by inch, his black snout appeared over the edge of the branch. As soon as he saw me, he drew his head back and hid his face.

He did this several times. I waited until he wasn't looking, and then moved some way down my tree. When the bear looked over and saw that I was missing, he was so pleased that he stretched right across to another branch and helped himself to a plum. I couldn't help bursting into laughter.

The startled young bear tumbled out of the tree, dropped through the branches some fifteen feet, and landed with a thump in a pile of dried leaves. He was unhurt, but fled from the clearing, grunting and squealing all the way.

New words and meanings:

Slate - a dark grey stone. A single flat piece of slate that is used with others for covering a roof.
Pumpkin - a large round vegetable with thick orange skin and large seeds.
Forage - search for food in a wide area.
Shortsighted - seeing clearly only things near you.
Suspicious - making you believe something is bad.
Whining - complain in an annoying way.
Snout - long nose of an animal.
Scrambled - climb with difficulty.
Fascinating - making you very interested or attracted.
Curiosity - a strong feeling of wanting to know something.
Let us understand
Choose the correct ending to complete the sentence.

1. In winter, when snow covers the higher ranges, the Himalayan bears
   a. go up the hill to play
   b. come to lower altitudes in search of food
   c. hunt for fish in the snow

2. Like all bears, this one was full of
   a. curiosity
   b. bravery
   c. kindness

3. The startled young bear
   a. jumped on the anthill
   b. pulled out a pumpkin
   c. tumbled out of the tree

Let us remember
Discuss and answer these questions.
1. Describe a Himalayan village.
2. Why do their houses have sloping roofs?
3. What advice did the village folk give the author about bears?
4. What happened to the startled bear?
5. In a paragraph write about what you have learnt about the Himalayan bear.

Look at the following compound words from the lesson. A new word is formed by adding two different words.
Farm + land = farmland
Short + sighted = shortsighted

Now make compound words with the following: choose from the box given below
port flower where flies ball bone mother time

Some + ____________ = ___________________
Any + ____________ = ___________________
Grand + ____________ = ___________________
Back + ____________ = ___________________
Butter + ____________ = ___________________
Air + ____________ = ___________________
Sun + ____________ = ___________________
Foot + ____________ = ___________________
Let us revise
Adjectives
Write one word from the lesson against each to describe the following.

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. stones</td>
<td></td>
</tr>
<tr>
<td>2. passes</td>
<td></td>
</tr>
<tr>
<td>3. animals</td>
<td></td>
</tr>
<tr>
<td>4. leaves</td>
<td></td>
</tr>
<tr>
<td>5. folk</td>
<td></td>
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</table>

Adverbs

An adverb is a word that tells us how, where and when an action takes place.

In the following paragraph, circle the adverbs!

Today I helped my mom cook dinner. We carefully cut the vegetables and slowly placed them into a boiling pot of water. We patiently let them cook through. I eagerly waited for my next job, which was to gently sprinkle spices into the soup. But, I accidentally poured in too much cumin. I quietly told my mom my mistake, and she told me, as a child, she had made the same mistake.

Select words from the box and complete these sentences.

slowly  soundly  sternly  sadly

1. The woodcutter was tired. He slept _______________ for five hours.
2. Mrs. Sinha is very old and weak. She walks _______________.
3. The students were late for class. The headmaster talked to them _______________.
4. The waves washed away her sandcastle. She stared at the sea _______________.

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LET US LEARN

Read these sentences:
1. Mohana wrote a poem.
2. They play football every evening.
4. I met my friend near the temple.
5. The rose is beautiful.

Look at the words underlined:

- In sentence one, Mohana is the doer of the action. We call Mohana the subject (S).
- In sentence two, play is the action word. We call play the verb (V).
- In sentence three, bag answers the question ‘what’. we call bag the object (O).
- In sentence four, my friend answers to the question ‘whom’. my friend is the object (O).
- In sentence five, beautiful is a describing word, which tells us more about the subject. We call beautiful the subject complement. (C)

A complement can be a noun or an adjective.

Look at these sentences:
a) You are kind.
b) Gayathri is a doctor.

The underlined words describe the subject.
They also help to complete the meaning of the sentence.
They are called complements.

A) Identify the complement in the following sentences:
a. Abdul Kalam is a scientist.
b. Cellphones have become common.
c. Akbar was a great king.
d. Books are good companions.

B) Note the underlined words:
1. Anand reads his lessons regularly.
2. Kavitha collected pictures sincerely.
3. Uma painted a picture carefully.
4. The bird flew swiftly.
5. You wrote me a letter yesterday.

In each of the sentences, the highlighted word tells us how or when a particular action is done. This word is called an adjunct.

An adjunct can be a word or even a group of words e.g: in the morning.

C) Fill in the blanks using the adjuncts given in brackets below:

1. Gokul speaks English ____________.
2. Children do their homework ____________.
3. Priya sings ________.
4. Suresh opened the door ________________.
5. Peacocks dance ________.

(beautifully, fluently, regularly, sweetly, hurriedly)

D) Identify the sentence pattern:

1. We should save rainwater - SVO

2. Ravi handled the glasses carefully - SVOA

For you

1. Akbar showed the way.
2. Shobana consulted a doctor yesterday.
4. My uncle owns a car.

WORD PLAY

Add the correct vowel pair to complete each word:

a. dr ea m [ea / ae] vision
b. l _____ ther [ie / ea] skin of animals
c. ch _____ r [ea / ai] we sit on it
d. d _____ d [ei / ie] passed away
e. b _____ ld [ui / ie] to erect or create
f. t _____ [oe / ea] in the foot
g. s _____ l [ai / oi] earth, mud
h. str _____ m [ea / ai] small river
Nobody’s Like You, Mom

Nobody’s quite like you, Mom. You’re special in every way. You cheer me up; you fill my cup with tenderness, come what may. Nobody loves me like you, Mom. No matter what I do, good or bad, happy or sad, You support me; you always come through. Nobody’s equal to you, Mom. With you in my life, I’m blessed. I love you so, and I want you to know I think you’re the very best!

READ AND ENJOY

Grandma is always special. How special is your grandma?

Poem

Granny Granny
Please Comb My Hair

Granny granny,
Please comb my hair
You always take your time
You always take such care
You make me sit on a cushion
Between your knees
You rub a little coconut oil
Parting my hair as gentle as a breeze
Mummy mummy  
She’s always in a hurry-hurry  
She pulls my hair  
Sometimes she tugs

But granny...  
You have all the time in the world  
And when you’ve finished  
You always turn my head and say  
’Now who’s a nice girl?’

- Grace Nichols

Do this quietly alone. Here are a few prompts.

1. What do you feel about the grandmother in this poem?
2. Describe your grandmother. Write two lines about your relationship with her.

My grandma

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

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

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

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

LET US UNDERSTAND

1. Who is the child talking to in the poem? What is that person doing? Describe in two or three sentences.
2. How does the grandmother comb the child’s hair?
3. Why do you think the girl’s mother is in a hurry whereas the grandmother is not?

Project

Make an animal mask or a puppet.  
Create your own story and enact or present it in class.

READ AND ENJOY  
Mother’s Love

I will never know the pain  
Hard to comprehend for my brain  
.................... Trust me Mom  
I won’t let it go in vain  
I was a star ever since  
I was there in your womb  

- D. Kings Lee
The Unlucky Face

Adapted from Stories of Birbal - Eunice de Souza

There lived in Delhi a merchant called Hirachand. It was said that anyone who saw his face would go without food for a day. When Akbar heard about Hirachand, he was asked to see him. He wanted to know whether the stories about him were true.

The next day, Akbar was on his way to the dining-room when Hirachand was brought to him. At the same time, a courtier came to say that the Queen was ill. After meeting him, Akbar left Hirachand and spent the whole morning with his sick wife. By the time he returned to the dining-room, his meal was cold. He ordered a fresh meal. It took so long to get the meal ready that Akbar began to feel ill.

The doctor was called. He told Akbar to rest and not to eat anything for a day. That way, he said, the cramps would go away.

“But I haven’t eaten anything yet,” said Akbar.

“Bad luck,” said the doctor. “Whose face did you see this morning?”

Akbar told the doctor about Hirachand. “I shall have him executed,” he said, “because he has made me suffer.”

Hirachand was shocked. He fell at the Emperor’s feet and begged for mercy. “What will my wife and children do without me?” he pleaded. But Akbar would not listen to a word he said. The guard was summoned and Hirachand was immediately dragged off to be executed.
Poor Hirachand wailed aloud and begged the guard to find a way to set him free. “I cannot think of anything I can do,” said the guard who felt very sorry for Hirachand. “If the Emperor finds out that I have disobeyed his orders, I shall be executed too.”

Suddenly he had an idea. “Let us call Birbal,” he said. “He is the only one who will know how to help you.”

When Hirachand told Birbal what had happened, Birbal consoled him saying, “Do what I tell you and you will be saved.”

When it was time for Hirachand to go to the block, the executioner asked if he wanted anything.

“I would like to see the Emperor,” said Hirachand.

When Akbar came, Hirachand said, “Your Majesty, is it true that you saw my face and did not eat anything for a day?”

“Yes,” said Akbar.

“Your Majesty,” said Hirachand. “Consider my fate which is worse than yours. I saw your face and I have to be executed.”

“Someone has taught you to say this,” said Akbar guessing at once who it was.

“Impossible,” said Hirachand, “I do not know anyone here”.

“Perhaps not. But you did not think of this plan yourself,” replied Akbar. “You must have met Birbal.”

Hirachand confessed that he had.

“Birbal has saved me from executing an innocent man,” said Akbar and sent Hirachand away with gifts.

Fun Corner

Everybody wants to go to heaven
But nobody wants to die!
Everybody wants to pass
But no one is ready to study.

Ashwin Aadithya
Scan this section of a Tourist Guide Book.
Imagine a place like this and answer the questions that follow:

**PLACES OF INTEREST AROUND KARADIYUR TOWN**

**Botanical Gardens and Science Park**

<table>
<thead>
<tr>
<th>Location</th>
<th>North of Karadiyur</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to get there</td>
<td>Bus services 47 and 80 from Kamaraj Main Road</td>
</tr>
<tr>
<td>Attraction</td>
<td>Eco Science Park, Science Discovery Centre, Botanical Gardens, Nursery</td>
</tr>
<tr>
<td>Activities</td>
<td>Seminars, Exhibitions, School programmes</td>
</tr>
<tr>
<td>Food Speciality</td>
<td>Organic and Health Foods, Salads, Herbal Drinks, Dosa Corner</td>
</tr>
</tbody>
</table>

**Karadiyur Falls**

<table>
<thead>
<tr>
<th>Location</th>
<th>West of Karadiyur Town</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to get there</td>
<td>Bus services 2 and 23 from Kamaraj Main Road</td>
</tr>
<tr>
<td>Attraction</td>
<td>Water Front Holiday Resort, Karadiyur Sailing Club, Safe Cycling Rental, Adventure Camping Centre, Children’s Amusement Park</td>
</tr>
<tr>
<td>Activities</td>
<td>Swimming, boating, fishing, cycling, camping, trekking, study trips</td>
</tr>
<tr>
<td>Food Speciality</td>
<td>Buffet at Water Front Holiday Resort, many Fast Food Restaurants</td>
</tr>
</tbody>
</table>

Refer to the details given earlier and fill in the blank spaces.

1. **Gopi and his friends want to visit a waterfall.**
   They will go to ____________________________.

2. **Organic and healthy foods are available at_____________________.**

3. **Mrs. Manickavasagam of Karadiyur Government High School can organize a class picnic at __________________________.**

4. **People interested in trekking or boating can go to_____________________.**

5. **Ms. Vanathi wants to bring her Class VI children on a Science Discovery trip. She will be interested in visiting __________________________.**

6. **Dr. and Mrs. Kanagaraj want to attend a seminar - "The Future of Our Planet". They need to take bus No. _________________.**

7. **Which buses go West from Kamaraj Main Road? _______________________**

**Project**

Draw a map with the details given.
"I can, I did"

Student's Activity Record

**Subject:**

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Date</th>
<th>Lesson No.</th>
<th>Topic of the Lesson</th>
<th>Activities</th>
<th>Remarks</th>
</tr>
</thead>
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</tbody>
</table>
Note to the Teacher

In this unit, an attempt has been made to open the door to the world of literature through a story from Ruskin Bond’s book 'The Cherry tree'. This unit allows a young learner to ask what his or her response to a piece of work really is and to acknowledge it. Vivian Gould’s beautiful poem 'With a friend' is intended to help the child look at his or her relationship with peers.

In this unit, what Class VI children across various schools in Tamilnadu feel about friendship has been included. A supplementary unit related to an adapted extract from Dhan Gopal Mukherji’s classic, 'Kari the Elephant,' showcases the close bond that human beings can evolve with animals. The framework for this Unit has been learning about relationships - through various contexts in which they happen. There is an increase in the complexity of the language due to the unabridged literature that has been selected.

The unit has a framework for active learning. It is suggested that the introduction be interactive. It will open the child’s mind to the possibilities of learning in the text.

The activities given help the child to read, to relate with the content, to understand, to recall, to think, to assess and to interact in small and large groups. The child is also given an opportunity to present his/her learning to others in class.

Vocabulary activities and graphic organisers have been introduced wherever helpful. In this unit, there is ample scope for grammatical learning also. The concept of a sentence is reiterated for the student with the SV IO DO format. The Simple Past Tense has also been introduced. It would be a good idea for the teacher to help children pick out the punctuation marks and the cohesive devices and statements related to conversations, in this unit.

There is a suggested project. In the functional enrichment activity, the skills involved in making a brochure / handout have been introduced. The student may be encouraged to design, evolve and display his or her own brochure / handout.
The Cherry Tree

One day, when Rakhi was six, she walked home from the Mussoorie bazaar eating cherries. They were a little sweet, a little sour—small, bright red cherries that had come all the way from the Kashmir valley.

There were not many fruit trees in the Himalayan foothills of northern India where Rakhi lived with her grandfather. The soil was stony, and only on the more sheltered slopes were there forests of oak and deodar.

By the time Rakhi reached her grandfather’s cottage, there were three cherries left. "Have a cherry, Dada," she said when she saw her grandfather in the garden.

Grandfather took a cherry, and Rakhi promptly ate the other two. She kept the last seed in her mouth for a long time, rolling it around on her tongue until the tang had gone. Then she placed the seed on the palm of her hand and studied it.

Bazaar - market
Cherry - a small round or black fruit with a large seed inside.
Sour - not sweet, having an unpleasant taste or smell
Oak - a large tree found in the Northern countries
Sheltered - covered or protected from bad weather or danger.
Cottage - small house usually in the countryside
Tang - a strong, sharp pleasant taste or smell
Are cherry seeds lucky?” she asked.

"Of course," said Grandfather.

"Then I'll keep it."

"Nothing is lucky if you put it away. You must make it work for you."

"What can I do with a seed?"

"Plant it!"

Rakhi went to the corner of the garden, where the earth was soft and yielding, and pressed the seed into the soil with her thumb. It went right in.

When it was winter in the hills, a cold wind blew and the garden was bare. In the evenings Grandfather and Rakhi sat outside near a charcoal fire, and Grandfather told stories—about people who turned into animals, ghosts that lived in trees, and beans that jumped and stones that wept.

One spring morning Rakhi bent to pick up what she thought was a small twig in the garden and found it was rooted. She stared at it for a moment, then ran to fetch Grandfather, calling, "Dada, come and look. The cherry tree has come up!"

Grandfather bent almost in half to peer down at the tiny tree. It was about four inches high.

"Yes, it's a cherry tree," said Grandfather. "You should water it now and then."

Rakhi gave it a sprinkling and circled it with pebbles. "What are the pebbles for?" Grandfather asked.

"For privacy," Rakhi said.
She looked at the tree every morning, but it did not seem to be growing. So she stopped looking at it—except once in a while, quickly, out of the corner of her eye.

That year the monsoon rains came early, and Rakhi plodded to and from school under her umbrella. Even when it wasn’t raining, the trees dripped as the mist came curling up the valley. The cherry tree grew quickly.

It was about two feet high when a goat entered the garden and ate the leaves. Only the main stem and two thin branches remained.

"Never mind," said Grandfather, seeing that Rakhi was upset. "It will grow again. Cherry trees are tough."

Toward the end of the rainy season, new leaves appeared on the tree. Then a runaway cart rumbled down the hill and snapped the young tree in half.

"Will it die?" asked Rakhi.

"It might," admitted Grandfather.

But the cherry tree did not die. By the time summer came around again, it had sent out several new shoots. Even when there was rain, Rakhi would sometimes water the tree. She wanted it to know that she was there.

One day Rakhi found a hairy caterpillar on the tree. It was making a meal of the leaves. The girl removed it quickly and dropped it over the wall. "Come back when you’re a butterfly," she said.
One February it was Rakhi’s birthday. She was ten, and the tree was nearly four but taller than the girl. Then on a sunny morning Grandfather came into the garden to “let some warmth get into my old bones,” as he put it. He stopped in front of the cherry tree, stared at it for a few moments, and called out: “Rakhi, come and look!”

Rakhi dashed over to see a pale pink blossom at the end of a branch. They gazed at this little miracle.

The following year there were more blossoms. The tree overshadowed Rakhi, even though it was less than half her age. That summer there were small cherries on the tree. Rakhi tasted one and spat it out.

“It’s too sour,” she said.

“They’ll be better next year,” Grandfather replied.

One afternoon Rakhi went to the garden and rested beneath the tree. She gazed up through the leaves at the blue dome of the sky. She could see the mountain disappearing into the clouds. She was still lying beneath the tree when the evening shadows crept across the garden.

Grandfather came and sat down, and they waited in silence until the stars came out.

“Just one small seed,” said Rakhi, and she touched the smooth bark of the tree she had grown. She ran her hand along the branch and put her finger to the tip of a leaf.

“How it changed!” she said.

“Just like you,” smiled Grandfather.

Night settled on the foothills, and Rakhi looked at the tree spread against
the starry sky. She said to herself, "One day I will tell my children how Dada and I planted this cherry tree many years ago when I was six."

Let us understand (Tick the right answer)

1. Rakhi lived in
   a) Kashmir Valley   b) Mussoorie   c) Shimla
2. The soil found in the Himalayan foothills was
   a) fertile   b) black   c) stony
3. Why did Rakhi put pebbles around the tiny tree? For _________
   a) fun   b) privacy   c) heat
4. When Rakhi was ten years old, the young cherry tree was _______
   a) 2 years old   b) four years old   c) six years old
5. The tree overshadowed Rakhi...
   It means that the tree ...
   a) gave her shade   b) was larger than her
   c) was smaller than her

Say whether the following statements are 'true' or 'false'

1. By the time Rakhi reached her grandfather's cottage, there were two cherries left.
2. Rakhi went to the corner of the garden where the earth was soft and yielding.
3. The plant was about four foot high when a goat entered the garden and ate the leaves.
4. That summer there were small cherries on the tree. Rakhi tasted one and ate it up.

Complete these sentences from the lesson

1. She kept the last seed in her mouth for a long time,
2. One spring morning Rakhi bent to pick up what she thought was a ___________.

3. She looked at the tree every morning, but ________________

4. Then a runaway cart rumbled down the hill and ________________

5. She gazed through the leaves at ________________

Answer the questions

1. Describe the cherries that Rakhi had bought.
2. Why did Rakhi keep the last seed in her mouth for a long time?
3. Where in the garden did she plant the seed?
4. What did Rakhi and her Grandpa do in the winter evenings?

Who said it to whom and why?

1. Nothing is lucky if you put it away.'
2. 'For privacy'
3. Just one small seed'
4. Just like you'

Fun with words - Circle the antonyms (opposites)

1. small
   a) tiny b) big c) scary

2. end
   a) finish b) start c) new

3. warmth
   a) cold b) heat c) love

4. better
   a) healthier b) worse c) recovered
Let us learn

Sentence pattern: **SV IO DO**

**Rakhi** gave **Grandfather** a cherry.

Subject(s) + verb(v) + object + object
Rakhi gave Grandfather a cherry.

Sheela told me a story.

He gave Mani his pen.

We show them our pictures.

Viji bought Mary a gift.

Give the patterns for the following sentences

1. I gave him a pen.
2. Mohana showed me a poem.
3. My sister teaches me grammar.
4. My teacher asked me a question.
5. My father bought me a watch.

LET US LEARN

The Simple Future Tense

- The Simple Future shows the action that will happen in the future.
- It usually has the helping verbs will, may or shall, followed by a main verb.
A. Form sentences using the table below:

<table>
<thead>
<tr>
<th>Balu</th>
<th>Kavitha</th>
<th>Sundar</th>
<th>I</th>
<th>You</th>
<th>They</th>
<th>The Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>shall [should]</td>
<td>will [would]</td>
<td>may [might]</td>
<td>go</td>
<td>join</td>
<td>begin</td>
<td>meet</td>
</tr>
<tr>
<td>study</td>
<td>do</td>
<td>next week.</td>
<td>next year.</td>
<td>tomorrow.</td>
<td>next month.</td>
<td>coming Monday.</td>
</tr>
</tbody>
</table>

1. Balu will go to Chennai tomorrow.
2. Kavitha will study next week.
3. Sundar will begin next year.
4. I will meet tomorrow.
5. You may come soon.
6. They shall join Monday.
7. The Course will go to next month.

A. Fill in the blanks with suitable future form of the verbs:

The Indian cricket Team will play (play) against the Australian team in the next series.

1. The District collector _______ (visit) our school next week.
2. We _______ (go) for a picnic after the examinations are over.
3. Raghu _______ (participate) in the quiz competition tomorrow at Chennai.
4. The students _______ (assemble) here after the bell rings.
5. The train _______ (arrive) shortly at platform No.6.
With a Friend

I can talk with a friend,
And walk with a friend
And share my umbrella
In the rain

I can play with a friend
And stay with a friend
And learn with a friend
And explain

I can eat with a friend
And compete with a friend
And even sometimes
Disagree

I can ride with a friend
And take pride with a friend
A friend can mean
So much to me!

- Vivian Gould

Let us understand

1. Who is the speaker in this poem?
   The speaker in the poem is__________

2. You take pride with your friend when__________.
Who is a true friend?
Not just who says 'Hello!' as a trend
A person who thoroughly knows you
In spite of your weakness loves you
Whenever you are in danger
Unlike others waits no longer
Comes to your rescue when needed
And gives you counsel when heeded
All your secrets, in whom you confide
In sorrow, a solace you will find
Your joys increase as you share
With a friend so faithful and loving care

A True Friend
-D. Margaret Emily
Kari The Elephant

Kari the elephant was five months old when he was given to me to be taken care of. I was nine years old then. We grew together. That is probably why I never found out how tall he was. Kari needed forty pounds of twigs a day to chew and play with.

Everyday I used to take him into the river in the morning for his bath. He would ride on the sandbank while I rubbed him with the clean sands of the river for an hour. After that he would lie in the water. He would squeal with pleasure as I rubbed water down his back. Then I would take him by the ear because that is the easiest way to lead an elephant. Thus I left him in the fringe of the jungle, while I went into the forest to get some twigs for his food. It was not an easy job to get twigs and saplings for Kari.

One day I was gathering some twigs and I heard Kari calling me. I thought somebody was hurting him, so I came down from the tree and ran fast to the edge of the forest. I could not see Kari. When I went near the edge of the water I saw something black struggling on the surface. When it rose higher I saw it was Kari. I thought he was drowning! But I soon saw his back rise above the water and he began to struggle up to the shore. He then pushed me into the water and as I fell into the stream, I saw a boy lying flat at the bottom of the river. When I came to the surface of the water to take a breath, Kari was standing on the bank, his trunk stretched out like a hand waiting. I went down again and pulled the body of the drowning boy to the surface. Kari helped me to pull him onto the shore.

Suddenly I slipped and sank back to the bottom of the river. As I struggled up again with my eyes tightly shut, I felt something like a rope around my neck. This frightened me. I thought it was a water snake. But the trumpeting sound I heard, told me it was Kari. The boy lay stretched on the ground and I recognized him as a boy from my village. He had gone to bathe in the river and had swum too far out.

I put his face down on the sand and Kari put his trunk around his waist and lifted him gently up and down. After Kari did this three or four times, water began to come out of the boy’s mouth. I rubbed his hands and feet. The boy slowly started breathing again. Kari was the best friend I ever had.

(Excerpt: Adapted from the novel by Dhan Gopal Mukherji)
I. a. Work in pairs and choose the correct answer:

The easiest way to lead an elephant is to ____________________
- lead him by the trunk
- lead him by the tusk.
- lead him by the ear.

Kari called the author of the story because ____________________
- somebody was hurting him.
- he needed twigs and saplings.
- he wanted to save a drowning boy.

The rope-like thing around my neck was ________________
- a snake.
- Kari’s trunk.
- a rope.

After Kari held the boy’s waist gently and lifted him up and down, ____________.
- he fainted.
- he got up.
- water came out of his mouth.

The boy was ____________________.
- from my school.
- from my village.
- my neighbour.

I. b. Match the following:

1. Kari a. nine years old.
2. The author b. weighed forty pounds
3. Kari’s food c. five months old.

II. Discuss in small groups:

1. If you see someone drowning, what will you do?
   I will ____________________

2. Kari was the author’s best friend because
   * ____________________
   * ____________________
   * ____________________

PROJECT: There are many projects you can do.

1. Find out what your classmates value most in a friend – is it honesty, affection or help in times of need? Tabulate your findings.

<table>
<thead>
<tr>
<th>Name</th>
<th>Quality/Value</th>
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<tbody>
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</table>
Note to the Teacher

In this Unit, an attempt has been made to open the door to the world of food through the use of an African folk tale. Wasting food material is a matter of concern for all and this has been dealt in this unit. The poem by Emma Richards can make the children to think it over and to be compassionate towards the poor.

A supplementary unit related to a story of Tenali Raman has also been included, which highlights the same theme. The framework for this has been built around learning the importance of good food.

Inferential thinking could be encouraged in the child through the question, ‘Should we eat healthy food? Why / Why not?’

The chapter is a framework for active learning. It is suggested that the introduction be interactive so that it opens the child’s mind to the possibilities of learning in the text.

The activities given help the child to read, to associate with the content, to understand, to recall, to think, to assess, to interact in small and large groups and also to present his / her learning to others in class.

Vocabulary activities and graphic organisers have been introduced wherever helpful.

Poetry writing and activities with the simple tenses have been introduced in a creative manner.

It would be a good idea for the teacher to wind down the year with a revision of the language concepts learnt over the past eight months.

There is a functional enrichment activity and there are suggestions for projects as well.
Why the sky is far away?

Raman looked at the food in his lunch box and made a face. "Idli and chutney and chutney and idli again," he said to his friend Bhim.

Bhim gave his own lunch a critical look and frowned. "You think that’s bad," he said, "I’ve got bread and jam again. It’s the third time this week!"

They pushed the food aside. "We can get something at the burger place after school," Raman said. They concentrated on studying for their English test instead of eating. English was next period, and Mr. Frank had a reputation for giving difficult tests. When the bell rang, they dropped their uneaten lunches into the garbage. Mr. Frank was standing nearby. "Not hungry, guys?" he asked. They shook their heads and hurried off to class.

When the test was over, there were still ten minutes left in the period. Mr. Frank stood at the front of the class.

"Before you leave today," he said, leaning against the desk, "I’d like to share an old African folktale with you. I think you’ll find this one interesting. It’s called 'Why the Sky Is Far Away':"

Long ago the sky was close to the Earth. Men and women did not have to plant their own food. Instead, when they were hungry, they just reached up and broke off a piece of the sky to eat. Sometimes the sky tasted like ripe bananas. Other times it tasted like roasted potatoes. The sky was always delicious.

People spent their time making beautiful cloth. They painted beautiful pictures and sang songs at night. The grand king, Oba, had a wonderful palace. His servants made beautiful shapes out of pieces of sky.
Many people in the kingdom did not use the gift of the sky wisely. When they took more than they could eat, the sky became angry. Some people threw the extra pieces into the garbage.

Early one morning the angry sky turned dark. Black clouds hung over the land, and a great sky voice said to all the people, "You are wasting my gift of food. Do not take more than you can eat. I don’t want to see pieces of me in the garbage anymore or I will take my gift away."

The king and the people trembled with fear. King Oba said, "Let’s be careful about how much food we take." For a long time, all the people were careful.

But one man named Adami wasn’t careful. At festival time, he took so many delicious pieces of sky that he couldn’t eat them all. He knew he must not throw them away.

He tried to give the pieces to his wife. "Here, wife," Adami said. "You eat the rest."

"I can’t," Adami’s wife said. "I’m too full."

Adami asked all his children to help him eat the delicious pieces of sky, but the children couldn’t eat one more bite. So Adami decided to try to hide the pieces at the bottom of the garbage pile.

Suddenly, the sky became angry and the clouds turned black. "You have wasted my gift of food again," yelled the sky. "This time I will go away so you cannot waste me anymore."

All of the people cried, "What will we eat? We might starve!"

The sky said, "You will have to learn how to plant crops in the ground and hunt in the forests. If you work hard, you may learn not to waste the gifts of nature."

Everyone watched as the sky sailed away. From that time on, they worked hard to grow their food and cook their meals. They always tried to remember not to
waste the gifts of nature.

The bell rang for the next period. "That’s the end," Mr. Frank said, smiling. He looked at Raman and Bhim.

"What did you think of the story?" he asked. They slouched in their chairs and looked apologetic.

"We get the message," they said, smiling. "No more lunches in the garbage!"

**Answer the Following**

1) According to the folktale, Adami is
   a) Thankful      b) Honest      c) Obedient      d) Greedy

2) According to the folktale, why does the sky become angry with the villagers? What lesson does he want them to learn?

______________________________________________________  ______________________________________________________

3) Read this sentence from the story
   'Bhim gave his own lunch a critical look and frowned'

   What does 'critical' mean?
   a) Judgemental   b) Funny    c) Hungry      d) quick

4) According to the folktale, what happens when Adami cannot finish all of the food he has taken?
   a) He asks King Oba to help him finish eating the food.
   b) He saves some of the pieces of food for his meal the next day.
   c) He tries to hide the pieces of food at the bottom of the garbage pile.
   d) His wife and children offer to eat the rest of the pieces for him.

5) The beginning of the story takes place
   a) In the school cafeteria      b) In Mr. Frank’s class
   c) In Africa                 d) In the school library

6) Read this sentence from the story
   'They slouched in their chairs and looked apologetic'

What is an antonym for the word 'slouched'?
a) Drooped  b) Ran  c) Straightened  d) Leaned

slouched  __________?

7) Based on the end of the story, what do you think Raman and Bhim will do next?
   a) Stop bringing their lunches to school
   b) Be more careful not to waste food
   c) Eat lunch at the burger place more often
   d) Share their food with the other students

8) Why do you think Mr. Frank tells the class the African folktale?
   Tick the correct meaning
   1. critical
      1) important  2) tasteless  3) loud
   2. reputation
      1) hidden  2) opinion  3) disease
   3. Interesting
      1) Boring  2) fascinating  3) lucky
   4. Delicious
      1) Ugly  2) hard  3) tasty
   5. Slouched
      1) follow  2) straighten  3) lazy way of sitting

Match words with the correct antonyms
   i) Nourished  a) unfortunate
   ii) Fortunate  b) forgot
iii) Healthy c) destroy
iv) Remembered d) malnourished
v) Preserve e) unhealthy

Fill in the blanks using the correct suffixes and prefixes
co, un, ness, in, dis, im
a) different _____________________
b) _____________ natural
c) alert _____________________
d) _____________ unhealthy
e) _____________ polite/ pure
f) _____________ approve/ agree

Let us understand
1. This lesson is about
   a) the hungry sky b) not wasting food
2. Mr. Frank was known for giving
   a) difficult test b) tasty dishes
3. King Oba’s servants
   a) spent their time making beautiful cloth
   b) made beautiful shapes out of pieces of sky
4. Adami asked his children to help him eat the delicious pieces of sky.... because he
   a) knew he must not throw them away
   b) was not afraid of the king

Select the words from the box
1. The meal you have in the morning ____________.
2. The afternoon meal ____________.
3. What you eat in between meals ____________.
4. The meal you have at night ____________.
5. Something sweet you have at the end of a meal ____________.

lunch, snacks, dinner, breakfast, dessert
Fill in and Share this comparison map

Healthy Food

How are they different?

Unhealthy Food

1. ______________________
2. ______________________
3. ______________________
4. ______________________

Talking together [in small groups]
Discuss and share [oral activity]
1. Why do you think food is important?
2. Do you agree that we need to make careful choices about what we eat? Why?

Thinking further - Discuss, think, write
On how we can stop wastage of food at home, in school and in a hotel.

Write in about 200 words the importance of 'Eating to live' and not 'Living to eat'
Let us revise (Individual / Pair Work)

Let us see if you remember what you’ve learnt about verbs!

A. Identify the underlined word or words in each sentence. Circle the correct answer.

1. A doctor finds out what is wrong with your body.
   a. Present tense  
   b. Past tense  
   c. Future tense

2. I will go to the shop tomorrow and buy new clothes.
   a. Present tense  
   b. Past tense  
   c. Future tense

3. Yesterday, Meena travelled by bus to Trichy.
   a. Present tense  
   b. Past tense  
   c. Future tense

4. The children will decide how to celebrate Teacher’s day.
   a. Present tense  
   b. Past tense  
   c. Future tense

5. Masons gather all the building materials before they construct a house.
   a. Present tense  
   b. Past tense  
   c. Future tense

B. Write the simple form of the tense of the following table.

<table>
<thead>
<tr>
<th>Word</th>
<th>Present tense</th>
<th>Past tense</th>
<th>Future tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td>do / does</td>
<td>did</td>
<td>will / shall do</td>
</tr>
<tr>
<td>give</td>
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<td>sing</td>
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<td>speak</td>
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<tr>
<td>write</td>
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</tbody>
</table>

C. Fill in the blanks with the suitable tense.

1. My mother_________ delicious sambar for lunch. (prepare)
2. My father_________ in Nagercoil two years ago. (work)
3. Shilpa_________ on a school trip. (go)
4. We_________ to the festival over the weekend. (go)
5. Seenu_________ the picture on the wall. (paint)
When you’re cooking in the kitchen,
You’re learning all the while --
To pour and measure, mix and stir
And sift flour into a pile.
Scrub your hands before you start
Then gather up the gear --
Like pots’n pans and measuring cups
That you use throughout the year.
Go over the recipe, step-by-step,
So you’ll know just what to do.
By carefully following the directions,
It won’t be hard for you.
Have a hot pad handy
And an adult standing by --
So you won’t hurt yourself
When using the stove or baking a pie.
Besides the fun and learning,
There’s always cleaning up to do,
And even though it’s quite a chore,
It’s part of cooking too.
But after all the work is done,
It will soon be time for dinner.
And when someone asks for seconds,
You’ll know you’ve cooked a winner!
- anonymous

To cook and eat
To cook and eat
Is an art,
Yet a part
Of everyday life.
We take it for granted
not knowing,
not caring,
that others
may not have this thing
which we so foolishly
waste.
- Emma Richards (aged 12)
Comprehension Passage

Different Cultures

Amy’s school needed to have a fundraiser so they could earn money to buy more computers.

Amy knew that many of her classmates’ families were from different countries around the world. They had many special traditions, spoke many different languages, and ate many different types of foods.

Amy had a brilliant idea for a fundraiser! She suggested that every student could bring in their favourite dish and hold an ethnic dinner night. She knew parents and members of the community would be glad to pay money in order to try foods from all over the world!

“That’s a great idea,” Amy’s teacher said. “Let’s call it ‘Dinner around the World’.”

Amy brought in her favourite meal, chicken with mashed potatoes.

Her friend Amina was from Ethiopia, an African country. She brought in stewed meat with spices over rice pilaf with Ethiopian bread.

Ibrahim, from Morocco, brought a dish of spiced grilled lamb over white rice with fried eggplant and hummus with pita bread.

Juan, from Mexico, brought chicken fajitas with Spanish rice and tortilla chips with cheese dip.

Rajat, whose family is from India, brought in chicken curry over rice with raita, a sauce of yogurt mixed with cucumber.

Anita, a vegetarian, brought a meal with no meat. She brought lentil soup, dinner rolls, and a salad.

The fundraiser was a great success. Everyone enjoyed seeing, smelling, and tasting foods from so many different cultures.

Words and meanings

Fundraiser - a social event organized to make money for a specific purpose
community - the people who live in an area
ethnic - national, cultural
tortilla - a type of thin flat Mexican bread that is often rolled or folded and filled with cheese, beans, or meat
Salad - a mixture of raw vegetables cut into pieces
**Answer the questions**

1. What did the teacher name Amy's idea for the fundraiser?
2. Where is Amina from?
3. What did Ibrahim bring?
4. What is raita?
5. Why did Amy's school need to raise money?
6. Why did Anita choose to bring lentil soup, dinner rolls and salad?

**Guess and Check**

Match the food items with the exercises suggested for burning the calories to balance the pans.

<table>
<thead>
<tr>
<th>Food Item (Intake)</th>
<th>Exercise (Output)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Omlette with cheese and vegetables - 250 calories</td>
<td>a 30 minutes gardening</td>
</tr>
<tr>
<td>2 3 cups raw vegetables assorted - 160 calories</td>
<td>b 30 minutes aerobics</td>
</tr>
<tr>
<td>3 1 medium sized portion of chips - 270 calories</td>
<td>c 30 minutes swimming</td>
</tr>
<tr>
<td>4 Boiled potato with peel - 220 calories</td>
<td>d 40 minutes salsa dancing</td>
</tr>
<tr>
<td>5 Pasta with sauce - (150 g) 190 calories</td>
<td>e 30 minutes tennis</td>
</tr>
</tbody>
</table>
FILL IN
Use appropriate words to describe features of healthy food.

WRITE AND SHARE
Describe how a dish is cooked. Discuss it in the class.

<table>
<thead>
<tr>
<th>Name of the dish</th>
<th>What is it made of?</th>
<th>How does it taste?</th>
<th>What does it look like?</th>
<th>Why do you like it?</th>
</tr>
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<tbody>
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</table>

LET’S HAVE A DEBATE
Divide into two groups and have a debating session about wastage of food.

Collect information prior to the debate.

   I think wastage of food is natural. It helps other creatures.
   
   vs
   
   I think wastage is a crime against life.
WRITE A POEM
The Cinquain: (Teacher to explain the term)
This is a good test of whether you have understood the parts of speech.
This is how the poem is formed:
Line 1: a noun that says what your poem is about
Line 2: two adjectives that describe what you are writing about
Line 3: three -ing words that describe what your subject does
Line 4: a phrase that tells more about your subject
Line 5: another word for your subject [noun]
Here is an example to help you along:

A TREE

Tree
Green, brown,
Protecting, nourishing, supporting
Always there for me
saviour

This is also, sometimes, called the 'Kite' poem and you can see why.
Do try to write one.

PROJECTS
THERE ARE MANY PROJECTS YOU CAN DO.

1. Interview 10 students - about their food habits - summary-table form.

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Favourite food</th>
<th>Healthy eating habits</th>
<th>Unhealthy eating habits</th>
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</thead>
<tbody>
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2. Collect advertisements about food items. Analyse the contents as given in their labels. Make a choice whether to eat it or not. Give reasons for your choice.

PRESENT YOUR FINDINGS

Draw and present a cartoon strip of how to prepare a dish.
The Colourful Sweets

Once King Krishna Deva Raya ordered that the kingdom of Vijayanagar would have a food festival. The city was cleaned up. Lights were put up on buildings and street poles. Flowers adorned the palace and house gates. Throughout the capital, people were in a festive mood.

King Krishnadeva Raya announced, “To celebrate the food festival, the sweet shops must sell colourful sweets. They should be attractive to look at and good to eat.”

After the announcement, the sweet shop owners also became busy in making colourful sweets.

For some days, Tenali Raman was not seen in the royal court. The king sent guards to search for him and bring him to the court, but they could not find him. They went to the court and reported this to the king. The King grew worried and asked the guards to search more carefully. After some days, the guards found Tenali Raman. They went and informed the king,

“Your Majesty, we have found Tenali Raman. He has opened a shop of colour dyes and spends the whole day dyeing people’s clothes. When we asked him to accompany us, he refused to come with us.”

At this the king got very angry. He said to the guards, “I order you to bring Tenali Raman here as soon as possible. If he does not come with you, bring him forcefully.”

So the guards obeyed the king’s order and fetched Tenali Raman forcefully.

Thus he was brought to the royal court. The king enquired, “Tenali, why did you refuse to come and see me? And what has made you open this colour dye shop? You have a good position in the royal court which takes care of all your needs.”

Tenali Raman said, “Your Majesty, I wanted to dye my clothes for the food festival. I wanted to complete the dyeing quickly before all the dyes were used up.”

“Why do you think that all the colour dyes would be used up? Is everyone dyeing their clothes?”
“No, Your Majesty. Actually, after your orders for preparing colourful sweets, the sweet shop owners are busy buying the colour dyes for dyeing sweets. If they buy all the dyes, how can I dye my clothes? So I decided to set up a shop, so that I would have all the dyes I need.”

At this the king realized his mistake. He said, “So you are trying to tell me that using my orders as an excuse, the sweet shop owners are using cheap, harmful dyes in their sweets. They know that they must use the permitted food colours only. I hereby take back the orders for colourful sweets. Those sweet shop owners who have used harmful chemical dyes in sweets will be severely punished.”

Thus once again Tenali Raman saved the lives of people of Vijayanagar through an intelligent plan.

✨ Write your Journal
Here are a few prompts to start you on your way.
Writing Prompts / Journal Topics

✨ What is...
What is your favourite spot in your home and why?

✨ What if...
What would happen if there were no cars, buses, trains, boats, or planes? How would this change your life?

✨ What do you think...
What do you think when you see a beautiful picture?

✨ How...
How do you feel when you do something that is very good?
How do you feel when you play a trick on someone?

✨ Describe...
Describe your favourite toy. Why do you like it?

✨ When...
When you are angry, how do you look?

✨ Whom...
Whom do you talk to when you have a problem?

✨ Who...
Who is your favourite hero?
Acknowledgment:
1. The Cherry tree - Ruskin Bond
2. With a friend - Vivian Gould
3. The unlucky face - Adapted from 'Stories of Birbal' by Eunice de Souza
4. Guess and Check - Ms. Jayanthi Ravi, Educational Consultant
# 'I can, I did'

## Student's Activity Record

**Subject:**

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Date</th>
<th>Lesson No.</th>
<th>Topic of the Lesson</th>
<th>Activities</th>
<th>Remarks</th>
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