

BLOSSOMS - 6

English Reader

Text Book Development Committee

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Foreword

The Government of Andhra Pradesh has unleashed a new era in school education by introducing extensive curricular reforms from the academic year 2020-21. The Government has taken up curricular reforms intending to enhance the learning outcomes of the children with focus on building solid foundational learning and to build up an environment conducive for an effective teaching-learning process. To achieve this objective, special care has been taken in designing the textbooks to achieve global standards.

As part of the curricular reforms, this new English Textbook (Blossoms) for Class - 6 is being presented in such way that it meets all the level specific learning outcomes prescribed in the NCERT from time to time. This book also meets the standards followed by textbooks that are in vogue in many advanced countries across the world. Themes for the lessons have been carefully chosen so as to present the stories / narratives from the experience orbital of every student of Andhra Pradesh. Communication skills are given due importance through out the lessons. Inculcation of moral values and sensitization of social issues, which cater to the needs of the present times, are in focus in almost all the lessons. Language is presented in a graded manner across the lessons. Lessons are so designed to sustain the interest of the students and meet the aspirations of parents and educationists.

In this textbook, the lessons begin with a Pre-reading to keep the children active and lively, followed by Reading, Vocabulary, Grammar and Poem. The listening, speaking, reading and writing are evenly focussed along with the Fun time for joyful learning and reinforcement. QR codes are incorporated in the beginning of each lesson to enable learning outside the classroom.

We are grateful to Honourable Chief Minister Sri. Y.S. Jagan Mohan Reddy for being our source of inspiration to carry out this extensive reform in the education department. We extend our gratitude to Dr. Audimulapu Suresh, Honourable Minister of Education for striving towards qualitative education. Our special thanks to Sri. Budithi Rajsekhar, IAS, Principal Secretary, School Education, Sri. Vadrevu Chinaveerabhadrudu, IAS, Commissioner, School Education, Ms. Vetriselvi.K, IAS, Special Officer for their constant motivation and guidance.

We convey our thanks to the textbook writers who studied curriculum from Chicago to Singapore and recommended best practices across the globe to reach global standards. Our heartfelt thanks to Dr. Maya Gunawardena, Assistant Professor of Teacher Education, University of Canberra for her valuable inputs and guidance in preparing the textbooks. Our sincere thanks to SCERT of Kerala, Tamilnadu, Karnataka, Maharashtra, Rajasthan and Haryana in designing the textbooks. We also thank our textbook writers, editors, artists and layout designers for their contribution in the development of this textbook. We invite constructive feedback from the teachers and parents in the further refinement of the textbook.

Dr. B. Pratap Reddy
Director
SCERT – Andhra Pradesh

Our National Anthem

- Rabindranath Tagore

Jana-gana-mana-adhinayaka jaya he

Bharata-bhagya-vidhata

Panjaba-Sindhu-Gujarata-Maratha

Dravida-Utkala-Banga

Vindhya-Himachala-Yamuna-Ganga

uchchala-jaladhi-taranga

Tava Subha name jage, tave subha asisa mage,

gahe tava jaya-gatha.

Jana-gana-mangala-dayaka jaya he

Bharata-bhagya-vidhata.

Jaya he, Jaya he, Jaya he,

jaya jaya jaya jaya he.

Pledge

- Pydimarri Venkata Subba Rao

India is my country. All Indians are my brothers and sisters.

I love my country and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect,
and treat everyone with courtesy. I shall be kind to animals.

To my country and my people, I pledge my devotion.

In their well-being and prosperity alone lies my happiness.

Contents

Unit	Lesson	Month	Page No.
1.	Clever Tenali Ramakrishna	June, July	1 -16
2.	The Snake Catcher	August	17-36
3.	Little Hearts	September	37-52
4.	What Can a Dollar and Eleven Cents do?	October	53-66
5.	At the Vegetable Shop	November	67-84
6.	A Lesson for All	December	85-97
7.	Dr. B. R. Ambedkar	January	98-109
8.	Where there is a Will, there is a Way	February	110-124
	Revision	March	
	Revision	April	



Teacher Corner



Student Corner

Learning Outcomes

1. Clever Tenali Ramakrishna

The learner

1. Listening and speaking:-

- participates in activities in English like role play and conversations
- shares jokes, puzzles and riddles.
- visits and understands what is to be learnt in language laboratory.

2. Reading comprehension.

- reads a variety of texts in English and identify the main ideas.

3. Grammatical awareness

- writes grammatically correct sentences using noun, pronoun and conjunctions etc.
- understands the use of different kinds of sentences, and use them in spoken English.

4. Vocabulary

- uses synonyms, antonyms appropriately.

5. Creative writing

- responds to a variety of questions on familiar and unfamiliar texts in writing, write a narrative.

2. The Snake Catcher

1. Listening and Speaking:-

- sings the poem and appreciate it.
- tries to say English words with correct pronunciation in practicing ‘gh’ sound.

2. Reading comprehension:-

- identifies the message of the lesson and the poem.

3. Grammatical Awareness:-

- identifies the importance of adjectives in descriptions and narrations
- writes sentences of ‘ongoing action’ using Present Continuous Tense.

4. Vocabulary

- refers to the dictionary to know the different word forms.

5. Creative writing:-

- prepares an invitation based on information provided.

3. Little Hearts

Listening and speaking

- responds to instructions made in class, school assembly.
- tries to say English words with correct pronunciation in practicing minimal pairs of ‘v’ and ‘w’

Reading comprehension

- identifies the characters and understands their nature of ‘forgiveness’ in the lesson.

Grammatical awareness

- tries to write interrogative sentences in present continuous tense.
- identifies the degree of an adjective in a given sentence.
- learns the usage of determiners ‘a, an, and the’ in the sentences.

Vocabulary

- refers to a dictionary for the meanings of new words and their opposites.

Creative writing

- writes messages and paragraphs with the help of hints and picture provided.

4 . What Can a Dollar and Eleven Cents Do?

Listening and speaking:

- tries to say the words with correct pronunciation in using the sounds /s/ and /sh/
- participates in a debate.
- uses polite requests in different contexts.

Reading Comprehension:

- identifies the characters in the lesson and understands their nature.

Grammatical Awareness:

- writes grammatically correct sentences for a variety of situations using past tense (verb).
- understands the use of the Simple Past and past habitual actions using ‘used to’.

Vocabulary:

- uses other forms of words (verbs) by adding ‘ed’ or ‘d’.
- forms antonyms by adding prefixes such as ‘mis, un, im, in, ir etc.

Creative Writing:

- writes a diary entry.

5. At a Vegetable Shop

Listening and speaking:

- can give ‘advice’ to others in different contexts.
- can use the sounds ‘n’ and ‘ng’ in different words.

Reading Comprehension:

- reads to seek information from flowchart.

Grammatical Awareness:

- writes grammatically correct sentences using the past continuous tense (verb).
- uses passive forms in different situations.

Vocabulary:

- uses the words related to vegetables and classifies them according to the places they grow.
- uses synonyms, antonyms appropriately; deduces word meanings from clues in the contexts while reading a variety of text.

Creative Writing:

- writes a short paragraph using the hints.
- writes a picture based story.

6. A Lesson for All

Listening and Speaking:

- listens and responds to the story.
- participates in Group Discussion.

Reading Comprehension:

- identifies the main ideas, characters, sequence of ideas and events and relates with his/her personal experience.
- reads the poem ‘The little boy and the old man’ and appreciates it.

Grammatical Awareness:

- writes grammatically correct sentences using simple future tense.
- understands the use of future actions using shall/will.

Vocabulary:

- uses synonyms and antonyms appropriately.

Creative Writing:

- writes an informal letter.

7. Dr. B.R. Ambedkar

Listening and Speaking:

- asks for permission politely in different contexts.
- says minimal pairs with /l/ and /i:/ sounds.

Reading Comprehension:

- understands the greatness of Dr. B. R. Ambedkar and importance of reading books.

Grammatical Awareness:

- writes grammatically correct sentences using reported speech.
- uses adverbs appropriately.

Vocabulary:

- uses synonyms appropriately.
- prepares a word map related to “Achievements of Ambedkar”.

Creative Writing:

- writes a comic dialogue for the given cartoon.
- writes a formal letter.

8. Where there is a Will there is a Way

Listening and speaking:

- participates in activities in English like talking about interesting topics.
- answers Riddles and homonyms.

Reading Comprehension:

- reads a variety of texts in English and identifies the main ideas, characters, sequence of ideas and events and relates with his/her personal experience.

Grammatical Awareness:

- writes grammatically correct sentences for a variety of situations using modal auxiliaries..

Vocabulary:

- uses synonyms, antonyms, homonyms appropriately; deduces word meanings from clues in the contexts while reading a variety of text.

Creative Writing:

- writes Bio sketches and interviews.

Teacher Instructions

In this book...

This book aims at improving certain values and attitudes, namely compassion, friendship, caring for elders, forgiveness, patriotism, saving environment and humour which are more relevant to the present society.

The components in each Unit are designed to create interest among students and make them involve in various learning activities to improve their language skills.

1) Pre-reading:

- Each lesson contains a face sheet with a picture on it.
- This picture is to be used as a trigger for interacting with learners with the help of various questions.

2) Reading:

- Reading session is conducted to enable the learners to make sense of the reading text and reflect on the text.
- Each reading text has a form and a theme.
- The reading text may be divided into a few segments and transacted in a few periods.

3) Vocabulary:

- Vocabulary session focuses on enriching the learners' language.
- To enable the learners to identify words and use them in day to day communication.
- It is always better to contextualise vocabulary in real life situations.

4) Grammar:

- Grammar session lays emphasis on making the learners' language more accurate and to enable the learners to use grammar in different contexts in their real life.
- It is always better to teach grammar contextually.

5) Writing:

- Writing session aims at enabling the learners to develop imaginative thinking abilities to express themselves creatively.
- A discussion is to be generated on what the learners are going to write and let them note down the points before they start writing the given task.

6) Talking Time:

- 'Talking Time' session activates and stimulates the learners to generate the language by themselves.
- There is a lot of scope to attract the learners towards English language by involving them in various activities in this sessions namely minimal pairs, language functions etc.

7) Project Work:

- Project work gives scope for "Learning by doing."
- Project work enables the learners to improve their language skills and to participate in teamwork.

8) Listening:

- Listening session provides a lot of input that is very important for second language acquisition especially for improving speaking skill.
- It is always better to provide opportunities both inside and outside the classroom for the learners to be exposed to listening input.

9) Extensive Reading (Read it yourself) :

- This session enables the learners to build reading speed which helps learners to understand English faster and better.
- It may be seen that the objective of extensive reading is 'reading for pleasure.'

10) Study skill:

- This books lays the greatest emphasis on developing study skill where learners infer, analyse, evaluate, interpret and refer to dictionary on their own.

11) Fun Time:

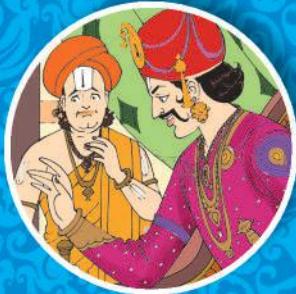
- This session activates and stimulates the learners to think and use their imagination in puzzle solving, answering riddles etc.
- 'Fun Time' makes them enjoy using English.

12) Poem:

- The inclusion of four poems in this book helps the learners enjoy and appreciate poetry.

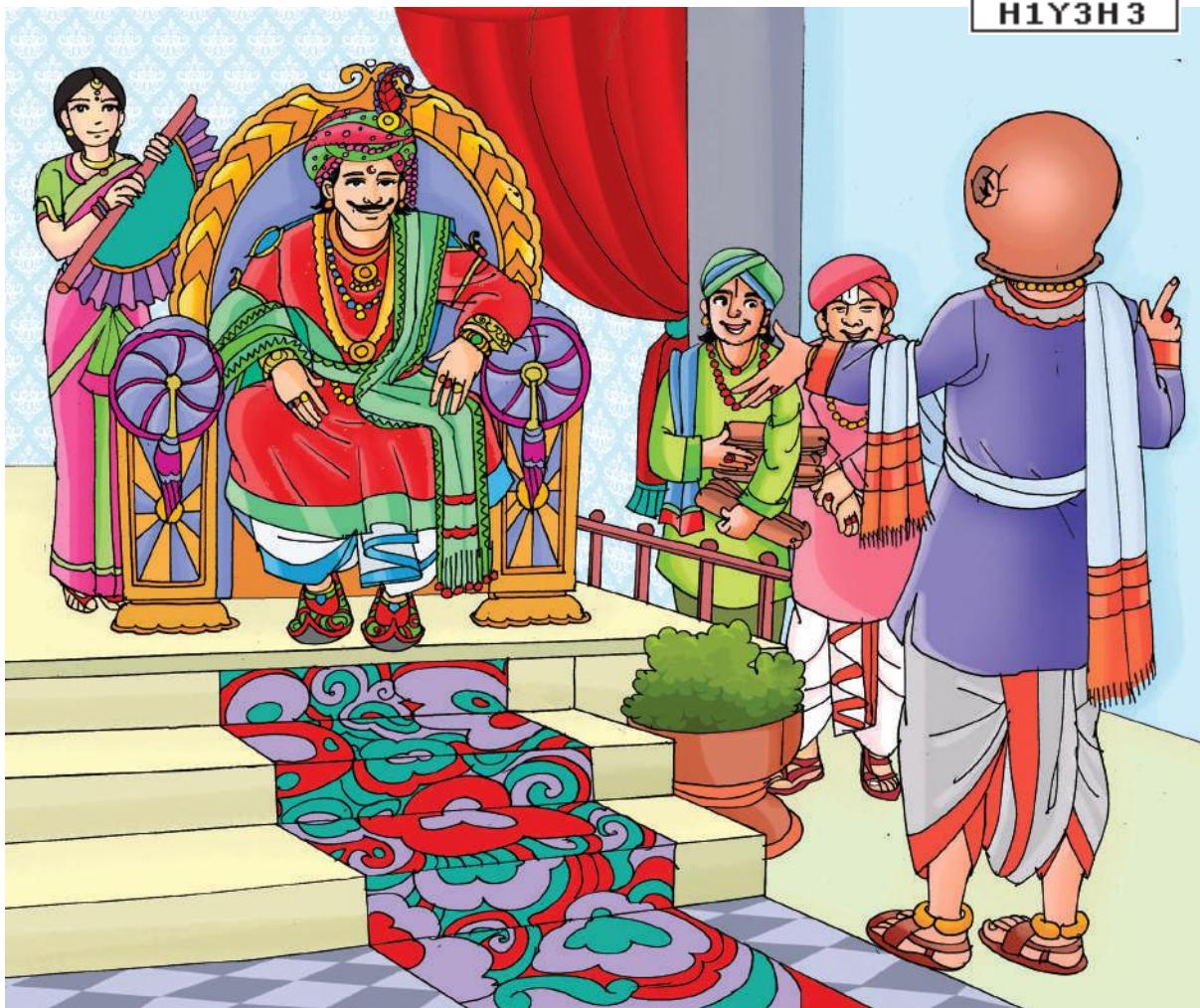
**UNIT
1**

Clever Tenali Ramakrishna



Pre-reading

Look at the picture and answer the questions that follow.



- 1) What do you see in the picture?
- 2) Who is sitting on the throne?
- 3) Can you guess the person who covered his head with a pot?
- 4) Do you know any funny incidents related to Tenali Ramakrishna?

Clever Tenali Ramakrishna

Chitra Varma was the most famous painter in Srikrishna Devaraya's court. The emperor was pleased with Chitra Varma's paintings. People also liked his paintings.

One day Chitra Varma was busy painting. Then emperor Srikrishna Devaraya happened to visit him.



- Chitra Varma** : Welcome, Your Majesty!
- Srikrishna Devaraya**: Oh! What a beautiful picture! It looks so natural.
- The courtiers** : Yes, Your Majesty, really it is wonderful.
- Srikrishna Devaraya**: No painter on earth can compete with you, Chitra Varma. You are a **unique** painter. You shall be rewarded. What do you say Ramakrishna?
- Ramakrishna** : Yes, My Lord! Such an artist he is! He deserves your encouragement.
- Srikrishna Devaraya**: That's great! Let him ask for anything. He shall get whatever he wants.
- Chitra Varma** : Thank you very much, Your Majesty! It's all your affection and encouragement.

- Srikrishna Devaraya:** Your presence in the council of advisors will be a boon to the Vijayanagar empire.
- Chitra Varma :** I am afraid I am not, Your Majesty! Your blessings are worth the strength of a thousand elephants.
- Srikrishna Devaraya:** No, a great painter like you should be rewarded in a fitting manner.
- Chitra Varma :** Your Highness is merciful!
- Srikrishna Devaraya:** (*Thinking for a while, he snapped his fingers*) You will be my chief **advisor** from today onwards.
- Chitra Varma :** What! I cannot understand, how I am blessed, Your Majesty.
- Ramakrishna :** Excuse me, Your Majesty! He is talented in painting but... would it be a right decision to make him...?
- Srikrishna Devaraya:** The emperor of Vijayanagar knows what is right. Minister, please make an **announcement** that Chitra Varma will be the chief advisor hereafter in our court.
- Minister :** Yes, Your Majesty! I will make an announcement in our empire.
(But Chitra Varma's plans and actions led to confusion everywhere. He had never handled the matters of court before. His decisions were **irrelevant**. His conclusions lacked sense. With this, the people grew **impatient**. Yet the emperor continued to support him. The elders of the empire decided to seek help from the court's jester Tenali Ramakrishna in this matter. Tenali Ramakrishna told them that he had an idea and **assured** them not to worry.) One day Tenali Ramakrishna approached the emperor Srikrishna Devaraya.
- Ramakrishna :** Your Majesty! You know that I have been blessed with a baby boy. I will be happy if you visit my house for my boy's naming ceremony tomorrow.
- Srikrishna Devaraya:** O! Wonderful! It's my pleasure, Ramakrishna.
(*The emperor visited Ramakrishna's house the next day*)
- Ramakrishna :** (*with a bouquet of flowers in his hands*) Welcome, Your Majesty. We are grateful for your visit. Please bless my son.
- Srikrishna Devaraya:** **Deerghaayushman bhava.** This is a token of my love.
(*The emperor puts a gold chain around the baby's neck*)

- Ramakrishna** : Thank you very much Your Majesty! You are requested to join us for lunch.
- Srikrishna Devaraya**: (*After having tasted*) Oh! Water! Water. !Give me water. Urgent.
- Courtiers** : Oh..God, Water! Water!!...
- Srikrishna Devaraya**: Hey Ramakrishna, what's this? Horrible dishes!
- Courtier 1** : It's too spicy!
- Courtier 2** : Too salty too!
- Courtier 3** : Not cooked properly.....it is undercooked!
- Srikrishna Devaraya**: (*angrily*) Who cooked this? Is this the way to cook food?
- Courtiers** : Do you want all of us to die?
- Ramakrishna** : (*with folded hands*) Please forgive me sir, let me introduce the cook to you..
- Srikrishna Devaraya**: Bring him at once or you will be punished.
- Ramakrishna** : (*presenting a carpenter*) This is the best carpenter in Vijayanagar. He is a brilliant worker. I gave him the task of cooking for today.



Srikrishna Devaraya: Are you crazy, Ramakrishna? He may be an excellent carpenter. How can he be a cook?

Ramakrishna : Pardon me, Your Majesty! If a painter can be your chief advisor, why can a carpenter not be a cook?

Srikrishna Devaraya: (*Lost in thoughts shaking his head slowly*) Ramakrishna, You opened my eyes. You made me **realize** my mistake.

Chitra Varma : I was afraid to say 'No', Your Majesty! I am very thankful to you if I am sent back to my previous job.

Srikrishna Devaraya: Minister, make necessary arrangements to send him back.

Ramakrishna : Thank you very much Your Majesty.

All the people assembled there hailed Tenali Ramakrishna for his presence of mind.



Glossary

Your Majesty	= a title of respect used while addressing king and queen
unique (adj)	= only one of its kind, unmatched
grateful (adj)	= thankful
snapped (v)	= made a sudden sound by the fingers
advisor (n)	= one who offers advice
announcement (n)	= a public notice
irrelevant (adj)	= improper
impatient (adj)	= eager
assured (v)	= convinced / promised
Deerghaayushman bhava	= May you have long life! (A Sanskrit expression)
introduce (v)	= make known
realize (v)	= understand



Reading Comprehension

A. Answer the following questions

1. Who was Chitra Varma?
2. How did Chitra Varma feel when the emperor decided to reward him?
3. Why did Chitra Varma fail as a chief advisor?
4. Why was the emperor angry with Tenali Ramakrishna?
5. Discuss in pairs what will happen when people are offered to do work that is not meant for them.

B. Put the following sentences in the order of events.

1. People went to Tenali Ramakrishna and told him their problem.
2. Chitra Varma was appointed a chief advisor to the emperor.
3. Tenali Ramakrishna implemented his plan by engaging a carpenter as a cook.
4. Emperor Srikrishna Devaraya realized his mistake at the end.
5. Chitra Varma was a famous painter in the emperor's court.

Answer 1.

2.
3.
4.
5.

C. Say whether the following statements are True / False:

1. Chitra Varma was a famous carpenter. []
2. Emperor Srikrishna Devaraya awarded a lot of gold coins to Chitra Varma. []
3. Tenali Ramakrishna was a poet and jester in emperor Srikrishna Devaraya's court. []
4. Tenali Ramakrishna prepared a delicious dinner for the emperor. []
5. Emperor Srikrishna Devaraya realized his mistake at the end. []

Correct the False statements.

1.
2.
3.
4.



Vocabulary

Look at these sentences. Observe the underlined words.

- a. He took some irrelevant decisions.
- b. With this the people grew impatient.

Here the prefixes such as "ir", "il", and "im" are fixed before the root / stem;

"relevant – irrelevant"

"logical – illogical"

"patient – impatient"

These prefixes change the meanings of words. By adding a prefix to a word we get another word. See more examples below.

happy	-	unhappy
sufficient	-	insufficient
mature	-	immature
agree	-	disagree
responsible	-	irresponsible



The prefixes **ir**, **il**, **im**, **un**, **in** and **dis** are used to form the opposites in meaning. Now, write the opposite words using the prefixes mentioned above.

Word	Opposite Word
balance	_____
legal	_____
regular	_____
acceptable	_____
comfort	_____
valid	_____



In the story we have come across words such as encouragement, announcement, arrangement, confusion etc. You might have observed that the part '-ment' or '-sion' is added to the words encourage, announce, arrange and confuse in the end. The suffixes, '-ment' and '-sion' are used to form nouns out of verbs. Now, write the noun forms of the following using '-ment', '-sion'.

Word	Noun Form
improve	_____
discuss	_____
depress	_____
confuse	_____
enrich	_____
treat	_____



You have come across certain words in the lesson such as "painter, grateful" etc; You can extract some other words from the parent words like..

painter – pain grateful – rate

Now make meaningful words from the following words..

- | | |
|----------------------|---------------------|
| 1. reward – | 6. continue – |
| 2. blessings – | 7. assure – |
| 3. snapped – | 8. gold – |
| 4. personal – | 9. properly – |
| 5. matter – | 10. slowly – |



Grammar

A. i) Read the following sentences.

1. The emperor was pleased with Chitra Varma's paintings.
2. Oh! What a beautiful picture!
3. Make an announcement.
4. Are you crazy, Ramakrishna?

The first one is a "Declarative sentence" as it makes a statement.

The second one is an "Exclamatory sentence" as it expresses a strong feeling.

The third one is an "Imperative sentence" as it gives an order.

The fourth one is an "Interrogative sentence" as it asks a question.

ii) Read these sentences and write "D" for declarative, "E" for exclamatory "In" for interrogative and "Im" for imperative in the brackets given.

1. Please show me the way to the library. ()
2. What a great painting this is! ()
3. Where can I find a sweet shop? ()
4. Mother looks after her children carefully. ()
5. What happened? ()

iii) Read the following sentences and put full stops, question marks and exclamation marks wherever necessary.

1. He got a good job
2. Did he get good job
3. What a great job
4. Get a great job first
5. What is your job
6. Have you finished your job
7. I am ready to finish my job
8. Is he ready to finish his job



B. Conjunctions:

Read the following sentences and observe how the words in bold are used.

1. It is all your affection **and** encouragement.
2. People grew impatient **but** the emperor continued to support him.
3. Bring him at once **or** you will be punished.

The word “and” joins two words or phrases.

The word “but” is used to suggest a contrast.

The word “or” presents an alternative or a choice. These are called conjunctions.

Conjunctions “*and, but, or, yet, so etc*” are joining words. They help to join two or more words, phrases or clauses.

Ex:- He rushed into the hall and sat in the sofa.

It is raining heavily, so we won’t go out to play.

C. Read the passage carefully and underline the conjunctions.

Meena wants to go on holidays. Everyone is happy but Meena is not. She is unhappy because there are some baby sparrows in the nest on a corner of a room. If all the members of the family went out of the house, it would be locked up, then how would the mother sparrow or the father sparrow feed their babies?



Meena’s mother said that they would remove all the things from the room, open the windows and lock the door from outside. Thus the house would be safe and sparrows could come and go freely. So Meena is happy again.



Writing

Conversation: Read the following conversation and write in the form of a narrative / story.

Ramakrishna : Good morning gentlemen.

People : Good morning Raman.

Ramakrishna : Happy to see you all. But ...what made you come here?

People : You know everything. The emperor appointed Chitravarma as his chief advisor.

Ramakrishna : Yes, I know.

People : The decisions....the decisions taken by him confused us.

Ramakrishna : Yes, I'm also thinking about it.

People : Please do something and save us.

Ramakrishna : Don't worry. I have an idea. Your problem will be solved soon.

People : Thank you Ramakrishna, we know you can do this.



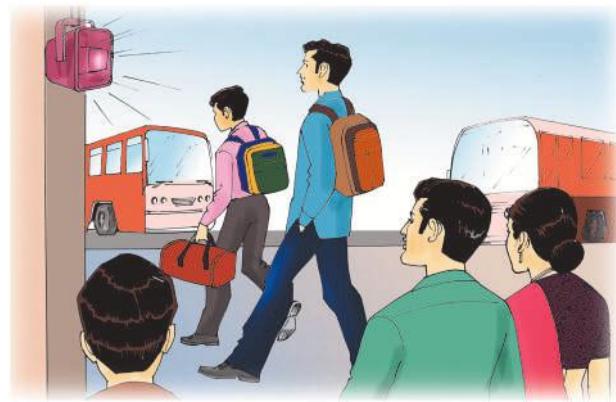
Talking Time

A. Announcement

Where do we listen to announcements?

At the bus station, at the railway station, at some public places etc.

Here are some model announcements usually made at the Railway Station.



1. Your attention please... Train Number one, seven, four, eight, seven... the Tirumala Express... from Visakhapatnam to Kadapa is arriving on platform Number 7.
2. A Key Chain of a car has been found on the platform No.1. Whoever has lost it can collect it from Mrs Bharathi at the counter No 2.
3. Departmental announcement... Mr. Rajasekhar, the Electrical Engineer, is requested to attend to A-4 compartment of the Konark express immediately.

B. Role play

Help me please...

Policeman: Who are you, little girl?

Girl : My name is Rishika.

Policeman: Why are you standing alone?

Rishika : I am lost.

Policeman: Oh is it? Why did you come here?

Rishika : I came here with my parents to see the exhibition.

Policeman: Come, I will help you to find your parents.

Rishika : Sorry, my parents and teachers advised me not to go with strangers.

Policeman: I will not harm you. You know, I am a policeman.

Rishika : Ok. Then, I will give you my father's phone number. Please call him.

Policeman: That's good. I will call your father.

Rishika : Thank you sir.



Pronunciation ("P", "Ph" (/p/, /f/))

Read the following words aloud..

/p/ sound	/f/ sound
parrot	photo
parcel	phone
pencil	phrase
happy	alphabet
paper	elephant
apply	dolphin
cap	graph
trip	epitaph
tap	triumph



Read the following sentences aloud..



Put the photo on the pad.

Pay up the penalty.

Post the parcel to the photographer.

Paste the graph and paint it.

Pay the price for a dolphin show.



Listening

Listen to the following story carefully.

An Unexpected Reward

A boy and his grandfather were walking along a road. They passed a farmer working hard on his land. The farmer had taken his ragged shirt and worn-out shoes and placed them at the road's edge. The boy felt he could play a little mischief. He said to his grand dad, "Grandpa, why don't we take the man's shoes and shirt and hide behind the tree? When he finds them missing, he will be so angry. And we'll have the fun of watching his expressions."

But the grandfather replied, "Grandson, never make fun of a farmer or hurt his heart. If you just want to feel happy, then let's do this instead. Take

some coins and place them in each of the farmer's shoes. Then we'll hide behind the tree and see what happens."

The boy did as his grandfather told him. After a little while, the farmer came for his clothes. He put on his ragged old shirt and his feet into his shoes. He felt something hard inside. Annoyed, he took the shoe off to see what it was. There were coins. He was astonished.

He looked up at the sky and fell to his knees.

"Oh! Great God! You are so kind. When I needed money the most, you sent me this gift. Thank you, God! And thank you to whoever you made your messenger."

Then he walked home, overjoyed. The boy felt proud and happy. His grandfather said, "Grandson, the path to happiness is to make others happy."

Answer the following questions:

1. Identify the characters in the story.
2. What did the boy and his father observe while walking along the road?
3. Why did the boy want to hide the farmer's clothes?
4. What advice did the grandfather give to the boy?
5. What was the unexpected reward to the farmer?



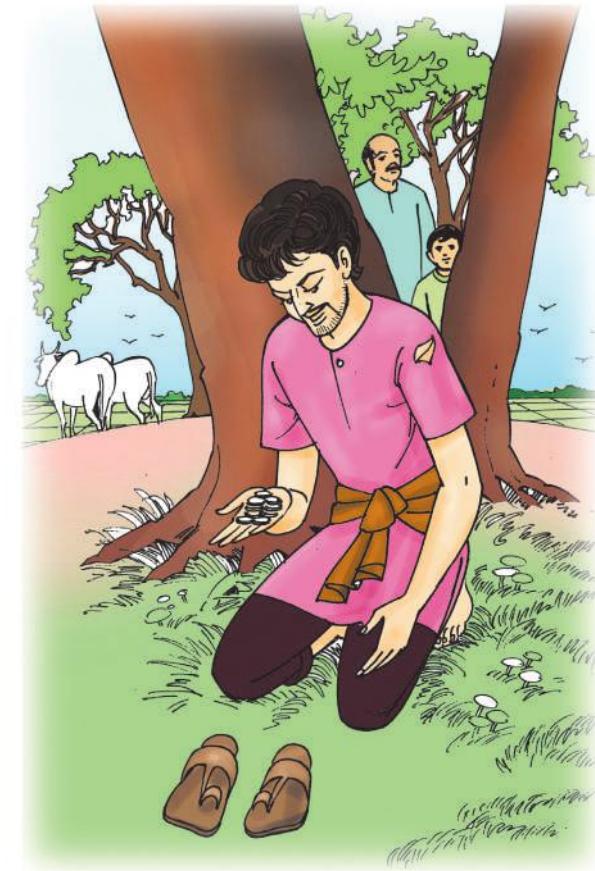
Read it yourself...

The Thousand Gold Coins

Read the following story and answer the questions that follow.

Nasruddin had a habit of praying aloud. Every day he used to pray for the same thing - and in the same way. His neighbour wondered about this.

Nasruddin: Oh God! Please give me one thousand gold coins. If you give me



one coin lesser, I won't accept the money.

Neighbour: I will throw him just 999 coins and see what he does.

(*He throws a bag of coins*)

Nasruddin: A bag of gold coins! Oh! God has answered my prayers. Let me count once. There are only 999!

Neighbour: Hey Nasruddin! You are looking very happy.

Nasruddin: Yes. God has heard my prayers..... (*looks into the sky*) Oh God ! Thank you for the coins.

Neighbour: How did you accept them?

Nasruddin: Why should I reject them?

Neighbour: Because they are not 1000.

Nasruddin: How do you know that?

Neighbour: It's I who have thrown them into your house.

Nasruddin: Who said that this is your money? This money has been sent to me by God.

Neighbour: It was I who threw the money into your house.

Nasruddin: God chose you to do His work. Now please go away.

Neighbour: I won't go anywhere without the money.

Nasruddin: It's not your money, I tell you again and again.

Neighbour: Ok.. Let's meet in the court.

Nasruddin: I am not feeling well. I can't walk all the way to the court.

Neighbour: Then you can have my horse to ride on.

Nasruddin: But, I can't appear before the judge dressed in these old robes.. and I have nothing else to wear.

Neighbour: Don't worry about the clothes, I will lend you my new coat.

Nasruddin: Ok.. then I will go with you. (*At the court*)

Neighbour: Your honour, listen to my story.. this man prays loudly every morning and ..(*he told the whole story*).

Judge : (*to the neighbour*)so the bag of money which Nasruddin found is yours..





Neighbour: That's the truth...your honour.

Nasruddin: Don't believe him, your honour, he always claims other people's property as his own.

Neighbour: No, sir, he is lying.

Nasruddin: I won't be surprised if he says that the horse on which I rode here is his.

Neighbour: Yes, sir, it is mine only.

Nasruddin: Your honour.. next, he will say that this coat is also his coat..

Neighbour: Yes, your honour, it is mine only. He knew it very well.

Nasruddin: Do you see, how it is, your honour..?

Judge : I do indeed. It is clear to me that the bag of money too is his.

Neighbour: No, It is mine..!? Oh God ... I'm ruined.

Judge : The case is dismissed.

Neighbour: I have become mad. Nasruddin, please have mercy on me. You know I am not a very rich man.

Nasruddin: You should have thought of that earlier. Anyway, here's your money, your coat and your horse.

Neighbour: I am very sorry. I will never interfere in your business again.

Nasruddin: That's good..(folds hands, looks into sky) Oh God...please send me a thousand gold coins.

Neighbour: Oh my God! (runs away)



Comprehension

1. Why did the neighbour throw a bag of coins to Nasruddin?
2. Who was the clever man in the story?
3. The neighbour said sorry. Why?



Fun Time

Laugh and make others laugh

Friend : You are so lucky, no mosquito can bite you now.



Joke :

Teacher : If I give an apple to you and your sister, and ask you to share it equally. Which part of the apple will you get?

Me : The whole apple.

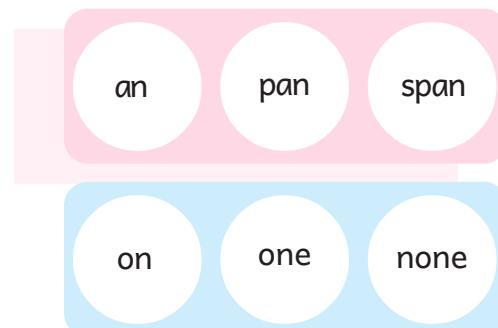
Teacher : How?

Me : My sister doesn't like apples.



You can use any two - letter word in the first step, three- letter word next step, four letter word last.

- e.g. :-
- | | |
|-------------------------|------|
| 1. In the first step.. | AN |
| In the second step.. | PAN |
| In the third step .. | SPAN |
| 2. In the first step... | ON |
| In the second step... | ONE |
| In the third step... | NONE |





Study Skills

Study the bill and answer the questions.

MAHALAKSHMI STORES

512, SKML Temple Road, Vizianagaram
Phone : 236926

BILL

Date : 21-07-2020

To: Srinivas

Name	No	Rate	Amount
1. Pens	10	10	100
2. Erasers	5	5	25
3. Sharpeners	2	5	10
4. Notebooks	2	40	80
5. Charts	12	5	60
		Total	275

- What is the name of the shop?
- What is the customer's name?
- When did he buy the above things?
- How much money did he pay to the shopkeeper?
- How many pens did the customer buy?
- What is the price of one note book?



Check point

Check-points	On my own	With friends' help	With teacher's help
I was able to read the main reading text.			
I got the main idea of the passage.			
I was able to use the glossary given.			
I was able to answer all the questions.			
I was able to do the vocabulary tasks.			
I was able to do the grammar exercises.			
I was able to do the writing task.			
I was able to perform different functions in English language.			
I was able to do the task given under study skills.			
I was able to enjoy the fun-time.			

**UNIT
2**

The Snake Catcher



Pre-reading

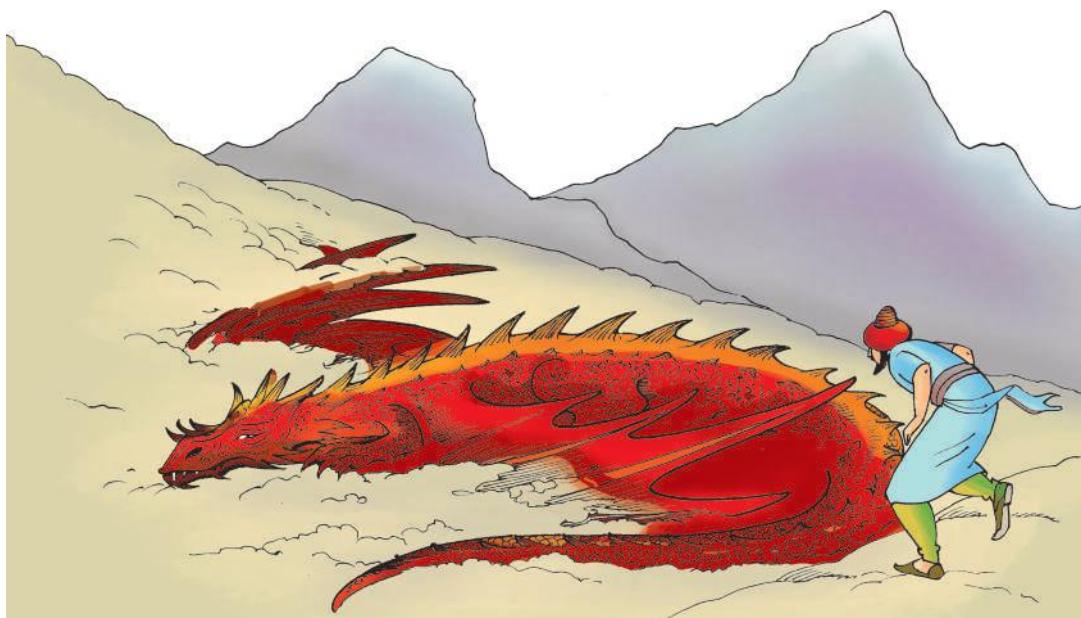
Look at the following picture and answer the questions that follow.



- Do you have any pets at your house as shown in the picture?
- Are you comfortable with them?
- Do you treat them in a friendly manner?
- If you find any strange animals, will you go near them.?

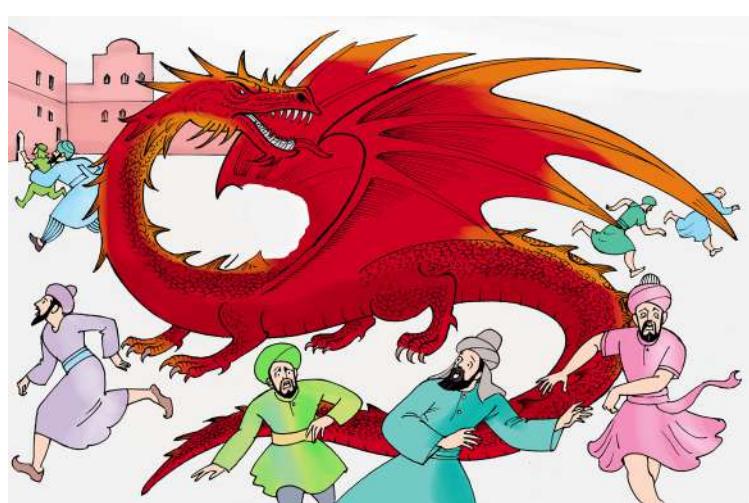
The Snake Catcher

Once there was a man in Iraq. He was a snake catcher. He caught different kinds of snakes and let them dance in bazaars as it was his livelihood. As the days went on, it became very common to the town people. They lost interest in those street performances. Hence, the snake catcher decided to go into the cold and snowy mountains in search of new kinds of snakes. He wanted to **display** them to the town people and thereby raise a few **coppers** from the large crowd.



Foolish man that he was, he searched through the snowy mountains. He found a terrible and fierce-looking **dragon** which seemed quite dead from the cold (but it was in **dormant** state). It was big and looked attractive in golden yellow colour. He bundled up the cold creature in a cloth and tied it up with a

string, and carried it down to the town. He was dreaming that this mighty dragon would change his fate. People would admire his brave act and treat him in a ceremonial way. He might get a lot of money so that he could lead a luxurious life.



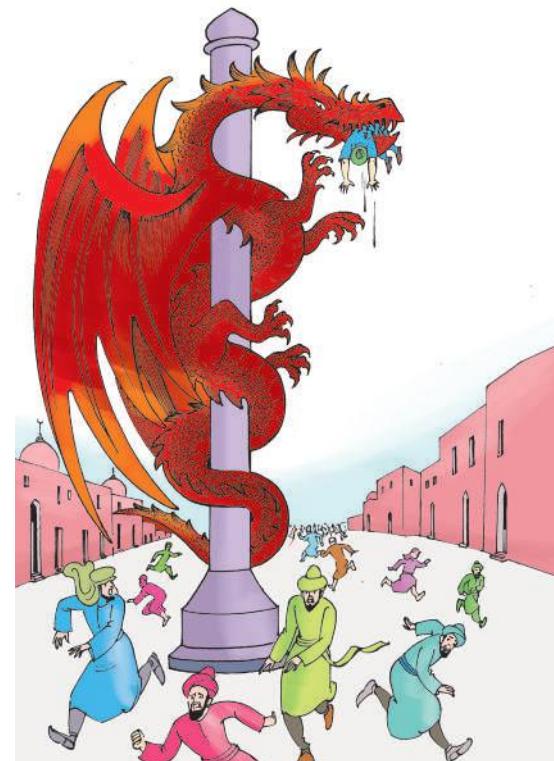
He reached a bazaar in the town. "Look!" he shouted out to the town people, "Look! what I have brought, with great difficulty and untiring search, from the mountains! Come and see this terrible and fierce-looking dragon, which I have killed!"

The town people who came from far and near, looked eagerly at it. They rallied around the dragon, and the crowd grew so thick that people **jostled** against one another, all **craning** their necks to catch a **glimpse** of that fierce and terrible dragon. They were really astonished. They had never seen such a strange creature. It was bigger than any snake they had ever seen before.

In the town, the sun grew hotter and by the warmth of its rays, the dragon began to emerge slowly from its **frozen** state. It had not been dead at all but merely frozen without outward movement. Slowly the dragon in the bundle started moving. Soon it burst forth from the cloth and string that had been tied around it.

The town people were filled with terror at the sight of the fierce dragon. They could not believe what was going on! The snake catcher said that he had killed the dragon. But that dragon came back from the dead as it was! They ran away from it in panic, crushing each other as they fled. **Shrieks** filled the streets.

The dragon, mighty serpent that it was, **devoured** whoever was in its path, and finding a pillar, **entwined** itself around it, eating alive the man who thought he had easily captured a terrible and fierce-looking dragon.



Author: Moulana Jalal-ud-din Rumi



Glossary

display (v) = to show something to people

coppers (n) = brown coins used as currency (in olden days)

dragon (n) = (in stories) a large aggressive animal with wings and a long tail

jostled (v) = pushed roughly against somebody in a crowd

craning (v) = to lean or stretch over something to see better

glimpse (n) = brief view

frozen (adj) = kept at a very low temperature in order to preserve
 devoured (v) = ate all of something quickly
 dormant (adj) = inactive
 shriek (n) = a loud cry
 entwined (v) = curled or twisted around



Reading Comprehension

A. Answer the following questions in one or two sentences.

1. Why did the snake catcher go to the snowy mountains?
2. How was the dragon when the snake catcher found it in the snowy mountains?
3. What made the snake catcher pick the dragon up with him?
4. In the end, the dragon began to move. How did that happen?
5. The snake catcher made a wrong choice. Do you agree with this statement? Why/Why not?

B. Choose the correct option, to make the sentence meaningful.

1. The snake catcher caught the snakes because
 - a) he had a snake park
 - b) it was his livelihood
 - c) it was his passion
2. The snake catcher found the dragon in a..... state.
 - a) sleeping
 - b) dead
 - c) frozen
3. He decided to take the dragon to the town because
 - a) it was big in size.
 - b) the town people had never seen it.
 - c) he wanted to sell it to the people.
4. The crowd gathered in the bazaar because
 - a) of the attractive shouting of the snake catcher
 - b) it was the usual practice of the towns people.
 - c) it was an announcement made by the government
5. The mighty dragon swallowed
 - a) all the people in the street
 - b) some people and the snake catcher
 - c) only the snake-catcher



C. Read the following statements and say whether they are True or False. Write 'T' for True and 'F' for False.

1. The snake catcher went trekking to the mountain. ()
2. The snake catcher thought the dragon was dead. ()
3. He put the dragon around his neck and came to the town. ()
4. He told the town people that he had killed the mighty dragon. ()
5. The dragon was a very familiar creature to the town people. ()
6. The warmth of the sun's rays brought the dragon to life. ()
7. The dragon looked at the people and felt afraid. ()
8. The snake catcher's life ended in a tragic way. ()



Vocabulary

Read the following sentences from the lesson 'The snake catcher'.

1. The snake catcher found a terrible and fierce looking dragon.
2. It was big and looked attractive.
3. He bundled up the cold creature in a cloth.
4. People would admire his brave act.
5. This mighty snake would change his fate.
6. He could lead a luxurious life.



The underlined words in the above sentences tell us the quality of the nouns. Such words are called 'adjectives'. What is an 'Adjective'? An adjective describes nouns. It provides further information about a noun like size, shape, colour, quality and more. Adjectives have different forms. They are Positive, Comparative and Superlative forms. They change their forms as follows. We know that the comparative and superlatives take '-er' and '-est' respectively.

Positive	Comparative	Superlative
big	bigger	biggest
cold	colder	coldest
mighty	mightier	mightiest
small	smaller	smallest
few	fewer	fewest
strong	stronger	strongest

Adjectives with more than 2 syllables will take 'more' and 'most' in their comparative and superlative forms respectively. They are as follows:

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
terrible	more terrible	most terrible
attractive	more attractive	most attractive
luxurious	more luxurious	most luxurious

Some adjectives take irregular forms as follows:

Positive	Comparative	Superlative
bad	worse	worst
good	better	best
far	farther	farthest
little	less	least

1. Now read the lesson thoroughly and find adjectives and write their other forms in your notebooks.
2. Look at the picture. The crane wants to fill the cups with suitable adjectives from the pot. Remember all words in the pot are not adjectives and fill in the table.



Adjective	Noun	Phrase

3. Now, fill in the blanks in the following paragraph with suitable adjective forms given in the box.

delicious, clean, younger, lovely, hot, small, smart

It is my sister's birthday. My father presented her a watch. I gave her a English dictionary. My mother prepared a cake. She decorated the table with roses. Then she served us pieces of cake in plates and badam milk in cups.

4. In the previous lesson you have already learnt about Antonyms and Synonyms. Synonyms are words which mean the same to other words. Whereas Antonyms are the words which are opposite in meaning to other words. Let's learn some more antonyms which you came across in the lesson.

big	×	small
cool	×	hot
common	×	uncommon
different	×	same
brave	×	coward
easy	×	difficult
thick	×	thin
strange	×	familiar
strong	×	weak
alive	×	dead



Match the Antonyms. One is done for you.

new
poor
beautiful
near
always
bigger
up

far
never
down
old
ugly
rich
smaller



Grammar

A. Present Continuous : Observe the pictures and read the sentences.



Children are swimming in the pool.



They are watching TV.



The boy is writing.



Mother is cooking.

All the sentences in the above pictures are giving information about 'ongoing actions'. We write sentences in the 'Present Continuous (Present Progressive)' to describe a continuing or ongoing action at the present time. The '- ing' form of the verb is used in these contexts.

I. Now fill in the blanks with suitable verb forms provided in brackets.

1. He is (complain) about my handwriting at present.
2. She is (play) magnificent tennis in this match.
3. It is (rain) now.
4. We're (have) dinner now.
5. Please be quiet.. I'm (work).
6. Look! Somebody is (swim) in the pool.

II. Look at the following picture:- Sony, Rita, Bannu, Prasad and Hari visited the park along with their pet dog and a dove. Look! There are butterflies and two small birds in the picture. Now write sentences with verbs denoting actions (actions at present). You can use the following verbs. One is done for you.



fly, look, walk, show, watch, tweet

e.g:- A bird is tweeting

III. Look at the following table in the next page: This table enables you to write sentences in the Present Continuous Tense. Prepare more sentences of your own in the context of 'something happening now'

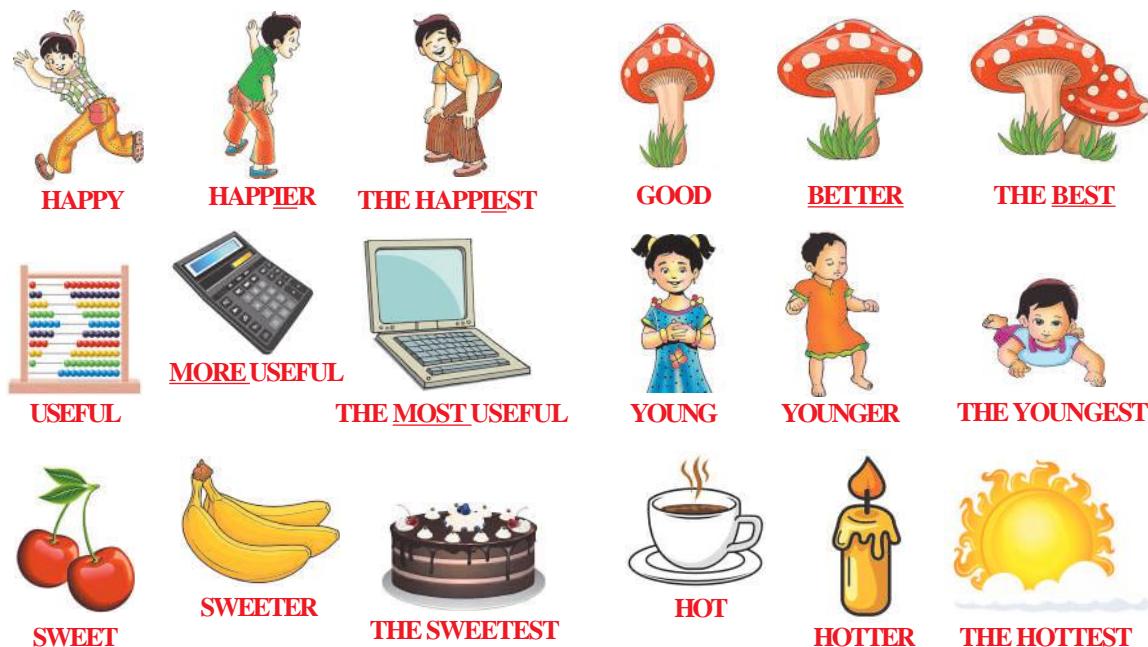
One is done for you.

He is playing cricket now.

He is not playing cricket now.

I	am	watching / not watching reading / not reading playing/ not playing drinking/ not drinking swimming / not swimming travelling / not travelling	the television a novel cricket tea in the pool by plane	now. at present.
He				
She				
It				
You				
We				
They	are			

B. Degrees of Comparison : You already know about 'Adjectives' and their functions in sentences. They not only describe nouns but also compare them in degrees in terms of quality as follows.



We use the comparative form of the adjective to compare one person or one thing with other person (s) or thing(s). We use the Superlative form of adjective to compare one person or thing with his/her/its/ whole group.

Read the following sentences.

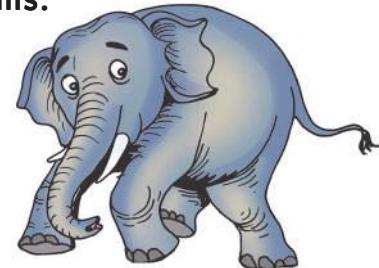
1. My house is bigger than yours.
2. The Pacific Ocean is deeper than the Arctic Ocean.
3. The earth is larger than the moon.

4. The Jupiter is the biggest planet in our Solar System.
5. Sheela is the smartest girl in the class.
6. Mount Everest is the highest mountain in the world.

We use 'than' after Comparatives and in Superlative degree the article ' the ' comes before the adjective form.

Now fill in the blanks with suitable adjective forms.

1. Bhama is Radha. (pretty)
2. Harish is boy in the class. (tall)
3. Elephant is animal in the forest. (big)
4. Iron is cotton. (heavy)
5. Anantapuramu is district in Andhra Pradesh. (large)



I. Read the following NOTICE which was put up on your school Notice Board.

NOTICE

Students of 6th to 10th and their parents are invited to the
inaugural function of the Project

SEEING EYES, HELPING HANDS

by

Dr. Naveena
California, USA
and

Mr. Dr. Poorna Chandra Rao
Founder: Chaitanya Saradhi Trust
USA

has kindly agreed to preside over the function.

Time : 10 am to 11 am
26th, October, 2020.

Venue : Assembly Hall, ZPHS, Veeravalli, Krishna dist.

1. Now, to invite officials, donors and some other eminent persons of your village an Invitation card is needed. Prepare a formal invitation card based on the above notice in your text.

Invitation

We solicit your presence at the inauguration of the Project

by

and

Head Master

Teacher in-charge

SPL.....

Time:

Venue:

Date:



2. Now prepare an oral invitation to invite some special invitees. Imagine that you are the School Pupil Leader and invite them over phone.

E.g.: You may invite your sarpanch, newspaper journalist, SI of Police Station, elders of your village etc.

Now complete the following conversation.

You (on the phone with the Journalist)

School Pupil Leader : Hello, Good morning. I am Sudha, SPL from ZPH School, Veeravalli, Could I speak to you now, sir?

Newspaper Journalist : Very good morning Sudha. You may talk now itself.

School Pupil Leader : I have a request. Our school is starting a new social work project

3. Now prepare another oral invitation. i.e. convey this message to your parents.



Talking Time

I. Role Play

Work in pairs and role play the following conversation.

Latha : Sudha! Let's go out to play.

Sudha : Not now! I'm doing my homework.

Latha : You can do it later. Let's go and play.

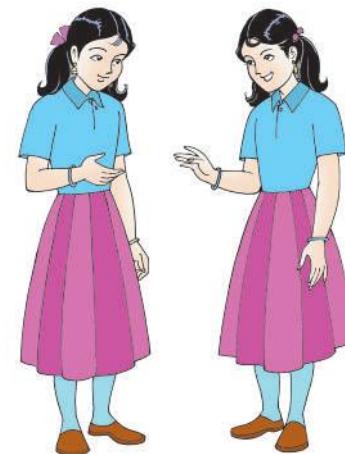
Sudha : Sorry. I'd like to do my work first.

Latha : You won't get a medal for it.

Sudha : My grandfather has taught me 'Work is worship'. I don't care whether I get any reward for the work I do or not.

Latha : Are you joining me or not ?

Sudha : Of course, I'll, but only after completing my homework.



II. Language Functions

Here is the conversation that happened between Tarak and Rajan at a birthday party. Read it.

Tarak : Hello, Mr. Rajan! Good evening and warm *welcome*. We are looking forward to have you in this party.

Rajan : Good evening, where is the birthday boy? Here is a small gift for him.

Tarak : Oh, *Thank you*. Would you like to have some fruit juice? Here it is.

Rajan : *Yes, please*.

Tarak : Here are some sweets and special snacks.

Rajan : *No, thanks*. I've got enough.

Tarak : *Thank you very much* for your warm wishes to my child. It's so special that you remember.

Rajan : *You are welcome*.

In the above conversation the phrases in italics are used in different occasions. Do you know when we use them? Let's learn in detail.

1. **Thank You** : It is used to show that you are grateful to somebody for something they have done.
2. **Would you like to** : To say in a polite way to offer something to somebody.
3. **Yes, please** : This is used to accept an offer/ invitation.
4. **No, thanks** : This is used to give a negative reply in a polite way.
5. **You're welcome** : This is used as a polite reply when somebody thanks you for something.

Now, fill in the blanks in the following paragraph with suitable phrases given in the box. Some phrases can be used more than once.

Can I carry; It's ok; yes please; no please; thank you; would you like to

Phani is going to school on his bicycle. Suddenly he falls, as his bicycle tyre is flat. A mechanic, who is the owner of a nearby shop, approaches him and helps him stand. Phani says, "....." The mechanic replies, "....." and asks "Are you alright?" "It's paining", says Phani. "....." have some water? "asks the mechanic. "....." says Phani. The mechanic serves him some water. ".....," says Phani. "..... your bag?" asks the mechanic. "..... I can," says Phani.

III. Read the words aloud.

cough, tough, bough, enough, fight, caught, thigh, though, laugh, rough

All these words with 'gh' cluster. But they are pronounced in different ways. In some words 'gh' is pronounced as 'f' and in some words it is silent. Arrange these words under correct headings based on their pronunciation.

'gh' as 'f'	'gh' silent



Study Skills

Refer to a Dictionary:

Arrange the following words in alphabetical order in the correct columns below.
dragon, raise, display, crowd, difficult, thick, stronger, warm, panic, mighty, pillar, luxurious.

A ___ H	I ___ Q	R ___ Z



Project Work

Collect the information relating to domestic / pet animals / birds in your location. Fill the information in the following table.

S.No.	Name of the animal / bird	Food they eat	Places where they are kept
1.	Cows and buffaloes		
2.	Goat and sheep		
3.	Horses/donkeys		
4.	Pigs		
5.	Dogs		
6.	Monkeys		
7.	Hens/cocks/ducks		
8.	Rabbits		
9.	Parrots		
10.	Emu / peacocks		

Display the table in the class. Remember all the animals / birds above may not be our pet animals.



Fun Time

Anagrams :

Look at the following words :

Arc - car; elbow - below; eleven plus two - twelve plus one.

Look at this sentence.

Was it a cat I saw?



Have you noticed that letters in the left side word or phrase can be formed by rearranging the letters of right side words? This type of words are called Anagrams. Let's observe some more words.

cat-act, inch-chin, night-thing, study-dusty

Can you frame some more anagrams like this? But remember, all the letters of the word or phrase must be used ONCE ONLY and ONLY ONCE. This is the basic rule of anagramming.

Language Game

One, Two, Three

1. Step One : Letters.

Form pairs. One person says the letters of the alphabet from A to Z in his mind till the other person stops him. Write down the letter you get.



2. Step Two : Words.

Both partners write 3 words each beginning with that letter.



3. Step Three : Phrases

Exchange the words you write. Then use the words you get to write meaningful phrases.



Link Puzzle

Here is a 'Link Puzzle' for you to solve. The last three letters of one word become the first three letters of the next word.

Clue

1. A day when your school is closed.

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

2. Looking after children during the day while their parents are at work.

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

3. An enclosed area for sports or entertainment.

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

4. To make able.

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

5. A gift from God or anything that brings happiness.

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

6. To take food into the body.

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

7. To calculate roughly

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

8. Past form of eat

--	--	--



POEM

The Coromandel Fishers

- Sarojini Naidu

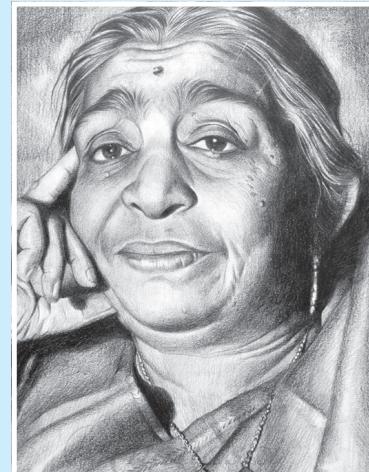


Rise, brothers, rise; the wakening skies pray to the morning light,
The wind lies asleep in the arms of the dawn like a child that has cried all night.
Come, let us gather our nets from the shore and set our catamarans free,
To capture the leaping wealth of the tide, for we are the kings of the sea!

No longer delay, let us hasten away in the track of the sea gull's call,
The sea is our mother, the cloud is our brother, the waves are our comrades all.
What though we toss at the fall of the sun where the hand of the sea-god drives?
He who holds the storm by the hair, will hide in his breast our lives.

Sweet is the shade of the coconut glade, and the scent of the mango grove,
And sweet are the sands at the full o' the moon with the sound of the voices
we love; But sweeter, O brothers, the kiss of the spray and the dance of the
wild foam's glee; Row, brothers, row to the edge of the verge, where the low
sky mates with the sea.

Sarojini Naidu was an Indian political leader born on February 13, 1879 in Hyderabad, India. In 1925, she was elected as the first female President of the Indian National Congress. Naidu died on March 02, 1949 at Lucknow, Uttar Pradesh. Sarojini Naidu as a poet belongs to an era of struggle, slavery, and freedom fighting. Though the poem Coromandel Fishers is about fishermen, it metaphorically reflects the poet's desire for free India and thus she encourages the people of the nation to hasten their struggle.



Glossary

dawn (n)	: sunrise
catamarans(n)	: a twin hulled boat
capture(v)	: to take control of
hasten(v)	: hurry
glade (n)	: cleared space in a forest
grove(n)	: a small forest
glee (n)	: happiness
verge(n)	: an edge



Appreciation :

I. Match the rhyming words.

- | | |
|-----------|-------|
| 1. light | sea |
| 2. free | lives |
| 3. call | night |
| 4. drives | all |



II. Choose the correct options to complete the sentences.

1. The poet says that the sea is our
a) mother b) brother c) sister d) comrades
2. The poet says that the cloud is our
a) mother b) brother c) sister d) comrades
3. The poet says that the waves are our
a) mother b) brothers c) sisters d) comrades

III. Answer the following questions.

1. What sort of sounds can one hear early in the morning?
2. How is the wind described in line two?
3. Why are the nets to be gathered?
4. What do you think is the wealth of the fishermen?
5. What do you understand from the first line 'The wakening skies pray to the morning light'?
6. The poet says, 'Let us set our catamarans free.' What does it mean?
7. What happens if the fishermen are late in their work?
8. The poet describes many things as sweet. What are they? Among them what is considered to be the sweetest?



Check point

Check-points	On my own	With friends' help	With teacher's help
I was able to read the main reading text.			
I got the main idea of the passage.			
I was able to use the glossary given.			
I was able to answer all the questions.			
I was able to do the vocabulary tasks.			
I was able to do the grammar exercises.			
I was able to do the writing tasks.			
I was able to perform different functions in English language.			
I was able to do the project work.			
I was able to enjoy the fun-time.			
I was able to recite the poem.			
I got the idea of the poem.			
I was able to enjoy the poem.			
I was able to answer the questions under the poem.			

**UNIT
3**

Little Hearts



Pre-reading

Look at the picture and answer the questions that follow.



- Do you make friends easily?
- What are friends for?
- Have you ever quarrelled with your friends? If so for what?
- Is it hard to forgive friends?

Little Hearts

It was a rainy Sunday. There were rills everywhere in the village. There was a large puddle across the street. And at this puddle, two girls from class sixth met each other. One girl was older than the other. Their mothers dressed them in new clothes as there was a village festival. The little girl was wearing a green skirt and the older a pink skirt.

They began to play. The little girl started to go into the puddle with her shoes on. "Don't go, Malasha! Your mother will scold you. Let's remove our shoes and play" said the older girl.

The girls took off their shoes, raised their skirts and started walking in the puddle.



"It's deep, Akulka, I am afraid" said Malasha.

"Don't be afraid! It'll not be any deeper," said Akulka.

Before Akulka completed her words, Malasha plumped her foot into the water. The muddy water splashed and fell not only on Akulka's new dress, but also on her face. Seeing mud spots on her dress, Akulka grew angry with Malasha. She scolded her, ran after her and wanted to strike her. Malasha was frightened. Immediately she jumped out of the puddle and ran home.

Akulka's mother passed by; she saw her daughter's dress soiled.

"Why did you get yourself so dirty?" she asked.

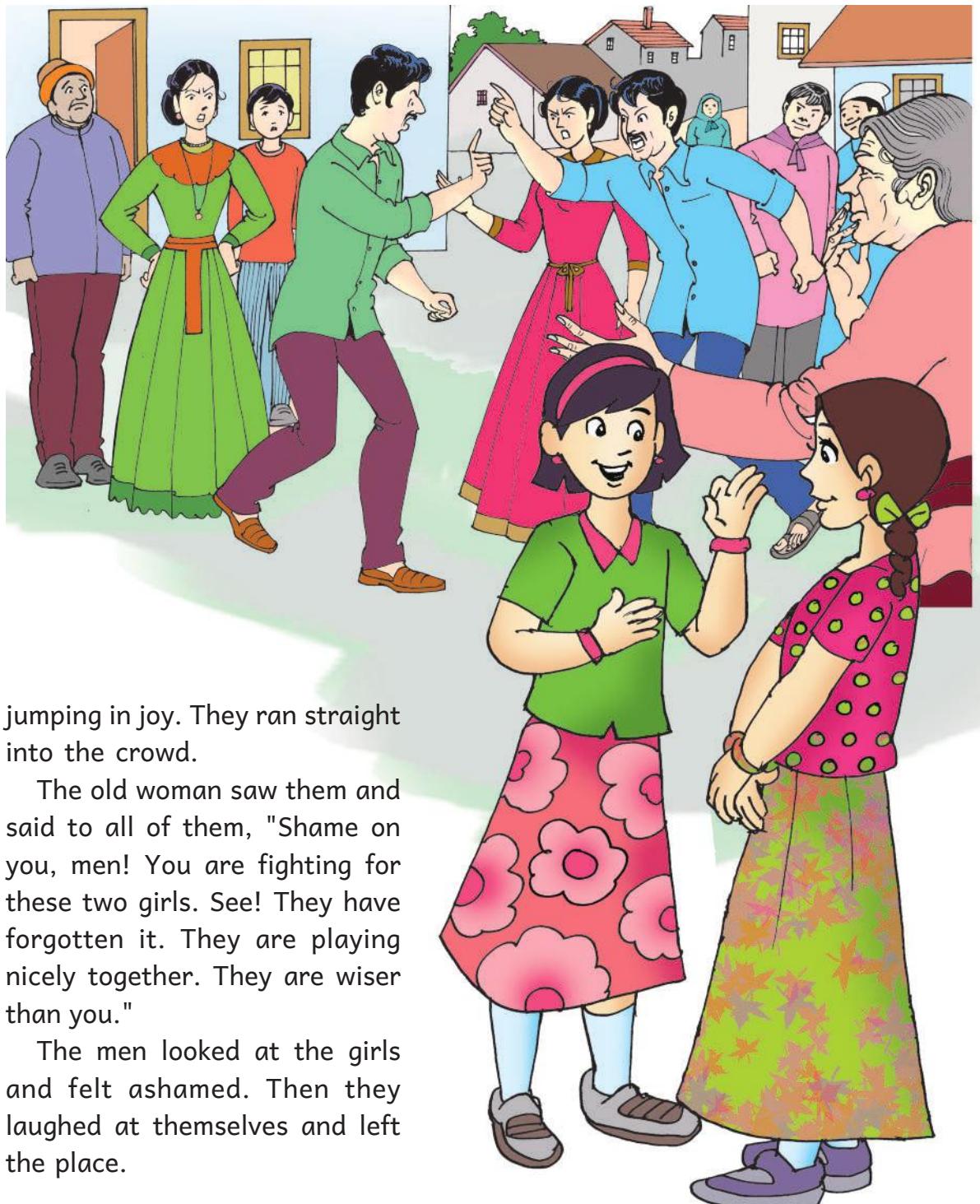
"Malasha has purposely splashed it on me," said Akulka.

Akulka's mother caught Malasha and gave a slap on her face. Malasha began to howl, and her mother ran out of the house. "Why do you slap my daughter?" she began to scold her neighbour. Soon, it turned to be a big quarrel. The men also joined the scene. One man pushed the other, and a fight began. Akulka's grandmother tried to separate them. They paid no attention to her.

While the neighbours were busy with their fighting, Akulka wiped off her dress, and went back to the puddle. She took a pebble and scratched the ground

so as to let the water off into the street. Seeing this, Malasha came with a chip to help her.

The fight was going on. The girls made a long rill. The old woman was still trying to separate the fighting crowd. Water started flowing down the rill. The girls put some pieces of paper on water. They ran along the rill laughing and



jumping in joy. They ran straight into the crowd.

The old woman saw them and said to all of them, "Shame on you, men! You are fighting for these two girls. See! They have forgotten it. They are playing nicely together. They are wiser than you."

The men looked at the girls and felt ashamed. Then they laughed at themselves and left the place.



Glossary

rills (n)	= small streams of water
puddle (n)	= a small amount of water collected on the ground
took off (phr. v)	= removed
plumped (v)	= pushed
splashed (v)	= move through water making drops fly everywhere
soiled (v)	= something dirty
howl (v)	= cry loudly
wiped off (phr. v)	= removed or cleaned completely



Reading Comprehension

I. Answer the following questions in one or two sentences.

1. How were the girls dressed?
2. Where did the two girls want to play?
3. Akulka grew angry at Malasha. What made her angry?
4. Who tried to stop the quarrel?
5. How did the quarrel end?

II. Complete the following choosing the correct options given after them.

1. "Don't go Malasha!" Akulka warned her not to()
 a) get their shoes spoil
 b) get their school bags wet
 c) get injured
2. "Let's remove our shoes and play". It shows that Akulka was()
 a) careless
 b) afraid of her parents
 c) interested in cleanliness
3. "Don't be afraid! " said Akulka,()
 a) to warn Malasha
 b) to threaten Malasha
 c) to give confidence to Malasha



4. Akulka's mother gave a slap on Malasha's face because()
 a) she quarrelled with her daughter
 b) she made her daughter's dress dirty
 c) she committed theft in her house.

5. The men also joined the scene. Here 'scene' refers to the()
 a) quarrel
 b) puddle
 c) war



III. Read and rearrange the following sentences in the order of their occurrence in the story:

1. Akulka and Malasha threw pieces of papers in water and played together.
2. Akulka's mother slapped Malasha.
3. They wanted to play in the puddle.
4. Akulka and Malasha made a new rill to let the water flow.
5. The members of the two families started fighting.
6. It was Sunday and the two little girls were in their new dresses.
7. Grandma tried to stop the quarrel.
8. Malasha splashed the muddy water on Akulka's dress.



Vocabulary

I. The following are sentences taken from the lesson 'Little Hearts'. Read them and encircle the word that does not indicate the given context.

1. Their mothers dressed them in new clothes.
 [kind caring cruel]
2. They began to play in the puddle.
 [serious playful naughty]
3. One man pushed the other and a fight had begun.
 [quarrelsome short tempered peaceful]
4. The old woman tried to stop the quarrel.
 [threatening gentle peace-loving]
5. The two girls ran along the rill laughing and jumping in joy.
 [friendly selfish good-natured]
6. The men looked at the girls and felt ashamed.
 [shameful guilty innocent]



II. Fill in the blanks in the following paragraph with the suitable words given in the box.

soiled, puddle, jumped, wipe off, happily, little, muddy

There was a across the street. A dog was passing by it. He stopped and looked in it where there was a bird flying in the sky. The foolish dog suddenly into the puddle. Poor thing! He became His eyes were filled with water. What should we do then? A girl fetched a bucket of water to the mud stains of the dog. The dog looked at the girl and jumped to his feet

III. Read the following paragraph and write antonyms of the underlined words.

Akulka's mother caught Malasha and gave^(a) a slap on her face. Malasha began^(b) to howl, and her mother ran out of the house. "Why do you slap my daughter?". She began to scold^(c) her neighbour. Soon, it turned to a big^(d) quarrel. The men also joined^(e) the scene. One man pushed^(f) the other, and a fight had begun. Akulka's grandmother tried to separate^(g) them. They paid no attention.^(h)

a)

b)

c)

d)

e)

f)

g)

h)



Grammar

- I. In the previous lesson you have learnt writing sentences describing 'on-going' actions using Present Continuous Tense. We can change them into questions to confirm the information.

Examples

It is raining.

Is it raining?

The girls are playing.

Are the girls playing?

Men are still fighting.

Are men still fighting?



Such sentences are called 'Interrogative sentences'. Here they are in Present Continuous Tense. A sentence that asks a question is called an **Interrogative** sentence. It ends with a question mark.

Do you know how to write them as interrogatives?

If the subjects are 'he, she, it and any singular noun', use 'is' before them. And for the subjects 'we, you, they and any plural noun', use 'are' before them. If the subject is 'I', use 'am' before it.

Observe the following examples.

She is singing.

Is she singing?

They are coming.

Are they coming?

Change the following statements into questions.

1. The children are playing.
2. Students are waiting for their bus.
3. The teacher is walking slowly.
4. They are drinking water.
5. Usha is cleaning her room.
6. The girl is preparing tea.



II. Degrees of Comparison

The adjectives change in form to show comparison. They are called the three degrees of comparison.

Read the following sentences.

1. Gopal is the tallest of all in the class.
2. Rani is cleverer than Ramya.
3. My house is as big as yours.



In sentence 1, the adjective 'tallest' denotes the superlative degree. In sentence 2, the adjective 'cleverer' denotes the comparative degree. In sentence 3, the adjective 'big' denotes positive degree.

Read the following sentences and point out the adjectives and name the Degree of Comparison of each.

1. The train runs faster than the bus.
2. Lead is the heaviest metal.
3. Hari is the laziest boy in the class.
4. The two little girls are wiser than the older people.
5. Mount Everest is the highest peak of the Himalayas.
6. Iron is more useful than copper.
7. This is the most interesting story.
8. Ooty is cooler than Chennai.



III. Articles

Read the following paragraph :

Sir C.V. Raman was a scholar in sound and sound related physics. His research in optics, the Science of light resulted in the discovery of the Raman Effect. The discovery won him the Nobel Prize for physics. It was the first time the prize was awarded to an Asian! The scholar was the Pride of India.

The underlined phrases begin with either 'a / an' or 'the'. These are called articles. There are rules for the use of articles. Let us learn them in detail.

- a) We use 'a' before singular common nouns that begin with consonant sounds.
e.g. a scholar a chair a man a union a university
 a parrot a donkey a house a computer a book
- b) We use 'an' before singular common nouns that begin with a vowel sound
e.g. an Asian an apple an hour an engineer an Indian
 an ant an ape an orange an uncle an eagle
- c) We use 'the'
 1. before a common noun which is mentioned for the second time.
e.g. I saw a dog. The dog was barking.
 2. before superlative adjectives.
e.g. the largest, the best, the smallest, the most.
 3. before ordinal numbers.
e.g. the first, the second ..
 4. before the names of musical instruments.
e.g. the guitar, the violin etc.
 5. before a noun when we mean something in particular.
e.g. the Raman Effect, the T.V., the Radio
 6. with unique things.
e.g. the sun, the moon, the earth, the sky, the universe.
 7. before the names of awards.
e.g. the Nobel Prize, the Bharat Ratna, the Padmabhushan etc.



Now, fill in the blanks in the following sentences with 'a / an or the'.

1. Ravi Varma was famous painter.
2. English is international language.

3. sun is star.
4. earth moves round sun.
5. He is expert in Robotics.
6. It is issue of Human Rights.
7. I listen to radio a lot.
8. I met lawyer yesterday. lawyer was famous in the city.
9. My brother is learning to play Piano.
10. Raghu is best batsman in our team.



Writing

I. Look at the picture of 'Peacock'. With the help of the following hints write a composition about the Peacock.



Hints : the peacock - our National bird - beautiful bird - different colours - long tail - about 2.25 mts. long - 'eye markings' on the tail - colours change in the sunlight - dances - rains - walks proudly

II. Message Writing

Read the following Telephone Conversation between Teju and Pranay. Teju's brother Sanju is not at home. So, Teju writes a message for his brother as he has to leave for his tuition.

Pranay: Hello, Can I speak to Sanju?

Teju : Sanju is not at home. I am his brother Teju.

Pranay: I am Pranay. Could you tell your brother not to come to Railway station today to pick me up? The train is running late by 8 hours.

Teju : Which train?

Pranay: The Rajadhani Express. It will arrive in Vijayawada by tomorrow

at 8o'clock in the morning. Tell him to come tomorrow morning.

Teju : I will surely pass the information.

Pranay: Thank you.

Read the message written by Teju after his telephone conversation.

MESSAGE

23rd, April.

5.15 pm

Sanju,

Pranay called. He wants you to come tomorrow morning to pick him up at the Railway station. The train is late by 8 hrs.

Teju

Read the following Telephone conversation between Radha and her mother.

Mother : Hello, Radha, I'll not come home now. We have an urgent meeting in the office. Do you have your dance class today?

Radha : Yes, mom, I have to leave now. What's the matter?

Mother : Tell your father to come to NTR circle by 8pm to pick me up. I'll wait there.

Radha : O.K. Mom.

Now, Radha leaves message for her father. Write her message in the box provided below.

MESSAGE

15, October.

4.30 pm.

Dear Papa,

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

Radha





Talking Time

I. Say the following pairs of words aloud.

vet	wet
vest	west
vine	wine
vile	while
vie	why

Note: While saying 'w' (in wet) our lips come forward and while saying 'v' (in vet) our upper teeth touch the lower lip.

II. Here is an announcement in the School Assembly by the SPL. Read it.

Good morning to all. A good chance for us. Our school will organize an Inter- School Science Exhibition on February, 22 from 10 am to 4 pm. Working models, informative charts and computer programmes will be exhibited. The best 10 models will be selected for District Level Science Exhibition. All the best. Thank you. Have a nice day.

Now make another announcement of your own, as your school students are going to Nagarjuna Sagar on an educational tour. Instruct them to get their parents' permission letters for the two day tour.

.....



Listening



Listen to the following story and answer the questions.

The Wise Judgement

Suddodhana was the king of Kapilavasthu. Siddartha was his son and Devadutta his nephew.

One day Devadutta came to the king's court in an angry mood, 'Your Majesty! I want justice.", he shouted.

'What has happened?' asked the king.

"Siddhartha has taken my swan. He's not giving it to me" said, Devadutta.

The king was surprised because he knew that Siddartha was good and gentle. He never takes anything from anyone.

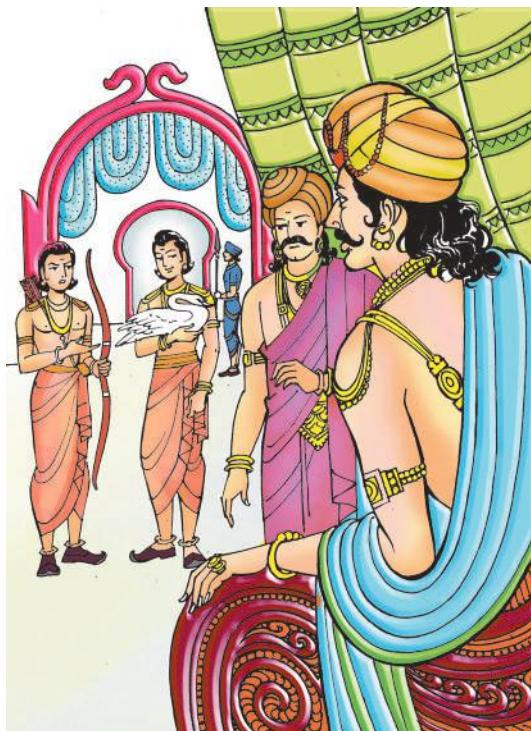
Just then Siddartha entered the court with a swan in his arms. "Is that your swan?" the king asked Devadutta.

"Yes it is. I shot it", said Devadutta.

"But the swan fell at my feet. I picked it up and took out the arrow from its side and applied medicine on its wound. I saved its life. The swan is mine", said Siddartha.

The king asked his Chief Minister for advice.

The Minister said, "Devadutta shot the swan. If Devadutta killed the swan then it would be his. Siddartha saved its life. So, the swan is Siddartha's."



1. Who came to the king's court? Why was he angry?
2. "Siddhartha had taken away something!" What had he taken?
3. What had Siddartha taken away?
4. What did Siddartha bring in his arms?
5. Why did Devadutta say the swan was his?
6. Where did the swan fall? How did Siddartha save the swan's life?
7. Which do you think is better---- killing a bird or looking after it?
8. This story shows us that Siddartha was
a) cunning b) cruel c) kind

Read it yourself...



A Mother's Wise Advice

Once upon a time, the son of Brahmadatta was ruling righteously in Benares, in northern India. It came to pass that the king of Kosala made war, killed the king of Benares, and took the queen as a prisoner.

Meanwhile, the queen's son escaped by sneaking away through the sewers. In the countryside, he eventually raised a large army and surrounded the city. He sent a message to the king, the murderer of his father. He told him to surrender the kingdom or fight a battle.

The prince's mother heard of this threat from her son by some faithful servants. She was a gentle and kind woman who wanted to prevent violence and suffering and killing. So she sent a message to her son - "There is no need for the risks of battle. It would be wiser to close every entrance to the city. Eventually the lack of food, water and firewood will wear down the citizens. Then they will give the city to you without any fighting."

The prince decided to follow his mother's wise advice. His army blockaded the city for seven days and nights. Then the citizens captured their unlawful king, cut off his head, and delivered it to the prince. He entered the city triumphantly and became the new king of Benares.



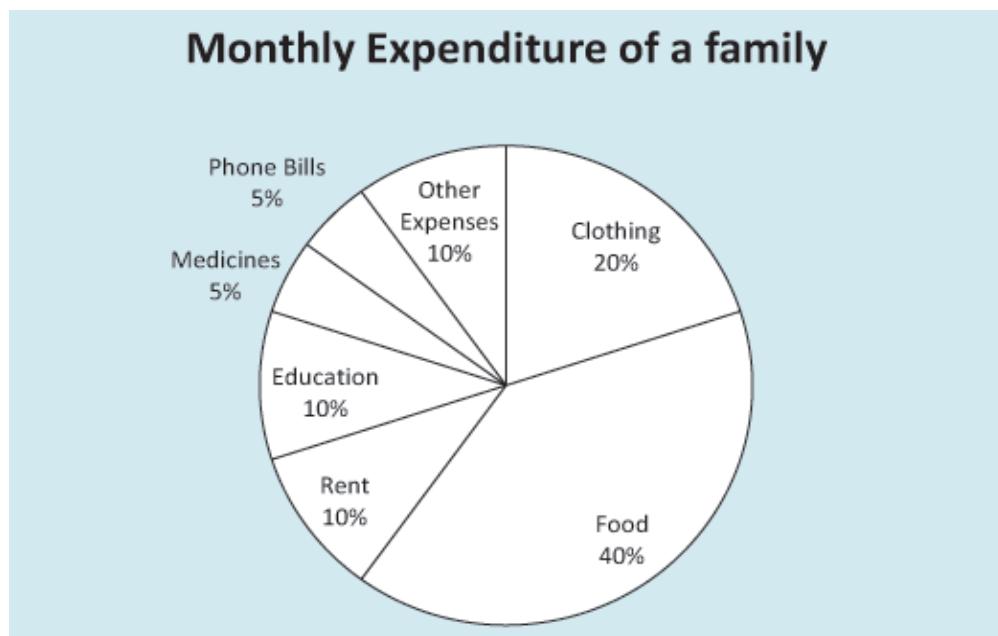
Answer the following questions.

1. How did the prince escape?
2. Why did the prince's mother try to stop the battle?
3. How did the prince get his kingdom back?



Study Skills

A. Study the following pie chart carefully.



Let's go through the description of the Pie-chart.

The Pie-chart shows the percentage of a family's household expenditure distributed into seven categories. These are food, clothes, education, medicines, phone bills, rent and other expenses. According to the chart, the family's highest expenditure is on food. The lowest expenditure is on medicines and phone bills. If we make a list of the items of expenditure from the highest to the lowest, we find this order: food, clothing, rent, education, other expenses, medicines and phone bills.

Now, answer the following questions.

1. How many items are mentioned in the chart?
2. On which item does the family spend more money?

Choose the correct answer from the choices given below and put a tick (✓) mark.

3. Which of the following took the same percentage of expenditure?
 - a) rent and phone bills
 - b) rent and education
 - c) rent and medicine.
4. Choose the correct statement.
 - (a) The items with least expenditure are two in the chart.
 - (b) The items with least expenditure are three in the chart
 - (c) The item with least expenditure is only one in the picture.
5. Choose the correct statement from the following.
 - (a) Expenditure on rent and education are equal to the expenditure of clothing.
 - (b) Expenditure on food item is equal to the sum of clothing and rent.
 - (c) The sum of expenditure on phone bills and medicines is double the expenditure of clothing.

B. Here is the dictionary entry of the word 'soil'. Read it carefully.

soil¹/soɪl/ noun, u. 1 *The soil is so fertile that you can grow anything you like on it. = the material that covers the top of the earth's surface, in which plants grow* 2 *I have decided to return to the soil. = the profession of farming (figurative)* 3 *Do you like living on this soil? = country (literary)*

soil² verb, t. *His clothes were soiled with mud. = to cause something to become dirty*



Fill the following table based on the information given above. The first one is done for you.

Part of speech	Meaning	Example sentence
Noun	1. The material that covers the top of the earth's surface in which plants grow.	The soil is so fertile that we can grow anything on it.
	2.	
	3.	
Verb		



Fun Time

I. Can you answer the following questions ? Try.

1. What can travel the world while staying in a corner?
2. What is made of water but if you put it into water it will die?
3. I'm tall, when I'm young and I'm short , when I'm old What am I ?
4. What has hands but cannot clap?
5. What has a head and tail but no body?
6. What has an eye but cannot see?
7. What kind of room has no doors or windows?
8. What kind of tree can you carry in your hand?
9. Which word in the dictionary is incorrect?
10. Feed me and I live, yet give me a drink and I die. Who am I?



II. Match the expressions with their contextual settings.

- | Expression | Settings |
|-------------------------------------|---------------------------------------|
| 1. Can I help you, madam ? | () a) in an office |
| 2. I will put you through | () b) at the dining table |
| 3. Can I meet the manager? | () c) in a class |
| 4. How long have you been suffering | () d) on the telephone |
| 5. Stop talking | () e) in a court of law |
| 6. Objection, your honour! | () f) in a shop |
| 7. Pass the salt | () g) in a restaurant |
| 8. What would you like to have sir? | () h) in a doctor's clinic |



Check point

Check-points	On my own	With friends' help	With teacher's help
I was able to read the main reading text.			
I got the main idea of the passage.			
I was able to use the glossary given.			
I was able to answer all the questions.			
I was able to do the vocabulary tasks.			
I was able to do the grammar exercises.			
I was able to do the writing task.			
I was able to perform different functions in English language.			
I was able to listen to and respond to the story narrated/read by my teacher.			
I was able to read the story given under 'Read it yourself' and answer the questions given under it.			
I was able to do the project work.			
I was able to enjoy the fun-time.			



UNIT

4

What Can a Dollar and Eleven Cents Do?



Pre-reading

Observe the following picture and answer the questions.



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

What Can a Dollar and Eleven Cents Do?

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



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

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

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

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

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

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



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

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



Glossary

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

Reading Comprehension

I. Choose the correct answer.

1. Who was Andrew?
 - a) An eight year old child. ()
 - b) Tess's brother.
 - c) Shopkeeper
 - d) Neurosurgeon.
2. "We don't sell miracles here," who said these words? ()
 - a) Tess
 - b) Andrew
 - c) Chemist
 - d) Armstrong
3. The exact price of the miracle was ()
 - a) Dollar
 - b) Eleven cents
 - c) a dollar and eleven cents
 - d) hundred cents

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

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

III. Tick the correct answer.

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



IV. Answer the following questions:

1. Do you think Tess can buy the miracle with her savings? Why?
2. Why did the mother say that the surgery was a real miracle?
3. What did the little girl understand by the word "miracle"?
4. What kind of a man was Dr. Armstrong?
5. Find out the words that have been used to describe Tess. Would you like to add some from your side?

Vocabulary



Vocabulary

I. Read the following sentences.

Tess **heard** her parents talking.

She **poured** all the money on the floor.

Her mom **whispered**.



In the above sentences, the past forms of **hear**, **pour** and **whisper** are used to indicate completed actions.

Write the past forms of the following verbs

change	ed	_____
ask		_____
open		_____
look	d	_____
move		_____
hesitate		_____
play		_____



II. Fill in the blanks with suitable words given in the box.

played, cautioned, gave, noticed, chatted

- a) Last Sunday, I met my friends and we for an hour.
- b) My friend asked me to lend my gold chain to her. I it to her.
- c) I heard some sounds in my room. I opened the door and a small rat in the corner.
- d) My father me to take a torch light when I go out during nights.
- e) He cricket yesterday.

III. Read the following sentences.

My father is **healthy**. He never eats **unhealthy** food.

In the above sentences **unhealthy** is the antonym of **healthy**.

He **understood** me. She **misunderstood** me.

Here the antonym is formed by adding '**mis**' to 'understood'.

We can form antonyms by adding certain prefixes to the words.

Make the opposites for the following, by adding suitable prefixes given in the brackets. (mis, un, im, dis, in, ir) Refer to a dictionary if necessary.

e.g. regular × irregular

- A. discipline ×
- B. understand ×
- C. proper ×
- D. managed ×
- E. appeared ×
- F. comfortable ×
- G. known ×
- H. attentive ×
- I. happy ×
- J. real ×
- K. responsible ×





Grammar

I. Read the following sentences.

Tess **smiled**.

Tess **answered**.

The chemist **said**.

She **knew** that Andrew was sick.



All the above sentences speak about the actions completed in the past. They are said to be in the past tense. The verb used in such sentences is generally made by adding 'ed' or 'd' and by making some changes to their present tense form.

'Said' and 'knew' are the past forms of 'say' and 'know'. Certain verbs like 'cut', 'put' are the same in their past form also. Verbs such as 'sit', 'hold' and 'cut' are called irregular verbs as they form their past tense differently.

Read the following table.

Present Tense	Past Tense
reach	reached
add	added
touch	touched
play	played
visit	visited
avoid	avoided
complete	completed
die	died
live	lived
keep	kept
sit	sat
teach	taught



II. Read the following text and fill in the blanks with the correct forms of the verbs given.

Last Sunday I (go) to Abhi's birthday party. All my friends (gather) on that occasion. Rehman (play) music. John (sing) Hindi songs. Sobhan (dance) to John's songs. Abhi's sister (distribute) sweets. Abhi (cut) a cake. Abhi's grandparents (bless) him. Abhi's father (present) him a new bicycle. Abhi (be) very happy. We all (have) a good time.

III. Read the following pair of sentences.

- She **used to** play with her brother.
 - Ismail **used to** play kabaddi in his childhood. Now he plays tennis.
 - Sarma **used to** watch English movies when he was eighteen. Now he watches Hindi movies only.
 - Yasmin **used to** run five kilometers every morning when she was young. Now she walks two kilometers every morning.
- 'Used to' is used to speak about things that were habitually done in the past.
Now, write five sentences about the things you used to do when you were in Primary School.
-
.....
.....
.....
.....



Writing

I. Diary writing

You have read in the story that the love of a little child saved the life of her brother. Andrew recovered completely and returned home. Tess was very happy. Let's see what she wrote in her diary that night.

Dear diary,
11, 2020.

Friday, September
9 p.m.

Today I am very happy to see my brother back at home. Now he can play with me. He can go back to his school. He can eat well. My parents are also very happy. I am very thankful to the surgeon Dr. Armstrong for saving the life of my brother. He is a very great person. I should also become a doctor like him. I should also serve the poor. I should support my parents. We will have happy days hereafter.

Tess

Now imagine yourself as Tess's brother Andrew and write a diary entry for the day.

II. Picture based story writing

Look at the picture and develop a story by using the words given in the box. Give a suitable title to the story. The beginning and the ending of the story have been given. Write in your notebook.



a farmer - four sons - fell ill - quarreled - sticks - broke - bundle of sticks - unable to break - decided not to quarrel

Once there lived a farmer. He had four sons.
.....They decided not to quarrel. They lived happily.



Talking Time

I. **Debate :** You have read in the story about the family's struggle to save the life of their son. Dr.Carlton Armstrong operated on Andrew without any charges. Andrew recovered completely.

Now read the following statement.

'All persons in the society should be given free medical and health care.'

Debate the above issue.

[Two or three students who support the idea that 'free medical and health care should be provided to everybody' should sit on one side. Two or three students who oppose the idea should sit on the other side. Each group should give their opinion on the topic. All the remaining students in the class ask questions, challenge them on their views and present alternative view-points to them. The teacher or a student from the class can play the role of a moderator/anchor]

You may use the following expressions:

- I agree with you, but.....
- I disagree with you
- I strongly feel that
- I oppose what you say



II. Read the following sentences.

1. Show me the way to the railway station.
2. Please show me the way to the railway station.
3. Could you please show me the way to the railway station?

All these sentences are used for the same purpose. The second and the third are polite requests.

When we request somebody for something it is always better to be polite.



Read the following sentences which indicate politeness.

1. Please tell me the arrival time of the Charminar Express.
2. Please tell me the platform number of the Godavari Express.
3. Could you please tell me about the wheel chair availability?
4. Could you please tell me whether the Prasanthi Express is running on time or delayed?
5. Could you please tell me the way to the cloak-room?

Use the expressions in polite forms. Your classmate/teacher will help you.

- A) Bring me some stamps from the post-office.
- B) Help me in getting down the train.
- C) Hold this bag for a while.
- D) Wait for me at the tower-clock.
- E) Lend me hundred rupees.
- F) Tell me the bus number to Trunk Road.
- G) Watch my luggage till I come back.
- H) Feed my pets for two days.
- I) Close all the windows.
- J) Reduce your TV volume.

III. Imagine that you attended a function last evening. While everybody was in a happy mood suddenly, a snake entered the function hall. Somehow the organizers managed to catch it and handed it over to the zoo authorities.

Now narrate the incident to your friends. You may also narrate some other incidents you came across.

IV. Say the following words aloud.

sock	shock
see	she
sake	shake
same	shame
self	shelf
said	shed
sip	ship
seat	sheet
save	shave
sell	shell



Refer to a dictionary and say two more pairs of words with 's' and 'sh'.



Project Work

Though Tess was a young girl and had a little money, she was able to save her brother.

Collect a few success stories like that of Tess from magazines and newspapers. Talk about one of them in the class.

POEM

My Dependence

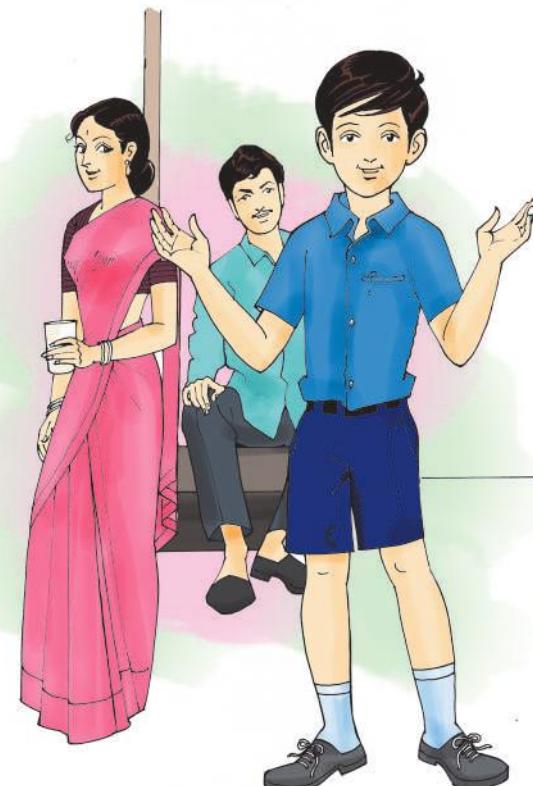
- Rabindranath Tagore

I like to be dependent, and so for ever
with warmth and care of my mother
my father, to love, kiss and embrace
wear life happily in all their grace.

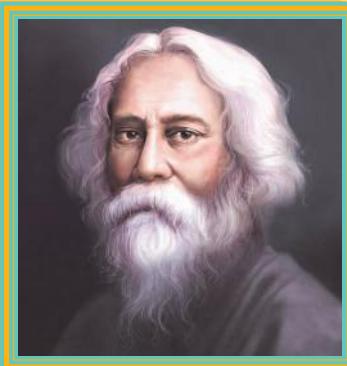
I like to be dependent, and so for ever
on my kith and kin, for they all shower
harsh and warm advices, complaints
full wondering, true and info giants.

I like to be dependent, and so for ever
for my friends, chat and want me near
with domestic, family and romantic tips
colleagues as well, guide me work at risks.

I like to be dependent, and so for ever
for my neighbours too, envy at times
when at my rise of fortune like to hear
my daily steps, easy and odd things too.



Rabindranath Tagore [1861-1941] was considered the greatest writer in modern Indian literature. A Bengali poet, novelist, educator and a Nobel Laureate for Literature [1913]. Tagore was awarded a Knighthood in 1915, but he surrendered it in 1919 in protest against the massacre at Amritsar.





Glossary

dependence (noun)	= the state of relying on
embrace (verb)	= hold closely in one's arms with affection
grace (noun)	= an attractively polite manner of behaving
shower (verb)	= give a great number of things
info (noun)	= information
colleague (noun)	= co-worker
neighbour (noun)	= a person living next door or very near
fortune (noun)	= chance or luck

Appreciation

1. Identify the rhyming words for the following.
embrace -
complaints -
2. How do our parents care for our happy life?
3. Why should we depend on our kith and kin?
4. Do you think we need friends? Why?
5. What is the message of the poet in this poem?
6. Which phrase in the poem means 'relatives'?
7. **Be a poet.** Try to complete the following poem with words that rhyme with each other.



I'd love to live a life that's f..... ,
 Relax under a shady t..... ,
 And fall into a dreamy s.....p,
 With no strict hours to k ,
 And sing a merry s..... ,
 Untrodden paths, as I walk a.....g.
 You ask me what I'd get to ?
 Fruits and nuts and berries sw.....t.
 You ask me with whom I'd get to p..... .
 Birds and animals, happy and g..... .
 And if a woodcutter put a c.....p
 Firmly, I would put a st..... .
 So that's the life I'd like to l.....d.
 Free from worries, free from gr.....d.



Fun Time

I. Say the following sentences as fast as you can. Do it as a pair activity.

- A) She sells seashells by the seashore.
- B) I scream, you scream, all scream for ice cream.

II. Read (sing) and enjoy.

There was a young man of Niger
Who went for a ride on a tiger.
They returned from their ride,
With the man inside,
And a smile on the face of the tiger.



M4P1N3



Check point

Check-points	On my own	With friends' help	With teacher's help
I was able to read the main reading text.			
I got the main idea of the passage.			
I was able to use the glossary given.			
I was able to answer all the questions.			
I was able to do the vocabulary tasks.			
I was able to do the grammar exercises.			
I was able to do the writing tasks.			
I was able to perform different functions in English language.			
I was able to do the project work.			
I was able to enjoy the fun-time.			
I was able to recite the poem.			
I got the idea of the poem.			
I was able to enjoy the poem.			
I was able to answer the questions under the poem.			

UNIT

5

At the Vegetable Shop



Pre-reading

Look at the following picture and answer the questions.



- 1) What is the woman doing?
- 2) Tell the names of vegetables shown in the picture.
- 3) Why should we eat vegetables?
- 4) What curry did you take last evening?
- 5) Do we eat the same kind of vegetables every day?
- 6) Which vegetable do you like most? Why?

At the Vegetable Shop



Ramu's mother is busy at home. She sends him to buy vegetables. Ramu goes to a vegetable shop, with a bag in his hand.

- Vendor** : Hi! Ramu! You have come alone today.
- Ramu** : Hi! uncle. My mother is very busy now. My aunt's family is coming. So, she has sent me here.
- Vendor** : What do you like to buy today?
- Ramu** : My mother asked me to buy more vegetables today.
- Vendor** : Well, pick the vegetables you want to buy.
(Ramu looks at the vegetables and listens to them speaking)
- Carrot** : Buy me! Buy me! You can eat me raw or cooked. You can prepare a curry or sambar. I will keep your eyes **sparkling**.
- Spinach** : Hey! Look at me. I give you a lot of iron content. You'll be **robust** if you eat me!
- Brinjal** : Hi Ramu! Try me. I am the queen of vegetables. See, I have a crown on my head. Even poets wrote poems and songs on my taste.
- Potato** : Ramu! Why don't you buy me? People across the world prefer to eat me. I have fibre, potassium and vitamins that keep you strong.
- Pumpkin** : Look at me! I'm very sweet. Though I am fat and round, I keep you think!

Curry leaves: Oh! Don't forget us! You need us in all spicy foods and chutneys. I give aroma to your dish. Remember, I keep your eyes and hair healthy.

- Ramu** : How shall I buy all these vegetables? Mother gave me only Rs. 80/- . Can I carry this pumpkin home? Let me see.
(Suddenly Ramu sees a purse among the pumpkins.)
- Ramu** : Uncle! I found a purse here. Whose purse is this?
- Vendor** : Oh! It is my purse. Perhaps it slipped from my pocket while unloading them from the bullock-cart. Thank you, Ramu!
- Ramu** : Is everything okay, uncle?
- Vendor** : Thank God! My purse is intact. I got my ATM card and money back.
- Ramu** : Uncle! I want to buy all kinds of vegetables. But I don't have enough money. Give me one kg of brinjals, half a kg of potatoes and some curry leaves.
- Vendor** : Ramu! Take whatever you want. You need not pay for the vegetables you buy today.
- Ramu** : Thank you, uncle. Then I will buy half a kg each of all the vegetables.
- Vendor** : Do you need a polythene bag?
- Ramu** : No, uncle! I never use polythene bags. I always carry a jute bag with me.
- Vendor** : That's good, Ramu!
- Ramu** : Oh! It's 9 o' clock! It's getting late! My mother is waiting for me. Bye, uncle!
- Vendor** : See you tomorrow!



Glossary

vendor (noun) = seller

sparkling (adj) = bright

spinach (noun) = vegetable with large dark green leaves

robust (adj) = strong and healthy

aroma (noun) = pleasant smell

intact (adj) = undamaged



Reading Comprehension

A. Match the following.

A	Answer	B
1. pumpkin		A. praised by poets
2. carrots		B. give aroma to food
3. spinach		C. fat and round
4. curry leaves		D. give us a lot of iron content
5. brinjal		E. can be eaten raw or cooked

B. Put the following sentences in the order of events.

1. Ramu says bye to the vegetable vendor.
2. Ramu's mother asks Ramu to bring vegetables.
3. The vendor gives the vegetables free of cost to Ramu.
4. Ramu finds a purse among the pumpkins.
5. The vendor offers a polythene bag to Ramu.
6. Ramu goes to a vegetable shop.
7. The vendor thanks Ramu.
8. The vendor greets Ramu.



C. Answer the following questions.

1. Why does Ramu go to the vegetable shop?
2. What did Ramu do when he found a purse?
3. What will you do if you find a purse on the way to school?
4. Have you ever got back the things you lost?
5. What reward did Ramu get for his honesty?
6. Why does Ramu carry a jute bag?
7. What vegetables do you eat every day?



Vocabulary

A. Classify the vegetables given. (Refer to a dictionary for help).

snakegourd, beetroot, okra, capsicum, tomato, chilly, potato, radish, carrot, onion, cucumber, pumpkin, bottlegourd, ridgegourd, brinjal

Vegetables that grow

in the ground	on creepers	on small plants

B. Find the names of fruits from the grid given below and draw a box around them.

p	o	m	e	g	r	a	n	a	t	e	r	s
i	d	g	h	u	i	p	k	l	i	u	y	t
n	l	a	g	r	h	p	c	g	b	r	r	r
c	k	q	r	t	y	l	v	t	a	f	y	a
a	j	w	a	y	u	e	f	y	n	d	h	w
p	h	e	p	u	i	r	r	u	a	a	j	b
p	g	r	e	i	l	f	t	i	n	a	g	e
l	f	t	s	o	o	d	y	o	a	w	f	r
e	e	y	m	a	n	g	o	p	t	r	d	r
f	t	w	a	t	e	r	m	e	l	o	n	y
r	y	n	a	j	a	c	k	f	r	u	i	t
e	u	m	s	d	c	h	e	r	r	y	t	u
t	i	p	e	a	r	f	g	t	k	i	w	i

Write the names of any four fruits you identified in the grid.

.....

.....

.....

.....



Grammar

A. Read the following paragraph.

Last evening I went to my friend Ravi's house. Ravi's father **was washing** clothes. I asked him about Ravi. "He is inside" he said. I went in. Ravi **was cutting** vegetables. His sister **was helping** him. His mother **was cooking**. Two little kittens **were playing** there. Their grandmother **was watching** a cricket match on TV. Ravi asked me to sit beside him. His mother gave me some 'payasam'. I felt very happy to see them all. A happy family!

The verbs 'was washing', 'was cutting', 'was helping', 'was cooking', 'were playing', 'was watching' indicate the ongoing actions in the past. They are in the Past continuous Tense or Past Progressive Tense. The form of such verbs is 'was/were+V₁+ing'.

i) Now fill in the blanks with the correct forms of verbs given in brackets.

Yesterday the District Educational Officer visited our school. At that time we (**play**) in the ground. Our Headmaster (**walk**) in the verandah. Some of my friends (**climb**) trees. Joseph and Ismail (**quarrel**) for a ball. Our Physical Education Teacher (**run**) a race with students. Rajani, our School Pupils' Leader, (**write**) something on the notice board. Some girls (**do**) experiments in the science lab. The seventh class students (**read**) books in the library. The DEO appreciated all the students and staff.

ii) Write as many sentences as you can from the substitution table given below.

I		reading novels.
We		playing kabaddi.
You	was	singing a song.
He	were	running a race.
She		washing clothes.
It		chatting with friends.
Ravi	wasn't	cooking Pulihora.
His uncle	weren't	watching a movie.
They		doing homework.
My friends		enjoying the holidays.



- e.g. 1. I was reading novels.
2. You were running a race.

The Simple Present tense - We use the Simple Present Tense when an action is happening right now, or when it happens regularly.	She teaches English
The Simple Past tense - We use the Simple Past Tense for past actions that happened either at a specific time, which can either be given by a time phrase (yesterday, last year etc.) or understood from the context.	She taught English last year.
The Present Continuous Tense - We use the Present Continuous Tense for an action or condition that is happening now, frequently, and may continue in the future.	She is teaching music.
The Past Continuous Tense - We use the Past Continuous Tense for an action that began in the past and often continued for a short period of time after the action started.	She was teaching in the school last year.
The Future Time - We use the Future Time to refer to an action or event that has not yet begun, or to make a prediction or to show ability, intention and determination.	She will teach Hindi from next month.

B. Read the following sentences.

- Ramu found a purse.
A purse was found by Ramu.



Both the sentences mean the same. The first one says that Ramu did something. The second sentence says that something is done. The first sentence is said to be in the Active Voice because its subject (Ramu) is active and does something. The second sentence is said to be in the Passive Voice because its subject does nothing, but passively allows something to be done to the object (purse).

Read the following pairs of sentences.



- i) Rajani drew the picture. (Active Voice)
The picture was drawn by Rajani. (Passive Voice)



- ii) Salman caught a strange fish. (Active Voice)
A strange fish was caught by Salman. (Passive Voice)



- iii) The dog bit the boy. (Active Voice)
The boy was bitten by the dog. (Passive Voice)



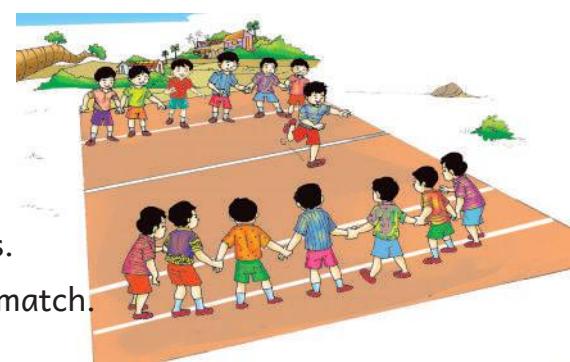
- iv) She wrote many stories. (Active Voice)
Many stories were written by her. (Passive Voice)

You notice that

- the object of the verb in the Active Voice becomes the subject of the verb in the Passive Voice.
- the subject of the verb in the Active Voice becomes the object of the preposition 'by' in the Passive Voice.
- the verb in the Active Voice is changed into the Passive form. For example, the V₂ form in the Active Voice is changed into 'be + V₃' e.g. 'wrote' became 'was written'.
- V₁ means the root form of the verb. V₂ is the Past Tense form of the Verb. V₃ is the Past Participle form of the verb. e.g. V₁-walk, V₂-walked, V₃ walked.

C. Write the following sentences in the Passive Voice.

1. They built a house.
2. Hari ate two laddus.
3. James opened the door.
4. Mithali Raj played a match.
5. Janaki gave us some chocolates.
6. Rahul's team won the kabaddi match.
7. They made three kites.
8. Sobhan celebrated his mother's birthday.
9. Basha sang that song.
10. Veena asked an interesting question.





Writing

A. Paragraph Writing

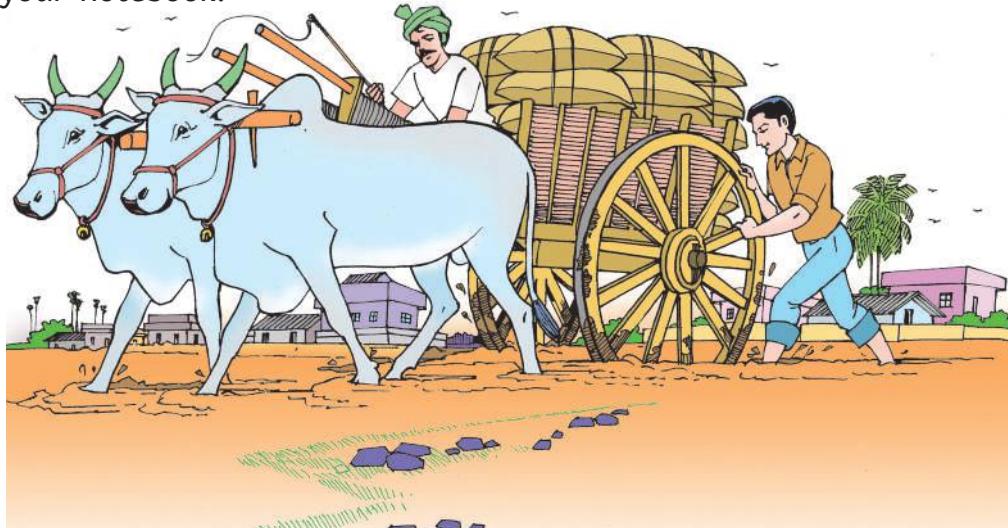
In the lesson you have read that Ramu uses a 'Jute Bag' to carry vegetables. He never uses plastic bags. Plastics cause a lot of problems to us.

Now write a paragraph about the hazards (problems) caused by plastics. You can use the following hints.

Plastics - pollute environment - block drainages - burnt - cause diseases - stop rain water - seep - animals - eat - die - pollute water - resources.

B. Picture based Story Writing

Look at the picture and develop a story by using the hints given in the box. Give a suitable title to the story. The beginning of the story has been given. Write it in your notebook.



rainy day - bullock cart - market - mud - stuck - beat bullocks - no use - helpless - prayed - young man - came - helped - push - move on

Once a farmer had a bullock cart. One day he was driving his bullock cart to the market.



Talking Time

A. Read the following sentences.

Uncle! You should use jute bags.

You shouldn't use polythene bags.

You should keep your purse carefully.

You shouldn't be careless.

We use such sentences while giving advice to somebody.

B. Observe the following picture.



Should	wear a helmet. drive at high speed. use cell phone while driving. jump the signals. follow traffic rules. drink and drive.
Shouldn't	carry driving license with you. overtake from the wrong side. blow horn near courts and hospitals. give way to an ambulance. go slow at zebra crossing. keep your vehicle in good condition. get 'Pollution Under Control' certificate from time to time.

Write sentences of giving advices using the above clues.

You can add some more pieces of advices of your own.

e.g. You should wear a helmet.

You shouldn't jump signals.

C. Find a suitable advice to the problems and match them.

Problem	Answer	Advice
1. Your friend has not been studying well.		A) You should walk for half an hour every morning.
2. Your sister is not doing her homework properly.		B) You shouldn't watch TV at a high volume.
3. Your friend is very fat.		C) You should watch that movie.
4. Your neighbour is watching TV at high volume.		D) You should study well.
5. Your friend is not using helmet while riding a motor-cycle		E) You should join a sports school.
6. You watched a movie last evening. You liked it very much. You think your friend also likes it.		F) You should wear a helmet while riding a motorcycle.
7. Your brother is a good badminton player. You think he should join a sports school.		G) You should do your homework regularly.
8. Your friend is going out at night to water the field.		H) You should take a torch light with you.

D. Read the following announcements made at the APSRTC Bus-station, Nellore.

"Your attention please, Service No.5993 super-luxury bus from Nellore to Bangalore will start from platform No. 12 at 10.00 p.m. Passengers having reservation are requested to board the bus."

"Your attention please, the passenger of Seat No. 30 Service No 4559 Bangalore bus is



requested to board the bus immediately. The bus is about to start."

"Your attention please, Service No. 3887 Vennela A/C bus from Visakhapatnam to Chennai is ready to start from platform No. 2."

Now imagine that you are an announcer at a bus-station. Make an announcement using the following details.

Bus service No: 9667

Type: Garuda A/C

From: Vijayawada

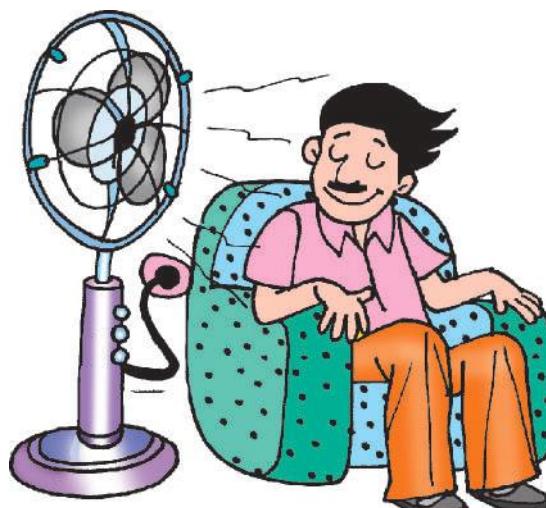
To: Kadapa

Platform No: 18

Starting time: 11.00 p.m.



E. Read the following words aloud.



thin	thing
win	wing
sun	sung
sin	sing
kin	king
ran	rang
fan	fang
pin	ping
clan	clang
stun	stung
ban	bang

Refer to a dictionary and say two more pairs of words ending with 'n' and 'ng'.



Listening

The Two Friends and the Bear

Sheela and Jhansi were friends. One day they were travelling through a forest. Suddenly they came across a bear. The bear saw them and rushed out upon them. Sheela was good at climbing trees. Without waiting for her friend, she caught hold of a branch of a nearby tree, climbed it, and hid herself among the leaves.

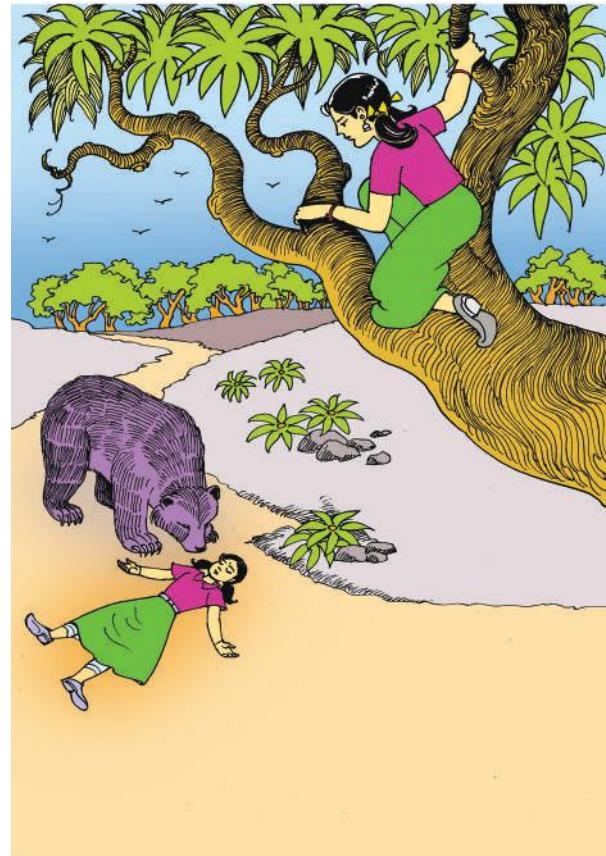
Jhansi did not know what to do. She had heard that bears do not harm dead animals. So, she threw herself flat down upon the ground. The bear, coming up to her, put its muzzle close to her ear and sniffed and sniffed. But Jhansi lay very quietly and did not even breathe. At last with a growl it shook its head and went away.

Sheela climbed down the tree slowly. She asked Jhansi, "What was it that Mr. Bear whispered to you?"

"He told me," said Jhansi, "Never trust a friend who deserts you at a pinch."

Answer the following questions orally.

1. What is the animal mentioned in the story?
2. Who climbed the tree?
3. Did Sheela take Jhansi onto the tree along with her?
4. What did Jhansi do to save herself from the bear?
5. Did the bear kill Jhansi?





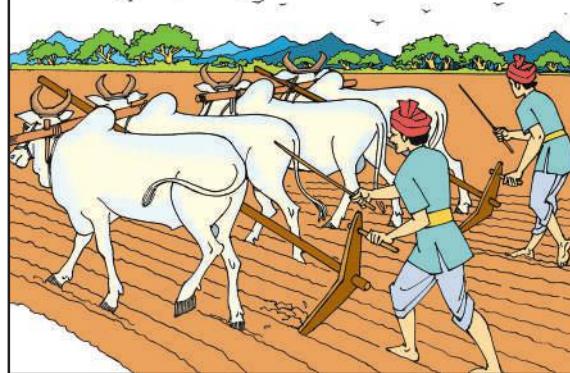
Read it yourself...

Two Brothers

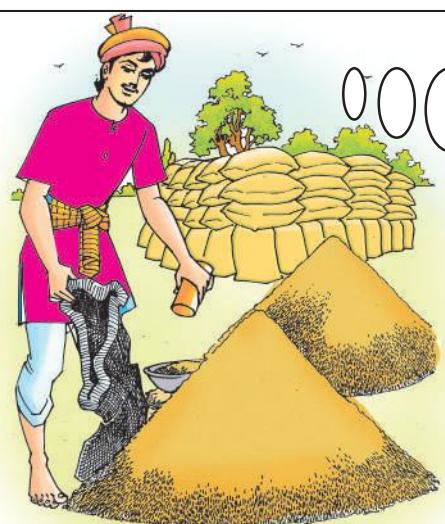
Long ago there lived two brothers, Abhi and Adi. They loved each other very much.



They worked day and night in their fields... and always had the highest yield in their area.

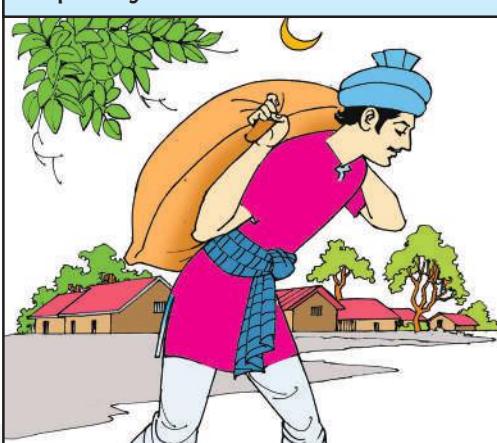


One day while sacking and dividing the paddy harvest Adi, the elder brother thought...

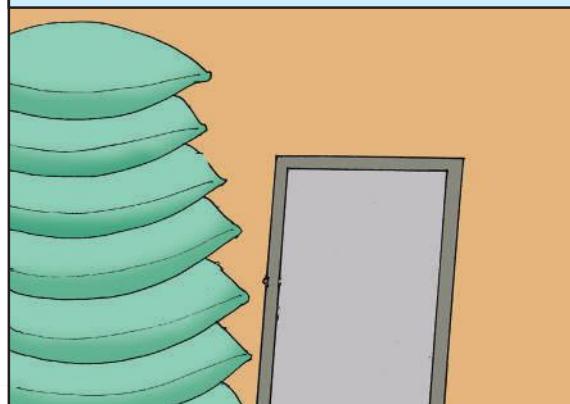


...brother Abhi has a big family. My family is a smaller one. So, I will put an extra bag of paddy in his store and not tell him.

So, late that night, he carried a bag of paddy to his brother's storeroom.



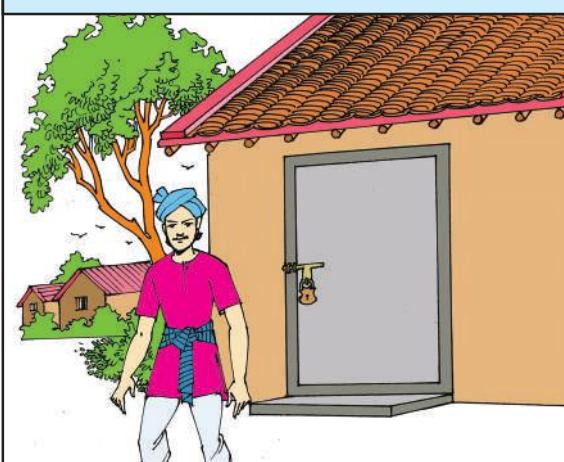
The next day, Adi was surprised to find that he still had the same number of paddy bags as he had before.



This is surprising! I kept a paddy bag in my brother's store!



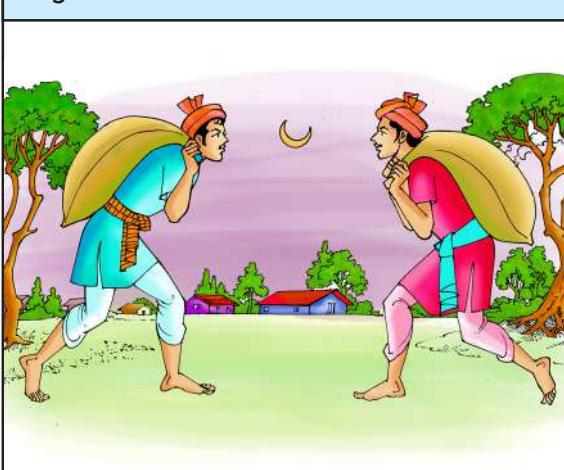
Well, I will just carry another bag of paddy to my brothers' storeroom tonight!



That night he took another bag of paddy and started towards his brother's storeroom.



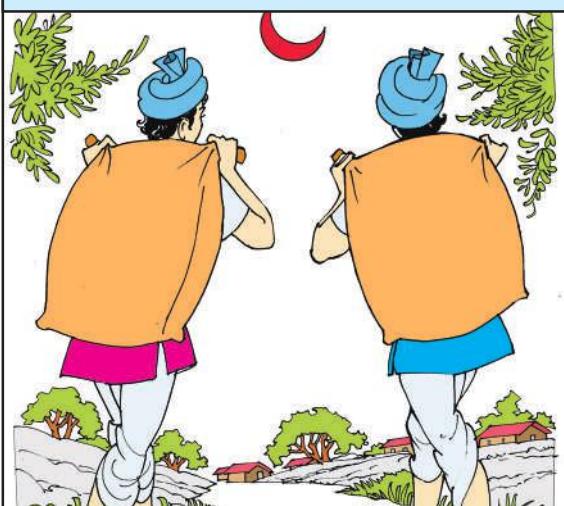
But he saw another person coming towards his storeroom with a heavy bag on his back.



The two brothers put down their bags and hugged each other and laughed for a long time.



Both of them thought that the other needs an extra bag of paddy.



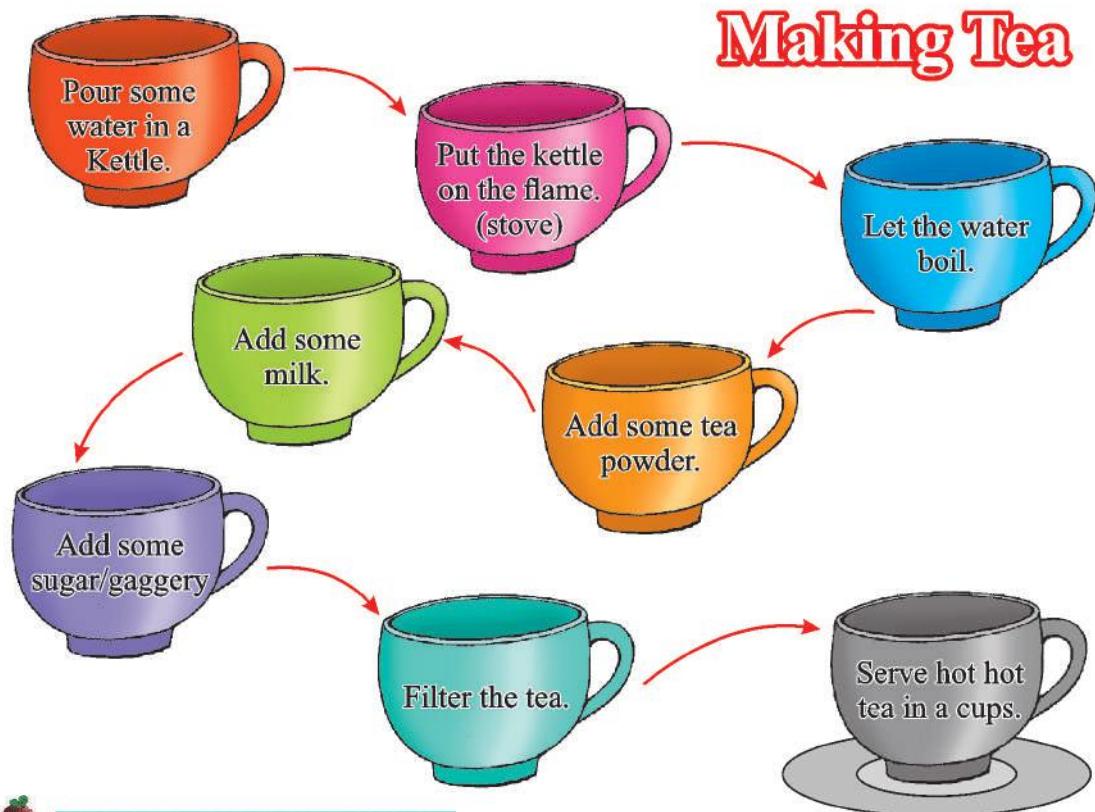
Answer the following questions orally.

1. Who had a big family?
2. Where did Adi put the sack of rice?
3. Who did Adi see on the night of the second day?
4. Did the brothers love each other?
5. Do you like this story? Why?



Study Skills

The following chart tells you about 'How to make tea'. Study it carefully and answer the questions orally.



Comprehension

Answer the following questions orally.

1. What things do we need to make tea?
2. Should we boil the water?
3. What should we do after boiling the water?
4. What should we do after adding sugar or jaggery?
5. Should we serve the tea hot or cold?

Fun Time

1. Recite and enjoy this poem.

Tomatoes are red, beans are green,
A brinjal has a crown, just like a queen.
Potatoes are brown, onions are pink,
Carrots have juice which I can drink.
Vegetables make us healthy and wise.
So eat some daily with roti and rice.



2. Look at the spelling of the following words. What do you observe?

madam	level
civic	kayak
radar	noon
refer	Malayalam

Such words which are same when reversed are called 'Palindromes'.



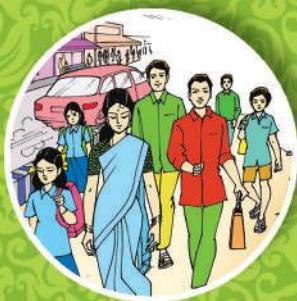
Check point

Check-points	On my own	With friends' help	With teacher's help
I was able to read the main reading text.			
I got the main idea of the passage.			
I was able to use the glossary given.			
I was able to answer all the questions.			
I was able to do the vocabulary tasks.			
I was able to do the grammar exercises.			
I was able to do the writing tasks.			
I was able to perform different functions in English language.			
I was able to do the task given under study skills.			
I was able to listen to and comprehend the story.			
I was able to read myself the 'Read it yourself' picture supported story.			
I was able to enjoy the fun-time.			

UNIT

6

A Lesson for All



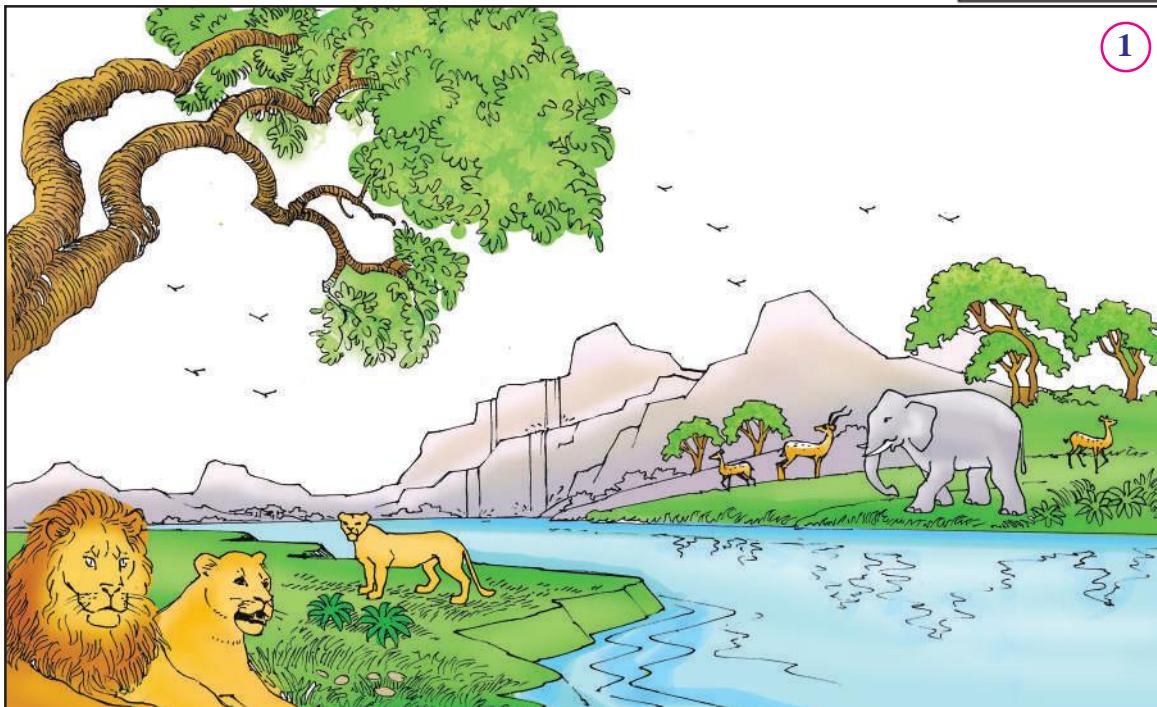
Pre-reading

Look at the two pictures, discuss and answer the questions.



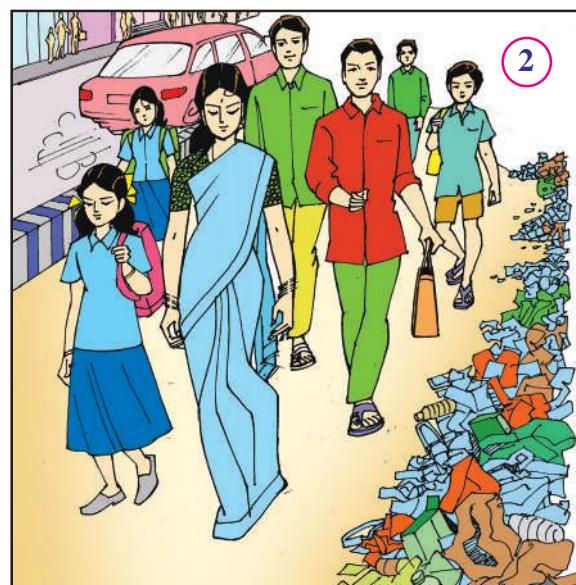
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1



- 1) Look at the surroundings in the two pictures.
- 2) Which is beautiful?
- 3) Which one do you like? Why?
- 4) Which things attract you in nature?
- 5) Why do our surroundings become dirty?

2



A Lesson For All

Characters

Persons :

Mayor of the town
Milkman
Newspaper boy
Hawker
School-bus driver
Dr. Swathi
Mrs. Rupa - a house wife
Mr. Vamsi - a businessman
Mrs. Geetha - a house wife
Jhansi and Kalyani - Mrs. Geetha's daughters
(school-going girls)

Animals :

Rabbit
Deer
Squirrel
Tiger
Tortoise
Birds

A city street, early in the morning

(The street is littered with plastic bags, cartons and other garbage. enters Mr. Vamsi.)

Mr. Vamsi : (looking out into the distance) The newspaper hasn't been delivered today. Why? It's nine o'clock.
Almost time to leave for my office.

Mrs. Rupa : Hello! Mr. Vamsi

Mr. Vamsi : Hi! Mrs. Rupa, have you received your newspaper today?

Mrs. Rupa : No, Mr. Vamsi, the newspaper boy hasn't delivered the papers.

Mr. Vamsi : What about our milkman?

Mrs. Rupa : I made a call to him. He told me that he was coming on foot.

Mr. Vamsi : Oh! Look at our street. It's shocking.

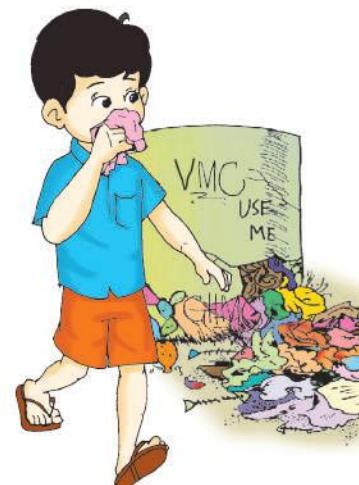
Mrs. Rupa : My word! What's this? Where did all this **litter** and **garbage** come from?

(Enters Mrs. Geetha with her daughters.)

(Suddenly Kalyani falls and injures her foot - gives out a cry of pain.)

Kalyani : Oooh! Ouch! My foot! It hurts!

Mrs. Geetha : Oh Kalyani, Oh no, her foot is bleeding so much! Somebody



help, please!

Mrs. Rupa : Jhansi, go and request Dr. Swathi to come quickly. Your sister has cut herself on a broken glass bottle.

Mrs. Geetha : Unbelievable! Where has all this **rubbish** come from?

(Dr. Swathi enters with Jhansi. She has a doctor's kit.)

Dr. Swathi : Let me see the wound.



Mr. Vamsi : Doctor, Shall I go and bring a piece of ice to stop the bleeding?

Dr. Swathi : Good! (Applies ice on the wound.) It's a deep cut. I will dress the wound and she will be fine.

Mrs. Geetha : Thank you, doctor. It's so kind of you to come at once. Have you seen the rubbish and litter on the road?

Dr. Swathi : Oh! It's a mystery. All this garbage was not there yesterday. And now... just look!

(Enter newspaper boy, milkman, hawker, bus driver etc.)

Mrs. Rupa : Look, the newspaper boy, the milkman at last. Why are you so late?

Milkman : I had to come walking all the way.

Newspaper boy: I tripped on an old tyre in the middle of the road and sprained my foot.

Bus driver : Mrs. Geetha, I'm sorry. I can't drive the school bus today. On every road and street there is nothing but litter.

Mrs. Geetha : Our children are not safe with all these dangerous broken

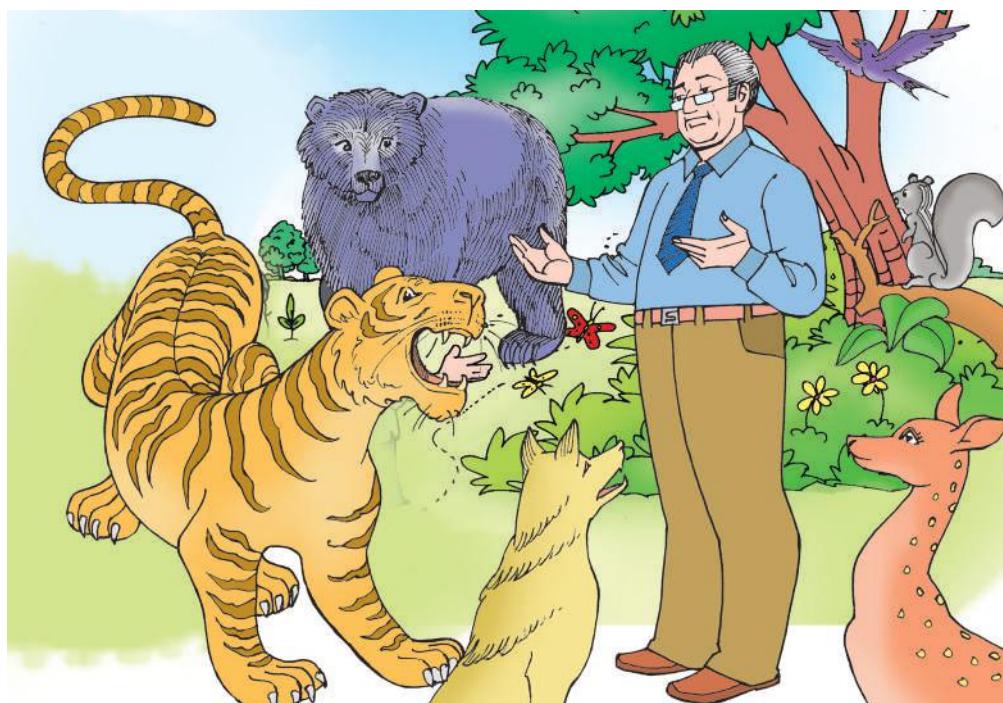
objects around.

Hawker : No one is safe. Let's request the Mayor to come and see for himself.

Mr. Vamsi : I'll fetch him. (*Exits.*)
(Enters again with the Mayor.)

The Mayor : (Annoyed) Shocking! What is this litter? How did it come back into the town overnight?

Bus driver : Nobody knows. It's a mystery.
(Enter animals who have been hiding - deer, rabbit, birds, squirrel, tiger, etc.)



Animals : We are responsible! We have spread the garbage all over the town.

Deer : Yes, we confess, we did so.

The Mayor : What? You! How dare you?

Mrs. Geetha : What right do you have to spoil our town?

Tiger : What right do you have to spoil our forests? The forest is our dwelling place.

Birds : Our trees are dying because of you. Where can we roost or build our nests?

Squirrel : And where can we live?

- Rabbit** : You are worried about Kalyani when she was injured.
- Jhansi/Kalyani** : Oh, no! How shocking! Terrible!
- Deer** : But we have no doctors.
- Tortoise** : All the fish in the rivers and lakes die because of the waste dumped in water.
- Dr. Swathi** : Yes, it is unfortunately true.
- Birds** : So we arranged a meeting and decided to give all your rubbish back to you.
- Tiger** : We have only returned the garbage, but not chemicals and poisons.
- The Mayor** : Dear animals and birds, you are right.
- Mrs. Rupa** : But where can we dispose of it?
- The Mayor** : If you all agree to sort out the litter, I will arrange for it to be collected separately. Then, some of it can go for processing and some, for recycling.
- Mrs. Geetha** : Good idea! Let's do just that.
- The Mayor** : Let us save our mother earth. (*To the animals*) Thank you, dear animals for teaching us a lesson. We assure you we will not pollute or spoil your homes.
- Animals** : Thank you, Mr. Mayor! Thank you. (*They return.*)
- The Mayor** : Self-help is the best help. Let's clear this up. (*All including the Mayor start picking up the litter.*)

- CURTAIN FALLS -



litter (noun)	= carelessly thrown waste
garbage (noun)	= worthless material such as food waste
rubbish (noun)	= things that are no longer wanted
trip on (verb)	= to fall
confess(verb)	= to admit that one has done something wrong
dump (verb)	= to throw waste carelessly
dwelling place (noun)	= living place
roost (verb)	= to sleep
recycling (noun)	= the process of collecting waste material for reusing



Reading Comprehension

A. Answer the following questions

1. What difficulties did the people in the play face in the morning?
2. What more difficulties would they have to face, if the roads were not cleared?
3. What were the complaints of the animals?
4. Do you think the humans realized their mistake?
5. If you were the Mayor, how would you solve this problem?

B. List the human, animal characters in the play. Write in your notebook

C. Complete the following statements by choosing the right option from the choices given below.

1. The city street was filled with ()
a) flowers
b) rubbish
c) fruits
2. The newspaper boy and the milkman came ()
a) on foot
b) on bike
c) by bus
3. All the rubbish was spread on the roads ()
a) by Kalyani and Jhansi
b) by the milkman and the hawker
c) by the animals
4. The animals faced many difficulties in the forest ()
a) because the animals fought with each other
b) because the animals threw garbage in the forest
c) because humans threw garbage in the forest



Vocabulary

A. Choose the words with similar meanings (synonyms) for the underlined words from the list given below.

spoil, garbage, dwelling, recklessly

People living in cities damage the surrounding places for their comfort in their residence. They carelessly throw the waste everywhere.

B. Write the opposite words of the underlined words.

If you all agree⁽¹⁾ to sort out the litter, I will arrange for it to be collected⁽²⁾ separately. We have spoiled⁽³⁾ our surroundings. It is unfortunately⁽⁴⁾ true⁽⁵⁾.

1.
2.
3.
4.
5.



C. Read the following sentences. Circle the wrongly spelt words and write the correct spellings.

1. Please put the garbege in the bin.
2. They must confes their crime.
3. Shall I take the empty bottles for recicling?
4. It is unbelievable
5. I don't like this rubbish
6. I used to watch telivision.



Grammar

A. Simple Future : (shall / will)

i) Look at the following sentences from the lesson.

1. I will fetch him.
2. I will arrange for it to be collected separately.
3. Shall I go and bring a piece of ice to stop the bleeding?

We use 'shall' and 'will' when we talk about the future.

We commonly use only 'will' in statements.

For example:

1. I will use metal bottles from now.
2. We will clean our house next Sunday.
3. They will buy steel glasses.

However 'shall' is used in questions related to offers, suggestions.

For example:

1. Shall I carry your bag?
2. Shall we play cricket?

ii) Now read the following activities that Jhansi will do tomorrow.

1. Jhansi will wake up at 5 a.m. tomorrow.
2. Jhansi will eat breakfast at 8 a.m.
3. Jhansi will go to school at 9 a.m.
4. Jhansi will take her lunch at 1 p.m.
5. Jhansi will complete her classes at 4 p.m.
6. Jhansi will go to play ground at 4 p.m.
7. Jhansi will return from school at 5 p.m.
8. Jhansi will do her home work at 6 p.m.
9. Jhansi will take her supper at 8.30.p.m.
10. Jhansi will go to bed at 9 p.m



A. Now you can speak about your activities that you will do tomorrow and write them. You can use the hints below.

1. wake up (5 a.m.)
2. drink water (6 a.m.)
3. drink milk (7 a.m.)
4. read newspaper(8 a.m.)
5. help mother (8.30 a.m.)
6. attend classes (9.30 a.m.)
7. play kabaddi (4 p.m.)
8. water plants (5 p.m.)
9. do homework (7 p.m.)
10. go to bed (9 p.m.)

e.g.: I will wake up at 5 a.m. tomorrow.

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B. Change the Tomorrow's activities of Jhansi into her Yesterday's activities. (Simple Future into Simple Past). The first one is done for you.

1. She woke up at 5 o'clock yesterday.
2.
3.
4.
5.
6.
7.
8.
9.
10.

C. Now change the yesterday's activities of Jhansi into her daily routine. (Simple past into Simple present)

e.g : Jhansi wakes up at 5 o'clock daily.

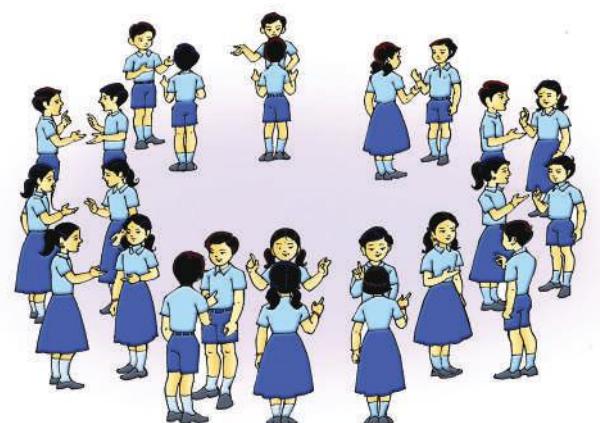


1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

D. Now discuss the actions of Jhansi in your group.

E. Language Game : Onion Rings

Step 1: All the students in the class stand face to face in two circles. Outer circle students put questions to inner circle students. Inner circle students give answers. After giving one or two answers, inner circle student moves to next student



in the circle. Outer circle students don't move.

Step 2: After some time, the students interchange (Outer to inner and inner to outer). The same process continues again. The students who gave answers in step 1, will ask questions in step 2.

Sample questions:

1. What time will you go to school tomorrow?
2. When will you meet your friends?
3. Where will you play kabaddi?
4. What time will you do homework tomorrow?



Writing

Letter Writing (Informal Letter)

Read the following letter.

A letter written by Kalyani to her friend Nandini.

Kurnool,

15th July, 2019.

Dear Nandini,

Hope this letter finds you in good health. We have had a strange experience in our town today in the morning. All our streets were filled with litter. We faced so many problems with that. I got injured my leg on a broken glass.

Later we understood that all the animals in the nearby forest spread that litter in our streets to teach us a lesson. We all decided to reduce the use of plastic and recycle the wastage. I hope you will think about it now.

Convey my regards to all.

Yours lovingly,
Kalyani

To
K.Nandini,
6th class,
ZPH School,
Near Post Office,
Kadiri.

The above letter is called an **informal letter** or a **personal letter**. Informal letters are written to friends, relatives and members of our family.

Imagine that you were Nandini and write a reply to Kalyani giving the details about the alternatives for single use plastic.



Talking Time

Group Discussion

Work in groups of three or four and choose an item. Discuss its importance and different ways of saving and conserving.

- 1. electricity 2. water 3. paper 4. trees

For example:

Paper is one of the most useful things in our lives. Before paper was invented people had to write on barks of trees and sometimes cloth. Now we use paper for many different purposes. It has many uses. We need it to write on, for making envelopes, bags and books. We must not waste paper and must learn how to recycle waste material into paper. It may be a good idea to make sure paper is not wasted and to use recycled paper whenever we can.



Project Work

Over the last ten years we have produced more plastic than what we have done in the last century.

Now it is high time we used alternatives especially for single use plastics.

Work in groups and collect information on the following.

S.No.	Single Use Plastics	Alternatives
1.	Plastic glasses	
2.	Plastic bags	
3.	Plastic plates	

POEM

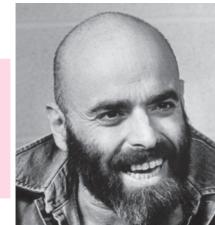
The Little Boy and the Old Man

- Sheldon Allan

Said the little boy, "Sometimes I drop my spoon."
Said the little old man, "I do that too."
The little boy whispered, "I wet my pants"
"I do that too", laughed the little old man.
Said the little boy, "I often cry."
The old man nodded, "So do I."
"But worst of all," said the boy, "It seems
Grown-ups don't pay attention on me."
And he felt the warmth of a wrinkled old hand.
"I know what you mean," said the little old man.



Sheldon Allan was an American poet, singer, cartoonist, screenwriter and author of children's books. He is famous for his poems and theatre practices.



Glossary

whisper (verb)	=	speak very softly
nod (verb)	=	agree, respond
wrinkled (adj)	=	folded

A. Answer the following questions.

1. Identify some of the similar activities of the boy and the old man and write them down.
 2. "I know what you mean..." Why does the old man say so?
 3. Are there any old persons in your family? Do you love them?
- B. The little boy felt the warmth of a 'wrinkled old hand'. Here 'wrinkled old hand' describes old age. Add a few more words/phrases that describe old age.

e.g. grey hair

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

.....
.....

C. Pick out lines from the poem and rewrite them in the form of conversation.

Little boy: Sometimes I drop my spoon.

Old man :

Little boy :

Old man :

Little boy :

Old man :



Check point

Check-points	On my own	With friends' help	With teacher's help
I was able to read the main reading text.			
I got the main idea of the passage.			
I was able to use the glossary given.			
I was able to answer all the questions.			
I was able to do the vocabulary tasks.			
I was able to do the grammar exercises.			
I was able to do the writing task.			
I was able to perform different functions in English language.			
I was able to do the project work.			
I was able to recite the poem.			
I got the idea of the poem.			
I was able to enjoy the poem.			
I was able to answer the questions under the poem.			



UNIT

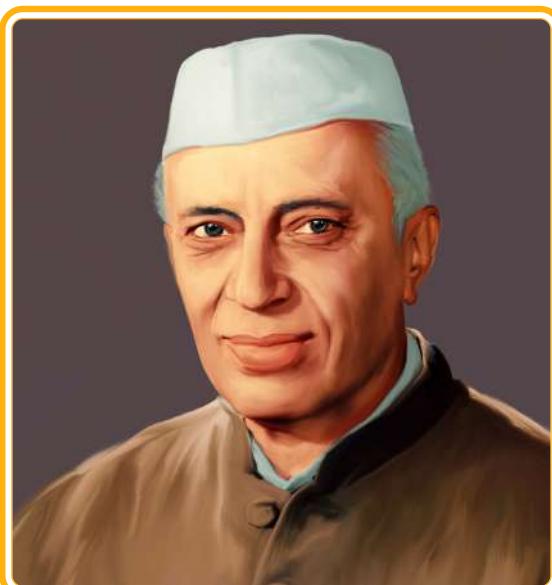
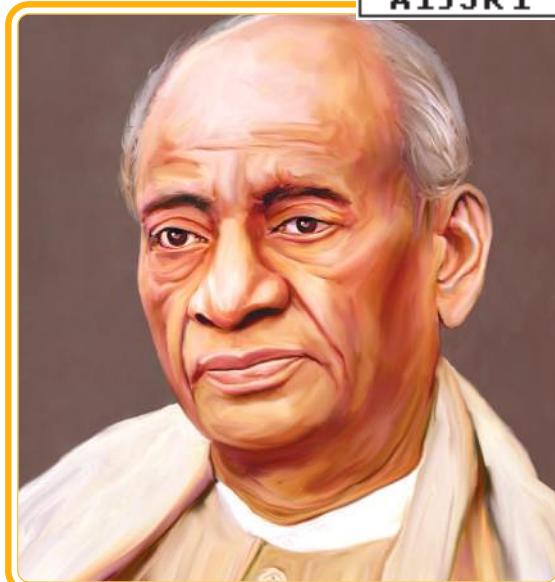
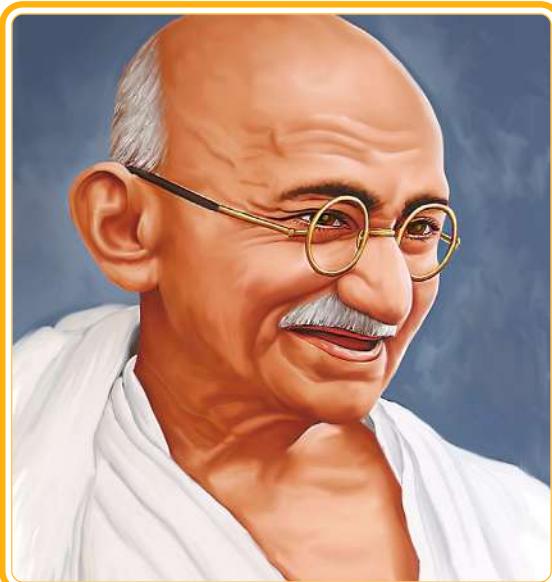
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Dr. B. R. Ambedkar



Pre-reading

Look at the pictures and answer the questions that follow.



- Who are the persons in the pictures?
- What do you know about them?

Dr. B. R. Ambedkar

Read the following letter written by Swapna to her friend Kusuma about a project that she is working on.

Srikakulam,
19th December, 2019.

Dear Kusuma,

I hope everything goes well with you. I am now rather busy with a project work in my school. The title of the project is "Pillars of Modern India". We have to collect some important incidents that happened in the lives of the **eminent** persons who laid the foundation for modern India. Now I am working on the life of Dr. B. R. Ambedkar.

I am writing this letter to tell you certain heart-touching incidents from the life of Dr. B. R. Ambedkar. You see, they are very interesting.

Dr. Bhimrao Ramji Ambedkar also known as Babasaheb, was born into a Mahar family on 14th April 1891 at Mhow in Madhya Pradesh.

Bhimrao started experiencing the **pangs of untouchability** right from his childhood. His father was working in a distant village named Koregaon. When Bhimrao was nine years old, he, along with his brother and cousin, went to Koregaon to spend the summer vacation with his father. They had written a letter to his father about their arrival. But his father had not received the letter in time. Therefore, he did not come to the railway station to receive the children. They managed to rent a bullock cart for Koregaon. The ill-treatment of the cart-man frightened the children on the way. By midnight, the cart reached a resting place. Bhim went to a man there and said, "Sir, we are very thirsty, please give us some water". "Who has kept water for you?" replied the man rudely as he came to know that they were Mahars. With that they had to sleep that night without food and water. This nightmare incident made an indelible impression on the tender mind of Bhim.

They reached Koregaon at eleven in the morning the next day. His father was surprised to see them. Later it was known that his father's servant had received their letter, but forgotten to give it to his father.

Ambedkar came to know that all persons were not alike. There was a Brahmin teacher in his high school who showed great love and affection for Bhimrao. He offered meals to Bhim during his recess. This teacher left a mark of love on Bhim's life. Dr. Ambedkar remembered the teacher throughout his life.

Ambedkar felt that lack of education is the root cause of caste **discrimination** in India. He decided to uplift the **oppressed classes** and remove caste barriers.

Seeing the intellectual capacity of Bhim, The Maharaja Sayaji Rao of Baroda helped him join Elphinstone College in Mumbai. Later, Ambedkar went to the USA to join Columbia University. He completed his M.A and Ph.D there. Then, he joined the London School of Economics and graduated in Political Science.

Babasaheb was a **voracious** reader throughout his life. He had a great thirst for books. He saved small amounts of money and spent it on buying books. He purchased about 2,000 old books when he was in New York. At the time of the Second Round Table Conference in London, he bought so many books. They were sent to India in 32 boxes. Doesn't it sound amazing?



The services of Dr. Ambedkar to modern India were ever matchless. He was appointed Chairman of the Drafting Committee to write India's new Constitution.

He was appointed the first Law Minister in Jawaharlal Nehru's cabinet. He was the champion of the oppressed classes and the leader of all. Though he experienced a bitter childhood, he became the writer of the Constitution of India. In the year 1990, Dr. Ambedkar was awarded the 'Bharat Ratna' after his death. The Government of India released a stamp in memory of his valuable services to modern India.



I believe that Babasaheb achieved such a success because of his reading habit. Kusuma, I have really been inspired by Babasaheb. I have decided to read as many books as possible now onwards.

Convey my wishes to all.

Your loving friend,
Swapna

To
P.Kusuma,
D/o Vinay,
D.No. 15-24, Temple Street,
Chittoor.



Glossary

eminent (adj.)	= great
achievement (noun)	= success
pangs (noun)	= feeling of sorrow
untouchability (noun)	= the practice of discriminating some people based on their caste and the jobs done by them.
discrimination (noun)	= unjust treatment of a person based on caste etc.
voracious (adj.)	= extremely eager
oppressed classes (noun)	= people who are treated in an unjust way.



Reading Comprehension

I. Choose the correct answer from the choices given below:

1. Dr. Ambedkar experienced pangs of untouchability
a) when he went to London.
b) after he became the minister.
c) right from his childhood.
2. Ambedkar's father didn't come to the railway station because
a) they hadn't written a letter to his father.
b) his father hadn't received the letter in time.
c) his father forgot about it.
3. Dr. Ambedkar remembered the Brahmin teacher throughout his life because
a) the teacher showed great love and affection for Bhimrao.
b) the teacher punished him too much.
c) the teacher discouraged him.
4. Bhimrao saved small amounts of money and used the money
a) to buy clothes.
b) to buy toys.
c) to buy books.
5. What did Ambedkar do at the time of the Second Round Table Conference in London?
a) He bought nothing there.
b) He bought so many books there.
c) He bought so many clothes there.

II. Answer the following questions.

1. When and where was Ambedkar born?
2. Bhimrao along with his brother and cousin went to Koregaon. Why?
3. What was the nightmare incident that made an indelible impression on the tender mind of Bhim?
4. How do you know that Ambedkar had a great thirst for books?
5. Do you think that there is caste discrimination in your village still?



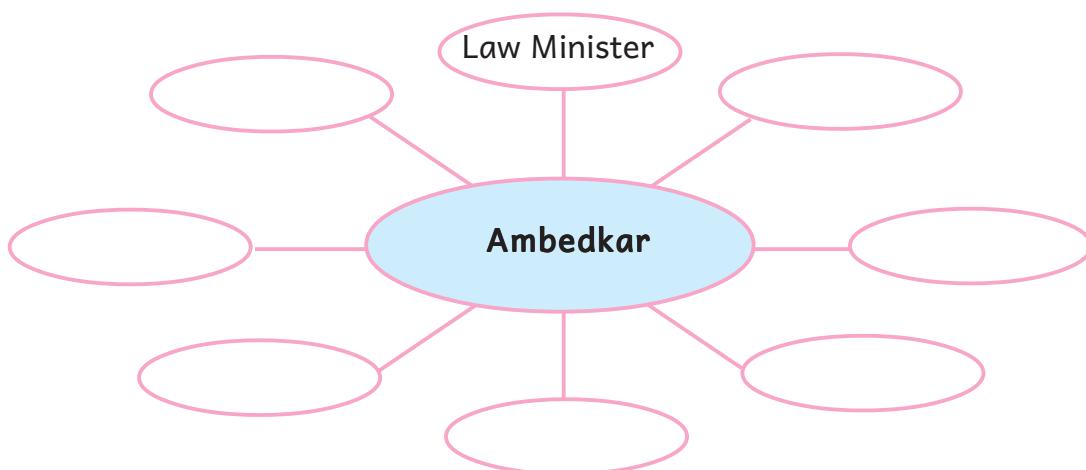
Vocabulary

I. Read the following sentences. Circle the wrongly spelt words and write the correct spelling.

- i. Ambedkar's acheivements inspire us.
- ii. Untouchability is inhuman.
- iii. Babasaheb was a varacious reader.



II. Prepare a word map related to "Ambedkar"



Grammar

I. Look at the following sentences from the lesson.

Bhimrao went to a man there and said, "We are very thirsty, please give us some water".



In the above sentence, the words within the inverted commas are the actual words of Bhimrao. It is called Direct Speech.

When the words are told by someone to some other person as shown below, it is called Indirect Speech (Reported Speech).

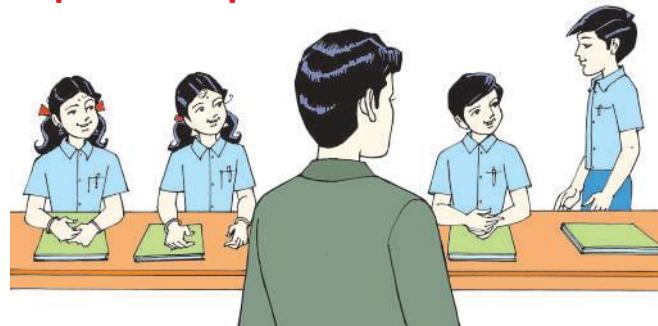
Bhimrao went to a man there and said that they were very thirsty and requested him to give them some water.

Look at the following sentences in Direct Speech and Indirect Speech and notice the changes.

Statements

Direct Speech	Indirect Speech
Harika said, "I am reading."	Harika said that she was reading.
Anitha said, "I am eating."	Anitha said that she was eating.
Mohan said, "I am going."	Mohan said that he was going.

Activity on Reported Speech



Each student says one sentence with action. The other student will change the sentence into Indirect Speech.

For Example:

- 1 "I am reading."
- 2 "I am writing."
- 3 "I am drinking water."

He said that he was reading.
She said that she was writing.
He said that he was drinking water.

This activity may be done again by changing the students.

Exercise

- I. Now change the conversation between Swapna and Kusuma into Indirect Speech.

Kusuma : Are you still working on the project on Ambedkar?

Swapna : I have already completed that project.

Kusuma : What are you doing now?

Swapna : I am working on some other project on Vallabhbhai Patel.

II. Read the following sentences from the lesson.

1. The man replied *rudely*.
2. I have *really* been inspired by Babasaheb.

In the above sentences the words '*rudely*' and '*really*' are used to describe actions. They are called adverbs.

Most of the adverbs are formed by adding '*ly*' to adjectives.

Write the adverbs of the following adjectives.



Adjective	Adverb
certain	certainly
permanent	
great	
political	
voracious	



III. Fill in the blanks with the suitable adverbs given in the box.

quickly, correctly, suddenly, fluently, rarely

- a) My friend speaks in English.
- b) My grandfather goes to movies.
- c) If you answer this question, you will get two marks.
- d) Venu ran and caught the bus.
- e) It started raining

Follow this format :



Writing

Official Letter

The letters that are written to authorities and business people are called official letters. Now write a letter to the Principal of your school requesting him/her to issue your study certificate.

From		Station Date
To		
Salutation : Sir / Madam		
Subject		
Body of the Letter		
		Complimentary close
		Signature

Fun Time

Observe the given cartoon.

What do you think Jerry is saying to Tom?

Write a comic dialogue for this cartoon.



Talking Time

1. Asking for and giving permission:

We use 'can' and 'may' to ask for permission

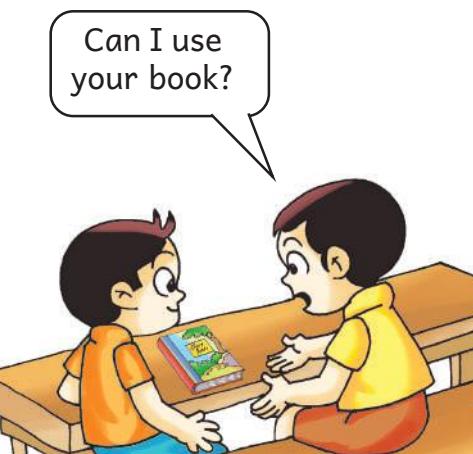
Read the following sentences:

1. Can I use your phone? (polite)
2. May I use your charger? (more polite)



The above two sentences are used to ask for permission. The first one is polite. The second one is more polite.

Ask for permission in different ways using the following expression. The first one is done for you.



Expression	Friend to friend	Student to teacher
1. go out	Can I go out?	May I go out?
2. use your pen		
3. have a drink of water		
4. switch off the fan		
5. come in		

Giving Permission

A. Asking for and giving permission:

Look at the following conversation between Pavan and his teacher.

Observe how the permission is given by the teacher.

Pavan : May I sit in the first bench, please?

Teacher : Sure.

Pavan : May I ask a doubt?

Teacher : Yes, please do.

Pavan : May I talk to Gopi once?

Teacher : Sure, but why?

B. You want to go on a picnic with your classmates. You need permission from your parents.

Now prepare a conversation between you and your mom in this context.

2. Say the following pairs of words aloud.

sit	seat
bit	beat
lid	lead
fit	feet
fill	feel
mill	meal
ship	sheep
chick	cheek



Listening

Fun With Friends

Once there lived three friends Vani, Kavya and Sumi. They always played jokes on one another. One day, Vani bought some delicious black plums. The three of them sat and started eating the black plums. Suddenly Sumi decided to play a trick on Kavya. When she looked under her chair, she saw a small heap of plum seeds. She stealthily pushed the heap of seeds under Kavya's chair.

Then Sumi said, "What is this Kavya? You are so greedy! You alone have eaten so many black plums." Kavya felt bad and didn't know what to say.

Vani looked here and there. When she looked under Sumi's chair, there

were no seeds. So, she replied, "Sumi, Kavya was at least greedy, but see yourself, you have eaten all the black plums including its seeds." Then, Kavya understood that her friend had just played a trick on her and then all three of them laughed heartily.

Answer the following questions orally:

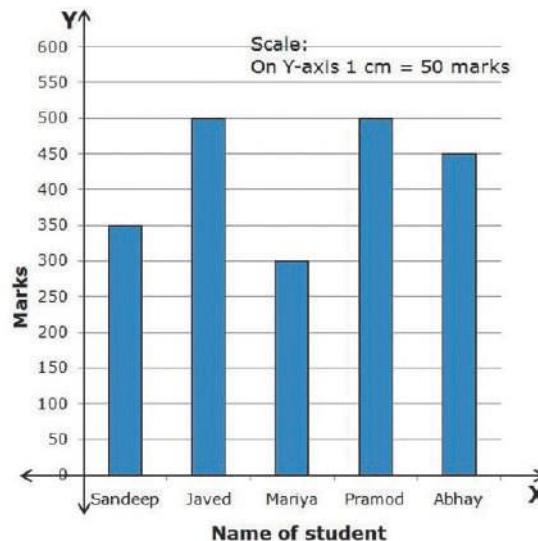
1. What did Vani buy?
2. Who decided to play a trick on Kavya?
3. There were no seeds under Sumi's chair, why?



Study Skills

Bar Graph

The following bar graph shows the marks secured by five sixth class students in the final exam. Use the graph to answer the questions.



1. What does the bar graph show?
2. Who got the same marks?
3. How many marks were secured by Pramod?
4. Abhay secured marks
a) 350 b) 400 c) 450
5. The least marks were secured by
a) Javed b) Mariya c) Pramod



Read it yourself...

The Trekking Champion

Read the following story and answer the questions that follow.

Malli Masthan Babu was born on 3 September 1974 in SPS Nellore District of Andhra Pradesh. His parents are Masthanaiah and Subbamma. His father was a farmer. He studied at Korukonda Sainik School in Vizianagaram. He obtained his M.Tech Degree from IIT - Kharagpur.



Masthan Babu was interested in trekking and climbing high-altitude mountains. He climbed and reached the highest peaks in all the seven continents in the year 2006. He climbed Mount Everest and reached its peak on 21 May 2006. In the year 2015, Malli successfully climbed a peak in the Andes Mountains. The height of that peak is 6,749 meters. He was regarded as the fastest "seven summiteer" in the world, that is, the fastest person to climb summits in all seven continents.

Unfortunately, while descending the Andes, Malli was caught in a bad weather and died on its slopes on 24 March 2015. Rescue teams found his body only after 10 days of his death. People across India were shocked to know the news of his death. But his uncrushable spirit inspires us forever.

Now answer the following questions.

1. Talk about the great achievements of Malli Masthan Babu.
2. How are you inspired by the achievements of Malli Masthan Babu?
3. What happened to Masthan Babu when he was descending the Andes?
4. Have you ever seen a hill or a mountain? Describe it in two or three lines.



Check point

Check-points	On my own	With friends' help	With teacher's help
I was able to read the main reading text.			
I got the main idea of the passage.			
I was able to use the glossary given.			
I was able to answer all the questions.			
I was able to do the vocabulary tasks.			
I was able to do the grammar exercises.			
I was able to do the writing task.			
I was able to perform different functions in English language.			
I was able to listen to and respond to the story narrated/read by my teacher.			
I was able to do the task given under study skills.			
I was able to read the story given under 'Read it yourself' and answer the questions given under it.			
I was able to enjoy the fun-time.			



**UNIT
8**

Where there is a Will, there is a Way



Pre-reading

Observe the following pictures :



Now, reflect on the above pictures

(Teachers can interact with the students using the following questions)

- Find out the sports and games shown in the picture.
- Tell the names of the persons in the above pictures.
- Which picture depicts a sports person different from the others?
- Do you know any other persons with special abilities who have done great things in their lives? Describe the achievements of such persons.
- Who is your favourite sports person? Talk about his/her achievements.

Where there is a Will, there is a Way

No one is born great. One becomes great by his/her deeds, will power, patience and perseverance. These qualities help a person overcome the weaknesses and barriers to achieve goals. Here are two stories of athletes who achieved their best, inspite of their physical challenges.

The 1992 Olympics had put Barcelona on the map of the world. Normally, thousands of athletes take part in the games. Why do so many countries send their teams to the Olympics? It is because the Olympics is one of the world's biggest sports events. It is an honour for any country to send their athletes to take part in the Olympic games. It is not a success or a failure that counts; what matters is the participation in the event.



The players put in their best efforts to win, but a few among such good players have become victims of accidents; a few others have been victims of diseases. They are eager to show that they are champions in their own fields. One such champion was Wilma Rudolph of the U.S.A. She is popularly known as the 'Black Gazelle'. She had the speed and the grace of a deer.

Wilma belonged to a large Afro-American family. In fact, she was the fourteenth child and was very weak when she was born. At the age of four, she had an attack of polio and was in bed for two long years. The doctors recommended regular massage to get her left leg back to normal. Each member in her family spent some time massaging her leg. In course of time, she was able to walk. She, however, needed special shoes. As her legs became a little stronger, she began to run about and play. She said, "I can run fast and I will participate in Olympics." At no time did she feel that she was physically handicapped. As years passed, she improved in her health and grew stronger enough to play basketball for her school. She was always cheerful and active and was full of hope that she would, one day, be a great player.

A trainer of athletes happened to meet her one day. He saw that she was a talented girl and could become a sprinter. She took regular lessons from this coach, and the lessons helped her join the American Olympic team that went to Melbourne. In the next Olympics in Rome, she became a superstar and won three gold medals. She smiled and said, "I run fast because mine is a large family and I need to get to the dining table first."

Another champion who suffered a lot as a boy was Rafer Johnson. He was only twelve, when his left leg was badly crushed in a machine. The front of one of the toes was hanging out as though it would fall off. The surgeon who treated him feared that the entire leg might have to be cut off. Rafer was upset. All the time he was in bed and prayed to God for His mercy. He grew better day by day and the surgeon could finally save his leg, but it did not heal completely.



Rafer's interest in sports was so strong that he did not worry about his weak leg. He often had difficulty in wearing spiked shoes, but this did not stop him from having regular practice. He worked hard day and night and was finally selected for the Olympics. He took part in the decathlon and won the first place. He was called "the greatest all round athlete in the world".

Both these champions had their dreams. They set themselves their goals to achieve their dreams. They worked with a will to reach their goals. At last their dreams came true and they became world famous athletes.



Glossary

event (n)	= an important happening of sport
exciting (adj)	= causing strong feelings
participate (v)	= take part in
victim (n)	= one who is affected by an accident or a disease
massage (v)	= pressing or rubbing to remove pain
gazelle (n)	= deer-like animal
recommend(v)	= suggest, advise
sprinter (n)	= fast runner
spikes (n)	= pointed pieces of metal on running shoes
decathlon (n)	= a competition in ten events like 100m dash, long jump, shot put, high jump, 400m run, 110m hurdle, discuss throw, pole vault, javelin throw, 1500m run.



Reading Comprehension

I. Complete the following statements by choosing the correct options:

1. Wilma Rudolph won three gold medals in _____
a. Melbourne Olympics b. Rome Olympics
c. London Olympics d. Berlin Olympics
2. Wilma is a _____
a. dancer b. sprinter c. singer d. teacher
3. Wilma's left leg was weak because
a. she was injured while playing
b. her leg was affected by polio
c. her legs were crushed by a machine
d. she met with an accident
4. Rafer found it difficult to run
a. with artificial limbs
b. using crutches
c. with blades tied below his knees
d. wearing spiked shoes
5. Decathlon is _____
a. a competition in ten separate events
b. a set of ten medals given in Olympics
c. a place where Paralympics is held
d. the name of Rafer Johnson's coach



II. Answer the following questions in a phrase or a sentence:

1. Where was the 1992 Olympics held?
2. Who are the two athletes mentioned in the text?
3. Which country did Wilma belong to?
4. What was the doctor's recommendation to improve Wilma's leg?
5. How did Wilma's family help her?
6. What happened to Rafer's left leg?
7. What do we learn from the lives of these two great athletes?



III. Go through the following statements and arrange them in a sequential order and write in your notebook.

1. She was in bed for two years.
2. She became well in course of time.
3. Wilma was weak as a baby.
4. She played for her school in one of the matches.
5. She had regular massage of her left leg.
6. She had an attack of polio in her fourth year.



Vocabulary

I. Who are the following people? (Supply the missing letters)

1. One who participates in a running race is a r n r.
2. One who takes part in field and track events is an a hl t
3. One who runs fast in the race over a short distance is a s i t r.
4. One who is injured as a result of a disease is a v....ct.....

II. Complete the following paragraph choosing the correct word from those given in brackets:

All the students of class VI went to the stadium. (Some, Sum) of them participated in individual events, a few of them in group events and the remaining went to cheer up (there, their) friends. Rohit was a good runner. When the (race, rays) began, all his friends (new, knew) that he (would, wood) win. In the finals, Rohit (one, won) the first (prize, price) and became the champion.



Grammar

I. Read the following sentences and observe the words underlined.

1. The front part of one of the toes was hanging out as though it would fall off.
2. I will participate in the match.
3. I can run fast.
4. India might win the match against England.
5. It might rain in the evening so we can't play cricket today.
6. We should respect our elders.
7. I must take my brother to the stadium.

In the above sentences, the underlined words are **Modal Verbs**.

Modals are the helping verbs which express the 'mode' or 'manner' of the actions indicated by the main verbs. They express modes such as ability, possibility, probability, permission, obligation, etc.

The most commonly used modals are shall, should, will, would, can, could, may, might, must, ought to, used to, need and dare.

Modals are used to

- Ask permission

may, can, could

e.g : May I join in your team?
Could I use your bat, please?

- Express a possibility

may, might, could

e.g : It might rain today.

- Give advice or suggestion

should

e.g : You should wear shoes.

- Express necessity or compulsion

must, have to

e.g : We must win the match.
I have to practise because tomorrow we have a match.

- Make a request

can, could

e.g : Could you please give me our coach's telephone number?

- Express prohibition

Must

e.g : You must not talk loudly in the library

I. Choose the correct modal verbs from the box to complete these sentences.

must - can - should - will - would

1. You enter the stadium if you have a ticket.
2. We attend the classes without fail.
3. We submit our projects on time.
4. you like to have a cup of milk?
5. We win the match next week if we practise it every day.

II. Some situations are given below. Read them and respond suitably. The first one is done for you:

1. The teacher has distributed you all the textbooks and notebooks. Your bag is heavy to carry home. You ask someone to help you.
R: Could you please help me carry this bag?
2. A friend has just come to see you at your house. Offer him/her something to drink.



-
3. You are at the bank. You want to fill a form but you don't have a pen. How would you ask the man at the counter for a pen?
-
4. You are sitting in a crowded bus. You notice an old lady standing near you. Offer her your seat.
-
5. Your friend has helped you to locate your missing book. Thank him/her.
-

III. Questions..Questions ??? (Let's ask questions, Shall we?)

Pair work: Read the interview and practise with a partner.

An interview with a singer.

- Interviewer :** Can I have a talk with you ?
- Singer :** Sure !
- Interviewer :** What are you ?
- Singer :** I'm a singer.
- Interviewer :** Which songs do you sing, I mean pop songs or folk songs ?
- Singer :** I sing folk songs.
- Interviewer :** Where are you from ?
- Singer :** I'm from Srikakulam.
- Interviewer :** Why are you here ?
- Singer :** I'm here to participate in a singing competition.
- Interviewer :** When will you return home ?
- Singer :** I'll go next week.
- Interviewer :** How will you go ?
- Singer :** I'll go by car.
- Interviewer :** Whose car is it?
- Singer :** It's my own car.



IV. Gowthami is late to school today. Her teacher asks her some questions. The teacher uses these Question words.

How When Where Why Who What Is Did

Task : Complete the questions below using the given Question words.

1. are you late?
2. do you live?
3. everything alright?
4. you miss the school bus?
5. came to drop you?
6. did you reach the bus stop?
7. did you come to school?
8. is the time now?



V. Sit in pairs. Read the following statements and frame questions. Use the clues given in the brackets. One has been done for you.

e.g. A : My father is a teacher.
What is your father? (what)

1. A: This ball is mine.
B: ? (whose)
2. A: I like blue colour.
B: ? (which)
3. A: We celebrate the National Sports Day on August 29th.
B: ? (when)
4. A: Deeksha likes cows because they give us milk.
B: ? (why)
5. A: Kohli is my favourite batsman.
B: ? (who)
6. A: Neeraja goes to school every day.
B: (where)



VI. Write one meaningful question each beginning with the following words.

What ?
Who ?
Where ?
When ?
Why ?
Which ?
Whose ?
How ?

Are ?
Is ?
Have ?
Do ?
Does ?
Did ?
Will ?
Can ?

Can't we ?
Don't you ?
Won't they ?
Didn't he ?
Doesn't she ?
Isn't your ?
Aren't you ?
Wasn't he ?



Writing

I. Read the information in boxes about the biography of M.S.Dhoni. Arrange them in the right order.

Retirement

Dhoni announced his retirement from International Test Cricket on December 30, 2014 following the drawn test between India and Australia in Melbourne.

Significant Milestones / Achievements.

India won the 2007 ICC World Twenty20 and 2011 ICC Cricket World Cup under his captaincy.

Awards

He received the Rajiv Gandhi Khel Ratna award in 2007 and the Padma Shri award in 2009. He also received Padma Bhushan award, India's third-highest civilian award, in 2018.

Personal details-Debut

Dhoni was born on July 7, 1981 in Ranchi, Bihar (now Jharkhand) to Pan Singh and Devaki Devi. He made his debut in One Day International (ODI) in December 2004, playing against Bangladesh.

Career

In the ODI scenario, Dhoni has so far played 265 matches scoring 8620 runs, with his highest being a staggering 183 out off 145 balls not-out against Sri Lanka.

Introduction

Mahendra Singh Dhoni or MS Dhoni is one of the most popular Indian cricketers. Putting his great leadership skills to test, he served as the former captain of the Indian national cricket team.

II Write a bio sketch of P.V. Sindhu using the clues given below.

Details

Full Name	:	Pusarla Venkata Sindhu
Date of Birth	:	5 th July 1995
Parents	:	P.V Ramana & P.Vijaya (National Volleyball players)
Hometown	:	Hyderabad,
Profession	:	Badminton player
International Debut	:	In 2009
Coach	:	Pullela Gopichand
Awards	:	The Arjuna Award-2013, The Padma Shri Award-2016



Talking Time

I. Respond to the statement : "Alas! We lost the match"

- A : Is it?
- B : Really?
- C : I know. I expected.
- D : Don't worry!
- E : Better luck next time



II. Listen to the announcement made by the Physical Director in the District Level Sports Meet.

Announcement 1 : May I have your kind attention please ? The sports persons who are participating in 400 meters are requested to report to Mr. Haribabu by 4 p.m at our High School ground with your identity cards without fail.

Activity 1 : Make an announcement regarding the Volleyball semifinal match between Sompeta and Palasa in court No 2.

Activity 2 : Make an announcement regarding Kabaddi final match between Narasannapeta and Srikakulam in court No 1.

III. And... what ?

Each learner will repeat the sentence and add one more item.

1. Topic : Games and sports

I like / love to play _____

I love to play cricket, volleyball, _____

2. Topic places

I want to visit / I would like to visit

3. Topic : Hobbies

I enjoy..

4. Topic : Abilities

I can speak English..

5. Topic :Favourites

My favourite sports person (game, actor)



IV. Read the Interview with Saina Nehwal.

1. An Interview with a sports person.

Anchor :Good morning and welcome to all the viewers to your favourite programme 'Know Your Stars'. We are so fortunate to have Ms. Saina Nehwal with us on the show Know Your Stars. Well now, let's invite the first Indian woman player who has brought name and fame to our country and a true inspirer for many sports persons. Today we will interview her.

Anchor : Dear Saina, once again we welcome you to the show. Our viewers are so curious to listen to you.

Saina : Good morning everyone. Thanks for inviting me to the show.

Anchor : How did you pick up badminton as your career?

Saina : Well, I had never thought I would be a professional player. But once I got the opportunity to play for my school in the inter-school matches, I defeated all my opponents. Then the sports teacher encouraged me and I became what I am now.

Anchor : Who is your role model?

Saina : I admire Sachin Tendulkar the most. Then Sania Mirza, Kalpana Chawla have also been my inspiration.

Anchor : How do you cope with the pressure of your studies?

Saina : Well, I like my studies. So I spend three hours every day with my studies.

Anchor : What do you do to relax?

Saina : I read books; watch movies; and spend time in nature. It refreshes me completely.

Anchor : What message would you like to give to our viewers?



Saina : Well, in order to be excellent, one must work really hard systematically. And one must never give up in case there are repeated setbacks.

Anchor : Thanks a lot for joining the show. Well that's all for today and let's meet another star next week.

Activity : Now conduct an imaginary Interview with one of your favourite Sport Stars by using the clues.

Debut match - important people in your life - breakthrough - challenges- tips for young generation - favourite food - favourite place - favourite dish - favourite sports person - future plans - goals- funny moment - Disappointment - success secret- parents support - role model.

Project Work

Collect the information about Rules and regulations, Do's & Don'ts of a Game :

Volley ball : Team - 6 members. Ground Measurements. Fowl, Setter, Spiker. Points.



Fun Time

I. Reverse Me: Read the sentences and try to guess the words. The first one has been done for you.

e.g. : I perceived with my eyes. (SAW) Reverse me and I existed. (WAS)

1. I'm a heavy weight. Reverse me and I'm nothing.
2. I'm the high point. Reverse me and I'm something to cook in.
3. I'm uncooked. Reverse me and I'm armed conflict.
4. I am a portion of the whole. Reverse me and I'm used to catch something.
5. I'm a wild animal. Reverse me and I move like water.
6. I'm a number. Reverse me and I'm used to catch something.
7. I'm an obstruction used to hold back water. Reverse me and I'm crazy.
8. I'm victorious. Reverse me and I'm the present time.
9. I use it in dance. Reverse me we keep them at home.

II. Stretching a Sentence :

Add more details to a sentence by using the 5 "Wh" Questions.

Who ? My childhood friend.

What? My childhood friend has been playing chess.

When? My childhood friend has been playing chess for the past two hours.

Where? My childhood friend has been playing chess for the past two hours in his room.

Why? My childhood friend has been playing chess for the past two hours in his room because he wants to participate in a competition.

POEM

What can a Little Chap Do?

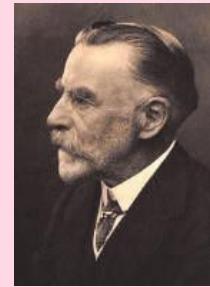
- William Arthur Dunkerely

What can a little chap do?
For his country and for you?
What can a little chap do?
He can play a straight game all
through;
That's one good thing he can do.
He can fight like a Knight
For the Truth and the Right;
That's another good thing he can do.
He can shun all that's mean,
He can keep himself clean,
Both without and within;
That's a very fine thing he can do.
His soul he can brace
Against everything base.
And the trace will be seen



All his life in his face;
 That's an excellent thing he can do.
 He can look to the light,
 He can keep his thoughts white,
 He can fight the great fight,
 He can do with his might
 What is good in God's sight;
 Those are truly great things he can do.

William Arthur Dunkerley (12 November 1852–23 January 1941) was a prolific English journalist, novelist and poet. He wrote under his own name, and also as John Oxenham for his poetry, hymn-writing, and novels. His poetry includes Bees in Amber: a little book of thoughtful verse (1913) which became a bestseller. He also wrote the poem 'Greatheart'.



Glossary

chap	= lad
knight	= a brave and an honourable man.
shun	= to avoid
mean	= low in quality or degree or bad
brace	= to support/handle
trace	= an enquiry sent out for a missing article
sight	= view
might	= power



I. Match the rhyming words.

- | | |
|-----------|-------|
| 1. knight | base |
| 2. brace | mean |
| 3. clean | do |
| 4. you | fight |

II. Read the above poem and fill in the blanks with suitable words.

1. He can keep his white.
2. He can fight like a for the Truth and the Right.
3. The one thing he can do is to play a game all through.
4. The greatest thing that he can do is to do what is good in

III. Answer the following questions.

1. What can he do to keep all things clean?
2. What can he brace against everything?
3. What can he do with his might?
4. What can you do for your country?
5. List out the good things you find from the poem.



Fun Time : Answers

1. Ton- not.
2. Top- pot.
3. Raw - war.
4. Part-trap
5. Wolf - flow
6. Ten-net.
7. Dam-mad.
8. Won - now.
9. Step-pets.



Check point

Check-points	On my own	With friends' help	With teacher's help
I was able to read the main reading text.			
I got the main idea of the passage.			
I was able to use the glossary given.			
I was able to answer all the questions.			
I was able to do the vocabulary tasks.			
I was able to do the grammar exercises.			
I was able to do the writing task.			
I was able to perform different functions in English language.			
I was able to do the project work.			
I was able to recite the poem.			
I got the idea of the poem.			
I was able to enjoy the poem.			
I was able to answer the questions under the poem.			