

# **ENGLISH**

**STANDARD SIX**

**TERM III**

## Note to the Teacher

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

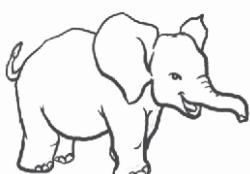
In this unit, what Class VI children across various schools in Tamilnadu feel about friendship has been included. A supplementary unit related to an adapted extract from Dhan Gopal Mukherji's classic, 'Kari the Elephant,' showcases the close bond that human beings can evolve with animals. The framework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

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

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

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

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



Ruskin Bond is a renowned children's writer. He has written many short novels, stories, poems and journals. He has spent most of his life in the Garhwali hill station of Mussoorie.



- Ruskin Bond

## The Cherry Tree

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

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

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

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

**Bazaar** - market

**Cherry** - a small round or black fruit with a large seed inside.

**Sour** - not sweet, having an unpleasant taste or smell

**Oak** - a large tree found in the Northern countries

**Sheltered** - covered or protected from bad weather or danger.

**Cottage** - small house usually in the countryside

**Tang** - a strong, sharp pleasant taste or smell



"Are cherry seeds lucky?" she asked.

"Of course," said Grandfather.

"Then I'll keep it."

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

"What can I do with a seed?"

**Charcoal** - a black substance made from burnt wood, used as a fuel

**ghosts** - spirit of a dead person which appears to people who are alive

**peer** - look carefully

**pebbles** - small stones

**privacy** - the freedom to do things without other people watching you or knowing what you are doing

**twig** - small, thin branch of a tree

"Plant it!"

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

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

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

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

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

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

"For privacy," Rakhi said.



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

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

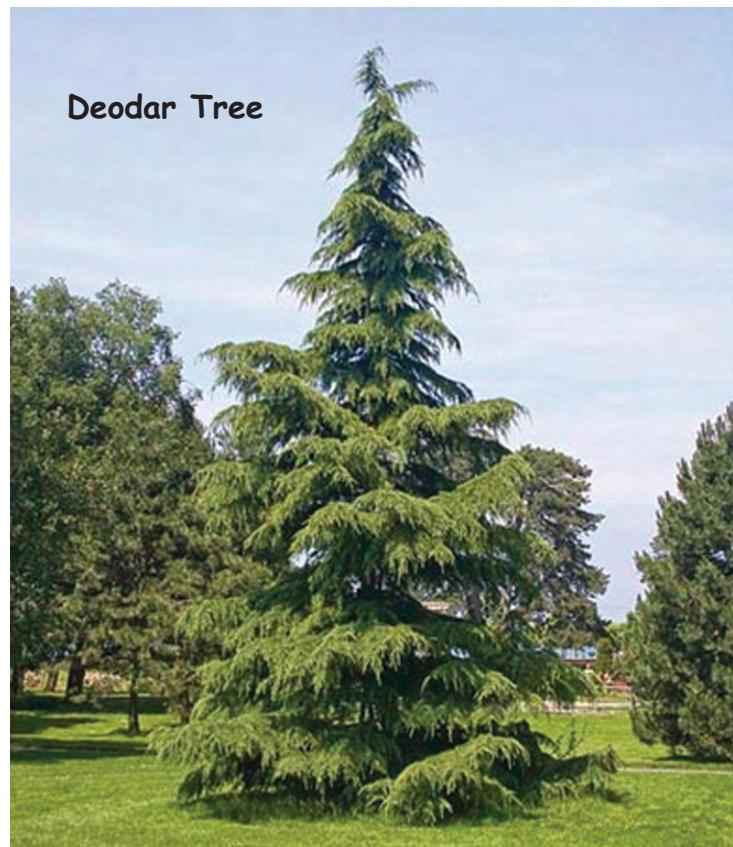
It was about two feet high when a goat entered the garden and ate the leaves. Only the main stem and two thin branches remained.

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

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

"Will it die?" asked Rakhi.

"It might," admitted Grandfather.



Deodar Tree

**crept** - moved quietly  
**miracle** - an event surprising and difficult to believe

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

One day Rakhi found a hairy caterpillar on the tree. It was making a meal of the leaves. The girl removed it quickly and dropped it over the wall. "Come back when you're a butterfly," she said.

One February it was Rakhi's birthday. She was ten, and the tree was nearly four but taller than the girl. Then on a sunny morning Grandfather came into the garden to "let some warmth get into my old bones," as he put it. He stopped in front of the cherry tree, stared at it for a few moments, and called out: "Rakhi, come and look!"



Oak Tree

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

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

"It's too sour," she said.

"They'll be better next year," Grandfather replied.

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

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

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

"How it changed!" she said.

"Just like you," smiled Grandfather.

Night settled on the foothills, and Rakhi looked at the tree spread against

the starry sky. She said to herself, "One day I will tell my children how Dada and I planted this cherry tree many years ago when I was six."

**Let us understand (Tick the right answer)**

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

- a) gave her shade
- b) was larger than her
- c) was smaller than her

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

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

**Complete these sentences from the lesson**

1. She kept the last seed in her mouth for a long time,

2. One spring morning Rakhi bent to pick up what she thought was a

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3. She looked at the tree every morning, but

---

4. Then a runaway cart rumbled down the hill and

---

5. She gazed through the leaves at

---

### Answer the questions

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

### Who said it to whom and why?

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

### Fun with words - Circle the antonyms (opposites)

1. small

a) tiny                          b) big                          c) scary

2. end

a) finish                          b) start                          c) new

3. warmth

a) cold                                  b) heat                          c) love

4. better

a) healthier                          b) worse                          c) recovered

Try to find the hidden words in this maze. One example is shown.

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

1.miracle

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### YOU CAN DO MORE [Functional Enrichment activity]

**Design a brochure:** Prepare a one-page brochure / hand out. Remember, it is important to speak the truth! scan the notes given below and evolve and display your own brochure / hand out.

1. Decide on the product. Choose the appropriate logo.
2. Make use of bright and attractive logos or slogans.
3. Make a good picture/ take a clear photograph of what you want to sell.
4. Whatever you put into your brochure must be clear and simple.
5. The expiry date of the product must be given, if required. Any conditions for use must be shared.
6. The price of the product that you are advertising must be clearly stated.
7. Give specific information that is easy to follow. Give contact details. Remember to use catchy phrases, good visuals and an interesting layout.

### Let us learn

Sentence pattern: **SV IO DO**



Rakhi



gave

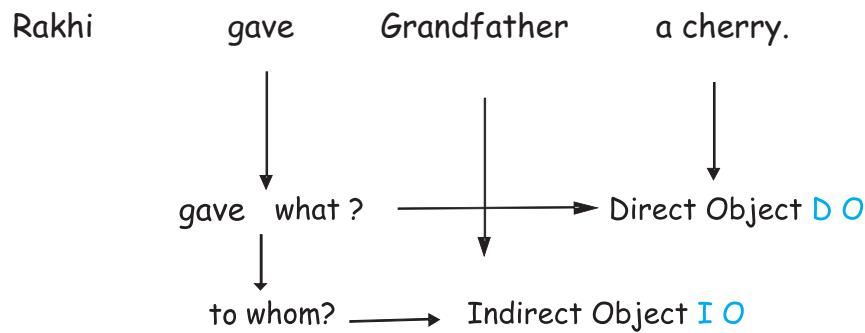


Grandfather



a cherry.

Subject(s) + verb(v) + object + object



Sheela told me a story.

S    V    IO    DO

He gave Mani his pen.

S    V    IO    DO

We show them our pictures

S    V    IO    DO

Viji bought Mary a gift.

S    V    IO    DO

**Give the patterns for the following sentences**

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

## LET US LEARN

### The Simple Future Tense

- The Simple Future shows the action that will happen in the future.
- It usually has the helping verbs will, may or shall, followed by a main verb.

A. Form sentences using the table below:

Balu		go	next week.
Kavitha	shall [should]	join	next year.
Sundar	will [would]	begin	tomorrow.
I	may [might]	meet	next month.
You		study	coming Monday.
They		do	soon.
The Course			

' Balu will go to Chennai tomorrow.'

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

For you

yesterday... today...  
tomorrow

By you

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

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

For you

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

By you

## Poem \*

In preparation

A friend in need is a friend indeed. My friend is...

My friend

helpful

### With a Friend

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

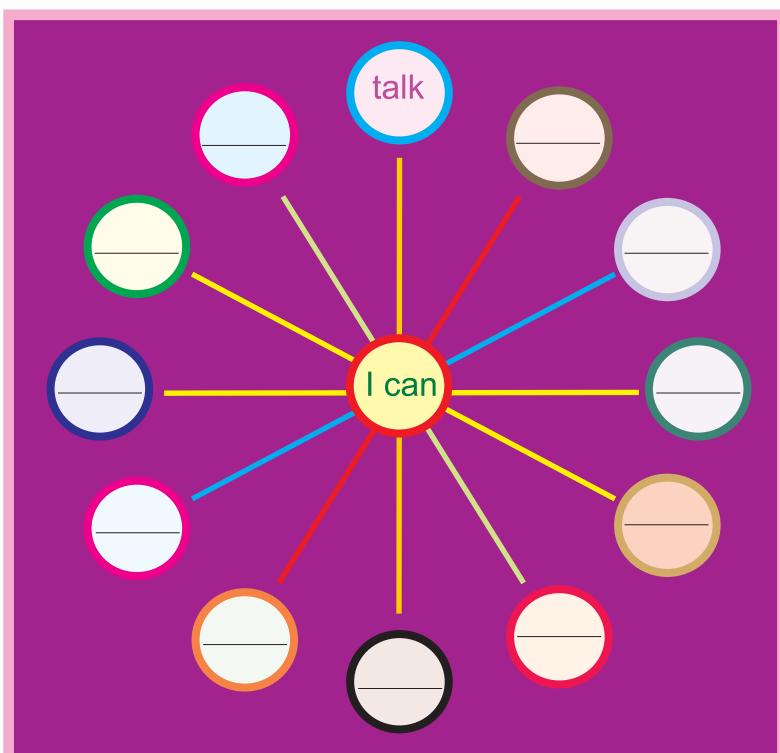
I can play with a friend  
And stay with a friend  
And learn with a friend  
And explain

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

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

- Vivian Gould

What are the things that the poet can do with her friend? Fill in



### Let us understand

1. Who is the speaker in this poem?

The speaker in the poem is \_\_\_\_\_

2. You take pride with your friend when\_\_\_\_\_.

My challenge and opportunity are the same – to study well, so that my parents don't have to work so hard...

- Meena, Class VI

Suppose I am crying, my friend will come and tell me things that make me feel happy.

- Preethi, Class VI

  
With you,  
life's small  
delights  
always  
turn into a  
big pleasure!

Craft Corner  
Make a greeting card and decorate.  
Send a message to your close friend on friendship day.

In friendship, there are no lasting quarrels. Sometimes I make you angry, friend, so that I can enjoy the beauty of your anger.

- Kwaja Moideen  
Class VI

### Thinking further- Think and write

Write a paragraph about how much your friend means to you.

### Read and Enjoy

#### Friendship

Good friends are like good books.  
They always make one happy.

The heart smiles with the face.  
A good friend stops one  
From doing harm:

Helps one to do what 's right,  
And is always there,  
when needed. - Tiruvalluvar

#### A True Friend

Who is a true friend?

Not just who says 'Hello!' as a trend  
A person who thoroughly knows you  
In spite of your weakness loves you

Whenever you are in danger  
Unlike others waits no longer  
Comes to your rescue when needed  
And gives you counsel when heeded

All your secrets, in whom you confide  
In sorrow, a solace you will find  
Your joys increase as you share  
With a friend so faithful and loving care

-D. Margaret Emily



## Kari The Elephant

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



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



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



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

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

(Excerpt: Adapted from the novel by Dhan Gopal Mukherji)

**I. a. Work in pairs and choose the correct answer:**

The easiest way to lead an elephant is to \_\_\_\_\_

- lead him by the trunk
- lead him by the tusk.
- lead him by the ear.

Kari called the author of the story because \_\_\_\_\_

- somebody was hurting him.
- he needed twigs and saplings.
- he wanted to save a drowning boy.

The rope-like thing around my neck was \_\_\_\_\_

- a snake.
- Kari's trunk.
- a rope.

After Kari held the boy's waist gently and lifted him up and down, \_\_\_\_\_.

- he fainted.
- he got up.
- water came out of his mouth.

The boy was \_\_\_\_\_.

- from my school.
- from my village.
- my neighbour.

**I. b. Match the following:**

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

**II. Discuss in small groups:**

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

I will \_\_\_\_\_

2. Kari was the author's best friend because

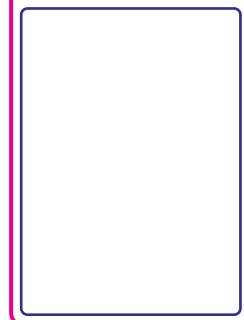
- \* \_\_\_\_\_
- \* \_\_\_\_\_
- \* \_\_\_\_\_

**PROJECT:** There are many projects you can do.

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

Name	Quality/Value

Draw or paste the picture of your animal friend



If my friend had told me,  
'Walk upside down'  
- I would.  
Suresh, Class VI





## TORTILLA

### Note to the Teacher

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

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

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

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

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

Vocabulary activities and graphic organisers have been introduced wherever helpful.

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

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

There is a functional enrichment activity and there are suggestions for projects as well.



## RAITA



## SALAD

## In Preparation

1. Why do we need food ?
2. How would you know that you are eating healthy food?
3. Do we always eat nutritious food ?

## Why the sky is far away?

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

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



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

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

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

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

People spent their time making beautiful cloth. They painted beautiful pictures and sang songs at night. The grand king, Oba, had a wonderful palace. His servants made beautiful shapes out of pieces of sky.

Many people in the kingdom did not use the gift of the sky wisely. When they took more than they could eat, the sky became angry. Some people threw the extra pieces into the garbage.

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

**Critical** - important, judgemental

**Apologetic** - sorry

**Delicious** - tasty, yummy

**Reputation** - character, opinion

**Slouched** - to sit, walk, or stand with your shoulders bent forwards and your head low so that you look lazy

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

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

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

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

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

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

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

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

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



waste the gifts of nature.

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

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

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

### Answer the Following

- 1) According to the folktale, Adami is
    - a) Thankful
    - b) Honest
    - c) Obedient
    - d) Greedy
  - 2) According to the folktale, why does the sky become angry with the villagers? What lesson does he want them to learn?
- 
- 

- 3) Read this sentence from the story

'Bhim gave his own lunch a critical look and frowned'

What does 'critical' mean?

- a) Judgemental
  - b) Funny
  - c) Hungry
  - d) quick
- 4) According to the folktale, what happens when Adami cannot finish all of the food he has taken?

- a) He asks King Oba to help him finish eating the food.
  - b) He saves some of the pieces of food for his meal the next day.
  - c) He tries to hide the pieces of food at the bottom of the garbage pile.
  - d) His wife and children offer to eat the rest of the pieces for him.
- 5) The beginning of the story takes place

- a) In the school cafeteria
- b) In Mr. Frank's class
- c) In Africa
- d) In the school library

- 6) Read this sentence from the story

'They slouched in their chairs and looked apologetic'

What is an antonym for the word 'slouched'?

- a) Dropped      b) Ran      c) Straightened      d) Leaned



slouched \_\_\_\_\_?

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

**Tick the correct meaning**

1. critical
  - 1) important
  - 2) tasteless
  - 3) loud
2. reputation
  - 1) hidden
  - 2) opinion
  - 3) disease
3. Interesting
  - 1) Boring
  - 2) fascinating
  - 3) lucky
4. Delicious
  - 1) Ugly
  - 2) hard
  - 3) tasty
5. Slouched
  - 1) follow
  - 2) straighten
  - 3) lazy way of sitting

**Match words with the correct antonyms**

- |               |                |
|---------------|----------------|
| i) Nourished  | a) unfortunate |
| ii) Fortunate | b) forgot      |

- |                |                 |
|----------------|-----------------|
| iii) Healthy   | c) destroy      |
| iv) Remembered | d) malnourished |
| v) Preserve    | e) unhealthy    |

**Fill in the blanks using the correct suffixes and prefixes**

co, un, ness, in, dis, im

- |                         |       |
|-------------------------|-------|
| a) different            | _____ |
| b) _____ natural        |       |
| c) alert                | _____ |
| d) _____ unhealthy      |       |
| e) _____ polite/ pure   |       |
| f) _____ approve/ agree |       |

### Let us understand

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

### Select the words from the box

1. The meal you have in the morning \_\_\_\_\_.
2. The afternoon meal \_\_\_\_\_.
3. What you eat in between meals \_\_\_\_\_.
4. The meal you have at night \_\_\_\_\_.
5. Something sweet you have at the end of a meal \_\_\_\_\_.

lunch, snacks, dinner, breakfast, dessert

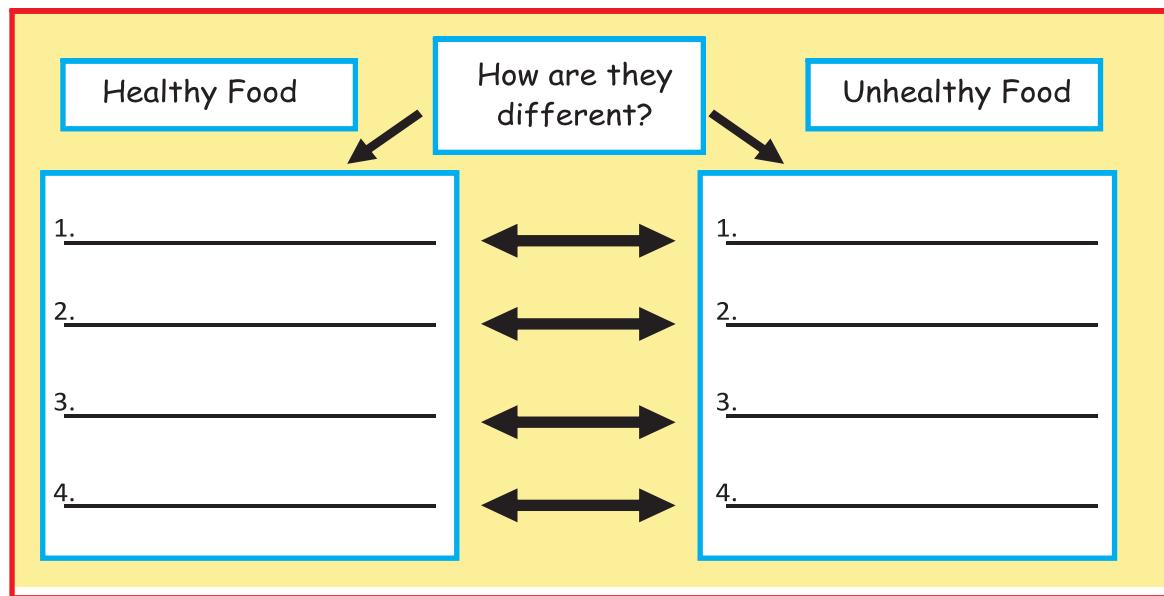
### RIDDLE CORNER

Who am I?

1. I am a ball of leaves.
2. I am long, orange in colour and shaped like a cone.
3. I am slender and long, like the fingers of a lady.
4. When you cut me up, I make you weep.
5. I wear a green crown, purple in colour and oval in shape.

(carrot, brinjal, cabbage, lady's finger, onion)

Fill in and Share this comparison map



### Talking together [in small groups]

Discuss and share [oral activity]

1. Why do you think food is important?
2. Do you agree that we need to make careful choices about what we eat? Why?



### Thinking further - Discuss, think, write

On how we can stop wastage of food at home, in school and in a hotel.



Write in about 200 words the importance of 'Eating to live' and not 'Living to eat'

## Let us revise ( Individual / Pair Work)

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

A. Identify the underlined word or words in each sentence.

Circle the correct answer.

1. A doctor finds out what is wrong with your body.

- a. Present tense
- b. Past tense
- c. Future tense

2. I will go to the shop tomorrow and buy new clothes.

- a. Present tense
- b. Past tense
- c. Future tense

3. Yesterday, Meena travelled by bus to Trichy.

- a. Present tense
- b. Past tense
- c. Future tense

4. The children will decide how to celebrate Teacher's day.

- a. Present tense
- b. Past tense
- c. Future tense

5. Masons gather all the building materials before they construct a house.

- a. Present tense
- b. Past tense
- c. Future tense

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

Word	Present tense	Past tense	Future tense
do	do / does	did	will / shall do
give			
sing			
speak			
write			

C. Fill in the blanks with the suitable tense.

1. My mother \_\_\_\_\_ delicious sambar for lunch. ( prepare )
2. My father \_\_\_\_\_ in Nagercoil two years ago. ( work )
3. Shilpa \_\_\_\_\_ on a school trip. ( go )
4. We \_\_\_\_\_ to the festival over the weekend. ( go )
5. Seenu \_\_\_\_\_ the picture on the wall. ( paint )



### RIDDLE CORNER

Who am I?

1. I am soft, round and red in colour.
2. I am brown and grow under the ground.
3. I am small, round and green and live with my brothers in a pod.
4. I am white in colour and shaped like a cone.
5. I look like a top. On top I am white and at the bottom, violet. I am neither a radish nor a beetroot.

( radish, peas, turnip, potato, tomato )

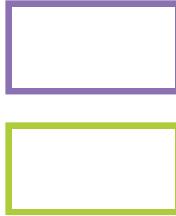


In preparation  
Share your opinion about cooking with your friends

Poem \*

easy

cooking



## Cooking

When you're cooking in the kitchen,  
You're learning all the while --  
To pour and measure, mix and stir  
And sift flour into a pile.  
  
Scrub your hands before you start  
Then gather up the gear --  
Like pots'n pans and measuring cups  
That you use throughout the year.  
  
Go over the recipe, step-by-step,  
So you'll know just what to do.  
By carefully following the directions,  
It won't be hard for you.  
  
Have a hot pad handy  
And an adult standing by --  
So you won't hurt yourself  
When using the stove or baking a pie.  
  
Besides the fun and learning,  
There's always cleaning up to do,  
And even though it's quite a chore,  
It's part of cooking too.  
  
But after all the work is done,  
It will soon be time for dinner.  
And when someone asks for seconds,  
You'll know you've cooked a winner!

- anonymous

### To cook and eat

To cook and eat  
Is an art,  
Yet a part  
Of everyday life.  
We take it for granted  
not knowing,  
not caring,  
that others  
may not have this thing  
which we so foolishly  
waste.

- Emma Richards (aged 12)

## Comprehension Passage

### Different Cultures

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

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

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

"That's a great idea," Amy's teacher said. "Let's call it 'Dinner around the World'."

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

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

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

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

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

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

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

### Words and meanings

Fundraiser - a social event organized to make money for a specific purpose

community - the people who live in an area

ethnic - national, cultural

tortilla - a type of thin flat Mexican bread that is often rolled or folded and filled with cheese, beans, or meat

Salad - a mixture of raw vegetables cut into pieces

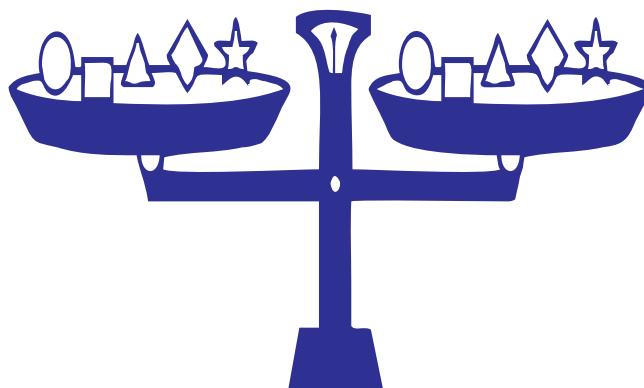
### Answer the questions

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

### Guess and Check

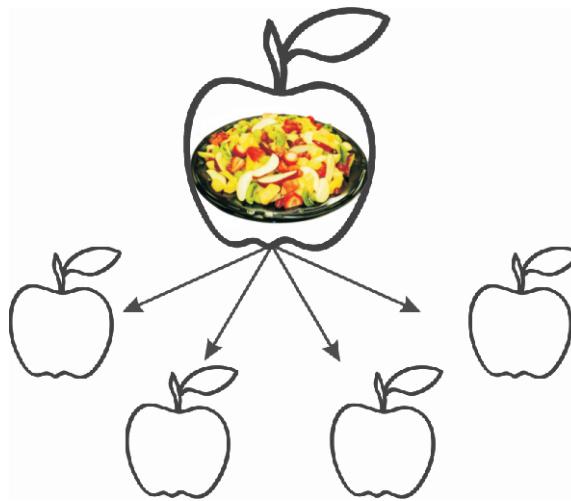
Match the food items with the exercises suggested for burning the calories to balance the pans.

Food Item (Intake)		Exercise (Output)	
1	Omlette with cheese and vegetables - 250 calories	a	30 minutes gardening
2	3 cups raw vegetables assorted - 160 calories	b	30 minutes aerobics
3	1 medium sized portion of chips - 270 calories	c	30 minutes swimming
4	Boiled potato with peel - 220 calories	d	40 minutes salsa dancing
5	Pasta with sauce - (150 g) 190 calories	e	30 minutes tennis



## FILL IN

Use appropriate words to describe features of healthy food.



**Soup n salad** 😊

soupy  
yummy  
tasty  
nutritious  
delicious  
sumptuous

## WRITE AND SHARE

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

Name of the dish	What is it made of?	How does it taste?	what does it look like?	Why do you like it?

## LET'S HAVE A DEBATE

Divide into two groups and have a debating session about wastage of food.

Collect information prior to the debate.

I think wastage of food is natural. It helps other creatures.

VS

I think wastage is a crime against life.



## WRITE A POEM

The Cinquain: (Teacher to explain the term)

This is a good test of whether you have understood the parts of speech.

This is how the poem is formed:

Line 1: a noun that says what your poem is about

Line 2: two adjectives that describe what you are writing about

Line 3: three -ing words that describe what your subject does

Line 4: a phrase that tells more about your subject

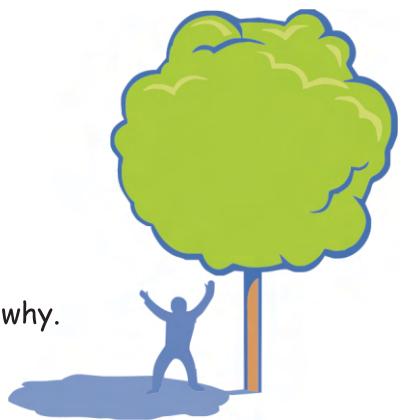
Line 5: another word for your subject [noun]

Here is an example to help you along:

### A TREE

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

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



## PROJECTS

THERE ARE MANY PROJECTS YOU CAN DO.

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

Name of Student	Favourite food	Healthy eating habits	Unhealthy eating habits

2. Collect advertisements about food items. Analyse the contents as given in their labels. Make a choice whether to eat it or not. Give reasons for your choice.

## PRESENT YOUR FINDINGS

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

## The Colourful Sweets

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

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

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

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

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

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

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

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

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

"Why do you think that all the colour dyes would be used up? Is everyone dyeing their clothes?"



"No, Your Majesty. Actually, after your orders for preparing colourful sweets, the sweet shop owners are busy buying the colour dyes for dyeing sweets. If they buy all the dyes, how can I dye my clothes? So I decided to set up a shop, so that I would have all the dyes I need."



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

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

#### \* **Write your Journal**

Here are a few prompts to start you on your way.

Writing Prompts / Journal Topics

#### \* **What is...**

What is your favourite spot in your home and why?

#### \* **What if...**

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

#### \* **What do you think...**

What do you think when you see a beautiful picture?

#### \* **How...**

How do you feel when you do something that is very good?

How do you feel when you play a trick on someone?

#### \* **Describe...**

Describe your favourite toy. Why do you like it?

#### \* **When..**

When you are angry, how do you look?

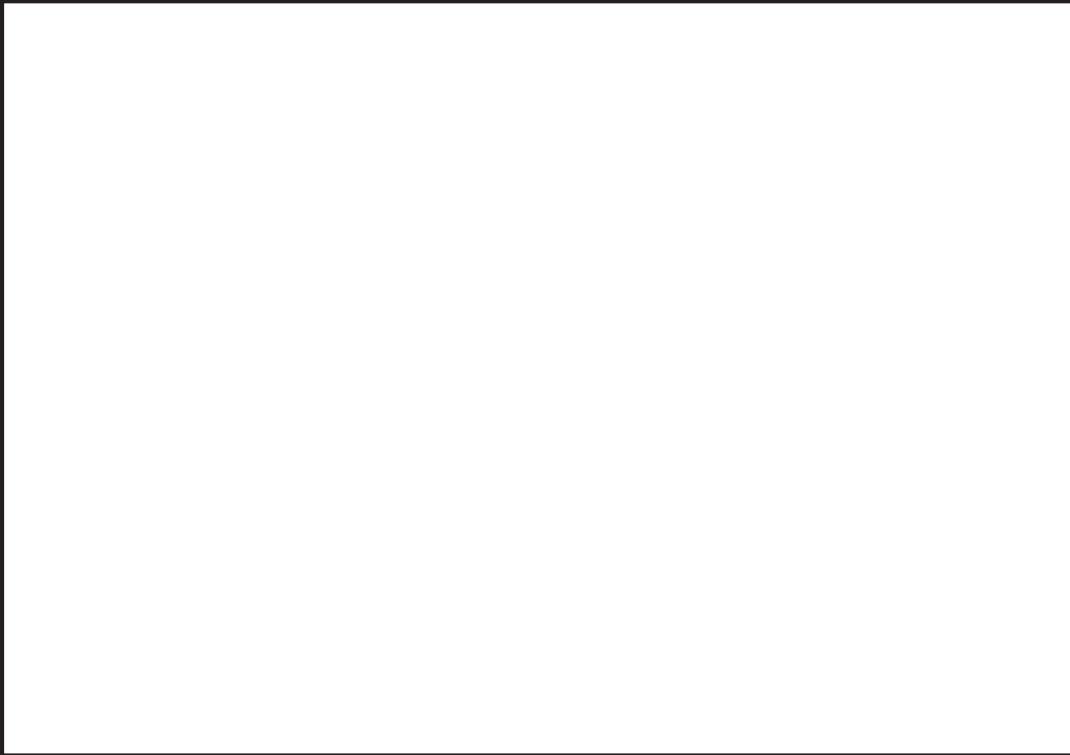
#### \* **Whom...**

Whom do you talk to when you have a problem?

#### \* **Who...**

Who is your favourite hero?

## Space for Journal Writing



### Acknowledgment :

1. The Cherry tree - Ruskin Bond
2. With a friend - Vivian Gould
3. The unlucky face - Adapted from 'Stories of Birbal' by Eunice de Souza
4. Guess and Check - Ms. Jayanthi Ravi, Educational Consultant

## GRAMMAR WORKSHEET

### I. Identify the pattern of the following sentences:

1. I gave him a book.

• SVA

• SV

• SVIODO

• SVO

2. Raj is the team leader.

• SVOC

• ASV

• SVA

• SVC

3. I met my teacher yesterday.

• SVOA

• ASV

• SVC

• SVOC

4. She always dresses neatly.

• SVCA

• SAVA

• SVOA

• SVOAA

5. He became a teacher.

• SVOA

• SVC

• SVO

• SVA

6. The sun shines.

• SVC

• SV

• SVO

• SVA

7. I am a doctor.

• SV

• SVO

• SVC

• SVO

8. This morning I saw a star.

• SVO

• SVCA

• ASVO

• SVOA

9. She danced well.

• SVC

• SVO

• ASV

• SVA

10. The baby is crying.

• ASV

• SVC

• SVA

• SV

### II. Identify the object complement and the subject complement :

1. Mother looks tired.

2. He called his friend a monkey.

3. We painted the door green.
4. I am a student.
5. We are honest.

**III. Add the suffix 'ness' / 'ful' and write down the words:**

1. forget - \_\_\_\_\_
2. sorrow - \_\_\_\_\_
3. weak - \_\_\_\_\_
4. happy - \_\_\_\_\_
5. rough - \_\_\_\_\_
6. ready - \_\_\_\_\_
7. keen - \_\_\_\_\_
8. beauty - \_\_\_\_\_
9. watch - \_\_\_\_\_
10. help - \_\_\_\_\_

**IV. In the table below are given some of prefixes, base words and suffixes Form new words using these :**

Prefix	Baseword	Suffix	New word
	schedule		
	approve		
	happy		
dis -	view	- al	
mis -	sage	- ed	
re -	success	- ness	
un -	enchant	- ly	
	direct	- ful	
	conduct		
	charge		

#### **V. Separate the base word from the prefix and suffix:**

1. unmanageable \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_
2. underdeveloped \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_
3. disconnected \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_
4. mistaken \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_
5. overloaded \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

#### **VI. Fill in the blanks using the correct suffixes and prefixes :**

**un, ness, in, dis, im**

1. \_\_\_\_\_ different
2. alert \_\_\_\_\_
3. \_\_\_\_\_ healthy
4. \_\_\_\_\_ polite
5. \_\_\_\_\_ approve

#### **VII. Choose the right 'prefixes' and form new words :**

**in, dis, pre, multi, un, im, ir, mis**

1. \_\_\_\_\_ behave
2. \_\_\_\_\_ national
3. \_\_\_\_\_ agree
4. \_\_\_\_\_ employed
5. \_\_\_\_\_ honest
6. \_\_\_\_\_ possible
7. \_\_\_\_\_ view
8. \_\_\_\_\_ complete
9. \_\_\_\_\_ understanding
10. \_\_\_\_\_ regular

#### **VIII. Fill in the blanks with the simple past forms of the verb in brackets**

On Friday I \_\_\_\_\_ (go) to watch a car festival in my village. There I \_\_\_\_\_ (spend) my time happily. People \_\_\_\_\_ (come) from many places. There \_\_\_\_\_ (is) a lot of fun. I \_\_\_\_\_ (taste) delicious ice-cream. I \_\_\_\_\_ (witness) a magic show and \_\_\_\_\_ (feel) happy. My mother \_\_\_\_\_ (buy) me some toys. My mother and I \_\_\_\_\_ (watch) the merry go round. We \_\_\_\_\_ (come) home happily.

**IX. Circle the Verbs of the simple present tense and underline the Verbs that are of the simple past:**

1. He drinks tea every morning.
2. The steamer sailed yesterday.
3. Honey is sweet.
4. Fortune favours the brave.
5. I received his letter a week ago.
6. My watch keeps good time.
7. He studied many hours daily.
8. I learnt Hindi in Nagpur.
9. The match starts at 5'o'clock.
10. She always carried an umbrella.

**X. Fill in the blanks with the appropriate simple past forms of the verbs given in brackets:**

1. The students \_\_\_\_\_ ( answer ) all the questions correctly.
2. My friend \_\_\_\_\_ ( send ) me a message.
3. We \_\_\_\_\_ ( arrive ) at 6' o clock.
4. He \_\_\_\_\_ ( go ) to Chennai yesterday.
5. I \_\_\_\_\_ ( write ) a letter last week.
6. The street dog \_\_\_\_\_ ( bite ) a boy an hour ago.
7. The gardener \_\_\_\_\_ ( catch ) a snake this morning
8. Anitha and Nadhini \_\_\_\_\_ ( become ) best friends.

**XI. Complete each sentence with the present tense forms of the verbs given in brackets :**

1. Rama \_\_\_\_\_ to college every day. (go)
2. The train \_\_\_\_\_ every morning at 8.00 am. (leave)
3. He never \_\_\_\_\_ to say his morning prayers. (fail)
4. Every twelve months, the earth \_\_\_\_\_ (complete) one orbit around the sun.
5. The doorman \_\_\_\_\_ the door for all. (open)
6. We \_\_\_\_\_ part of the earth. (be)
7. The electrician always \_\_\_\_\_ a tester with him. (take)
8. Truth always \_\_\_\_\_. (win)

## XII. Fill in the boxes with appropriate articles (a, an, the)

1. Is fencing [ ] popular sport in [ ] world? No, it is n't.
2. Can you give me [ ] envelope, please ?
3. They are at [ ] cinema.
4. Would you like [ ] hamburger ?
5. Selena has got [ ] cat. What is [ ] cat's name?
6. I'd like [ ] glass of orange juice please!
7. [ ] room is very cold. Hasn't it got [ ] central heating system?
8. Is there [ ] post office nearby?
9. My brother is in [ ] classroom.

## XIII. Tick the correct article from the given choices to complete each sentence.

1. They usually spend their holidays in \_\_\_\_\_ mountains.  
 the                            no article                            a
2. Los Angeles has \_\_\_\_\_ ideal climate.  
 no article                            an                                    the
3. This is \_\_\_\_\_ best Mexican restaurant in the country.  
 a                                    the                                    no article
4. I can live on \_\_\_\_\_ 500 dollars a month.  
 the                                    no article                            a
5. Someone call \_\_\_\_\_ policeman, Please!  
 a                                    the                                    no article
6. He is \_\_\_\_\_ real Indian hero.  
 no article                            a                                    the
7. Could someone call \_\_\_\_\_ police quickly?  
 the                                    no article                            a
8. I don't like \_\_\_\_\_ dogs, but I like my brother's dog.  
 the                                    a                                    no article

9. I haven't seen him in \_\_\_\_\_ five years .  
 no article       the       a
10. Kobe Bryant is \_\_\_\_\_ basket ball player.  
 a       the       no article

#### **XIV. Complete the following passages with a , an , the or x (no article) :**

1. Tom lives in \_\_\_\_\_ village near \_\_\_\_\_ Himalayan mountains . Sometimes he swims in \_\_\_\_\_ Ganges, \_\_\_\_\_ most famous river in \_\_\_\_\_ India .
2. John has some friends from \_\_\_\_\_ United States . They play \_\_\_\_\_ basket ball very well . They took part in \_\_\_\_\_ Olympics recently. They were defeated by \_\_\_\_\_ team from \_\_\_\_\_ USSR .
3. \_\_\_\_\_ television is \_\_\_\_\_ outstanding wonder of this modern age . Apart from \_\_\_\_\_ great pleasure it gives us, it is \_\_\_\_\_ means of entertainment. It is in many ways \_\_\_\_\_ source of education too.
4. \_\_\_\_\_ old lady who lived in \_\_\_\_\_ village went to town on Saturday. She bought fruits and vegetables from \_\_\_\_\_ market. Then she went into \_\_\_\_\_ shop which sold glasses.
5. In recent days Madurai was \_\_\_\_\_ capital of \_\_\_\_\_ Pandiyas. It is \_\_\_\_\_ important city in Tamil Nadu. \_\_\_\_\_ river Vaigai flows in Madurai.

#### **XV. Say whether the following usage of articles is correct or incorrect.**

- |   |                     |
|---|---------------------|
| 1. Lucy has an dog.                           | Correct / Incorrect |
| 2. Ben had a apple for breakfast.             | Correct / Incorrect |
| 3. She has a exercise book in her school bag. | Correct / Incorrect |
| 4. Peter has the aunt in Berlin.              | Correct / Incorrect |
| 5. Emily won a first place in chess.          | Correct / Incorrect |
| 6. Cricket is an game of infinite variety.    | Correct / Incorrect |
| 7. Rome was not built in a day.               | Correct / Incorrect |
| 8. What kind of the bird is that ?            | Correct / Incorrect |
| 9. An umbrella is of no use in thunder storm. | Correct / Incorrect |
| 10. What an beautiful scene it is!            | Correct / Incorrect |

**XVI. Complete the following sentences with suitable interjections .**

1. \_\_\_\_\_ we have won the match.
2. \_\_\_\_\_ where are you going now ?
3. \_\_\_\_\_ what a beautiful flower !
4. \_\_\_\_\_ I hear someone coming.
5. \_\_\_\_\_ what a wicked plan.

**XVII. Choose the best interjection with help of clues given in brackets.**

1. “ \_\_\_\_\_ “ ! You're stepping on my foot”. (expressing pain)  
A. Ah      B. Oh      C. Ouch      D. Hmm
2. “ Oh \_\_\_\_\_ ! Does it hurt? ( expressing pity)  
A. Alas      B. Er      C. Eh      D. dear
3. “ \_\_\_\_\_ , that seems good”. ( expressing pleasure )  
A. Hmm      B. Hey      C. Oh      D. Ah
4. “ \_\_\_\_\_ ! she's dead now”. ( expressing grief or pity )  
A. Oh      B. Hay      C. Alas      D. Ah
5. “ \_\_\_\_\_ John! How are you today?” ( expressing greeting )  
A. Yeah      B. Er      C. Ah      D. Hello

# 'I can, I did'

## Student's Activity Record

## **Subject :**

# ENGLISH

