

ENGLISH

Standard Six

Term II

ENGLISH

Unit 1

Note to the Teacher



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

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

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

Vocabulary activities and graphic organisers have been introduced wherever helpful.

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

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

There is a suggested extension activity and a project.



The Mystery of Language

A short biography of Helen Keller

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

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

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

Now read on to know more about this remarkable person.

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

Teacher(T) : I will tell you her story.

S : Thank you, teacher!

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

S : What did Helen's parents do?

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

S : What did they do at Perkins School?

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

S : What did Anne Sullivan do?

Prose



The most beautiful things in the world cannot be seen or even touched, but just felt in the heart.
- Helen Keller

New Words

remarkable : great
chores : regular tasks
spout : a pipe or a tube on a container
rapidly : very quickly
mystery : strange and interesting
explore : to examine something completely

Young Helen and Anne Sullivan



ENGLISH

visionary : a person who plans the future
pioneer : a person who is the first to study and develop a particular area of knowledge
unemployed : jobless
diverse : different
acceptance : the act of agreeing



Statue of young Helen learning the mystery of language at the water pump, unveiled in Alabama, 2009

- T** : Anne was 21 when she came to teach Helen. She found a way to make Helen understand words and their meanings. She began to teach Helen letters by writing them on her palm.
- S** : Wasn't that difficult?
- T** : It was difficult at first. Then, something happened that made Helen's learning much faster. She learnt the word, 'Water'. Let us hear about this in Helen's own words: 'Someone was drawing water and my teacher placed my hand under the spout. As the stream rushed over one hand, she spelled into the other, the word, 'water', first slowly, then rapidly. I stood still, my whole attention fixed... suddenly I felt a thrill... and somehow the mystery of language was revealed to me.' Do you know Helen learnt 30 new words on that day? Quickly she learnt words and then sentences.
- S** : What a wonderful teacher!
- T** : Yes! Helen's teacher wanted her to explore the world around her to ask questions and to experience nature. Helen loved to smell and touch flowers to respond to nature. She was a learner till the end of her life. She knew three other languages, knew how to play chess and even ride a horse!
- S** : Did Helen go to college?
- H.R** : Helen was the first person among those who could not hear or see, to graduate with Distinction from any College. While she was at Radcliffe College, she wrote her first book, 'The Story of My Life', that has been translated into 50 languages!
- S** : This is so wonderful to hear! What else did she do?
- T** : She was a visionary and a pioneer, helping to make the world a better place for differently abled people, particularly children. Later on in her long life, Helen Keller concerned herself with the needs and rights of the unemployed and the poor as well. She went on many lecture tours with her teacher and even acted in a film!
- S** : Really, has she acted in a film?
- T** : Yes! Many films and plays have been made about her and her amazing teacher.
- S** : I wish I could meet her!
- T** : That is a nice thought! But Helen Keller died peacefully in her sleep, in 1968. She was 87 years old. But her mission lives on, to inspire and guide each one of us in our journey into love and acceptance of diverse abilities among people and in the world around us.

LET US REMEMBER

I. Say True or False:

1. Helen lost her ability to hear and see when she was four years old.
2. Anne Sullivan was a student of Perkins School.
3. 'Flower' was the first word taught by Anne to Helen.
4. Helen's first book, 'The Story of My Life' has been translated into 32 languages.
5. Anne's arrival changed Helen's life totally.

II. Answer the following questions:

1. What made Helen unable to see and hear?
Helen was unable to see and hear because
2. Which was the most important day in Helen's life?
The most important day in Helen's life was.....
3. What did Anne Sullivan want her student Helen to do?
Anne Sullivan wanted Helen to
4. What were the different things Helen learnt?
The different things that Helen learnt were

READ AND ENJOY

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

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

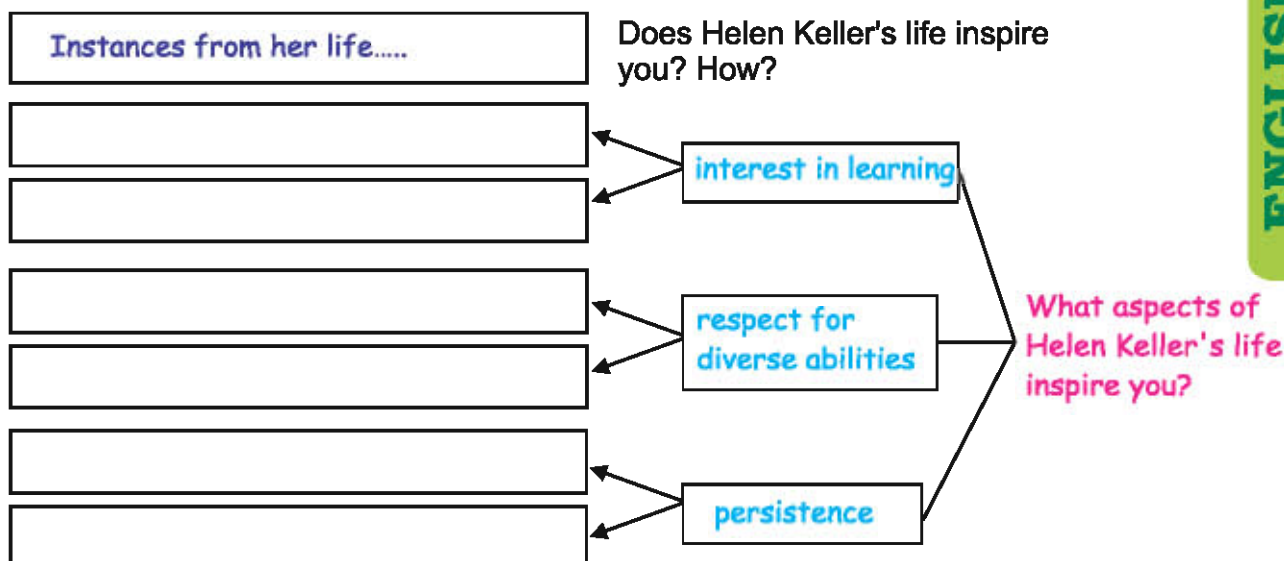
They took away what should have been my tongue,
(But I had talked with **God** when I was young).

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

-Helen Keller

John Milton: a great English poet who could not see

Beethoven: a famous German music composer who could not hear



Talking together

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



Helen Keller and Anne Sullivan
on a U.S postage stamp

LET US REVISE

Now, let's move on and revise the **Kinds of Sentences**:

A sentence is framed with a group of words that are arranged in logical order to make complete sense. There cannot be a sentence without a verb. Every sentence has a subject and a predicate. All sentences begin with a capital letter.

Sentences can be classified under four types. They are:

1. Assertive or Declarative Sentences

Assertive sentences are simple statements. They end with a full stop.

Examples: The sun rises in the East.
My mother is a teacher.
These mangoes are sweet.

2. Interrogative Sentences

Interrogative sentences ask questions. They end with a questions mark.

Examples: How is your health now?
What are you doing here?
Did they win the match?

3. Imperative Sentences

Imperative sentences give orders, commands, instructions, advice or make requests. They end with a full stop. The subject is always 'You' and it is hidden.

Examples: Please, lend me your pen.
Do not play with fire.
Maintain silence.

4. Exclamatory Sentences

Exclamatory sentences express strong and sudden feelings. They end with an exclamatory mark.

Examples: How funny this boy looks!
What a brilliant idea!
Oh! What a tragedy!

Match the following:

SENTENCE

1. What a simple question it is!
2. Why are you in a hurry?
3. Save rain water.
4. Education refines one's mind.
5. Please avoid use of plastic bags.

KIND

- Imperative
Assertive (statement)
Exclamatory
Imperative (request)
Interrogative

Project Picture Album

In groups, work together to find pictures of Helen Keller and Anne Sullivan. Create a photo collage on chart papers, binding the pages together to create an album.

Name the type of the following sentences and then rewrite those sentences using suitable punctuation marks in the end:

1. They reached home very late ☐
2. Can you help me in this work ☐
3. Please bear with me for some more time ☐
4. Hang this picture on the wall ☐
5. Change your clothes now ☐
6. Which is your native place ☐
7. I am scared of dogs ☐
8. How comfortable this room is ☐
9. Take these tablets twice a day ☐
10. English is a global language ☐
11. How many languages can you speak ☐
12. Diseases are caused by germs ☐
13. Keep your surroundings clean ☐
14. Did you participate in the essay competition ☐
15. What a powerful machine the human brain is ☐
16. Have you visited a zoo ☐
17. Go in a line ☐
18. Chennai is the capital of Tamilnadu ☐
19. Who is your favourite cartoon character ☐
20. Please, forgive me ☐

This image shows a full page of blank primary-ruled paper. It features multiple sets of horizontal lines designed for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The lines are evenly spaced across the entire page.

Subject - Predicate

Let's look at the concept of a sentence.

A group of words that makes complete sense is called a 'sentence'. A sentence can be divided into two major parts: the **Subject** (Naming Part) and the **Predicate** (Action Part).

The **Subject** may be a Noun or a Pronoun. We need a person, a place or a thing to speak about. They are called the subject of a sentence. The **Predicate** must have a Verb, with or without other words. What is said about the subject is the predicate.

The girl took her bag to go home.
Subject Predicate

Here, the subject is 'the girl' - person.

The predicate is 'took her bag to go home' - what is mentioned about the girl.

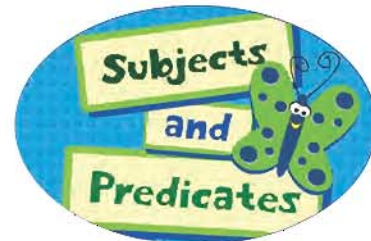


Match the Subject in Column A with the Predicate in Column B.

Column A	Column B
1. Bharathiyar	has opened the sports complex.
2. My friend, Sundar	goes round the sun.
3. The weather	our holidays very much.
4. The students	is an engineer.
5. The Minister	learn to sing songs.
6. We enjoyed	are playing cricket.
7. My computer	was a poet.
8. We	is a busy city.
9. The Earth	arrived very late.
10. The dog	fought for freedom.
11. The police	eat peanuts.
12. The doctor	dissolves in water.
13. The train	lost his bicycle.
14. The boys	seems to be nice.
15. Calcutta	gave me an injection.
16. John	is the Capital of Tamilnadu.
17. Monkeys	must respect our elders.
18. Salt	works well.
19. Gandhiji	arrested the thief.
20. Chennai	guards our house.

Encircle the subject and underline the predicate in each of the following sentences

1. The story had an interesting twist.
2. I cannot help you.
3. Books are a great source of knowledge.
4. The bridge collapsed all of a sudden.
5. India is my motherland.
6. Tamil is one of the ancient languages
7. The rich should help the poor.
8. The child broke the doll.
9. We can never forget this trip.
10. Truth always triumphs.
11. A flock of sheep was grazing in the field.
12. All the students have completed their work.
13. Many buildings developed cracks during the earthquake.
14. Both the sisters became great doctors.
15. The whole family attended the wedding.



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

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

Rearrange the words to make meaningful sentences and then divide them into subject and predicate. Clue: The capitalised words begin the sentence.

1. extracted / dentist / tooth / my / The / wisdom
2. new / is / Janet / a / wearing / frock
3. good / are / for / Fruits / health
4. precious / is / metal / Gold / a
5. were / These / in / photographs / Ooty / taken
6. mother / clean / house / My / keeps / the
7. interesting / is / an / Chess / game
8. Peacock / of / national / the / bird / is / India
9. the / success / is / Education / key / to
10. made / our / lives / Science / easy / has



Share and enjoy [Individual/Pair work]

Each word contains a letter pattern. Use the pattern to make other words.

- | | | | |
|-----------------|--------------|--------------|--------------|
| a. lame [ame] | <u>f</u> ame | <u>n</u> ame | <u>g</u> ame |
| b. seat [eat] | ___ eat | ___ eat | ___ eat |
| c. past [ast] | ___ ast | ___ ast | ___ ast |
| d. pair [air] | ___ air | ___ air | ___ air |
| e. right [ight] | ___ ight | ___ ight | ___ ight |
| f. spear [ear] | ___ ear | ___ ear | ___ ear |

Make compound words. Compound words are made from two or more smaller words.

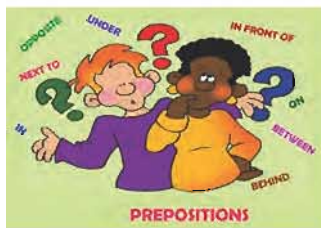
eg: 'earthquake' = earth + quake

FILL - IN THE BLANKS

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

beat
milk
quake
bike
word
cloth
ground
band

List similar words that you can make and stick pictures in your scrap book.



Preposition is considered as an important part of speech in English Grammar. It is very much essential in everyday communication. Therefore, it is necessary to learn where a preposition should be used and what preposition should be used in a sentence.

A preposition is a word which is placed before a noun or a pronoun. It shows how the person or thing denoted by that noun or pronoun stands in relation to another word in the sentence. The preposition is said to govern or control the noun or pronoun that follows it. The noun or pronoun used after the preposition is called '**the object of the preposition**'.

Commonly used Prepositions

Fill in the blanks with suitable prepositions

1. The flower vase is kept _____ the table.
2. The baby is sleeping _____ the cradle.
3. Dogs bark _____ strangers.
4. The children went _____ the beach yesterday.
5. Wipe your face _____ a towel.
6. The swimmer jumped _____ the river.
7. I go _____ school _____ bus.
8. The mouse was chased _____ a cat.
9. My mother dropped the bucket _____ the well.
10. We have a meeting _____ 5 p.m.
11. Do not scribble _____ the wall.
12. Arun is suffering _____ fever.
13. The thief escaped _____ the back door.
14. I must attend a training class _____ Monday.
15. Push the box _____ the cot.

in, on, at, for, from, to,
into, of, off, by, before,
after, above, below,
under, behind, with,
without, within, along,
against, over, near, till,
between, among, up,
down, upon, across,
along, through, during,
around, inside, outside,
etc.

Underline the prepositions you find in each of the following passages

1. Anitha was a selfish girl. She did not have many friends in her class. Nandini was quite different from Anitha. She always had a smile on her face. She helped her classmates with their homework. This made Anitha feel envious of Nandini.
2. On the day of the examination, Anitha reached school early. She looked around for Nandini. There was no sign of her. Nandini rushed into the hall with sweat running down her face, just half an hour before the exam began. When the examination ended, everyone gathered around Nandini and asked her why she was late.
3. Tsunamika sat on a rock under the sea and thought of the sun. On the 21st day, the ocean floor shook powerfully and threw her upwards. She went up...up...up in the water till she reached the surface of the ocean.
4. Once there lived an old man with his wife in a small village. One day, when he was walking along a road, he heard the sound of flapping wings. He followed the sound and found a crane caught in a snare. He felt pity for the crane and set it free. The bird happily flew into the sky.

Poem

In preparation

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



differences

height

age

New Words

standing apart:

feeling removed from others

isolated : cut off from others

companion : someone who
accompanies a person

participate : take part in

spectator: onlooker

responsibility: taking care of

right: that which is every
person's due

opportunities: have the space
to do or explore

favour : benefit, gift,

included: part of, belonging

Inclusion

(ஒருங்கிணைப்பு)

To be a part

And not stand apart

To belong

And not to be isolated

To have friends

And not just companions

To feel needed

And not be just a person with needs

To participate

And not just be a spectator

To have responsibilities

And not just enjoy rights

To have opportunities

And not favours

Is to be really 'included'



Dipti Bhatia is the Deputy Director of Vidya Sagar, an NGO for the differently abled. She is well versed in the field of Inclusion and differently abled.

- Dipti Bhatia

ENGLISH



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

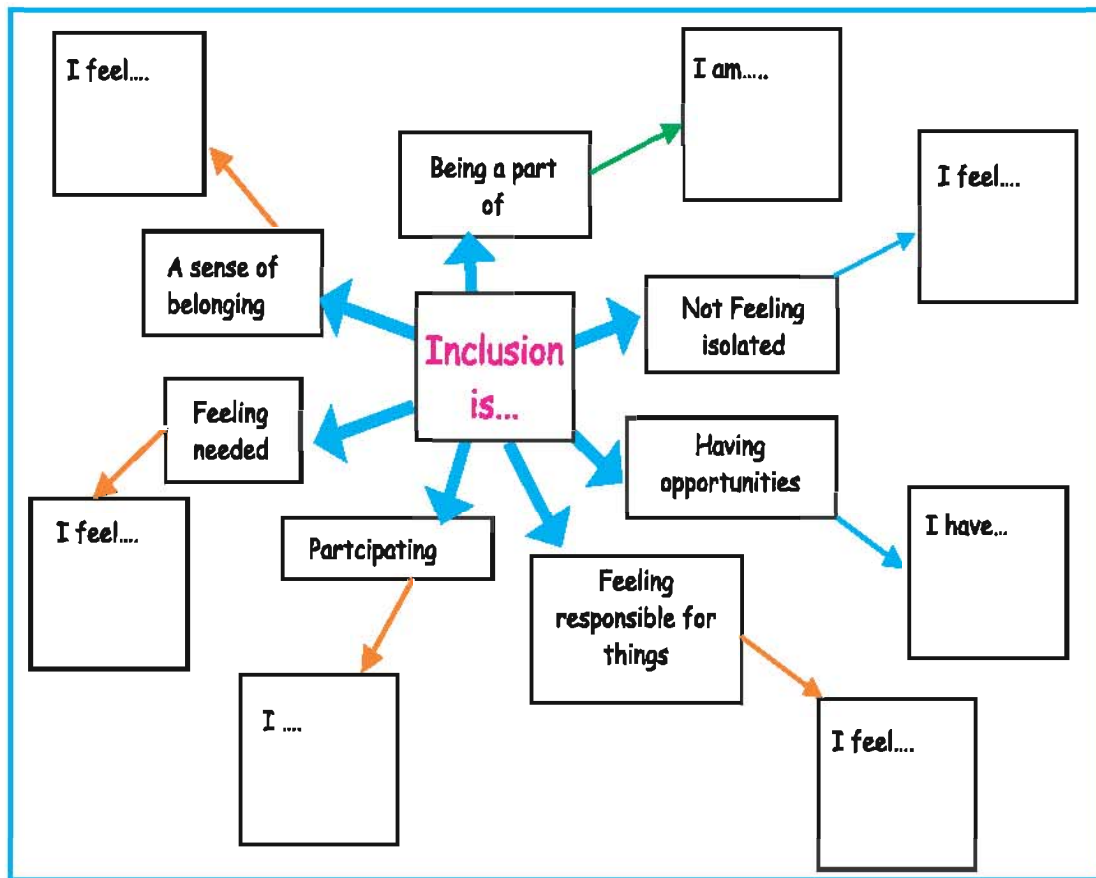
1.What is inclusion?

2.How can a classroom be made 'inclusive'?

3.What would it need from each one of us?

4.What steps can we take right away?

When do you feel included?



Think it over! Write and share.

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

**Analyse the different abilities and talents and strengths of your class.
Tabulate your findings.**

PROJECT

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



Supplementary Reader

KALPANA CHAWLA AWARDEE, 2009

Rajalakshmi M.Com, MBA.



'Success is not something to wait for; it is something to work for.'

Jessica Cox



Jessica Cox

was born without arms. She is 25 years old. Here she is standing in an aircraft. This American girl is the first pilot licensed to fly, using only her feet! She can even drive a car! She can swim and write as good as anyone with arms. She is also good at martial arts.



Meet young Rajalakshmi from Usilampatti

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

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

- Rajalakshmi.

Each One is Unique

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

Nitya : Hi, Ram! Have you finished your homework?

Ram : Hi, Nitya, Yes, I've finished it.

Ashwin : Give me your homework notebook, Ram. I will put it on the Teacher's table to be corrected.

Ram : Thank you, Ashwin!

Ashwin : Ram! Have you completed your Physics project?

Ram : Yes! I have made a model of Rain Water Harvesting.

Nitya : Ram makes such good models. **(Bell rings)**

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

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

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

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

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

Prakash : Yes, sure.

Ram : Let me join too.

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

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

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

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

Amit : What happened Prakash?

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

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

Prakash : Hey, I can bat. Someone can run for me.
(Amit and Ashwin look at each other)

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

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

Ashwin : Well! Yes.

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

Prakash : Oh! Okay! **(All except Prakash go out)**
(Bell rings) Ram comes in.
Hey, Prakash! What happened?



HOW IT FEELS

We all have different abilities. Some of us can sing well. Others can write well. Yet another person can run fast, or draw beautiful pictures. What do we do, when someone can't do something that we can? Do we include?





- Prakash : Nothing, a small accident. I'll be all right, don't worry.
- Ram : What about the match tomorrow?
- Prakash : I can't play.
- Ram : That's too bad, Prakash. You've practised so hard and now you can't play.
- Prakash : You know how I feel, to watch other people play, when you can't join them, don't you?
- Ram : Yes, I do. I have felt this all my life, Prakash.
- Prakash : I will never let it happen to you again, Ram. Never. We'll all find a way to play together.
- Ram : (smiling) Thanks, Prakash. That would be good. In the meantime, let's play carrom. (They laugh)

Choose the right option and complete the following sentences

1. Ram made a (Physics / Chemistry) model.
2. Ashwin invited Ram for a game of (football / cricket).
3. Prakash was taken to the hospital by his (brother / father)
4. Prakash and Ram decided to play (chess / carrom).
5. Prakash suffered from a (sprain / strain) in his foot.

Read and Know

The Paralympics are Olympic style that goes for people with impairments. In the Word Paralympics, para stands for parallel meaning equal to not paraplegic as thought by many people. Since 1988, they have taken place during the same year and the same venue as the Olympics.



Twenty-two year old Mariappan Thangavelu of Vadagampatti village in Salem district, Tamilnadu is a shy and reserved boy who lost one of his legs at the age of five in a bus accident. He created history by winning a gold medal in the Men's High Jump T-42 event at the Rio Paralympics. Even as a child, he wanted to be an achiever despite his challenges. His coach Mr.Elamparithi states that he braved open-wounds on his disabled leg, when he trained continuously. By making a leap of 189 metres to bag the gold medal, Thangavelu has brought Global recognition to his Village.

Fill in the blanks

1. Mariappan Thangavelu, a ____ and _____ boy hails from ____ village.
2. Mariappan won the _____ medal in the Paralympics.
3. Thangavelu lost one of his legs in a _____.
4. Mariappan Thangavelu created history by winning the _____ event at the Rio Olympics.
5. _____ motivated and coached Mariappan to be an achiever.

Skim and Scan

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

I long to accomplish a great and noble task, but it is my chief duty to accomplish small tasks as if they were great and noble.



Role Play

Helen Keller & Anne Sullivan

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



- ★ What were some of the challenges you faced when playing Helen Keller? How did it feel to be blind?
- ★ What was it like to guide a person who is blind? What were some challenges you faced when giving your partner instructions?



Write down a few sentences about your discussion.

Note to the Teacher

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

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

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

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

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

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

There is a suggested extension activity and two projects.

Those Three Bears

- an excerpt - by Ruskin Bond



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

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

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

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



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

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

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

Himalayan bears enjoy pumpkins, corn, plums and apricots. Once, while I was sitting in an oak tree hoping to see a pair of pine martens that lived nearby, I heard the whining grumble of a bear, and presently a small bear ambled into the clearing beneath the tree.

He was little more than a cub, and I was not alarmed. I sat very still, waiting to see what he would do.

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



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

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

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

New words and meanings:

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

Let us understand

Choose the correct ending to complete the sentence.

1. In winter, when snow covers the higher ranges, the Himalayan bears
 - a. go up the hill to play
 - b. come to lower altitudes in search of food
 - c. hunt for fish in the snow
2. Like all bears, this one was full of
 - a. curiosity
 - b. bravery
 - c. kindness
3. The startled young bear
 - a. jumped on the anthill
 - b. pulled out a pumpkin
 - c. tumbled out of the tree



Let us remember

Discuss and answer these questions.

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

Look at the following compound words from the lesson. A new word is formed by adding two different words.

Farm + land = farmland
Short + sighted = shortsighted

Now make compound words with the following: choose from the box given below

port flower where flies ball bone mother time

Some	+	_____	=	_____
Any	+	_____	=	_____
Grand	+	_____	=	_____
Back	+	_____	=	_____
Butter	+	_____	=	_____
Air	+	_____	=	_____
Sun	+	_____	=	_____
Foot	+	_____	=	_____

LET US LEARN: RUN-ONS

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

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



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

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

1. The girls played basketball the boys played tennis.

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

Corrected

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

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

Corrected

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

.....

Corrected

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

.....

Corrected

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

.....

Corrected

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

.....

Corrected

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

.....

Corrected

YOU CAN DO MORE! [Functional Enrichment Activity]

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

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

Share it in class!

THINK AND WRITE :

Fill in the blanks with the right adjectives given below



glad	wonderful	breathtaking
helpful	clear	friendly
perfect	roomy	curious

15 May, 2012.

Dear Priya,

I am having a _____ holiday in Ooty. The weather is _____ and the scenery is absolutely _____. I've never seen anything like this before. I have a _____ view of the mountains from my _____ quarters. The people here are very _____ and _____. I'm planning to stay on till next Friday.

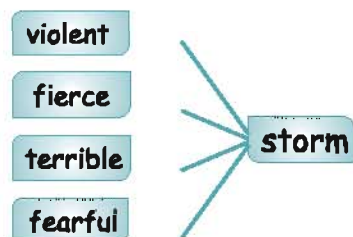
With love,
Anu

Use each of the following adjectives in a sentence:

For you : Mohan is an industrious boy.

By you : lazy, big, small, rich, poor, young, new, long, short, strong, clever, kind

Have fun by joining the adjectives with the nouns:



a violent storm
a fierce storm
a terrible storm
a fearful storm



good news

Write one word from the lesson against each to describe the following.

1. stones	
2. passes	
3. animals	
4. leaves	
5. folk	

Adverbs

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

In the following paragraph, circle the adverbs!

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

Select words from the box and complete these sentences.

slowly soundly swiftly sternly sadly



- The woodcutter was tired. He slept _____ for five hours.
- Mrs. Sinha is very old and weak. She walks _____.
- The students were late for class. The headmaster talked to them _____.
- The waves washed away her sandcastle. She stared at the sea _____.
- The lion came out of the den. The deer ran _____.

WORD PLAY

Add the correct vowel pair to complete each word:

- dr ea m [ea / ae] vision
- l _____ ther [ie / ea] skin of animals
- ch _____ r [ea / ai] we sit on it
- d _____ d [ei / ie] passed away
- b _____ ld [ui / ie] to erect or create
- t _____ [oe / ea] in the foot
- s _____ l [ai / oi] earth, mud
- str _____ m [ea / ai] small river
- cl _____ n [ai / ea] make tidy
- cl _____ d [ao / ou] It brings rain!

Conjunctions are words that join or link sentences or phrases. Some of the commonly used are and, but, or.

- Example :**
- (i) Ram and Sita are friends.
 - (ii) Mohan likes coffee but his wife prefers tea.
 - (iii) Complete your home work or you will be punished.

Read and note the functions of these conjunctions

- (i) **and** - The same, similar or equal, without contrast.
Eg. Sonu's favourite snacks are cakes and biscuits.
- (ii) **but** - for contrast
Eg. Sonu eats cakes but never eats biscuits.
- (iii) **or** - We use 'or' before an alternative or express choice between two options.
Eg. Meera will be on time or she will be late.



Choose the correct conjunction from the options given below and fill in the blanks

1. Harry wanted to go to the beach _____ Mary refused.
a) but b) and c) or
2. I'm going to go shopping on Sunday _____ buy some new clothes.
a) and b) but c) or
3. Don't tell John about his birthday party _____ you'll spoil the surprise.
a) and b) but c) or
4. I love to travel _____ I hate travelling by bus.
a) but b) and c) or
5. Sir do you want anything else _____ can I leave?
a) or b) and c) but
6. I'm bored! Let's go out for dinner _____ see a movie.
a) but b) and c) or
7. Sheela likes living in a city _____ her brother prefers living in a village.
a) or b) but c) and
8. You should go to bed now _____ you'll be tired tomorrow.
a) and b) or c) but
9. Angel won't be home for Christmas _____ she will be there for New year.
a) but b) and c) or
10. Will you eat that last piece of cake _____ will you leave it for me?
a) and b) but c) or

Fill in the blanks with suitable conjunctions given in brackets : (and, but, or)

1. Varun went to the book shop _____bought pens.
2. Is Mr.Kapoor at home _____is he at work?
3. Rahman sat near the lake _____admired its beauty.
4. Either Ram ____ Shyam should be punished.
5. Anjali was invited to the wedding _____could not attend it.

Use conjunctions given in brackets to join the sentences and read aloud

1. Sheela went to the office twice. She was not able to meet him. (but)
2. Sheetal performed well in the Elocution contest. She won the First prize. (and)
3. Hari is intelligent. He never lies. (and)
4. The movie was interesting. We didn't watch it. (but)
5. It was dark outside. Meera did not get scared. (but)

Circle the conjunctions in the following sentences

1. Jansi tried to read a novel in finch but it was too difficult.
2. Shivani bought a bottle of juice and we drank it together.
3. Julie has a guitar and she plays it really well.
4. Sam watches cartoon all the time and never studies.
5. Adhirai tried to hit the nail but hit her thumb instead.
6. Alice can have Peach pudding or Custard pudding
7. Jayanthi has two gold fishes and a cat.
8. You can eat your cake with a spoon or fork.
9. My dog enjoys being bathed but hates getting his nails trimmed.
10. Adhithiya's favourite games are football and tennis.



Frame sentences using the given Substitution Table and write them in the space given

Work hard		you will not pass.
He failed	and	he tried again.
The sun set	but	the night fell.
He is poor	or	honest.
Wait here		you will miss the bus.

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



LET US LEARN

Read these sentences:

1. Mohana wrote a poem.
2. Karun plays football.
3. Kiran bought a bag.
4. I met my friend.
5. The rose is beautiful.



Look at the words underlined:

- In sentence one, Mohana is the doer of the action. We call Mohana the Subject (S).
- In sentence two, play is the action word. We call play the Verb (V).
- In sentence three, bag answers the question 'what'. we call bag the Direct Object (DO)
- In sentence four, my friend answers to the question 'whom'. my friend is the Indirect Object (IO)
- In sentence five, beautiful is a describing word, which tells us more about the subject. We call beautiful the subject Complement. (C)
A complement can be a noun or an adjective.
It usually comes after the 'be' verbs - am, is, was, are, were

Look at these sentences:

- a) You are kind.
- b) Gayathri is a doctor.

The underlined words describe the subject.

They also help to complete the meaning of the sentence.

They are called complements.

Identify the complement in the following sentences:

- a. Abdul Kalam is a scientist.
- b. Cellphones have become common.
- c. Akbar was a great king.
- d. Books are good companions.
- e. The books were misplaced



Note the underlined words:

1. Anand reads his lessons regularly.
2. Kavitha collected pictures sincerely.
3. Uma painted a picture carefully.

4. The bird flew swiftly.

5. You wrote me a letter yesterday.

In each of the sentences, the underlined word tells us how or when a particular action is done. This is an Adjunct and it can come anywhere in the sentence.

An adjunct can be a word or even a group of words. eg: Now / In the morning.

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

1. Gokul speaks English _____ .

2. Children do their homework _____ .

3. Priya sings _____ .

4. Suresh opened the door _____ .

5. Peacocks dance _____ .

(beautifully, fluently, regularly, sweetly, hurriedly)

D) Identify the sentence pattern:

For you

1. We should save rainwater - SVO

S V O

2. Ravi handled the glasses carefully - SVOA

S V O A

By you

1. Akbar showed the way.

2. Shobana consulted a doctor yesterday.

3. India got independence in 1947.

4. My uncle owns a car.



Underline the Subject and circle the Verb in the following sentences

1. Birds chirp.

2. The baby is crying.

3. Ships sail.

4. Rani has arrived.

5. The holidays have begun.

Fill in the blanks with a suitable Object in the following sentences

1. The police caught _____
2. Rashmi congratulated _____
3. Hari sold his _____
4. The lion killed _____
5. Rani wrote a _____
6. Veena can play _____
7. The boy reads _____
8. The cat bit a woman _____
9. Meenu loves _____
10. Denver rides a _____



Underline the Complement in the following

1. Water stagnation is a problem.
2. Hari's mother is becoming old.
3. Hema grew sick.
4. The students elected their leader.
5. The house was painted green.



Circle the Adjunct in the following sentences

1. The children played happily.
2. He is a doctor now.
3. He wrote a letter yesterday.
4. Mahim is a pilot in Delhi.
5. I bought a book last week.



Identify the sentence pattern of the following sentences

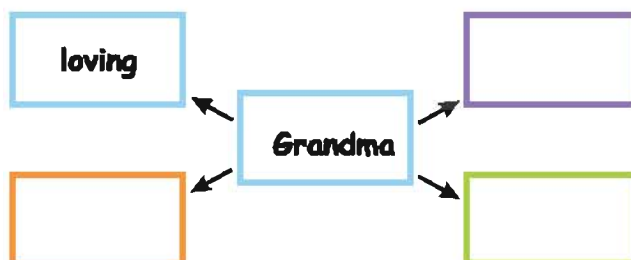
1. David scolded the boy.
2. It rained last night.
3. Mother Teresa is India's gift.
4. Rani replied promptly.
5. Monica leaves tomorrow.
6. Karan learnt music.
7. Mohan was upset.
8. Hari is the Mayor.
9. They were frightened.
10. Obama was elected the President.



Poem

In preparation

Grandma is always special. How special is your grandma?



Granny Granny Please Comb My Hair

Granny granny,
Please comb my hair
You always take your time
You always take such care

You make me sit on a cushion
Between your knees
You rub a little coconut oil
Parting my hair as gentle as a breeze

Mummy mummy
She's always in a hurry-hurry
She pulls my hair
Sometimes she tugs

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

- Grace Nichols

Project

Prepare Mother's
Day card and
write a short note
(Poem or
expression) and
present it to your
Mother.



Project

Make a puppet representing grand parents, create a story and present it in class.



Do this quietly alone. Here are a few prompts.

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

My grandma

LET US UNDERSTAND

1. Who is the child talking to in the poem? What is that person doing? Describe in two or three sentences.
2. How does the grandmother comb the child's hair?
3. Why is the girl's mother in a hurry whereas the granny is not?
4. Who does 'you' and 'me' refer to?
5. Pick out the simile in the poem, 'Granny Granny Please Comb my hair'.

FILL IN

How does grandma comb my hair?

Grandma

makes _____

rubs _____

parts my hair _____

turns _____

says, " _____ " ?

READ AND ENJOY

Nobody's Like You, Mom

By Joanna Fuchs (pronounced as 'fooks')

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

The Unlucky Face

Adapted from **Stories of Birbal** - Eunice de Souza



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

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

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

"But I haven't eaten anything yet," said Akbar.

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

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

Hirachand was shocked. He fell at the Emperor's feet and begged for mercy. "What will my wife and children do without me?" he pleaded. But Akbar would not listen to a word he said. The guard was summoned and Hirachand was immediately dragged off to be executed.

Poor Hirachand wailed aloud and begged the guard to find a way to set him free. "I cannot think of anything I can do," said the guard who felt very sorry for Hirachand. "If the Emperor finds out that I have disobeyed his orders, I shall be executed too."

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

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

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

"I would like to see the Emperor," said Hirachand.

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

"Yes," said Akbar.

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

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

"Impossible," said Hirachand, "I do not know anyone here".

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

Hirachand confessed that he had.

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

Fun Corner



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

Ashwin Aadithya

Scan this section of a Tourist Guide Book.

Imagine a place like this and answer the questions that follow:

PLACES OF INTEREST AROUND KARADIYUR TOWN

Botanical Gardens and Science Park



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

Karadiyur Falls

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



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

- Gopi and his friends want to visit a waterfall.
They will go to _____.
- Organic and healthy foods are available at _____.
- Mrs. Manickavasagam of Karadiyar Government High School can organize a class picnic at _____.
- People interested in trekking or boating can go to _____.
- Ms. Vanathi wants to bring her Class VI children on a Science Discovery trip. She will be interested in visiting _____.
- Dr. and Mrs. Kanagaraj want to attend a seminar - "The Future of Our Planet". They need to take bus No. _____.
- Which buses go West from Kamaraj Main Road?
_____.

PROJECT

Write a report on Karadiyur falls or Botanical gardens.



Choose the right option and fill in the blanks

1. Hirachand lived in the city of _____.
(Chennai / Mumbai / Kolkata / Delhi)
2. Akbar was on his way to the _____ when Hirachand was brought.
(living-room / bed-room / dining-room / store-room)
3. The courtier informed Akbar that the Queen was _____.
(happy / ill / busy / kind)
4. The Emperor was suffering from _____.
(indigestion / cramps / head-ache / chest pain)
5. Hirachand's last wish was to _____.
(see the emperor / meet his family / have a hearty meal / make a small prayer)

'I can, I did'

Student's Activity Record

Subject:

Sl.No	Date	Lesson No.	Topic of the Lesson	Activities	Remarks

