

# **ENGLISH**

**Standard Six**

**Term I**

## THE NATIONAL ANTHEM

Jana–gana-mana-adhinayaka jaya he  
Bharata-bhagya-vidhata.  
Punjaba-Sindhu-Gujarata-Maratha-  
Dravida-Utkala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
Uchchhala-jaladhi-taranga  
Tava subha name jage,  
Tava Subha asisa mage,  
Gahe tava jaya-gatha.  
Jana-gana-mangala-dayaka jaya he  
Bharata-bhagya-vidhata  
Jaya he, jaya he, jaya he,  
Jaya jaya, jaya, jaya he.  
- Rabindranath Tagore.

### SHORT VERSION

Jana-gana-mana-adhinayaka jaya he  
Bharata-bhagya-vidhata.  
Jaya he, jaya he, jaya he  
Jaya jaya, jaya, jaya he.

### AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

Thou art the ruler of the minds of all people,  
Thou dispenser of India's destiny.  
Thy name rouses the hearts of the Punjab, Sind,  
Gujarat and Maratha, of Dravid, Orissa and Bengal.  
It echoes in the hills of the Vindhya and Himalayas,  
mingles in the music of the Yamuna and Ganges  
and is chanted by the waves of the Indian Sea.  
They pray for Thy blessings and sing Thy praise  
The saving of all people waits in Thy hand,  
Thou dispenser of India's destiny.  
Victory, Victory, Victory to Thee.

### INVOCATION TO GODDESS TAMIL

Bharat is like the face beauteous of Earth clad in wavy seas;

Deccan is her brow crescent-like on which the fragrant 'Tilak' is the blessed Dravidian land.

Like the fragrance of that 'Tilak' plunging the world in joy supreme reigns Goddess Tamil with renown spread far and wide.

Praise unto 'You, Goddess Tamil, whose majestic youthfulness, inspires awe and ecstasy.'

### THE NATIONAL INTEGRATION PLEDGE

"I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation."

"I further affirm that I shall never resort to violence and that all differences and disputes relating to religion, language, region or other political or economic grievances should be settled by peaceful and constitutional means."

### A STUDENT'S VOW BEFORE MOTHER INDIA

Name :

Class :

School :

I shall overcome the obstacles raised by caste and communal prejudices and work for the greatness of my Motherland putting to the fullest use the benefits that I derive through education.

Vande mataram!

Signature

## பொருளடக்கம்

|      | தமிழ்       | (1 - 71)                   |
|------|-------------|----------------------------|
| இயல் | தலைப்பு     | பக்கம்                     |
| 1.   | செய்யுள்    | வாழ்த்து 1                 |
|      |             | திருக்குறள் 3              |
|      | உரைநடை      | தமிழ்த்தாத்தா உ. வே. சா. 7 |
|      | துணைப்பாடம் | கடைசிவரை நம்பிக்கை 11      |
| 2.   | செய்யுள்    | நாலடியார் 25               |
|      |             | பாரத தேசம் 27              |
|      | உரைநடை      | பறவைகள் பலவிதம் 29         |
|      | துணைப்பாடம் | பாம்புகள் 33               |
| 3.   | செய்யுள்    | நான்மணிக்கடிகை 48          |
|      | உரைநடை      | ஆராரோ ஆரிரரோ 50            |
|      | துணைப்பாடம் | வீரச்சிறுவன் 55            |

| மனப்பாடப்பகுதி |                              |        |
|----------------|------------------------------|--------|
| இயல்           | செய்யுள்                     | அடிகள் |
| 1.             | வாழ்த்து                     | 4      |
|                | திருக்குறள் (1, 2, 4, 7, 10) | 10     |
| 2.             | நாலடியார்                    | 4      |
|                | மனப்பாட அடிகள் மொத்தம்       | 18     |

(பாடநூலுள் \* இவ்வுடுக்குறியிட்ட பாடல்கள் மனப்பாடப்பகுதி)

| ENGLISH |                  |                               | (72 - 120) |
|---------|------------------|-------------------------------|------------|
| Unit    | Topic            | Page No.                      |            |
| 1.      | Prose            | Her Dream Bicycle             | 74         |
|         | Poem             | * Going downhill on a bicycle | 84         |
|         | Supplementary    | The Meaning of Education      | 86         |
| 2.      | Prose            | Boat Song                     | 90         |
|         | Poem             | Hopes and Dreams              | 100        |
|         | Supplementary    | Tsunamika                     | 102        |
| 3.      | Prose            | An Open Letter                | 106        |
|         | Poem             | Night Time                    | 113        |
|         | Supplementary    | The Fairy Crane               | 115        |
|         | * Memoriter Poem |                               |            |



## Unit 1

### Note to the Teacher

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

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

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

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

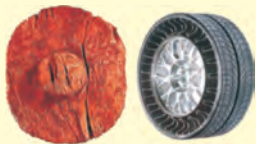
It would be a good idea for the teacher to help children pick out the punctuation marks and the types of sentences built into the text.

There is a suggested extension activity and a project.

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

## Prose

Do you know when the wheel was invented?



1. The wheel was invented in ancient Mesopotamia (present-day Iraq) 6000 years ago!

Soon wheels were also used for pottery.

2. Iron wheels were then invented 3000 years ago.

### Answer the questions

1. Where did Malar live?
2. How old was Malar?
3. What was Mr. Kathirvel?
4. Who was Ponni married to?
5. What course was Mallika doing?
6. Why did Mallika often miss her tailoring class?
7. Why was Mallika's mother angry with her?



### In Preparation:

The bicycle is a very eco-friendly vehicle which helps to travel from one place to another. Here is a true story from Pudukottai in Tamilnadu, where many women learnt to ride a bicycle. Read about Malar's family and her dreams for the future.

## Her Dream Bicycle

Malar lived at Keeranur village in Pudukottai district with her family. Malar was studying in Class VI. She was eleven years old and had two elder sisters and a younger brother, Arul. Her father, Kathirvel, was a hard working farmer. Of late, the rains were irregular and he could not always cultivate the two acres they owned. Her eldest sister, Ponni, was married to a mason and lived in Mathur with her little son Vikram. Her second sister, Mallika, had decided to learn tailoring after Class X and was attending a tailoring course in Mathur. Attending the course also gave Mallika a chance to visit her sister but walking all the way made her tired and she often missed classes. Shanthi used to scold her daughter Mallika. "Oh! Why are you so lazy? You must attend your class regularly." Mallika would reply, "I walk nine kilometres every day - four kilometres to the tailoring class, two kilometres to fetch water and three kilometers to take lunch for father when you are busy. You can't call me lazy."

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

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

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

Their father was angry.

"Keep quiet!" he said. "No woman in my house will learn to cycle." A week passed. What their father had heard was true. Women were being taught to cycle at no cost at all. In many homes across the villages in Pudukottai district, there was a lot of discussion on women learning to cycle.

In Keeranur too, women were beginning to use bicycles to do many things. One day, Shanthi told Mallika softly, "Borrow Radhamma's old bicycle and bring it here. We are going to learn to ride it." When Malar's father returned, he saw Mallika with a broad smile and wondered why. He said gruffly, "Alright. But be careful." He looked at Shanthi and smiled. "Have you started learning too?" he asked. "Yes," she said. "It makes things much easier."

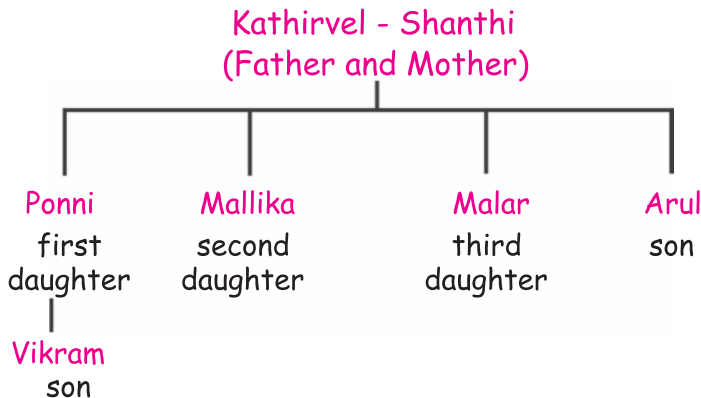
Malar was busy, dreaming of the future. She saw herself riding a brand new bicycle along a smooth, long road to school, to college and then, who knows? May be even cycle on a rainbow to the clouds!

### WORDS TO LEARN

Link the opposites

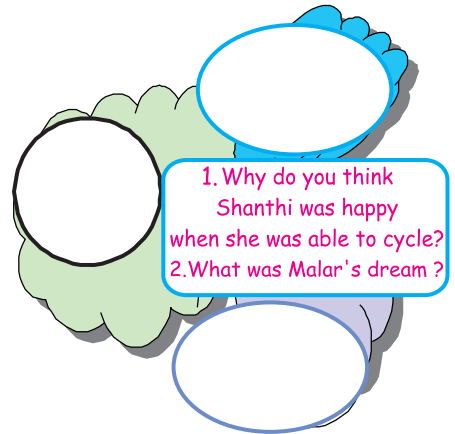
|    |           |              |
|----|-----------|--------------|
| 1  | elder     | back         |
| 2  | regular   | take         |
| 3  | always    | foe          |
| 4  | after     | lend         |
| 5  | lazy      | big          |
| 6  | satisfied | younger      |
| 7  | busy      | dissatisfied |
| 8  | happy     | active       |
| 9  | give      | irregular    |
| 10 | small     | before       |
| 11 | friend    | rough        |
| 12 | borrow    | sell         |
| 13 | smooth    | sad          |
| 14 | front     | idle         |
| 15 | buy       | never        |

Let us understand



#### New Words

|           |                                      |
|-----------|--------------------------------------|
| mason     | : one who builds                     |
| tailoring | : stitching clothes                  |
| chatted   | : spoke to each other                |
| guessed   | : thought, imagined                  |
| gruffly   | : in a deep and harsh sounding voice |



**fetch:** collect

**irregular:** separated by periods of time that are not equal

**cultivate:** to prepare the land for growing crops or plants

**upset:** very sad, worried or angry about something

**discussion:** a conversation about something important

### Let us remember

Complete the sentences: (choose the correct answer)

- This story is about \_\_\_\_\_.  
a. women working hard to make a living  
b. women saving time and energy by learning to cycle
- Keeranur village is in \_\_\_\_\_.  
a. Mathur  
b. Pudukottai
- The one who brings water for the family is \_\_\_\_\_.  
a. Ponni  
b. Mallika
- When Mallika's mother told her she was lazy, Mallika said she walked \_\_\_\_\_ kilometres everyday.  
a. six  
b. nine
- The Collector wanted the women to \_\_\_\_\_.  
a. attend evening school  
b. learn to ride the bicycle
- Malar dreamt of riding her bicycle to :  
a. Chennai and to New Delhi  
b. school, college and the clouds.



**Do you know?**  
The first bicycle had wooden wheels!



Write a paragraph of 60 words about Malar.

### Shall we fill in ? (Small groups)

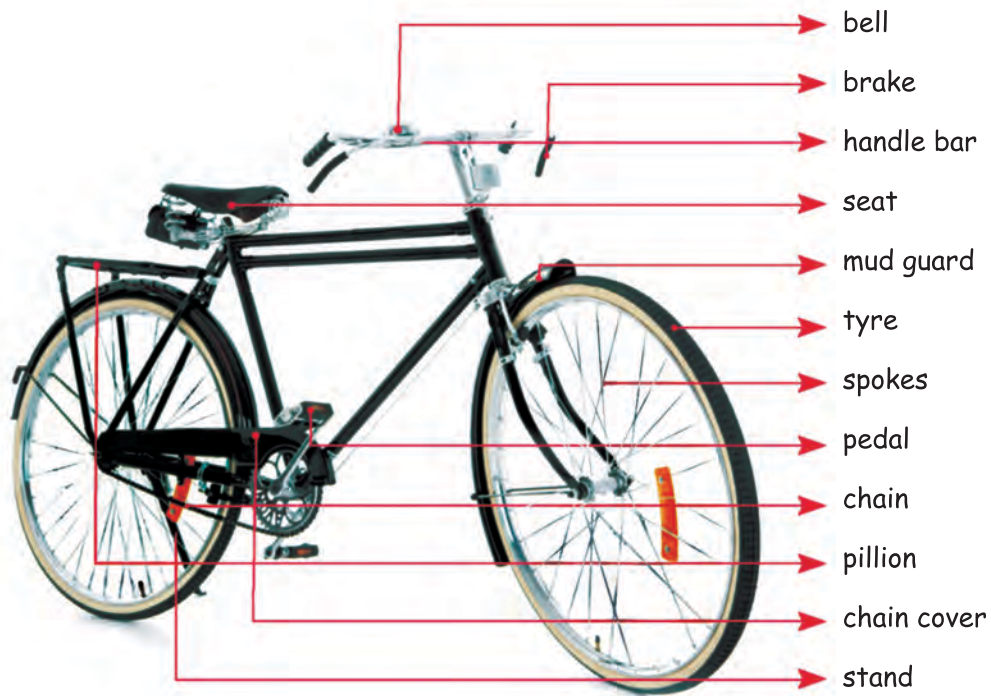
Discuss in small groups. Describe what happened when the women in Malar's family learnt cycling for the first time and fill in the blanks.

|  |   |                                    |
|--|---|------------------------------------|
| In Malar's household<br>_____<br>_____ | → | Mallika's wish<br>_____            |
|  |   | ↓                                  |
| A good idea!<br>_____<br>_____         | ← | Problem faced<br>_____<br>_____    |
|  |   | ↓                                  |
| Action taken<br>_____<br>_____         | → | In conclusion...<br>_____<br>_____ |



### Share this with the class

Would you like to know about the bicycle? Here is one way to learn...



Can you speak some sentences using the words in the picture?

Make sentences using descriptive words to describe each part.

### Talking together [in small groups]:

Discuss and share in the large group

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

### Thinking further - Discuss, Think and Write

If you were the Collector of your district and wanted to do a good thing for the people, what would that be? Write a paragraph of five sentences beginning -----

If I were the Collector of my district, I would...

Share this with the class!

## Let us revise - Naming words

We use naming words to denote a person, place or thing. They are called **Nouns**. Example: Rama, king, bouquet, table, tree, silver, hope....

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



- \* A **Proper** Noun is a word that names specific people, things or places. It must always begin with a capital letter. Example: Shakespeare, Milton, Chennai, Mount Everest....

Malar lived in Pudukottai District.

Here, the name of the district begins with a capital letter.



- \* A **Common** Noun is a word given commonly to every person or thing of a particular type. Example: sister, girl, boy, bicycle, flower....

- \* A **Collective** noun is a name given to a group of people or thing.

Example: crowd, bunch, herd, class, army...

A Collective Noun is always singular.



- \* A **Material** Noun is the name of a material or a substance out of which things are made.

Example: gold, iron, cotton, wood, plastic, wool....



- \* An **Abstract** Noun is the name of a quality which we cannot see, smell, hear, or touch but can feel.

Example: beauty, love, wisdom, dream, honesty....



**Instruction:** Underline the Proper noun and circle the Common noun.

1. In July, my family visited Warangal, in Andhra Pradesh.

2. Gandhiji was born in Porbandar in Gujarat.

3. My puppy is named Moti.

4. Sammy and Mary cleaned the stage before the play.

5. Alexander Graham Bell invented the telephone.

6. Ice cream, cake and cookies were served at the picnic.

7. Tina cleared the table while Kavita washed the dishes.

8. Mom put a silver star on my spelling test.

9. On the wall in our bedroom, Dad hung a colourful poster of the alphabet.






10. The fish took the bait!

11. This Saturday, we are painting the hall at school.

12. English is my favourite subject!



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

| A noun is a part of speech that names _____   |  |                            |
|---|--|----------------------------|
| Types of Noun   | Describe the concept - Fill in.  | Five Examples              |
| <b>Proper Noun</b><br>       | A <b>Proper</b> Noun is a word that names .....<br>.....                         | 1.<br>2.<br>3.<br>4.<br>5. |
| <b>Common Noun</b><br>       | A <b>Common</b> Noun is a name given commonly to .....<br>.....                  | 1.<br>2.<br>3.<br>4.<br>5. |
| <b>Abstract Noun</b><br>    | An <b>Abstract</b> Noun is the name of a quality which we cannot .....<br>.....  | 1.<br>2.<br>3.<br>4.<br>5. |
| <b>Collective Noun</b><br> | A <b>Collective</b> Noun is the name given to a group of .....<br>.....<br>..... | 1.<br>2.<br>3.<br>4.<br>5. |
| <b>Material Noun</b><br>   | A <b>Material</b> Noun is the name of a material or.....<br>.....<br>.....       | 1.<br>2.<br>3.<br>4.<br>5. |

Identify the Abstract Nouns in the following sentences and circle them.

- Honesty is the best policy.
- Obedience is a great quality.
- Truth alone triumphs.
- Unity is strength.
- Cleanliness is next to Godliness.

Fill in the given Table with suitable nouns:



| S.No. | Common Noun | Proper Noun         |
|-------|-------------|---------------------|
| 1.    | river       |                     |
| 2.    | king        |                     |
| 3.    |             | Christmas           |
| 4.    |             | The Hindu           |
| 5.    | season      |                     |
| 6.    | leader      |                     |
| 7.    |             | Rabindranath Tagore |
| 8.    |             | Mount Everest       |
| 9.    | flower      |                     |
| 10.   | country     |                     |



Choose the correct Collective Nouns from those given in the box and fill in the blanks:

cattle, crew, choir, library, mob, army, poultry, bunch, team

- The \_\_\_\_\_ are grazing in the field.
- The \_\_\_\_\_ pelted stones on the bus.
- Silence should be maintained in the \_\_\_\_\_.
- It was a wonderful performance by the \_\_\_\_\_.
- The \_\_\_\_\_ will set sail to Andaman by next week.
- It is cheaper to buy chicken at the \_\_\_\_\_.
- Raja gave me a \_\_\_\_\_ of grapes.
- Our \_\_\_\_\_ is better than others.
- The \_\_\_\_\_ has arrived at the Border.



Shade the Ten Material Nouns hidden in this word grid:



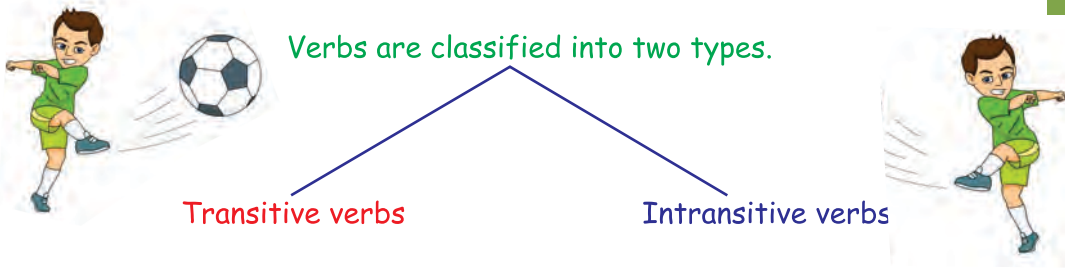
|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| E | Z | D | I | A | M | O | N | D | X | C |
| L | L | R | F | W | O | O | D | N | G | I |
| B | H | W | O | O | L | S | O | K | Y | T |
| R | E | V | L | I | S | T | C | G | K | S |
| A | E | G | X | A | T | J | V | I | X | A |
| M | I | I | R | O | N | N | V | A | F | L |
| N | Z | B | C | A | L | C | I | U | M | P |



## Action words

Action words or Doing words are called **Verbs**.

Example: go, come, write, read, dance, sleep, laugh, walk, play, sing, cook etc.



**Transitive verbs** require an object to receive the action. The object answers the question 'what' or 'whom'. A verb is transitive when the action passes over from the subject to the object.

Sheeba sold her jewels.

The man crossed the road.

The boy kicked the ball.

The teacher appreciated the students.



In the first sentence, 'Sheeba' is the Subject. The action 'sold' passes over from the subject to the object 'her jewels'. The sentence is incomplete without the object. Therefore the verb 'sold' in this sentence is Transitive.

**Intransitive Verbs** are action verbs. They do not have an object to receive that action. These verbs do not require a noun which is an object.

The plant **grows**.

The thief **escaped**.



**In the following sentences underline the verb and state whether it is transitive or intransitive:**

1. The king won the battle.
2. Ravi trembled with fear.
3. Birds fly in the sky.
4. We built a new house.
5. The dog bit the boy.
6. The children laughed heartily.
7. The students know the answers.
8. The sun shines brightly.
9. Trees grow quickly in Tropical Countries.
10. The postman delivers letters.



## Letter Writing

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

Place:

Date:

Dear \_\_\_\_\_,




---

---

---

---

What do you want to convey?

---

Concluding remark

Yours \_\_\_\_\_,

affectionately/ lovingly

\_\_\_\_\_

Your name

Address on the envelope

To

.....

.....

.....

Pin Code:

Fill in the blanks with the pairs of Homophones given in brackets:

1. I have kept \_\_\_\_\_ luggage \_\_\_\_\_. [**there** / **their**]
2. Arun was sick for the whole of last \_\_\_\_\_ and he looks very \_\_\_\_\_. [**week** / **weak**]
3. The jockey \_\_\_\_\_ the horse along the busy \_\_\_\_\_. [**rode** / **road**]
4. The children remained \_\_\_\_\_ for \_\_\_\_\_ some time. [**quite** / **quiet**]
5. Meera \_\_\_\_\_ her \_\_\_\_\_ wash all the clothes. [**made** / **maid**]
6. The passengers have gathered \_\_\_\_\_ to \_\_\_\_\_ the announcement. [**hear** / **here**]
7. The girl who is doing her computer \_\_\_\_\_ covered the system with a \_\_\_\_\_ cloth. [**course** / **coarse**]

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

Mempatti is situated in the hills. It has 250 families with a single bus stand. Most of the people use bicycles for transportation. About 43% are regular users whereas 27% cycle occasionally. 30% of the villagers do not use bicycles. The fertility of the land and the sea has doubled the production of the community. Now they have enough grain and fish to market at Sendur, a small town, 10 kilometres away. There is only one bus and it leaves Mempatti at 10 a.m. for Sendur and Panruti 30 kilometres further away. It returns to Mempatti by 6 p.m. in the evening. It is used primarily by men to transport grain. The fisherwomen who are now in charge of selling fish, use the bicycle to take their fish to the market.

#### Answer the following

- a. What is the name of the village?
- b. The main source of transport for men is .....
- c. Who are now forced to use the bicycle?
- d. Give the percentage of people who occasionally use the bicycle.
- e. The percentage of ..... users is the highest.
- f. When does the bus return to Mempatti?
- g. Where is Mempatti situated?
- h. How many families are there in the village?



Bicycle Users in Mempatti

Regular  
Users 43 %

Non - users  
30%

Occasional  
Users 27 %

In preparation

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

### Going Downhill on a Bicycle

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

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

'Is this, is this your joy?  
O bird, then I, though a boy  
For a golden moment share  
Your feathery life in air!'

-Henry Charles Beeching

#### New Words

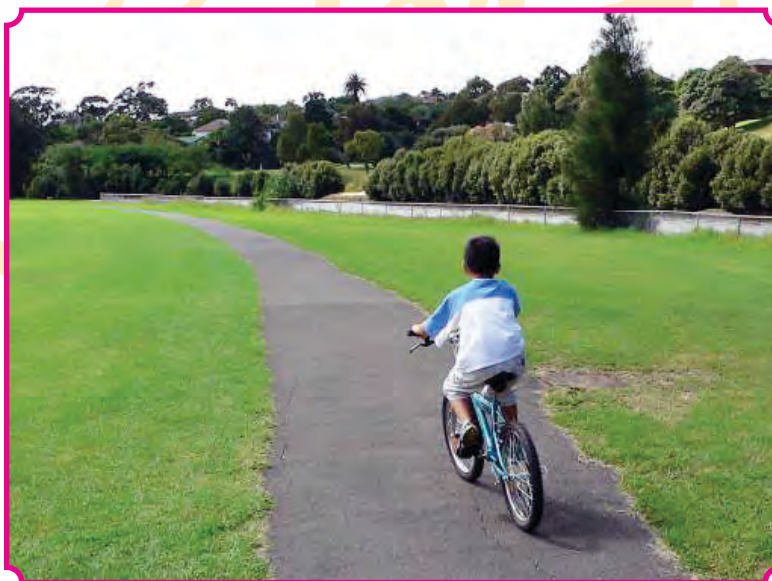
**poised:** balanced

**dart:** sudden and quick movement

**heedful :** careful

**swift:** quick

**mighty lift:** full of excitement





## New phrases and their meaning

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

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

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

the heart, with a mighty lift:- full of excitement

**Explanation**- with mounting tension and joy at the same time

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

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

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

## Answer these to understand the poem

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

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

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

## Listen and Do [Whole Group Vocabulary Activity]

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

down, feet, throat, air

The teacher calls out words at random. Each team scores one point for each rhyming word. The teams can take turns to give rhyming words for a particular word chosen. Then the next word is taken up.

Fill in with  
rhyming words  
from the poem:

1. still \_\_\_\_\_
2. swift \_\_\_\_\_
3. cry \_\_\_\_\_
4. joy \_\_\_\_\_
5. share \_\_\_\_\_



## Rani's Story

(Name changed)

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

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



## The Meaning of Education

Adapted from the story by Cyril Anthony George

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

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

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

"I can't change myself," Nandini would reply.

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

Anitha reached the school early. Then she looked around for Nandini. She was nowhere to be seen. An hour passed; yet there was no sign of Nandini. Anitha was really glad. "Nandini will not be coming for today's exam," she thought. With only half-an-hour's time left, Nandini rushed into the hall, sweat running down her face.



### Skim and Scan

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

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

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

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

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

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

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

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

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

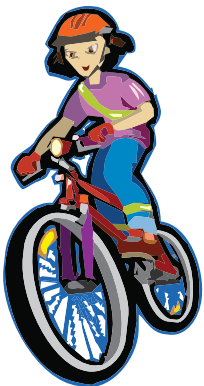
What is this paragraph about? Answer in one word/phrase:

Which line introduces the theme of the story?

**The last line of the paragraph:**

Which words and phrases seem important in this passage?

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





## Note to the Teacher

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

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

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

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

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

Journal Writing has been introduced in a creative manner.

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

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

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



## Prose

### In Preparation

Have you ever enjoyed a boat ride?  
What are boats used for?

The Cholas were experts in ship building. Sea trade flourished in their empire. The Chola Navy played a vital role in the expansion of the Chola Empire.



Karikala Chola

was the greatest among the early Chola kings of the Sangam age in South India.

Karikala Chola acquired great wealth in trade with the Roman Empire.

He built the Kallanai, the oldest dam in the world, and irrigation canals and tanks.

### Answer the questions:

1. What was the boatman's name?
2. Who had made the boat?
3. What did the boatman sing about?

## Boat Song

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

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

"Boatman! Boatman!"

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

"I am coming," he shouted.

Adityan saw his first customer for that day. There was something about this man that seemed to command respect. "You row the boat so well!" said the man. "The river is wide but you reached here so fast."

Adityan smiled widely. "I made the boat myself. I am an orphan and I have only the boat and my hut to call my own."

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

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

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

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

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

Adityan spoke softly. "I hope so!"

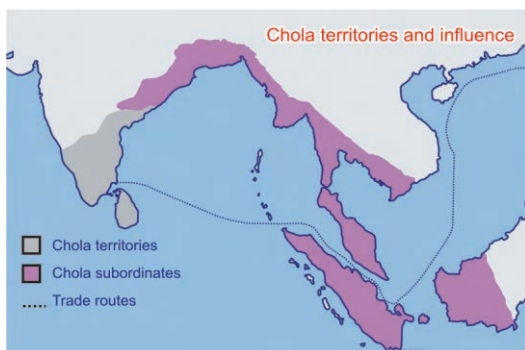
The man nodded. He said quietly, "It is good to hope." He gave Adityan a few coins, Adityan was astounded. They were very valuable.

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

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

"Who are you?" asked Adityan.

"My name is Karikalan", said the stranger as he walked away. "Do visit me sometime."



Elelo Ailasa, Elelo..  
Elelo Ailasa, Elelo  
"The sky is blue,  
and blue is the sea,  
Colourful is the rainbow  
made for me..."

sang Adityan

Answer the questions:

1. Did the young boatman live with anybody?
2. What did he dream of?
3. What did the boatman feel about the stranger when he called out for the boat?

#### New Words

**pierce:** pass through

**favourite:** the person or thing you like the most

**nibble:** bite off small bits

**reassuring:** comforting, encouraging

### Descriptive phrases and their meanings

**blue grey** - a bluish grey colour

**dawn sky** - is the time that marks the beginning of a new day before sunrise

**pale moon** - dim light of the moon

**reassuring answer** - an answer that makes you feel less worried

**fertile fields** - land/field that is able to produce good crops or plants

**wooden plank** - a long narrow piece of wood used for making floors/boats/furniture etc.

### Let us remember

**orphan:** one whose parents have died

**ripple:** a small wave in the water

**imagined:** made a picture of something in one's mind

**realized:** achieve something that you have planned or hoped for

**astounded:** extremely surprised or shocked



Good kings liked to find out for themselves about the lives of their people, so that they could be better rulers.

Karikal Valavan was one such Chola king. He ruled 2000 years ago.

- When does the story begin?  
The story begins when it is.....
- As Adityan waited for a customer,
  - he heard the call of .....
  - he took a deep breath, and .....
  - fish ..... at .....
  - he sat on a ..... in his boat.
- What did Adityan dream about?  
Adityan dreamt that one day he .....
- What did the man say about Adityan's rowing abilities?  
The man told him that .....
- The river that is mentioned in the story could be the \_\_\_\_\_.
  - Palar
  - Cauvery

### Answer the following with reference to context:

"I hope so".

- Who said these words? To whom?
- When was this said?
- Why was it said?

### Fill in the blanks with the right words :

- The woman in the \_\_\_\_\_ saree is the bride. [blew / blue]
- Reema turned \_\_\_\_\_ when she saw a snake in the room. [pale / pail]
- We saw two baby \_\_\_\_\_ in the zoo. [deer / dear]
- It is now Maria's turn to \_\_\_\_\_ the dice. [role / roll]
- My mother applied an ointment on the wounds in my \_\_\_\_\_. [feet / feat]
- The villagers \_\_\_\_\_ the vegetables in the market. [cell / sell]



### Rearrange the jumbled letters in the opposites given

- |              |                 |       |
|--------------|-----------------|-------|
| 1. dawn      | x sdku          | _____ |
| 2. deep      | x whlalos       | _____ |
| 3. strong    | x awake         | _____ |
| 4. fertile   | x earbrn        | _____ |
| 5. quiet     | x onsyi         | _____ |
| 6. difficult | x saye          | _____ |
| 7. pull      | x usph          | _____ |
| 8. wide      | x warnro        | _____ |
| 9. different | x msae, riilmas | _____ |
| 10. fast     | x lwos          | _____ |

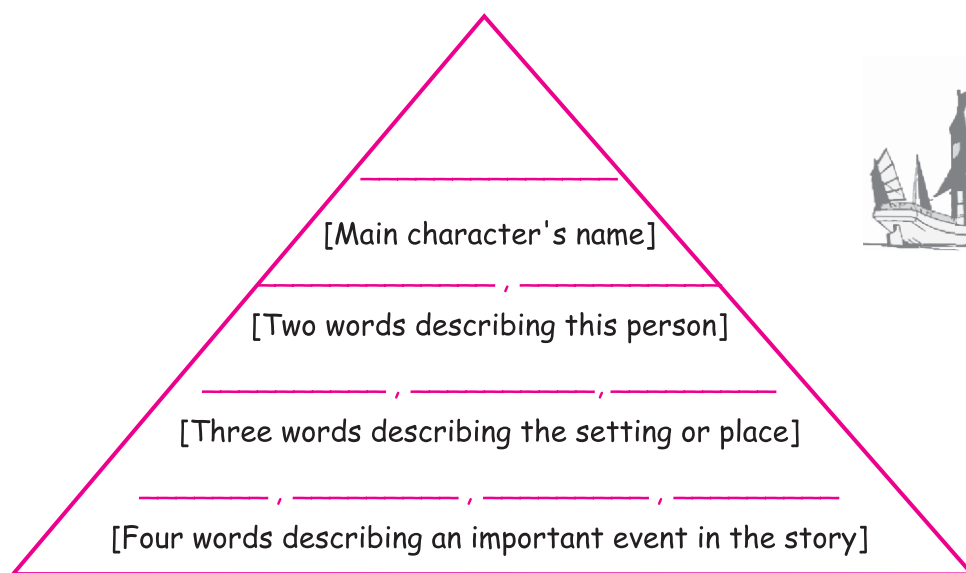
### Discuss

What do you think would have been Adityan's reaction when he realised his passenger was King Karikalan?

### Fill in about yourself

My dream will come true when .....

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



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



### Writing Task

Write the story of Adityan, in not more than 60 -70 words.

Imagine that you got the chance to fulfil your dream.

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

Describe how a day in your life would change.





Karikala Chola  
(Tamil: கரிகாலசோழன்)



A boat seal from  
Mohenjodharo,  
Harappa

### Talking together [in small groups]:

1. Do you think Adityan was a brave person?  
Explain your answer to your friends.
2. Was Adityan rich? Why did he tell the stranger that he was paid too much? Was he right?
3. Adityan did not recognise his own king. That was because he lived in times when there were no newspapers, televisions and films. But, do you know some of the important people of Tamilnadu?

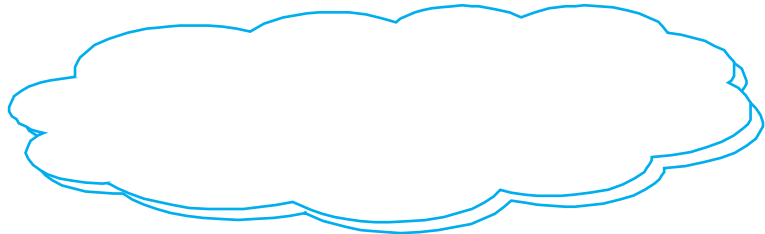
- i. Your Village President
- ii. Your District Collector
- iii. Your Chief Minister
- iv. Your Governor

### Thinking further - Discuss, Think and Write

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

### Share this with the class

Sketch one of your dreams in this dreaming cloud:



### Project Work:

What are the historical sites near your village/town/city?

Visit one of them. Find out and record

- its story.
- its significance today.
- how it is maintained and managed.

### Present it to your class

### At home: Extension Class

### Writing a journal:

A journal is a personal account of what you did, felt, thought or saw. It is similar to keeping a diary, but it is not just a record of events.

When Adityan travels to other lands, he will probably record his experiences in a journal. Imagine you are a traveller. For a journal, write a paragraph on your experiences, your fears, your adventures and your hardships. Be as imaginative as you want to be.

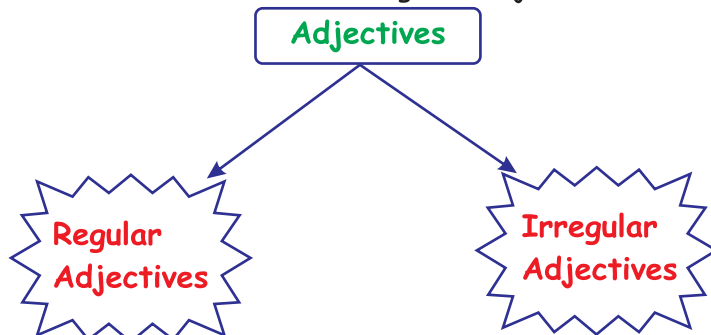


## ADJECTIVES

An Adjective is a word used to describe a noun. Adjectives are describing words. They are generally placed before a noun.

Eg: \* a **beautiful** rose      \* a **huge** elephant  
       \* an **intelligent** officer   \* a **clever** student

**Adjectives are divided into two:** i. Regular Adjectives   ii. Irregular Adjectives



Eg:

\* large / larger / largest  
 \* big / bigger / biggest  
 \* slow / slower / slowest

Eg:

\* good / better / best  
 \* bad / worse / worst  
 \* late / later / latest

### ◆ Regular Adjectives

When Comparative and Superlative degrees are formed from the Positive degree of an adjective, such adjectives are termed as **Regular Adjectives**.

### ◆ Irregular Adjectives

When Comparative and Superlative degrees are not formed from the Positive degree of an adjective, such adjectives are termed as **Irregular Adjectives**.

Observe the following Regular Adjectives:

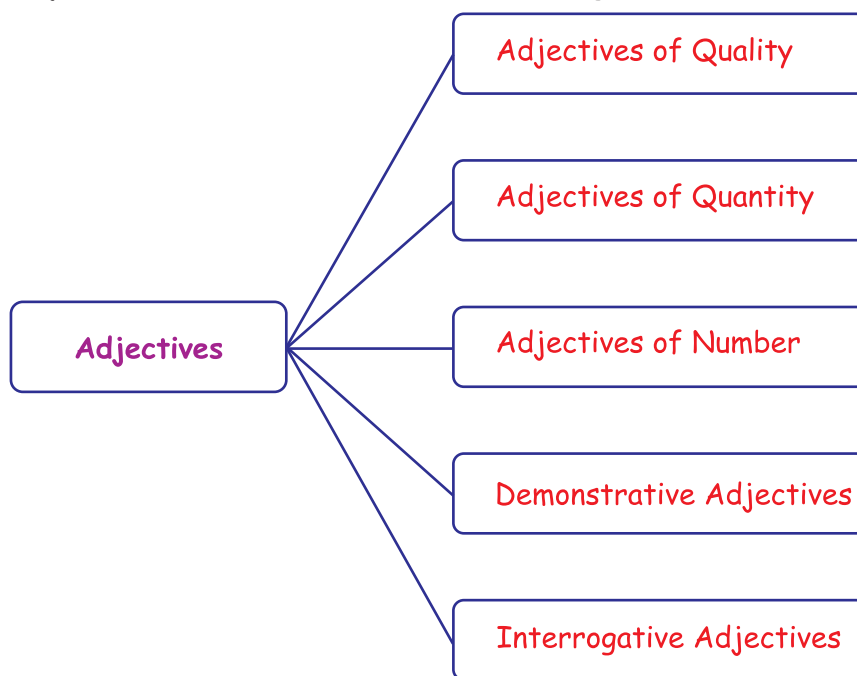
| S.No. | Positive | Comparative | Superlative |
|-------|----------|-------------|-------------|
| 1.    | great    | greater     | greatest    |
| 2.    | strong   | stronger    | strongest   |
| 3.    | young    | younger     | youngest    |
| 4.    | light    | lighter     | lightest    |
| 5.    | weak     | weaker      | weakest     |
| 6.    | wise     | wiser       | wisest      |
| 7.    | tall     | taller      | tallest     |
| 8.    | small    | smaller     | smallest    |
| 9.    | sad      | sadder      | saddest     |
| 10.   | happy    | happier     | happiest    |

Observe the following Irregular Adjectives:

| S.No. | Positive | Comparative  | Superlative    |
|-------|----------|--------------|----------------|
| 1.    | far      | farther      | farthest       |
| 2.    | old      | older/elder  | oldest/eldest  |
| 3.    | much     | more         | most           |
| 4.    | little   | less/lesser  | least          |
| 5.    | good     | better       | best           |
| 6.    | bad/ill  | worse        | worst          |
| 7.    | late     | later/latter | latest/last    |
| 8.    | fore     | former       | foremost/first |
| 9.    | up       | upper        | upmost         |
| 10.   | out      | outer        | utmost         |

### KINDS OF ADJECTIVES

Adjectives can be divided into the following kinds:



#### Adjectives of Quality:

Adjectives that show the kind or quality of a person or thing are called **Adjectives of Quality**.

Eg:

- \* He is an **honest** man.
- \* The **foolish** fox went away into the woods.
- \* The **new** shop was inaugurated yesterday.

#### Adjectives of Quantity:

Adjectives that show how much of a thing is measured in quantity are called **Adjectives of Quantity**.

Eg:

- \* I ate **some** rice.
- \* We have had **enough** food.
- \* He showed **much** patience.
- \* The **whole** cake was baked by me.



**Adjectives of Number:**

Adjectives that show how many persons or things are meant are called **Adjectives of Number**.

Eg:

- \* **All** men must work hard.
- \* **Few** cats like fish.
- \* Sunday is the **first** day of the week.
- \* I have **two** pencils.
- \* There are **no** men in this room.

**Demonstrative Adjectives:**

Adjectives that point out which person or thing is meant are called **Demonstrative Adjectives**.

Eg:

- \* **This** boy is stronger than Hari.
- \* I hate **such** things.
- \* **These** mangoes are sour.
- \* **That** boy is good.
- \* **Those** girls are pretty.

**Interrogative Adjectives :**

Adjectives that pose questions like whose / what / which are called **Interrogative Adjectives**.

Eg:

- \* **Whose** book is this?
- \* **What** type of person is he?
- \* **Which** route is the shortest?

Fill in the blanks with suitable Adjectives of Quality, Adjectives of Quantity and Adjectives of Number:

1. Varun did not eat \_\_\_\_\_ food.
2. Here are a \_\_\_\_\_ ripe mangoes.
3. \_\_\_\_\_ boys are clever.
4. \_\_\_\_\_ girl must take her turn.
5. Calcutta is a \_\_\_\_\_ city.  
(some, each, any, large, few)

Choose a suitable Demonstrative Adjective and fill in the sentences:

1. \_\_\_\_\_ buses are new to our city.
2. \_\_\_\_\_ building is near the church.
3. \_\_\_\_\_ apples are sweet.
4. \_\_\_\_\_ work is easy for me .
5. \_\_\_\_\_ sweet is tastier than that one.  
( This, That, Those, These, Such )

Fill in the blanks using a suitable Interrogative Adjective:

1. \_\_\_\_\_ book is this?
2. \_\_\_\_\_ time is it by your watch?
3. \_\_\_\_\_ way shall we go?  
( What, Whose, Which )

[Group Work] Here are a few describing words from the story.

[Adjectives] Can you match them?

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



[Group Work] Here are a few adjectives

[interesting, exciting, loving, busy]



Fill them into the right slot

an exciting game

a \_\_\_\_\_ dog

a \_\_\_\_\_ street

an \_\_\_\_\_ book

## ADVERBS

An **adverb** is a word which modifies the meaning of a verb, an adjective or another adverb. In other words it gives additional meaning. Adverbs generally end with '-ly'.

Eg: Ramesh runs quickly.

The man works enthusiastically.

Fill in the blank with suitable adverbs :

1. I could \_\_\_\_\_ recognize him.
2. The car moves \_\_\_\_\_.
3. The mechanic works \_\_\_\_\_.
4. The sick person waits \_\_\_\_\_.
5. Akbar ruled \_\_\_\_\_ for many years.  
(wisely, skilfully, swiftly, hardly, patiently)



Find the adjectives in the sentence and fill in the blank with the corresponding adverb.

1. This girl is very quiet. She carries out her activities \_\_\_\_\_.
2. Ravi is happy. He smiles \_\_\_\_\_.
3. Our teacher was angry. She spoke to us \_\_\_\_\_.
4. Harini's voice sounds beautiful. She sang \_\_\_\_\_.
5. Rajesh is a careful worker. He works \_\_\_\_\_.

## TRAVEL: The Kon-Tiki expedition - 1947

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

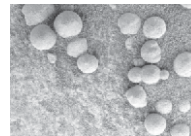
## The Plastiki Expedition - 2009

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



## YOU CAN DO MORE [Functional Enrichment Activities]

Read the passage.



## THE LIE-HUNTING WIZARD

The great wizard was a hunter of lies. He invented magic stones to help find the child who told most of them. The magic stones were beautiful and with every lie they would grow bigger. The stones moved from person to person until they reached the worst of liars. A little boy who was a terrible liar, started collecting these magic stones, and when he had a great many of them he decided to leave on a little boat. When the boy and the boat were out at sea, the wizard appeared and started asking him questions about the stones. As the boy always told lies, the stones started growing and because of their weight the boat began to sink. The boy was frightened and started crying. He regretted telling so many lies and he asked the wizard to forgive him. However, the wizard said that he would save the boy only if he agreed to become his apprentice. The boy agreed and spent many years as the wizard's assistant. One day the wizard retired and the boy who had been such a terrible liar ended up being the new great wizard - The Hunter of Lies.



## Poem

In preparation

We all have hopes and dreams in life.  
What is your dream?

## Hopes and Dreams

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

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

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

## New Words

**adhere:** hold on to

**incentive:**  
something that  
encourages people to  
work

**encouragement:**  
words or actions that  
give someone  
confidence or hope

- Audrey Heller

Read the poetic lines given below and answer the questions:

1. We all have our hopes and dreams,  
It makes life seem worthwhile  
**What makes our life seem worthwhile?**
2. Everyone needs an incentive in order to reach their goal  
**Why do we need an incentive?**
3. When you have encouragement  
You begin to believe in yourself  
**When do you start believing in yourself?**

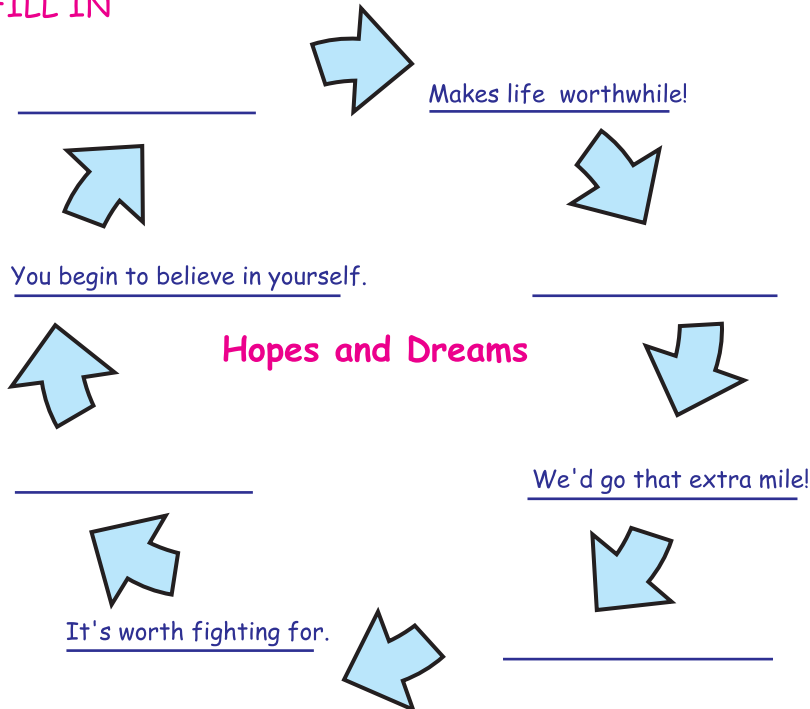


Write two to three sentences about a person who has encouraged you to follow your dream.

Fill in with words that rhyme with

|       |       |       |       |
|-------|-------|-------|-------|
| dream | _____ | _____ | _____ |
| time  | _____ | _____ | _____ |
| mile  | _____ | _____ | _____ |
| goal  | _____ | _____ | _____ |
| hope  | _____ | _____ | _____ |

FILL IN



Read and enjoy

Students' responses

I like to dance and sing,  
but I like reading books  
best of all.

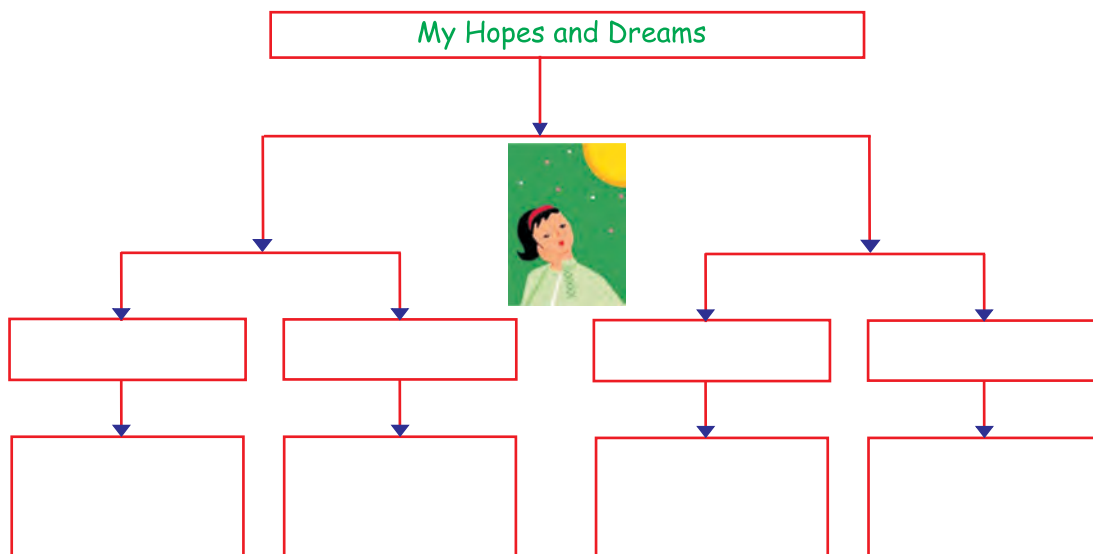
Books are our best  
companions!

Our friends may refuse  
to help us, but books are  
always there when  
we need them.

We can read  
a History book and  
go back to the past.

I like reading  
very much.

Write Your Hopes and Dreams in the Flow Chart given below:





## Supplementary Reader

## Tsunamika



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

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

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



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

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

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

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

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



[The doll, Tsunamika, was created by Upasana, a group in Auroville, Pondicherry, in response to the sorrow felt by many people after the Tsunami had hit many parts of Tamilnadu in December 2004. Tsunamika and her story brought a smile to those who met her; transforming the bitter memories of the tsunami into something creative, innocent, simple, sweet and empowering.]

Choose the correct option and fill in the blanks:

- The starfish asked Tsunamika if she had seen the \_\_\_\_\_.  
a) moon                      b) sun                      c) star
- The little girl approached the \_\_\_\_\_ to know about the sun.  
a) sage                      b) scientist                      c) priest
- The sage lived \_\_\_\_\_.  
a) on the ocean floor    b) under the sea    c) in a giant conch
- The girl sat on a \_\_\_\_\_ under the sea and went into a deep thought.  
a) rock                      b) coral                      c) mound
- Tsunamika asked the sun for a lot of \_\_\_\_\_.  
a) money                      b) gems                      c) friends
- When the girl was thrown on to the land, she saw people \_\_\_\_\_ there.  
a) quarelling                      b) crying                      c) sleeping
- The woman lost her \_\_\_\_\_ in the waves.  
a) son                      b) husband                      c) daughter
- Tsunamika offered her \_\_\_\_\_ to the suffering woman.  
a) shawl                      b) love                      c) support
- The woman took Tsunamika home as her \_\_\_\_\_.  
a) daughter                      b) house-maid                      c) guardian angel
- Tsunamika won many \_\_\_\_\_.  
a) prizes                      b) friends                      c) gifts



**Skim and Scan**

**Start skimming this passage - run your eyes over the lines. Try to read as fast as you can.**

**Underline the words and phrases which seem important in this passage.**

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

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

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

.....

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

.....

.....

**Now, read the passage again. Is it easier to understand?**

Run your eyes quickly over the first paragraph of 'Boat Song'.

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



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

Ans: .....

2. Which line introduces the theme of the story?

Ans: .....

.....

.....

3. What does the first line communicate? Draw and write the feeling it evokes.

Ans: .....

.....

.....

Draw the feeling it evokes.





## Note to the Teacher

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

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

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

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

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

There is also a functional enrichment activity and a project.

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



## Prose

# An Open Letter

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

How can you buy or sell the sky?

The background

In Preparation :

Let's discuss

Why is nature called sacred?



Chief Seathl - his bronze statue in Seattle, Washington

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

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

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

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

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

We know that you do not understand our ways. One portion of the land is the same to you as another. You are like a stranger. You come to take from the land what you can. You do not treat the earth as your mother, but like your enemy. Once you have conquered it,

Answer the questions

1. Who is Chief Seathl?
2. Do you think it is important to respect nature? In this passage, whom does he call 'our brothers'?
3. Where is the land he is writing about?
4. What does the river do for the people living there?
5. What do you think happened to the forests?

you move on. You take the resources of the earth from the future that belongs to your children and you don't care.

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

**Let us understand** [Tick the right answer]

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

**Let us remember**

1. Chief Seathl describes the whole world as related because,  
a. the perfumed flowers are .....  
b. the deer, the horse and the eagle are .....  
c. the top of the mountain and the grass on the earth are .....  
.....
2. What does the Chief in Washington want from Chief Seathl?  
The Chief in Washington wants .....  
.....
3. How does Chief Seathl describe the water's murmur?  
Chief Seathl describes the water's murmur as.....  
.....
4. Chief Seathl uses the word 'stranger' in the passage. What does he mean?  
By the word stranger, Chief Seathl means someone who .....  
.....
5. The words: ..... the earth is not your mother could mean :  
(choose the correct option)  
a. The earth did not give birth to you  
b. You do not love the earth as you love your mother

#### New Words

**no sense of ownership:**  
did not feel that they owned it  
**sacred:** holy and precious  
**perfumed:** scented  
**murmur:** utter sounds in a low tone  
**relative:** someone connected by birth  
**extinct :** no longer in existence




**Complete the Spider Map: [small group]**

This map is a way of summarising the lesson. Discuss each heading and fill in what Chief Seathl speaks about.

**Fill and share****READ AND ENJOY**  
**Beauty**

The beauty of the earth  
is a tree  
The beauty of the tree  
is a branch  
The beauty of the branch  
is a leaf  
The beauty of the leaf  
is a flower  
The beauty of the flower  
is a fruit  
The beauty of the fruit  
is its taste And the  
beauty that I see  
is in me...this poem.

V. Manigandan, Class VI

|                                      |   |                             |
|--------------------------------------|---|-----------------------------|
|                                      | _____   |                             |
|                                      | _____   |                             |
|                                      | _____   |                             |
| Why is Nature<br>sacred?<br>↓        | ↑<br>The refusal  | Relatives<br>in Nature<br>↓ |
| _____                                | _____   | _____                       |
| _____                                | _____   | _____                       |
| _____                                | _____   | _____                       |
| The request                          |  | Who is a stranger?          |
| _____                                | <b>The Beauty of Nature</b><br>[Opening statement]                                | _____                       |
| _____                                |   | _____                       |
| _____                                |   | _____                       |
| Meaning of the<br>concluding remarks |   | My Responses                |
| _____                                |   | _____                       |
| _____                                |   | _____                       |
| _____                                |   | _____                       |
|                                      | How can one buy or sell the sky?  |                             |
|                                      | _____   |                             |
|                                      | _____   |                             |
|                                      | _____   |                             |

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

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

### Thinking further - Discuss

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

### Observe and learn the Singular - Plural forms for the following words

(Note: Some words take an 's'; some take 'es'; in some 'f' becomes 'v' and in some 'y' becomes 'i'; certain words do not change)

- |                         |                     |                        |
|-------------------------|---------------------|------------------------|
| 1. river - rivers       | 6. foot - feet      | 11. family - families  |
| 2. fish - fish / fishes | 7. woman - women    | 12. wife - wives       |
| 3. enemy - enemies      | 8. life - lives     | 13. deer - deer        |
| 4. child - children     | 9. chief - chiefs   | 14. village - villages |
| 5. calf - calves        | 10. story - stories | 15. weapon - weapons   |

### Now give the Singular or Plural form for the following nouns:

- |                      |                  |
|----------------------|------------------|
| 1. _____ districts   | 6. brother _____ |
| 2. class _____       | 7. _____ women   |
| 3. rainbow _____     | 8. _____ wishes  |
| 4. news _____        | 9. luggage _____ |
| 5. _____ information | 10. man _____    |

Pronouns take the place of a noun in a sentence. They are used to avoid repetition of the Proper nouns.

Example :

Arun likes to draw. He does not like to write.

The Pronoun He takes the place of the noun Arun.



**Common Pronouns:** he, she, you, we, they, I, him, her, us, them, me

### Identify the Pronouns in the following sentences

1. He likes to play in the rain.
2. It is eating a big green leaf.
3. Come with me to see a cute bird in the tree.
4. He always pops the bubbles that we blow.
5. Do you like the smell of the flower?





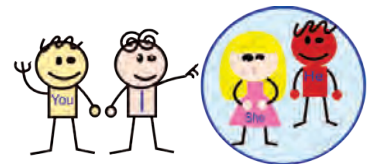
Choose a pronoun from the box below that can take the place of the nouns in bold letters.



# You

1. **Shirly** bought a birthday cake. \_\_\_\_ shared \_\_\_\_ with the whole class.
2. **Vinola** and **I** were playing in the garden. My mom called \_\_\_\_ for dinner.
3. My **brother** was solving a puzzle. We had fun watching \_\_\_\_.
4. **Leela** and **Uma** got the new CD from the shop. \_\_\_\_ then watched it together.
5. Mrs. Shashi spoke to **Padma** about table manners. \_\_\_\_ attitude then changed.
6. The teacher advised **Maria** saying, "\_\_\_\_ have to work hard".
7. **My brother** and **sister** are going to school. They never miss \_\_\_\_ lessons.
8. **Jack and Jill** were running on the playground. \_\_\_\_ were chasing the boys.
9. **Leena** likes to watch cricket. \_\_\_\_ likes to cheer the winners.
10. The **car** would not start this morning. \_\_\_\_ needs a new battery.

They, it, Her, us, You, him, She, their, We



# They

Circle the correct pronoun to complete each sentence.

1. Rani thinks **she** / **her** might be falling sick.
2. Would you give this book to **he** / **him**?
3. **Us** / **We** went to a movie last night.
4. The puppy licked **me** / **I** on the face.
5. I don't think **she** / **her** would come to school today.
6. They are getting a birthday present for **her** / **she**.
7. Rita and **me** / **I** went to the market.
8. **He** / **him** learns the Guitar in the music class.
9. Mom will pick **we** / **us** up after school.
10. Many helped **he** / **him** yesterday.



**LET'S REVISE** [End marks]

With your teacher:

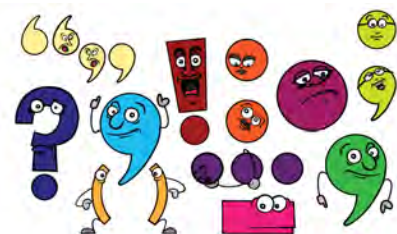
Directions: After each definition, place the correct end mark — full stop (.), question mark (?), or exclamation mark (!).

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

**Individual/Pair Work**

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

1. This book has many pages \_\_\_\_\_
2. When did Anjali and Karunya begin their journey \_\_\_\_\_
3. What did he say to his mother \_\_\_\_\_
4. I can't believe it \_\_\_\_\_
5. They saw many animals in the zoo \_\_\_\_\_
6. When were you born \_\_\_\_\_
7. What a beautiful drawing \_\_\_\_\_
8. How lovely the tree is \_\_\_\_\_
9. Did you do your homework today \_\_\_\_\_
10. It has rained for three days \_\_\_\_\_



Punctuate the following paragraph recalling the story of 'Tsunamika'.

the woman said i lost my daughter in the waves tsunamika said please accept my love will you be my daughter asked the woman tsunamika said oh yes and stayed with the woman



### At Home [Extension Class]



There is a suggestion you want to make to the school you study in. [Green -(Bio-degradable waste) /red-(Non-Biodegradable waste) dustbins in class/planting a tree in campus].

Write a letter to your class teacher making this request. Here is a format. Fill it.

Date:

From

---

---

---

Your Name & Address

To

---

---

---

To the Class Teacher  
With the School Address

Dear/Sir/Mr/Mrs/Ms/Miss

-Reg.

Fill in

Sub:

Body of the letter

---

---

---

What do you  
want to convey?

Closing

Concluding remark

Yours faithfully,

sincerely/truly/obediently  
Select one and fill

---

---

Signature

Your name

Address on the envelope

To

.....

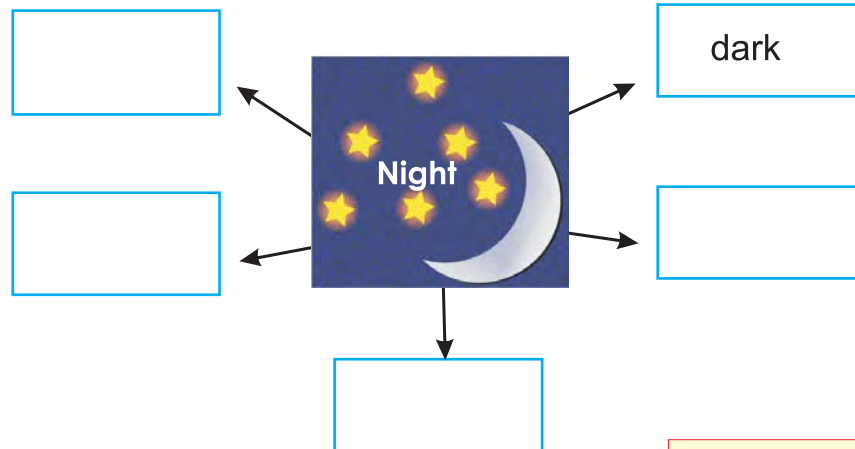
.....

.....

Pin Code:

In preparation

All of us have seen the night. How do you describe the night?

**NIGHT TIME**

Night time is here, now it's time for your bed,  
 The moon is now saying lay your head down to rest,  
 Pyjamas go on and your teeth are now clean,  
 Removing all traces of the daytime that's been.

**New Words**

pyjamas : night dress

curtain : screen

tele : television

yawn : to open the mouth  
wide and take a long  
deep breath

dawn : early morning

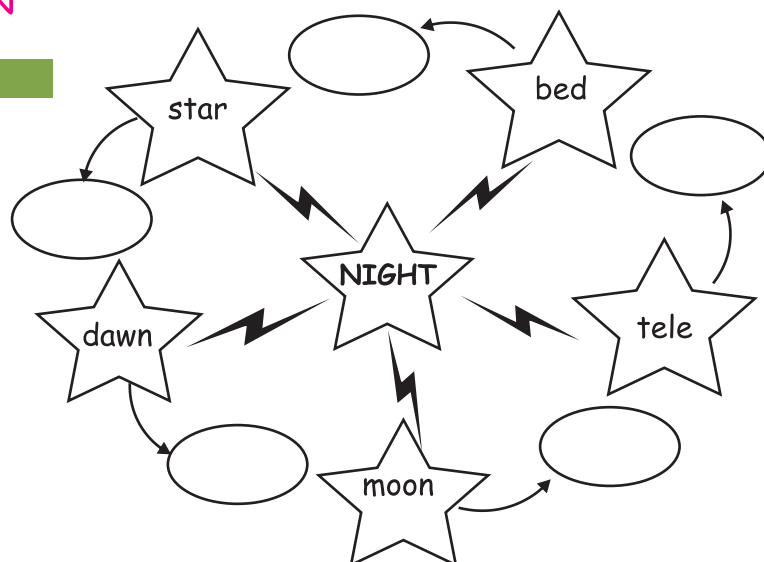
Night time is here, pull your curtains closed tight,  
 Shut out the stars that twinkle so bright,  
 Off goes the tele so silence can come,  
 It's time to relax, now daytime is done.

Night time is here, you're starting to yawn,  
 For now is the time to sleep until dawn,  
 So lie down beside me, rest your little head,  
 It's now time to shhh, for the world's gone to bed.



- Gaia Rose

## FILL IN



Read the following lines and answer the questions given below:

1. Pyjamas go on and your teeth are now clean,  
Removing all traces of the daytime that's been.
  - a. Pick out the rhyming words in the above lines.
  - b. What are pyjamas?
2. Off goes the tele so silence can come,  
It's time to relax, now daytime is done.
  - a. What does 'tele' refer to?
  - b. Explain the phrase, 'daytime is done'.
3. Night time is here, you're starting to yawn,  
For now is the time to sleep until dawn,
  - a. When do you yawn?
  - b. How long will you sleep?
4. Night time is here, pull your curtains closed tight,  
Shut out the stars that twinkle so bright,
  - a. Identify the alliterated words in the first line.
  - b. Why should the curtains be closed?
5. It's now time to shhh, for the world's gone to bed.
  - a. What does 'shhh' indicate?
  - b. Explain: the world's gone to bed.





## Supplementary Reader

## The Fairy Crane

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



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

## New Words

snare : trap  
set free : help to  
become free

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



Every day, the old man wove some cloth and sold it at the market and the old lady helped him. The girl saw how hard the old people worked to live. So she said to her new parents, "If you promise not to look at me even once while I work, I'll weave some cloth in the weaving room." After that, they only heard the sound of the loom during the day and in the night the girl gave them the most beautiful piece of cloth they had ever seen. Every one wanted to see and buy the fine and beautiful cloth. Soon, the old man and his wife started to live more comfortably.

New Words:  
loom : a weaving  
frame  
curious : interested,  
wondering

The old woman was curious and wanted to see her daughter make the cloth. So one day, she peeped through the window of the weaving room and saw a strange sight. There, sitting on the loom was not her daughter but a beautiful white crane, using its own white feather to weave cloth.

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

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

**Rearrange the following sentences in logical order and write a meaningful paragraph:**

1. \* One day the old man heard the sound of wings.
  - \* He found a white crane caught in a snare.
  - \* They had no children.
  - \* Feeling pity, he set the crane free.
  - \* There lived an old couple in a small village.
2. \* One day, the old woman saw a white crane weaving a cloth.
  - \* The girl noticed how hard they worked to live.
  - \* When the old couple came to know the truth, the girl left the village.
  - \* Therefore, she started to weave on one condition.
  - \* The old couple decided to adopt the little girl.

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

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

**What is the key sentence? Fill in.**

They.....

**Which phrase introduces the theme of the story?**

A beautiful .....



**PROJECT**

Create a story strip or recreate a known story

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

The diagram shows a story strip template with six empty boxes arranged in two rows of three. Arrows indicate a sequence from right to left in each row, and a vertical arrow connects the bottom of the rightmost box in the top row to the top of the rightmost box in the bottom row. Each box has a horizontal line below it for a caption.

Develop the above hints into a meaningful story.

---

---

---

---

---

---

## Skim and Scan

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



## Rivers

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

Which words and phrases seem important in this passage?

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

Fill in the blanks.

| Verbs   | Nouns   |
|---------|---------|
| quench  | t _____ |
| carry   | b _____ |
| feed    | c _____ |
| sell    | l _____ |
| teach   | c _____ |
| respect | w _____ |
| give    | r _____ |
| give    | k _____ |

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

1. What do rivers do? \_\_\_\_\_, \_\_\_\_\_  
and \_\_\_\_\_.

2. What must we give the rivers?

We must give \_\_\_\_\_

Were they easy to answer?

### LET US EXPAND

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

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

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



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

Study your locality and make a list:

| S.No | Kinds of birds | Kinds of trees | Water Storage areas | Kinds of animals |
|------|----------------|----------------|---------------------|------------------|
|      |                |                |                     |                  |
|      |                |                |                     |                  |
|      |                |                |                     |                  |
|      |                |                |                     |                  |



## Student's Activity Record

[illegible]