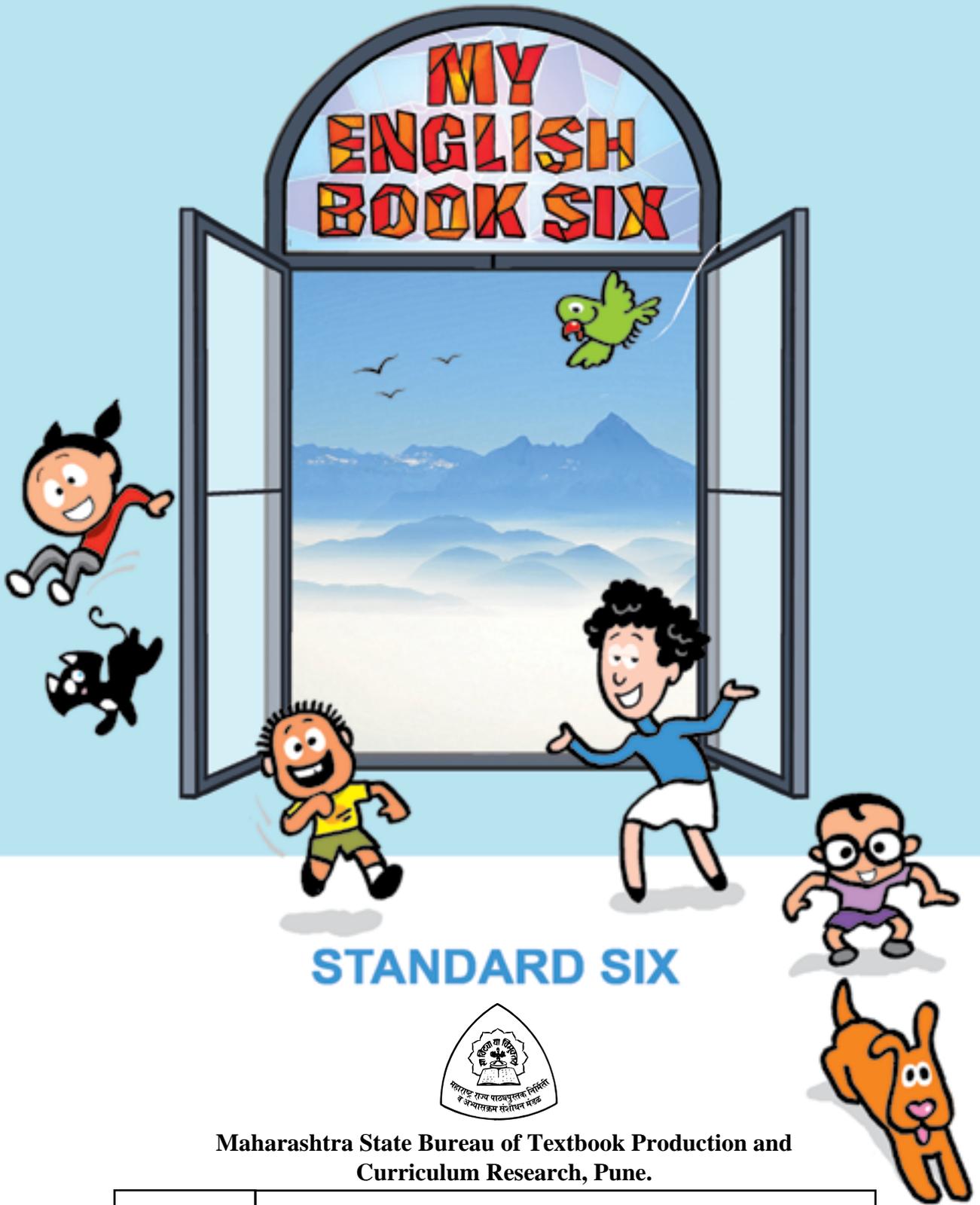




MY ENGLISH BOOK SIX



STANDARD SIX



STANDARD SIX



Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.



The QR Code given alongside and on other pages can be scanned with a smartphone, which leads to link/s (URL) useful for the teaching/learning of this textbook.

First Edition : 2016

© Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune - 411 004.

The Maharashtra State Bureau of Textbook Production and Curriculum Research reserves all rights relating to the book. No part of this book should be reproduced without the written permission of the Director, Maharashtra State Bureau of Textbook Production and Curriculum Research, 'Balbharati', Senapati Bapat Marg, Pune 411004.

English Language Committee :

Dr Prabha Sampath, Chairman
Dr Manjushree Sardeshpande, Member
Dr Rohit Kawale, Member
Dr Muktaja Mathkari, Member
Dr Shruti Chaudhary, Member
Shri. Shridhar Nagargoje, Member
Shri. Nilesh Kedare, Member
Smt. Dhanavanti Hardikar,
Member-Secretary

Cover and Illustrations :

Reshma Barve

Co-ordination :

Dhanavanti Hardikar
Academic Secretary for Languages
Santosh J. Pawar
Subject Assistant, English

English Language Study Group :

Shri. Akhil Bhosale	Shri. Balkrishna Shinde
Dr Jyotimani Rocque	Shri. Bhuvnesh Kumbhar
Smt. Manjusha Sagrolikar	Shri. Dagdu Garkar
Shri. Nilkantheshwar Patil	Shri. Gajendra Mugale
Shri. Pundalik Kaviraj	Dr Juee Kulkarni
Smt. Renu Dhotre	Shri. Mahesh Dudhankar
Smt. Saraswathi Suram	Shri. Nadeem Khan
Shri. Sharad Pandhare	Shri. Rajiv Sangpal
Smt. Smita Pore	Shri. Raju Korde
Shri. Amol Kamble	Shri. Rakesh Jadhav
Shri. Anil Petkar	Shri. Santosh Gaikwad
Shri. Ashok Gaikwad	Smt. Yogita Patil

Production :

Sachchitanand Aphale
Chief Production Officer
Sunilkumar Kasbekar
Production Officer

Typesetting :

DTP Section (Languages)
Textbook Bureau, Pune.

Printer :

Print Order No. :

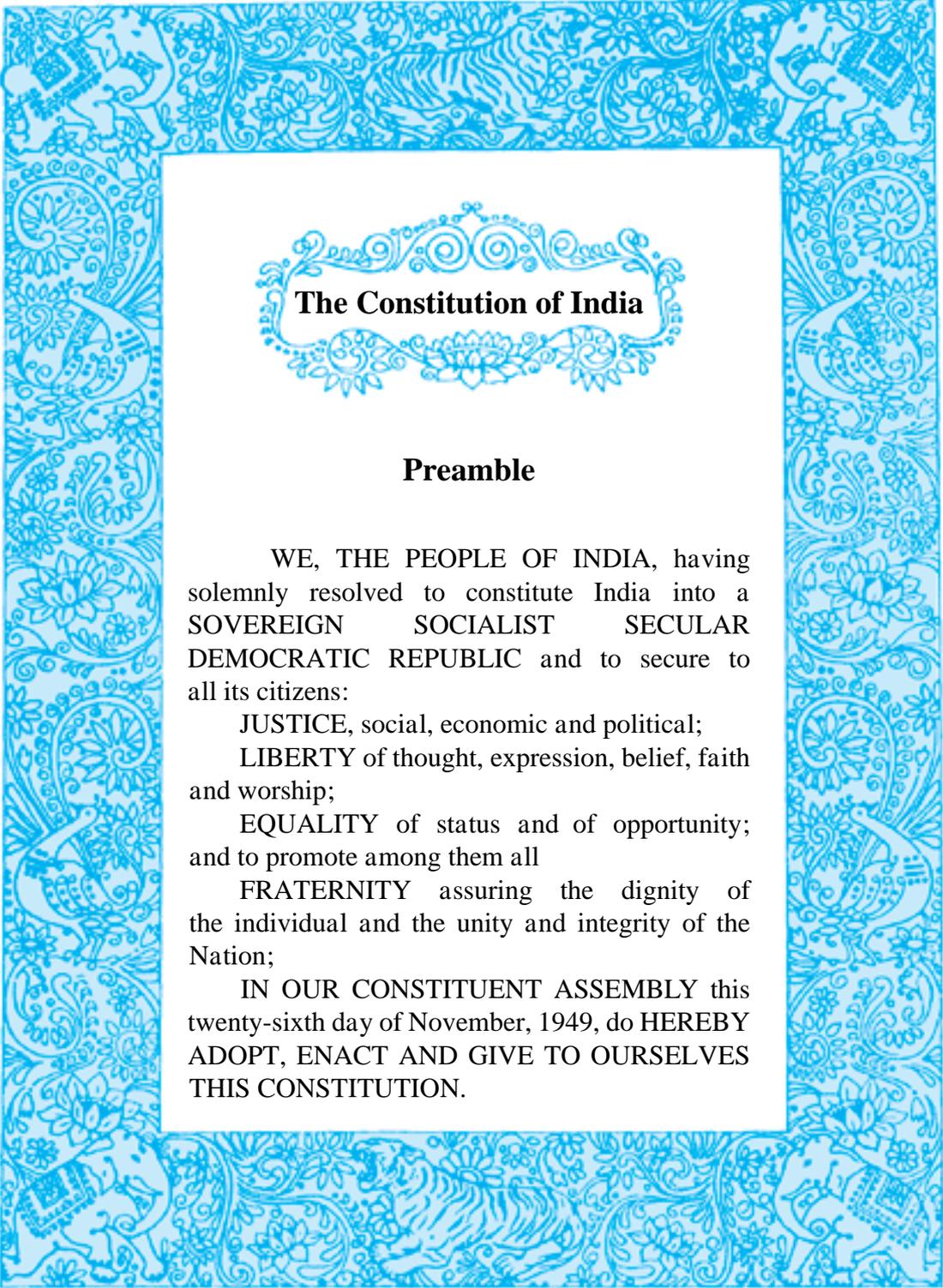
N/PB/2015-16/

Paper :

70 GSM Creamwove

Publisher :

Vivek Uttam Gosavi
Controller
Maharashtra State
Textbook Bureau,
Prabhadevi,
Mumbai - 400 025.



The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

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

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

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

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

Preface

The **Right of Children to Free and Compulsory Education Act, 2009** and **National Curriculum Framework 2005** are two important events that have influenced primary education in our country. In the State of Maharashtra, too, the revised curriculum **Primary Education Curriculum 2012** reflects their guidelines and expectations. We are happy to place this **My English Book Six** based on the revised curriculum in your hands.

The RTE Act emphasizes all-round development of the child, as also learning through activities, discovery and exploration in a child-friendly and child-centred manner; making the child free of fear, trauma and anxiety and helping the child to express views freely. We have tried to design our textbooks so that these principles become an integral part of the teaching-learning process. For the convenience of teachers and parents, we have also specified the various competencies that should be developed by the end of Std VI.

My English Book Six is meant for use in non-English medium schools. We have taken into account the environment in which the children are placed and which requires a knowledge of English. The textbook aims at giving children a systematic exposure to the language, and helping them to learn English joyfully through graded and engaging activities.

The textbook has been prepared in a big size with plenty of colourful illustrations to enhance its visual appeal for children. The illustrations are not just decorative, they are designed to make the process of learning English more meaningful. We hope that children will enjoy handling this textbook throughout the year.

This book was scrutinized by teachers and experts from various parts of the State to make it flawless and more useful. The English Language Committee, Study Group and the artist have taken great pains to prepare this textbook. The Bureau is grateful to all of them.

We hope that the textbook will receive a warm welcome from students, parents and teachers.



(C. R. Borkar)

Director

Pune

Date : 8 April 2016, Gudi Padwa

Indian Solar Year :

Chaitra 19, 1938

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

For Teachers ...

1. Please take into account the various competencies specified on the page alongside. They indicate the areas of language developments and the stages which a child is expected to reach by the end of Std VI. You can plan your classroom interaction and assessment of pupils in the light of these specific goals.
2. Use the textbook in three ways –
 - 2.1 **Learning language:** Learning to communicate one's own ideas, thoughts, feelings, etc. in English.
 - 2.2 **Learning through language:** Using English to seek knowledge in other areas of study like science, geography, environmental studies and even art and craft; learning to properly organize and present the information or knowledge one gets through English; learning to identify the difficulties in one's understanding and then to make efforts to overcome them; 'personalise' learning by making notes for reference and so on. Many activities in the textbook focus on these 'study skills'. They will enable the students to use English throughout their life as an effective medium of learning.
 - 2.3 **Learning about language:** After getting acquainted with the English language for about five years (from the early age of six), children may now be ready to consciously observe how the language works. The 'Learning about Language' boxes in the book include some activities, some observations and acquaint the students with a few grammatical terms. The boxes only aim at building an awareness of the language system. Such awareness will help them to rectify their own errors and to refine their own expression. The teacher should not use the content of these boxes for mechanical drilling or for closed book assessment.
3. Please go through the entire book before you start teaching it. Also, because the activities and games are graded in order of difficulty, do use them in the given order. However, once an activity or game is introduced, feel free to use it again from time to time, according to the needs and interests of your class.
4. Open book assessment which is more suitable for a constructivist approach to education has been suggested on pages 52 and 53. Do use this strategy for formative as well as summative evaluation.
5. Many of the games and activities in the book involve open-ended questions. Please give the children enough time and opportunity to respond to these using their own ideas. Do not use readymade (or 'teacher made') answers.
6. 'Tara and her friends' appear throughout the book. They add an element of fun and also show how children may respond while playing language games, while taking part in activities, etc. Children may also enjoy using their dialogues for role-play.
7. Watch over the classroom participation and development of each child in the classroom and provide opportunities of growth to all of them.
8. An innovative teacher may come up with many parallel or extension activities but do take care to see that all tasks and activities given in the textbook are carried out first.

Compulsory English : Competencies for Standard VI

The child should be able to -

1. Understand and enjoy simple songs, poems, skits, plays, stories, etc.
2. Listen attentively to English programmes like news, interviews, etc.
3. Understand English spoken in the surroundings.
4. Follow announcements in familiar situations.

Listening

1. Recite familiar songs and poems effectively.
2. Respond to questions, enquiries, etc. appropriately.
3. Ask polite questions to seek information.
4. Describe people, places, processes, etc.
5. Narrate a known story.
6. Use role-specific language in conversations.
7. Develop presentation skills through live demonstrations, elocution competitions, interviews, plays, etc.

Speaking

1. Read aloud using proper pauses, pace and volume.
2. Read aloud poems and songs for enjoyment.
3. Read children's literature with pleasure.
4. Read silently with comprehension.
5. Read and understand simple notices, charts, tables and other graphic presentations.
6. Read in order to obtain information.

Reading

1. Write neatly and legibly.
2. Write a few sentences to dictation correctly.

Writing

3. Form a set of instructions.
4. Form a set of questions.
5. Write simple informal messages.
6. Write detailed answers based on informative passages.
7. Write a short and simple report based on a survey.
8. Write an informal letter.
9. Attempt creative writing.

1. Use dictionaries to find meaning, usage, etc.
2. Use printed and electronic reference materials.
3. Present the main points or outline of a passage, story, etc.
4. Present given information in a graphic as well as verbal form.
5. Make notes for personal reference while reading / listening to a text.
6. Translate simple and short texts.

Study Skills

1. Identify the main parts of speech.
2. Get acquainted with certain idioms.
3. Use familiar idioms in speech and writing.
4. Use regular plural forms correctly.
5. Use simple tense forms.
6. Understand simple word formation processes.
7. Identify basic types of sentences (statements, exclamations, questions and commands or orders).
8. Use different forms of adverbs and adjectives.

Language Study



Contents

Study Tour One

Sites	Page
1.1 Songs of Happiness	1
1.2 Fun and Games	2
1.3 The Wild Boar and the Fox	7
1.4 A Letter from Hingoli	10
1.5 Nu-jo's Project	13
1.6 Grandpa Tells a Story	18
1.7 Are you a DIY Kid?	23

Study Tour Three

Sites	Page
3.1 Time	54
3.2 The Magic Herb	56
3.3 Eco-friendly Celebrations	60
3.4 At the Science Fair	64
3.5 The Duck and the Kangaroo....	68
3.6 NEWSFLASH!	72
3.7 The Man who Never Lied.....	76

Study Tour Two

Sites	Page
2.1 Minnie and Winnie	28
2.2 The Lion, the Man and the Statue	30
2.3 An Invisible Bench	33
2.4 The Mouse Merchant	37
2.5 The Man who Thinks he can	42
2.6 How Glass is Made.....	44
2.7 Ad'wise' Customers	48

Study Tour Four

Sites	Page
4.1 The Nightingale and the Nobleman.....	80
4.2. Molai's Kathoni	83
4.3 There's a hole in the bucket !....	89
4.4 Fantastic Shops	92
4.5 A Book Review	97
4.6 The Worth of a Fabric	101
4.7 Play by Day and Night	104



Open Book Test 52,53





1.1 Songs of Happiness

Study Tour One



When you are Happy

When you are happy
And you know it,
Clap your hands.

When you are happy
And you know it,
Clap your hands.

When you are happy
And you know it,
And you really want to show it,
When you are happy
And you know it,
Clap your hands.

Sing your way home ...

Sing your way home
At the close of the day.
Sing your way home,
Drive the shadows away.

Smile every mile
For wherever you roam,
It will brighten your road,
It will lighten your load,
If you sing your way home.



Sing the first song again using other actions like ‘Sing a song’, ‘Dance around’, ‘Nod your head’, etc. in place of ‘Clap your hands’.

- **Sing your way home** : When you are going back home, sing on the way, be happy.
- **At the close of the day** : At the end of the day, when your work is done.
- **Drive the shadows away** : remove all sad thoughts from your mind
- **roam** : wander, travel
- **brighten your road** : Here, it means ‘make you feel happy and cheerful’.
- **lighten your load** : Here, it means ‘make your worries or problems smaller.’

1.2 Fun and Games with Tara and Friends



1. Discuss the following questions and then try to answer them in English.

I feel angry when someone tries to touch me.



(a) When do you feel ... ?

- happy
- sad
- angry
- scared

I feel happy when I play with Paddy.

I feel sad when Paddy goes to school.



I wag my tail when I am happy. I flop my ears when I am sad.



(b) What do you do when you feel ... ?

- happy
- sad
- angry
- scared

I screech when I am scared.



I'm never scared.

I scratch people.



(c) In order to feel better, what should you do when you are ... ?

- sad
- angry
- scared

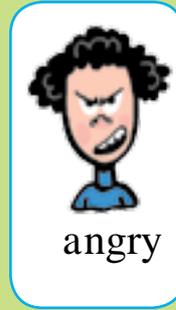
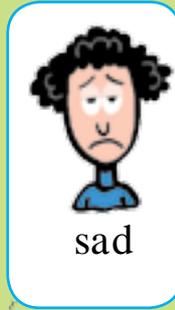
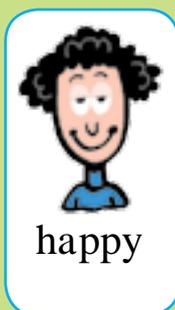


(d) What can you do to make others happy or to make others feel better?

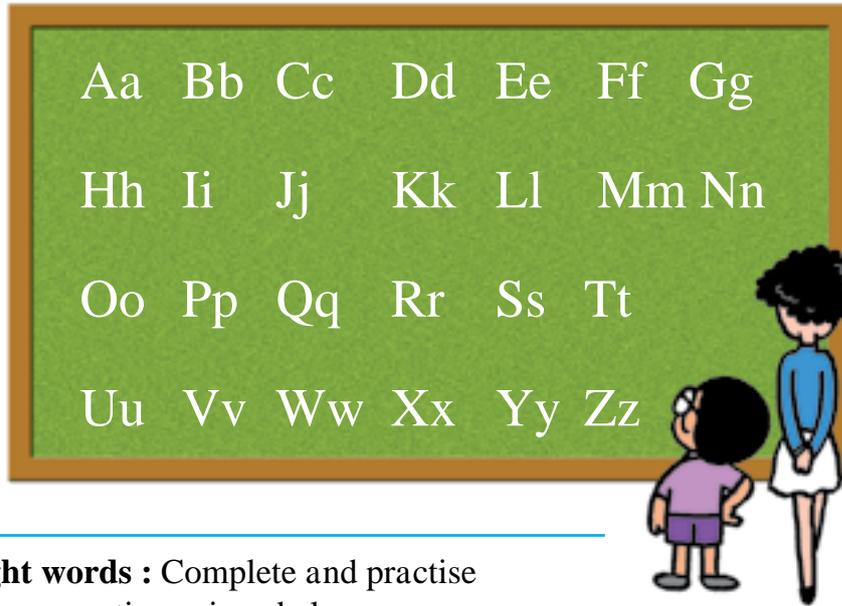


I sing songs.

Tara's Pictures



2. **Good handwriting :** Observe the letters on the board carefully.
Write the small and capital letters in proper proportion.



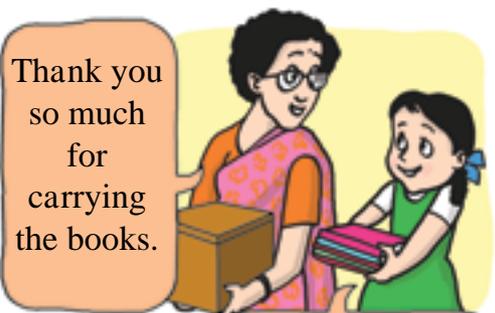
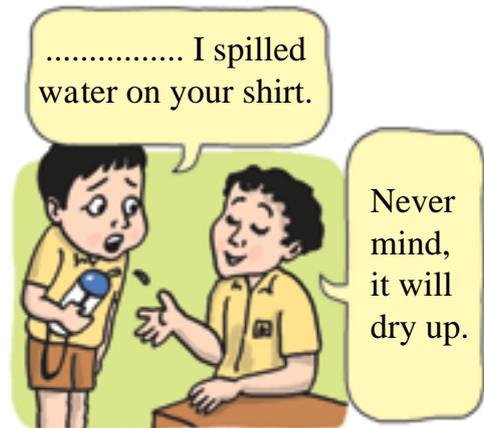
3. **Find the right words :** Complete and practise each of the conversations given below.

Please don't mention it,

I am so sorry

Excuse me,

My pleasure !

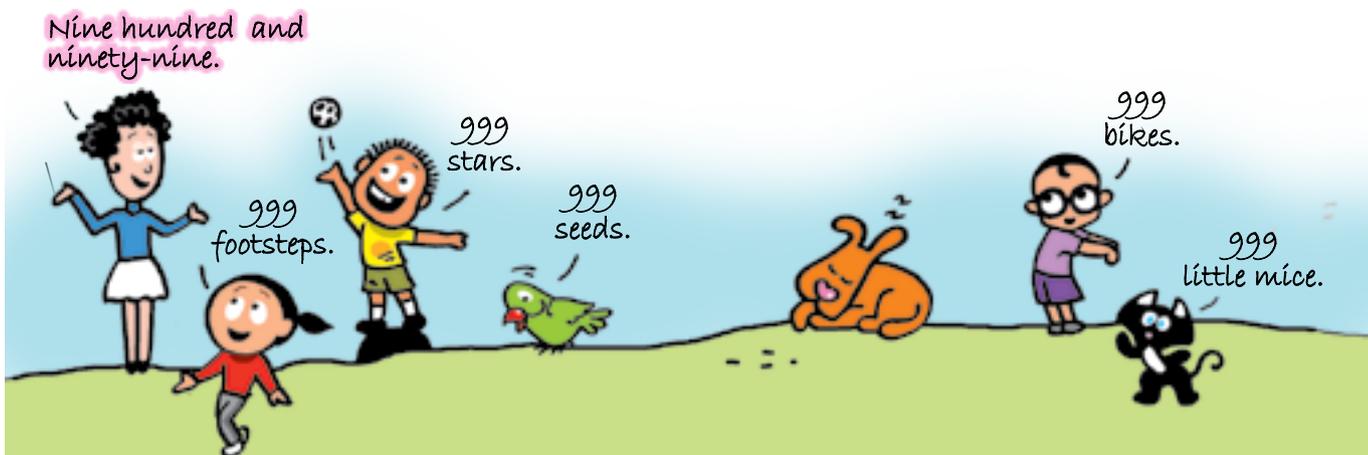


Thank you for the chocolates.



My pleasure!

4. **Any number of things!** : Form pairs or groups. One person says any number from one to ten thousand. Others name suitable objects or things for the number.



5. **One word to fit them all** : Choose at least 3 words from the box and think of something that fits them all. Write down the meaningful phrase you have made.

A soft little violet fish.

A soft little violet bird.



A flower!



A cap!

I don't know.



A snail!



A soft little violet toy mouse.



tall	short	little	small	big	young	old
strong	long	thick	thin	fat	cold	hot
bright	nice	clean	clever	dirty	soft	hard
black	white	red	green	blue	golden	pink
yellow	violet	dark	new	raw	shiny	sweet
juicy	ripe	round	tasty	bad	pretty	ugly
		crunchy			beautiful	

6. **Five beginnings but one end** : Form groups of 5-7. Choose one of the following phrases as the end. Enact the phrase. Then use it to frame different sentences. Enact the sentences. Write down any five of them.

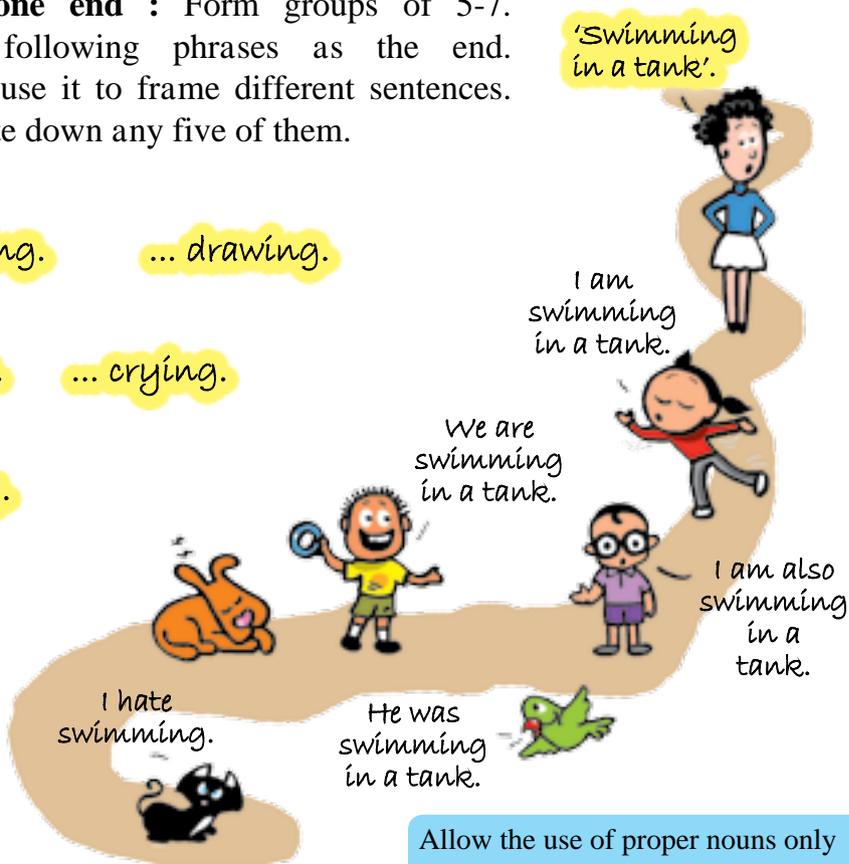
... reading. ... smiling. ... drawing.

... swimming in a tank. ... crying.

... carrying a heavy bag.

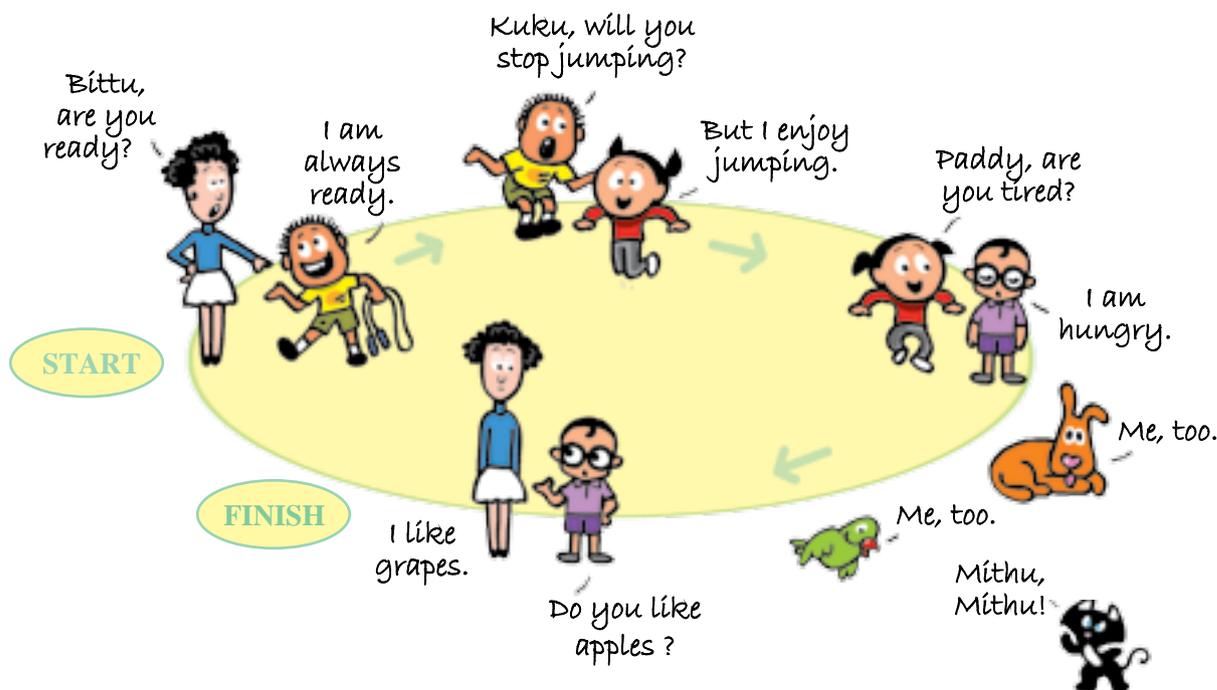
... playing with a ball.

... laughing.



Allow the use of proper nouns only once in one round.

7. **You are out if you say 'Yes' or 'No' !** Form a circle. Ask a question to the person next to you. If he/she answers it with 'Yes' or 'No', they are 'out'. Otherwise, they continue the game by asking a different question to the next person. You must not repeat the questions.



8. All sorts of lists!

(a) Choose any one of the following topics to make a list. Try to list as many items as possible within two minutes.

THINGS AND PEOPLE IN THE CLASSROOM
.....
.....
.....

THINGS YOU MAY SEE IN THE KITCHEN
.....
.....

THINGS WE CANNOT SEE
.....
.....
.....
.....

THINGS YOU MAY NEED ON A PICNIC
.....
.....
.....
.....
.....

WORDS BEGINNING WITH 'C'
.....
.....
.....

GAMES YOU LIKE
.....
.....
.....
.....

WHITE THINGS
.....
.....
.....
.....

ACTIONS YOU CAN DO WITH YOUR HAND/S
.....
.....
.....
.....

THINGS YOU SEE AT A RAILWAY STATION
.....
.....
.....
.....

(b) Now, put the words in your list in alphabetical order.

(c) Compare your lists. Try to describe the items in your list – mention their shape, size, colour, number, etc. and write meaningful phrases.

How can we name things we cannot see?



Air, bacteria, sound, smell, ...

9. Complete the sentences in the yellow track using phrases from the green field.

his father. in group B.

our teacher. my friend.

our leader.

her brother.

in your group.

in the same school.

You are their neighbour.

She is in their group.

They are

He is

I am

We are

You are



1.3 The Wild Boar and the Fox

One day, a wild boar was sharpening his tusks against the bark of a tree. He was doing it very carefully. There lived a fox in the same forest. He was always looking for a chance to make fun of other animals in the forest. When he saw the wild boar, he decided to tease him. He began to walk around the trees, looking left and right and up and down. He also began to act as if he was really scared. But the boar did not pay any attention to him. He kept right on with his work.

At last, the fox said with a grin, “Why are you doing that? I tried very hard, but I did not see any hidden enemy or danger.”

“True,” replied the boar. “Just now there may not be any danger. But when it really comes, there won’t be any time to sharpen my tusks. My weapons have to be ready for use then. If I am not ready, I will have to suffer!”

This story tells us that it is best to be prepared. Don’t leave things to be done at the last minute.

- **wild** : living in a jungle
- **boar** : a wild pig
- **tusks** : a pair of long pointed teeth that some animals like the elephant have
- **bark** : the tough outer covering of the main tree trunk and branches
- **grin** : smile

POINTERS

1. Listen to the story carefully.

As you listen, tick only those words that appear in the story.

wild mild oar boar ox box fox dark bark gun fun

saw raw please tease talk walk pay day word work

hard card won't want chance dance

The teacher should read out the story slowly, saying each word carefully.

2. Find and label the following in the picture on page 7.

- * a wild boar
- * tusks
- * a tree trunk

3. Listen carefully and answer the questions orally using only one word or phrase.

- (1) One day a wild boar was sharpening his tusks against the bark of a tree.
What was the boar doing?
- (2) He was doing it carefully. How was he doing it?
- (3) There lived a fox in the same forest. Who lived in the same forest?
- (4) When the fox saw the wild boar, he decided to tease him.
Who saw the wild boar? What did he decide to do?
- (5) But the boar did not pay any attention to him.
Did the boar pay any attention to him?

The teacher should read aloud each question carefully.

4. Match the words or phrases in 'A' and 'B' with reference to the story.

A

- look for
- make fun of
- sharpen
- pay attention to

B

- tusks
- the fox
- a chance
- other animals

5. The following speeches show up the nature of the speaker.

Guess the speaker – the wild boar or the fox?

- * 'I have invited some friends for a party this evening.
I must tidy up the house before 4.00 pm.'
- * 'I have to catch a 7.00 am train tomorrow. I need to pack my bag tonight.'
- * 'These ants are so stupid. All the time they are busy collecting food.'
- * 'Sister, thank you for the laddoos. Now, give me a hammer
so that I can break them.'

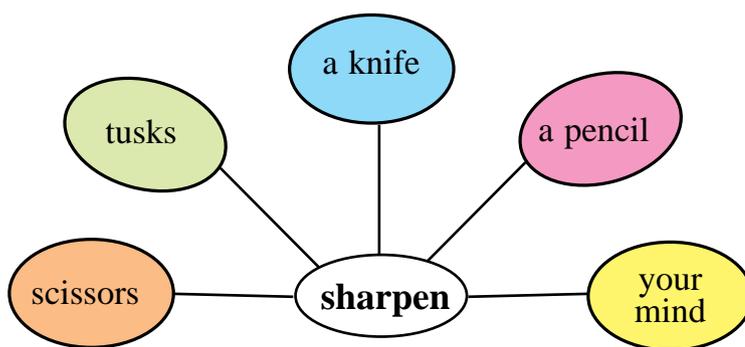
6. Learn the following idioms about animals.

- * as sly as a fox
- * as stubborn as a mule
- * as busy as a bee
- * as quiet as a mouse
- * as strong as an ox
- * as slow as a snail
- * as brave as a lion
- * as free as a bird
- * as proud as a peacock

7. Find at least 3 suitable objects for the following action words.

- * sharpen
- * write
- * decorate
- * paint
- * draw
- * play
- * open
- * close
- * wash
- * polish
- * throw
- * catch
- * break
- * pour
- * fill
- * cut
- * join
- * find
- * fold
- * measure
- * repair

Example :



8. Try to think of different answers to the following ‘why’ questions.

Write down at least 2 of them in English.

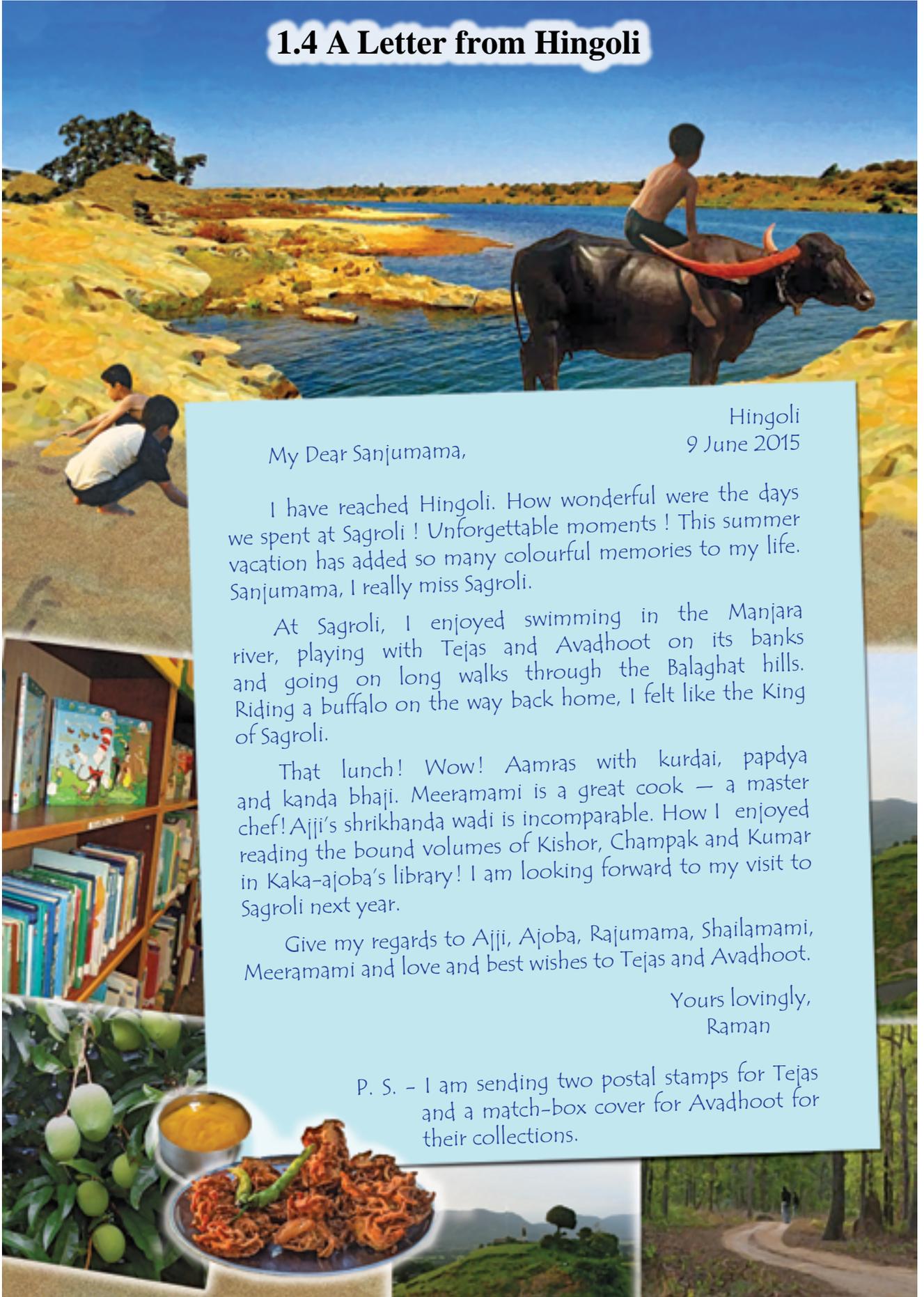
- (1) Why are you reading this story ?
- (2) Why are you crying ?
- (3) Why are you laughing ?
- (4) Why are you sitting on the table ?
- (5) Why are you shouting ?
- (6) Why are you ?

Example : (1) I like it. / It’s interesting. / I am reading it because it’s funny.

9. Read the situation and the answer. Guess the ‘why’ question that Akshay asks.

	Situation	Why question	Answer
a	Amit and Ajay are fighting.	Akshay : Why?	Amit : He took my pencil and broke it.
b	Ajay is going home.	Akshay : Why?	Ajay : I am hungry.
c	Amit is waiting at the bus-stop.	Akshay : Why?	Amit : I am waiting for the 10 o’clock bus.

1.4 A Letter from Hingoli



Hingoli
9 June 2015

My Dear Sanjumama,

I have reached Hingoli. How wonderful were the days we spent at Sagroli ! Unforgettable moments ! This summer vacation has added so many colourful memories to my life. Sanjumama, I really miss Sagroli.

At Sagroli, I enjoyed swimming in the Manjara river, playing with Tejas and Avadhoot on its banks and going on long walks through the Balaghat hills. Riding a buffalo on the way back home, I felt like the King of Sagroli.

That lunch! Wow! Aamras with kurdai, papdya and kanda bhaji. Meeramami is a great cook — a master chef! Aiji's shrikhanda wadi is incomparable. How I enjoyed reading the bound volumes of Kishor, Champak and Kumar in Kaka-ajoba's library! I am looking forward to my visit to Sagroli next year.

Give my regards to Aiji, Ajoba, Rajumama, Shailamami, Meeramami and love and best wishes to Tejas and Avadhoot.

Yours lovingly,
Raman

P. S. - I am sending two postal stamps for Tejas and a match-box cover for Avadhoot for their collections.

1. Answer the following questions.

- (a) Where does Raman live ? (d) Who has a library?
 (b) Where does Sanjumama live ? (e) If Raman made a list of his relatives at
 (c) Name the river in Sagroli. Sagroli, what names would he write ?

2. List the interesting things that Raman did at Sagroli.

Number them according to your preferences.

Compare your preferences with those of your friends'.

3. Spot the exclamations (!) in the letter and copy the sentences.

4. (a) Find and copy the non-English words in the letter.
 (b) Make a list of your favourite foods/dishes. How many of the words are English?
 (c) List five of your favourite books or stories.
 How many of the names are English?

Note that non-English words should be pronounced without trying to give them an 'English' accent.

5. Find the smaller words hidden in the following words.

Do not change the order of the letters in the words.

- * reached * wonderful * unforgettable * colourful * incomparable * lovingly

6. Note that '9 June 2015' or 'June 9, 2015' is read as

'The ninth of June two thousand and fifteen'.

Similarly, '1 January' or 'January 1' is read as 'The first of January'.

Now read the following :

- * 15 August * 22 December * 26 January * 1 May * 21 June

Do you remember?

Ordinal numbers

1.	one	1 st	first	9.	nine	9 th	ninth
2.	two	2 nd	second	10.	ten	10 th	tenth
3.	three	3 rd	third	11.	eleven	11 th	eleventh
4.	four	4 th	fourth	12.	twelve	12 th	twelfth
5.	five	5 th	fifth	13.	thirteen	13 th	thirteenth
6.	six	6 th	sixth	14.	fourteen	14 th	fourteenth
7.	seven	7 th	seventh	15.	fifteen	15 th	fifteenth
8.	eight	8 th	eighth	20.	twenty	20 th	twentieth

100. one hundred 100th hundredth

7. **Kimaya is writing letters to different people.**
Help her to choose the appropriate expressions for each letter.

Letter is addressed to -	Begin with	Last lines	Sign off with -
 Kimaya's father	<ul style="list-style-type: none"> * Dearest Daddy, * My dear Bittoo, * Hi, Meeta! * Madam, * To, The Manager, Bank of People... * Dear Mrs Bendre, 	<ul style="list-style-type: none"> * Love and warm regards, * Take care. * See you soon! * Thank you. * Regards, * Lots of love, 	
 Kimaya's younger brother			
 Kimaya's friend			
 Kimaya's boss			
 The Manager of her bank			
 Mrs Bendre who lives in the same colony			
		<ul style="list-style-type: none"> * Your loving daughter, * Your One and Only Sister, * Yours, * Yours faithfully, * Yours sincerely, 	

You can use friendly, informal language with your close relatives and friends. When you are writing to others, you have to use your words carefully. On such occasions, some typical polite expressions are used.



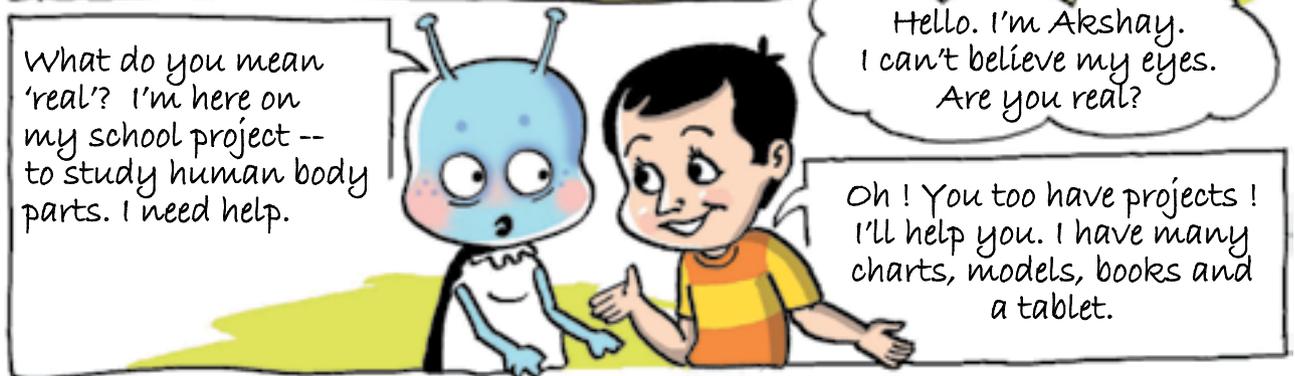
8. **In how many ways can you translate the following words into your mother tongue?**
Write the different translations.

- * Uncle
- * Aunt
- * Grandfather
- * Grandmother
- * Cousin

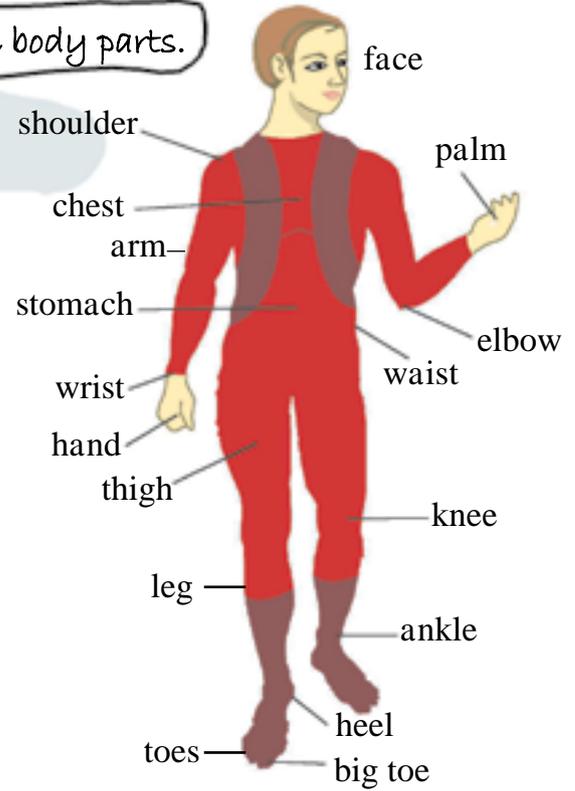
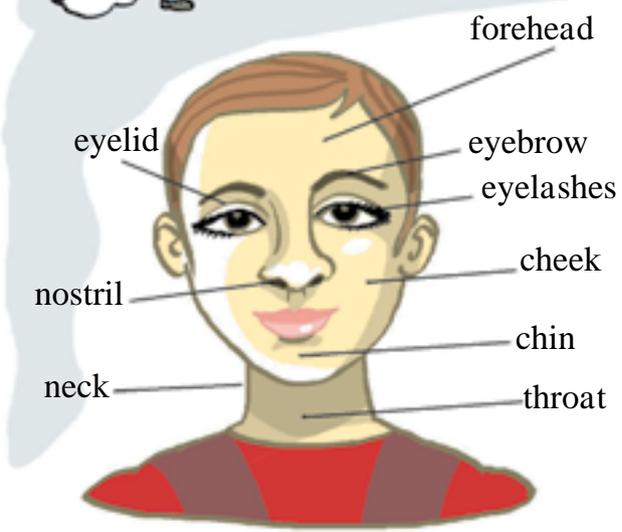
9. **Write the terms of address you use for your relatives or family friends.**
 Example : Sanjumama, Kaka-ajoba.

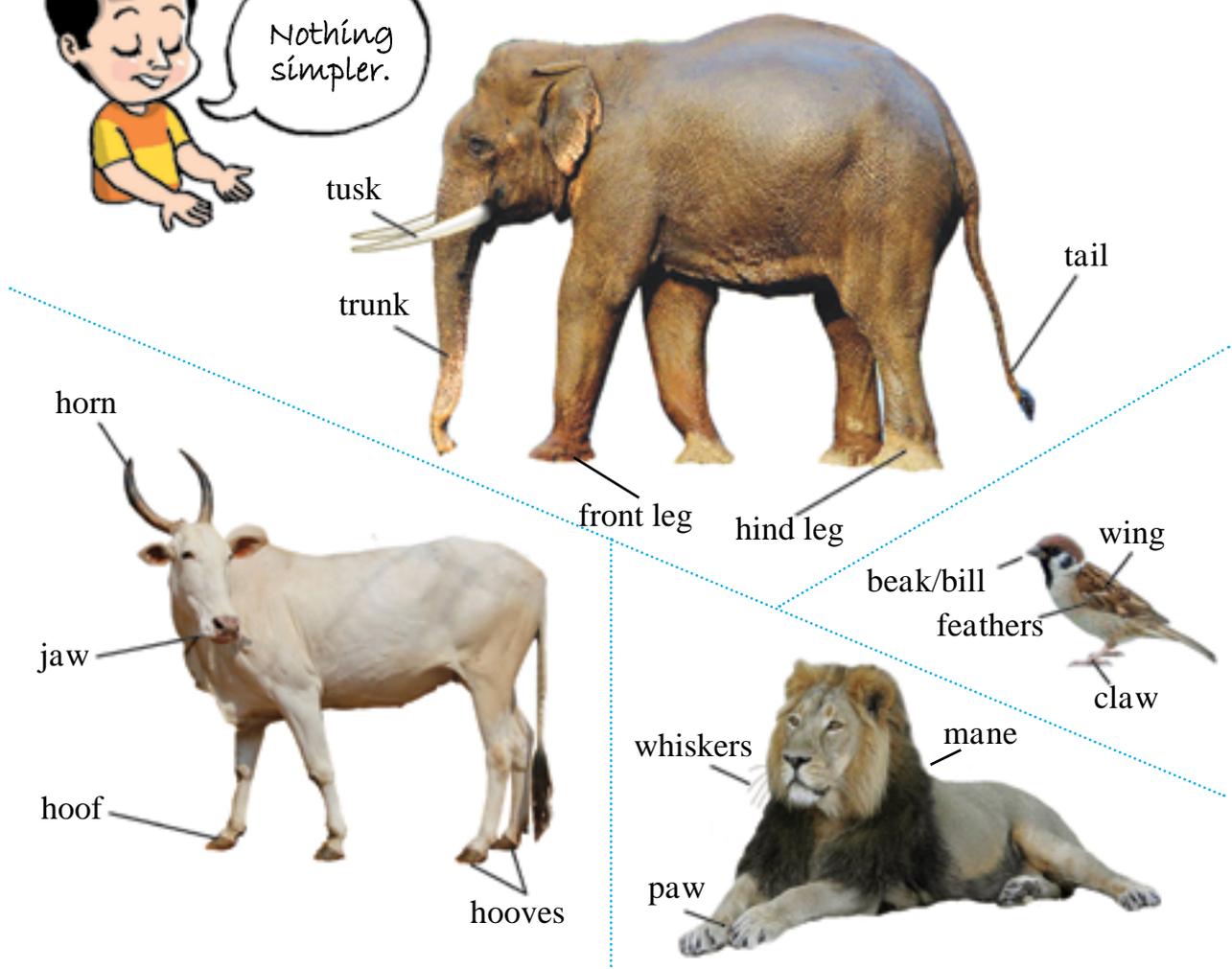
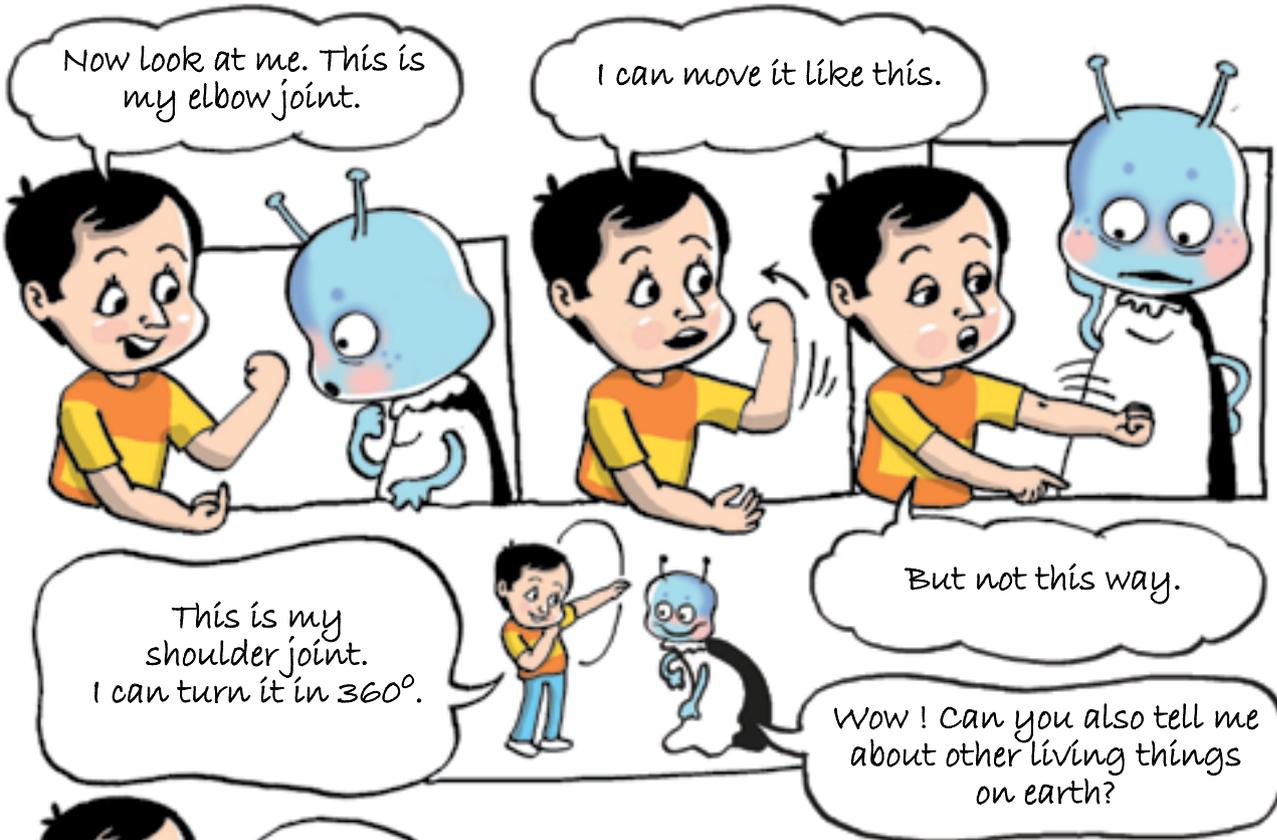
1.5 Nu-jo's Project

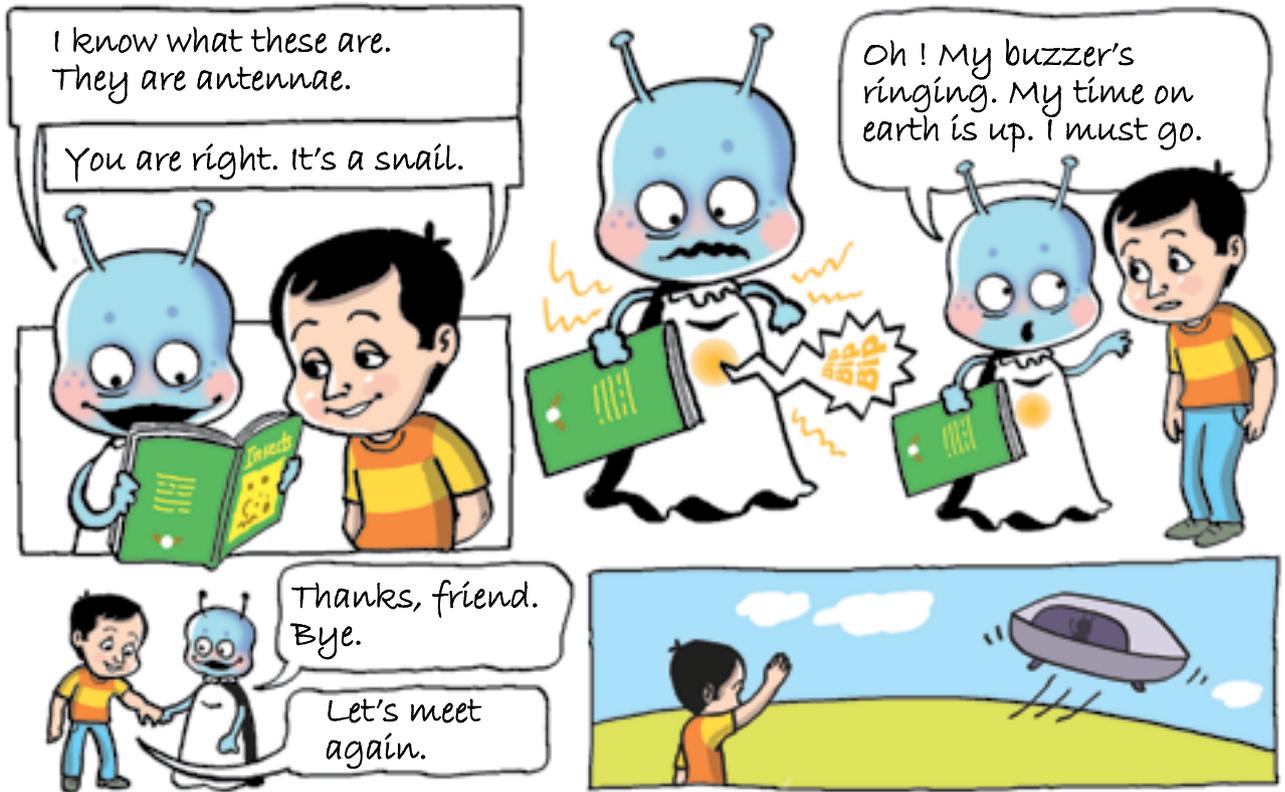
A spaceship settles in front of Akshay's house.



These models show human body parts.

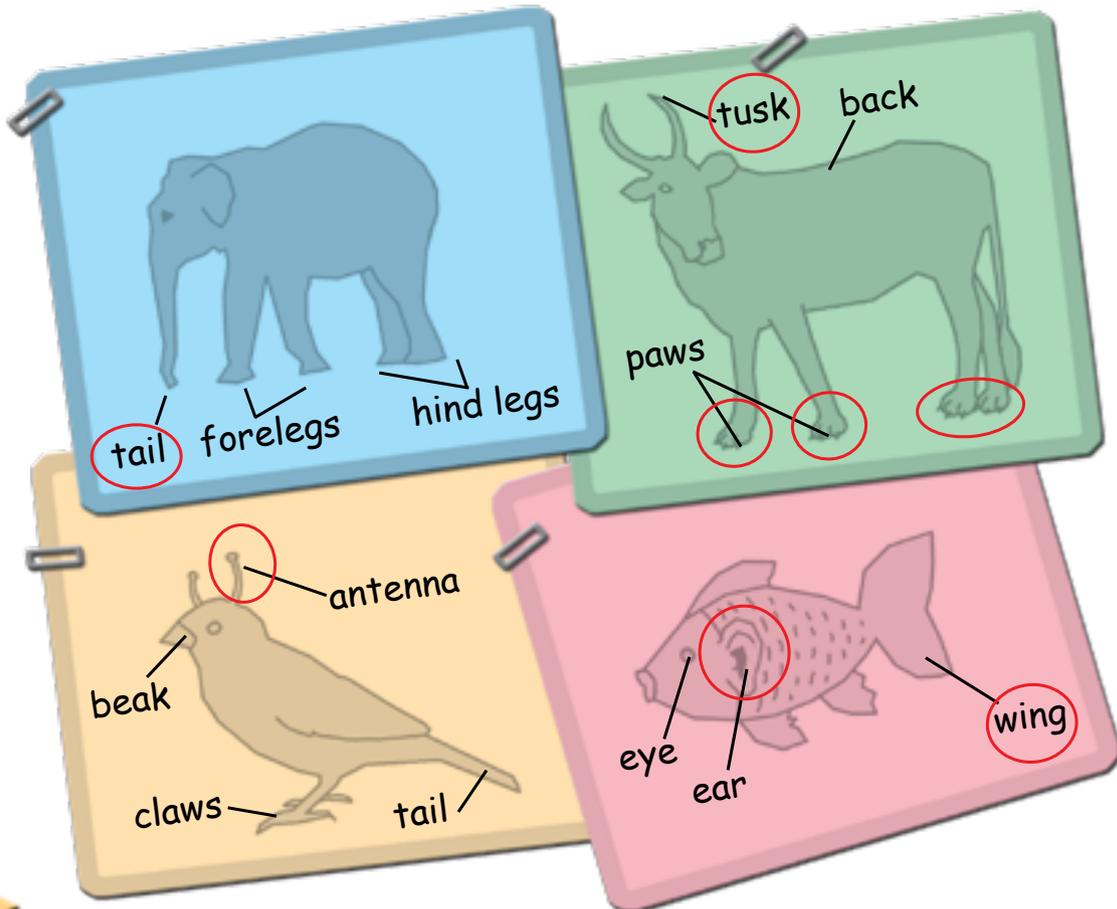






POINTERS

1. Here are some figures from Nu-jo's project. But sadly, he has made some mistakes in drawing and labelling them. Help him correct his mistakes.



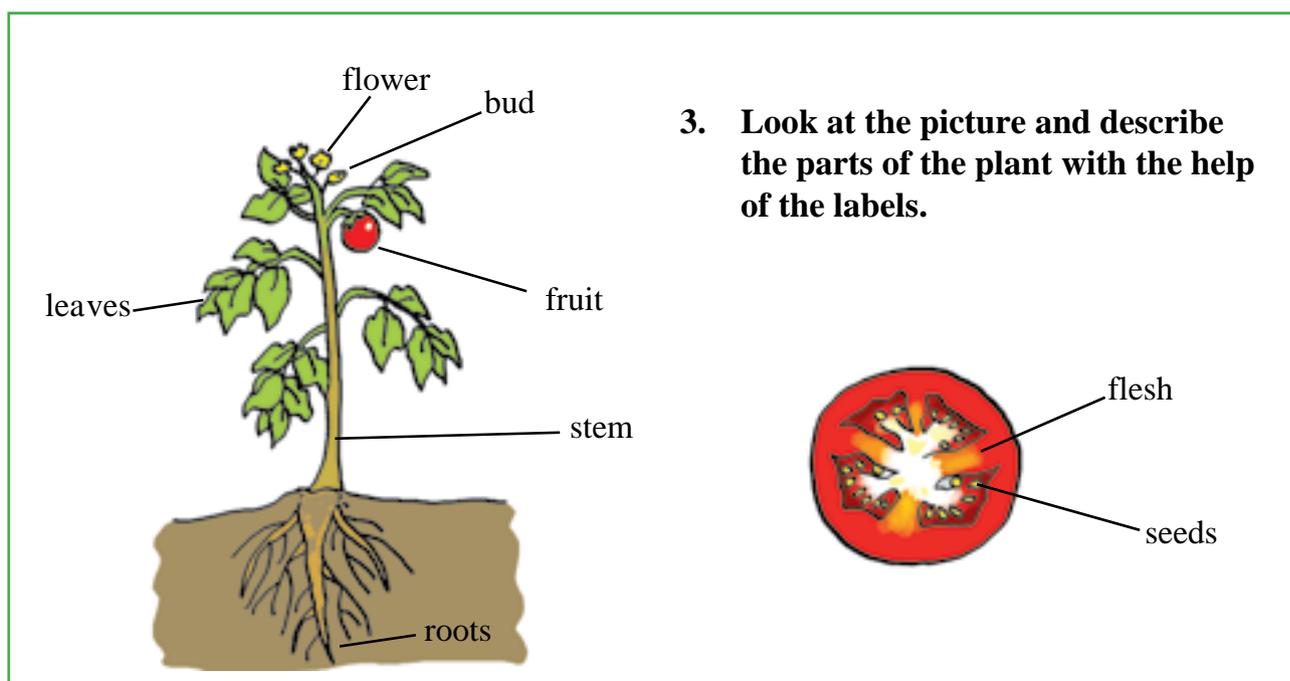
2. Nu-jo is revising his project on body parts, using the Q & A (question and answer) method. Read the following and add more questions and answers on the same topic.

A

- Do birds have wings? Yes, they do.
- Does a lion have a trunk? No, it doesn't.
- Do elephants have ears? Yes. Big ears.
- Does a buffalo have tusks?
No, it doesn't have tusks
but it has horns.
- Does a fish have ears? No. it doesn't.

B

- Can a bull move its head? Yes, it can.
- Can a bull move its horn? No, it can't.
- Can a bull stand on its hind legs?
I don't know.
- Can lions fly? No, they can't.
- Can Akshay write with his right hand?
Yes. he can.
- Can Akshay write with his left hand?
No, he can't.



LEARNING
about
LANGUAGE

TYPES OF SENTENCES

You know there are four types of sentences.

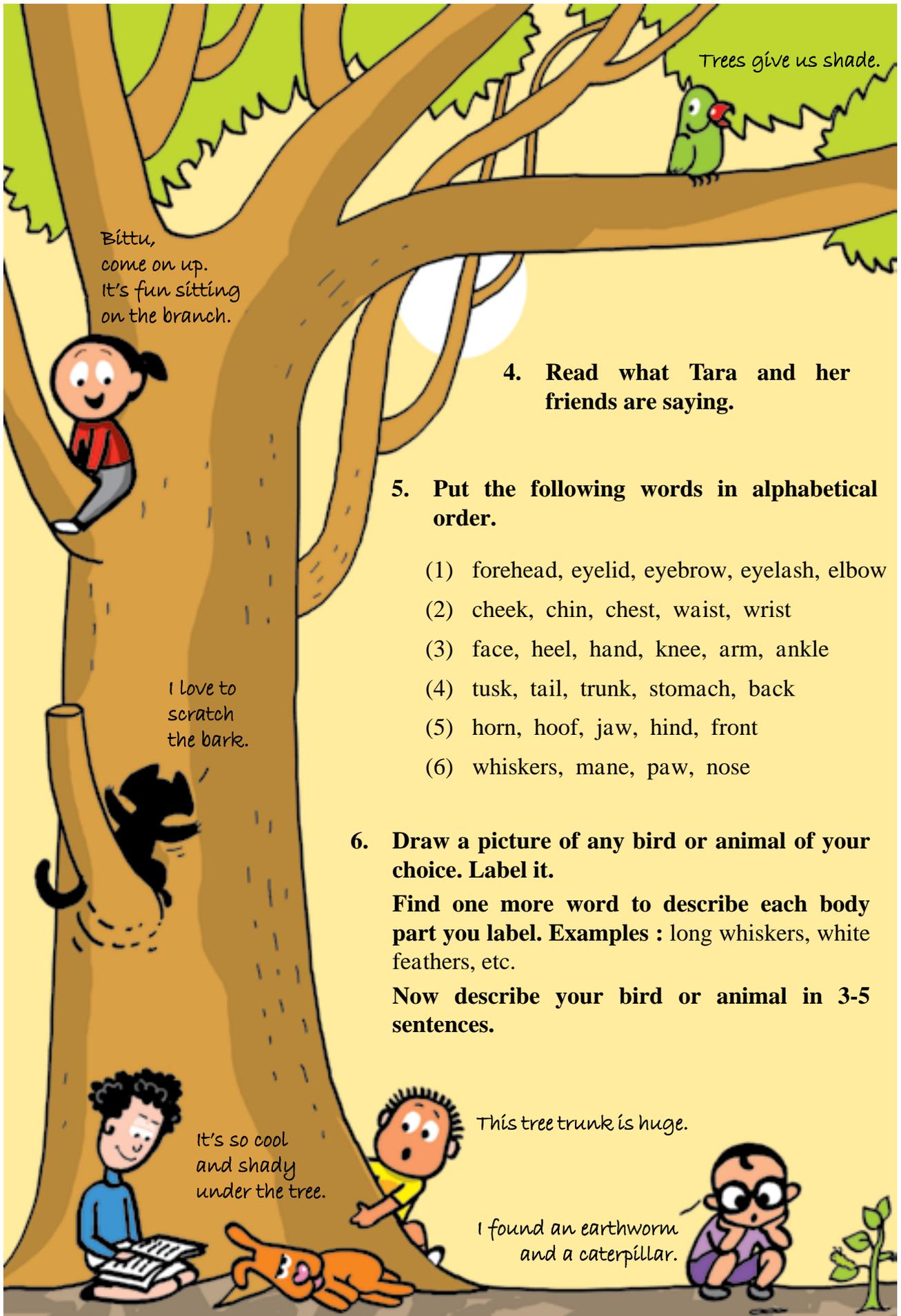
Statements : This is a friendly dog.

Questions : What's the time? Are you ready?

Commands or orders : Come here.

Exclamations : How nice!

- Find an example of each type of sentence from Nu-jo's story.



Trees give us shade.

Bittu,
come on up.
It's fun sitting
on the branch.

4. Read what Tara and her friends are saying.

5. Put the following words in alphabetical order.

- (1) forehead, eyelid, eyebrow, eyelash, elbow
- (2) cheek, chin, chest, waist, wrist
- (3) face, heel, hand, knee, arm, ankle
- (4) tusk, tail, trunk, stomach, back
- (5) horn, hoof, jaw, hind, front
- (6) whiskers, mane, paw, nose

6. Draw a picture of any bird or animal of your choice. Label it.

Find one more word to describe each body part you label. Examples : long whiskers, white feathers, etc.

Now describe your bird or animal in 3-5 sentences.

I love to
scratch
the bark.

It's so cool
and shady
under the tree.

This tree trunk is huge.

I found an earthworm
and a caterpillar.

1.6 Grandpa Tells a Story



Grandfather was telling a story to Ronak and his friends :

Grandpa : Once upon a time, near the water's edge,...

Ronak : Excuse me, Grandpa. What is an 'edge'?



Grandpa : My dear boy, allow me to complete this sentence. Once upon a time, a camel and a jackal lived by a river, near the water's edge. And on the other side of the river, there was a village with fields and farms. Now, can anyone help Ronak with the word 'edge'?

Ishan : Let me guess. Is it the border or the line where one thing stops and another begins?

Grandpa : You are right. Now, the jackal was very clever. He tried to play a trick on his friend camel, who was happily munching away...

Radhika : Grandpa, could you please repeat the last phrase?



Grandpa : Happily munching away. The camel was happily and slowly eating or munching away his food.

Children : Oh!

Grandpa : The jackal began to tempt him to go for a sugarcane treat.

Vidya : Pardon, Grandpa, I didn't get the last words. Could you repeat those?



Grandpa : A sugarcane treat.

Vidya : Sorry, Grandpa, but I did not understand the phrase 'a sugarcane treat'.

Grandpa : A treat is something special that one enjoys. The jackal wanted the camel to go with him to the sugarcane field.

Akshay : Can I explain further? The jackal and the camel were going to eat and enjoy the sugarcane from the farmer's field.



- Radhika** : Why, everyone will enjoy a sugarcane treat !
- Grandpa** : Yes, you have understood the meaning of treat.
- Gauri** : Please continue, Grandpa, let's listen to the story. But tell me please, does it mean that they were going to steal from the farmer?
- Shreya** : Maybe, but let's listen to the story. Grandpa, let's please have the questions later.



POINTERS

1. Read the conversation aloud.

2. Group work

Form group of 4 or 5. One person tells/reads aloud a story or a poem or a passage. Others interrupt him/her politely, using any suitable expression from the box. The person speaking/reading should answer or explain without getting angry. If the person gets angry, someone else takes up the reading.

Sometimes you need to interrupt a person who is speaking to you. But you must do so politely. The expressions given below can be used to interrupt someone politely.

Interruptions	Responses
<p>👋 Pardon, ...</p> <p>👋 Excuse me, Sir / Madam / ...</p>	<p>👉 Yes?</p>
<p>👋 Can you /Could you repeat that, please?</p> <p>👋 Will you please say that again?</p>	<p>👉 Sure.</p> <p>👉 Certainly.</p>
<p>👋 Sorry, but I did not get the last word / sentence.</p>	<p>👉 Ok, I will repeat it.</p>
<p>👋 Could you please explain that?</p> <p>👋 Could you explain the meaning of?</p>	<p>👉 I will explain it afterwards.</p> <p>👉 Not now. Later on.</p>
<p>👋 Excuse me, can I ask something?</p>	<p>👉 Go ahead.</p>

3. Read Grandpa's story aloud.

Grandpa's Story

Tit for Tat

Once upon a time, a camel and a jackal lived by a river, near the water's edge. And on the other side of the river, there was a village with fields and farms.

The jackal was very clever. He tried to play a trick on his friend, the camel, who was happily munching away his food. The jackal began to tempt him to go for a sugarcane treat in a farmer's field. At first, the camel hesitated but in the end he agreed to go with the jackal to raid the sugarcane field.

The jackal sat on the camel's back and the two friends crossed the river. They ate their fill in the sugarcane field. Suddenly, the jackal began to howl. "Sssh!" said the camel. "You will wake the farmer." But the jackal went on howling. Sure enough, the farmer and his helpers came running to the field. The naughty jackal slipped away but the poor camel could not do so. The farmer beat him up and drove him away.

The jackal was waiting for the camel at the riverside. He said, "Sorry brother. But I am in the habit of singing after a good dinner. I hope you didn't mind it much."

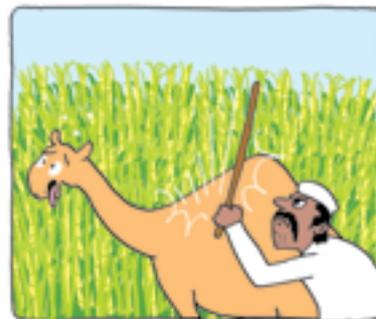
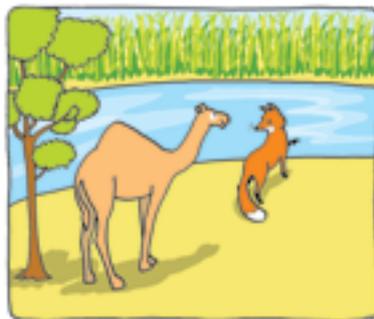
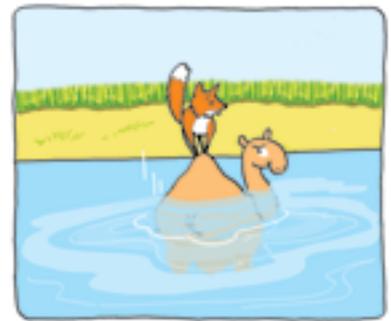
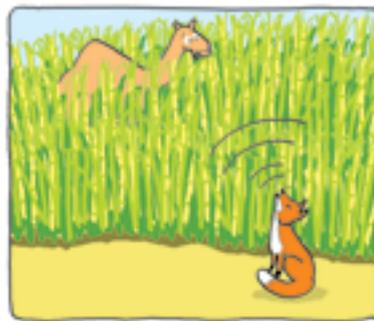
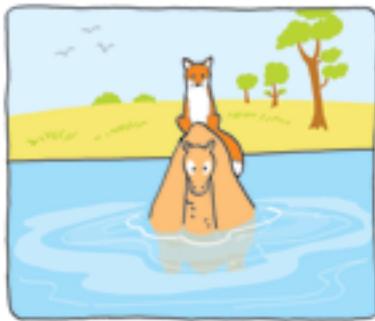
The camel didn't say anything. He let the jackal sit on his back and entered the river. Near the middle of the river, the water was very deep. There the camel began to take a dip in the river. The jackal was frightened. "What are you doing, you silly fellow! Are you trying to drown me?"

"No, brother," said the camel. "It's just that I am in the habit of taking a dip in the river, after a good meal. I hope you don't mind!"

The naughty jackal learnt his lesson. He never troubled the camel again.



4. Now, put the following pictures in a proper sequence.



5. Copy an appropriate line or lines from the story for each of the pictures above.

LEARNING
about
LANGUAGE

NOUNS

- Read the following words and then put them in the proper row in the table.

camel habit
jackal happiness
water Grandpa
village friends
farm farmer
field helpers
time Radhika
trick stick
treat sugarcane

People :
Animals :
Places :
Things we can feel, see, etc. :
Things we cannot touch, see, etc. :

- The words in the table above are together known as **nouns** in English. Add two more words to each row in the table.

Sentence Board

Using words in the neighbouring boxes, try to make as many meaningful sentences as you can, for example : • They jumped down. • Has she solved puzzles ? • You can do it.



did	they	jumped	down
does	I	flew	away
do	it	tried	up
can	you	wake	hard
will	he	sing	softly
have	she	read	books
has	we	solved	puzzles

Write down any five of the sentences you make.

Remember, the first letter of a sentence is always a capital letter. Your sentences will end with either a full stop or a question mark.

LEARNING about LANGUAGE

PRONOUNS

Read the words in the second column of the sentence board. They are called pronouns. 'Pro-nouns' are words that stand for nouns. They are used when we know what nouns we are talking about.

List the English pronouns 'I, we, you, he, she, it, they' one below the other. Write equivalent pronouns in your mother tongue against each. Compare them. Discuss what you notice.

1.7 Are you a DIY Kid?

When you were very young, your parents or other grown-ups did everything for you. They fed you, washed you, dressed you and took you around. But things must have changed since then. Now that you are nearly 11, you must have learned to do many things all by yourself. Now you are a 'Do It Yourself — DIY kid', right? Here's a list of some things an eleven year old child should be able to do — and never mind if you can't do some of these things as yet! There's a whole year for you to learn these things. You will enjoy them. So let's begin our count —



CAN YOU TAKE CARE OF YOUR PERSONAL HYGIENE ?

- I trim my nails regularly . Do you ?
- I take a wash on my own. A proper wash! I remember to wash behind my ears, under arms, elbows, knees, etc. Do you ? And I use enough water — not more, not less.
- I can oil and comb my hair on my own.
I can wash and dry my hair on my own.



I know you can do it too. But do you do it? Or do you still depend on your mother?



DO YOU TAKE CARE OF YOUR CLOTHES ?

- I can even wash my own clothes when necessary. I wash my undergarments every day.
- I don't stack up used and soiled clothes. I put them in the washing bucket on time. I brush or scrub the soiled parts with soap before I add them to the washing pile .
- I can hang the clothes neatly (without creases) to dry on the clothesline.
- I can fold all clothes neatly.

You, too, can do all this. Have you tried?





CAN YOU SWIM ?

- I can swim in a swimming pool.
- I can swim in a well.
- I am going to learn free style swimming this year.

How about you?



CAN YOU RIDE A BICYCLE ?

- I learnt to ride a bicycle when I was 8 years old.
- I am learning to ride a bigger bicycle.
- I am going to learn it in the vacation.

I can ride my bicycle without the balancing wheels.



YOU SHOULD CARE FOR AT LEAST ONE PLANT!

- My aunt gave me this little plant.
- I water it every day.
- I loosen the soil around its roots from time to time.
- I add a little compost to it every 2-3 months.

Different plants need different kind of care.



CAN YOU DRESS UP FOR A SPECIAL OCCASION ON YOUR OWN ?

When I was in Std II, my father helped me. But now I can dress up on my own — even for a special occasion.



Are you presentable when you visit someone else?



I love my plant! My plant loves sunlight!

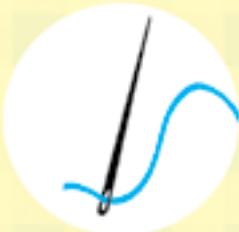


CAN YOU CONVEY AN ORAL MESSAGE TO SOMEONE CORRECTLY ?

Write a recent message that you passed on

- at home
- in school
- between friends.

(You may write the message in your mother tongue.)



YOU MUST KNOW HOW TO SEW—

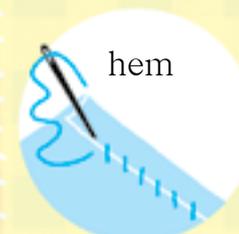
- I can thread a needle.
- I put a knot in the thread when I string flowers or beads in it.
- I can make these stitches — running stitch and back stitch. I can also hem the border.
- I can sew up a tear in my clothes. I can even sew a button. There is a stitch called buttonhole stitch.
- Once I made a handkerchief by sewing the edges of a square piece of cloth.



running stitch



back stitch



hem



I made a simple bag!



I LOVE TO HELP IN THE KITCHEN



I clean or wash fruit and vegetables.



I can peel cucumbers.



I help mother in cleaning grain and cereals.



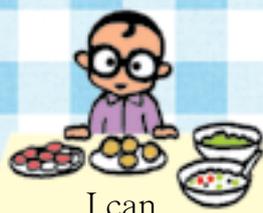
I am good at slicing, cutting or chopping fruits and vegetables!



I love to shell (and eat) peas and green gram. I can shell beans and peanuts.



I like sifting grain or flour.



I can prepare a few simple dishes — salads, peanut-laddoo.



It's fun to churn and at the end, you get buttermilk!



It's not so easy to make a dough and roll out puris or chapatis.



Making bhakri is a skilled job!



DO ANSWER THE PHONE POLITELY IN MARATHHI OR ENGLISH AND TAKE DOWN A MESSAGE WHEN NECESSARY.

‘Hello, Aunty. This is Bitto. Mother’s not at home. Do you have any message for her?’

• • •

‘Hello, Uncle. How are you? I am giving the phone to Grandpa. OK, then. See you. Bye-bye.’



YOU MUST LEARN TO BE A SMART CONSUMER!

- I always check the product I am buying.
- I make sure that the price is right.
- I always pay the right amount.
- I do ‘mental arithmetic’ or simple calculations before I pay the shopkeeper. That is why, I am able to collect the correct change.
- I carry the money safely and carefully.
- I remember to take proper containers.
- I avoid plastic bags!



POINTERS

1. What can you add to this ‘Do It Yourself’ list ?

2. Write a short report about yourself –

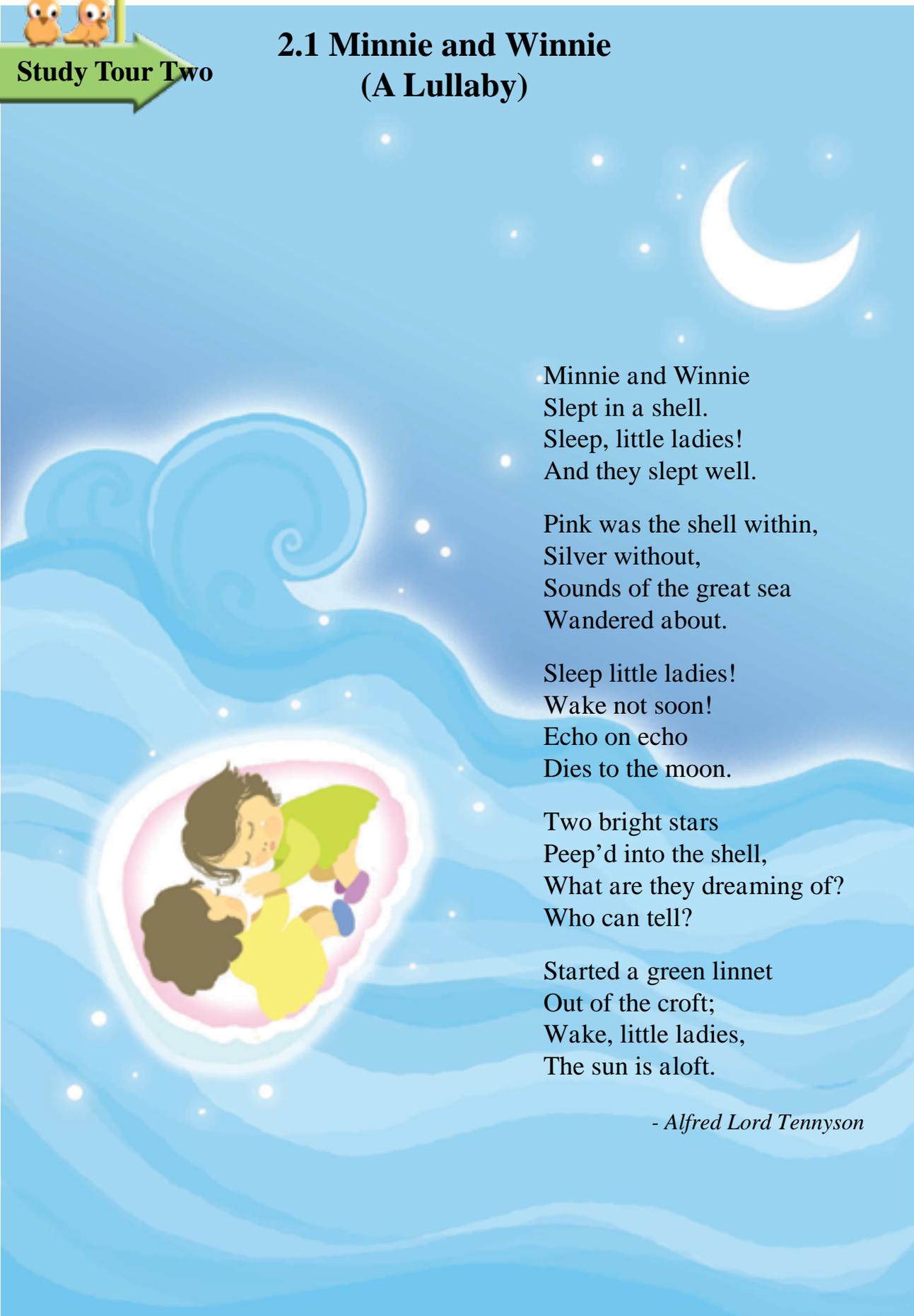
- * Things I can do (at least 5).
- * Things I am learning to do (at least 3).
- * Things I want to learn from my mother / father (at least 3).
- * Things I am going to learn in the vacation.
- * Things I love to do.
- * Things I don’t like to do but do them anyway.

**3. Interview your friends to see what they can do.
Write a short report about what they can do.**

4. Some projects for you : * Sew a bag. * Make a snack. * Grow a small garden.



2.1 Minnie and Winnie (A Lullaby)



Minnie and Winnie
Slept in a shell.
Sleep, little ladies!
And they slept well.

Pink was the shell within,
Silver without,
Sounds of the great sea
Wandered about.

Sleep little ladies!
Wake not soon!
Echo on echo
Dies to the moon.

Two bright stars
Peep'd into the shell,
What are they dreaming of?
Who can tell?

Started a green linnet
Out of the croft;
Wake, little ladies,
The sun is aloft.

- Alfred Lord Tennyson

- **without** : outside
- **Dies to the moon** : This line tells us that the sounds travel far away – right up to the moon but they become faint as they travel.
- **shell** : Here, it means a seashell.
- **croft** : a small farm
- **aloft** : up in the air
- **echo** : a sound that is heard again. ‘Echo on echo’ means that the sounds are heard again and again.
- **Peep’d** : Peeped. Looked quickly, without making any noise.
- **Started** : moved or flew up suddenly.

POINTERS



1. Learn the poem by heart and recite it.

2. Find the rhyming words from the poem.

* shell : * without : * soon : * shell : * croft:

3. From the poem, copy the following words :

- * Words that begin with ‘s’.
- * Three pairs of opposites.
- * Words that have the letter ‘l’.
- * Four things you may see in the sky.

4. Minnie and Winnie slept well in a shell.

Can you think of other safe and nice places where they can sleep well ?

5. Find and copy the following from the poem.

- * Two statements
- * Two questions
- * Two commands

6. Learn to say the following faster and faster :

- * She sells seashells on the seashore.
- * Swan swam over the sea. Swim, Swan, swim !
Swan swam back again. Well swum, Swan !

LEARNING about LANGUAGE

PREPOSITIONS

Read and translate the following phrases :

- * in the shell * of the sea * to the moon
- * into the shell * out of the croft

Note the first word/words in each of the above phrases. A word/group of words used before a noun/pronoun to show place, direction, time, etc. is called a preposition. Translate your phrases in your mother tongue.

Write two phrases each using the following prepositions : in, on, at, of, from, to, into, out of.



2.2 The Lion, the Man and the Statue

Long ago, men and animals could talk to each other. Once a man and a lion got talking. The lion was very proud of his strength. “I am the king of beasts. I am stronger than any man. That is why men fear me.”

The man was also proud of his intelligence. “Don’t forget that men are more intelligent than you are. That is why they can hunt you or capture you.”

They both began to argue about who was greater. At last, the man took the lion to a statue in a big garden. It showed the great hero Hercules standing proudly with a dead lion at his feet.

“See, this statue proves that men are greater,” claimed the man.

“Not at all!” the lion replied quickly. “This only shows that the statue was made by a man. If lions made statues, they would show the lion standing and the man lying dead under his paws.”

From this story, we can see that the story depends on the storyteller. When someone else tells the same story they tell it from their point of view.

POINTERS

1. Listen carefully to find the answers from the story.

- (1) Who speaks first in the story?
- (2) What was the lion proud of?
- (3) What was the man proud of?
- (4) What did the man show to the lion?
- (5) Who speaks last in the story?

The teacher reads out the story slowly once or twice.

2. Read the story aloud along with the teacher.

3. Tell the story in short in your mother tongue.

4. Tell the moral of the story in your mother tongue.

5. Find two words beginning with 'pr'- from the story and guess the meaning of each.



6. We learn two things indirectly from the story. Find and write the sentences which tell us that –

- (a) Men and animals cannot talk to each other now.
- (b) Lions do not make statues.

7. Read the text and write what the speakers will say –

a



Raju thinks it's fun to pull his puppy's tail.



b



Roma's Granny thinks Roma should wear a sari for festivals.



c



The teacher gave a surprise test to students. Some of them found it difficult.



d



A leopard wandered into a city. A big part of a forest near that city had been cut down to build the city.



8. Use your imagination to complete the following :

- (a) That is why I didn't eat the mango.
- (b) That is why the farmer beat the camel.
- (c) That is why the monkey jumped into the lake.
- (d) That is why Nu-Jo visited the earth.
- (e) That is why



9. Underline the nouns in the following sentences :

- (a) Once a man and a lion got talking.
- (b) I am the king of beasts.
- (c) At last, the man took the lion to a statue in a big garden.

Mia is afraid of dogs.
That is why she
doesn't play
with dogs.



Now, use each noun to write a meaningful phrase and sentence.

Example : man – a young man. A young man was riding a bike.

10. Read the following words aloud. Note the last letter and say the last sound.

- s

Make one - many pairs as shown by adding '-s' at the end of the word.

Examples : job - jobs, cube - cubes

- * cock * dog * map
- * kid * shell * car
- * file * dream * bat
- * tree * train * paw

- es

Make one - many pairs as shown by adding '-es' at the end of the word.

Examples : bus : buses, bush : bushes

- * class * glass * dress
- * brush * dash * dish
- * eyelash * match * branch
- * bunch * fox * box

11. Read the following sentences. Use the ideas in each box to make similar sentences.

* I am stronger than any man.

lion bigger
mouse smaller

two taller
trees shorter

sun brighter
moon

stone
brick harder

* Men are more intelligent than you are.

two books
more interesting

two butterflies
more colourful

2.3 An Invisible Bench

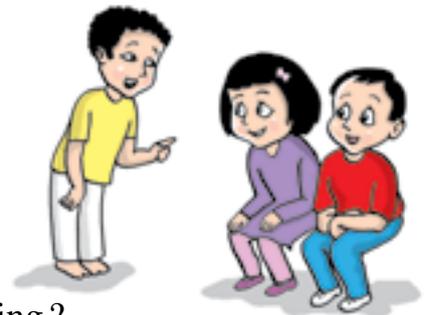
(Aman walks on stage and squats down as if he is sitting on a bench that is invisible. Beena walks up to Aman.)

- Beena** : What are you doing?
Aman : I'm sitting on this invisible bench.
Beena : Can I join you?
Aman : Sure.



(Aman gets up, moves to one side. Both Aman and Beena sit down on the bench, when Chanda walks up to them.)

- Chanda** : What are you doing?
Aman and Beena : We are sitting on this invisible bench.
Chanda : Can I join you?
Aman and Beena : Sure.



(Aman and Beena get up, move to one side. All three sit down again when Dinesh and Ekta walk up to them.)

- Dinesh and Ekta** : What are you guys doing?
Aman, Beena, Chanda : We are sitting on this invisible bench.
Dinesh and Ekta : Can we join you?
Aman, Beena and Chanda : Sure.

(They get up, move a little to one side. All five children sit down forming a line.)



(Farukh walks on stage..... .)

Farukh : What are you guys doing?

All others : Just sitting here
on this invisible bench.

Farukh : No you aren't! **(Points)**
I moved the bench
over there.



All others : Oh, no !

(They all fall down.)



Farukh : Ha, ha !

Aman : Let's do that again.

(The first five children move to one side and then sit down again.)

Farukh : What are you guys doing?

All others : Just sitting here on this invisible bench.

Farukh : No you aren't. **(Points)** I moved the bench over there yesterday.

Aman : But I moved it back here this morning !

Farukh : Then it's all right. Can I join you ?

Aman : Sure.

(They all sit down in a line.)

Farukh : I have an idea. Let's start again.

(Gets up, walks away and runs up to the children again.)

Farukh : What are you guys doing?

All others : Sitting on this invisible bench.



Farukh : Oh, no ! I had just finished painting that bench !

All others : AAAAGH !

(Stand up and wipe the imaginary paint off their back sides.)



Aman : Let's do that again.

All others : OK.

(Aman, Beena, Chanda, Dinesh, Ekta sit down on the imaginary bench. Farukh gets up, walks away and comes back again.)

Farukh : What are you guys doing ?

All others : Sitting on this invisible bench.

Farukh : Oh, no! I had just finished painting that bench!

Aman : Oh, that's ok. We all have our invisible paint suits on.

(All stand up, unzip the front of their imaginary suits and step out. Then they begin to fold the invisible suits.)



Farukh : I have another idea.

(Walks away and comes back again.)

Farukh : What are you guys doing?

All others : We are moving this invisible bench.

Farukh : I heard they are serving invisible cakes in that hall there –



(All throw down the invisible bench and run in the direction of the hall. Farukh follows.)



1. Enact the skit.
2. Can you think of other imaginary actions to use in this skit?
Discuss them in groups of five. Make a list of about five such actions in the group.
Then extend the skit or write a new skit using those actions.
3. Use the following ideas to answer the question ‘What are you doing?’ and enact your answers.

- * invisible pen
- * invisible shoes
- * invisible tree
- * invisible needle and thread
- * invisible paper
- * invisible umbrella
- * invisible wall
- * invisible scissors
- * invisible ball
- * invisible board

I'm skipping this invisible rope.



4. Join the pieces to make at least 10 meaningful sentences.
Remember to use a question mark if you begin your sentence with ‘who’.

I	saw	your pictures.
We	are	her classmates.
You	were	in Standard VI.
He	want	our teacher.
She	is	help us.
It	was	very friendly.
They	will	singing.
Who	am	

2.4 The Mouse Merchant

Once, a rich merchant was scolding his lazy son. “I gave you so much money to start a business and yet you have not earned anything. You are good for nothing! Look at this dead mouse. A capable man can start a business even with something as useless as this!”

Somadatta who was a poor orphan boy heard his words. He went in and requested the merchant, “Please lend me this mouse as a capital and I will try my luck.”

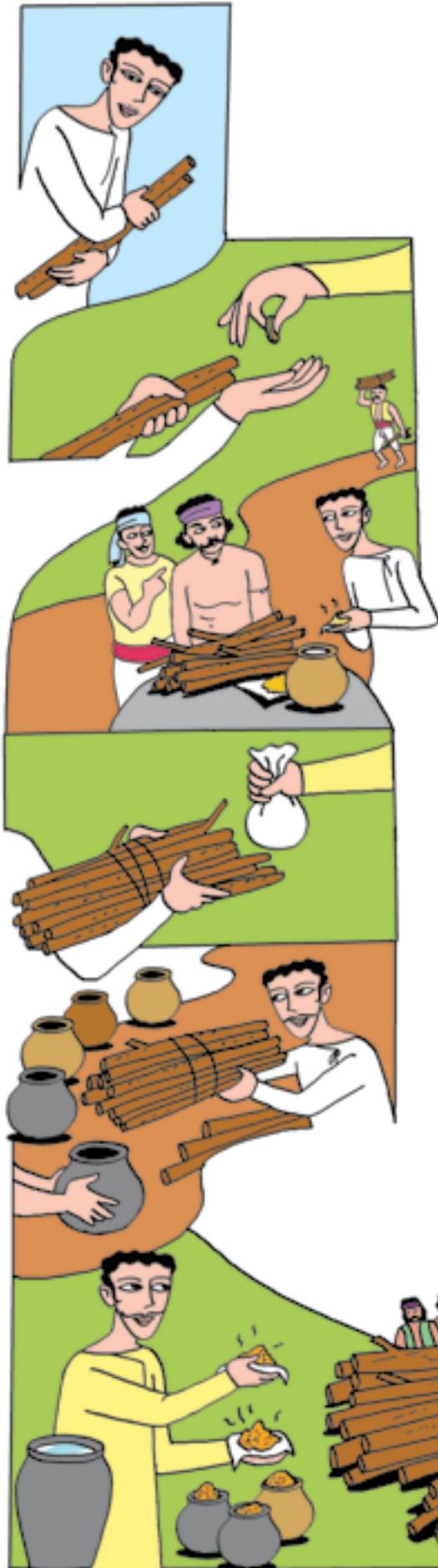
The merchant burst out laughing. But still, he gave the mouse to Somadatta and took the receipt that Somadatta wrote out to him.

Somadatta was walking down the street with the dead mouse in his hand, when another shopkeeper called him. “Come here, boy. I need the mouse to feed my cat. I will give you two handfuls of gram for it.” Somadatta accepted the gram.

At home, Somadatta roasted the gram well. Then he took a pitcher of water and stood at the crossroads with his gram and the water. He waited for a long time.

In the evening, when the labourers were returning from the wood, they saw the boy with roast gram and water. Somadatta offered them the gram and water politely.





“But we have no money. Two sticks of wood is all we can give !”

“That’s a good payment for this simple fare!” exclaimed Somadatta. By accepting two sticks from each labourer Somadatta collected a small bundle of sticks. He took the bundle to the market, sold it and bought some more gram with it.

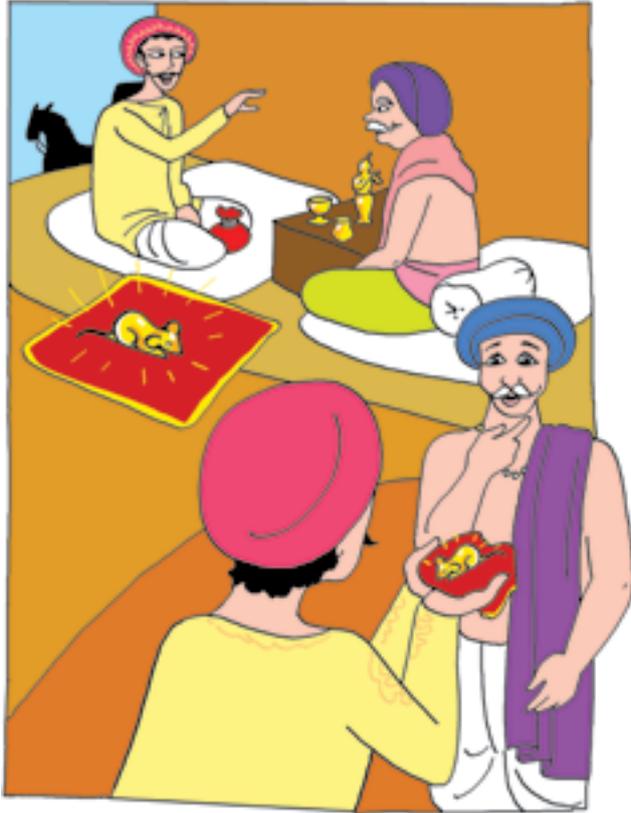
Somadatta did this every day. He became well-known among the labourers as the nice boy who offered tasty gram and refreshing water just for a couple of sticks. Many of them began to buy his gram every day on their way back from the woods. Somadatta got several bundles of sticks every day because now he had so many customers.

Once, when Somadatta was selling the sticks in the market, he met a potter. He needed wood to burn in his furnace. In return for the sticks, he gave Somadatta pots for his gram and a few pitchers for the water.

Somadatta did not waste any money. He worked hard to sell the wood in the morning and the gram in the evening. One day, he had enough money to buy all the wood from the labourers. He sold it at a good price in the market. After some time, he even set up his own shop in the market.

He was always polite to his customers. Some of them paid him cash while others paid him in kind. They gave him whatever articles they could offer. Somadatta always found some way of selling the articles to those who needed them.





After a few years, Somadatta became a wealthy merchant in the town. One day, he asked the goldsmith to make him a small golden mouse. He took the mouse to the rich merchant.

“I had borrowed a dead mouse from you as capital many years ago. Today I have come to return it. Please accept this golden mouse.”

The rich merchant was greatly surprised. He was so impressed with Somadatta’s business skills that he gave him his own daughter in marriage. Thus Somadatta who was a poor orphan boy earned money and respect due to his intelligence, hard work and politeness.

It is not known whether the rich man’s son learnt any of the skills from Somadatta.



POINTERS

1. Listen to the story carefully.

Underline or note the words that you do not understand.

Try to guess the meaning of each word.

You can look up the words in a dictionary.

Or, you can ask your teacher the meaning of the words.

2. Read the sentence in ‘A’ and find the word whose meaning is given in ‘B’.

A	B
• Once a rich man was scolding his lazy son.	– shouting angrily
• Somadatta was a poor orphan boy.	– person who has no parents or close relatives
• That’s good payment for this simple fare !	– food
• He needed wood to burn in his furnace.	– place where a potter bakes his bricks, pots, etc.
• Some of them paid him cash while others paid him in kind.	– in the form of things, articles, grain, etc.

3. Quiz your Teacher (with the help of the lesson)!

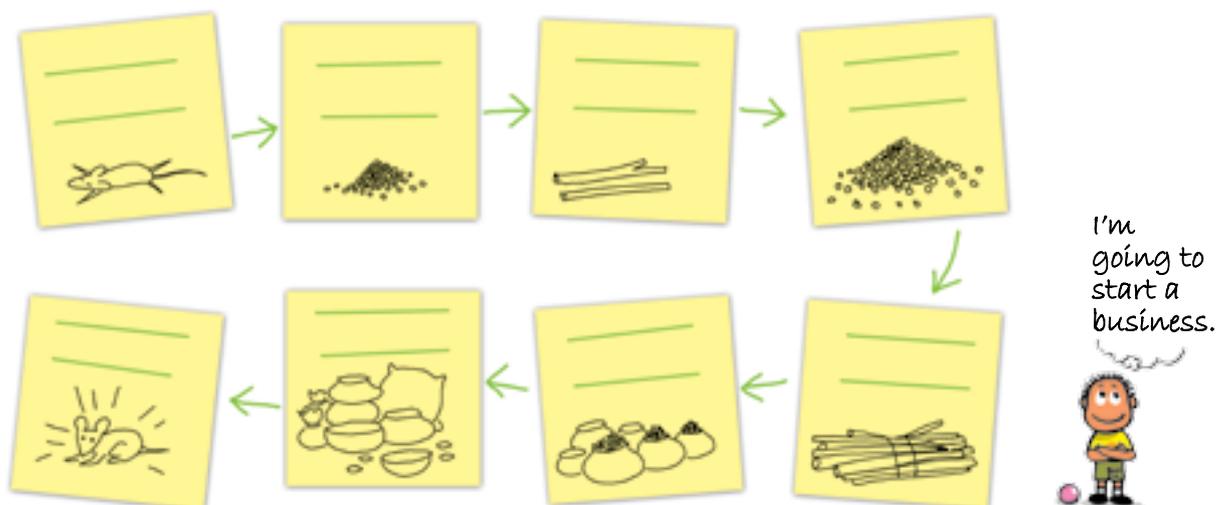
Student : Teacher, / Sir, / Madam, ...

	<p>What does mean?/ What's the meaning of?</p>	<p>It means Look at it carefully. Try to remember it when I wipe it off.</p>	
	<p>How do we say (an expression / sentence from your mother tongue) ?</p>	<p>We say ' '.</p>	
	<p>How do you pronounce?/ What's the pronunciation of?</p>	<p>' ' . Listen carefully and repeat after me : Got it ?</p>	
	<p>How do you spell? / What's the spelling of ?</p>	<p>It's I will write the word on the board.</p>	
	<p>What's the English word for (a word from your mother tongue) ?</p>	<p>It's / I'll have to find it out. I'll tell you tomorrow. / There's no English word for this. You can use the word as it is in English.</p>	

Now, make groups of five and play the role of Teacher and Students, turn by turn.

4. Read the story and list the objects that Somadatta sold.

5. Present the story of Somadatta in the form of a flowchart that shows his progress. (Use 5-8 steps.)



6. Use any one of the following as the starting point and build a story on what happens afterwards. You may present your story in the form of a flowchart / the main points / a few pictures with labels (and speeches).

1. Children were playing cricket in the street.
Their ball went in through Kale Aunty's window.
2. Aneesh planted a mango seed on a hill.
3. Anisha built a robot to do her housework.
4. Sai found an ear of corn in her backyard.
5. A leaf fell on Chicken Licken's head.



LEARNING
about
LANGUAGE

ADJECTIVES

Many times we have to describe people, places, animals or other things. We use 'describing words' to do so. Given below are some such 'describing words'.

Read them and find at least three suitable nouns for each describing word. Example - beautiful : place, flower, handwriting.

a beautiful place, a beautiful flower, beautiful handwriting.

- | | | | | | |
|----------------|-------|-------|--------------------|-------|-------|
| poor : ..... | ..... | ..... | lazy : ..... | ..... | ..... |
| dead : ..... | ..... | ..... | good : ..... | ..... | ..... |
| small : ..... | ..... | ..... | well-known : ..... | ..... | ..... |
| polite : ..... | ..... | ..... | golden : ..... | ..... | ..... |

Words that describe a noun or pronoun are called **adjectives**.

Now spot the adjectives in the following.

Anjita : Are you ready?

Ranjita : No. I am looking for my big blue sharpener.

Anjita : Why don't you take this green and small one?

Ranjita : Oh ! It's old. It has become blunt.

Anjita : Be quick, please.

- How wonderful were the days we spent at Sagroli !
- Unforgettable moments !
- The jackal was very clever.
- I like fresh vegetables.
- We are sitting on this invisible bench.

2.5 The Man who Thinks he can...

If you think you are beaten, you are.
If you think you dare not, you don't,
If you like to win, but you think you can't,
It is almost certain you won't.

If you think you'll lose, you're lost.
For out of the world we find,
Success begins with a fellow's will.
It's all in the state of mind.

If you think you are outclassed, you are.
You've got to think high to rise.
You've got to be sure of yourself before
You can ever win a prize.

Life's battles don't always go
To the stronger or faster man,
But soon or late the man who wins
Is the man who thinks he can.

- Walter D. Wintle

- **will** : Here, it means the power of a person's mind.
- **state of mind** : the way someone thinks, feels, etc. at that time
- **outclassed** : A person is outclassed when others are better than him or do better than him.
- **think high** : think of going up, doing better



Man thought he could fly.
That is why he invented
aeroplanes.

1. Answer the questions orally.

- (a) When are you beaten ?
- (b) When are you afraid of doing something ?
- (c) When will you not win ?
- (d) When are you lost ?
- (e) Where does success begin ?
- (f) What should you do if you want to win a prize ?
- (g) Do you always win the first time or do you have to try again and again ?

2. Copy any four lines of your choice from the poem.

3. Say the following sentences aloud as if you are -

- * nervous * afraid * angry * happy * confident

We must win this match.

I want to learn this song.

I will finish my homework in time.

4. Form groups of five.

Discuss with examples how your 'state of mind' can help you to do something – how it helps you to try harder and better.

LEARNING
about
LANGUAGE

USING 'APOSTROPHE'

Note that the words in **A** are all short forms of the words given in **B**.

A	B	A	B
don't	do not	you'll	you will
can't	cannot	you're	you are
won't	will not	you've	you have

But fellow's and life's stand for of a fellow and of life respectively. The sign (') is called apostrophe.

It is used in short forms to show that some letters in the words have been dropped. The apostrophe is also used with 's' in phrases like Meena's shoes, Mohan's ruler, a cat's paw, etc.

Find at least 5 examples each of – (a) short forms and (b) 'noun + 's' from the book.