

LEARN YOUR ENGLISH SERIES

# ENGLISH READER

Textbook

for

Class VI



**PUNJAB SCHOOL EDUCATION BOARD**

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## FOREWORD

Punjab School Education Board has always been engaged in an endeavour to ensure the dissemination of quality education and information to the students of the state. English is both a national and an international language. It is therefore important that our students do not lag behind in the matter of proficiency in English language at any level or in any field. The Board is, therefore, constantly engaged in revising and updating the teaching materials to be used in the schools of Punjab. English, as is well known, is a compulsory subject from class 1 onwards. The present book is a part of the series of textbooks in English prepared under the direction of Mrs. Amreeta Gill, Director Academics (retired), Punjab School Education Board. The book has been prepared by Ms. Sushmita Malik, revised and edited by Ms. Surabhi Jaikwal, Lecturer in English, Punjab School Education Board, S.A.S. Nagar and vetted by Dr. D.V. Jindal. It is hoped that the book revised as per the recommendations of NCF 2005 and Punjab Curriculum Framework, 2013 will go a long way in helping our students to develop deep interest in the language and use it in daily life with confidence. An attempt has been made to base the books on the functional use of the language, taking care of pedagogical needs of the children. An attempt has also been made to revise the content in such a manner that it becomes interesting, graded and controlled at all levels.

We would gratefully welcome comments and suggestions from teachers, experts and users of the book for any further improvement.

CHAIRPERSON

Punjab School Education Board

## GUIDELINES FOR THE TEACHER

- (1) Conversation : It is not enough for children to be able to read and write English. They should be encouraged to speak in English. Encourage them to use greetings/courtesies they have already learnt. They should be able to answer general questions regarding themselves and follow instructions given in English. These activities should form a part of the daily class routine.
- (2) Children should be encouraged to read aloud. It will build their confidence. They should also be encouraged to listen to the news in English as well as read any newspaper or magazine in English for better comprehension.
- (3) All the new and difficult words appear in a box in the beginning of every lesson. Help the children to learn to pronounce these after you. Tell them the meanings of these words in Punjabi/Hindi, if needed. These words can be given for dictation or for making sentences.
- (4) Difficult words in each lesson appear in bold print. A **glossary** has been provided after the lesson giving the meanings of the difficult words and the same used in sentences.
- (5) All Indian words such as *kurta*, *Sajjan*, *Sarai*, *Kabbadi*, etc. appear in italics.
- (6) A separate grammar book has been introduced from this class to take care of **grammatical items**.

– Subject Expert

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LESSON 1

**BRAVE SUNDERLAL**

belonged	track	whistle	approaching
nearest	passengers	accident	bravery
alert	noticed	station	level crossing

Sunderlal was a little boy like you. He **belonged** to a small village in Gujarat. His father was the incharge of a **level crossing**. One day, Sunder was walking along the railway **track** when it began to rain heavily. Soon it began to thunder. When there was a flash of **lightning** he saw a **boulder** on the track. Sunder knew that a train was to pass on that track **shortly**. He ran to his father for help. Sunder’s father in turn ran to the **nearest** railway **station** to **inform** them.



Suddenly Sunder heard the **whistle** of the train. He could see a passenger train fast **approaching** to his side. He was sure that if he didn’t do anything the train would surely meet with an **accident**. He turned around to see if his father was coming. His father was not to be seen. Sunder said to himself, “I cannot wait for my father. I must do something to save the lives of the **passengers**.” He saw a lighted lamp in his father’s cabin. He ran as fast as he

could. He picked up the lamp from the cabin and ran back. He stood on the track and held the lamp, signalling the driver to stop the train. "Stop! Stop!" Sunder shouted. The driver of the train was very **alert**. He **noticed** the light. He stopped the train. All the passengers got down and thanked Sunder for saving their lives.

Do you know this is a true story ? Sunder was rewarded for his act of **bravery** and alertness by the President of India.

### GLOSSARY

- belonged (v)* : was connected  
He *belonged* to a good family.
- level crossing (n)* : a *place* where a railway crosses a road and traffic has to wait for trains to pass  
The children were late for school because they had to wait at the *level crossing*.
- track (n)* : railway line  
I saw a child walking on the railway *track*.
- lightning (n)* : a bright flash of light in the sky, followed by thunder  
The tower has been struck by *lightning*.
- boulder (n)* : a large rock  
A *boulder* was lying in the middle of the road.
- shortly (adv)* : soon; in a little time  
I will be back *shortly*.
- nearest (adj)* : closest  
He is one of my *nearest* relations.
- station (n)* : a place where trains regularly stop  
I drove her to the *station* and saw her off in the train.
- inform (v)* : to tell someone something  
The teacher *informed* us that the school would be closed for a week.

*whistle (n)* : an instrument which makes a high sound when you blow through it

When he blew the *whistle*, his dog ran to him.

*approaching (v)* : coming near

The time is *approaching* when we will have to leave.

*accident (n)* : something, often bad, that happens by chance

John has had an *accident*, he's been hit by a car.

*passengers (n)* : people travelling in a car, bus, train etc., but not driving it

There were ten *passengers* in the bus.

*alert (adj)* : quick to see and act

The driver became *alert* after getting the signal.

*noticed (v)* : paid attention

I *noticed* that she was wearing a new dress.

*bravery (n)* : courage

The fireman was praised for his *bravery*.

## EXERCISES

### Comprehension Activities

#### I Answer each question briefly:

- 1 What work did Sunder's father do?
- 2 What did Sunder see on the railway track?
- 3 Where did Sunder's father run for help?
- 4 What would have happened if Sunder had not stopped the train?
- 5 Who rewarded Sunder and why?



**II Write 'T' for True and 'F' for False statements in the box:**

- |   |                                                            |                          |
|---|------------------------------------------------------------|--------------------------|
| 1 | Sunder could see the boulder because of the lightning.     | <input type="checkbox"/> |
| 2 | Sunder ran to the villagers for help.                      | <input type="checkbox"/> |
| 3 | Sunder's father signalled the driver to stop.              | <input type="checkbox"/> |
| 4 | The Prime Minister rewarded Sunder for his act of bravery. | <input type="checkbox"/> |

**III Fill in the blanks with the correct option:**

- Sunder belonged to.....  
(a) Gujarat            (b) Bengal            (c) Punjab
- Sunder's father was the..... of a level crossing.  
(a) inspector            (b) incharge            (c) supervisor
- Sunder saw a..... on the railway track.  
(a) little boy            (b) buffalo            (c) boulder
- The ..... thanked Sunder for saving their lives.  
(a) driver            (b) passengers            (c) villagers

**Vocabulary Activities**

**I Tick the correct word in the brackets:**

- I had to (*wait/weight*) for my friend.
- Ram heard a funny (*story/storey*).
- Have you (*seen/scene*) the new toy shop?
- Dr. Verma (*knew/new*) my father since long.
- In the flash of the (*lightening/lightning*) I could see the car.

**II Match the words in the following columns:**

- |           |          |
|-----------|----------|
| A         | B        |
| true      | lamp     |
| level     | train    |
| railway   | track    |
| passenger | story    |
| lighted   | crossing |

**III Choose from the box words for the following expressions:**

boulder	track	passengers	level-crossing	station
---------	-------	------------	----------------	---------

- 1 ..... a train moves on this.
- 2 ..... a place from where the trains leave.
- 3 ..... a huge stone.
- 4 ..... people travelling in a train.
- 5 ..... a place where traffic has to wait for trains to pass.

**Grammar Activities**

The nouns that we can count are called Countable nouns. For e.g. six cats, three jugs, hundred boys etc.

- We can use them in plural.
- We use a or an with the singular.

The nouns that we can't count are called uncountable nouns. For e.g. oil, air, milk, steel, sand etc.

- We can't use them in the plural. They are always in the singular.
- We can't use a or an with them.

**I. Put these nouns in the right list :**

tap	shoe	cup	girl
snow	knife	egg	shirt
sugar	book	wood	water
coffee	butter	silver	oil

**Countable nouns**

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**Uncountable nouns**

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**II. Put a tick or cross in each box:**

1. ice	<input type="checkbox"/>	ices	<input type="checkbox"/>
2. salt	<input type="checkbox"/>	a salt	<input type="checkbox"/>
3. butter	<input type="checkbox"/>	a butter	<input type="checkbox"/>
4. soap	<input type="checkbox"/>	a soap	<input type="checkbox"/>
5. a milk	<input type="checkbox"/>	a glass of milk	<input type="checkbox"/>
6. a rice	<input type="checkbox"/>	a plate of rice	<input type="checkbox"/>
7. a sugar	<input type="checkbox"/>	a pot of sugar	<input type="checkbox"/>

**III. Put these sentences in the plural form :**

1. A fly is an insect.

*Flies are insects.*

2. A chicken is a bird.

\_\_\_\_\_

3. A wife is a woman.

\_\_\_\_\_

4. A dog is an animal.

---

5. A teacher is always loyal.

---

### Composition Activities

- 1 Suppose you are Sunderlal. Write a letter to your friend telling him how you saved the train passengers.
- 2 Describe, in brief, what you learnt about the main character from the story.



LESSON 2

**THE BANGLE-SELLER**

one(s)	pair	spread	seller
bangles	bright	careful	lovely
a number of	any		

Ram Lal was a bangle-seller. One morning he was walking in the street in front of Mr. Varma’s house. He was singing a song and selling **bangles**.



Bangles, bangles, come and buy these bangles;  
Some are big and some are small;  
Bangles, bangles, come and buy these bangles;  
Some are blue and some are green.

Reeta, Mr. Varma’s daughter, heard the song and ran to the door. “Bangle-walla, bangle-walla,” she called out, “Come here! Come here!”

Then she called her mother. “Mother, come here! Look at these **lovely** bangles !”

Mrs. Varma came out and stood near the door. The bangle-seller came in and sat on the floor.

There was a little girl with him. She was his daughter, Sheela. Ram Lal spread a cloth in front of him and put the bangles on it.

Soon there were a number of little children at the door. They came from the houses **nearby**. Some stood at the door and looked on. Some came in and sat round the bangle-seller.

*Reeta* : Mother, buy me some bangles, please. I haven’t any on this arm. The ones on this arm broke yesterday.

*Mrs. Varma* : You had some bangles in your box. Where are they?

*Reeta* : I gave them to my friend, Sita. I haven’t any in my box now.

*Mrs. Varma* : Bangle-walla, have you any small bangles ?

*Bangle-seller* : Yes, I have. Look at these small ones. They will be lovely on this girl’s arm. Here are some red ones and here are some green ones.

*Reeta* : I want the green ones, Mother.

*Mrs. Varma bought two pairs of green bangles. The bangle-seller put them on Reeta’s arm.*

*Mrs. Varma* : Don’t break these too! Be **careful**.

*Bangle-seller* : I have some big bangles. They are very pretty. Please look at them.

*The bangle-seller showed some big bangles to Mrs. Varma.*

*Mrs. Varma* : These are green bangles. Have you any red ones?

*Bangle-seller* : Yes, here are some. They are big and bright. They won’t break.

*Mrs. Varma* : These are all right. I want four pairs. Only the red ones, please.

*Ram Lal gave Mrs. Varma eight red bangles. They were bright and beautiful.*

*Reeta* : Is that your daughter, bangle-walla?

*Bangle-seller* : Yes, she is. She is Sheela.

*Reeta* : Mother, let's give her some bananas.

*Mrs. Varma* : All right. Go in and bring some.

*Reeta went into the house and brought some ripe bananas in a paper bag and gave them to Sheela. Sheela took them from Reeta and ate one.*

*Sheela* : Thank you very much. It is very sweet.

*Sheela took two bright, yellow bangles from her father's bag and gave them to Reeta.*

*Sheela* : Please take these bangles. Father will put them on your arms. He will put one on your right arm and the other on your left.

*Reeta* : Thank you very much, Sheela. They are lovely.

## GLOSSARY

*bangles (n)* : glass bands worn round the arm as a decoration  
The woman was wearing red *bangles*.

*lovely (adj)* : very much liked; beautiful  
The child was wearing a *lovely* dress.

*nearby (adj. ,adv.):* near; close by  
They swim in a *nearby* river.

*careful (adj)* : taking care to avoid loss or danger  
Be *careful* while crossing the road.

*ripe (adj)* : full-grown and ready to eat  
*Ripe* mangoes were hanging from the tree.

**EXERCISES**

**Comprehension Activities**

**I. Answer these questions briefly:**

1. Who is Ram Lal?
2. What is the first line of Ram Lal's song?
3. How many bangles did Mrs. Varma buy from Ram Lal?
4. What did Reeta give to Ram Lal's daughter?
5. Where were Reeta's old bangles?

**II. Work in pairs and decide who says these words and to whom in the story :**

1. 'I gave them to my friend, Sita.'
2. 'Don't break these too'.
3. 'Is that your daughter?'
4. 'All right, Go in and bring some.'
5. 'Father will put them on your arms'.

**III. Fill in the blanks with the correct option :**

1. .... was Mrs. Varma's daughter.  
(a) Sheela            (b) Sita            (c) Reeta
2. Reeta had given her old bangles to .....  
(a) her friend    (b) her mother    (c) her sister
3. Mrs. Varma bought two pairs of ..... bangles for Reeta.  
(a) red            (b) blue            (c) green
4. Reeta gave some ..... to Sheela to eat.  
(a) grapes            (b) apples            (c) bananas
5. Mrs. Varma wanted to buy only ..... pairs of red bangles.  
(a) five            (b) eight            (c) four



**Vocabulary Activities**

I. Which of these qualities do you think are desirable ? Which of these are undesirable ? Put them in separate groups :

- kind      proud
- cruel     gentle
- selfish   regular
- greedy    friendly
- helpful   careless

Desirable Qualities	Undesirable Qualities

II. Some words end in -ly; as — softly, gently, slowly, regularly, etc. They show how we do an action.

**A. Complete these sentences with words from the box.**

1. You should work.....
2. Our soldiers fought.....
3. Boys were shouting.....
4. The birds were singing.....
5. He answered the questions.....

loudly
bravely
happily
correctly
honestly

**B. Use the correct form of the words given.**

1. The old man walked ..... (slow)
2. He spoke very ..... (gentle)
3. Please sit ..... in the class. (quiet)
4. Listen to me ..... (careful)
5. Without teeth we can't speak ..... (proper)

**Grammar Activities**

- We use *some* in positive sentences.
- We use *any* in negative and interrogative sentences.

I have some money.

I don't have any money.

Do you have any money?

**I. Put in some or any:**

1. You made \_\_\_\_\_ mistake.  
You didn't make \_\_\_\_\_ mistake.  
Did you make \_\_\_\_\_ mistake?
2. She has \_\_\_\_\_ problem.  
She doesn't have \_\_\_\_\_ problem.  
Does she have \_\_\_\_\_ problem?
3. He wants \_\_\_\_\_ help from us.  
He doesn't want \_\_\_\_\_ help from us.  
Does he want \_\_\_\_\_ help from us?
4. There are \_\_\_\_\_ flowers in the garden.  
There aren't \_\_\_\_\_ flowers in the garden.  
Are there \_\_\_\_\_ flowers in the garden?

**II. Choose the right word for each blank:**

1. I want \_\_\_\_\_ to eat please.  
(a) anything      (b) something      (c) somebody
2. Can you see \_\_\_\_\_ in the room?  
(a) someone      (b) anyone      (c) no one
3. There isn't \_\_\_\_\_ in the cupboard.  
(a) something      (b) anything      (c) nothing
4. Have you got \_\_\_\_\_ brother?  
(a) any      (b) anyone      (c) nobody

**III. Fill in the blanks with some or any:**

1. I wanted \_\_\_\_\_ oranges but the fruit seller hadn't \_\_\_\_\_ .
2. There are \_\_\_\_\_ notebooks in this bag, but there isn't \_\_\_\_\_ book.
3. There isn't \_\_\_\_\_ tiger in the forest, but there are \_\_\_\_\_ elephants.
4. The shopkeeper showed me \_\_\_\_\_ pencils, but he didn't show me \_\_\_\_\_ pen.

**Composition Activities**

- I. Write a brief paragraph about Ramlal, the bangle-seller.
- II. Which is the biggest market in your town? Describe it in a few sentences.



LESSON 3

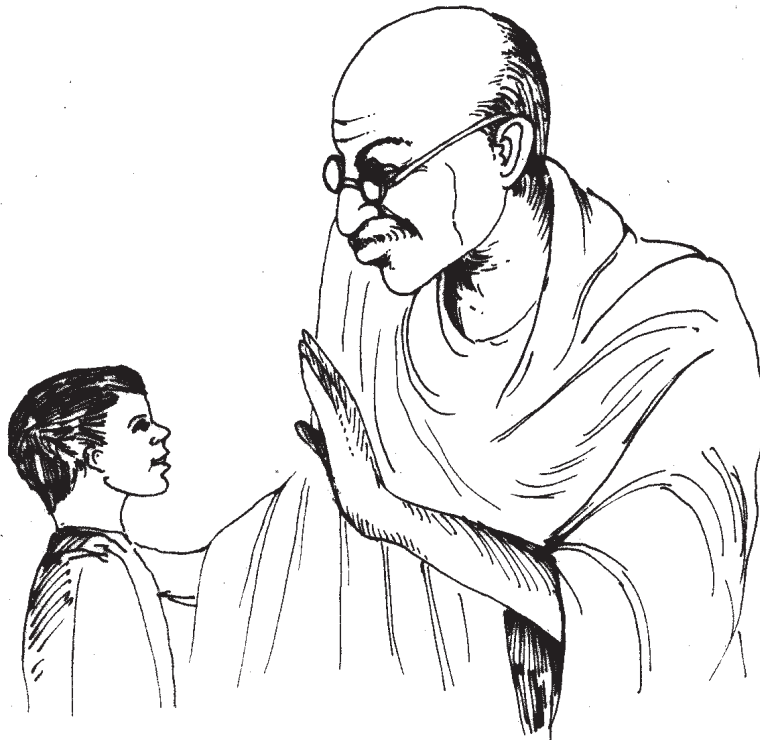
**A STORY FROM BAPU'S LIFE**

upset	pity	moment	dressed
nature	title	country	caring

Children loved **visiting** Gandhiji. A little boy who was there one day, was very **upset** to see the way Bapu was **dressed**. "Such a great man yet he doesn't even wear a shirt," he thought to himself.

"Why don't you wear a **kurta**, Bapu?" the little boy asked.

"Where's the money, son? I am a very poor man. I don't have money even for one **kurta**," Bapu replied.



The boy's heart was filled with **pity** for Bapu. "My mother stitches well," he said. "She makes all my clothes. I'll ask her to **stitch** a **kurta** for you."

"How many **kurtas** can your mother make?" Bapu asked.

“How many do you need?” asked the boy. “One, two, three..... she’ll make as many as you want.”

Bapu thought for a **moment**. Then he said, “But I am not alone, son. It would not be right for me to be the only one to wear a **kurta**.”

“But how many do you need?” the boy tried to find out. “I’ll ask my mother to make as many as you need.”

“I have a very large family, son. I have forty crore brothers and sisters,” Bapu explained. “Till every one of them has a **kurta**, how can I wear one? Tell me, can your mother make **kurtas** for all of them?”

Bapu’s words set the boy thinking. Forty crore brothers and sisters! Bapu was right. Until every one of them had a **kurta** to wear how could he wear one himself ? After all the whole **country** was Bapu’s family, and he was the head of the family. He was their friend and well-wisher. What use would one **kurta** be to him? It was this very **caring** and loving **nature** of Gandhiji that got him the **title** of ‘the Father of the Nation.’

## GLOSSARY

<i>visiting (v)</i>	:	going and seeing a person or place Anyone <i>visiting</i> Agra should see the Taj Mahal.
<i>upset (adj)</i>	:	feeling unhappy about something She was <i>upset</i> because he wouldn’t talk to her.
<i>dressed (v)</i>	:	wearing clothes She was <i>dressed</i> in red.
<i>pity (n)</i>	:	the sadness one feels when someone else is in trouble I feel great <i>pity</i> for poor people.
<i>stitch (v)</i>	:	sew something She <i>stitched</i> the button on to the shirt.
<i>moment (n)</i>	:	a very short time The doctor will see you in a <i>moment</i> .

- country (n)* : an area ruled by one government  
France is a European *country*.
- caring (adj)* : feeling interest or worry  
People loved Bapu for his *caring* nature.
- nature (n)* : qualities of a person  
Peter has a pleasant *nature*.
- title (n)* : a word used in front of a person's name; a describing word  
Doctors have the *title* Dr. in front of their name.  
Lala Lajpat Rai was given the *title* of Sher-e-Punjab.

## EXERCISES

### Comprehension Activities

#### I. Answer each question briefly:

1. The little boy was very upset. Why?
2. What did he ask Gandhiji?
3. Why could Gandhiji not buy even one kurta?
4. Who made the clothes for the little boy?
5. What is the title given to Gandhiji because of his loving and caring nature?

#### II. Choose the correct option to fill in the blanks:

1. Gandhiji was a ..... man.  
(a) ordinary      (b) great      (c) intelligent
2. Children ..... visiting Gandhiji  
(a) hated      (b) loved      (c) ignored
3. Gandhiji needed ..... crore kurtas.  
(a) forty      (b) fifty      (c) sixty

4. The little boy felt ..... for Gandhiji.  
(a) pity                      (b) happy                      (c) bad
5. The whole country was Gandhiji's .....  
(a) family                      (b) enemy                      (c) friend

**III. Write 'T' for True and 'F' for False statements :**

1. The little boy's sister sewed well.
2. Gandhiji is called, 'The Father of the Nation'.
3. Gandhiji never wore any shirt.
4. The little boy brought a shirt for Gandhiji.
5. Gandhiji was very loving and caring.

**Vocabulary Activities**

**I. Match the words with their meanings:**

gently	small
right	want
poor	correct
little	politely
need	needy

**II. Synonyms are words that have nearly the same meaning.**

wide - broad

lovely - beautiful

big - large

- A. Choose the synonyms of the underlined words from the box and rewrite each sentence:

true	little	look	close
clever	spend	arrived	correct

1. She is a *smart* girl.
2. Please *shut* the door.
3. I know the *real* story.

4. See, what he is doing!
5. The train *came* very late.
6. He gave the *right* answer.
7. You made a *small* mistake.
8. How do you *pass* your Sundays?

**III. Antonyms are words that have quite the opposite meaning.**

**A. Find in the box the pairs of antonyms. Write the antonyms in the spaces below:**

easy	foolish	request
happy	wise	ill
sad	order	fast
slow	well	difficult

- |                           |          |
|---------------------------|----------|
| 1. <i>fast-slow</i> _____ | 4. _____ |
| 2. _____                  | 5. _____ |
| 3. _____                  | 6. _____ |

**Grammar Activities**

- We use much with *uncountable nouns*.
  - We use many with *plural countable nouns*.
  - We can use a lot of with both *countable* and *uncountable nouns*.
1. I have done much work. (uncountable)  
You've wasted much money. (uncountable)
  2. There were many girls. (countable)  
They plucked many flowers. (countable)
  3. She took a lot of time to dress up. (uncountable)  
I had to face a lot of problems. (countable)



**I. Put in much or many:**

1. He doesn't eat \_\_\_\_\_ food.
2. He doesn't read \_\_\_\_\_ books.
3. How \_\_\_\_\_ eggs did you buy?
4. How \_\_\_\_\_ bread did you buy?
5. There were \_\_\_\_\_ boys in the hall.
6. There wasn't \_\_\_\_\_ light in the room.
7. There isn't \_\_\_\_\_ coffee in the pot.
8. I don't have \_\_\_\_\_ friends in this city.

**II. Rewrite each sentence using much/many in place of 'a lot of':**

1. She got *a lot of* presents on her birthday.
2. *A lot of* people were queuing up for the film.
3. Children gave *a lot of* trouble to their mother.
4. A student has to spend *a lot of* money on books.
5. *A lot of* boys were absent yesterday,

**Composition activities**

- I. Write a few lines about Gandhiji.
- II. Write a brief paragraph on your favourite leader.

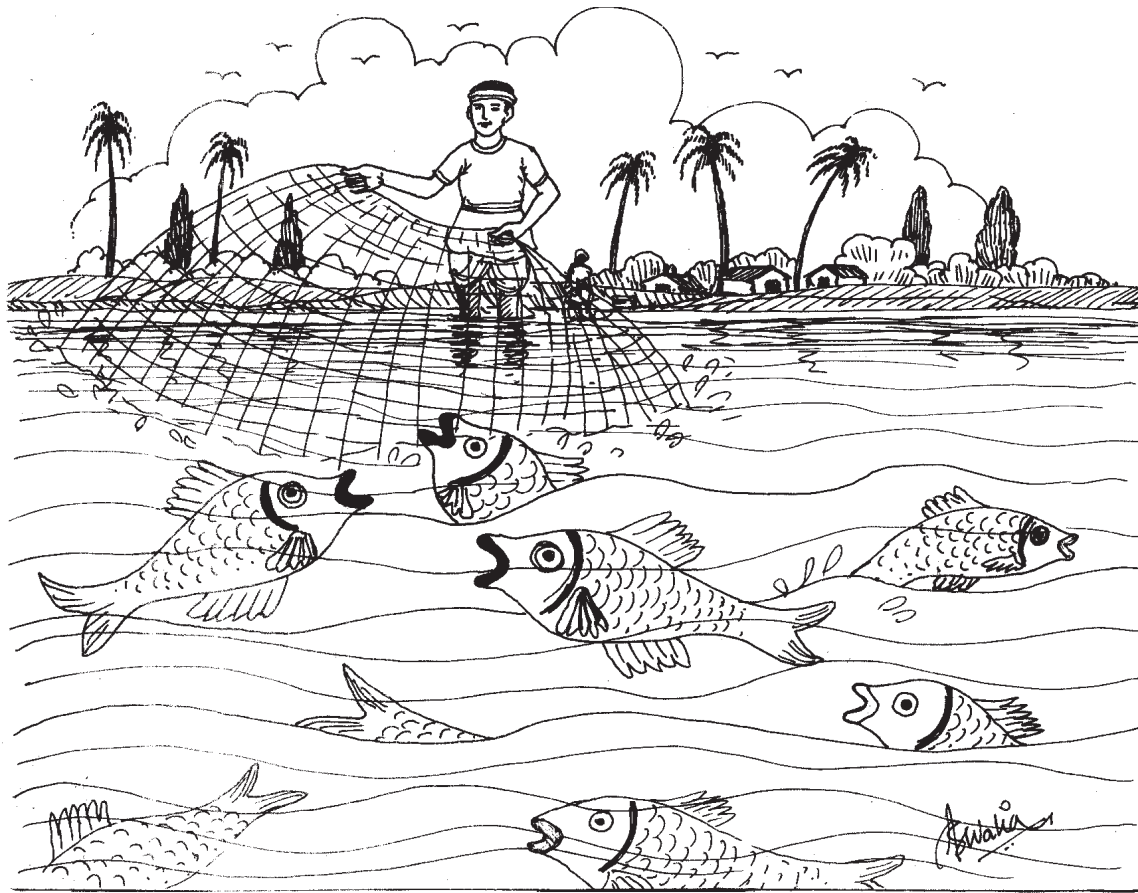


LESSON 4

## THE THREE FISH

situation	healthy	conversation	clever	birthplace
disagreed	fast	dragged	handle	

Once upon a time there lived three fish in a river. They were very good friends. Their names were Amal, Chatur and Budhu. Amal did things just on time. Chatur was **clever** and could **handle** any **situation**. The third fish, Budhu, never stopped to think before doing anything.



It was a warm day and the three fish were enjoying themselves in the river. Suddenly they saw two fishermen coming close to the river. The fishermen looked into the river and were full of joy to see a number of fish in it. One of them said to the other, "This river is full of big, **healthy** fish. Tomorrow we shall come and catch as many fish as we can."

The three fish heard the **conversation**. Amal said, “Let’s leave the river as soon as we can or else we’ll be caught.” Chatur **disagreed** with Amal. “Oh no! I don’t think I will leave. If the fishermen come, I know of ways to save myself. Why should I leave my **birthplace**? Whatever has to happen will happen.”

Budhu also did not agree to leave the river. So Amal left the place with some other fishes. Next morning the two fishermen came and spread their nets. Chatur and Budhu who had not left were caught along with the others.

Chatur made a plan to save himself. He lay still as if he was dead. So he was thrown out with the other dead fish. He **dragged** himself to the river, jumped in and was saved. But Budhu kept on moving in the net trying to get out. One of the fishermen saw Budhu. He caught him, hit him against a boat and killed him.

Thus Amal who acted **fast**, was the cleverest of all. Then it was Chatur who also could save himself. The most foolish of them all was Budhu who did not listen to the clever ones. Maybe that’s the reason he was named Budhu, ‘the foolish one.’

## GLOSSARY

<i>clever (adj)</i>	:	quick at learning and understanding things The <i>clever</i> boy solved the sum quickly.
<i>handle (v)</i>	:	control something She can’t <i>handle</i> children.
<i>situation (n)</i>	:	the things that are happening at a particular time and place The political <i>situation</i> is very uncertain.
<i>healthy (adj)</i>	:	strong and well in body She has two <i>healthy</i> children.
<i>conversation (n)</i>	:	a talk between two or more people I had an interesting <i>conversation</i> with my friend.

*disagree (v)* : not to agree with someone; to have different opinions

I *disagreed* with him on a number of points.

*birthplace (n)* : the place where someone is born

Allahabad is the *birthplace* of Jawaharlal Nehru.

*dragged (v)* : pulled along with great effort

The thief *dragged* the heavy box to a safe place.

*fast (adv.)* : quickly

He ran *fast* to catch the train.

## EXERCISES

### Comprehension Activities

#### I. Complete the following sentences:

1. The fisherman looked .....
2. The two fishermen spread .....
3. The three fish heard .....
4. Chatur and Budhu refused .....
5. The fishermen caught Budhu and .....

#### II. Answer each question briefly:

1. Who were Chatur, Amal and Budhu?
2. Who was the wisest of these three?
3. Why did Amal suggest that they should leave for another place?
4. Who didn't want to leave its birthplace?
5. How did Chatur save himself from the fishermen?
6. What happened to Budhu in the end?

#### III. Who said these words and to whom:

1. "This river is full of big, healthy fish".
2. "Oh no! I don't think I will leave".

3. "Whatever has to happen will happen".
4. "Let us leave the river.....".
5. "Why should I leave my birthplace?"

### Vocabulary Activities

#### I. Write the plurals of the following:

1. ox \_\_\_\_\_
2. foot \_\_\_\_\_
3. man \_\_\_\_\_
4. child \_\_\_\_\_
5. tooth \_\_\_\_\_
6. mouse \_\_\_\_\_
7. woman \_\_\_\_\_
8. goose \_\_\_\_\_

#### II. Do you know these people?

pilot	nurse	dentist	carpenter
artist	barber	shepherd	fisherman

1. A *fisherman* catches fish in the sea.
2. A \_\_\_\_\_ cuts people's hair.
3. A \_\_\_\_\_ flies an aeroplane.
4. A \_\_\_\_\_ looks after sick people.
5. A \_\_\_\_\_ looks after sheep.
6. A \_\_\_\_\_ makes things with wood.
7. An \_\_\_\_\_ draws or paints pictures.
8. A \_\_\_\_\_ looks after people's teeth.

**Grammar Activities**

**I. Put these sentences in the plural form:**

1. A box has a lid.  
Boxes have lids. \_\_\_\_\_
2. A fly is an insect.  
\_\_\_\_\_
3. A noun is a word.  
\_\_\_\_\_
4. A dog is an animal.  
\_\_\_\_\_
5. A husband is a man.  
\_\_\_\_\_
6. A potato is a vegetable.  
\_\_\_\_\_
7. A teacher is a man or a woman.  
\_\_\_\_\_
8. A parrot is a bird.  
\_\_\_\_\_

**II. Put these sentences in the singular form:**

1. Cities are big towns.  
A city is a big town.
2. Soldiers are brave men.  
\_\_\_\_\_
3. Watches are small clocks.  
\_\_\_\_\_
4. Tables are pieces of furniture.  
\_\_\_\_\_
5. Dogs are good friends to men.  
\_\_\_\_\_

6. These women have little children.

-----

—

7. Big men ate more than small boys.

-----

—

8. We invited our friends.

-----

—

### Composition Activities

You can see ponds in many villages. Rain water collects in these ponds. Villagers use this water for their cattle to drink. Ponds give them good mud to build their houses. Village children enjoy swimming and fishing in them. Visit some ponds in a village. Then give a short description of what you see there.



## LESSON 5

**SAJJAN, THE ROBBER**

allow	cheating	decide	deeds	give away
mosque	politely	temple	treat	welcome
built	collect	forgive	means	nice
save	sins	sinning		

One day Guru Nanak Dev went to a village. Mardana was also with him. There lived a rich man in that village. His name was Sajjan. **Sajjan** means a 'good man'. But he was a very bad man.

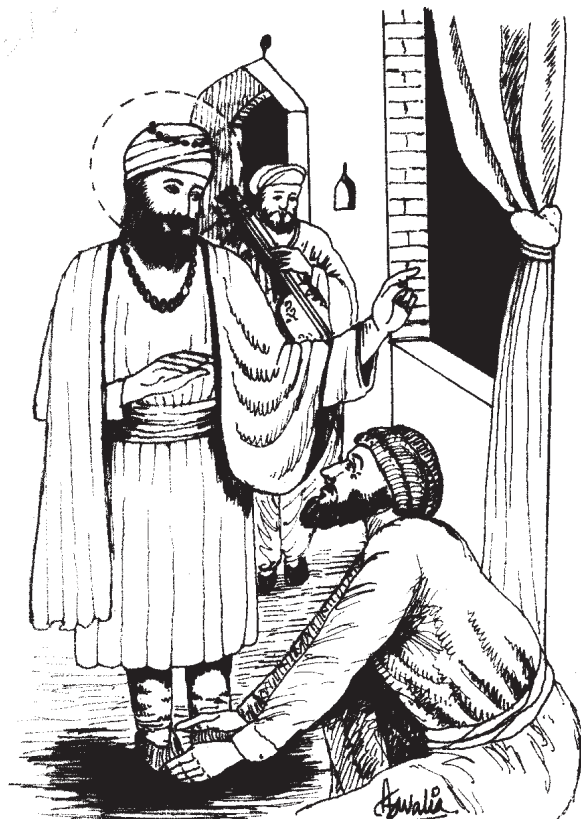
Sajjan had a big house. It was as big as a **sarai**. Many travellers came to his house. Sajjan welcomed them. He gave them free food. He also **allowed** them to stay in his house for a night.

At night when they were sleeping, Sajjan killed them. He took all their things and threw their bodies into a well.

Guru Nanak Dev heard about it. He decided to make him a good man. Therefore, he came to Sajjan's house.

Sajjan and his men welcomed Guru Nanak Dev and Mardana. Sajjan talked to them very **politely**. He said, "I am Sajjan. The Hindus call me Sajjan Mal. The Muslims call me Sajjan Shah. But I am neither a Hindu nor a Muslim. I am just **Sajjan**."

The Guru asked, "Are you a true friend?"





Sajjan said, “Yes, sir. I am a true friend. In my **sarai** I give free food to everybody. I treat them nicely. I have built a mosque for the Muslims. I have also built a temple for the Hindus. I am a true friend to all.”

The Guru said, “But you loot them. You kill them. You are **cheating** people. You cannot cheat God. He knows your **deeds**. You are collecting money **by bad means**. You are sinning. Money will not go with you. But your sins will **certainly** go with you. God will punish you. Be careful, my ‘Sajjan’. Be a good man.”

Sajjan began to weep. He fell at the Guruji’s feet and said, “Save me, please.” The Guru said, “Be sorry for your bad deeds. Pray to God. **Give away** your wealth to the poor. Live like a good man. Help everyone. Then God will forgive you.”

Sajjan again fell at the Guruji’s feet and promised to be good to all. He gave away his wealth to the poor. He turned his house into a **dharamshala**.

He preached Guru Nanakji’s teachings in his area.

## GLOSSARY

<i>allow (v)</i>	:	to permit I cannot <i>allow</i> you to break the rules.
<i>politely (adv)</i>	:	respectfully, softly He <i>politely</i> said that he could not go with them.
<i>cheat (v)</i>	:	deceive You should not <i>cheat</i> anyone.
<i>deed (n)</i>	:	action You must do good <i>deeds</i> .
<i>by bad means (adv)</i>	:	by wrong or sinful methods He has earned a lot of wealth <i>by bad means</i> .
<i>certainly (adv)</i>	:	surely God will <i>certainly</i> punish those who commit sins.
<i>give away (v)</i>	:	distribute You should <i>give away</i> your extra wealth to the poor.

**EXERCISES**

**Comprehension Activities**

**I. Complete the sentences:**

1. A rich man named Sajjan lived .....
2. 'Sajjan' means .....
3. He killed the travellers at his ..... and took all their things.
4. Your sins will certainly .....
5. You should be good .....
6. Sajjan fell at .....

**II. Who said these words ?**

1. 'But I am neither a Hindu nor a Muslim'.
2. 'Are you a true friend?'
3. 'He knows your deeds.'
4. 'I treat them nicely.'
5. 'Give away your wealth to the poor.'

**III. Choose the correct option to answer the following questions :**

1. Where did Guru Nanak Dev go?  
(a) to a village   
(b) to a town
2. Who was with Guru Nanak?  
(a) Sajjan   
(b) Mardana
3. What type of a man was Sajjan?  
(a) a good man   
(b) a bad man
4. How did he treat the travellers at his sarai?  
(a) He killed them and stole their things.   
(b) He treated them quite nicely and served them well.

5. Why did Guru Nanak Dev come to Sajjan's house?
- (a) to make Sajjan his follower
- (b) to make Sajjan a good man
6. What was Guruji's advice to Sajjan?
- (a) to be sorry for his bad deeds and live like a rich man
- (b) to give away his wealth to the poor and live like a good man

### Vocabulary Activities

#### I. Fill in the blanks with the correct form of the words in brackets.

1. Nanak's father was a farmer but Nanak was not interested in ..... (farm)
2. Kalu wanted to see if his son could become ..... as a trader. (success)
3. There are four new..... in our team this year. (play)
4. Guru Nanak said that we should be pure in our ..... and actions. (think)
5. We ..... this hymn as morning prayer in our school. (song)
6. God is the ..... of all things. (create)

#### II. Complete the passage by filling the blanks with suitable words given in the box:

bargain	goods	gave	set	money	angry
came	sadhus	town	holy	told	actions

Once Nanak's father ..... him some money. He asked him to go to the ..... and buy some ..... . Nanak ..... out for the town. On the way he met some ..... These ..... men were feeling very hungry. Nanak spent all his ..... to buy food for the sadhus. Then he

..... back home and ..... the whole story to his father. He said that he had done a good ..... but the father was ..... He was fed up with the strange ..... of his son.

**Grammar Activities**

**Adjective has three degrees of comparison:**

1. **The Positive degree** denotes the simple quality of what we speak about. It is used when no comparison is made, as-  
Misha is beautiful.
2. **The Comparative degree** denotes a higher degree of the quality. It is used when two things are compared, as-  
Misha is more beautiful than Ria.
3. **The Superlative degree** denotes the highest degree of the quality. It is used when more than two things are compared, as-  
Misha is the most beautiful girl in the school.

**Learn the degrees of Adjectives:**

Positive	Comparative	Superlative
bold	bolder	boldest
clever	cleverer	cleverest
great	greater	greatest
sweet	sweeter	sweetest
kind	kinder	kindest
tall	taller	tallest
able	abler	ablest
brave	braver	bravest
fine	finer	finest
large	larger	largest
noble	nobler	noblest
wise	wiser	wisest

dry easy happy heavy dirty busy	drier easier happier heavier dirtier busier	driest easiest happiest heaviest dirtiest busiest
beautiful difficult courageous honest harmful proper	more beautiful more difficult more courageous more honest more harmful more proper	most beautiful most difficult most courageous most honest most harmful most proper
bad good late little much (Quantity) many old	worse better later/latter less more more older/elder	worst best latest/last least most most oldest/eldest

**Now remember that we use -**

*the* before the superlative degree..

*than* before the comparative degree.

**I. Fill in the blanks with *the* or *than*:**

- Honey is sweeter \_\_\_\_\_ sugar.
- A lion is bigger \_\_\_\_\_ a cheetah.
- My hands are cleaner \_\_\_\_\_ yours.
- A giraffe is taller \_\_\_\_\_ an elephant.

5. A swan is more beautiful \_\_\_\_\_ a duck.
6. Rani is \_\_\_\_\_ youngest girl in our class.
7. June is \_\_\_\_\_ hottest month of the year.
8. The Ganga is \_\_\_\_\_ longest river in India.
9. This is \_\_\_\_\_ highest building in our town.
10. December is \_\_\_\_\_ coldest month of the year.

**II. Choose the correct word for each blank:**

1. This is an \_\_\_\_\_ exercise.  
(a) easy                      (b) easier                      (c) easiest
2. Who is the \_\_\_\_\_ girl in your class?  
(a) tall                      (b) taller                      (c) tallest
3. The rose is the \_\_\_\_\_ of all flowers.  
(a) lovely                      (b) lovelier                      (c) loveliest
4. Manu is the \_\_\_\_\_ player of our team.  
(a) good                      (b) better                      (c) best
5. The month of June is \_\_\_\_\_ than May.  
(a) hot                      (b) hotter                      (c) hottest
6. She was wearing a \_\_\_\_\_ dress.  
(a) beautiful                      (b) more beautiful                      (c) most beautiful

**Composition Activities**

- I. Write a brief paragraph on Guru Nanak Dev Ji.
- II. You should have good qualities. You shouldn't have bad qualities. Write some qualities (good or bad) you think your partner has.  
The name of my partner is.....



LESSON 6

LETTERS FROM A FATHER TO HIS DAUGHTER

prison	account	earth	inhabited	interesting
existed	imagine	scientists	fossils	

*Pandit Jawaharlal Nehru was our first Prime Minister. While he was in **prison** in Allahabad, he wrote a number of letters to his daughter, Indira Gandhi who was a little ten-year old girl studying at Mussoorie. A part of one such letter is given below :*

Allahabad  
November 1929



Dear Indira

When you and I are together, you often ask me questions about many things and I try to answer them. Now that you are at Mussoorie and I am in Allahabad, we cannot have these talks. I am, therefore, going to write to you from time to time, short **accounts** of the story of our **earth** and

the many countries great and small, into which it is divided. You have read a little about English history and Indian history. But England is only a little **island** and India, though a big country, is only a small part of the earth's surface. If we want to know something about the story of this world of ours, we must think of all the countries and all the people who have **inhabited** it, and not merely of one little country where we may have been born.

I am afraid I can tell you very little in these letters of mine. But that little, I hope will interest you and make you think of the whole world as a whole and of other people in it as our brothers and sisters. When you grow up, you will read about the story of the earth and her people in fat books and you will find it more **interesting** than any other story or novel that you may have read.

You know of course that our earth is very, very old—millions and millions of years old. And for a long time, there were no men or women living on it. Before men came, there were only animals, and before the animals, there was a time when no kind of life **existed** on the earth. It is difficult to **imagine** this world of ours, which is so full today of all kinds of animals and men, to be without them. But **scientists**, and those who have studied and thought a great deal about these matters, tell us there was a time when the earth was too hot for any living being to live on it. And if we read their books and study the rocks and **fossils** (the remains of old animals) we can ourselves see that this must have been so.

## GLOSSARY

- prison* (n) : a place where people are kept locked up as a punishment  
Before independence, patriots were sent to *prison*.
- accounts* (n) : stories or descriptions  
This book contains exciting *accounts* of the life of Mahatma Gandhi.
- earth* (n) : the world in which we live  
The *earth* goes round the sun once a year.



- island (n)* : a piece of land surrounded by water  
Sri Lanka is an *island*.
- inhabit (v)* : have people living there  
The island is not *inhabited*.
- interesting (adj)* : making one want to pay attention  
Grandmother told us an *interesting* story.
- exist (v)* : to be  
The Roman Empire *existed* for several centuries.
- imagine (v)* : to form a picture in the mind  
I can *imagine* the scene quite clearly.
- scientists (n)* : persons who study or practise science  
*Scientists* have invented a lot of things.
- fossils (n)* : the hardened part of animals or plants that died many thousands of years ago, that has been preserved in rock, ice, etc  
Coal is a fuel made from *fossils*.

## EXERCISES

### Comprehension Activities

#### I. Put a tick (✓) or cross (X) for each sentence:

1. Pandit Jawaharlal Nehru was our first President.
2. England is only a little island.
3. Before the animals no kind of life existed on the earth.
4. Indira Gandhi was studying in Allahabad when Nehru wrote her this letter.
5. There was a time when the earth was too hot to live on it.

**II. Choose the correct (✓) option to answer the following questions:**

1. Who wrote the letter and to whom?
  - (a) Indira wrote the letter to Nehru.
  - (b) Nehru wrote the letter to Indira.
  
2. Who lived on the earth before human beings?
  - (a) animals
  - (b) devils
  
3. What is an 'Island'?
  - (a) A mass of land surrounded by water.
  - (b) A body of water surrounded by land.
  
4. What did the scientists study about the earth?
  - (a) Millions of years ago the earth was too cold to live on it.
  - (b) Millions of years ago the earth was too hot to live on it.

**III. Complete the sentences:**

1. Our earth is millions .....
2. The earth is divided into .....
3. India is only a small part .....
4. Rocks and fossils tell us .....
5. Before the animals there was a time when no kind .....

**Vocabulary Activities**

We often compare two similar things by using *as* ..... *as*:

He is *as* good *as* gold.

She is *as* gentle *as* lamb.

**I. Now choose words from the box to complete these comparisons:**

silk	coal	fire	lion	feather
dog	wolf	grass	blood	bee

1. as hot as .....
2. as red as .....
3. as soft as .....
4. as black as .....
5. as green as .....
6. as light as a .....
7. as busy as a .....
8. as brave as a .....
9. as greedy as a .....
10. as faithful as a .....

**II. One word in each sentence is spelt wrongly. Underline the incorrect word and correct it:**

1. I closed the door quietaly. *quietly*\_\_\_\_\_
2. I don't beleive what you say. \_\_\_\_\_
3. Jane was asleip in her room. \_\_\_\_\_
4. What is your favorite game? \_\_\_\_\_
5. The child fell down the stares. \_\_\_\_\_
6. We had a wonderful time there. \_\_\_\_\_

**Grammar Activities**

**I. Rewrite each of the sentences using the short form of the underlined words:**

1. He has got a camera.  
He's got a camera. \_\_\_\_\_
2. He has not got a bicycle.  
\_\_\_\_\_
3. They have got a new car.  
\_\_\_\_\_
4. She has got a Barbie doll.  
\_\_\_\_\_

5. We have got a big house.

-----

6. They have not got a garden.

-----

**II. Write questions using has got/have got:**

1. (Tina/long hair?)

Has Tina got long hair? \_\_\_\_\_

2. (they/the tickets?)

-----

3. (you/an umbrella?)

-----

4. (the boys/a new ball?)

-----

5. (she/any brother or sister ?)

-----

**Composition Activities**

I. Write a letter to your friend describing your city.

II. Write a brief paragraph about your country.



LESSON 7

## FROM WALKING TO FLYING

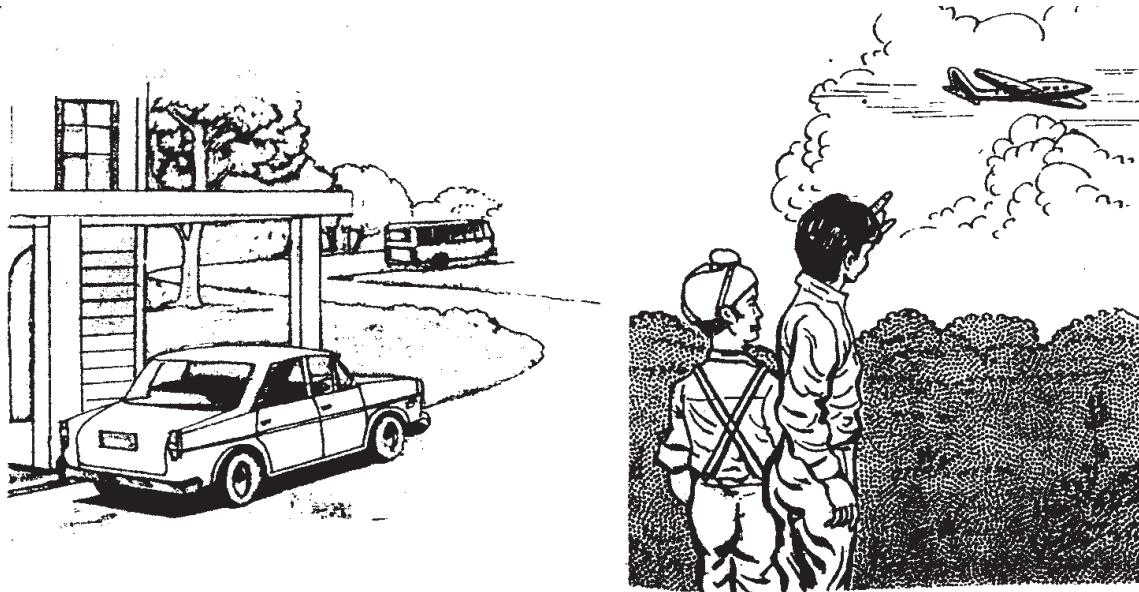
fertile	search	sources	idea	raft	possible
straight	sledge	invented	habitations	necessity	invention

Long ago early man kept moving from place to place in search of food. He also found that whenever he threw the seeds of the fruits he ate, a new plant grew from it. He also learnt that the plants needed **fertile** soil and water to grow. So began the **search** for fertile land and water **sources** for farming. Such places were mostly near rivers. More and more **habitations** started growing on river banks.



There is a saying that **necessity** is the mother of **invention**. Sometimes these people had to go to other villages. They had to walk long distances and carry heavy loads. They used animals like bullocks, horses and donkeys to carry their load.

One day, someone noticed logs of wood floating in the river. An **idea** struck! They tied a number of **straight** logs together and made a **raft**. This helped them to travel and also carry heavy loads by river.



But travelling and transporting heavy goods by land was still not **possible**. At first carts without wheels were made. It was called a **sledge**. The people pushed and pulled the sledge themselves. They also used animals to pull the sledge. But the sledge could move only on **smooth** ground.

Then some time later, people saw that round objects rolled easily. So they fitted small, round pieces of tree trunk below the cart. The cart could now move easily on **uneven** ground. The wheel was invented. Land travel became easier and faster. Soon many more means of land transport were developed where the wheel was used. Today we can see tractors, rickshaws, tongas, scooters, trucks, buses, cars and bicycles on the road. The wheel came to be used in engines and coaches of trains. Now we can see the wheel used in **aircraft**, too. The invention of the wheel was one of the greatest inventions of mankind. It has made life so much easier for man. There was a day when man had to walk everywhere but today he can go to any place in the world in the fastest of aircraft.

Can you imagine a car or train or an aeroplane without wheels?

### GLOSSARY

- fertile* (adj) : (of land) which produces good crops  
His farm is on *fertile* land.
- search* (n) : an act of looking carefully to find something  
After a long *search*, they found the lost child.

- sources (n)* : where something comes from  
Rivers are the *sources* of all our water.
- habitation (n)* : the act of living in a *place*  
This old house is unfit for human *habitation*.
- necessity (n)* : something that you need or, must have  
Food is a *necessity*.
- invention (n)* : the act of making something for the first time  
The telephone is a wonderful *invention*.
- idea (n)* : a thought or plan that you form in your mind  
I've got an *idea*; why don't we have a party?
- straight (adj)* : not bent or curved  
She has drawn a *straight* line.
- raft (n)* : large *pieces* of wood joined together to make a rough, flat boat  
They crossed the river on a *raft*.
- possible (adj)* : that can happen or be done  
It's *possible* that she'll come.
- sledge (n)* : a vehicle made for carrying people over snow, and sometimes pulled by dogs  
We enjoyed our ride on a *sledge*.
- smooth (adj)* : having a flat, even surface without any lumps  
The baby's skin was as *smooth* as silk.
- uneven (adj)* : not level or flat  
This road is very *uneven*.
- aircraft (n)* : a flying machine  
Many fast *aircrafts* have been invented.

**EXERCISES**

**Comprehension Activities**

**I. Put a tick (✓) or cross (X) against each statement :**

1. A sledge has wheels.
2. Early man invented the wheels.
3. A raft was made by tying logs.
4. Early man moved from place to place in search of gold.
5. Animals like the cow, sheep and goat were used to carry load.

**II. Complete the following:**

1. The early man kept moving from place to place in .....
2. He settled near rivers because .....
3. The sledges could not move on .....
4. Land travel became easier and faster when .....
5. The domestic animals used by the early men were .....
6. Five means of land transport are ....., ....., ....., ....., .....

**III. Fill in the blanks:**

1. Necessity is the mother of .....
2. .... enabled the sledge to move on ..... ground.
3. A number of straight ..... were tied together to make a .....
4. Man learnt that plants needed ..... soil and ..... to grow.
5. The people pulled and pushed ..... themselves.
6. The invention of the ..... was one of the greatest inventions of mankind.



**Vocabulary Activities**

**I. Give one word for the following definitions:**

1. An air transport  
.....
2. A kind of cycle with a petrol engine  
.....
3. A means of transport pulled by a horse  
.....
4. A means of transport that moves on rails  
.....
5. A four-wheeler used to transport goods  
.....
6. A cycle with three wheels used to take people from one place to another  
.....

**II. Fill in the blanks with the words given in the box:**

bus	train	aeroplane	boat	tonga
-----	-------	-----------	------	-------

1. The ..... sailed on the water.
2. The ..... was pulled by the horse.
3. The ..... flew through the clouds.
4. Misha goes to school by ..... every day.
5. Reema went to her aunt's house in another city by .....

**Grammar Activities**

**I. Write full sentences. Use *is, isn't, are or aren't*:**

1. (your shoes very dirty)  
*Your shoes are very dirty.*.....
2. (my brother a teacher)  
.....

3. (this house not very big)

-----

4. (the shops not open today)

-----

5. (my keys in my bag)

-----

6. (Sudha ten years old)

-----

**II. Rewrite each sentence using the short form of underlined words :**

1. I am tired but I am not hungry.

I'm tired but I'm not hungry. \_\_\_\_\_

2. Do not disturb her. She is at work.

-----

3. It is ten o'clock. You are late again.

-----

4. They are not farmers. They are gardeners.

-----

5. My brother is very tall. He is a good player.

-----

6. Ravi is not a good boy. He is very clever.

-----

**Composition Activities**

I. Write a brief paragraph on 'A Journey by Bus'.

II. Imagine you are Manav Sharma, living at 70, Model Town, Ludhiana. Report to the police about the loss of your bicycle.



LESSON 8

## THE KABULIWALLAH

*[The story Kabuliwallah is written by Guru Rabindranath Tagore, one of India's greatest writers. He was awarded Nobel Prize for Literature. This is an adaptation of the story.]*

worried	conversation	lively	clouds	crime
recognise	ceremonies	terror		

Little Mini was five years old and a great chatterbox. She simply could not live without **chatting** all the time. Her mother was often **worried** about this non-stop talking of Mini and tried to silence her. But no one could think of Mini being quiet. Her **conversation** with her father was always very **lively**.



One day Mini came bursting into her father's study. She put her arm around him and said, "What do you think, Father? Bholu says there is an elephant

in the **clouds**, blowing water out of its trunk and that is why it rains!” Before he could reply she ran to the window crying, “A Kabuliwallah! A Kabuliwallah!”

Mini called out to the Kabuliwallah but when he looked at her, she was in **terror** and ran to her father. She had heard that Kabuliwallahs caught children, put them in their sacks and took them away. The Kabuliwallah came to Mini’s house and her father made sure that Mini came out and met him. Soon Mini lost her fear of him and it was a joy to watch the big bearded Pathan talking tenderly to the little-five-year-old.

The Kabuliwallah was now a daily visitor to Mini’s house. They would sit and chat for hours and crack jokes with each other.

“Kabuliwallah, O Kabuliwallah! What have you got in your bag?” Mini would ask.

“An elephant,” answered the Kabuliwallah and then the two of them would laugh aloud.

Once a year, Rehman, for that was the Kabuliwallah’s name, would go back to his own country. He would first collect all the money that people **owed** him before he left. But although he was busy Rehman always found time to visit little Mini.

One day, there was a lot of noise in the street. Rehman had stabbed a man who owed him money. For the **crime** he was sent to prison!

Time passed and Mini soon forgot her old friend, the Kabuliwallah. She was growing up into a very pretty woman. Her father made arrangements for Mini’s wedding.

Mini was getting married that night. As her father sat in his study, a man came up and saluted him respectfully. At first he did not **recognize** him. Soon he realised it was old Rehman, the Kabuliwallah. Mini’s father told him there were **ceremonies** going on and that he should come on another day.

He was about to leave when he turned around and said, “May I see the little one, sir?”

He still thought of Mini as a little girl running to him and calling, “Kabuliwallah, O Kabuliwallah!” He thought they would talk and laugh as they had done long ago.

Mini’s father told him once more that there were ceremonies. The Kabuliwallah then gave him a small packet of dried raisins, nuts and almonds for Mini and said, “Give these to the little one. I too have a little one like her and I think of her and bring you this fruit.”

Mini’s father could not control his tears. He realised that the poor Kabuliwallah was also a father. He called Mini who came out dressed as a bride. The Kabuliwallah was shocked to see that Mini, the little girl he had known, had grown into a beautiful woman. He suddenly realised that his own daughter would have grown up too and broke into tears.

Mini’s father took out some money and gave it to Rehman and said, “Go and see your daughter and may you have all the happiness.”

Mini’s father had to cut down the expenses on the wedding. He could not **afford** the military band and the electric lights but he was happy that his money had helped a long-lost father meet his only child once again.

## GLOSSARY

<i>chatting (v)</i>	:	talking in a friendly way They were <i>chatting</i> in the office.
<i>worried (v)</i>	:	felt anxious His mother was <i>worried</i> when he did not come home.
<i>conversation (n)</i>	:	a talk between two or more people They were carrying on an interesting <i>conversation</i> .
<i>lively (adj)</i>	:	full of life She sang a <i>lively</i> song.
<i>clouds (n)</i>	:	masses of very small drops of water floating in the sky There were dark <i>clouds</i> in the sky.

- terror (n)* : great fear  
The people ran from the enemy in *terror*.
- owe (v)* : to have to give money to someone later because he lent you some  
I *owe* him twenty rupees because he paid for my ticket.
- crime (n)* : an action that is wrong and can be punished by the law  
Killing people is a *crime*.
- recognize (n)* : to be able to identify again someone or something that one has seen or heard before.  
I *recognized* Peter although I hadn't seen him for ten years.
- ceremonies(n)* : a set of actions used for marking an important social or religious event  
We arrived when the wedding *ceremonies* were to begin.
- afford (v)* : to have enough money to pay for something  
We can't *afford* a new car this year.

## EXERCISES

### Comprehension Activities

#### I. Choose the correct option to answer the following questions:

- Why was Mini afraid of the Kabuliwallah?
  - Kabuliwallah looked very horrible.
  - She had heard that Kabuliwallah caught the children.
- What was the Kabuliwallah's name?
  - Rehman
  - Armaan

3. Why was the Kabuliwallah arrested?
  - (a) He had stolen money from Mini's house.
  - (b) He had stabbed a man.
4. What did Mini's father give to the Kabuliwallah ?
  - (a) Some clothes and food
  - (b) Some money
5. Mini's father could not afford the military band on her marriage. Why ?
  - (a) Because he had given some money to the Kabuliwallah.
  - (b) Because he had suffered a huge loss in his business.

**II. Put a tick (✓) or a cross (X) against each sentence:**

1. Little Mini was three years old.
2. Rehman was a big bearded Pathan.
3. The Kabuliwallah was hanged to death.
4. Mini could not forget the Kabuliwallah.
5. Mini's father helped Rehman with some money.

**III. Complete the following sentences:**

1. Mini could not live .....
2. The Kabuliwallah and Mini would sit and .....
3. There was a terrible .....
4. Mini had grown .....
5. Mini's father had to cut down .....

**Vocabulary Activities**

'Besides' means 'in addition to'.

'Beside' means 'by the side of'.

1. What other sport do you play *besides* hockey?
2. She sat *beside* her sick son all night.

'*Between*' is used for two people or things

'*Among*' is used for more than two people or things.

1. There is no love *between* the two brothers.
2. Distribute sweets *among* all the children.

**Fill in the blanks with suitable prepositions given in the box :**

beside	besides	between	among
--------	---------	---------	-------

1. The two brothers quarrelled ..... themselves.
2. Mini came and sat ..... the Kabuliwallah.
3. The four thieves shared the money ..... themselves.
4. I have three other pens ..... this.
5. .... advising them, he gave them money also.
6. A beggar was sitting ..... the temple gate.

### Grammar Activities

**Linkers** are the words that join two words, phrases or sentences. For e.g. *and, yet, so, nor, but, for, as, or.*

**Linkers** are also called conjunctions.

#### I. Fill in the blanks with **but/and/so**:

1. I can read \_\_\_\_\_ write English.
2. Nisha can swim \_\_\_\_\_ Rani can't.
3. Tom \_\_\_\_\_ Lucy came to my house.
4. He didn't work hard \_\_\_\_\_ he failed.
5. I have a bat \_\_\_\_\_ I don't have a ball.
6. It was a holiday \_\_\_\_\_ we did not go to school.

### Composition Activities

- I. Write a few lines about little Mini.
- II. What impression do you form of the Kabuliwallah from the story?





## LESSON 9

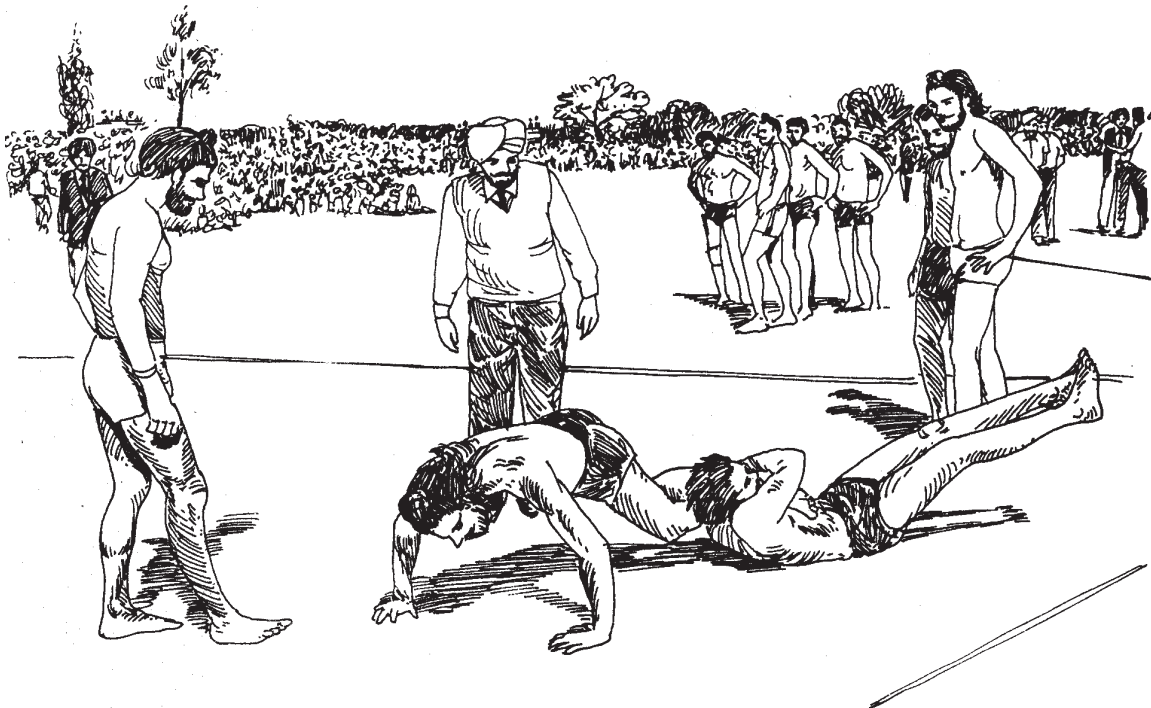
## GAMES FOR FUN

[Read the letter written by Jaswinder from Punjab to her penfriend Yana in Arunachal Pradesh.]

formed	member	breath	touched	visitor
wound	reel	fixed	lift	skill
frame	expert	oval	pasted	

Dear Yana

How are you? In your letter you had asked me to tell you about the games we play in our village. We play a number of games. I will tell you about two games that I like the most. We play these very often. One of them is **Kabaddi** and the other is **Patang Bazi** or kite-flying.



**Kabaddi** is played in a team. To play this game you need to be strong, able to hold your **breath**, and be very quick and fast on your feet.

Let me tell you more about this game. A line is drawn on the ground. Each team has five to ten or more players. The two opposing teams stand on

either side of this line. A **member** of one team crosses the line into the opposing camp, shouting ***Kabaddi, Kabaddi, Kabaddi***, holding his breath. If he is able to touch one or two persons while saying the word '***Kabaddi***' and holding his breath, the person **touched** is 'out' provided the **visitor** runs back to his side (holding his breath) safely without being caught. Then another member from his team goes out. But it may happen that the visitor is caught on the opposite side by the person who is touched, or by someone else in the other team. A team has to make all the members of the opposing team out to win the game. It is real fun playing this game and it can be played anywhere.



***Patang Bazi*** the other game I always love to play with my friends. In this game, people fly colourful ***patangs*** or kites in the air. Kite-flying needs great **skill** and pocket money. Kites are of many shapes, like some are square, some are rectangular, some are like two **ovals** joined together. Kites are made with fine paper. The kite paper is **pasted** with glue on to a **frame** made with sticks. A fine thread treated with powdered glass, is **fixed** to the kite, forming a triangle. This is joined to hundreds of yards of thread, also treated with powdered glass and **wound** around a reel. The thread on the **reel** remains in the hands of the

learner as the **expert** flies the kite. A good breeze **lifts** the kite higher and higher into the sky. It is fun to fly kites when there are many other kites in the sky. We try to cut each other's kites for fun. The more kites we cut the more fun we have. The best time to fly kites is in the month of August.

I hope you have enjoyed reading about these games. I would like to know about the games you like the best. I end with regards to your parents.

Your loving friend

**Jaswinder**

### GLOSSARY

*breath (n)* : the air that one takes in and lets out through the nose and mouth

He took a deep *breath* and jumped into the water.

*member (n)* : a person who belongs to a group, club or organisation

He is a *member* of the football team.

*touch (v)* : to put one's hand on or against something

Don't *touch* that pot; it is very hot.

*visitor (n)* : someone who visits a person or place

We had a *visitor* last night.

*skill (n)* : a special ability to do something well

He is a painter of great *skill*.

*oval (n)* : a shape like an egg

She has an *oval* face.

*paste (v)* : to stick something on to something else with paste

A notice was *pasted* on the door.

*frame (n)* : a piece of wood or metal round the edges of something

There was a photograph of his son in a silver *frame*.

- fix (v)* : to put something in place firmly  
He *fixed* a picture to the wall.
- wound (v)* : to twist something round something else  
She *wound* the rope around her arm.
- reel (n)* : a round thing on which thread, film, etc. can be wound  
A *reel* of thread was lying on the table.
- expert (n)* : a person who has special knowledge of something  
She is an *expert* in cookery.
- lift (v)* : to raise  
The breeze *lifted* the kite high in the sky.

## EXERCISES

### Comprehension Activities

#### I. Answer the questions briefly:

1. What qualities are needed to play Kabaddi?
2. When is a person out in the game, Kabaddi?
3. How many players are in a Kabaddi team?
4. What is 'Patang Bazi'?
5. What does kite-flying need?

#### II. Pick out suitable words from the lesson for the following expressions:

1. A shape like an egg .....
2. Someone who visits a person or place .....
3. Group of people playing together .....
4. A material used in window panes .....
5. An object on which thread is wound .....

#### III. Based on your reading of the chapter, complete the following sentences:

1. In Kabaddi a line is drawn .....
2. Kabaddi can be played .....

3. A Kabaddi player needs to be quick and fast .....
4. The kite paper is pasted on .....
5. A very long thread is .....
6. .... is needed to lift the kite higher.

**Vocabulary Activities**

Find the correct word and write it on the line:

draw	court	stands	referee
pitch	coach	whistle	spectator

1. This is where you can play cricket. *pitch*
2. This is where you can play basket ball . \_\_\_\_\_
3. This person controls matches in sports. \_\_\_\_\_
4. This is something that makes a loud noise. \_\_\_\_\_
5. This is a match in which neither side wins. \_\_\_\_\_
6. This is someone who watches a sports event. \_\_\_\_\_
7. This is where you sit or stand to watch a match. \_\_\_\_\_
8. This is someone who teaches you how to play a sport. \_\_\_\_\_

**Grammar Activities**

**A, an and the are called articles.**

- Words that begin with a consonant sound take *a* with them.
- Words that begin with a vowel sound take *an* with them.
- **Particular persons or things take *the* with them.**

<i>a</i> dog	<i>an</i> axe	<i>the</i> sun in <i>the</i> sky
<i>a</i> cat	<i>an</i> egg	<i>the</i> boat in <i>the</i> river
<i>a</i> book	<i>an</i> owl	<i>the</i> rider on <i>the</i> horse

**I. Fill in the blanks with a or an:**

1. I have \_\_\_\_\_ orange.
2. Kabaddi is played in \_\_\_\_\_ team.

3. \_\_\_\_\_ owl is \_\_\_\_\_ bird.
4. \_\_\_\_\_ eye has \_\_\_\_\_ lid.
5. \_\_\_\_\_ fly is \_\_\_\_\_ insect.
6. \_\_\_\_\_ apple is \_\_\_\_\_ fruit.
7. \_\_\_\_\_ cow is \_\_\_\_\_ animal.
8. \_\_\_\_\_ elephant has \_\_\_\_\_ trunk.

**II. Fill in the blanks with *a, an* or *the*:**

Sanjay lives in \_\_\_\_\_ small house. It is \_\_\_\_\_ old house, but Sanjay is very happy there. \_\_\_\_\_ house has \_\_\_\_\_ nice garden with \_\_\_\_\_ orange tree in \_\_\_\_\_ centre.

**Composition Activities**

- I. Write a few lines about the 'Value of Games in Life'.
- II. Write a letter to your friend about the cricket match played between the teams of your school and D.A.V School.



LESSON 10

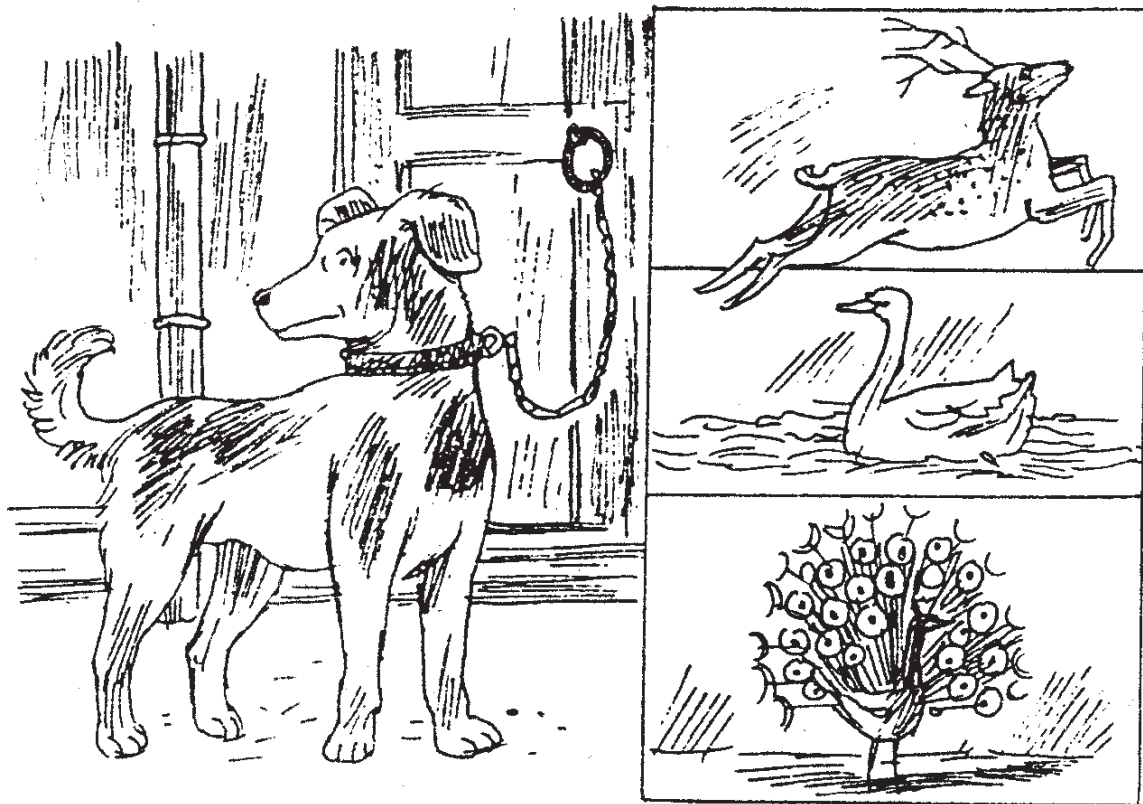
THE GIFT

blessings	special	faithful	weapon
desire	suffer	delighted	

A story goes that when God had **created** all the animals of the earth, He called them one by one to give His **blessings** and a **special** gift.

He gave the dog the gift of being **faithful**, the deer the gift to run fast, **grace** to the swan, a sharp eye to the owl and a beautiful tail to the peacock. To the elephant He gave strength and to the fox He gave **cunningness**.

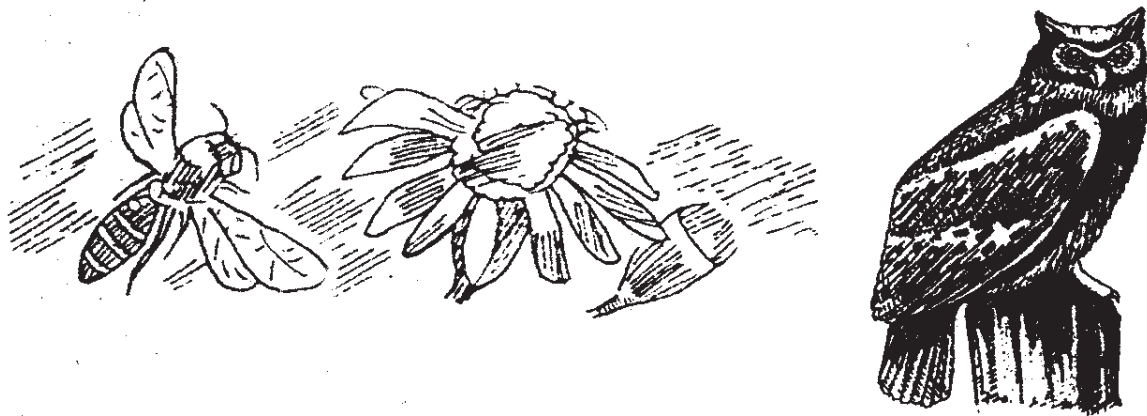
All the animals were happy with their gifts. But at the end of the day he heard the buzz of a bee. The little yellow bee sat on the shoulder of God. "What have you come for, my little one?" asked the Lord. "Do you want a gift too?"



The little bee **nodded** its head. The bee wanted a gift too. "What gift will you like from my **store**? Shall I give you lovely coloured wings or do you

want a red beak or a bushy tail or a **hump**?” The bee seemed not interested in any of these gifts. “O Lord,” said the bee, “I want none of these. Give me a weapon to kill with, just as you have given the lion, the tiger and the snake. All animals fear them.”

“You want a weapon of death, you foolish one?” The Lord was very displeased but he decided to grant the bee its **desire**.



“Alright! You shall have your gift.” He dipped his hand into his bag containing the gifts and drew out a tiny **sting**. “Take this,” He ordered. “It is a sting which will bring death when used.”

The bee was **delighted** and it began to circle around the Lord’s head. “Hurray! I have got what I wanted,” shouted the bee.

God said, “Do not be too **excited** as you have both **gained** and lost. Your sting will bring death to the one you sting but it will bring death to you too.” The bee could not **believe** what it heard. It had itself asked for trouble. Since that day and till today bees die the very moment they sting. The folly of the first bee has caused all the bees to **suffer**.

## GLOSSARY

- created* (v) : made something new  
God *created* the world.
- blessings* (n) : a gift from God that brings happiness or good fortune  
This rain is God’s *blessings* to the farmers.
- special* (adj) : not ordinary  
She’s a *special* friend of mine.



- faithful (adj)* : able to be trusted  
This servant is *faithful* to his master.
- grace (n)* : an attractive way of moving  
She dances with *grace*.
- cunningness (n)* : cleverness in cheating  
The fox got the crow's piece of meat by his *cunningness*.
- nod (v)* : to bend one's head forward and then up again to show that he or she agrees with someone  
She *noded* when I asked if she liked the film.
- store (n)* : things kept for future use  
This animal makes a *store* of nuts for the winter.
- hump (n)* : a large lump, e.g. on a camel's back  
The camel has a *hump* on its back.
- desire (n)* : a strong wish  
He has a *desire* for power.
- sting (n)* : the part of an insect that can hurt one by pricking his skin  
Rub ointment on to the bee *sting*.
- delighted (adj)* : very pleased  
We were *delighted* with the news.
- excited (adj)* : having strong feelings of enjoyment or pleasure  
She is very *excited* about going to a movie.
- gained (v)* : got something useful  
She has *gained* good experience in the job.
- believe (v)* : to think that something is true  
I don't *believe* the things you say.
- suffer (v)* : to be in pain or trouble  
He had an easy death; he didn't *suffer* much.

**EXERCISES**

**Comprehension Activities**

**I. Complete the following sentences to make them true:**

1. God gifted the dog with .....
2. He gave cunningness to .....
3. The bee asked for .....
4. God decided to grant the bee .....
5. As a gift from God, the bee got a .....

**II. Pick out the words from the story which mean :**

1. not ordinary *special*
2. that can be trusted \_\_\_\_\_
3. a strong wish \_\_\_\_\_
4. very happy \_\_\_\_\_
5. a large lump \_\_\_\_\_
6. to trust \_\_\_\_\_

**III. Who do you think would have said these words?**

1. 'Thank you God for my grace.'
2. 'Thank you God for my bushy tail.'
3. 'Thank you God for my sharp eyes.'
4. 'Thank you God for my legs that run so fast.'

**Vocabulary Activities**

**I. Complete each sentence with one of the given words and its opposite:**

cruel	love	old	true	wise
-------	------	-----	------	------

1. Your story is not .....; it is .....
2. We should not be ..... to the animals; we should be ..... to them.
3. You should ..... all and .....none.

4. A .....enemy is better than a ..... friend.
5. The ..... man lost his ..... son in an accident.

**II. All mothers love their babies. Find from the box a baby for each animal.**

kid	lamb	kitten	cub
piglet	puppy	chicken	duckling

1. A cat loves its .....
2. A pig loves its .....
3. A dog loves its .....
4. A hen loves its .....
5. A goat loves its .....
6. A tiger loves its .....
7. A duck loves its .....
8. A sheep loves its .....

**Grammar Activities**

**The Preposition** is a word or group of words often placed before a Noun or Pronoun to indicate place, direction, source, method etc.

In the room; towards the city; into the wall; by all means; beside me; to the market; between us etc.

**I. Fill in the blanks with suitable depositions:**

by	on	to	for	at	before	after	between
----	----	----	-----	----	--------	-------	---------

1. 'B' comes \_\_\_\_\_ A and C.
2. We go to school \_\_\_\_\_ bus.
3. Tuesday comes \_\_\_\_\_ Monday.
4. Put your books \_\_\_\_\_ the table.
5. November comes \_\_\_\_\_ December.
6. Come \_\_\_\_\_ 9:30 \_\_\_\_\_ Friday.

7. Wait \_\_\_\_\_ me \_\_\_\_\_ the bus stop.
8. We don't go \_\_\_\_\_ school \_\_\_\_\_ Sundays.

**II. Can you tell what this preposition is? The same can go on all these sentences:**

1. Is that your book \_\_\_\_\_ the table?
2. Write it \_\_\_\_\_ a piece of paper.
3. It is the shop \_\_\_\_\_ the left.
4. I saw some boys \_\_\_\_\_ bicycles.
5. The light's \_\_\_\_\_. Can you turn it off?
6. I heard the news \_\_\_\_\_ the radio.

**III. Fill in the blanks with suitable prepositions:**

1. He is going \_\_\_\_\_ the stairs.  
She is coming \_\_\_\_\_ the stairs.
2. We go \_\_\_\_\_ school at 9:30.  
We come back \_\_\_\_\_ school at 2:30.
3. He is sitting \_\_\_\_\_ the room.  
She went \_\_\_\_\_ the room.
4. Your book is lying \_\_\_\_\_ the table.  
The cat jumped \_\_\_\_\_ the wall.

**Composition Activities**

- I. Complete the story as you like: There was a man . He had a dog.  
One day .....
- II. Write a brief paragraph on 'A Visit to a Zoo'.



LESSON 11

**FIRE ! FIRE !**

dread	instruments	heap	enemy	flames
circuit	successful	spreading	cordoned	relief
trapped	ashes	control	site	

Fire is a thing which we need every day. Fire is also a thing we **dread**.

We need fire for cooking our food. We need fire for making tools, **instruments** and many other things of use. We can also use fire for heating our homes when it is cold. Indeed, fire is man's friend.

But we must keep fire under **control**. If we fail to do so, fire becomes a dreadful thing. Suppose, you throw a burning matchstick upon a **heap** of paper. What will happen? The heap of paper will soon be on fire and everything will start burning. Fire, not under control, is man's **enemy**.



Look at the picture. A building is on fire. The fire started because of a short **circuit**. Huge **flames** of fire can be seen coming out of each floor and there is black and thick smoke all around. People can be seen running with buckets full of water. They are trying to put out the fire. But are they **successful**? No.

The fire is **spreading** to other buildings around. Let's see what the people are saying to each other.

*Mr. Singh* : Mr. Sharma, would you please call the Fire Service on your telephone?

*Mr. Sharma* : I've already done so. A fire engine is on the way.

*Mr Singh* : I hope all the people living in the building have come out. The police have **cordoned** off the building. A large crowd has gathered at the **site**.

*Mr. Sharma* : Yes, some people have come out, but there are others who are **trapped** in the building.



*Mr. Singh* : Can you hear the sound of alarm bells? Oh yes, I can also see fire engines coming at full speed.

*Mr. Sharma* : What a **relief** !

*Mr. Singh* : The firemen are at their tasks. They can be seen using ladders to bring down the people who are trapped.

- Mr. Sharma* : The firemen are using hoses to spray water on the fire. Soon, the fire will be put out.
- Mr. Singh* : One of the buildings has been reduced to **ashes**. Everybody was happy that the fire has been controlled and the other buildings have been saved.
- Mr. Sharma* : Let us thank the firemen for the wonderful job they have done. Indeed, they have **risked** their lives to save the houses and the people.

The firemen feel happy. They get into the engines and drive away.

### GLOSSARY

- dread (v)* : to feel great fear about  
I *dread* to think what will happen if I fail in the examination.
- instruments (n)* : objects or tools used to help in work  
A compass and a thermometer are examples of *instruments*.
- control (a)* : the power to command, influence or direct  
The horse got out of *control* and the rider fell down.
- heap (n)* : a number of things put untidily on top of each other  
A *heap* of old clothes was lying in the corner.
- enemy (n)* : someone or something that is not friendly to a person and wants to harm him  
Hari has become my *enemy* because I did not help him in the examination.
- circuit (n)* : the complete circular path of an electric current  
A break in the *circuit* had caused the lights to go out.
- flame (a)* : a bright stream of burning gas that is seen in a fire  
The house was in *flames*.

- successful (adj)* : having done what one has tried to do  
She was *successful* in making a cake.
- spreading (v)* : moving over an area  
The fire was *spreading* fast.
- cordon off (v)* : to surround an area with a line of police  
We couldn't reach the place because the whole area was *cordoned off*.
- site (n)* : a place where a building is, was or will be built  
The *site* of the new hotel is by the sea.
- trapped (v)* : to be unable to escape  
She was *trapped* in the burning house.
- relief (n)* : a feeling of happiness after an unpleasant feeling  
I felt great *relief* when I heard I had passed the examination.
- ashes (n)* : the grey powder that is left after something has burnt  
The house was burnt to *ashes*.
- risk (v)* : to take a chance of something bad happening or losing something  
He *risked* his life when he saved the child from the fire.

## EXERCISES

### Comprehension Activities

#### I. Complete the following sentences:

1. Fire is a thing .....
2. We can use fire for .....
3. We must keep fire .....
4. Fire, not under control, is .....
5. Firemen risk their lives to .....



**II. Write T for True and F for False statements in the box.**

1. Mr. Singh called the fire service.
2. No one was trapped in the building.
3. Mr. Singh saw fire engines coming at slow speed.
4. The firemen used ropes to bring down the people.
5. The fire was controlled.

**III. Answer each question briefly:**

1. How do we use fire in our daily life?
2. What do we need to make tools and instruments?
3. What will happen if we throw a matchstick on a heap of paper?
4. What do the firemen do?

**Vocabulary Activities**

**I. Work in pairs and choose the correct words.**

1. They were (true/truth) friends.
2. He is a (miser/miserly) person.
3. No one was (trap/trapped) in the building.
4. The dog wanted a (piece/peace) of meat.
5. I keep a fast (one/once) a week.
6. John and Tony are (bitter/fast) friends.

**II. Complete the following sentences with words from the boxes. One is done for you.**

gardener	tailor
woodcutter	doctor
fireman	butcher

knife	hose
needle	hoe
thermometer	axe

uproot	cut
fell	sew
spray	take

1. A *gardener* uses a hoe to uproot weeds.
2. A \_\_\_\_\_ uses an \_\_\_\_\_ to \_\_\_\_\_ trees.

3. A \_\_\_\_\_ uses a \_\_\_\_\_ to \_\_\_\_\_ buttons.
4. A \_\_\_\_\_ uses a \_\_\_\_\_ to \_\_\_\_\_ meat.
5. A \_\_\_\_\_ uses a \_\_\_\_\_ to \_\_\_\_\_ your temperature.
6. A \_\_\_\_\_ uses a \_\_\_\_\_ to \_\_\_\_\_ water on the fire.

### Grammar Activities

**Parts of Speech** are the words which we use to express our thoughts. They are of 8 kinds.

1. Noun
2. Pronoun
3. Adjective
4. Verb
5. Adverb
6. Preposition
7. Conjunction
8. Interjection

### Note:

Strictly speaking, the interjection is not a part of speech. It is a mere sound. It is not connected with other words in the sentence. It stands by itself. It is thrown into a sentence to express some sudden or strong feeling of the mind; as :

Alas! She is dead.

Hurrah! We have won.

*(Knowledge about the other parts of speech has already been given in the previous chapters.)*

### I. Define the following and give three examples of each:

1. Noun
2. Verb
3. Adjective
4. Conjunction

5. Adverb
6. Preposition
7. Pronoun

**II. Name the parts of speech underlined in the following sentences:**

1. The boy ran after the ball.
2. Radha is a tall girl.
3. The lion killed the goat.
4. She worked hard but failed.
5. The boy was shouting loudly.
6. John hasn't come; he is ill.
7. He did not go to school.
8. Many boys were playing in the garden.
9. He has finished his homework.
10. Rani and Neha are good friends.

**III. Put a suitable word in each blank to match the part of speech indicated in the bracket**

1. The king lived in his \_\_\_\_\_. (noun)
2. Mrs. Verma took \_\_\_\_\_ son to school. (pronoun)
3. Mohan is a good \_\_\_\_\_ honest man. (conjunction)
4. The man had a sword \_\_\_\_\_ his hand. (preposition)
5. The \_\_\_\_\_ soldier fought for his country. (adjective)
6. I \_\_\_\_\_ to go to a film with my friends. (verb)
7. He drove the car very \_\_\_\_\_. (adverb)
8. He talked to me \_\_\_\_\_. (adverb)
9. Monkeys \_\_\_\_\_ in the trees. (verb)
10. These mangoes are very \_\_\_\_\_. (adjective)

**Composition Activities**

- I. Complete the following paragraph:

Last night I was sitting in my room with my brother. Suddenly we saw clouds of smoke .....

- II. Write about any five safety measures to prevent the fire.



LESSON 12

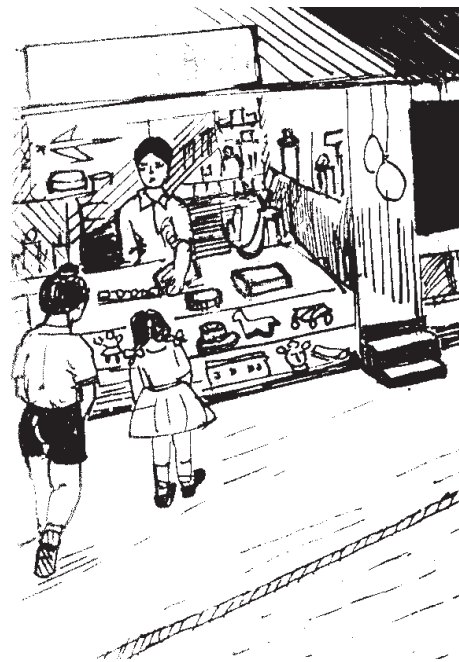
## CONVERSATION

### I. Inviting a friend

- Ali* : I live near the market. You must visit my place.  
*Ravi* : I surely will. Thanks a lot for the invitation.  
*Ali* : Bye. Nice knowing you.

### II. Going shopping

- Raj* : Could you help me, please ?  
*Shopkeeper* : Certainly.  
*Raj* : Thank you.  
*Shopkeeper* : What can I get you?  
*Raj* : A black shoe polish.  
*Rani* : Excuse me please, where are the pens?  
*Shopkeeper* : They are in the second row. Let me help you.  
*Rani* : How much do the two pens cost?  
*Shopkeeper* : The price is written on them. They cost ₹ 10 each.  
*Rani* : Thank you.



### III. Asking the Time

- Miki* : Excuse me, please. Could you tell me the time?  
*Mini* : Certainly. It is ten o'clock.  
*Miki* : Thank you.  
*Ravi* : Do you know what time it is now, please?

- Aman* : No, I'm really very sorry, I don't have a watch.
- Rama* : Could you tell me the time, please ?
- Radha* : It's about eleven-thirty.
- Rama* : Thanks a lot.
- Radha* : At what time do you come to school?
- Rama* : At 8:30 in the morning.
- Radha* : At what time does the school get over?
- Rama* : At 3 o'clock in the afternoon.
- Ajay* : What time is the next bus, please ?
- Anil* : It leaves at 5.30 p.m.
- Ajay* : Is there any bus after 10 p.m. ?
- Anil* : The last bus leaves at 10.30 p.m.
- Ajay* : Thanks a lot for the information.

#### IV. Talking on the Phone



Hello, is it 543061 ?

Hello, Harpreet,  
It's Simi.

I am fine, thanks.  
How are you?

Will I see you  
on Saturday?

Good. See you  
then. Bye !



Yes, it is.

Hello, Simi !  
How are you?

I'm very well.  
Thank you.

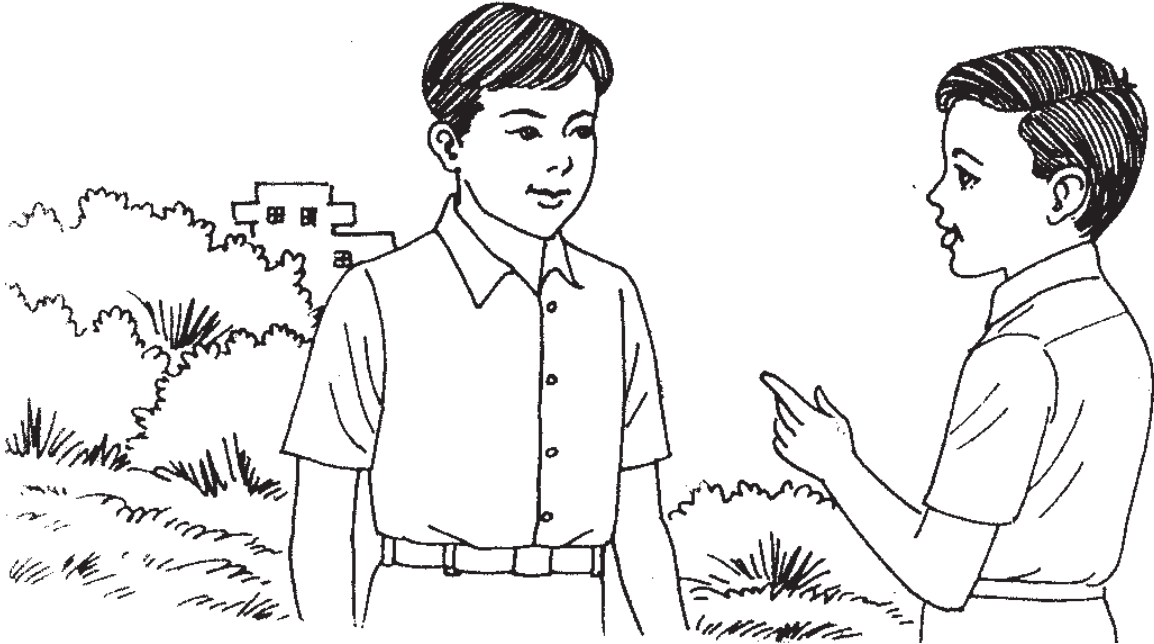
Yes, of  
course.

Thanks for  
calling.  
Good-bye !

### V. Making friends

*Ali* : Hello ! I'm Ali. What's your name?

*Ravi* : Hello ! My name's Ravi. I'm ten years old.



*Ali* : I'm ten, too. Do you play cricket?

*Ravi* : Not very well. I'm fond of football.

*Ali* : Oh, good ! Will you help me with my homework?

*Ravi* : Of course I will. Come to me during the break.

*Ali* : Thanks. I'll help you play cricket.

*Ravi* : That will be great. Thank you !

*Ali* : Where do you live ?

*Ravi* : I live near the school and Ali, where do you live ?

*Ali* : I live in the school hostel.

### EXERCISES

#### Comprehension Activities

##### I. Answer each question briefly:

1. Where does Ali live?
2. What does Raj want to buy?

3. What does Miki ask Mini?
4. At what time does Rama come to school?
5. What does Ajay ask Anil?

**II. Fill in the blanks with suitable words from the chapter :**

1. Rani asks the shopkeeper about the .....
2. Rani wants to buy ..... pens.
3. Ali invites ..... to come to his house.
4. Ravi is fond of .....
5. Ali asks Ravi to help him with his .....

**Vocabulary Activities**

**I. Words formed by joining two words are called compound words; as**

foot + ball = football

goal + post = goalpost

arm + chair = armchair

- Now match these words to make compound words:

- |           |         |
|-----------|---------|
| 1. home   | box     |
| 2. hair   | fast    |
| 3. dog    | cloth   |
| 4. time   | mate    |
| 5. class  | work    |
| 6. table  | brush   |
| 7. head   | house   |
| 8. tooth  | master  |
| 9. break  | dresser |
| 10. match | table   |



**II. Read the following three rules for making -ly words:**

Rule 1: Just add *-ly* as in *quiet – quietly*.

Rule 2: Drop the *-y* and add *-ily* as in *angry – angrily*.

Rule 3: Drop the *-le* and add *-ly* as in *gentle – gently*.

- Now change these words into -ly words and list them under the right headings:

dirty	lucky	able	easy
brave	proud	happy	certain
double	sudden	suitable	single

Rule 1

Rule 2

Rule 3

*bravely*

*dirtyly*

*\_ably\_*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Grammar Activities**

**Present and Past**

Present Continuous  $\longrightarrow$  is/am/are +  $V_1$ ing

Past Continuous  $\longrightarrow$  was/were +  $V_1$ ing

**I. Transform the following sentences into Past Continuous:**

1. She *is singing* a song.

*She was singing a song*\_\_\_\_\_

2. Meera *is washing* the clothes.

\_\_\_\_\_

3. I *am going* to school.

\_\_\_\_\_

4. Who *is knocking* at the door?

\_\_\_\_\_

5. You *are building* a new house.

\_\_\_\_\_

**II. Transform the following sentences into Present Continuous:**

1. I *was telling* a story.

I am telling a story \_\_\_\_\_

2. She *was teaching* a story.

\_\_\_\_\_

3. They *were insulting* me.

\_\_\_\_\_

4. Ram *was digging* the ground.

\_\_\_\_\_

5. You *were closing* your shop.

\_\_\_\_\_

**Composition Activities**

**I. Complete the following conversation:**

A : ..... birthday.

B : Congratulations.

A : Thank you. Please ..... My mother has got a big cake for me.

B : ..... is the party?

A : At our house, at six ..... I have invited .....

B : So we'll all ..... together.

A : You are right. But please do come.

B : I'll .....

A : Thank you.

II. Suppose you are Amit. Your father was suffering from fever today in the morning. You had to take him to the doctor. So you got late for the school. Your teacher asked you the reason for coming late. Write the conversation between you and your teacher.



## (i) NIGHT

Learn the poem :



The sun that shines all day so bright,  
I wonder where it goes at night,  
He sinks behind a distant hill,  
And all the world grows dark and still.

And then I go to bed and sleep,  
Until the day begins to peep,  
And when my eyes unclose I see,  
The sun is shining down on me.

While we are fast asleep in bed,  
The sun must go I've heard it said,  
To other countries far away,  
To make them warm and bright and gay.

I do not know, but hope the sun,  
When all his nightly work is done,  
Will not forget to come again,  
And wake me through the windowpane.

**EXERCISES**

**Comprehension Activities**

**I. Find the rhyming pairs of words in the poem. Give two more words for each pair.**

- |    |               |              |              |              |
|----|---------------|--------------|--------------|--------------|
| 1. | <i>bright</i> | <i>night</i> | <i>sight</i> | <i>fight</i> |
| 2. | <i>hill</i>   | _____        | _____        | _____        |
| 3. | _____         | _____        | _____        | _____        |
| 4. | _____         | _____        | _____        | _____        |
| 5. | _____         | _____        | _____        | _____        |
| 6. | _____         | _____        | _____        | _____        |
| 7. | _____         | _____        | _____        | _____        |
| 8. | _____         | _____        | _____        | _____        |

**II. Choose the correct option to complete the following sentences :**

- At night the sun sinks behind .....  
(a) a distant hill                      (b) tall trees
- When the world grows dark and still, the speaker in the poem goes .....  
(a) to play                                  (b) to bed
- The sun goes to ..... when we are fast asleep  
(a) the countries in our neighbourhood  
(b) other countries far away
- The sun ..... to come again after doing all its nightly work.  
(a) always forgets                      (b) never forgets

**Vocabulary Activities**

I. Find from the poem that are the antonyms of :

<i>dull</i>	day	now	close	up
<i>bright</i>	_____	_____	_____	_____
near	cool	remember	go	
_____	_____	_____	_____	

**Grammar Activities**

**Sentences**

Affirmative	She is sleeping.
Negative	She is not sleeping. She isn't sleeping.
Interrogative	Is she sleeping?
Negative	Interrogative Is she not sleeping? Isn't she sleeping?

Rewrite each of the sentences as shown above:

1. I am reading.
2. You are eating.
3. We are playing.
4. She was telling lies.
5. The birds are singing.
6. The girls were dancing.

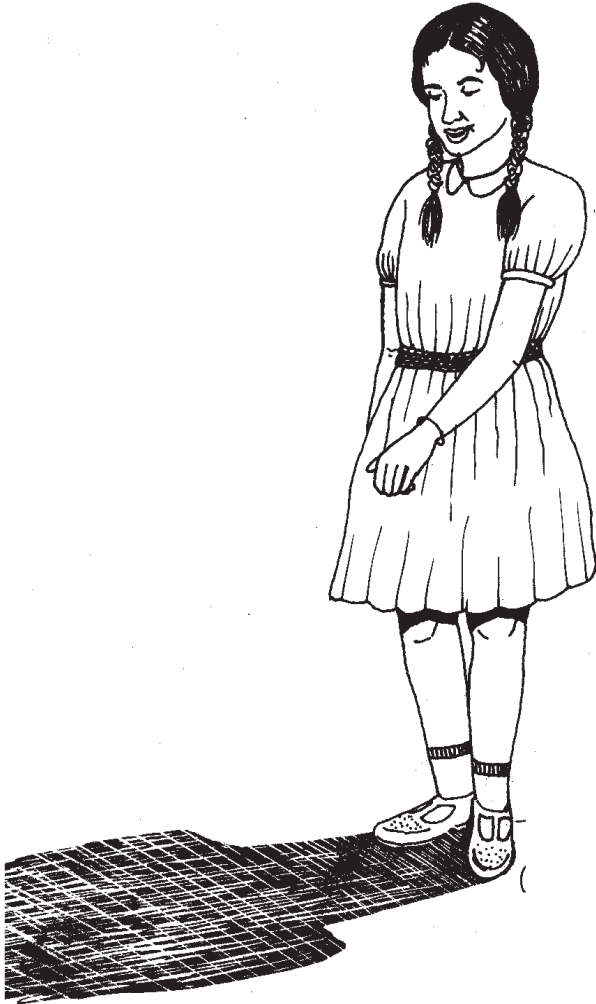
**Composition Activities**

Write a brief paragraph about the sun, the source of heat and light.



## (ii) MY SHADOW

Learn the poem :



I have a little shadow,  
That goes in and out with me,  
And what can be the use of him  
Is more than I can see.  
He is very, very like me,  
From the heels up to the head,  
And I can see him jump before me,  
When I jump into my bed.

The funniest thing about him,  
Is the way he likes to grow,  
Not at all like proper children,  
Which is always very slow.  
For he sometimes shoots up taller,  
Like an Indian rubberball,  
And he sometimes gets so little  
That there's none of him at all.

### EXERCISES

#### Comprehension Activities

##### I. Answer each question briefly:

1. What does the shadow do when the child goes out?
2. How is the shadow unlike normal children?
3. How does the shadow look like?

4. What similarity does the child notice about herself and her shadow?
5. What funny thing does the child notice about her shadow?

**II. Find from the poem all the pairs of rhyming words:**

1. *me*                      *see*
2.    \_\_\_                      \_\_\_
3.    \_\_\_                      \_\_\_
4.    \_\_\_                      \_\_\_

**Vocabulary Activities**

Put these words in the right boxes.

- |        |          |        |          |        |         |
|--------|----------|--------|----------|--------|---------|
| slow   | largest  | better | deepest  | colder | fastest |
| rich   | sweetest | more   | nearer   | little | easier  |
| taller | best     | young  | funniest | fat    | long    |

high	higher	highest

**Grammar Activities**

A *noun* is the name of a person, place or thing. For e.g. Neha, Delhi, girl, table, player, rose etc.

A *pronoun* is a word we can use in place of a noun.

The girl is running.      ('Girl' is a noun)

She is running.          ('She' is a pronoun)



Learn the plural and singular forms of the following pronouns:

Singular	Plural	Singular	Plural
I	we	she	they
my	our	her	their
me	us	hers	theirs
mine	ours	it	they
you	you	its	their
your	your	myself	ourselves
yours	yours	yourself	yourselves
he	they	himself	themselves
his	their	herself	themselves
him	them	itself	themselves

Rewrite each sentence in the plural:

- I am a student.  
*We are students.*\_\_\_\_\_
- She is a nurse.  
\_\_\_\_\_
- He is a doctor.  
\_\_\_\_\_
- It is a parrot.  
\_\_\_\_\_
- This is my book.  
\_\_\_\_\_
- That is his ball.  
\_\_\_\_\_
- This is her doll.  
\_\_\_\_\_

8. I am your friend.

-----

9. She is my teacher.

-----

10. This book is mine.

-----

### Composition Activities

Write a few sentences about the house in which you live. Also write who lives with you in this house.



### (iii) THE BLIND BEGGAR

#### Learn the poem :

Each morning as I go to school,  
If I am not too late,  
I stand to watch the beggar man  
Beside the temple gate.  
He always sits in that same place,  
He has nowhere to live,  
He sits and clanks his begging bowl,  
And cries for all to give.  
I must not poke the beggar man,  
I must not mock his cry,  
He has no friends to keep him good  
And tidy that is why,  
He cannot see the city domes  
And clean blue sky behind;  
He cannot see me stand, because  
That beggar man is blind.  
And though his voice is hoarse and loud  
And though he cannot see,  
God loves that poor old beggar man,  
As much as he loves me.



#### EXERCISES

#### Comprehension Activities

#### I. Complete these sentences:

1. Every morning the beggar sits .....
2. Sitting near the temple gate he clanks .....

3. He can't see the city domes and blue sky because .....
4. His voice is .....
5. The beggar is also loved by .....

**II. Find all the rhyming pairs of words in this poem:**

1. *late*                      *gate*
2. \_\_\_\_\_                      \_\_\_\_\_
3. \_\_\_\_\_                      \_\_\_\_\_
4. \_\_\_\_\_                      \_\_\_\_\_
5. \_\_\_\_\_                      \_\_\_\_\_

**Vocabulary Activities**

**Find from the poem the opposites of the following words:**

1. early                      *late*\_\_
2. sit                              \_\_\_\_\_
3. never                         \_\_\_\_\_
4. everywhere                \_\_\_\_\_
5. untidy                        \_\_\_\_\_
6. hates                         \_\_\_\_\_

**Grammar Activities**

**I. Write the past form of these words:**

1. go                              went\_\_\_\_\_
2. stand                         \_\_\_\_\_
3. clank                         \_\_\_\_\_
4. keep                         \_\_\_\_\_
5. love                         \_\_\_\_\_
6. move                         \_\_\_\_\_
7. beg                             \_\_\_\_\_
8. feel                             \_\_\_\_\_

**II. Fill in the blanks with the past form of words from the box:**

brush	enjoy	reach	sit	have
-------	-------	-------	-----	------

1. The beggar always \_\_\_\_\_ near the temple gate.
2. I \_\_\_\_\_ no friends.
3. We \_\_\_\_\_ the party last night.
4. I \_\_\_\_\_ my teeth two times yesterday.
5. Last night they \_\_\_\_\_ home very late.

**Composition Activities**

Write a brief paragraph on 'An Indian Beggar'.

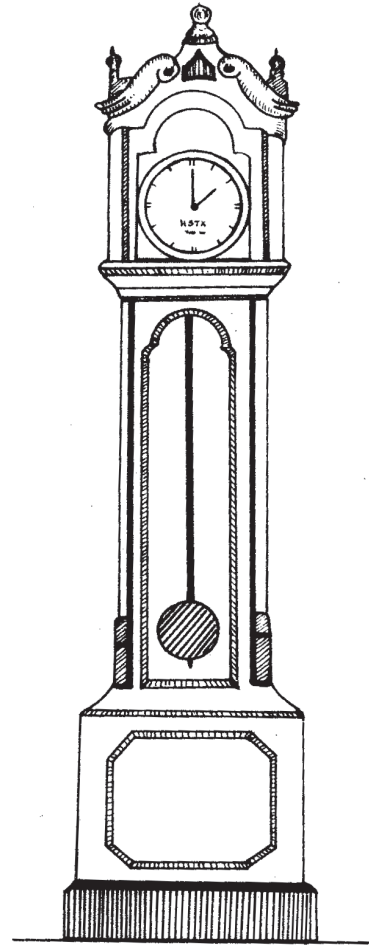


## (iv) THE CLOCK

### Learn the poem :

There is a neat little clock  
In the school room it stands  
And it points to the time  
With its two little hands.

And may we like the clock  
Keep our face clean and bright,  
With hands ever ready  
To do what is right.



### UNDERSTANDING THE POEM :

1. Where is the clock?
2. How does it point out the time?
3. What should our hands be ready for?

## EXERCISES

### Comprehension Activities

#### I. Complete the following sentences to make them true:

1. The clock is in .....
2. It has two .....
3. With its hands, it .....
4. Like the clock our hands should be ready for .....

## II. Give the rhyming words of the poem.

### Vocabulary Activities

Some words have similar sounds but different meanings:

right	write
-------	-------

two	too
-----	-----

dear	deer
------	------

### Choose the correct word for each sentence:

1. We (see/sea) with our eyes.  
The (see/sea) was very deep.
2. Don't (waste/waist) your time.  
She has a thin (waste/waist).
3. Glass (brakes/ breaks) easily.  
My bike has no (brakes/breaks).
4. A (week/weak) has seven days.  
The old man was very (week/weak).
5. I don't eat (meet/meat).  
Please (meet/meat) me at the station.

### Grammar Activities

**An Adverb** usually qualifies a verb. It tells us when, where or how the action of a verb takes place, as-

1. She came here yesterday. (when?)
2. Look! It is raining outside. (where?)
3. The boy was shouting loudly. (how?)

### Choose a suitable adverb for each blank:

fastly	slowly	angrily	outside	brightly
--------	--------	---------	---------	----------

1. He talked to me \_\_\_\_\_.
2. The sun was shining \_\_\_\_\_.

3. The train was running \_\_\_\_\_.
4. Put this coat \_\_\_\_\_ in the sun.
5. The old man was walking \_\_\_\_\_.

### Composition Activities

Suppose you are Manav Singh. You live at 15 model Town, Ludhiana. Your uncle sent you a beautiful watch on your birthday. Write a letter to your uncle thanking him for the birthday present.





## (v) WHO HAS SEEN THE WIND ?

Learn the poem :

Who has seen the wind ?  
Neither I nor you :  
But when the leaves hang trembling  
The wind is passing through.



Who has seen the wind?  
Neither you nor I :  
But when the trees bow down their heads  
The wind is passing by.

O Wind, why do you never rest,  
Wandering, whistling to and fro,  
Bringing rain out of the west,  
From the dim north bringing snow?

**EXERCISES**

**Comprehension Activities**

**I. Answer each question briefly.**

1. Has anyone seen the wind?
2. How do we know the wind is passing by ?
3. Which lines tell you what the wind brings from the west and from the north?

**Choose words from the poem and complete the following sentences:**

1. Neither you nor I have .....
2. The wind brings ..... the south.
3. The wind brings ..... the west.
4. The wind is always ..... and .....
5. Trees bow down their ..... when the ..... is passing.

**Vocabulary Activities**

**Find the rhyming words in the poem. Give two more words for each pair.**

1. *you*\_\_      *through*      *\_who\_*      *\_too\_*
2. \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_
3. \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_
4. \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

**Grammar Activities**

**Present and Past**

Present Simple                       $V_1$  or  $V_1 + s/es$

Past Simple                               $V_2$

In *Present Simple* tense we use  $V_1$  with plural subjects (I, we, you, they etc) and  $V_1 + s/es$  with singular subjects (He, she, it etc).

**For example-**

They go to school.

She reads a poem.

**I. Transform the following sentences into Past Simple:**

1. She *tells* lies.

*She told lies* \_\_\_\_\_

2. You *drive* very fast.

-----

3. Birds *fly* to their nests.

-----

4. The peon *rings* the bell.

-----

5. The boys *make* a noise.

-----

**II. Transform the following sentences into present simple:**

1. Anu *came* late daily.

Anu comes late daily \_\_\_\_\_

2. They *quarrelled* with each other.

-----

3. I *borrowed* a book from my friend.

-----

4. He always *helped* me.

-----

5. We *bought* new pens.

-----

**Composition Activities**

- Write a brief paragraph on 'A Rainy Day'.



LEARN YOUR ENGLISH SERIES

# ENGLISH READER

Textbook

for

Class VI



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## FOREWORD

Punjab School Education Board has always been engaged in an endeavour to ensure the dissemination of quality education and information to the students of the state. English is both a national and an international language. It is therefore important that our students do not lag behind in the matter of proficiency in English language at any level or in any field. The Board is, therefore, constantly engaged in revising and updating the teaching materials to be used in the schools of Punjab. English, as is well known, is a compulsory subject from class 1 onwards. The present book is a part of the series of textbooks in English prepared under the direction of Mrs. Amreeta Gill, Director Academics (retired), Punjab School Education Board. The book has been prepared by Ms. Sushmita Malik, revised and edited by Ms. Surabhi Jaikwal, Lecturer in English, Punjab School Education Board, S.A.S. Nagar and vetted by Dr. D.V. Jindal. It is hoped that the book revised as per the recommendations of NCF 2005 and Punjab Curriculum Framework, 2013 will go a long way in helping our students to develop deep interest in the language and use it in daily life with confidence. An attempt has been made to base the books on the functional use of the language, taking care of pedagogical needs of the children. An attempt has also been made to revise the content in such a manner that it becomes interesting, graded and controlled at all levels.

We would gratefully welcome comments and suggestions from teachers, experts and users of the book for any further improvement.

CHAIRPERSON

Punjab School Education Board

## GUIDELINES FOR THE TEACHER

- (1) Conversation : It is not enough for children to be able to read and write English. They should be encouraged to speak in English. Encourage them to use greetings/courtesies they have already learnt. They should be able to answer general questions regarding themselves and follow instructions given in English. These activities should form a part of the daily class routine.
- (2) Children should be encouraged to read aloud. It will build their confidence. They should also be encouraged to listen to the news in English as well as read any newspaper or magazine in English for better comprehension.
- (3) All the new and difficult words appear in a box in the beginning of every lesson. Help the children to learn to pronounce these after you. Tell them the meanings of these words in Punjabi/Hindi, if needed. These words can be given for dictation or for making sentences.
- (4) Difficult words in each lesson appear in bold print. A **glossary** has been provided after the lesson giving the meanings of the difficult words and the same used in sentences.
- (5) All Indian words such as *kurta*, *Sajjan*, *Sarai*, *Kabbadi*, etc. appear in italics.
- (6) A separate grammar book has been introduced from this class to take care of **grammatical items**.

– Subject Expert

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