

Pru  quest

# English

A Communicative,  
Integrated-Skills Course

6

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Pruquest  
English

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# Pruquest English

A Communicative, Integrated-Skills Course

## Coursebook

6



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# Preface

**PruQuest English** is a communicative course that has been designed keeping in mind the increasingly dynamic role of the English language in today's world. The course incorporates original stories and poems that are based on the themes listed in the *National Curriculum Framework*. The stories and poems offer a diversity that celebrates the heterogeneity of a modern classroom. These components cover a variety of topics – from situations that the learner may face in everyday life to issues pertaining to social justice – which have been dealt with in a child-friendly manner.

The course is learner-centric and has been designed keeping in mind that not everyone learns in the same manner. The mind retains only what it comprehends. Therefore, learning needs to and does engage different sensory modalities. As learning is a multi-sensorial experience and every learner has a distinct way of learning, Multiple Intelligences forms one of the basic principles of the course.

The acquisition of language takes place effectively in a context that is meaningful and conducive to apprehension. Therefore, the components as well as the examples in exercises contextualise language in natural settings so that the focus is on communication. This leads to the acquisition of English much in the same way as that of the learner's first language.

The course offers graded grammar to the learners with the functional approach as its basis. The vocabulary sections of the course have been designed to equip the learners with the functional knowledge of the language. Each chapter ends with listening and speaking sections to help the learner and the teacher assess to what extent the skills covered in the chapter have been acquired by the learner.

One retains what one has learnt only when one is doing something that engages one's interest. Hence, as a distinctive feature, this series introduces two characters that have been created to appeal to children and to reflect their world. Learners join Mike and Sammy in different settings that help bring about spontaneity in the grasping and absorbing of language. The course also makes sure that appropriate educative messages are consistently sent across to children to help in their overall development as functioning, productive members of the society.

The learner, as well as the educator, has the opportunity to exploit the course on multiple levels:

- **Multiple Intelligences:** The course offers a variety in the components, which have been designed keeping in mind the different modalities that the learners may use to acquire language.
- **Higher-Order Thinking Skills (HOTS):** The questions pertaining to higher-order thinking skills persuade the learners to think beyond the text, which helps them learn how to discern and focus on the profundity beneath the superficial.
- **Life Skills:** The questions pertaining to life skills enable and, more importantly, empower the learners to apply the heuristic messages of the text to their own lives and the world around them.
- **Speaking and Listening:** The primary objective of a language course is to equip learners with a functional knowledge of the language. The assessment of the speaking and listening skills becomes specially important in an ESL context. The task of speaking and listening in the chapters are complemented by additional speaking and listening tasks at the end of the book, all of which act as instruments for the teacher to analyse the language-learning abilities of the learners.

*PruQuest English* is a complete course that comprises the following major components for every grade:

- A coursebook
- A workbook for further practice and assessment

- A literature reader to further encourage the students to read and also to introduce them to different types of literature in conjunction with the coursebook
- A teacher manual (includes lesson plans, answer keys, listening and speaking text)
- A digital component

The digital component of the course adds a valuable dimension to the process of learning.

**Teachers' CD:** The teachers' CD contains an ebook, a test generator and the voice-overs of the poems, songs, phonics and words in the glossary.

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# Key Elements

**MI icons:** The Multiple Intelligence icons at the beginning of every chapter tell the learner and teacher which primary intelligence(s) the chapter makes use of.

**Reading Passage:** The reading passage, which may be a story, a play, a biography or the like, offers functional language in contexts to which the learner can relate.

**Precursor:** A comic strip featuring Sammy and Mike at the beginning of every chapter captures the learners' interest and establishes a connect with them.

## 5 Making Money

It's not easy to make money. I have new-found respect for my parents. I look around my room, and I see all the toys, the books, the laptop and lots of other things that I've got, and I'm filled with **gratitude**. No lies. You may ask how I came to realise something that every adult is **woefully** aware of. Well, it all started on a summer's day when I asked my mother for some money to go out with friends.

'Ma, I need some money,' I said, pulling on my jacket.

'Didn't you get your pocket money last week? Where has it gone?' she asked.

'I spent it.'

'Spent it? All of it?' She frowned at me. 'How did you spend all of it within a week? It was supposed to last you a month!'

'I wanted to buy some comics, Ma,' I said, looking at my watch. I knew Karan would be waiting for me.

'You bought comics worth your entire month's pocket money?' she said, **incredulously**. 'How many did you buy?'

At that point, I knew the conversation was going nowhere and that I was not going to get any money from her. So with a sigh, I told her I was going to meet Karan. I said goodbye and **trudged** over to Karan's house. Karan **relayed** a similar conversation between him and his mother, telling me how she had also firmly refused to **top up** his pocket money.

**gratitude:** thankfulness  
**woefully:** in a manner showing sadness  
**incredulously:** in a manner that shows surprise and disbelief  
**trudged:** walked with heavy steps  
**relayed:** repeated  
**top up:** refill or add to something

**Reading 1:** This section offers a set of questions to test the reading comprehension of the learner.

**Grammar:** The section uses the functional approach, and uses exemplars to illustrate the usage before defining the structures and rules.

**Examples** show the rule in use.

**Reading 2:** This section has deeper-reading questions to make the learners realise what the real take-away from the text is and how to apply it to their own lives.

own money. I'll wait until I've grown up. For now, keeping my budget in check is a hard enough task, and I think I'll just concentrate on that from now on.



- (1) Why did the narrator decide to start his own business?
- (2) With whom did he start his business?
- (3) What business did they decide to do?
- (4) Why was the business not a success?
- (5) What lesson did the boys learn?



- (1) Why do you think the narrator and his friend thought that making money would be easy?
- (2) How do you spend your pocket money? Do you save any of it, or do you spend it all? Discuss it with a partner.



### Reflexive and Intensive Pronouns

Let's recall what we learnt about reflexive pronouns in the last grade.

Reflexive pronouns are pronouns that refer back to the subject.

**Example:** I love *myself*.

Here *myself* is the reflexive pronoun that refers to the subject *I*.

Now read this sentence:

I *myself* made the cake.

In this sentence, *myself* is an intensive pronoun.

Intensive pronouns are pronouns that are used to add emphasis to a statement. They are usually written right after the subject. An intensive pronoun can be removed without altering the meaning of the statement.

Examples: The king *himself* appeared on the balcony.  
 The king appeared on the balcony.

*Myself, ourselves, himself, herself, yourself, yourselves, themselves and itself* are reflexive as well as intensive pronouns. Reflexive and intensive pronouns are identical twins, but, as we have seen, they aren't used in quite the same way. Their usage determines their type.

**Say whether the sentences below use reflexive (R) or intensive (I) pronouns.**

- (1) We asked ourselves whether we were confident of it.
- (2) Although everyone thought she knew that, she herself was surprised by the announcement.
- (3) She made herself at home.
- (4) Even though the trap may have helped, the cat itself caught the mouse.
- (5) I find it funny that he likes looking at himself in the mirror for hours.
- (6) She made herself a sandwich.

**Grammar functions, structures and rules are clearly presented in boxes.**

**Writing:** As well as building upon it, the section enables the learners to apply what has been learnt in the earlier sections.



**Writing**

Use *myself, ourselves, himself, herself, yourself, yourselves, themselves* and *itself* in sentences as both reflexive and intensive pronouns. Remember the difference between the two types of pronouns.



**Vocabulary**

**Latin and Greek Roots of Words**

The English language adopted words from many other languages. Latin root words along with affixes (prefixes and suffixes) can be used to form new and different words.

**Example:** *aud* Latin for 'to hear'  
*aud* + *-ible* = audible (able to be heard)  
*in-* + *aud* + *-ible* = inaudible (not able to be heard)

Below are a few root words. Make three different words from each one using affixes. Use a dictionary for help.

- (1) verb (word) .....  
.....
- (2) trans (across, beyond, through) .....  
.....
- (3) micro (very small) .....  
.....

- (4) jud (law) .....  
.....
- (5) port (carry) .....  
.....



**Speaking**

Look up the words that you formed in the previous section. Read them aloud. Find out where the stress falls: on the root word or on the affix.



**Vocabulary:** The section has language-in-use as its basis to build the learner's vocabulary through use rather than memorisation of rules.

**Speaking:** This section has a productive activity that combines the elements learnt in the chapter with the learner's own experiences.

- (c) My uncle will be in town next Thursday. His army ..... is posted close by.
- (d) I just received Ananya's birthday ..... I will buy a nice gift for her.
- (e) Rama has drawn beautiful sketches in his art ..... The teacher complimented him on them.



**Listening**

Listen to this conversation between the narrator's brother, Chintu, and her little sister, Pinky. Pay close attention to the dialogue. Then complete the exercises which follow.

(1) Write each sentence in the correct box.

- I want to watch cartoons.
- I want to watch the basketball match.
- And I like chocolates.
- No, I don't like chocolates.
- But don't forget your promise.
- I like vanilla ice cream.
- Can I have the remote now, please?
- We will go together, I promise.

**Chintu**

.....

.....

.....

**Pinky**

.....

.....

.....

**Listening:** This section helps the learners put grammar in context and apply what has been learnt to understand speech.

### Model Test Paper

#### Unseen Comprehension

Read the story and answer the questions below.

#### The Early Home

The first place that I can well remember was a large pleasant meadow with a pond of clear water in it. Some shady trees leaned over it, and rushes and water-lilies grew at the deep end. Over the hedge on one side we looked into a ploughed field, and on the other we looked over a gate at our master's house, which stood by the roadside; at the top of the meadow was a grove of fir trees, and at the bottom a running brook overhung by a steep bank.

While I was young I lived upon my mother's milk, as I could not eat grass. In the daytime, I ran by her side, and at night I lay down close by her. When it was hot we used to stand by the pond in the shade of the trees, and when it was cold, we had a nice warm shed near the grove.

As soon as I was old enough to eat grass, my mother used to go out to work in the daytime and come back in the evening.

There were six young colts in the meadow besides me; they were older than I was—some were nearly as large as grown-up horses. I used to run with them and had great fun. We used to gallop all together round and round the field as hard as we could go. Sometimes we had rather rough play, for they would frequently bite and kick as well as gallop.

One day, when there was a good deal of kicking, my mother whinnied to me to come to her, and then she said:

*I wish you to pay attention to what I am going to say to you. The colts who live here are very good colts, but they are cart-horse colts, and of course they have not learned manners. You have been well-bred and well born; your father has a great name in these parts, and your grandfather won the cup two years at the Newmarket races; your grandmother had the sweetest temper of any horse I ever knew, and I think you have never seen me kick or bite. I hope you will grow up gentle*

172

The model test paper gives the teacher an evaluative tool to gauge the learners' academic achievement at the end of the designated instructional period.

The additional tasks of speaking and listening act as instruments for the teacher to analyse the language-learning abilities of the learners.

#### Speaking and Listening Practice in the Classroom

- (1) Imagine you were poolside during your swimming class and you noticed that one of the new students did not know how to swim well. As the new student is struggling to learn swimming, you see a bunch of kids laughing at him or her.  
Sit in groups of six and discuss how you would feel and react to the situation.
- (2) *With freedom comes responsibility.*  
Do you agree with this statement? Sit in groups of four and discuss it with examples. Each student should give at least two examples to prove that freedom is not without responsibilities and that we have to be responsible.  
*Example: We have the freedom to express how we feel about anything or anyone, but it is our responsibility to make sure that our words never hurt anyone.*
- (3) *Give a man a fish and you feed him for a day; teach a man to fish, and you feed him for a lifetime.*  
Which of the two do you think is a better solution – helping a needy with money or teaching the needy so that he/she can earn a livelihood?  
Get in pairs and discuss the topic.
- (4) Sit in groups of eight and conduct an interview. One of the students, posing as the interviewee, can act as a celebrity (actor/actress/sportsperson). Make sure whichever celebrity you are playing, you gather enough information about him/her before the interview.  
Another student can be the interviewer and prepare questions.  
The rest can become the audience and ask questions in between.
- (5) Organise a *Make Everyone Laugh Day*. Work in groups of four, and write a funny poem. Share your poem with all the sections of the grade.  
Let everyone vote for the funniest poem. Let's see which group wins!

179

# Icons

in PruQuest English

## Multiple Intelligences



Naturalist Intelligence ('Nature Smart')

Musical Intelligence ('Musical Smart')



Logical–Mathematical Intelligence  
(‘Number/Reasoning Smart’)

Existential Intelligence



Interpersonal Intelligence ('People Smart')

Kinaesthetic Intelligence ('Body Smart')



Linguistic Intelligence ('Word Smart')

Intra-personal Intelligence ('Self Smart')



Spatial Intelligence ('Picture Smart')

## Other Icons

Audio



CD



# Characters

in PruQuest English



S  
A  
M  
M  
Y

Meet Sammy. She has a keen mind and is curious about the world. She is best friends with Mike.

Relaxed and laidback, Mike is Sammy's best friend. Together, they will take you on a journey through this series.

M  
I  
K  
E



H  
A  
B  
O

This is Habo. Naughty yet sweet, the cute panda will introduce you to different sections and accompany you on your journey.



# Acknowledgements

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## Detailed Contents

Unit	Theme	Chapter Name	Reading	Grammar	Vocabulary	Writing	Speaking	Listening	Activity
<b>1</b>	<b>Self, Family, Home, Pets, Neighbourhood and Community at Large</b>	Strange Illness of The Farmer's Wife	A story about a farmer's lazy wife who runs from responsibilities	Types of clauses – revision	Collocations – noun–noun	Email – revision	Present your autobiography		
		Afternoons Full of Life	A story about childhood memories	Simple, compound and complex sentences	Collocations – noun–noun	Writing a formal email	Talk about negotiation	Listen to a conversation and complete the exercise	
		God Lifts You Up	God helps those who help themselves			Write an email to God and express your feelings			
		Army Brat	A story about an army brat	Pronoun–antecedent agreement	Prefixes – <i>sub-</i> , <i>non-</i>	Interview transcription	Conduct an interview	Conduct an interview	
		Making Money	A story about making money	Reflexive and intensive pronouns	Latin and Greek roots of words	Write sentences using reflexive and intensive pronouns	Find out where the stress lies		
<b>2</b>	<b>Travel and Tourism Mass Media</b>	A Bird Came Down the Walk	A poem about a bird that came down the walk			Interview transcription – revision	Conduct an interview	Conduct an interview	
		Dwarves of the Drumble Forest	A story about a treasure hunt	Future perfect tense	Analogies	Writing a short story	Narrate a story	Listen to a poem and answer the questions	
		The Yellow Lake	A story about a golden palace underneath a lake	Auxiliaries and modals – revision	Idioms and adages	Writing a short story	Narrate a story with the help of props		
<b>3</b>	<b>Adventure and Imagination Sports</b>	Chequered Battlefield	A poem about chess	Colon					Organise a chess championship in your class

Unit	Theme	Chapter	Reading	Grammar	Vocabulary	Writing	Speaking	Listening	Activity
4	<b>Science and Technology</b> <b>Health</b> <b>Issues Relating to Adolescence</b>	From the Farm to the Plate	A story about crops	Future continuous tense		Writing an itinerary	Talk about your project <i>From the Farm to the Plate</i>	Wastage of food	
		A Friend in Need	It's OK to say <i>no</i>		Formal and informal language Punctuating addresses	Writing an itinerary	Speak about the statement 'Half of the troubles of this life can be traced to saying yes too quickly and not saying <i>no</i> soon enough.'	Positive and negative effects of electronic devices and gadgets	
		Rocks: Igneous, Sedimentary and Metamorphic	A poem about different types of rocks	Types of adjectives Order of adjectives			Describe things using adjectives and ask your partner to guess them		
		The Way of the World	A poem about the contrast between happiness and sadness		Reported speech or indirect speech	Writing an acrostic poem			
		Dr Anandibai Joshee	A story about India's first female doctor	Future perfect continuous tense	Shades of meaning	Using imagery in poems	Poetry performance	Poetry performance	
5	<b>The Nation (diversity, heritage)</b> <b>The World (India's Neighbours, Other Countries)</b>	Lifelong Fan	A story about effective ways of teaching a language	Hypens in compound adjectives	Words with multiple meanings Clichés	Avoiding clichés when writing a poem	Read out the poem in front of the class	Listen to some information about the band <i>Queen</i> and state true or false	



Unit	Theme	Chapter	Reading	Grammar	Vocabulary	Writing	Speaking	Listening	Activity
6	Art and Culture + Peace and Harmony	Compassion or Aggression – What Wins in the End?	A story about two kings who decide to settle their dispute	Transitive and intransitive verbs	Figures of speech	Formal letter writing	Listen to a poem and share your views	Talk about your views after listening to a poem	
		A Secret Unearthed	A story about Vikings	Adjectives vs adverbs		Informal letter writing	Listen to a poem about Vikings	Answer the questions after listening to a poem	
		Ozymandias	Nothing lasts in the face of time and nature	Adjectives vs adverbs – revision	Figures of speech – revision				
<b>Model Test Paper</b>									
<b>Speaking and Listening Practice in the Classroom</b>									

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# Contents

## Unit

1



2



3



4



5



6



## Chapter

## Page No.

- |   |                                                    |     |
|---|----------------------------------------------------|-----|
| ① | Strange Illness of the Farmer's Wife               | 2   |
| ② | Afternoons Full of Life                            | 13  |
| ③ | God Lifts You Up (Poem)                            | 24  |
| ④ | Army Brat                                          | 30  |
| ⑤ | Making Money                                       | 40  |
| ⑥ | A Bird Came Down the Walk (Poem)                   | 50  |
| ⑦ | Dwarves of the Drumble Forest                      | 56  |
| ⑧ | The Yellow Lake                                    | 69  |
| ⑨ | Chequered Battlefield (Poem)                       | 84  |
| ⑩ | From the Farm to the Plate                         | 90  |
| ⑪ | A friend in Need                                   | 100 |
| ⑫ | Rocks: Igneous, Sedimentary and Metamorphic (Poem) | 112 |
| ⑬ | The Way of the World (Poem)                        | 122 |
| ⑭ | Dr Anandibai Joshee                                | 129 |
| ⑮ | Lifelong Fan                                       | 138 |
| ⑯ | Compassion or Aggression – What Wins in the End?   | 150 |
| ⑰ | A Secret Unearthed                                 | 161 |
| ⑱ | Ozymandias (Poem)                                  | 168 |
|   | Model Test Paper                                   | 172 |
|   | Speaking and Listening Practice in the Classroom   | 178 |

# UNIT

# 1

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1

# Strange Illness of the Farmer's Wife

I have a pain in my leg. I can't go to school.

Mike, why aren't you ready? We'll be late for school.



Who's she?

Don't act like the farmer's lazy wife.

She's a folk tale character who liked to stay in bed all day.



Once there was a farmer who lived in a small hut with his wife. He **toiled** all day in the fields. His wife, who had a **sluggish** disposition, did not want to do any work. Every morning she would spread dry leaves on her bed and then cover them with a bed sheet. When the farmer asked for food, she would roll on the bed and say, 'Oh! My bones are so weak. They make this cracking noise every time I move.' The poor farmer had to prepare food himself. He also did all the household chores, not wanting to trouble his wife because he felt that she was feeling poorly and needed rest.



As soon as the farmer left for the field, his wife would get up and make a delicious meal for herself, **savouring** the food as she ate alone. Then she would return to bed for another nap before getting up again later in the day to eat. In the evening before the farmer returned home, his wife repeated the same trick and pretended to be too weak to get out of bed. The farmer prepared the evening meal, brought it on a tray to his wife and then washed up all the dishes. An old lady lived near the farmer's house. She was very kind and intelligent. One day she met the farmer on his way back home.

'Why do you look so tired?' she asked him.

'My wife is very weak,' said the farmer sadly. 'Her bones make a cracking noise every time she moves in the bed. Even though I have to work both in the field and in the house, I don't mind.'

The old woman said that she would come to visit the man's wife and try to help her get better. Later that afternoon, she went to visit the farmer's wife. Just as she was about to knock on the door, she heard loud singing. 'That doesn't sound like somebody who is very ill,' the old woman thought suspiciously, as she peeped through the window. She saw the

**toiled:** worked very hard

**sluggish:** without any energy

**savouring:** enjoying something, especially food or drink

farmer's wife sitting at the table eating *pooris* and *kheer*. She did not look weak at all. The old woman returned home without meeting the farmer's wife.

Early next morning, when the old woman was returning from the market, she saw the farmer's wife collecting dry leaves.

'That's strange,' the old woman thought suspiciously. 'Why does she collect dry leaves every morning?' she wondered. The old woman followed the farmer's wife. She was confused to see the farmer's wife spreading the dry leaves on her mattress before covering it with a bed sheet. The old woman could see that the farmer was still fast asleep on a small cot. She stayed there for a while to see what would happen next. As soon as the farmer woke up, his wife started rolling on the bed, moaning, 'Oh! My bones are so weak. They make this cracking noise every time I move.' The poor farmer prepared breakfast, cleaned the house and then left for the field.

That evening when the farmer was returning home, the old woman stopped him. 'I saw your wife,' she said to the farmer. 'She looked very weak.' She handed the farmer a small brown bottle of medicine. 'Give her this medicine twice a day. Remember she has to drink a whole glass in one dose,' she said.

The farmer looked at the dark, inky liquid. 'It is a little bitter and she might refuse to drink it,' the old woman continued. 'Do not listen to her if you want her to get healthy. I will give you one bottle every evening.'

When the farmer arrived home, he told his wife that he had brought medicine for her. He poured a glass of the thick, inky liquid for her. His wife took the glass and looked at it curiously.

'Drink it,' said the farmer. 'It will make you better.'

His wife had no choice but to drink the medicine. As soon as she took a sip, she started to vomit.

'What is this?' she gasped, hardly able to talk.



'It's so bitter. I cannot drink it!' But the farmer did not listen to her. He made her drink the entire contents of the glass.

The next day, the farmer gave the medicine to his wife again, emptying the last of the liquid into the glass. When his wife saw that the bottle was empty she thought to herself, 'Thank God I won't have to take any more of that vile medicine!' That afternoon she again prepared a **sumptuous** meal for herself and enjoyed it alone.

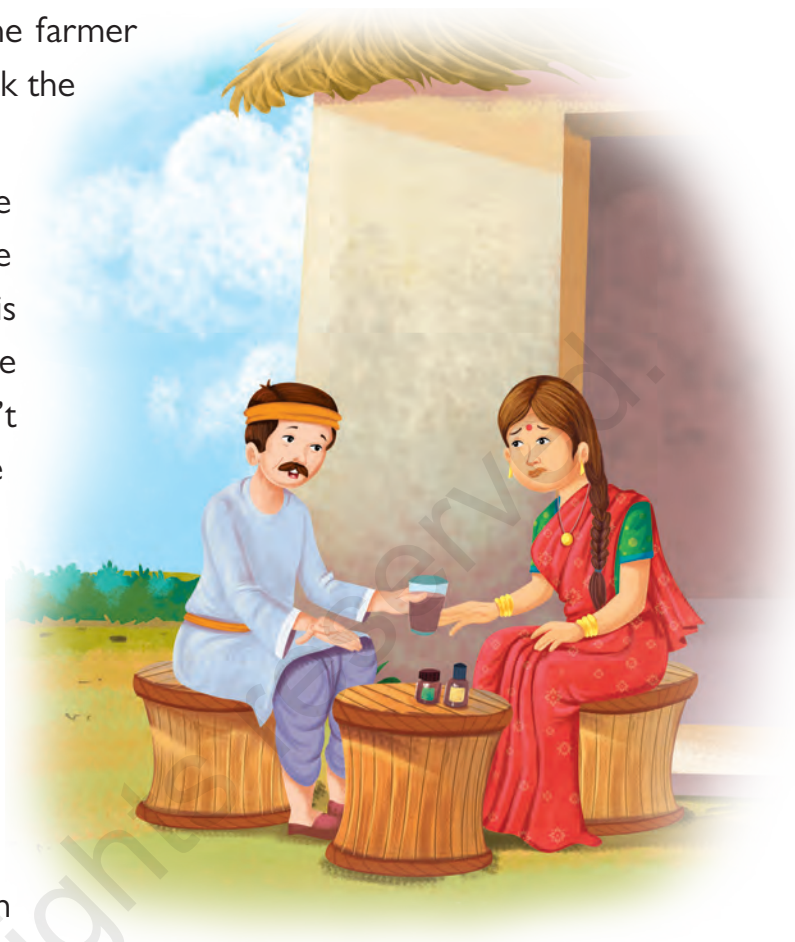
When the farmer arrived home in the evening, he was carrying another bottle of medicine. 'The old woman has sent some more medicine for you,' he said.

When his wife saw the dark bottle in the farmer's hand, she was **petrified**. The

farmer poured her a glass and gave it to her. This time the medicine was even more bitter and spicy. She took a sip and vomited. She could not bear to take another drop.

'I am healthy! I am healthy!' she shouted. 'I am not weak. I was lying so that I would not have to do any work.'

Even though the farmer was shocked to hear that his wife had been lying to him, he did not utter a word of **recrimination** but just went to bed and slept. The farmer's wife sat for a long time with her head in her hands. She had learnt a lesson. She realised what a good husband she had because, even after hearing the truth, he had not got angry or said any **spiteful** things.



**sumptuous:** lavish

**petrified:** terrified

**recrimination:** accusation

**spiteful:** mean and cruel

The next morning when the farmer awoke, he saw that the house was sparkling and his wife had already prepared a tasty breakfast for him. She apologised for her mistake. The farmer forgave his wife.

That evening the farmer visited the old woman.

‘Does your wife need any more medicine?’ she asked.

The farmer smiled at her. ‘My wife is healthy now,’ he said. ‘Thank you so much for all your help.’ He then walked back to his home with a spring in his step. As he came close to the house, a delicious smell **wafted** towards him. He walked into the gleaming house. As he sat at the scrubbed wooden table, the farmer thought, ‘That old woman is very wise. I’m glad I met her.’

**wafted:** floated, especially an aroma or a smell



### Reading 1

- (1) Why did the farmer’s wife pretend to be ill?
- (2) What trick did she use to convince the farmer that she felt weak?
- (3) What did the old woman see when she reached the farmer’s house?
- (4) What did the old woman give the farmer?
- (5) What happened when the farmer gave the medicine to his wife the second time?
- (6) How did the farmer feel when he was told the truth?
- (7) Why do you think the farmer’s wife changed her ways?



### Reading 2

Do you think it is good to avoid our responsibilities? Have you ever made an excuse to get out of doing something? How did you feel? Discuss it with a partner. Summarise your points and write them down.



## Grammar

### Types of Clauses – Let's Recall

You have already learnt independent and dependent clauses in grade 5. Let us learn more about types of clauses.

#### INDEPENDENT CLAUSES

Subject + Verb = Complete Sentence

**Examples:** The wind blew.

The door closed.

We can combine two independent clauses using coordinating conjunctions such as *and*, *but*, *or* and *so*.

**Example:** The wind blew, and the door closed.

#### DEPENDENT CLAUSES

Subordinating Conjunction + Subject + Verb

= Incomplete Meaning

Whenever you open the door

Subordinating Conjunction

Subject

Verb

This is a subordinate clause because it cannot stand alone as a complete sentence. We have to combine a subordinate clause with a main clause in order to have a complete sentence that makes sense.

**Example:** Whenever you open the door, the cat comes in.

Subordinate clauses or dependent clauses are further divided into three types:

Types of Subordinate Clauses	Subordinating Conjunctions	Examples
<p>Noun Clauses</p> <p><b>A noun clause is a subordinate (dependent) clause which functions as a noun in the sentence.</b></p>	<p>Noun clauses begin with words such as <i>what, where, why, how, where, when, who, whom, which, whose, whether, that, if.</i></p>	<ul style="list-style-type: none"> <li>• I think <u>that</u> I will get admission to that college. (<i>'That' is the word that introduces the noun clause.</i>)</li> <li>• <u>Whoever</u> sent us this gift forgot to write his name. (<i>'Whoever' is the word that introduces the noun clause.</i>)</li> </ul>
<p>Adjective Clauses</p> <p><b>An adjective clause is a subordinate clause used to modify a noun or a pronoun in the main clause.</b></p>	<p>Adjective clauses start with a pronoun, such as <i>who, whom, that</i> or <i>which</i>, or an adverb such as <i>when, where</i> and <i>why</i>.</p>	<ul style="list-style-type: none"> <li>• Is he the boy <u>whom</u> you helped yesterday? (<i>'Whom' relates to the boy.</i>)</li> <li>• The pen <u>that</u> he bought was not good. (<i>'That' relates to the pen.</i>)</li> </ul>
<p>Adverb Clause</p> <p><b>An adverb clause is a subordinate clause used to describe a verb, adjective or adverb in the main clause.</b></p> <p><b>An adverb clause tells us when, where, why, how, to what extent or how much about the word it modifies.</b></p>	<p>An adverb clause is introduced by a subordinating conjunction.</p> <p><b>time:</b> <i>when, before, after, until, since, as soon as</i></p> <p><b>place:</b> <i>where, wherever</i></p> <p><b>cause:</b> <i>because, as, since</i></p> <p><b>purpose:</b> <i>so that, in order to</i></p> <p><b>result:</b> <i>such ... that, so ... that</i></p> <p><b>condition:</b> <i>unless, if</i></p> <p><b>concession:</b> <i>although, even though</i></p>	<ul style="list-style-type: none"> <li>• <u>Before</u> he went out to play, he had a sandwich and a glass of milk.</li> <li>• He travelled <u>wherever</u> he wanted to.</li> <li>• She left early <u>because</u> she was not feeling well.</li> <li>• Hina turned off the lights <u>so that</u> she could sleep peacefully.</li> <li>• Hina dressed <u>so</u> nicely <u>that</u> everyone admired her.</li> <li>• You can't succeed <u>unless</u> you work hard.</li> <li>• <u>Although</u> he is an intelligent student, he did not score well this time.</li> </ul>

**(1) Underline the adjective, noun or adverb clause in each of the sentences below. Circle the word it describes.**

- (a) There is the dress that I would like to buy.
- (b) Take a walk until lunch is ready.
- (c) I can swim better than Geeta can.
- (d) I knew that the box was behind the wardrobe.
- (e) Over there is the hospital that my father built.
- (f) Who your ancestors were makes no difference to me.
- (g) I think that I am not late for class.
- (h) Anu took a nap after her children went out to play.
- (i) Whoever stays with us will be assured of comfortable rooms.
- (j) Phone me when you arrive in Delhi.
- (k) Is this the gift that you were expecting?
- (l) Although I have never eaten a pie, I will try one today.

**(2) Form two sentences for each of the dependent words below, putting the dependent clause at the beginning of one sentence and at the end of the other.**

**Example:** When you go to school, you must work hard.  
You must work hard when you go to school.

When the dependent clause comes first, a comma comes after it.

(a) after

.....  
.....

(b) because

.....  
.....

(c) although

.....  
.....

(d) if

.....  
.....

(e) while

.....  
.....



### Noun–Noun Collocations

A collocation is a word or phrase that is often used with another word or phrase in a way that sounds correct and natural to a native speaker. For example, the phrase *package holiday* is a collocation.

Read the sentences below.

My uncle gave me a *chocolate bar*.

The salesman gave his *visiting card* to the manager.

The highlighted words above are examples of noun–noun collocations.

### Complete each sentence using a noun–noun collocation.

- (1) Radha opened her ..... It was full of toys.
- (2) She had a horse with beautiful .....
- (3) The ..... in the bathroom had a crack in its lid.

- (4) He noted all the details of the meeting on a .....
- (5) Sam did not attend your brother's wedding because you forgot to send him an .....
- (6) My friends are waiting for me at the .....
- (7) He has sent the money through a ..... to his mother.
- (8) Why can't you keep your shoes in the .....
- (9) We have bought a new ..... for our living room.
- (10) A few men are having hot tea at the .....



## Listening



**Listen to the story carefully and answer the questions which follow.**

- (1) Where did the old woman live?
- (2) Why did the old woman want to save money?
- (3) Find a word in the passage which means 'motivated' or 'encouraged'.
- (4) What did the old woman do to encourage the hen to lay more eggs?
- (5) Do you think the woman was greedy? Give reasons for your answer.



## Writing

### **Email Revision**

**Imagine that you are the farmer's wife. You really felt guilty about the way you had behaved. You are so thankful that your husband forgave you and was not cross, even after he found out the truth. Write an email to a friend, sharing how your husband's forgiving nature has made you a better person.**

To	
Cc	
Subject	

Dear Lakshmi,

.....

.....

.....

.....

.....

.....

.....

.....

.....

Lots of love

Urmila



Life in rural villages is very different from life in a big city. There is ample greenery and beautiful landscapes, and people tend to lead a simple life. Talk to your parents and grandparents to learn more about life in villages. Share what you have learned with the class.



# 2

## Afternoons Full of Life

You know, Mike, my cousins are very naughty. Still, they are great fun to be with.



You are right, Sammy. No matter how much we fight with our cousins, we still love them.

Just like the narrator of the story I am going to tell you now.



My elder brother, Chintu, my younger sister, Pinky, and I spent every summer vacation at our grandmother's house. Nani lived in a small town in Uttar Pradesh. The house was very big. It had a large verandah that we loved playing on. Every afternoon we'd normally play hide-and-seek. The terraces of all the six houses in the same row were connected. So we actually had a large space to explore. We could move from one



terrace to the next because the partitions between the houses were very narrow. In the evening, we would play cricket or football on the verandah. There was a small playschool close to my Nani's house that was closed for the summer break. Its gate was small enough for us to **clamber** over. Sometimes we would climb over the gate and sit inside, telling each other stories or role-playing teacher and students. Night-time was so much fun. We'd all sleep on the terrace, staring up at the night sky, trying to count as many twinkling stars as possible. My Nanaji used to buy the sweetest mangoes for us every day. We would count the mangoes and then split them evenly amongst us.



I have two uncles. My first uncle has a son and a daughter, Tushar and Mickey. They are older than me, and it was an unwritten rule that I was supposed to agree with everything they said. My second uncle has two sons, Shanky and Ashu.

**clamber:** climb using both hands and feet, usually with much difficulty

They are younger than me, so they were supposed to agree with everything I said. So, as you can imagine, with seven children in the house, every day was quite eventful.

Tushar bhaiya was the eldest and the naughtiest of us all. I remember that one afternoon, he and my brother let the air out of the tyres of my uncle's scooter. Just as my uncle was about to leave for work, he noticed that the tyres were deflated. All seven of us had to line up, and each one of us was asked to tell the truth. Pinky, Ashu, Shanky and I did not know who had let the air out, and Mickey didi, Chintu and Tushar bhaiya, of course, did not utter a single word. They were united in their guilt.



Finally, my Nanaji looked at Chintu and said, 'Whoever tells me who did this will get a chocolate.' Chintu loved chocolates, and this promise was enough to **lure** him.

'Tushar bhaiya did it,' he blurted out. 'I let the air out of one tyre but only because Tushar bhaiya forced me!' He sprinted to Nanaji and hid behind him for cover.

Tushar bhaiya was shocked. He hadn't expected Chintu to reveal the name of the culprit.



As a punishment no mangoes were given to Tushar bhaiya that day. However, Chintu was still Tushar bhaiya's favourite, and so he was forgiven the moment he **surreptitiously** passed half of his mangoes to Tushar bhaiya.

A Muslim family lived in the house next to my Nani's house. There were four girls and two boys in the family along with their parents and grandparents. Their grandma sometimes cooked

**lure:** tempt

**surreptitiously:** stealthily

food on the terrace. She would set up a *chulaah*, a kind of stove made from clay. The aroma of her food was amazing. Being **exceptionally inquisitive**, I loved to stand there and look at her as she **marinated** chicken. She made large chapattis that were different from the ones my mom used to cook. Later I learned that those chapattis are called 'roomali rotis'. Once, on her granddaughter's birthday, she invited us to dinner. Her food tasted even better than I could ever have imagined.



During the summer, days are longer, and because of this, Naniji, my mother and my aunts tried to make all seven of us sleep for at least an hour or two during the day. They did not have much success with it. The moment we noticed that they had fallen asleep, we would sneak out of the room one by one. Any of the children who had actually fallen asleep would be woken up. Then we'd all creep stealthily into the kitchen to make sandwiches and orange drinks. Everything was done without making a sound. However, our making no noise did not mean we made no mess. Once our little adventure in the kitchen was over, it looked as if a small but strong tsunami had hit the place. Every day my mother or my aunts would clean up after us, while we got scolded by our grandmother. But every day we would smile and hug Naniji, and every day she would forgive us.

We were surprised each year by how fast the summer vacation flew by. We have such fond memories of the days we all spent together in Naniji's house, and they will always hold a very special place in our lives.



**exceptionally:** unusually

**inquisitive:** curious; eager to know more

**marinated:** soaked in a mixture of ingredients such as oil, spices and juices



## Reading 1

- (1) How did the narrator and her cousins spend their days at their grandmother's place?
- (2) Why were the narrator and her cousins made to line up one day?
- (3) Why did Tushar bhaiya forgive Chintu so easily?
- (4) How did Naniji's neighbours sometimes prepare food?
- (5) When did the narrator get a chance to taste her neighbour's food? Did she like the food? Find the statement in the story that supports your answer.
- (6) Describe the afternoon escapades of the narrator and her cousins.



## Reading 2

- (1) Do you think the children should have let the air out of their uncle's scooter tyres? What do you think the consequences of doing something like this could be? Discuss with a partner.
- (2) How do you spend your afternoons during vacation when everyone, except you, is sleeping? Do you sneak into the kitchen to make something for yourself? Make a list in your notebook of all the things you do.



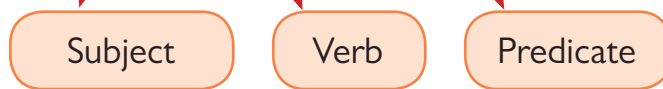
## Grammar

### Simple, Compound and Complex Sentences

#### SIMPLE SENTENCES

A simple sentence contains a subject and a verb. We can say it consists of an independent clause.

**Example:** The cat jumped over the fence.



**It may have a compound subject:** The cat and the rabbit jumped.

**It may have a compound verb:** The cat ran and jumped.

**It may even have a compound verb and a compound subject:** The cat and the rabbit ran and jumped, respectively.

Here are a few more examples of simple sentences.

My sister cleaned and polished her shoes.

The cheetah runs very fast.

The students and the teachers read and wrote stories together.

## COMPOUND SENTENCES

A compound sentence has two independent clauses. We can also say that a compound sentence contains two simple sentences connected to each other with a coordinating conjunction.

**Example:** She spoke to me in Spanish, but I responded in English.

To form a compound sentence, two simple sentences are joined by the following:

- A comma followed by a coordinating conjunction (*and, but, or, nor, for, yet, so*).  
Example: She brought sandwiches for me, and I ate a few
- A semicolon. Example: The cat ran; the rabbit jumped.
- A comma, but only when the simple sentences are being treated as items in a series. Example: The cat ran, the mouse jumped, and the rabbit hopped.

## COMPLEX SENTENCE

A complex sentence contains one independent clause and one or more dependent clauses.

**Example:** When the guard opened the door, the thief tried to escape.

↓  
*Dependent clause*

↓  
*independent clause*

We use a comma after a dependent clause to introduce an independent clause.

Now read the sentence below.

The thief tried to escape when the guard opened the door.

A few more examples are as follows:

Anita ate pancakes as she read her book.

If you want to go, I'll drive you there.

His brother was out playing while he cleaned his room.

**(I) State whether the sentences below are simple, compound or complex sentences.**

(a) When I was eating, my friend came in.

Simple

Compound

Complex

(b) The barber cuts hair.

Simple

Compound

Complex

(c) The car stopped, but nobody stepped out.

Simple

Compound

Complex

(d) If he comes, he will have tea first.

Simple

Compound

Complex

(e) I am not going to the party.

Simple

Compound

Complex

(f) She offered to help when I was in need.

Simple

Compound

Complex

(g) Before I copied the answer, I asked for my teacher's permission.

Simple

Compound

Complex

**(2) Join the two simple sentences to form a compound sentence using a coordinating conjunction.**

(a) Make sure to call. You will have to wait at the bus stop for an hour.

.....  
.....

(b) I can paint a picture. I can sing a song.

.....  
.....

(c) Anuja likes basketball. Pratiksha likes football.

.....  
.....

(d) I have a hundred rupees. I still can't afford that new game.

.....  
.....

(e) You can have vanilla ice cream. You can have chocolate ice cream.

.....  
.....



**Noun–Noun Collocations**

**Complete the noun–noun collocations in the following sentences:**

- (a) I love reading books. There are many interesting books on my book .....
- (b) My grandma is particular about the kind of tea ..... she uses to brew her tea.

- (c) My uncle will be in town next Thursday. His army ..... is posted close by.
- (d) I just received Ananya's birthday ..... I will buy a nice gift for her.
- (e) Rama has drawn beautiful sketches in his art ..... The teacher complimented him on them.



**Listening**



Listen to this conversation between the narrator's brother, Chintu, and her little sister, Pinky. Pay close attention to the dialogue. Then complete the exercises which follow.

(I) Write each sentence in the correct box.

I want to watch cartoons.

I want to watch the basketball match.

And I like chocolates.

No, I don't like chocolates.

But don't forget your promise.

I like vanilla ice cream.

Can I have the remote now, please?

We will go together, I promise.

**Chintu**

.....

.....

.....

.....

**Pinky**

.....

.....

.....

.....

(2) Who do you think is smarter: Pinky or Chintu? Give a reason for your answer.

.....

.....



The listening skills exercise that we have just completed shows Pinky's negotiation skills. Negotiating means bargaining. We should never confuse negotiation with getting everything according to our wishes. Negotiation involves finding a solution with which both parties are satisfied and have their needs fulfilled.

**Think of various things that lead to conflict between you and your siblings or friends. For example, there might be conflict about what game to play, what food to order or what place to visit. Decide on one such issue. Discuss it with a partner. Then complete the table, finishing by outlining a solution to the problem.**

	Who is the conflict between?	What do they want?	What are the reasons for their demands and their needs?	What could each party do to get what they want?
Party 1				
Party 2				





# 3

## God Lifts You Up



I was the one who prayed all days,  
And felt with me God always stays,  
I asked God, 'How will I know you are with me?'  
He said, 'On sand beside yours my footsteps you'll see.'  
Every time I walked on the sands,  
I saw that with me my God stands.

Then came bad times as bad as could be,  
During that time my brothers left me.  
I walked on sand and saw His feet,  
I was calm, knowing all odds I could beat.

Then times got even harsher than ever,  
No hope, all trust I lost forever,  
This time on sand I walked till noon,  
No footsteps I saw, I was all alone.

I said to God, 'So you have left me now?'  
I wanted to fight but didn't know how.  
Again time passed, I struggled and worked.  
Was happy but felt more trouble lurked.

I walked on sand and saw His feet,  
I shouted aloud, 'You are a cheat.  
You left me when I needed you most!'  
A voice then said, 'I was with you, and very close.'  
I said, 'You lie, only my steps I could see.'

God said, 'My child, they were not your prints,  
I carried you in arms, what you saw were my own hints.'  
God said, 'I picked you up and walked the difficult times,  
Now you can walk as prosperity with you rhymes.'

Don't lose hope when everything drowns,  
God lifts you up, and never lets you down.



## Reading 1

- (1) How did the poet know that God was with him?
- (2) What happened when bad times came?
- (3) Why was the poet still calm?
- (4) Why did the poet say to God, 'You are a cheat'?
- (5) What did the poet do to overcome bad times?
- (6) What message does the poet wish to convey in the poem?



## Reading 2 and Speaking

We have often heard it said that God helps those who help themselves. Did God help the poet only when he struggled to help himself, or was He there for him even when the poet was not able to help himself? Share your thoughts with the class.



## Activity and Writing

**Imagine you are the poet. After you finally meet God, you decide to write an email to Him. You explain how you have learnt the lesson that if you want help from God, then you have to start helping yourself first. Express your feelings in the email.**

To	deargod@xyz.com
Cc	
Subject	

Dear God,

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Warm regards

.....

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