ENGLISH

BATBHARATI



STANIDARD SIX

The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

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ENGLISH BALBHARATI

STANDARD SIX



The digital textbook can be obtained through DIKSHA App on a smartphone by using the Q. R. Code given on title page of the textbook and useful audio-visual teaching-learning material of the relevant lesson will be available through the Q. R. Code given in each lesson of this textbook.





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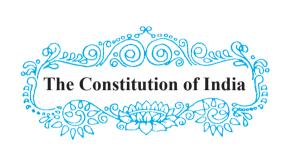
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Preamble

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

JUSTICE, social, economic and political;

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

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

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

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

NATIONAL ANTHEM

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

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

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

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

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

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

PLEDGE

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

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

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

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

Preface

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

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

Balbharati Six is meant for use in English medium schools. It aims at a balanced development of all the four language skills of listening, speaking, reading and writing. In addition, some activities have been included to improve the children's study skills. Some of the content is designed to create an awareness about the structure and function of language. The main focus, however, is on making the process of education engaging and joyful.

The textbook has been prepared in a big size with plenty of colourful illustrations to enhance its visual appeal for children. We hope that children will enjoy handling this textbook throughout the year.

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

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

Pune

Date: 9 May 2016,

Akshay Tritiya, Indian Solar Year :

Vaishakh 19, 1938

(Dr Sunil Magar) Director

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

Learning Outcomes: English Balbharati: Standard Six

Suggested Pedagogical Processes	Learning Outcomes
The learner may be provided opportunities in pairs/	The learner-
groups/ individually and encouraged to-	06.03.01 Understands, enjoys and appreciates the contents of a
become familiar with songs/poems/prose in English	wide range of stories representing different cultures.
through input-rich environment, interaction, classroom	06.03.02 Understands words, phrases and sentences in normal
activities, discussion etc.	conversational speed and guesses their meaning from
listen to English news(TV, Radio) as a resource to	the context.
develop listening comprehension	06.03.03 Responds to announcements and instructions made in class, school assembly and in other public places.
watch/ listen to English movies, serials, educational channels with sub-titles, audio-video materials, talking	06.03.04 Understands and enjoys verbal humour, jokes, skits, anecdotes and riddles.
books, teacher reading out from materials and to	06.03.05 Listens carefully to a speech/passage being read aloud.
understand and respond	06.03.06 Understands the basic story line, events and points.
participate in individual talk viz. introducing oneself and other persons; participate in role play / make a	06.03.07 Listens to short informal conversations so as to participate in them.
speech, reproduce speeches of great speakers	06.03.08 Understands the ideas, information or message
summarise orally the stories, poems and events that he she has read or heard	expressed in a speech, audio or TV programme.
	06.03.09 Recites songs and poems individually and in groups with proper gestures and actions.
locate sequence of ideas, events and identify main idea	06.03.10 Repeats a message correctly.
of a story/poem through various types of comprehension questions	06.03.11 Presents a simple informative speech or demonstrates a
read different kinds of texts such as prose, poetry, play	process.
for understanding and appreciation and write answers	06.03.12 Presents a short dramatic monologue effectively.
for comprehension and inferential questions	06.03.13 Takes part in a conversation with confidence.
raise questions based on their reading	06.03.14 Participates in activities in English like role play, conversation, dramatization and group discussion.
interpret tables, charts, diagrams and maps and write a short paragraph	06.03.15 Articulates his/her thoughts, ideas, and feelings.
	06.03.16 Reads a passage clearly taking proper pauses and
think critically and try to provide suggestion/solutions to the problems raised	proper intonation.
read/ discuss the ideas of the text for critical thinking	06.03.17 Reads a poem with proper pace, rhythm and intonation.
_	06.03.18 Reads aloud meaningfully maintaining proper pace.
use dictionary as a reference book for finding multiple meanings of a word in a variety of contexts	06.03.19 Guesses the meaning of new words from the context.
take dictation of words, phrases, simple sentences and	06.03.20 Reads to understand the format of a text.(Letter, report, short play, speech, story, riddles and jokes)
short paragraphs	06.03.21 Reads the given material silently with understanding.
understand the use of antonym (impolite/polite)	06.03.22 Frames relevant, appropriate questions.
synonym (big/large) and homonym (tail/tale)	06.03.23 Writes short composition on his/her topics of interest.
understand the grammatical forms in context/ through	06.03.24 Describes a picture or a scene.
reading, for example, noun, pronoun, verb, adverb, determiners, etc.	06.03.25 Describes a personal experience in short.
	06.03.26 Writes a book review.
understand the context for various types of writing such as messages, notices, letters, report, biography, diary	06.03.27 Writes a short dialogue or conversation.
entry, travelogue etc.	06.03.28 Writes using different formats.
raft, revise and write in English with punctuation and	06.03.29 Attempts writing a short poem, story, monologue etc.
with focus on appropriate beginning, middle and end	06.03.30 Writes messages, invitations, short paragraphs and formal/informal letters.
use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT etc.	06.03.31 Learns to make use of different dictionaries to check meaning and spelling and to suggested websites for information.

- look at cartoons/ pictures/comic strips with or without words, and talk/write about them
- visit a language laboratory
- read/write a book review.

- 06.03.32 Develops presentation skills through short speeches, demonstrations.
- 06.03.33 Reads to find out specific facts and details about a given topic.
- 06.03.34 Identifies words belonging to one register.
- 06.03.35 Makes notes for personal reference.
- 06.03.36 Understands information presented through graphics.
- 06.03.37 Tries to present information using graphics.
- 06.03.38 Writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverbs.
- 06.03.39 Frames wh-questions and polar questions correctly.
- 06.03.40 Understands and uses simple word formation process some prefixes and suffixes.
- 06.03.41 Understands and uses common idioms, phrases and some proverbs.
- 06.03.42 Appreciates special features like alliteration and rhyming words.
- 06.03.43 Enriches his/her vocabulary through exercises and activities.
- 06.03.44 Understands and uses degrees of comparison (Adjectives and adverbs).
- 06.03.45 Identifies and uses main verbs, auxiliary and modal auxiliary verbs correctly.

For Teachers ...

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

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