

निःशुल्क वितरण हेतु

POORVI

Textbook of English for Class 6



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सत्र 2026—27

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NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद् छत्तीसगढ़, रायपुर

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PREFACE

In accordance with National Education Policy 2020, new curriculum and textbooks have been developed by the National Council of Educational Research and Training, New Delhi. Chhattisgarh has adapted the textbooks to make them more relevant for the state.

This textbook will prove to be knowledge enhancing and supportive for developing the 21st century skills. The students will learn and acquire the language through various relevant contents and contexts. This textbook will assist in the holistic development of children and will help in shaping them into global citizens.

We are grateful to the Director, National Council of Educational Research and Training for providing scope to adapt the textbook in accordance with the context of Chhattisgarh. We also express our gratitude to the subject coordinators and academic members of NCERT, New Delhi, for their guidance and cooperation in adapting the textbook.

We extend our gratitude to the State Education Steering Committee of Chhattisgarh for their contribution in this important task. We also express our gratitude to all the scholars who have directly or indirectly contributed to this work.

Although there is scope for enhancement and refinement in the adapted textbook, State Council of Educational Research and Training, Chhattisgarh is committed to continuously improve it and welcomes any comments and suggestions from students, parents and teachers from all over the state. This will ensure that our modest efforts can contribute to making Chhattisgarh a recognized name in the national educational landscape.

Director
State Council of Educational Research and Training,
Chhattisgarh, Raipur

FOREWORD

The National Education Policy 2020 envisages a system of education in the country that is rooted in Indian ethos and its civilisational accomplishments in all domains of human endeavour and knowledge, while at the same time preparing the students to constructively engage with the prospects and challenges of the 21st century. The basis for this aspirational vision has been well laid out by the National Curriculum Framework for School Education (NCF-SE) 2023 across curricular areas at all stages. Having nurtured the students' inherent abilities touching upon all the five planes of human existence, the *pañchakośhas*, in the Foundational and the Preparatory Stages have paved the way for the progression of their learning further at the Middle Stage. Thus, the Middle Stage acts as a bridge between the Preparatory and the Secondary Stages, spanning three years from Grade 6 to Grade 8.

The NCF-SE 2023, at the Middle Stage, aims to equip students with the skills that are needed to grow, as they advance in their lives. It endeavours to enhance their analytical, descriptive and narrative capabilities and to prepare them for the challenges and opportunities that await them. A diverse curriculum, covering nine subjects ranging from three languages—including at least two languages native to India—to Science, Mathematics, Social Sciences, Art Education, Physical Education and Well-being, and Vocational Education promotes their holistic development.

Such a transformative learning culture requires certain essential conditions. One of them is to have appropriate textbooks in different curricular areas as these textbooks will play a central role in mediating between content and pedagogy—a role that will strike a judicious balance between direct instruction and opportunities for exploration and inquiry. Among the other conditions, classroom arrangement and teacher preparation are crucial to establish conceptual connections both within and across curricular areas.

The National Council of Educational Research and Training, on its part, is committed to providing students with such high-quality textbooks. Various Curricular Area Groups, which have been constituted for this purpose, comprising notable subject-experts, pedagogues and practising teachers as their members, have made all possible efforts to develop such textbooks.



Poorvi, the English language textbook for Grade 6 is one of these. Its content comprises stories, poems and narratives that ensure a reflection of their social, cultural and geographical landscapes wherein they are sure to find traces of their lived experiences. *Poorvi* also weaves into its contents snippets from the vast treasure trove of Indian Knowledge Systems, India's artistic and cultural heritage, and embeds values alongside ecological sensitivity, gender equality, digital skills, etc. For all practical purposes, it has, to my mind, succeeded in its curricular goals: first, to foster natural curiosity among students through a proper selection of content, and second, develop among them the core competencies in listening, speaking, reading and writing by intelligently designing various activities around them, thereby seamlessly integrating vocabulary and grammar within meaningful contexts.

However, in addition to this textbook, students at this stage should also be encouraged to explore various other learning resources. School libraries play a crucial role in making such resources available. Besides, the role of parents and teachers will also be invaluable in guiding and encouraging students to do so.

With this, I express my gratitude to all those who have been involved in the development of this textbook, and hope that it will meet the expectations of all stakeholders. At the same time, I also invite suggestions and feedback from all its users for further improvement in the coming years.

DINESH PRASAD SAKLANI
Director

National Council of Educational
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New Delhi
31 May 2024



ABOUT THE BOOK

Poorvi, a textbook of English for Grade 6 is developed in alignment with the vision of the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023. Language education is essential for effective communication, aesthetic expression and appreciation. Reasoning and critical thinking are very closely linked with language use, and these are valuable capacities to be developed. Language development plays an important role in the development of perceptual and practical concepts, and also enables us to check our experiences with others to ensure that we have a shared meaning emerging from these experiences.

The textual material developed for the Middle Stage will take children well beyond the Preparatory Stage. Curricular goals, competencies, and learning outcomes have been the guiding principles while developing the textbook. The Curricular Goals (CG) cover a range of competencies.

CG-1: Students develop independent reading comprehension and summarising skills of a variety of texts (stories, poems, extracts of plays, essays, articles and news reports).

CG-2: Attains the ability to write about thoughts, feelings and experiences of social events.

CG-3: Develops the capacity for effective communication using language skills for questioning, describing, analysing and responding.

CG-4: Explores different literary devices and forms of literature.

CG-5: Develops the ability to recognise basic linguistic aspects (word and sentence structure) and use them in oral and written expression.

The curricular goals have been covered through a variety of themes and an array of activities. There are five thematic units that comprise stories, poems, diary conversation, narrative and descriptive pieces. Themes such as friendship, wellness, sports, nature, art and culture, etc. have been included.



Cross-cutting themes, such as Indian Knowledge Systems, values, heritage, gender sensitivity and inclusion have been integrated in all the units. Each unit has three literary pieces— story or conversation, poem and non-fiction. There are intext questions, 'Let us discuss' to assess comprehension of the text. The end-of-the-text questions given in 'Let us think and reflect' are designed to encourage critical thinking, reasoning, responding, analysing, etc.

Unit 1, 'Fables and Folk Tales', offers timeless wisdom through engaging narratives that resonate with young minds. It includes a classic fable as well as a folk tale from Tamil Nadu. The story, 'A Bottle of Dew' shows that true success comes from hard work and diligence. This story encourages students to value perseverance as a pathway to success. The poem, 'The Raven and the Fox' is a fable told in poetic form where students learn about the futility of vanity and flattery. 'Rama to the Rescue' is a graphic story that demonstrates the value of presence of mind in overcoming challenges.

Unit 2, 'Friendship' will help students comprehend the meaning of 'real friendship' and that friendship has a huge impact on one's well-being. The story 'The Unlikely Best Friends' is a narrative of a unique friendship that blossoms between Gajaraj, the elephant and Buntree, the dog. This story highlights the importance of empathy and how true friendship can bring joy and fulfillment, even in unexpected circumstances. 'A Friend's Prayer' is a poem that reflects the significance of nurturing friendships. 'Erase and Engrave' is a story presented in the form of a diary which emphasizes on learning to forgive ; to erase bad memories and keep good memories engraved in life.

Unit 3, 'Nurturing Nature' is about the relationship between nature and human beings. 'The Tree That Never Stopped Giving' has been adapted from Shel Silver Stein's 'The Giving Tree'. The lesson carries the theme of sensitizing the learners about the selflessness of nature and the selfishness of human beings. The poem, 'What a Bird Thought,' is an empathetic journey that the

students partake when they see the world through the eyes of a little bird. The lesson 'Women for Trees' is adapted from the article 'Women for Trees' published in Chhattisgarh- Beautiful and Bountiful, a Yugbodh publication. The article relates to a historical movement by a group of women in Chhattisgarh for protecting trees for the survival of human beings and environment. It also gives the message of awareness about the power of women.

Unit 4, 'Sports and Wellness', invites students to explore the multifaceted world of physical activity, mental health and holistic well-being. This unit aims to cultivate not only physical fitness but also emotional intelligence, self-awareness and a positive mindset, equipping students with essential skills for navigating the complexities of the new era with confidence and vitality. The story, 'Change of Heart' highlights the value of sportsmanship, fair play and enjoying the game regardless of winning or losing. The poem, 'The Winner' captures the joy and excitement of childhood games, emphasising the thrill of outdoor play. 'Yoga—A Way of Life' is about maintaining a healthy lifestyle, well-being and discipline.

Knowing about the WHO mYoga app also empowers the children to explore yoga in a fun and accessible way, develop physical fitness, mental clarity and emotional resilience in the formative years.

Unit 5, 'Culture and Tradition', aims to reawaken the spirit of *Ek Bharat, Shreshtha Bharat* among the students. It also celebrates the indomitable and unwavering creative spirit of our country. '*Kalakritiyon ka Bharat*,' enables the students to be aware about the rich heritage of craftwork. Presented in the form of narratives of children from different parts of India, it promotes appreciation of various art forms. The poem, 'The Kites' is an autobiographical account of a kite and its invincible spirit. 'Ila Sachani: Embroidering Dreams with her Feet' is a tribute to the persistence of a young girl. The story on Ila Sachani with special needs introduces the learners with traditional embroidery highlighting the fact that one can overcome challenges and can achieve success beyond limits. The real-life narrative is evidence of how challenges can be turned into opportunities with focus, hard work, positivity and never giving up.



These literary pieces are not only entertaining but also instill valuable life lessons, fostering personal growth and helping children navigate social situations with confidence. The selected pieces will resonate with children's daily experiences and encourage positive values like resilience, empathy and emotional intelligence that can have a profound impact on their development.

The focus of the book is developing competencies of listening, speaking, reading and writing while developing vocabulary and grammar in context. Language learning becomes meaningful when connected to the immediate environment of learners and they express their thoughts, feelings, experiences through experiential learning. All the activities are colour coded under the headings—‘Let us discuss’, ‘Let us think and reflect’, ‘Let us speak’, ‘Let us listen’, ‘Let us learn’, ‘Let us write’ and ‘Let us explore’. Transcripts for ‘Let us listen’ are given at the end of each unit. Students can listen to the audio provided in the QR code for each unit. In-text activities and exercises at the end of each chapter are engaging—they promote joyful learning along with assessment as and for learning. Illustrations have been designed depicting the context to enhance learning.

We sincerely hope that the students will enjoy doing these activities, and that these will help develop the desired and intended language competencies.

KIRTI KAPUR

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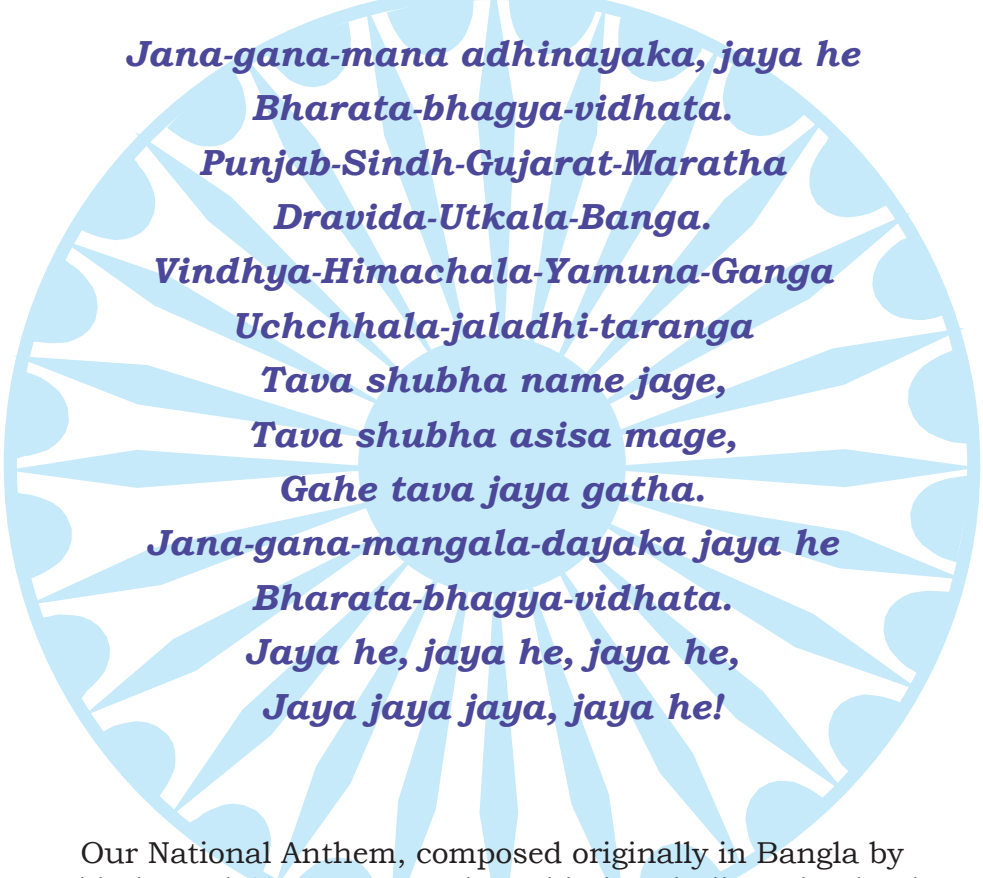
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Our National Anthem



*Jana-gana-mana adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga.
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-jaladhi-taranga
Tava shubha name jage,
Tava shubha asisa mage,
Gahe tava jaya gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!*

Our National Anthem, composed originally in Bangla by Rabindranath Tagore, was adopted in its Hindi version by the Constituent Assembly as the national anthem of India on 24 January 1950.

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Poorvi

The textbook of English for Grade 6 is titled *Poorvi* after the Indian *rāga* ‘Poorvi’. This *rāga* is said to promote harmony and serenity. It is associated with dusk, specifically sunset time (*Sandhi Prakash*). Each *rāga* in Indian music carries its own emotional significance and is symbolically connected to certain seasons, times of day, and moods. *Rāgas* are believed to evoke specific emotions in listeners.

Poorvi is an ancient and traditional Hindustani classical *rāga* that originated in eastern India. It is typically performed during the fourth *prahar* of the day, between 3 p.m. and 6 p.m. It evokes a sense of calmness and contemplation in the journey of learners, symbolising a harmonious blend of traditional and modern learning.



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FABLES AND FOLK TALES



0673CH01



A BOTTLE OF DEW

Let us do these activities before we read.

I Circle the picture that matches with each word. Check your answers by sharing them with your classmates and teacher.

1. worried



2. plantation



3. sage



4. surprise



II Answer these questions and discuss them with your classmates and teacher.

1. Think of a time when you worked hard. What did you do then?
2. How did it help you?
3. How did it make you feel?



Let us read

I

Rama Natha was the son of a rich landlord. His father left him **large tracts of land** when he died. But Rama Natha did not spend even one day looking after his land. This was because he had a funny idea—he believed there was a magic **potion** that could turn any object into gold. He spent all his time to learn more about this potion. People cheated him often, promising to tell him about it, but he did not **give up**. His wife, Madhumati, was tired of this and also worried because she saw how much money Rama Natha was spending. She was sure that soon they would be without money.

One day, a famous sage called Mahipati came to their town. Rama Natha became his follower and asked him about the potion. To his surprise the sage answered, “Yes, in my travels in the Himalayas, I heard how you could make such a potion. But it is difficult.”

“Tell me!” requested Rama Natha, not believing his luck.

“You have to plant a banana plant and water it regularly with your hands. In winter, the morning **dew** is on the leaves. You have to collect the dew and store it in a bottle. When you have five litres of dew, bring it to me. I will **chant** some magic words, which will turn it into the magic potion. A drop of the potion will change any object into gold.”

large tracts of land: large areas of land

potion: a liquid with magical properties

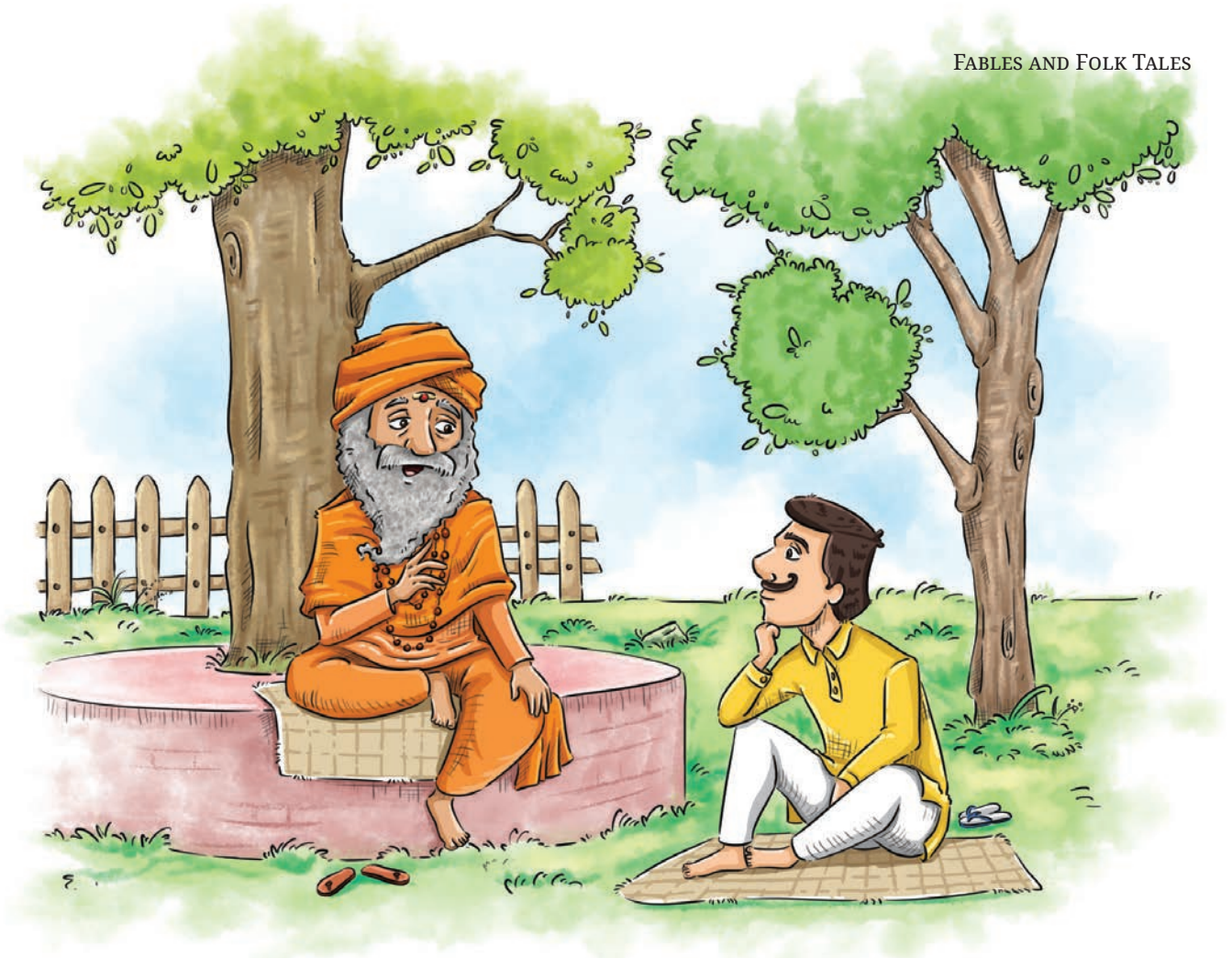
give up: stop trying

dew: small drops of water on leaves that form during night



chant: to repeat or sing a word or phrase





Rama Natha was worried. “But winter is only for a few months. It will take me years to collect five litres of dew.”

“You can plant as many banana plants as you want. But remember, you must look after them yourself and collect the dew with your own hands.”

Let us discuss

1. What did Rama Natha believe?
2. How did the sage help Rama Natha?
3. Do you think Rama Natha will be able to collect the dew? Give a reason.



II

Rama Natha went home, and after talking to his wife started cleaning his large fields, which had been lying empty all these years. There he planted rows and rows of banana plants. He **tended** them carefully and during the winter months collected the dew that formed on them with great care. His wife helped him too. Madhumati gathered the banana crop, took it to the market and got a good price for it. Over the years, Rama Natha planted more and more plants and they had a huge banana plantation. At the end of six years, he finally had his five litres of dew.

tended:
looked after



Carefully, he took the bottle to the sage. The sage smiled and **muttered** something over the water. Then he returned the bottle and said, “Try it out.” Rama Natha sprinkled a few drops on a copper vessel and waited for it to turn to gold. To his surprise nothing happened!

“This is cheating,” he told the sage. “I have wasted six **precious** years of my life.”

But sage Mahipati only smiled and called Madhumati to come forward. She came with a big box. When she opened it, inside shined stacks of gold coins!

Now the sage turned to the very surprised Rama Natha and said, “There is no magic potion that can turn things into gold. You worked hard on your land and created this plantation. While you looked after the trees, your wife sold the fruits in the market. That’s how you got this money. It was your hard work that created this wealth, not magic. If I had told you about this earlier, you would have not listened to me, so I played a trick on you.”

Rama Natha understood the **wisdom** behind these words and worked even harder on his plantation from that day on.

SUDHA MURTY

muttered:
spoke in a low
voice

precious:
valuable

wisdom: deep
understanding

Let us discuss

1. Why was Rama Natha angry?
2. How did Rama Natha and Madhumati create wealth?





Let us think and reflect

I Read the following lines and answer the questions that follow.

1. *He spent all his time to learn about the magic potion. People cheated him often, promising to tell him about it, but he did not give up. His wife, Madhumati, was tired of this and also worried because she saw how much money Rama Natha was spending. She was sure that soon they would be without money.*

(i) Complete the sentence with a suitable reason.

Rama Natha did not 'give up' because _____.

(ii) Read the column which shows 'what happened' and write the correct outcome in the next column.

What Happened	Outcome
A. People promised to tell Rama Natha about the magic potion.	
B. Rama Natha was spending a lot of money.	

(iii) Write whether the following statements are True or False.

A. Madhumati was troubled about what her husband did.

☐

B. Rama Natha was very happy digging his fields.

☐

C. The sage wanted to show the right path to Rama Natha.

☐

2. *Carefully, he took the bottle to the sage. The sage smiled and muttered something over the water. Then he returned the bottle and said, "Try it out." Rama Natha sprinkled a few drops on a copper vessel and waited for it to turn to gold. To his surprise nothing happened!*

(i) Choose the option that lists the events given below in the correct order.

A. The sage smiled.



- B. Rama Natha gave the bottle to the sage.
- C. Rama Natha dropped a few drops of water on a copper vessel.
- D. He said something in a low voice over the water.
- E. Rama Natha waited to see if the magic worked.

(a) A, E, D, B, C (b) B, A, D, C, E

(c) C, D, A, B, E (d) A, D, B, E, C

- (ii) Fill in the blank with the correct word from the lines given above.

Seeing that the plant had dried up, the gardener _____ some water on it.

- (iii) How might Rama Natha have felt when nothing happened to the copper vessel?

II Answer the following questions.

1. What did the sage ask Rama Natha to do to make the magic potion?
2. Why did the sage ask Rama Natha to do everything himself?
3. How could Rama Natha have a big banana plantation after six years?
4. How did the sage make Rama Natha believe that there is no magic potion?
5. Fill in the 'before' and 'after' table about Rama Natha.

What he did before meeting the sage	What he did after meeting the sage
(i)	(i)
(ii)	(ii)





Let us learn

1. Read the following words from the story.

promised spending cheated luck
remember huge difficult market

Use the words correctly to complete the paragraph given below. There are two extra words in the box that you do not need.

There was a farmer who had a _____ coconut plantation. He worked hard and did not depend on _____. Every day was _____ but he did not give up. One day, a man bought a bag of coconuts from him, and _____ to pay him the money the next day. Days passed and the man did not pay him anything. The farmer felt _____. About two months later, he met the same man and asked him about his money. The man said, “Oh! I had forgotten. Now, I _____ buying coconuts from you.” And he paid the money.

2. Read the words from the story in Column A. Read the new words in Column B. Complete the meanings of the words given in Column B. Meanings of some words are given.

Column A	Column B	Meaning of words in Column B
I	eye	
your	you're	short form of 'you are'
dew	due	happening at some time in the future
son	sun	
one	won	past tense of win
ate	eight	
see	sea	

The words given in each row of the table above have the same sounds but different spellings and meanings. Such words are called **homophones**.



3. Match the phrases in Column A with the phrases in Column B. Use the connecting words given in the middle column to make meaningful sentences.

Column A	Connecting Words	Column B
The children submitted their work (When?)	because	the bell rang.
He did not want to try rock climbing (Why?)	before	there was a traffic jam.
The children ran towards the gate (When?)	as soon as	the deadline.
Nitin was late to school today (Why?)	as	of his fear of heights.

Now, write the new sentences in your notebook.

4. Here are two sentences with letter 'b'.

Read them slowly the first time. As you read them a few more times, read them faster each time.

Bunty bhaiya bought a big bunch of bananas.

A big bunch of bananas was bought by Bunty bhaiya.

Now, try to create a tongue twister on your own and share it with your peers.





Let us listen

You will listen to what Madhumati does with the bananas from her plantation. As you listen, number the events in the correct order in which they happen. Write the number in the box beside each event. (*refer to page 36 for transcript*)

1. Gives two bananas to a boy who is hungry
2. Meets her friend Kalawati in the market
3. Visits her mother and gives her two dozen bananas
4. Chooses to go home as only some bananas were left
5. Visits her neighbour and gifts them a bunch of bananas
6. Gives twelve bananas to her friend
7. Goes to the market to sell the bananas



Let us speak

I Read aloud the following words from the story.

sage promising wisdom trees surprise

All these words have the letter 's' in them. But the sound of letter 's' is not always the same.

- in sage and promising – the letter 's' has a /s/ sound
- in wisdom – the letter 's' has a /z/ sound
- in trees – the letter 's' has a /z/ sound
- in surprise – the first letter 's' has a /s/ sound and the second has a /z/ sound

Now, speak each word clearly along with your teacher and classmates. Your teacher will now say some words. Listen carefully to the sound of 's'. Write the sound next to the word.

beds sand clothes sea was keys bags nose

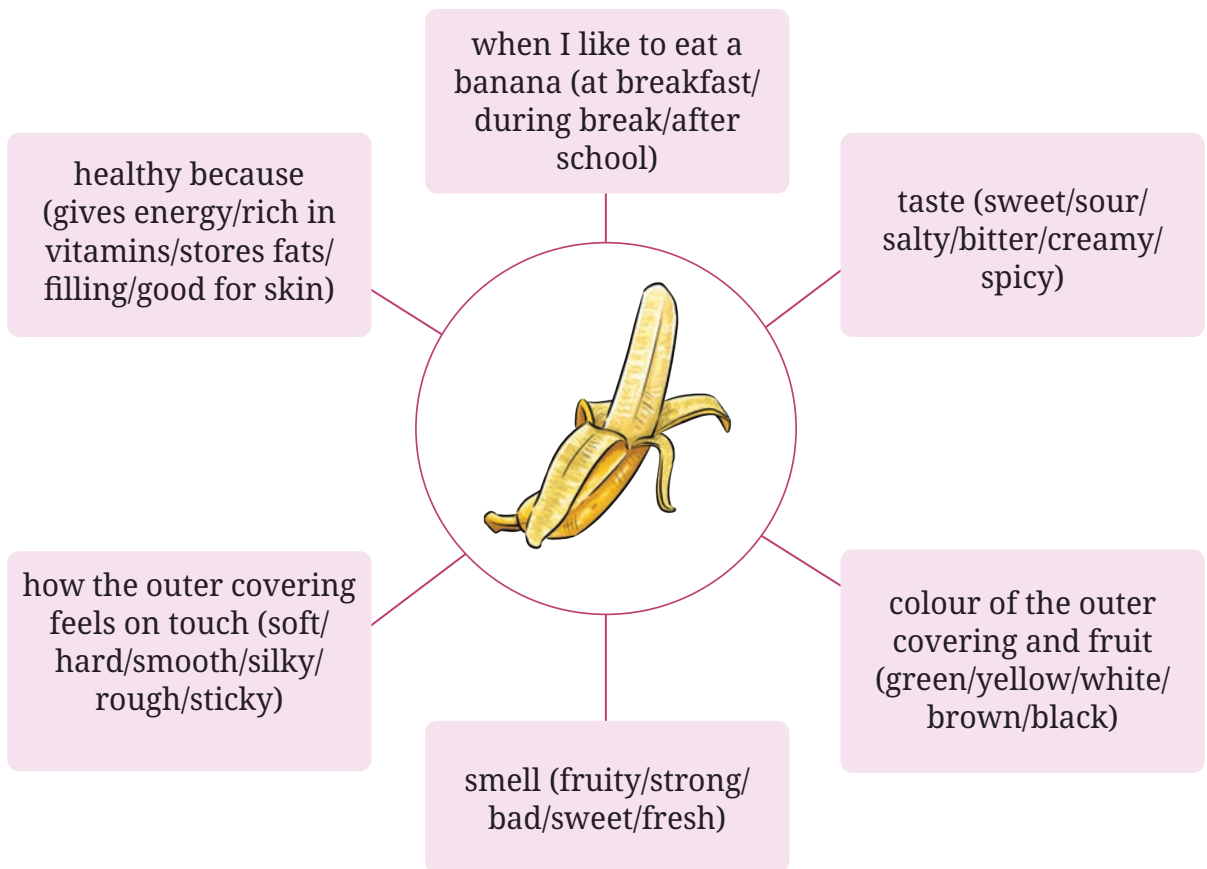


2. Pair Work : Do a role play of the sage and Raman after Raman became rich.



Let us write

1. Work in pairs to complete the description of a banana. You may take the help of the words given in brackets. Share your answers with your classmates and teacher.



Now, use the information given in the picture to write eight sentences about a banana. Share your responses with your classmates and teacher.

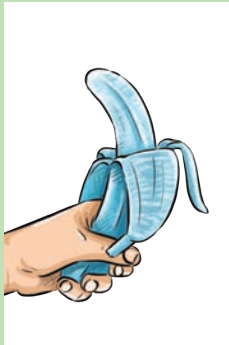
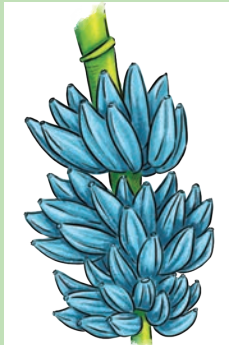




Let us explore

Find out the varieties of bananas which are grown, cultivated and eaten in different parts of India. You can find information about them from websites such as:

<https://nhb.gov.in/pdf/fruits/banana/ban013>



There is a special kind of banana called the Blue Java banana. This banana has got its name from its blue skin. It is also known as Ice Cream banana as it is so creamy and tastes like ice cream. It is grown in South East Asia and Hawaii. These banana plants grow to a height of fifteen to twenty feet.



THE RAVEN AND THE FOX

Let us do these activities before we read.

- I We know that frogs croak. Did you know that ravens also croak?
- II Which animal is shown to be cunning in stories? Circle the correct answer.
1. tiger 2. fox 3. bear



Let us read

Mr Raven was perched upon a limb,
And Reynard the Fox looked up at him;
For the Raven held in his great big beak,
A morsel the Fox would go far to seek.
Said the Fox, in admiring tones: "My word!
Sir Raven, you are a handsome bird.
Such feathers! If you would only sing,
The birds of these woods would call you King."



The Raven, who did not see the joke,
Forgot that his voice was just a croak.
He opened his beak, in his foolish pride—
And down fell the morsel the Fox had eyed.
“Ha-ha!” laughed the Fox. “And now you know,
Ignore sweet words that make you glow.
Pride, my friend, is rather unwise;
I’m sure this teaching is quite a surprise.”

JEAN DE LA FONTAINE

Let us discuss

I Fill in the blanks by choosing the correct option.

1. Stanza 1

- (i) Mr Raven is a _____. (bird/frog)
- (ii) The name of the fox is _____. (Raven/Reynard)
- (iii) Mr Raven had _____ in his beak. (a piece of food/ a bunch of leaves)

2. Stanza 2

- (i) The Fox calls the Raven a _____ bird. (foolish/good-looking)
- (ii) The Fox asks the Raven to _____. (dance/sing)
- (iii) The Raven and the Fox live in the _____. (trees/woods)

3. Stanza 3

- (i) The Raven _____ that he croaked. (remembered/forgot)
- (ii) The Raven opened its beak to _____. (eat/sing)
- (iii) The _____ fell down. (food/Raven)

4. Stanza 4

- (i) The Fox _____ at the Raven. (laughed/looked)
- (ii) It is not _____ to be too proud of oneself. (wise/unwise)
- (iii) The Raven learnt a _____. (lesson/teaching)



II Read the poem again and match the words in Column A with their meanings in Column B. Check your answers with your teacher and your classmates.

Column A	Column B
1. perched	(i) a small piece of food
2. morsel	(ii) looked with interest at something
3. seek	(iii) feeling that you are better than others
4. pride	(iv) sat on a branch
5. eyed	(v) to look for something
6. limb	(vi) a smaller area of forest with similar kind of trees
7. woods	(vii) branch of a tree



Let us think and reflect

I Look at the pictures and number them in the order that they happen in the poem.



II Read the following lines and answer the questions that follow.

1. *Sir Raven, you are a handsome bird.*

Such feathers! If you would only sing,

The birds of these woods would call you King.

(i) 'Such feathers' refer to _____ feathers.

- A. shiny and beautiful
- B. black and dull
- C. grey and long
- D. short and unattractive

(ii) Why would the birds of the woods call the Raven 'King'?

(iii) Why does the Fox address the Raven as 'Sir'?

III Why does the Raven forget that his voice is just a croak?

IV How does Reynard make the Raven sing?

V Why does Reynard say that pride is not wise?

VI Give one reason why the teaching is quite a surprise.



Let us learn

I Write the rhyming words from the poem. One has been done for you.

Stanza 1

- (i) limb-him
(ii) _____

Stanza 2

- (i) word-_____
(ii) _____

Stanza 3

- (i) joke-_____
(ii) _____

Stanza 4

- (i) know-_____
(ii) _____



II Study the underlined words in the poem.

1. For the Raven held in his great big beak.

The words 'big' and 'beak' begin with the same /b/ sound.

2. The song of sweet birds.

Alliteration is a repetition of consonant sounds at the beginning of words. When two or more words together, begin with the same sound, it is called **alliteration**.

Now, pick another example of alliteration from Stanza 2.

III Choose the correct opposites from the box given below and complete the table. There are two extra words that you will not need.

wise happy humility flew remembered
notice dim cried silly

Words	Opposites
1. perched	
2. forgot	
3. foolish	
4. pride	
5. laughed	
6. ignore	
7. glow	

Use any four words from the table given above to make sentences of your own.





Let us listen

You will listen to what the crow did after he lost his food. As you listen, mark the given statements as True or False. (refer to page 37 for transcript)

1. The crow was unhappy that he lost his food.
2. The crow thought that his lovely feathers made him smart.
3. The crow wanted to tell his friends not to be proud.



Let us speak

Narrate the poem in the form of a story. Give a different ending to the story. You may begin like this:

This is a story about a clever fox named Reynard and Mr Raven. One day...



Let us write

Now, write the story you narrated in the form of a conversation.

(Remember to write only the actions for the Raven as he has food in his mouth and does not speak.)

You may begin like this.

Reynard: Good morning, Mr Raven! You seem to be awake so early!

(Mr Raven just nods his head)

Reynard: Oh, Mr Raven, you look ...

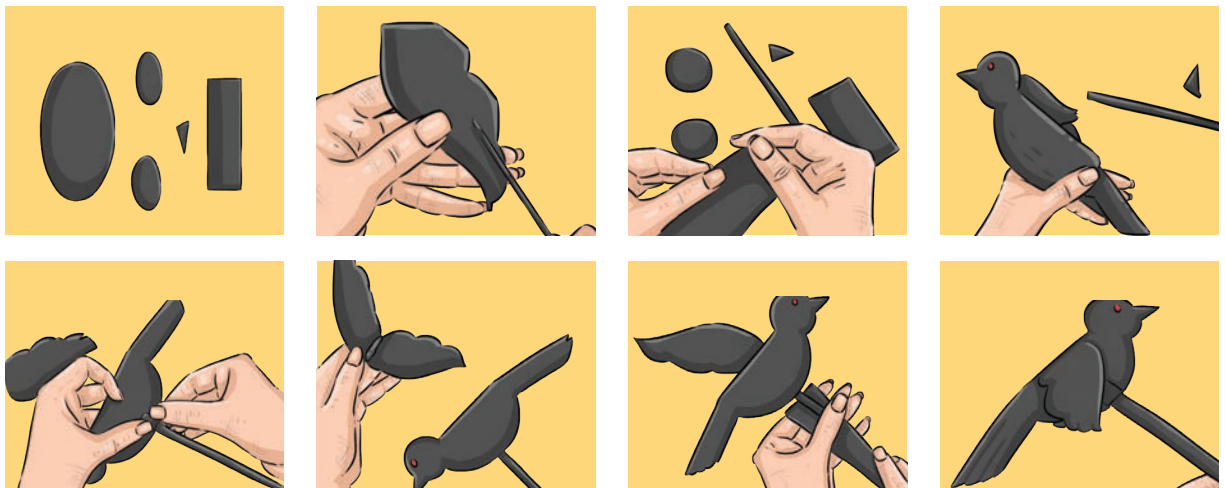
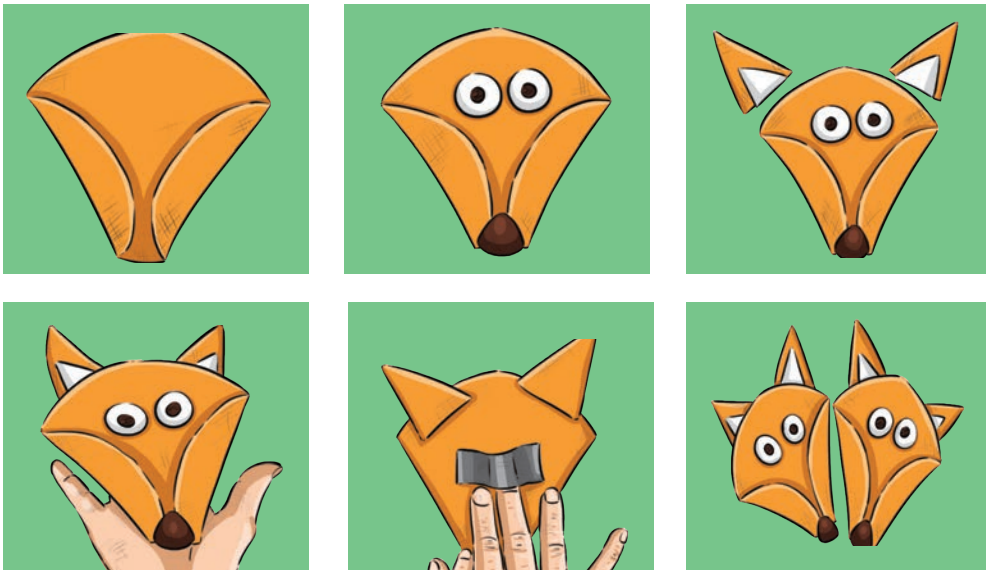




Let us explore

Origami is the art of folding objects out of paper to create both two-dimensional and three-dimensional objects.

Let us make stick puppets and enact the poem. You may take the help of the pictures given below.



Note: You may use the puppets while narrating the story.



RAMA TO THE RESCUE

Let us do these activities before we read.

I Identify the following people.

How do they help us when we are in trouble?



II Choose the correct option to complete the sentence.

The word 'rescue' means to _____.

1. make fun of someone
2. save someone
3. ask someone for help

III Work in pairs:

Put a tick mark at the end of the phrases describing those who need to be rescued.
Share your answers with your teacher and classmates.

1. A man stuck in a building on fire.
2. A woman buying vegetables in the market.
3. A dog who has hurt its leg.
4. A tree being cut down in a forest.

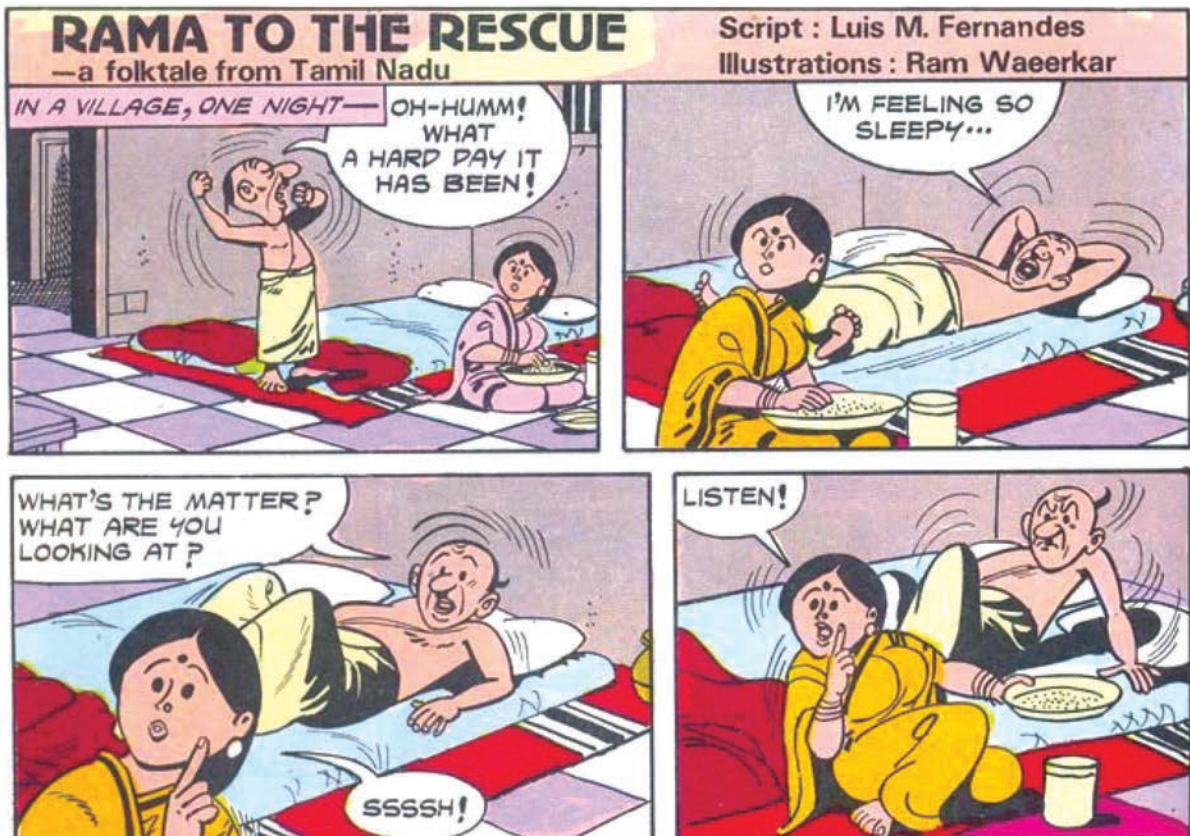
IV The policeman in the story you are about to read is called the *kotwal*. Some people call him *thaanedar*. What do you call a policeman in your language? Share it with your classmates and teacher.

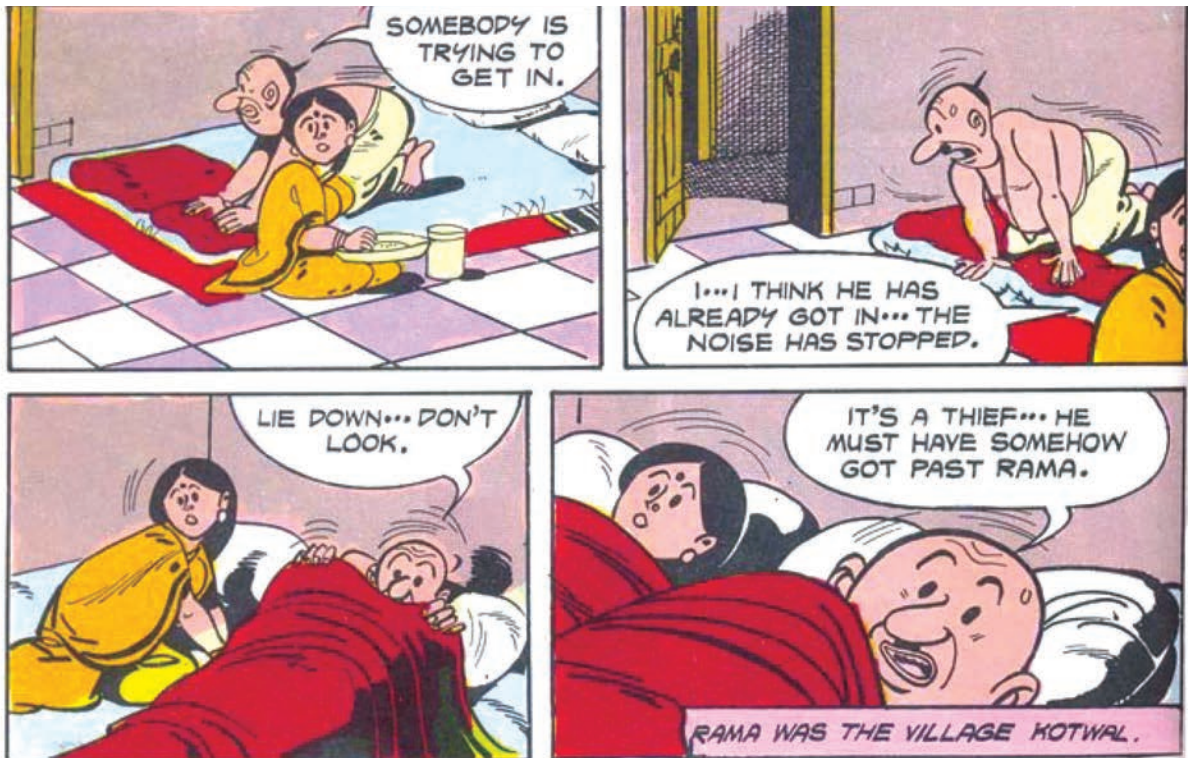
V Imagine you are alone at home and you face a problem. Answer the following questions and share your answers with your teacher and classmates.

1. Will you solve the problem yourself or wait for someone to help you?
2. How will you deal with the problem? Give a reason.
 - (i) Be worried about the problem and give up.
 - (ii) Feel angry that only you have the problem.
 - (iii) Think quickly about ways to solve the problem.



Let us read

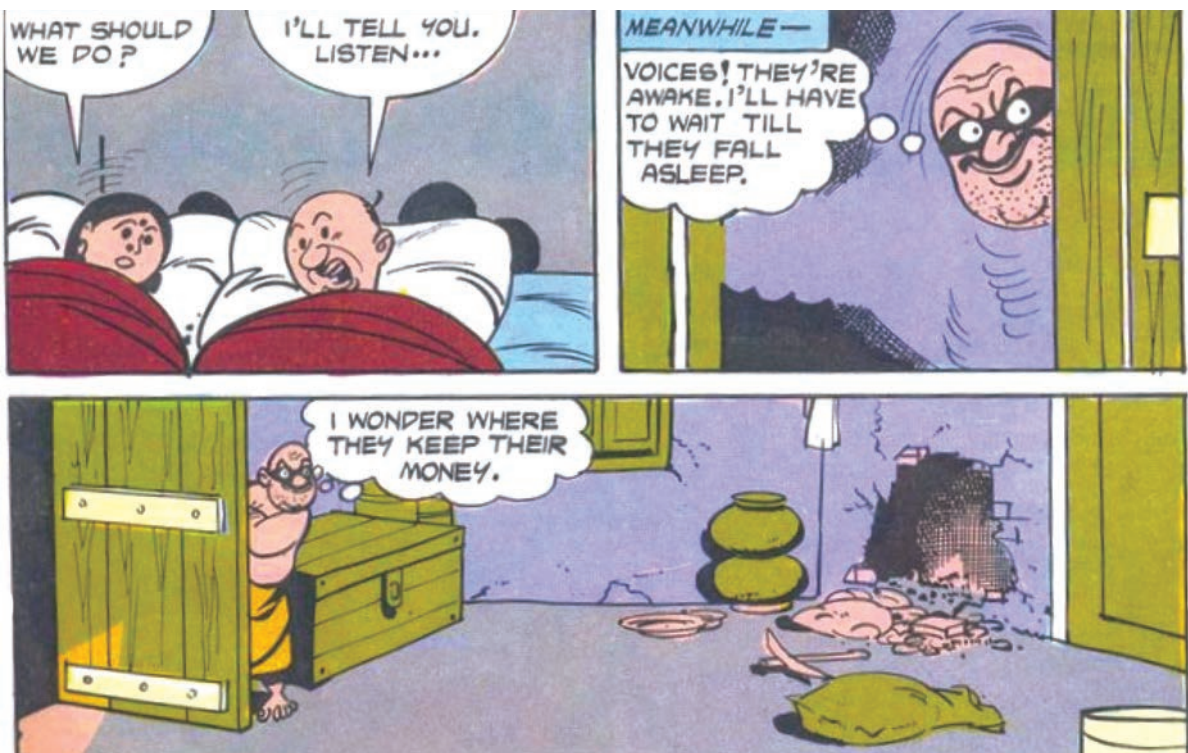


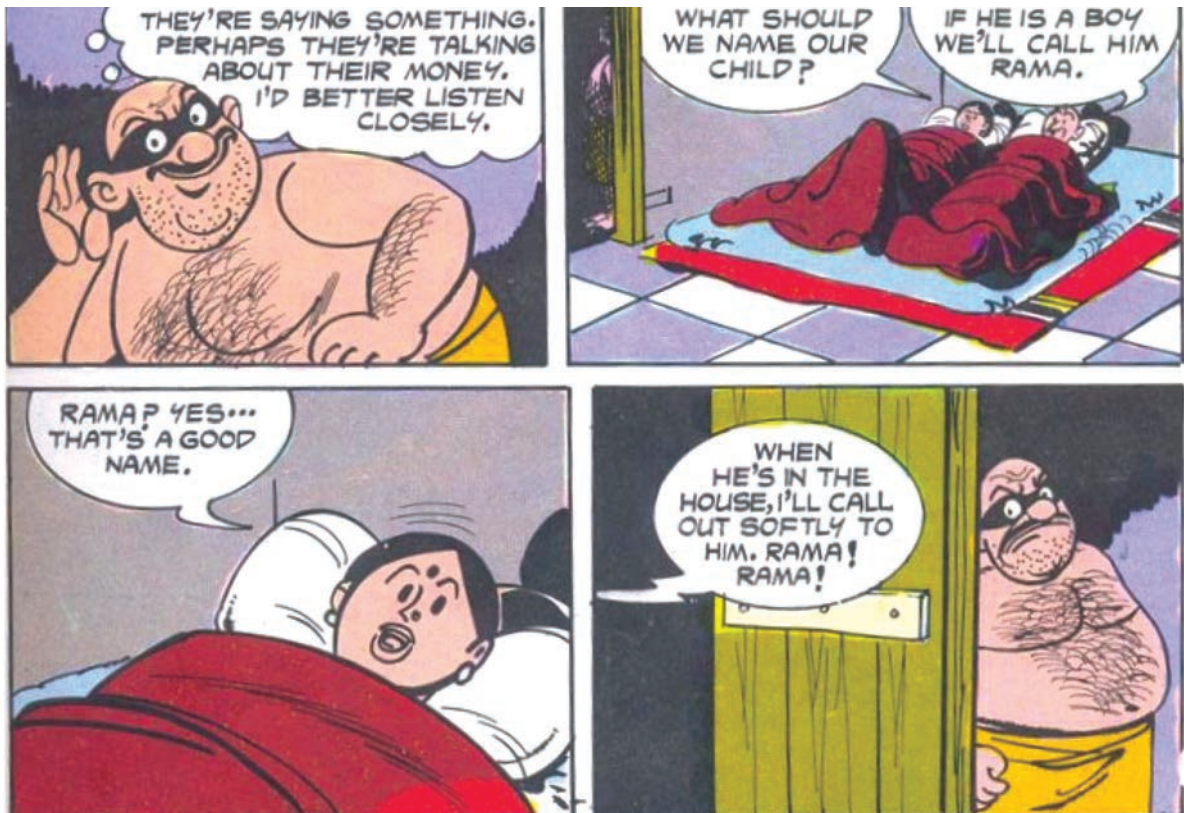


Let us discuss

Circle the odd one.

1. The characters are: husband, wife, children
2. Who entered the house? guest, robber, Kotwal

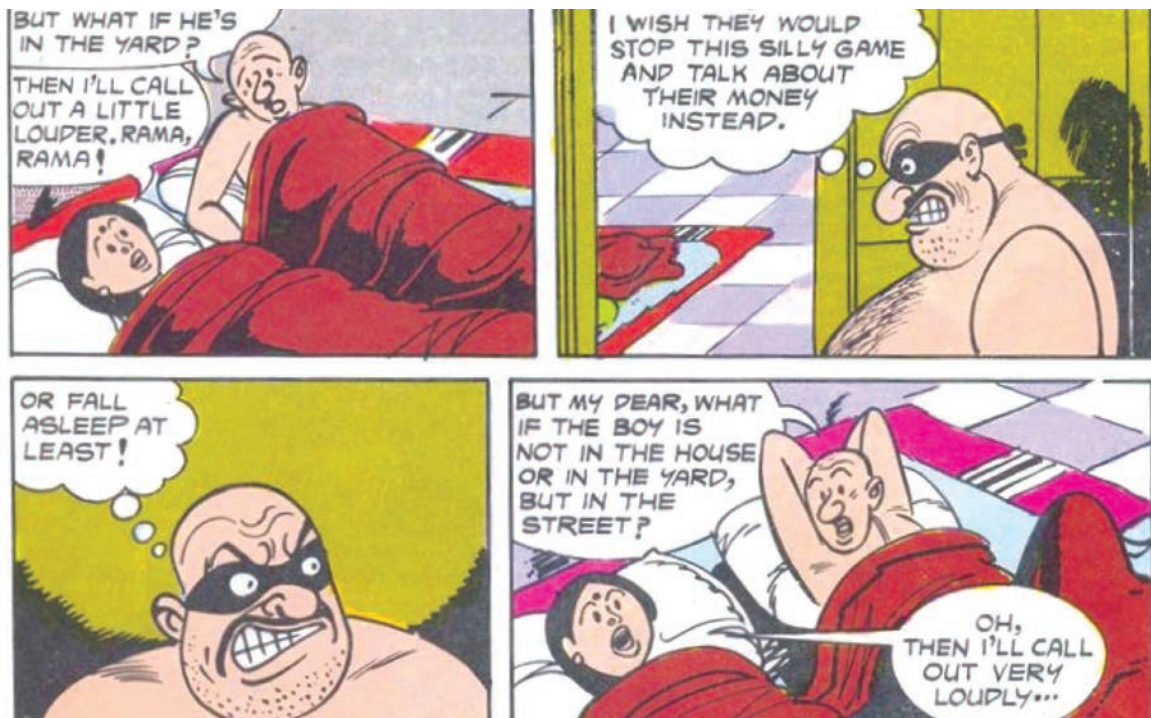


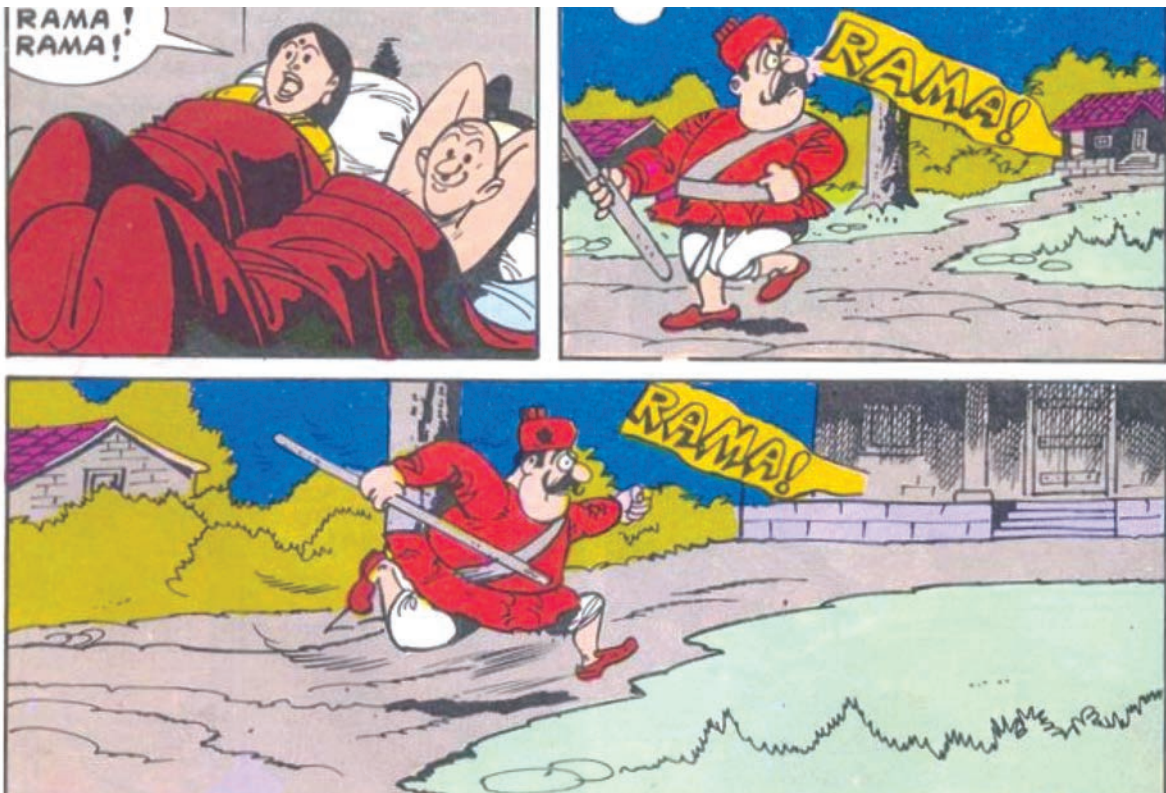


Let us discuss

Write whether True or False.

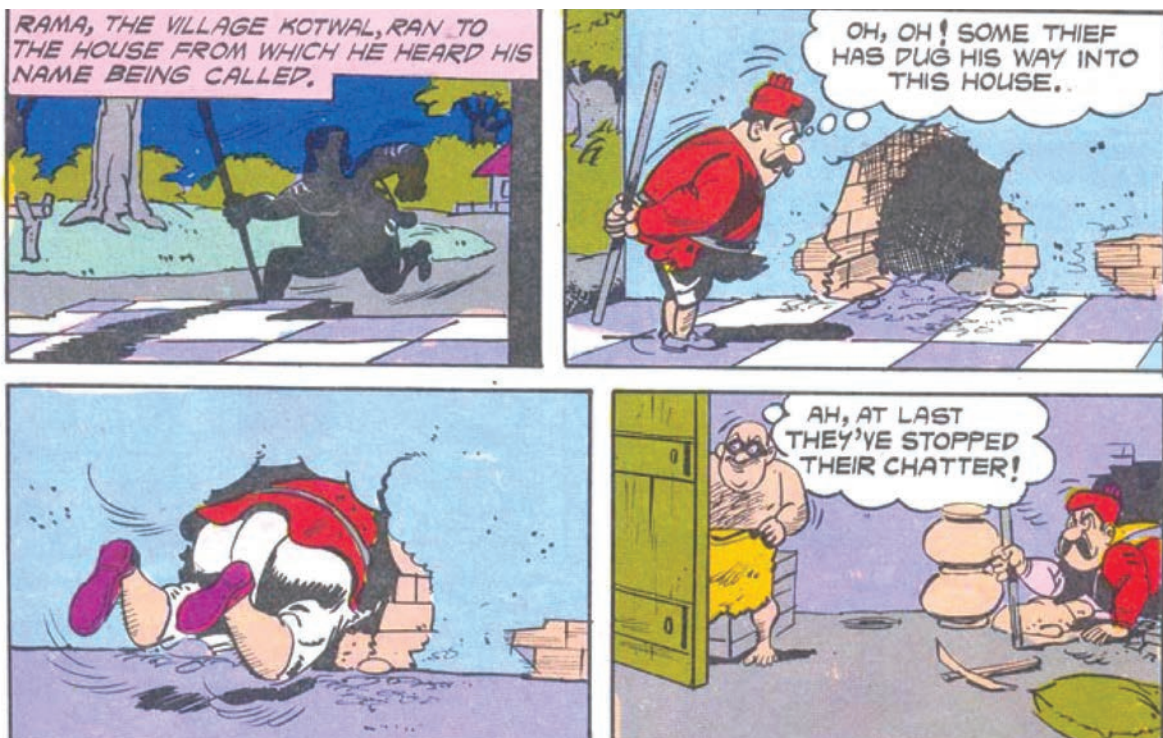
1. The man tells his plan to his wife.
2. The thief wants to know where they kept their jewels.

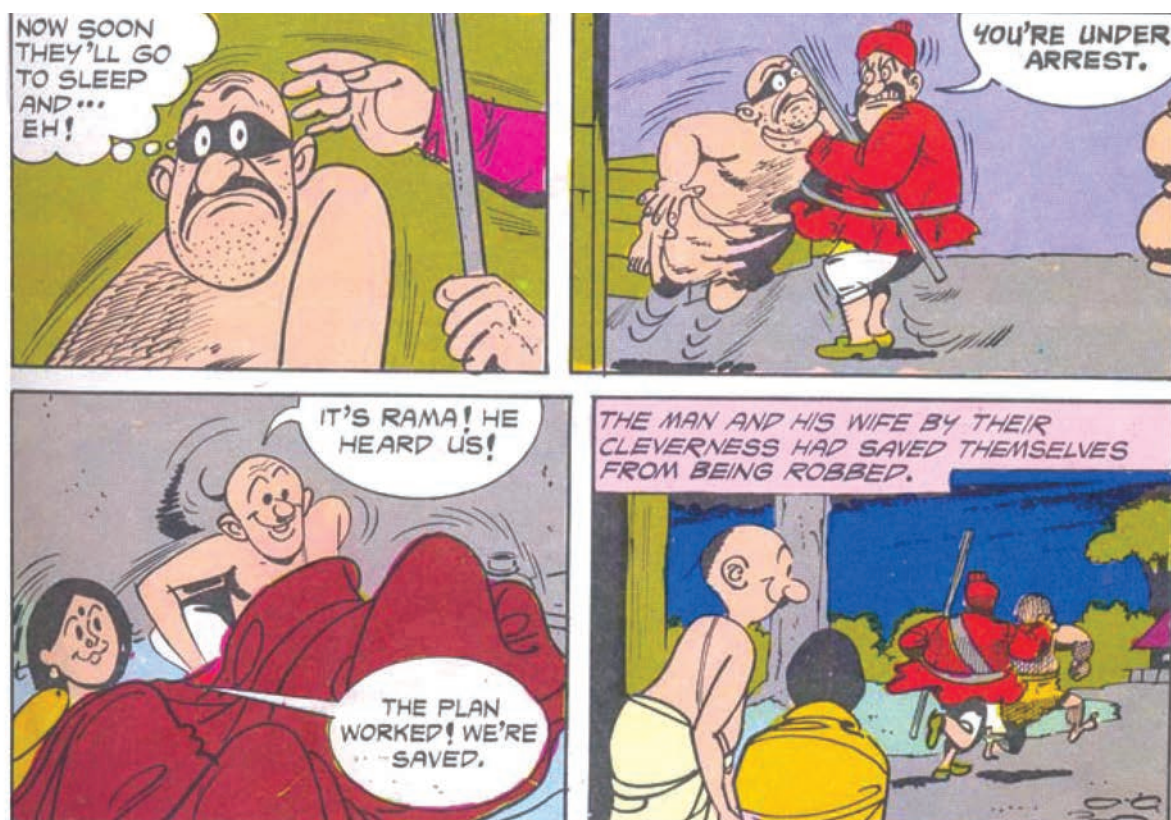




Let us discuss

1. Along with your classmates, call out the name 'Rama'— softly, loudly and very loudly.
2. What do you think will happen next in the story?





AMAR CHITRA KATHA

Let us discuss

I Work in pairs to match the words in Column A with the meanings in Column B. Check your answers by sharing them with your teacher and classmates.

Column A	Column B
1. wonder	(i) in place of someone or something
2. yard	(ii) carefully
3. chatter	(iii) an area outside a building
4. instead	(iv) talk for a long time about unimportant things
5. closely	(v) maybe
6. perhaps	(vi) a feeling of surprise



Let us think and reflect

I Read the following lines and then answer the questions that follow.

1. *Man: What's the matter? What are you looking at?*

Wife: Ssssh! Listen!

Man: Somebody is trying to get in.

Wife: I ... I think he has got in ... the noise has stopped.

(i) What makes the man say the first line?

(ii) Choose the correct option.

The wife says 'Ssssh! Listen!'. What does the word 'Ssssh' mean here?

A. sleep B. help C. rest D. be silent

(iii) How can you tell that the wife was listening carefully?

II Give one reason why the man and his wife were not able to fall asleep.

III What did the thief wish would happen? Did it happen?

IV How did the man and his wife get help from the *kotwal*?

V Do you think cleverness can help us solve our problems? Why do you say so?





Let us learn

I Study the highlighted words in the following lines.

- **I'm** feeling so sleepy.
- **It's** a thief.
- **They're** awake.

The highlighted words given in the above sentences have one letter missing in each. What are they? Share them with your teacher and classmates.

Now, write the full words with the missing letter.

1. _____ feeling so sleepy.
2. _____ a thief.
3. ____ awake.

The missing letters are marked by an **apostrophe (')**.

II Expand the following words. Two examples have been done for you. Use the contracted form of these words in sentences of your own.

S. No.	Contracted Words	Expanded Form	Sentences
1.	what's	what is	
2.	I'll		
3.	I'd		
4.	we'll		
5.	that's		
6.	we're		
7.	don't		
8.	you'll		
9.	must've	must have	



III Study the highlighted words and the words in the brackets in the following sentences from the story.

1. I **am feeling** so sleepy. [am + feel + ing]
2. What **are** you **looking** at? [are + look + ing]
3. Somebody **is trying** to get in. [is + try + ing]
4. They **are saying** something. [are + say + ing]
5. Perhaps, they **are talking** about their money. [are + talk + ing]

Now, choose the correct option.

The sentences 1–5 refer to actions that _____.

[are going on at the time of speaking/happened in the past/will take place in the future]

Verbs that describe what someone or something is doing at the moment of speaking are in the **present progressive** tense.

IV Fill in the blanks to complete the following sentences.

1. I _____ in Grade 6. [am + study + ing]
2. My friend _____ a story book. [is + read + ing]
3. We _____ a board game. [are + play + ing]
4. I _____ a new language. [am + learn + ing]



5. The teachers _____ in the staff room. [are + sit + ing]

6. My mother _____ food in the kitchen. [is + cook + ing]

V Study the following picture and fill in the blanks with the present progressive form of verbs.



1. Govind and Anu _____ football.

2. Pema _____ flowers.

3. Anil _____ the score card.

4. The mother _____ a book.
5. The dog _____ to catch the ball.
6. The birds _____ in the sky.

VI Study the following sentences from the story and complete the table. One example has been done for you.

1. I'd better listen **closely**.
2. When he's in the house, I'll call out **softly** to him.
3. Then I'll call out very **loudly**.

S. No.	Sentence	Question	Word
(i)	I'd better listen closely.	How does he listen?	A. closely
(ii)	When he's in the house, I'll call out softly to him.	How does she call out?	B.
(iii)	Then I'll call out very loudly.	How does she call out?	C.

Words that give more information about the verb, such as how, when, where, etc. are called **adverbs**.



VII Fill in the blanks with suitable adverbs from the box given below. There are two extra words that you do not need.

honestly brightly peacefully sweetly
angrily slowly tirelessly

Once upon a time in a small forest, animals lived 1. _____. The wise old tortoise moved 2. _____ but always won the race against the proud rabbit. The ants worked 3. _____, gathering food for the winter. The kind-hearted lion ruled the jungle 4. _____, giving everyone a chance to speak. The birds sang 5. _____, making everyone in the forest happy.

VIII Study the following sentences from the story and choose the correct option.

1. Oh, hum! What a hard day it has been!
2. Ah, at last, they've stopped their chatter!
3. What should we do?
4. What should we name our child?

- (i) Sentence 1. expresses a feeling of _____. (tiredness/joy)
- (ii) Sentence 2. expresses a feeling of _____. (wonder/relief)
- (iii) Sentences 3. and 4. ask _____. (answers /questions)



IX Punctuate the following sentences and write whether they are exclamatory or interrogative sentences.

1. Wow, what an intelligent man he is
2. Oh how big the hole is
3. Do you like to read comic books
4. What is your favourite story

Sentences that express a strong feeling are called **exclamatory sentences**. They are marked by an exclamation mark (!).
Sentences that ask questions are called **interrogative sentences**. They are marked by a question mark (?).



Let us listen

You will listen to a security guard making an announcement to the people in the neighbourhood. As you listen, fill in the blanks with only one word that you hear.
(refer to page 38 for transcript)

The security guard announced that 1. _____ has been happening in that area. He advised everyone to stay safe and the kids to tell the 2. _____ as soon as they find anything different. They should not forget that 3. _____ is the main thing. He asked them to call 4. _____ when they need immediate help.





Let us speak

I Listen to your teacher pronounce the contractions and repeat after your teacher.

I'll it's don't I'm I'd he's
that's we'll they're you're we're what's

We use contracted form of the verbs while speaking and expanded form of the verbs while writing.

Now, speak these contractions clearly along with your teacher and classmates.

can't won't I've wouldn't shouldn't didn't

II Discuss in pairs:

1. Why do you think it's important for people to keep their house and themselves safe? Tick the suitable reasons.

- (i) To be safe from injury
- (ii) To keep family members and pets safe
- (iii) To stop accidents from happening
- (iv) To make sure they visit the doctor regularly
- (v) To stop robbery
- (vi) To pay the electricity bill
- (vii) To save money

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2. Now, use the given hints to share your reasons in complete sentences with your teacher and classmates.

- I think it's important because ... /
- I feel it's necessary as ... /
- The reason we need to look at safety is ...





Let us write

The next day, the neighbour asked the man in the story about what had happened. As the man, tell the neighbour what had happened in your own words. Remember to include the following:

when

where

what

how

why

You may begin this way:

My wife and I were about to go to sleep last night when we heard someone ...



Let us explore

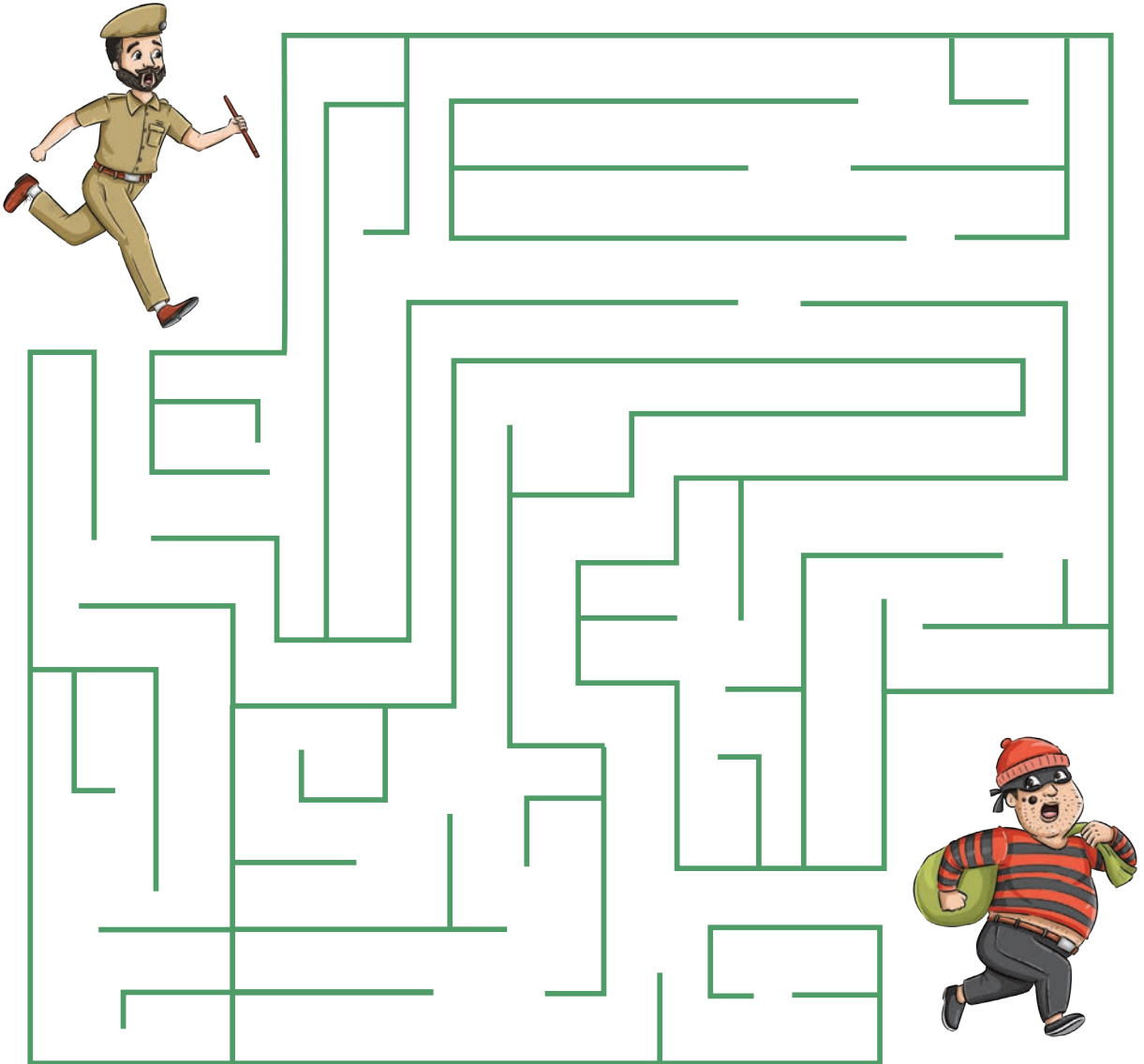
1. Find out from your teacher or parents what you would do in the following situations.

Who will you call if ...

- you see fire
- you see someone getting hurt
- you see a wounded animal
- you see someone suspicious
- you find a lost child
- you get lost



2. Find the right path for the *kotwal* to catch the thief.





Transcript



Let us listen (*refer to page 10*)

A BOTTLE OF DEW

Madhumati is very happy as she has many big bags of bananas. Firstly, she visits her mother and gives her two dozen bananas. Secondly, she goes to the market to sell the bananas. Next, she meets her old friend Kalawati in the market. Then, she gifts Kalawati a dozen bananas. Later, she decides to go home as she has sold most of the bananas. After that, on the way home, she meets a little boy who is hungry and gives him two bananas. Lastly, she goes to her neighbour's house and gives them a bunch of bananas. She has a smile on her face as she goes home.

You will listen to the audio or narration once again. As you listen, check your answers.



Transcript



Let us listen (*refer to page 18*)

THE RAVEN AND THE FOX

Dear students, the crow felt really sad because the fox cheated him. In the quiet night, the crow thought and said to himself, “I was fooled by kind words, but I’ve learned something important. Even if I don’t have beautiful feathers, I’m smart.”

To share his wisdom, he decided to go on a journey. He wanted to tell all the other animals to be careful with words. He told them, “Do not let pride lose what you have.”

You will listen to the audio or narration once again. As you listen, check your answers.





Transcript



Let us listen (*refer to page 32*)

RAMA TO THE RESCUE

Attention, all! There are reports of robbery in our locality. Please be alert and listen to the instructions carefully. Lock all doors and windows at night and also when you leave the house. Children, you must inform any suspicious activity to adults immediately. Do not talk to strangers or get anything from them. Report anything unusual. Always remember that safety is important. Dial 100 in case of emergency.

You will listen to the audio or narration once again. As you listen, check your answers.



FRIENDSHIP



0673CH02

THE UNLIKELY
BEST FRIENDS

Let us do these activities before we read.

I Friends are an important part of our lives. Why do you think so? Share your ideas with your friend. What do you do when you are with your friends and how do you feel?

Now, complete the following sentences by writing in the shapes given below. Share your completed sentences with your classmates and teacher. One has been done for you.

play

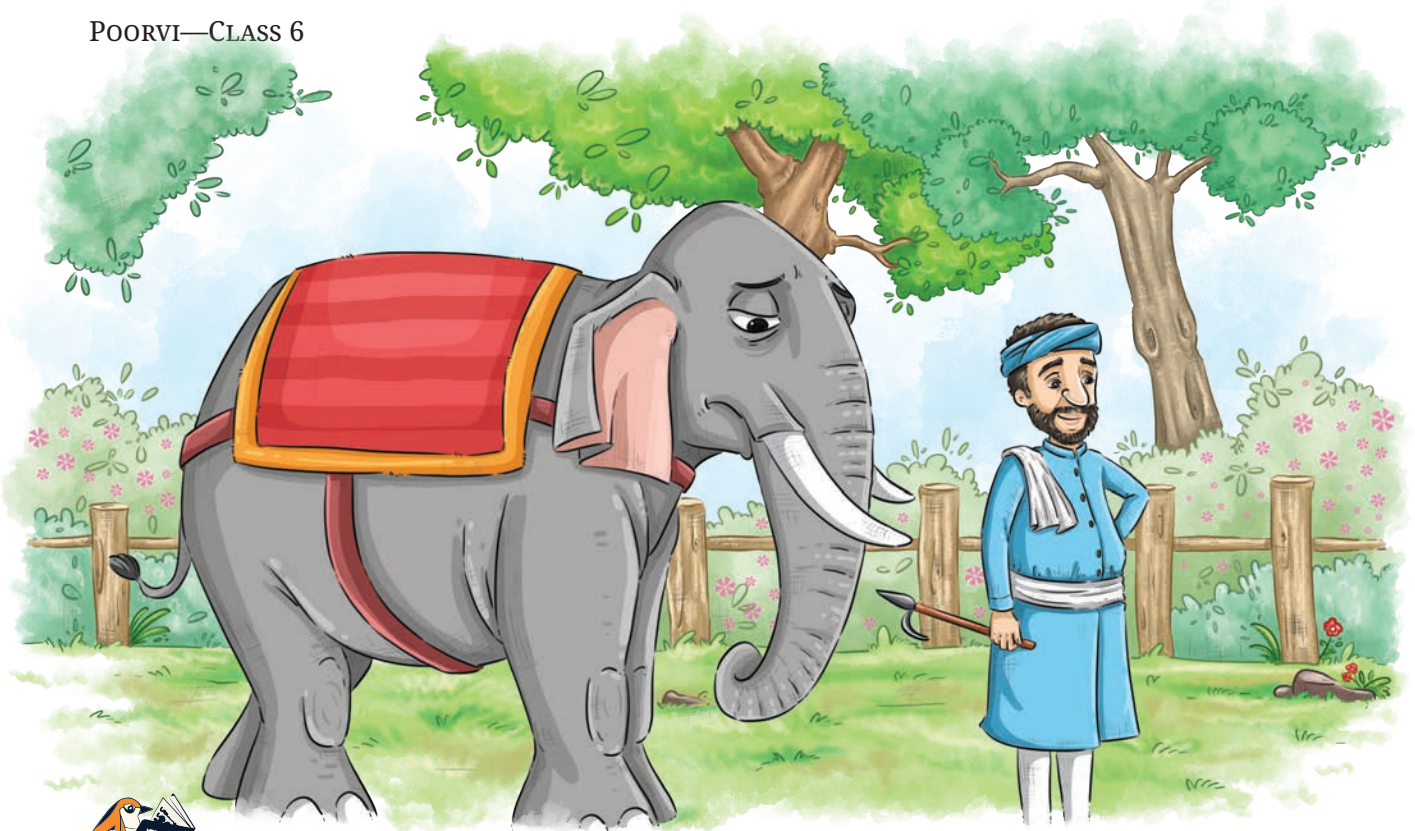
With my friend
I _____

happy

With my friend
I feel _____

II The title of the chapter is 'The Unlikely Best Friends'.

1. What can be the meaning of 'unlikely'? Discuss in groups, and then discuss with your teacher.
2. Can you think of some unlikely friends? Share your answer with your teacher.



Let us read

I

Gajaraj, the elephant, lived in the best **booth** of the royal **stables**. The king was fond of Gajaraj, and he had ordered that the elephant should be well looked after.

In spite of royal comforts, Gajaraj was sad because he had no friends. The mahout, or elephant trainer, was the only one he ever **interacted with**. The mahout was a kind man who served Gajaraj food, and gave him a bath in the elephant pond daily. He was a good caretaker, but not a friend.

“I wish I had a friend I can play with,” thought Gajaraj. One late evening, a dog **strayed** into the stable. Gajaraj could see that the visitor was tired and hungry. He pushed

booth:

rectangular space

stables: living

spaces for animals

interacted with:

communicated
with

strayed: came by
mistake

some of the food he was **munching** towards the dog. The visitor **wagged** his tail, looked up at the elephant to **convey** his thanks, and then turned his full attention to the food in front of him. As soon as he finished eating, he fell asleep.

The next morning, the mahout found the stray dog in the stable. He did not mind the dog. He also noticed that Gajaraj seemed to like the company. So, he threw some **crumbs** to the dog, which the animal accepted wagging his tail.

When the elephant went out for a bath, the dog **accompanied** his friend. **Plunging** into the water, the elephant gave himself a shower using his long **trunk**, as the dog watched. The elephant took a trunkful of water and playfully **splashed** the water on his friend. The dog **yelped** for he hated taking showers. The mahout laughed.

munching:

chewing

wagged: moved
from side to side

convey:
communicate

crumbs: small
pieces of food

accompanied:
went with someone

plunging: jumping
in

trunk: long nose

splashed: threw

yelped: cried



On their way home, the elephant picked up the dog with his trunk and placed him on his back. The dog was **delighted** to get a ride.

A farmer passing by saw the dog. “Buntree,” he yelled. The dog ran to him. The farmer **hugged** the dog and told the mahout that he was looking for his dog ever since he **disappeared** from his house. He was glad he found him now. The mahout had no objection to the farmer taking the dog home. The farmer tossed a rope round the neck of the dog, saying, “Come Buntree, let’s go home.”

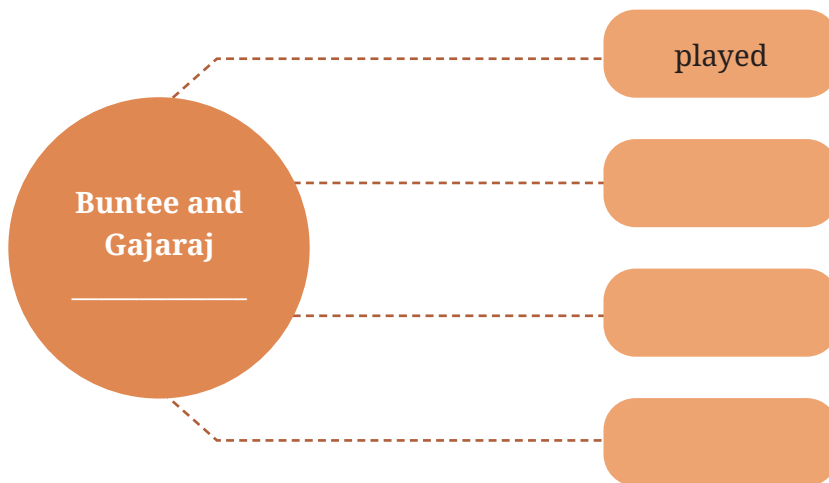
delighted: happy

hugged: held closely

disappeared: was not seen

Let us discuss

1. Talk about the things that Gajaraj and Buntree did together. Now, write in the shapes given below. One has been done for you.



2. Why did the farmer hug Buntree?
3. Do you think Buntree will leave Gajaraj and go home with the farmer?



II

Only when the farmer pulled the rope did the dog **realise** that he was being taken away from his friend. He yelped, the elephant **winc**ed, but neither the farmer nor the mahout noticed that the two friends were in tears.

The next day at lunch time the mahout served Gajaraj his favourite food. When the mahout came back after finishing his other **cho**res, he was surprised to see that the food had remained untouched.

realise:
understand

winced: shrunk
back in pain or
distress

chores: daily
duties



“Why Gajaraj, aren’t you hungry?” he asked concerned. The elephant did not react. “He may have **slight indigestion**. Let me not force him to eat,” thought the mahout.

That night too, Gajaraj did not touch his food—nor the next day. Now, the mahout was worried. He ran his hand on Gajaraj’s **tummy** and felt there was nothing wrong. “Why was he not eating then? Is he missing his friend, that dog?” the mahout wondered.

Meanwhile at the farmer’s house, the dog had also not touched his food ever since he was brought home.

“Are you missing your friend?” asked the farmer remembering the happy look on Buntree’s face while sitting on the elephant’s back. “I cannot see you go hungry,” said the farmer, “If you miss your friend so much, go to him.”

The farmer removed the rope with which he had tied the dog. The dog, though weak,

slight: a little
indigestion:
upset stomach

tummy:
stomach



sprang to his feet. He licked the farmer's hand once and then ran. He stopped only when he arrived at the stable.

The elephant picked up the dog with his trunk and gave him a **joyous swing**. The mahout was **relieved**. He quickly brought the food. "Both of you eat first," he said.

By then the farmer who had followed the dog, joined him. The two of them watched with **satisfaction** the two friends eating food. "It's not only Gajaraj who has found a friend," said the mahout hugging the farmer, "I've also found one."

SUBBA RAO

KATHAKIDS.COM

sprang: jumped

joyous: happy

swing: move side to side or back and forth

relieved: thankful

satisfaction: happiness

Let us discuss

1. Why did Gajaraj not eat his food?
2. Who were friends at the end of the story?



Let us think and reflect

1. "Are you missing your friend?" asked the farmer remembering the happy look on Buntree's face while sitting on the elephant's back. "I cannot see you go hungry," said the farmer, "If you miss your friend so much, go to him." The farmer removed the rope with which he had tied the dog.



- (i) The farmer uses the word _____ to refer to the elephant.
- (ii) How did the farmer know that Buntree was hungry?
- (iii) Why did the farmer remove the rope with which he had tied Buntree?
- (iv) Complete with one word:

Gajaraj : Buntree :: _____ : farmer

- II Give two examples to show that Gajaraj was very happy to have a friend.
- III How did the mahout come to know that Gajaraj was sad?
- IV Why do you think Buntree licked the farmer's hand?
- V What was 'unlikely' about the friendship of Gajaraj and Buntree?



Let us learn

1. Gajaraj was **sad** without a friend and when he met Buntree, he was filled with **joy**. 'Sad' and 'filled with joy' are opposites. Opposites can also be formed by adding some letters before a word. For example, un+happy=unhappy, in+correct=incorrect, dis+connect=disconnect, mis+use=misuse.

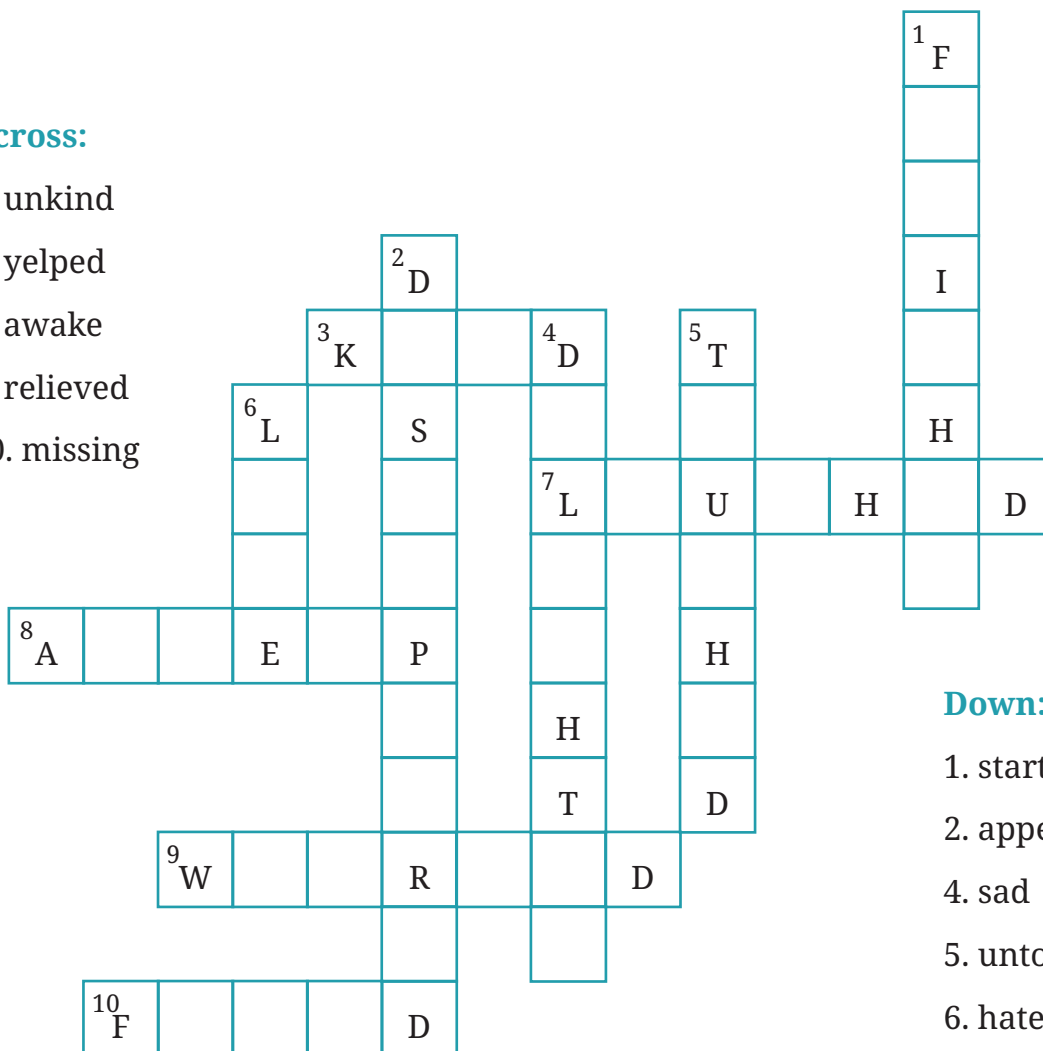
Now, take help from the words given as hints and fill up their opposites in the puzzle. (Note: All the words are from the story you have just read.)



We are opposites!

Across:

- 3. unkind
- 7. yelped
- 8. awake
- 9. relieved
- 10. missing



Down:

- 1. started
- 2. appeared
- 4. sad
- 5. untouched
- 6. hate

2. Now, complete the paragraph with some of the words you have used in the puzzle.

My pencil was _____. I was very _____ as it was a gift from my friend. I woke up my elder brother who was _____ on the bed. I told him that my pencil seemed to have _____. He _____ and told me to look under my pillow. I was _____ when I _____ the pencil there.



3. The words that tell us about an action are called verbs. In the story, the author tells us what happened before. To do that, the past form of the action word (verb) is used. Let us learn about the three forms of past tense.

Simple Past Tense	Past Progressive Tense	Past Perfect Tense
Used to show that the action had happened earlier. • second form of the verb - (Add -d or -ed to the first form of the verb.)	Used to show that the action did not finish and was going on. • I/He/She/It + was + verb + ing • We/You/They + were + verb + ing	Used to show that the action was completed. • had + third form of the verb

Given below are some verbs from the story. Put the verbs in their correct column in the table given above.

- was looking
- looked
- gave
- had ordered
- was missing
- hated
- had followed
- noticed
- was munching
- went
- had remained
- served
- told
- asked
- felt
- touched
- had tied
- joined
- arrived
- threw



Select the correct form of the verb to complete the passage. Check your answers with the teacher.

The farmer came back and _____ (noticed/was noticing/had noticed) that Buntie was sad. He _____ (tied/ was tying/had tied) Buntie with a rope the day before. He _____ (asked/was asking/ had asked) Buntie why he was sad. The farmer _____ (felt/was feeling/had felt) that Buntie _____ (missed/was missing/had missed) Gajaraj and set him free.

4. ‘...neither the farmer nor the mahout noticed that the two friends were in tears.’

The words ‘neither’, ‘nor’ are used to state that the farmer and the mahout did not notice the same thing. ‘Neither, nor’ connect two negative choices. For example: Neither Rohit nor I want to play football.

When you need to choose between two things that you want, you may use ‘either, or’. For example: Rohit wants to play either cricket or kho-kho. It means Rohit wants to play cricket or Rohit wants to play kho-kho. Discuss the given sentences with your teacher to practise.

- Neither Shikha nor Anuj like to tell stories.
- Either Bhavesh or Abha made this painting.



Let us listen

1. You will listen to another story about ‘Unlikely Friends’. Use exact words from the story to fill up the missing details in the paragraph. (*refer to page 69 for transcript*)

The leopard is a _____ animal but it became a friend of a cow. When the leopard grew up, it left the village. It came in the _____ to meet the cow. The leopard would sit _____ the cow. They also played together. _____ were surprised at their friendship.



Unlikely Friends



2. Now, listen to the story again and number the sentences in correct order. The first one has been done for you.

	The leopard stopped coming regularly.
1	The cow took care of the leopard cub as a mother.
	The leopard came to meet the cow at night.
	The leopard left the village after growing up.



Let us speak

Gajaraj and Buntree had a wonderful time with each other even if they were 'unlikely' friends. Talk to your friend and find out your common likes and dislikes. Share your answers with the class.

I am _____ I like: • _____ • _____	Both of us like: • _____ • _____	My friend is _____ My friend likes: • _____ • _____
---	--	--

Now, tell your classmates about your friend. You may take help of the cues given below.

- My friend and I like to play. Both of us want _____.
- I like to _____ but my friend likes to _____.
- We are different as she/he is _____ and I am _____.





Let us write

Write six sentences about your friend with the help of the facts collected in the above task. Mention how you are not only similar but also different. You may take help of the words given below.

same	different	and	but
both	still	like	unlike
neither	nor	either	or



Let us explore

1. The story, 'The Elephant and the Dog' is found in the **Jataka tales**. These stories are ancient Buddhist stories of life values and wisdom. These stories have been told from one generation to the next for over two thousand years. Find and read another Jataka story.
2. Elephants have historically held significant roles in Indian culture, spanning history, warfare, religion, festivals and more. However, contemporary ecological challenges have strained the relationship between humans and elephants. Have a discussion in the class.
3. Given below is a news report from an Elephant Sanctuary in the United States about a real-life friendship between an elephant and a dog.

The elephant's name is Tarra and the dog's name is Bella. Bella came inside a forest for elephants and became Tarra's friend. Tarra spent most of her time with Bella. One day, Bella had an injury so she could not walk. She was kept inside a building for three weeks. Tarra stood outside for three weeks. Finally, they met and were very happy.



A FRIEND'S PRAYER

Let us do these activities before we read.

I Read the following sentences.

1. I wish my friend brings *idli* in her tiffin tomorrow.
2. I hope my friend and I win the race tomorrow.
3. May my friend get well soon.

Which of the three sentences 1–3 is closest to a prayer? Explain to your teacher and classmates.

II What would you pray for your friend? First speak about it and then write it down.





Let us read

May my friendships always be
The most important thing to me.
With special friends I feel I'm blessed,
So let me give my very best.
I want to do much more than share
The hopes and plans of friends who care;
I'll try all that a friend can do
To make their wishes come true.
Let me use my heart to see,
To realise what friends can be,
And make no judgements from afar,
But love my friends the way they are.

JILL WOLF



Let us discuss

1. Read the poem silently. As you read, underline the parts of the poem that you agree with.
2. Now, share the details of your underlined parts of the poem in groups and explain why you liked those lines.
3. Which line was underlined by most people in your group? Share it with your teacher.





Let us think and reflect

I Complete the summary of the poem by circling the correct highlighted words.

The poet says a **prayer for/speech on** friendship and friends. She wants that friendship should always be an important part of her **complete life/school days**. She says that her friendship makes her feel **brave/special**. She wishes to do the best she can, for her friends. She wants to **clap for/listen to** the wishes of her friends. As a good friend, she **prays/imagines** that she is able to make her friends' wishes come true. She wants her **heart/mind** to understand what a true friend is. She prays that she loves her friends **as they are/when they are happy**. She tells us that **true/correct** friends accept their friends for all their qualities.

II Answer in **one** word only.

1. How does the poet feel about special friends?
2. What does the poet use to realise what friends can be?

III Read the following lines from the poem and answer the questions given below.

1. *I want to do much more than share*

The hopes and plans of friends who care;

I'll try all that a friend can do

To make their wishes come true.

(i) Complete the sentence with the most suitable option.

These lines tell us that the speaker is _____.

A. clever B. caring C. curious D. calm

(ii) How will the speaker make her friends' wishes come true? (by trying hard/by working a lot)

(iii) Fill in the blank with a suitable word.

My friends will feel _____ if their wishes come true.



IV Give one reason why we can say that this poem is a prayer.

V Why does the poet 'want to do more' for her friend?

VI Do you think that the speaker knows about the wishes of her friend? How can we say so?

VII Do you also pray for your friend? What do you wish for? Discuss.



Let us learn

I The poet says, 'With special friends I feel I'm blessed'.

Select the words that are similar to the meaning of being blessed, from those given below.

excited grateful understood thankful relaxed

II Good friends have a lot of qualities. Let us list some.

loyal, h e _ _ f _ l, k _ _ d, c _ _ i n g, h o _ _ _ t

Now, fill in the blanks with the words you just listed above.

1. My friend is always _____ to me even when I make a mistake.
2. My friend shares things with me. She is very _____.
3. My friend is _____ because he always supports me.
4. My friend never lies. She is an _____ person.
5. My friend and I believe in _____ for each other.





Let us listen

I You will listen to a talk about some outdoor activities that two friends spend their time doing. As you listen, answer the given question in one or two word(s) only. (refer to page 70 for transcript)

1. What do the two friends purchase and use on the park bench?

II You will once again listen to the talk about some outdoor activities of the two friends. As you listen, circle the pictures that show these activities.

1.



2.



3.



4.



5.



6.





Let us speak

1. In pairs, act the role of friends speaking to each other. Speak about the following situations:

1. A walk in the park	2. Sharing tiffins at school
You can use the following– • Greet each other. • Ask if your friend wishes to go with you to the park. • If yes, plan some activities. • If no, ask what your friend would like to do. Listen and share what you would also like to do together.	You can use the following– • Greet each other. • Tell your friends what food items you have brought in your tiffin. Ask them what they have brought. • Tell them you wish to share tiffins! • Next, share with your friends, how it makes you feel.
• Tell your friend that you like spending time with each other.	• Appreciate your friends' food and ask what other food items they like. • Thank your friends for sharing.

2. Create a new situation and have another conversation.



Let us write

Describe how your friendship with your friend started.

- First list the answers for — When? Where? How?
- Then, use your sentences to write a short paragraph of about 80 words.
- Give a title to your paragraph.



Let us explore

I There are many quotations about friendship. Read the ones given below.

- “A friend in need is a friend indeed.”



- “My best friend is the one who brings out the best in me.”

1. What do you think is the meaning of these quotations? Share it with your teacher.
2. Think of an experience in your life with your friend that suits this quotation. Share it with your friends.

II Look for some famous quotations on friendship; these can be in your own language too. Read and share them with your teacher and classmates.

Write one quotation on paper, colour and decorate it. Put it up on the class board.



ERASE AND ENGRAVE

Let us do these activities before we read.

1. Write two words that come to your mind when you think of friendship.
2. Now, find some more words that are related to friendship from the grid given below. You can search horizontally or vertically. There are eight words. One word has been marked as an example. The first letter of each word has been given in bold.

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

3. Fill in the blanks to complete the words, which mean the same as 'friend' or 'friends' with the help of the meanings.

Meaning	Word
(i) a person who you do things together with	p _ r _ n _ r
(ii) an informal word for friends	b _ _ d _ _ s



(iii) a person who you spend a lot of time with	c _ m p _ n _ o _
(iv) children who are in the same class as you at school	c l _ s _ m _ t _ s

4. There are so many words for a friend. What do you call ‘a friend’ in your own language?



Let us read

I

15th May

I got up very early in the morning as today, We had planned to go to Dadi's house. We got on a luxury bus to Jagdalpur. But sitting on a seat for hours was too tiring. I could stretch my legs only when we stopped for lunch. Dada was at the bus stop with a car. We were too tired. So everyone has gone to sleep after having the delicious dinner prepared by my cousin, Rahul & Chachi. Rahul had prepared most of the dishes. It's only 8 but still I'm also going to sleep. So, good night.

16th May

I was very excited when I woke up as I was going to meet Satyam. I ran towards his house and hugged him as he came out. We sat talking on the swing under the mango tree. Suddenly a dog came and sniffed my feet. In fright I stepped on the dog's tail and it ran away crying. I turned to Satyam. He pushed me angrily and yelled “Sachin! Why did you step on Moti?” I was annoyed and left angrily. At home I didn't even speak to Dadi and now I'll doze off.

17th May

At the breakfast table Papa said that we would be going to Chitrakote falls.

I was very excited & ran out but stopped in my tracks on seeing Satyam. But he just came and held my hands & we ran together towards the car. We reached the banks of Indravati river. I stopped and wrote on the sands "My friend pushed me angrily." Then I went with Satyam for boating.

Let us discuss

1. Who lived in Jagdalpur?
2. By whom is this diary written? When does he usually write his diary?
3. Who is Moti?
4. Sequence the given sentences in proper order.
 - (a) Sachin stepped on Moti's tail.
 - (b) Sachin left & did not speak to Dadi.
 - (c) Sachin hugged Satyam.
 - (d) Sachin and Satyam sat on a swing.
 - (e) Satyam pushed Sachin.
 - (f) A dog sniffed at Sachin's feet.

II

18th May

Prakash uncle (Satyam's father) informed us in the morning that today's fun ground was Tirathgarh. I enjoyed playing under the cool waterfall. It was so refreshing. Suddenly I felt my feet slipping and I fell into the water. I did not know how to swim and was very frightened. Satyam jumped in and pulled me out onto a rock and saved me. At the river side, I found a rock and engraved with a pointed stone "My friend saved my life."

19th May

Today we were returning. While having our breakfast with our neighbours, Prakash uncle asked me why I had engraved that on a rock. I replied that I felt that Satyam is my friend and I must remember his help & never forget it. Then Papa explained “When a person hurts you, write it down on the sand. It will get erased and forgotten. And when some good is done try not to forget it. Engrave it so that time cannot erase it.

Let us discuss

1. What was cool and refreshing?
2. Find the opposites from the passage.
Pulled out
Forget
Enemy
3. What were the words which could not be erased?
4. Where do you write about your friends' unpleasant words?



Let us think and reflect

1. Read the following lines and answer the questions that follow.

We sat talking on the swing under the mango tree. Suddenly a dog came and sniffed my feet. In fright I stepped on the dog's tail and it ran away crying. I turned to Satyam. He pushed me angrily and yelled, “Sachin! Why did you step on Moti?”

- i. The swing was on a.....wooden bar / mango tree / iron pole.
- ii. Name the animal, tree, and parts of the body mentioned here.
- iii. Find two prepositions in the passage.

2. Answer the following questions.

- At what time of the day is the diary written here and by whom?
- Of the two friends who had a pet?
- Do you agree with what Satyam did? Give your reasons.
- What did he write on the sand and why?
- Put a tick mark in the appropriate column.

WORDS	To be Engraved	To be Erased
Words of praise		
Hurtful words		
Abusive words		
Glorifying words		
Encouraging words		
Teasing words		



Let us learn

- Complete the given table by dividing the given words into two parts. One has been done for you.

informed, yelling, suddenly, forgiveness, pointed, annoyed

Column A	Column B
1. inform	ed
2.	
3.	
4.	
5.	
6.	

The words in Column A are called the **root words**. The sequences of letters that are in Column B which come after the root words are called **suffixes**.



- II Match the following root words with suitable suffixes. You can use a suffix more than once as shown. Use them to make sentences of your own. One has been done for you.

S. No.	Root Word	Suffix	Word	Sentence
1.	magic	-ing	magical	The magician performed an amazing magical act.
2.	care	-al		
3.	celebrate	-ful		
4.	laugh	-ly		
5.	wonder	-ed		
6.	help	-tion		
7.	friend	-ous		
8.	courage	-ship		

[Note: Observe the changes in spelling in a few word combinations.]

- III Look at the following sentences from the lesson.

- everyone had gone to sleep after a delicious dinner.
- We got on a luxury bus.
- I liked playing under the cool, refreshing water.

The underlined words describe (1) dinner (2) bus (3) water

The words that describe the quality of a person or a thing are called **adjectives**.

Write words usually used to describe the given animals and birds. Choose from the box below.

proud, clever, wise, naughty, cunning

- _____ peacock
- _____ owl
- _____ monkey

- _____ fox
- _____ crow

IV Match each word (adjectives) in Column A with a suitable word (noun) in Column B. You can make more than one combination. One has been done as an example.

Column A Adjectives	Column B Nouns	Column C Phrases	Column D Sentences
1. brave	friends	brave soldier	(i) The brave soldier marched ahead.
2. clever	rain		
3. tasty	soldier		
4. heavy	plan		
5. slight	peanuts		
6. true	cold		

V Complete the paragraph with suitable adjective-noun pairings. Use the words in the box given below.

old book magical adventures happy boy amazing stories
fantastic adventures colourful creatures old castles

Once upon a time in a little village, a/an 1. _____ named Abhishek found a/an 2. _____ in the attic. He read 3. _____ about fairy lands, 4. _____ and 5. _____. Abhishek's eyes got big as he imagined these 6. _____. He told his friends about the stories, and they started to have their own 7. _____ when they played together.



Let us listen

You will listen to Manu talk about her friend, Monika. As you listen, fill in the blanks with words that you hear. (*refer to page 71 for transcript*)

1. Monika found it _____ when she took admission in the school.
2. Manu was _____ and helped by her in many ways.
3. So, it was not so _____ for the new girl to adjust in the school.
4. Both friends experienced difficult and _____ moments together.
5. Manu is _____ to Monika for making her life easy and finding a friend.

You will listen to the girl once again.



Let us speak

Work in pairs. Read the following qualities of a friend.

loving	honest	kind	caring	loyal	polite
respectful		team-worker		understanding	

Discuss in pairs. Choose any four positive qualities that you would like your friend to have. Give a reason for your choice. Use the hints given below when you speak.

I feel my friend should be ... because ...

I think the quality I want in my friend is being The reason for this is ...

I believe my friend should be ... This is in order to ...

If my friend is ... then ...





Let us write

1. Read the messages that Mario has written to his friends Deepa, Guneet and Asma.

Dear Deepa,

I feel so special that you are my friend. I know you will always be there for me. Before going to bed, I said a little prayer for Guneet, Asma and you. You made me realise the value of having good friends.

Best wishes,
Mario

Dear Asma,

I feel blessed to know that you are my true friend. I would have fallen again today, if it wasn't for Guneet, Deepa and you. I know I can always depend on the three of you, no matter what.

Best wishes,
Mario

- (i) Now, choose the correct word given in brackets to complete Mario's message to Guneet.

Dear Guneet,

I am _____ (thankful to/requesting) God to have you as a _____ (lucky/real) friend for life. When everyone was _____ (laughing at/talking to) me, Deepa, Asma and you showed me that you _____ (will save/care for) me. You are indeed a _____ (blessing/loving) in my life.

Best wishes,
Mario

- (ii) Now, write your own message to your best friend. You may take ideas from the story, 'The Unlikely Best Friends' and the poem, 'A Friend's Prayer'.





Let us explore

1. Find out more stories about 'Friendship'. It could be from your state, other states or other countries too. You can share them with your class.
2. Describe your friends by filling in the blanks with suitable words. This is known as an **acrostic** poem.

F _____

R _____

I _____

E _____

N _____

D _____

S _____

3. Complete the following task by talking to different people of different age groups as mentioned in the table. You may divide the class into groups to do the following:

Question	Age Group	Response
What does friendship mean to you?	50+	
	31 to 49	
	20 to 30	
	12 to 19	

After gathering responses:

- ✓ Discuss: similarities and differences across age groups.
- ✓ Reflect: how viewpoints on friendship may change with age and life experiences.
- ✓ Present: a summary of the group's responses, emphasising key themes or unique insights.



Transcript



Let us listen (*refer to page 49*)

THE UNLIKELY BEST FRIENDS

Let me tell you a story of a cow and a leopard from Vadodara in Gujarat who became friends. As you know, a leopard is a wild animal and a cow is a domestic animal. Some people say that the cow took care of the leopard cub like a mother. When the cub became older, it went away from the village. It returned to meet the cow at night. The villagers were worried but they never stopped the leopard. They saw that the leopard just sat beside the cow quietly. The cow and leopard spent time by relaxing and playing with each other. The leopard did not like the villagers and stopped coming regularly. The villagers were surprised that the leopard never attacked the cow but became its friend.

You will listen to the audio or narration once again. As you listen, check your answers.





Transcript



Let us listen (*refer to page 56*)

A FRIEND'S PRAYER

Hello!

Let me tell you what outdoor activities Ajay and Dhiraj enjoy doing. Some days they like playing at the swings in the park. Ajay enjoys slides the most. Dhiraj likes nature, so both take walks in the nearby park, listen to birds and look at the trees. On Saturdays, both go cycling around the neighbourhood. What both truly enjoy is eating ice-cream together. Sometimes they also purchase a comic book, sit on a park bench and read together. They are truly best friends.

You will listen to the audio or narration once again. As you listen, check your answers.



Transcript



Let us listen (refer to page 66)

ERASE & ENGRAVE

When I first joined this new school, things were very difficult. There was Monika. She was a supportive friend who guided me, introduced me to others and even shared her notes. That made me comfortable in the school. Since then, Monika and I have been together through difficult times and happy times. She is the kind of friend who is always there for you. I'm really thankful for her, and how her help and support turned into a really good friendship.

You will listen to the audio or narration once again. As you listen, check your answers.





Let us ponder

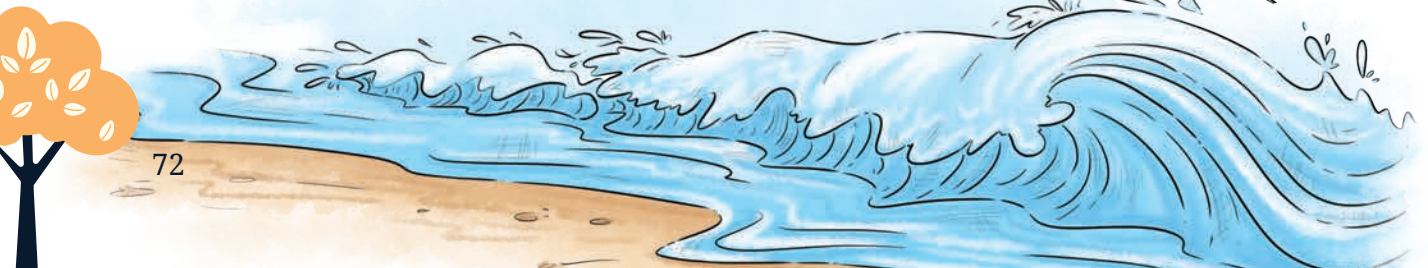
SAVE WATER

Look at the pictures.
Now, discuss the following points.

- Sources of water
- Without water there cannot be any life
- Value of water and the need to save it



Make a poster with a meaningful slogan on 'Save Water.'



NURTURING NATURE



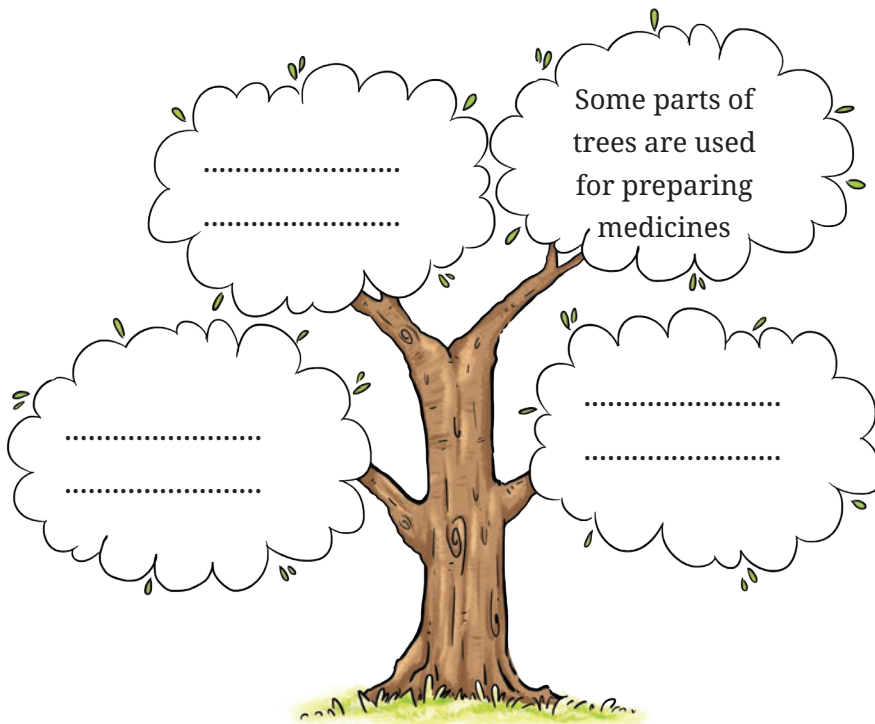
0673CH03



THE TREE THAT NEVER STOPPED GIVING

Let us do these activities before we read.

- I A tree is useful to us in many ways. Mention some of these uses. Write them in the picture given below.



II. What do trees give us? Discuss



Let us read.

I

There lived a naughty boy in a village. Each day the boy spent hours playing near the large old mango tree. He would make a crown of its leaves and then proudly **declare**, “I am the king of the forest !” The tree loved to have the boy visit it and play in its branches.



Time passed, the boy grew to be a man, but to the tree he would always be a boy. **Gradually** he stopped coming to the tree. Then one day, to the tree’s great **delight** he saw the boy approaching. The boy said he needed money, for without money he couldn’t marry. “Take my mangoes; they are the best **variety**, sell them and you will have more than enough money” offered the **generous** tree. The boy didn’t wait another minute.

II

The boy **stripped** the tree of every single mango, sold them and got married. After a **lapse** of time, the boy came back again, **sullen** and complaining, “I need a house, can you give me a house?”

Declare: to say publicly or to announce.

Gradually: slowly, over a long period of time.

Delight: pleasure, a feeling of sheer happiness.

Variety: different kinds of the same thing.

Generous: willing to give freely.

Stripped: to remove by pulling.

lapse: a period of time between two events that happen.

Sullen: silent and bad tempered.



“Take my strong branches and build yourself a house and make your furniture too,” said the loving tree. So the boy **hacked down** all the branches leaving the tree with just its trunk. Slowly the tree aged without its branches and leaves. It felt lonely and sad. It missed the boy.



Years went by. The lonely old tree often thought of the boy and then one day the boy came again not quite as young as before. “I need a boat,” he said to the tree, “I want to travel, to see something of the world.”

“Take my trunk, it’s all I have left, but it will make you a sound boat,” said the tree.

The **thoughtless** boy took the trunk made his boat and sailed away without even once thinking about the tree and what he had done to it.

Finally the boy became a tired old man, and now all he could think of was his faithful friend, the tree. “Come, boy”, called the tree. “Rest here on my stump. It makes a good seat. We can be happy together.” And the boy gratefully, for once sat down in the warm sunshine on the tree stump. And the tree was happy.



Hacked down:
cut roughly

Thoughtless:
careless

Let us discuss.

1. Who said it?
(a) “I am the king of the forest.”
(b) “Sell them and you will make more than enough money.”
2. Why did the boy need money?
3. Why did the boy need a boat?
4. Why was the tree happy at the end of the story?



Let us think and reflect

1. Read the lesson again and make a list of the problems of the boy and solutions provided by the tree. An example is done for you:

N.	Problems	Solutions
1.	The boy needed money	The tree gave the boy fruit to sell.
2.	_____	_____
3.	_____	_____
4.	_____	_____
2. Answer the following questions :
 1. The boy looked sullen and complaining. Why?
 2. How did the boy spend his time?
 3. Who was more loving -the boy or the tree? Why do you think so?



Let us Learn

1. “Take my trunk...”
Do you know any other meaning of the word ‘trunk’?
Hints:



There are some more words in the lesson as ‘sound’ ,‘rest’ ‘stump’. Find the other meanings of these words. Such words with many meanings are known as HOMONYMS.

2. Find two meanings of the given words.
right, match, park, bank, foot, bat, letter, fly, tie.

3. Words that tell us what a person is doing are called verbs. In the table given below, match the verbs in the first column showing action in the present to verbs in the second cloumn showing action in the past. Make a sentence with any one form of the verb. One has been done for you.

Present	Past	Answer	Sentence
1. grow	(i) loved	1. - (iv)	We grow vegetables in our garden.
2. spend	(ii) got		
3. love	(iii) sold		
4. say	(iv) grew		
5. sell	(v) spent		
6. get	(vi) said		

4. Mango tree speaks to the man as if he is a person. This figure of speech is called **personification**. Let us look at some more examples.

- The leaves whispered in the wind.
- The flowers danced merrily in the breeze.

Now, discuss the underlined words with your classmates and teacher.



Let us listen

1. You will now listen to a poem Encircle the words that you come across by listening to the poem.
(Refer to page 96 for transcript.)

free, see, me, plant, hot, tea,
sea, we, he, sun, key, she,
cross, me, bee, shade

2. What do we plant when we plant a tree?
We Plant (a) ----- (b)
(c) ----- (d)
3. “A thousand things that we daily see”- what does this mean?



Let us speak

Collect dry leaves of four different trees and plants around you.

1. Make one card as given below.
On the top, draw the shape of the leaf looking at the dry leaf and colour it.
Inside the card, write the name of the tree/plant the leaf is taken from and one of its uses.



2. Now, speak about the whole process of making the card in front of the class.
3. Ask your classmates to identify the leaf and tell them one of its uses. After they answer, open the card, and share what you have written.





Let us write

You have read about a tree and its uses. Look at the trees in your neighbourhood and write a paragraph about any one tree that you like.

- Where it is (roadside/park, etc.)
- How it looks (height, tree trunk, leaves, flowers, etc.)
- Why you like it (shade, medicinal properties, shelter, beauty, etc.)
- Give a title to your paragraph.



Let us explore

When people from Persia came to India and saw that a common tree of their country was freely growing here, they started calling the tree *Azad Darakhte Hindi*. So, the scientific name of Neem in Latin became *Azadirachta indica*.

Neem has different names in the Indian languages. Discuss with your teacher and find out which Indian languages these names belong to.

Name	<i>Nimb</i>	<i>Nim</i>	<i>Leemba</i>	<i>Nimori</i>	<i>Nimbamond</i>	<i>Nimbe</i>	<i>Nimo</i>
Indian							



WHAT A BIRD THOUGHT

Let us do these activities before we read.

I Look at the picture and discuss what you see in the picture with your teacher and classmates.

Think of a time when you worked hard

What did you do then?

- How did it help you?
- How did it make you feel?

Also, discuss in groups.

II Where are the places you see birds?

What do you see the birds doing?

III Do you want to fly like a bird? Why?

IV What does a baby bird think about its world?

V Read the sentences and replace the underlined words with their correct meanings.



S.No.	Sentences	Meanings
1.	The colour of the feather was not dark but <u>pale</u> .	at last
2.	The butterfly <u>moved lightly and quickly</u> on to the flower.	light
3.	<u>Finally</u> , I finished my bird painting after trying many times.	labour
4.	The pretty flowers were the prize for the gardener's <u>hard work</u> .	fluttered



Let us read

I lived first in a little house,
And lived there very well,
I thought the world was small and round,
And made of pale, blue shell.

I lived next in a little nest,
Nor needed any other,
I thought the world was made of straw,
And nestled by my mother.

One day, I fluttered from my nest,
To see what I could find,
I said the world is made of leaves,
I have been very blind.

At length I flew beyond the tree,
Quite fit for grown-up labours,
I don't know how the world is made,
And neither do my neighbours.

ANONYMOUS



Let us discuss

I Read the poem again. Identify the main idea of each stanza. There are two extra given. Put ☒ or ☐

- 1.The bird steps out into the world.
- 2.The bird lived happily in a small world.
- 3.The bird becomes blind due to leaves.
- 4.The bird flies away as an adult.
- 5.The bird is unhappy with the straw nest.
- 6.The bird lived in a cosy nest with its mother.

II Look at the pictures 1–4 and write the matching line from the poem for each.



III Answer the following with a word from the poem and check the answers with your partner.

- 1.What was the shape of the bird's first house? _ O _ _ _
- 2.What was the bird's second nest made of? _ _ R _ _
- 3.What did the bird see when it came out of its nest? L _ _ _ E _
- 4.What did the bird do at the end? _ _ _ W

IV Now, recite the poem aloud along with your teacher and classmates.



Let us think and reflect

I Write whether the following sentences are True or False.

1. The bird changed its house two times.

2. The neighbours tell the bird about the world.

II Read the following lines from the poem and answer the questions given below.

1. *I thought the world was made of straw,
And nestled by my mother.*

(i) Who lived in the nest along with the baby bird?

(ii) Complete the following by choosing the correct option.

The bird thought the world was made of straw because _____.

A. it lived in a straw hut

B. its nest was made of straw

C. its mother fed straw to it

D. there was straw all around

(iii) Which word tells us that the baby bird was warm and comfortable?

2. *I said the world is made of leaves,
I have been very blind.*

(i) Why did the bird think the world was made of leaves?

(ii) What does the set of words 'I said' mean?

A. flew B. shouted C. spoke D. cried

(iii) Fill in the blanks to complete the sentence.

The bird felt that it had been very blind because it could not ___ _ the leaves
from ___ n ___ _ e the nest.

III Why did the baby bird think that its first world was small, round and blue?

IV Where did the bird go when it fluttered from its straw nest?



V What quality did the bird say it had, when it flew away?

VI Who do you think were the bird's neighbours? Why do you think so?

Discuss.



Let us learn

I Let us write some rhyming words. One has been done for you.

Words from the poem			
Stanza 1	Stanza 2	Stanza 3	Stanza 4
well			
shell			
New rhyming words			
fell			

Now, complete a new stanza with rhyming words at the end of each line.

I fly high and I fly low,
But one thing I surely k _ _ _ ,
Whenever I wish to rest,
My little nest is the _ _ _ t.



II The poet uses words like 'pale', 'blue', 'round', 'straw' and 'little' to describe the bird's nest.

Read a few more describing words.

pointed green thin brown
small wooden hanging round

Now, use the describing words given in the box to create six sentences based on the given picture.

1. The leaves are green.

2.....

3.....

4.....

5.....

6.....



Let us listen

You will listen to a short poem. As you listen, fill in the missing words. You can listen to the poem more than once. (refer to page 96 for transcript)

I'm a parrot, my name is Paro,

My feathers are _ _ _ g _ _ and they glow.

In the morning, I spread my wings,

_ _ _ around and see wonderful things.

Come with me through the skies so _ l _ _ ,

To places old and places new.

Among the _ _ e _ _ , where the breeze is light,

Many new s t _ _ _ _ s, oh, what a sight!



Let us speak

Speak with your classmates about which bird you would like to be. Include the following points.

- Which bird are you? [I am]



- What do you look like? [I am in colour. I am a big/small bird. I have].
- Where do you live? [I live in It is (where)]
- What do you do during the day? [I I also]
- Do you have any message for humans? [I want to tell the humans]



Let us write

I Read how the bird perceived its world.

My world was small, round and light blue at first. After that my world was warm and comfortable. It was made of straw. In this world I could only see leaves whenever I stepped out. In the end, my world became big. It had the sky and the earth as a part of it.

II Now, discuss with your teacher and classmates how you think the world would look to the following.

1. a baby
2. a fish

III Now, write five sentences each, for both 1 and 2, in your notebooks. You can take help from the example given in I.



Let us explore

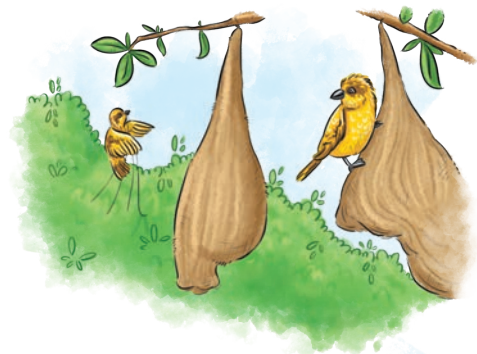
I The bird's first home was made of a shell. Later its home was among leaves and made of straw.

- Look at your home carefully and make a list of all the materials it is made of.
- Why do you think our homes are not made of straw?
- If you had to own a home of your choice, what would it look like and what materials would you like to use?
- How is a home different from a house? Discuss with your classmates and teacher.

- Look at the list of some workers who build houses. Find out the work they do and write, as shown in the example. You can think of other workers and add them too.

Workers	Their work
Example: mason	lays bricks and stones
1. painter	
2. electrician	
3. plumber	
4. carpenter	
5. architect	
6.	
7.	

- II Look at the different kinds of nests and homes the birds make. Have you seen any? Discuss these type of nests with your teacher and classmates.



WOMEN FOR TREES

Let us do these activities before we read.

1. What do Mahila Mandal /Women Self-Help Groups do in our village? Discuss.
2. Given below are some pictures of trees? Write their names and uses.

Sr. No	Tree	Tree's Name	Uses
1.			
2.			
3.			
4.			
5.			





Let us read

I



Bhalapur is a village nearly 84 kilometers from the block office of Mohla in the Mohla-Manpur Ambagarh Chowki district of Chhattisgarh. Today, on what was a 12- hectare plot of deforested land, stands a **dense** green forest. In the mid eighties, Vikram of Bhalapur organised all the women in the village, largely oppressed and adivasis, into Mahila Mandal.

Dense:

Contains a lot of things/ plants/trees in a small place.

Evident: Clear

Shrinking:

becoming smaller in size

Insensitive:

not realizing or caring for other people's feelings



The Mahila Mandal had discussions on village problems. It was **evident** from the discussions that the greatest problem was collecting fire wood. The village forest was **shrinking**. Thanks to the felling of trees by **insensitive** people.

Let us discuss

1. Mohla is the block of Mohla-Manpur-Ambagarh Chowki district in Chhattisgarh. What is the name of your village and block?

.....

2. Bhalapur is a deforested land now. State whether it is true or false?
3. Village forest is shrinking. In this sentence, what does the word 'shrinking' mean?
 - a) Decreasing
 - b) Increasing
 - c) Expanding
 - d) Improving

II

The forestland at the time was full of **stumps** of felled trees. For **protection** from grazing animals, the women dug deep **trenches** all around the deforested area. They stood up as guards against **poachers** and **timber mafia**.



stumps – the trunks of a tree left out after cutting or felling of the tree

protection -safety

trenches – long narrow cuts dug into the ground

poachers – those who catch or shoot animals without permission

timber – wood for building or making things

Mafia – an organization of criminals

Soon leaves started to **sprout** on the stumps. Today, a dense forest stands on the **outskirts** of the village. The dry **twigs** fulfill the locals' need for fire wood and the **biodiversity** of the new forest is a reward of their efforts. Later, plantations were done by the locals. The successful **initiative** has also **inspired** those in the village who had initially opposed the effort. It is not big projects and money that will protect the forests. But if due importance is given to local needs, people will come forward themselves to protect our forests.

Sprout – to grow or develop

Outskirts – outer areas of a place

Twigs – very thin branches

Biodiversity – variety of living things

Initiative – a plan to start something new

Inspire – got encouraged

Let us Discuss

1. What was the situation of the forest land in Bhalapur when Vikram stepped in?
2. Timber Mafia is
 - (a) group safeguarding tree
 - (b) group illegally cutting trees
 - (c) group of wood traders
3. What did the women do to protect the forest?



Let us Think and Reflect

Soon leaves started to sprout on the stumps. Today, a dense forest stands on the outskirts of the village. The dry twigs fulfill the locals' need for firewood and the biodiversity of the new forest is a reward of their efforts.

1. Pick out the sentence from above text which means 'trees started growing'.
2. Bhalapur became rich with variety of living beings. Find out the appropriate word to replace the underlined words.
3. What are the benefits of the new forest in Bhalapur?



Answer the Following Questions

1. What is the result of the efforts made by the women of Bhalapur?
2. Why was the village forest shrinking?
3. Can big projects and money alone protect the forest? Give you answer along with the reason.

Write true/false in the boxes

1. We should be thankful to the insensitive people who fell trees.
2. The women cut the trees for fuel and food.
3. The women of Mahila Mandal got united.



Let us Learn

Given in the box is a list of activities that Ravi, Kusum, and Shiva did last week from 7 am to 9 pm. Write 3 to 4 sentences about each one by using the information given in the box.

Example: Ravi went to jungle to collect wood on Monday.

Person	Monday	Tuesday	Wednesday
Ravi	went to jungle for collecting word	milked cows	played with his friends
Kusum	whitewashed her house	played with her friends	Collected vegetables from field
Siva	worked in the field	watered plants	sowed seeds of the plants



Let us Listen

You will now listen to a boy speaking to his mother. As you listen, select the correct statements. (Refer to page number 97)

- (a) The mother was surprised to know that Peepal Baba had planted trees all over the country.
- (b) The mother disliked the work being done by Peepal Baba.



- (c) The mother wanted to know more about Peepal Baba.
 (d) The boy decided to take care of trees by listening to Peepal Baba's journey.
 (e) The boy was worried about what his teacher had told him.



Let us Speak

With the given hints and example say about yourself imagining that you are a neem tree.

BANANA TREE



- soft trunk • long leaves
- bunches • reddish brown cover
- flower • seeds • ripe • yellow

1. I am a banana tree.
2. I have soft trunk and long leaves.
3. My flowers grow in bunches inside a reddish brown cover.
4. My fruits also grow in large bunches and are without seeds..
5. Children like ripe yellow bananas very much.

NEEM TREE



- big shady tree, • small leaves
- many birds, squirrels live
- branches • swings • little berries • medicines made
- purify air • man's best friend

.....

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Let us Write

Write how to plant a mango tree by re-arranging the sentences given below.

1. Water the plant regularly.
2. Collect suitable soil.
3. Place a plant guard and take care till it stands upright.
4. Prepare the seed
5. Find out a proper place for planting the sapling.
6. Plant the seed in the pot.
7. Dig a pit, add manure, and plant the sapling.
8. Place the pot in a place where it can get enough sunlight.

Describe the picture below.





LET US EXPLORE

1. Can you guess the trees based on the riddles given below?

(a) I'm a small tree with thorns
And with small shiny leaves
My fruit is yellow or green
You squeeze me to get my sour juice
And mix it with water and sugar
To get a refreshing drink
What tree am I?

(b) I'm a small tree
with oval leaves.
My fruit?
Well, its yellow or green outside,
White or pink inside.
With lot of tiny seeds tucked within.
What tree am I?

2. Fill in the blanks to complete the riddle below. Write another riddle of your own and ask your friends to guess the tree.

(a) My is straight.
I have no
My leaves are large.
My young fruit is green, with
seeds and it's eaten as a vegetable.
My grown up fruit is sweet and
yellow with seeds and its eaten as
a fruit.
I am a papaya tree.
(Hints : branches, black, trunk, white)

b. _____

3. Bring the leaves of any plant or tree in your surroundings. Get your classmates to identify the plant or tree by seeing the leaves.





Transcript

Let us listen (*refer to page 78*)



What do we plant when we plant a tree.
We plant a ship which will cross the sea.
We plant the houses for you and me.
A thousand things that we daily see.
We plant the shade from the hot sun to be safe.
We plant all these when we plant a tree.



Let us listen (*refer to page 85*)

I'm a parrot, my name is Paro,
My feathers are bright and they glow.
In the morning, I spread my wings,
Fly around and see wonderful things.
Come with me through the skies so blue,
To places old and places new.
Among the trees, where the breeze is light,
Many new stories, oh, what a sight!





Let us listen (refer to page 92)

Rahul : *Maa*, have you heard about Peepal Baba? Our teacher told us about him today.

Mother : I have not heard about him. Who is he and what does he do?

Rahul : He plants trees along with his team. He also started a movement to plant and save trees.

Mother : That's wonderful. Where did he get this idea from?

Rahul : When he was studying in a school in Pune, his English teacher gave him the idea to plant trees. He was just 11 years old.

Mother : How did he plant so many trees all over the country as a child?

Rahul : He was born to an army officer's family in Chandigarh and whenever they were moved to a new city, he planted more trees.

Mother : But how did he come to be known as Peepal Baba?

Rahul : He used to plant Peepal and Neem trees as they have many uses for us and told others to do so. So, in the beginning, people made fun of him by calling him Peepal Baba but he was not bothered and continued to do his work. Now everyone calls him by that name lovingly.

Mother : He is really doing great work. We should learn from him and plant more trees.

Rahul : Yes, *Maa*. We must and tell others to do the same.

You will listen to the audio or narration once again. As you listen, check your answers.



SPORTS AND WELLNESS



0673CH04



CHANGE OF HEART

Let us do these activities before we read.

- I Which games or sports do you play?
- II Read the questions given below. Talk about them and make a list.
 1. Which games or sports do you play for fun?
 2. Which games or sports do you play for competition?
- III How do you feel when you win or lose?
- IV Work in pairs. Tick the correct meaning of the following:
 1. friendly matches
 - (i) matches played to win a trophy
 - (ii) matches played without competition
 2. opponent
 - (i) someone who you compete with
 - (ii) someone you want to be a partner with
 3. tally of marks
 - (i) final marks on a report card
 - (ii) record of points in a game/match
 4. sporting spirit
 - (i) following all the rules in a game
 - (ii) being fair and respecting each player in a game



Let us read

I

Prabhat always wanted to win. His parents, teachers, and friends said that he did not know how to accept **defeat**. The fact was that he could not bear losing, not even at marbles. He felt so good when he won that he never wanted to give up that feeling. **On the contrary**, losing made him feel **terrible**. He thought that losing was the worst thing that could happen to anyone.

If Prabhat **sensed** that he would lose a game, he would not play it. He would take part only when he was sure of winning, even if the game lasted only for a minute. You could not stop him from playing the kind of games he was really good at, like badminton.

A new student joined Prabhat's school, and his name was Surya. Surya was an excellent badminton player. Prabhat waited for the last Friday of the month. Last Friday was **significant**. This was when the coach **conducted** friendly matches in the games period. The teams were decided on Monday and it was no surprise when Prabhat and Surya were chosen to play a round against each other. Prabhat was given the responsibility of keeping score for their match. On one hand, Prabhat prepared for the match with great seriousness. Surya, on the other hand, seemed relaxed, not taking the things seriously at all. He walked about the whole

defeat: loss

on the contrary: just the opposite

terrible: unhappy

sensed: had known

significant: important

conducted: organised

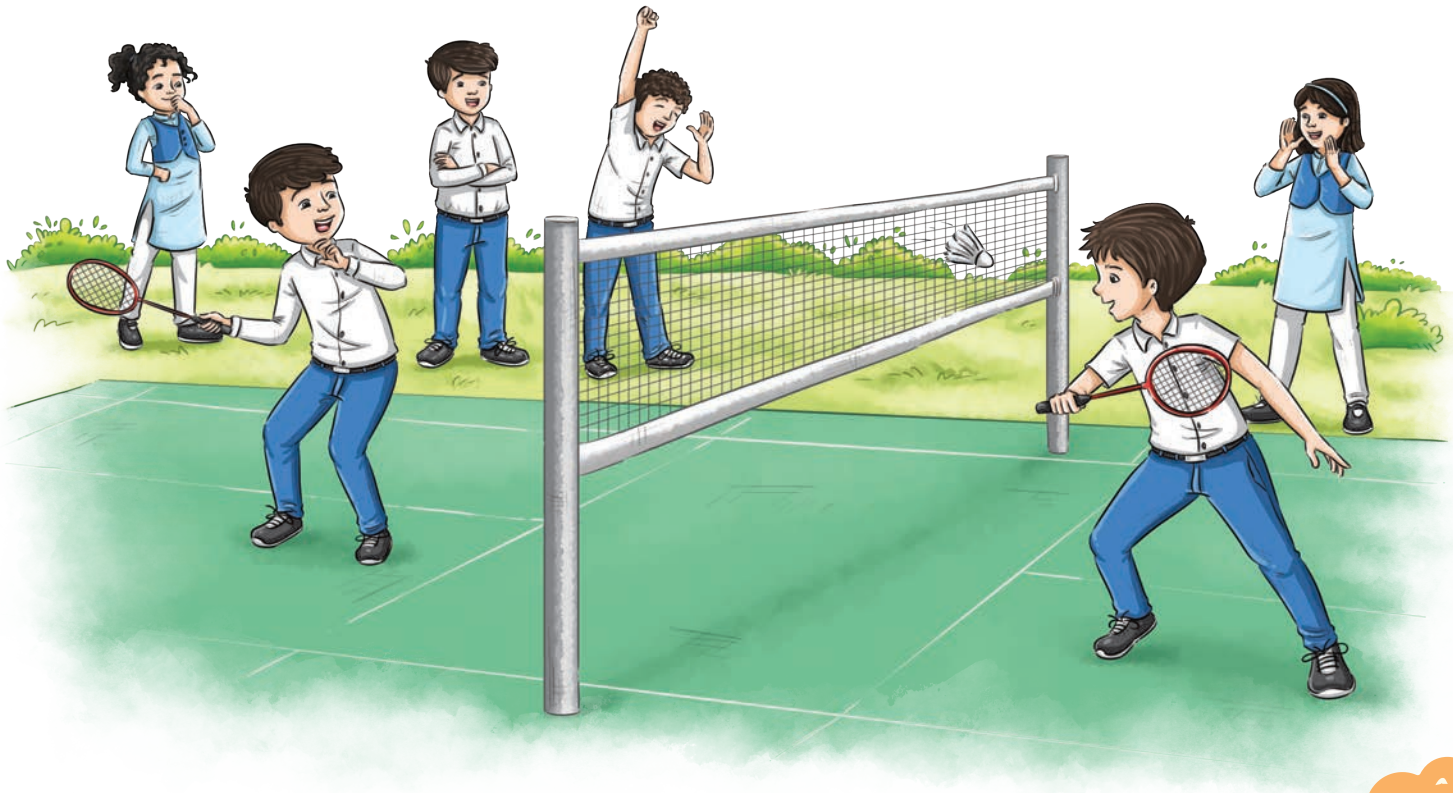


time, smiling and cracking jokes about all sorts of things. But on Friday, at the badminton court, Surya was a real **phenomenon**. He won points again and again, laughing and joking all the time. However, Prabhat was paying so little attention to the match that Prabhat managed to change the scoreboard while his opponent was looking elsewhere.

Prabhat managed to win by cheating. He made a big thing of his win, but it did not matter to Surya.

“It’s been fun. We should play again some other time,” said Surya.

phenomenon:
someone who
has special
qualities



Let us discuss

1. State whether the following is True or False.

Prabhat would accept losing to anyone easily.

2. What was special about the last Friday of each month?

3. Who was responsible for maintaining the score for the match?

4. Do you think Prabhat wished to play another match with Surya? Why do you think so?

II

On that day, everyone was discussing their game and how Prabhat had played so well. Surprisingly, Prabhat could not sleep well that night. He had won the game but he did not feel as happy as he usually did. What was surprising was that Surya did not feel bad about losing. What was more surprising was that Prabhat saw



Surya playing basketball the next day. Surya was so **hopeless** at it that he could not score a basket for ten minutes. Yet, he enjoyed playing the game. His happy smile never left his face.

Prabhat **kept a close watch on** Surya for some days. He was great at some things, terrible at others but what was common was the enjoyment. He enjoyed everything equally. As Prabhat went on with his observation, he realised that to enjoy a game, you did not need a scoreboard to keep a tally of your scores. Neither did you have to worry about winning nor losing. You needed to enjoy the game for its own sake. What matters is trying to do well, and enjoying every moment of it.

Prabhat learnt something through the observations every day, soon realising the change in himself. He had even begun playing hide and seek, and felt sad whenever it was about to end. He also started joking while playing badminton. Soon, the other students started talking amongst themselves, “Good fun playing with Prabhat, that fellow definitely has a great sporting spirit.”

Let us discuss

1. How did Surya feel about playing?
2. What was it about Surya that Prabhat observed?

hopeless:
having no skill
in something

**kept a close
watch on:**
observed





Let us think and reflect

I Read the lines given below and answer the questions.

1. *If Prabhat sensed that he would lose a game, he would not play it. He would take part only when he was sure of winning, even if the game lasted only for a minute. You could not stop him from playing the kind of games he was really good at, like badminton.*

(i) Complete the sentence suitably.

Prabhat would play a game only if _____.

(ii) Which game was Prabhat good at playing?

(iii) Select the most suitable option to complete the sentence.

This behaviour of Prabhat tells us that he was _____.

A. good at the game B. sure to win C. afraid of losing

2. *Surprisingly, Prabhat could not sleep well that night. He had won the game but he did not feel as happy as he usually did. What was surprising was that Surya did not feel bad about losing. What was more surprising was that Prabhat saw Surya playing basketball the next day.*

(i) Select the one option that tells us about the way Prabhat was feeling that night.

A. hurt B. unhappy C. afraid D. focused

(ii) Why does Prabhat find Surya's behaviour 'surprising'?

(iii) Fill in the blank by choosing the most suitable option given in the bracket.

We can say that Surya's reaction to not winning was _____ (similar to/as serious as/different from) Prabhat's.



II Answer the following questions.

1. How did Prabhat's attitude towards winning and losing affect his enjoyment of games in the beginning?
2. Why do you think Prabhat cheated in the beginning to win the badminton match against Surya?
3. How did Surya's attitude differ from Prabhat's?
4. Do you think Prabhat's approach to games was healthy? Why or why not?
5. Why do you think sporting spirit is important?
6. Explain how the title of the story, 'Change of Heart', is suitable.



Let us learn

I Make as many words as possible using consecutive letters, without changing the order of the letters, from the words in the boxes. One has been done for you.

1. BADMINTON

BAD

ADMIN

MINT

IN

TON

ON

2. PHENOMENON

3. BASKETBALL

Now, you can choose words of your own and create such puzzles. Share them with your class and try solving others'.

II Read the following sentences and circle the verbs.

1. On that day everyone was discussing their game and how Prabhat had played so well.
2. He had won the game but he did not feel as happy as he usually did.
3. What was more surprising was that Surya had not felt bad about losing.



III Arrange the circled verbs as the first action or second action. One has been done for you.

S. No.	Column A FIRST ACTION	Column B SECOND ACTION
1.	had played	was discussing
2.		
3.		

The verbs in column A that refer to the first action or the old action are **past perfect**.

IV Fill in the blanks with the past perfect form of verbs given within the brackets.

1. Prabhat _____ already _____ his homework before going to the badminton match. (finish)
2. Surya _____ basketball for years before joining the school's badminton team. (play)
3. By the time Prabhat arrived, Surya _____ already _____ several matches. (win)
4. The new student, Surya, _____ Prabhat before coming to the school. (never meet)
5. Before the games period, Prabhat _____ badminton extensively. (practise)



Let us listen

I You will listen to an announcement. As you listen, circle the pair that was chosen to play chess. (refer to page 123 for transcript)

Rima - Dhiraj

Gita - Hitesh

Sarita - Nupur



II Listen to the announcement once again and answer the questions.

Questions	Answers
1. How many Friday matches will be played?	
2. What was put up on the sports' notice board?	
3. Who will sponsor the kho-kho team's refreshments?	
4. Who will be the scorekeeper for chess?	
5. Who will be the referee for kho-kho?	
6. Which Friday periods are meant for kho-kho?	



Let us speak

Look at the situations given below. In pairs, take turns to use the three magic words—‘please’, ‘thank you’ and ‘sorry’—for the situations given below. Use the prompts given in the table to learn how to thank and apologise properly.

1. You are Vani— You want to request your friends to take you in their team during games period.
2. You are Somiwon— You want to tell Hitesh to help you with the cleaning of the classroom cupboard.
3. You are Sumit— You accidentally spilled water on Nupur's desk.
4. You are Hitesh— You forgot to get Simran's Art file to school.
5. You are Kriti— You spoke rudely to Nupur.
6. You are Mohan— You wish to thank Hitesh for helping you practice for the Inter-House speech competition.



7. You are Meher— You are grateful that Simran helped you understand a chapter taught at school when you were absent.
8. You are Rima— You are thankful to Gita for helping you collect the notebooks from the staff-room.

Requesting
• Could you please ...
• Please can you help me with ...
• Kindly _____, please.
Apologising for rude behaviour/ a mistake
• I'm very sorry for the way I behaved.
• I apologise. I was out of line.
• I'm sorry, that was my fault.
Being grateful/thankful
• Thank you. It means so much to me that you ...
• I truly appreciate your help with ... Thank you.
• I wish to thank you from the bottom of my heart because you ...



Let us write

Prabhat managed to change the scoreboard while Surya was looking elsewhere. Yet, he did not feel so happy that night. Unable to sleep, he decided to write down his feelings in his diary.

Given below is the page where he wrote his feelings that night. Complete it with the help of the phrases given in the box below.

I won the match

I will lose the match

I felt very happy

Surya did not feel bad

I do not feel happy about it

I managed to change the scoreboard

Everyone congratulated me after my win

He had fun playing with me

Saturday

17 August 20XX

8:00 p.m.

Today, I defeated Surya in a badminton match but 1. _____. He was playing very well and was getting the points easily. I was sure that 2. _____. So, when everyone was laughing at a joke he cracked, 3. _____. No one noticed the change and 4. _____. What surprised me the most was that he said 5. _____ and we should play again. How could he be so relaxed after losing a match? He should have been sad if not crying over his loss!

Though 6. _____, I did not enjoy as I usually do. It really disturbed me that 7. _____ about losing the match. It is still bothering me. Is it because I changed the score? I do not understand myself.

Let me sleep now. I feel that it may make me feel better.

Goodnight!



Let us explore

1. Read the following brief bio-sketches of sportspersons from India.

Deepika Kumari

- Archer from Jharkhand
- Father, an auto-rickshaw driver and mother, a nurse
- Practised archery while aiming for mangoes with stones
- Practised archery with homemade bamboo bows and arrows
- Joined Tata Archery Academy
- Won a gold medal in the 2010 Commonwealth Games



Deepika Kumari

Neeraj Chopra

- Young athlete from Khandra village in Haryana
- Family largely involved in agriculture
- First Asian athlete to win an Olympic gold medal in javelin throw
- Worked hard for several years to achieve his passion
- Second Indian to win an individual gold medal in Olympics at the age of 23
- Won a silver medal in javelin throw at the 2024 Paris Olympics



Neeraj Chopra

2. Make a list of any three popular local games played in Chhattisgarh, like pitthool, tipcat (gilli danda), gedi daud, phugadi etc. Describe the tools used and the rules of the games.
3. Make a list of state and national level players of Chhattisgarh. Mention their name, name of sport and awards won by them.



THE WINNER

Let us do these activities before we read.

I Look at this picture.



1. What are these children doing?
2. Where do you think they are?
3. What is the time of the day?

II Discuss the given questions with your classmates and teacher. You may begin your sentences with—

I go to ...

I play with ...

The place I go to for playing ...

I like playing ...

Sometimes I come back ...

1. When do you go to play after school?
2. Who do you play with?
3. Where do you go to play in the evening?
4. Which games do you like playing?
5. When do you come back home?



Let us read

Evenings,
we play ball
next to the creek
in our neighbour's field.

We run so fast
I
can't
even
catch
my
breath.

When blue dark turns to black,
cold grass aches our feet,
trees creep close—
game's over.
Night wins!



GEORGIA HEARD

Let us discuss

I Read the given lines from the poem. Write the meaning of the lines by identifying the words/expressions in them.



S.No.	Lines from the poem	Meaning
1.	<i>next to the creek</i> Clue: a small body of water.	
2.	<i>I can't even catch my breath</i> Clue: the child has been running.	
3.	<i>When blue dark turns to black</i> Clue: the colour of the sky changes from blue to black. What does it mean?	
4.	<i>trees creep close</i> Clue: it is evening time. Why do you think the trees seem close?	

II Read the poem. Complete the following based on the poem.

The children play _____ in the _____ in the neighbour's _____.
They run so _____ that they run out of breath. They continue to play till the evening when the blue sky turns _____, and the trees are not clearly visible. They can feel their feet _____, now that it is cold. Finally, they stop _____ and go home as it is night.



Let us think and reflect

I Read the given lines and answer the questions that follow.

1. *We run so fast*

*I
can't
even
catch
my
breath.*



- (i) Complete the sentence given below with the correct option.
The speaker needs to catch her breath because _____.

- A. everyone decides to walk
- B. all the friends wish to go home
- C. running fast results in being breathless
- D. they need to do breathing exercises

(ii) Is the speaker alone? Why do you say so?

(iii) What does the pattern in the lines tell us?

2. *When blue dark turns to black,
cold grass aches our feet,
trees creep close—
game's over.
Night wins!*

(i) Give one reason why the grass is cold.

(ii) Complete the sentence suitably.

The children's feet are aching because _____.

(iii) Why does 'Night' win?

Night wins because the _____.

- A. time for play has ended
- B. children are tired
- C. time to play at home begins
- D. night follows day



Let us learn

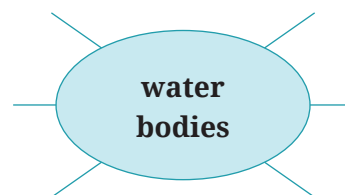
1. Read the information given in the table and see what the poet has done in the poem 'The Winner'.



Lines from the poem	What the poet has done	Other examples
<i>I can't even catch my breath</i>	This tells us that the children are really out of breath. The pattern is used to highlight them being out of breath.	The leaves are falling, falling, falling.
<i>Night wins!</i>	The poet has used human qualities for inanimate things. Here, night has been shown as winning. This is called personification .	The sun played hide-and-seek with the clouds.

Now, try to write some examples of your own for both. Use your imagination when creating these examples.

2. The poet has talked about a creek in the poem. You now know that creek is a water body. Complete the word web given below by writing which other water bodies you can think of. Discuss with your teacher.



Let us listen

Listen to the riddles and write which sport is being referred to in the table below.

Riddle	1	2	3	4
Sport				



Riddle 1

*Run and pass, run and pass
Kick a black and white ball
Kick it straight into the goal
Watch for mud—don't fall.
What sport am I?*

Riddle 2

*Hold your breath, say Hu-tu-tu,
till you touch one or two.
Take care to keep a distance wide
As you run back to your team's side.
Which sport am I?*

Riddle 3

*In the water, hold your breath,
The water is very cool,
Arms turn, legs kick
In the blue pool.
Which sport am I?*

Riddle 4

*Breathe in, breathe out!
Practise every day just right,
You will be healthy and fit
Get energy and grow in might.
What am I?*

Try to create a riddle about your favourite game/sport/activity. Share your riddles with your classmates. Let's see who all are able to guess it right.





Let us speak

Enact the roles of a parent and a child.

Situation 1 : Coming home late after play.

(Parent upset/Child explaining)

Situation 2 : Sharing details of the games you played.

(Child excited/Parent asking details with interest)

Situation 3 : Bring a new friend home after playtime.

(Child introducing/Parent welcoming)



Let us write

Write a paragraph about your playtime, using the clues given below.

- What time do I go out to play?
- Who do I play with?
- What games do we play?
- Which is my favourite game?
- What do we gain from playing together?
- When do we finish playing and go home?

Now, give a title to your paragraph.



Let us explore

There are many indigenous games in India. Kho-kho is an example of an indigenous game. Indigenous games are native to a region. Find out some native games of Chhattisgarh and other parts of India. Learn the rules of one such game and play it with your classmates under the supervision of your teacher.



YOGA—A WAY OF LIFE

Let us do these activities before we read.

1. What do you know about yoga? Discuss in pairs and share with the whole class.
2. What is 21st June known for? What do we do on this day?
3. List as many words you know related to yoga. Share them with your classmates.



Let us read

Yoga is a physical, mental, and spiritual practice that **originated** in ancient India. The word 'Yoga' comes from the Sanskrit root 'yuj', which means 'to join' or 'to unite'. This symbolises the unity of mind and body; thought and action; **harmony** between human and nature. It is a holistic approach to health and well-being.

Sage Patanjali presented the ancient tradition of yoga in a systematic way in 'Yoga Sutras of Patanjali'. He described yoga as the means to make the mind quiet and free from all **distractions**.

Yoga has become increasingly popular around the world due to its many health benefits.

originated:
started

harmony: balance

distractions:
disturbances

Here are some of the benefits of yoga—

- Yoga postures (*asanas*) help to stretch and strengthen the muscles, increase flexibility, **endurance** and balance. This can improve overall physical fitness. This can also help to reduce body pains, such as lower back pain.
- Yoga involves breathing techniques and meditation, which can help to calm the mind and reduce stress and **anxiety**. It relaxes the mind, improves the quality of sleep and increases concentration.
- Yoga has been shown to **boost** the immune system. It can improve heart health by lowering blood pressure and improving circulation.
- Yoga can aid in weight loss by burning calories, and maintaining health.

Yoga promotes a sense of overall well-being. This is the reason why the benefits of practising yoga are internationally recognised. The World Health Organisation (WHO) on 20th June 2021, launched an App called WHO mYoga. The app contains a collection of videos and audio files to teach and support yoga practice. The aim was to have an easy-to-use and free tool for people across the world to encourage them to practise yoga.

We can start practising yoga at any given moment of time. We must remember that when we practise yoga *asanas* (postures), we do not just stretch the body. The mind has to be with the body. This is the reason why it should be practised without distractions. If each stretch is coordinated with the breath and awareness, our practice will become a yogic practice.

endurance:
capacity to
continue without
giving up

anxiety:
worry

boost:
increase



हठस्य प्रथमाङ्गत्वादासनं पूर्वमुच्यते।
कुर्यात्तदासनं स्थैर्यमारोग्यं चाङ्गलाघवम् ॥१९॥

*haṭhasya prathamāṅgatvādāsanam pūrvamuchyate
kuryāttadāsanam sthairyamārogyaṃ chāṅgalāghavam*

Being the first accessory of Haṭha-Yoga, āsana is described first. It should be practised for gaining steady posture, health and weightlessness of body.

Source: Haṭha Yōga Pradīpikā

Let us discuss

Read the passage again and fill in the blanks with words from the box.

sleep lifestyle health strength calm stress balance

Yoga is a practice that not only improves physical flexibility but also improves mental 1. _____ and leads to a healthier 2. _____. It involves a series of *asanas*, which increase muscular 3. _____. Practising yoga also leads to a better body and mind 4. _____ and reduces body pain such as the lower back. Moreover, the focus on breathing techniques and meditation makes the mind 5. _____, lessens 6. _____, and improves the quality of 7. _____. This helps to adopt a more positive lifestyle.



Let us think and reflect

1. What is the aim of yoga?
2. Explain the idea of unity in yoga.
3. What does the launch of the WHO mYoga app tell us about the importance of yoga?
4. Describe one long-term effect that the practice of yoga can have on a person's qualities.





Let us learn

- I. Let us play the game of *Antakshari*. The first word is 'yoga'. The next word must then begin with the letter 'a'. This activity will go on and the whole class will participate and write the words on the blackboard. How many new words have you learnt?
- II. Read the extract given below and focus on the highlighted words.

*The app (WHO mYoga) contains a collection of video and audio files to teach and support yoga **practice**. The aim was to have an easy-to-use and free tool for people across the world to encourage them to **practise** yoga.*

The word 'practice' and 'practise' sound the same but have different spellings and usage.

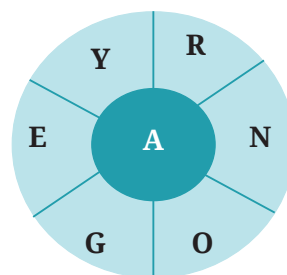
The word 'practice' is a **noun** which means the actual application or exercise of a skill or knowledge. The word 'practise' is a **verb** which refers to the act of engaging in an activity repeatedly to improve or acquire a skill.

- III. Complete the sentences given below by filling in the blanks with correct use of practice (as a noun) or practise (as a verb). Share the answers with your classmates and the teacher.
 - (i) It is important to have a regular _____ of stretching every morning to stay flexible.
 - (ii) I _____ Yoga every day to keep my mind and body healthy.
 - (iii) The teacher said, you can join the school hockey team but it requires a lot of _____ to improve your skills.
 - (iv) Our athletics coach asked us to _____ running on grass to strengthen our grip while running.
 - (v) I _____ deep breathing exercises when I feel stressed to calm myself down.
 - (vi) Developing a good habit of eating fruits and vegetables should be a daily _____.
- IV. Another common word that has the 's' and 'c' variation in spellings is 'advice' (noun) and 'advise' (verb).

Make two sentences each using 'advice' and 'advise' and share with your classmates and the teacher.



- V. Make as many words as you can using the letters shown. Use the letter 'A' in all the words that you make.



Let us listen

You will listen to a girl talk about practising yoga. As you listen, select four **true** statements from the sentences given in the table. (refer to page 124 for transcript)

Statements	T / F
1. The girl sees people at the park doing breathing exercises.	
2. Her grandfather began practising yoga sixteen years ago.	
3. The girl practises some easy yoga exercises with her grandfather.	
4. The girl practises breathing exercises to relax.	
5. Her grandfather is fit even though he has untimely meals.	
6. Her grandfather's regular yoga practice has kept him strong.	
7. The girl wishes to learn <i>asanas</i> over the weekend.	



Let us speak

- Participate in groups of four to share your 'yoga thoughts'.

If you have tried yoga	If you have not tried yoga, yet
- I practise yoga because ... - My favourite thing about yoga is ... - I feel _____ after a yoga session because ... - The one thing in yoga that I want to practise is _____ because ...	- I wish to practise yoga because ... - I hope that once I begin practising yoga, I ... - The kind of exercise I want to try in yoga is _____ because ...

- Take turns to speak and listen to others when they share their thoughts.





Let us write

Write a short paragraph on 'The Benefits of Yoga'. You may use the following sentence starters along with your own ideas to create the paragraph.

Opening line	Yoga is important because ...
Supporting ideas	• One benefit of yoga that interests me is ... • Practising yoga can help people ... • A popular yoga pose is ____ because ... • Yoga is not just physical exercise; it also ...
Concluding line	Finally, yoga can be a great way to ...



Let us explore

1. Do you know?

- A few seals of the Sindhu-Sarasvati Civilisation, dating back to 2700 BC, indicate that yoga was prevalent in ancient India. Many people contributed to its development and now, yoga has spread all over the world. On 11th December 2014, the United Nations General Assembly (UNGA) with 193 members accepted the proposal to celebrate '21st June' as 'International Yoga Day'.

2. Find out about two *asanas* and their benefits, and share your findings with your classmates and teacher. You may visit the following websites to learn more about yoga.

<https://www.mygov.in/campaigns/international-yoga-day/>

<https://www.un.org/en/observances/yoga-day>

<https://www.mygov.in/campaigns/international-yoga-day/>



Transcript

Let us listen (refer to page 105)

CHANGE OF HEART

Good morning, everyone. I know you all are excited about the Friday, friendly matches. This Friday we shall have three matches—one for chess, the next for kho-kho and finally one for badminton. I have put up the kho-kho teams' name list on the sports' notice board. Since this is a team game, your class VI-B shall be playing against the VI-D kho-kho team. The kho-kho match refreshments are being sponsored by Xydium Sports Club. Let me clarify, the spelling is X-Y-D-I-U-M, Xydium.

Now the places for the matches—the first one is chess. It'll take place in the 1st floor activity room with Vani as the scorekeeper. Kho-kho will be played in the sport's ground where I myself will be the referee. For badminton, we have chosen the multipurpose hall on the ground floor hall. The net will be put up there.

For the chess match, it has been decided that this match shall be played between Sarita and Nupur. Two matches will be played during the regular games period on Friday but kho-kho will be played in the 2nd and 3rd period. Remember the kho-kho team names are up on the Sports' Notice Board.

Good luck!

You will listen to the audio or narration once again. As you listen, check your answers.



Transcript



Let us listen (refer to page 121)

YOGA—A WAY OF LIFE

Namaste everyone!

I wish to share with you all that I do simple yoga exercises with my grandfather. He has been practising yoga since he was 16 years old. My grandfather is fit and strong even at the age of 65. I am sure that this is the result of many good habits. I know that eating a balanced diet regularly and making yoga a part of his life have been hundred per cent effective. When I accompany my grandfather to the park, I see so many people—young and old—doing yogic breathing exercises.

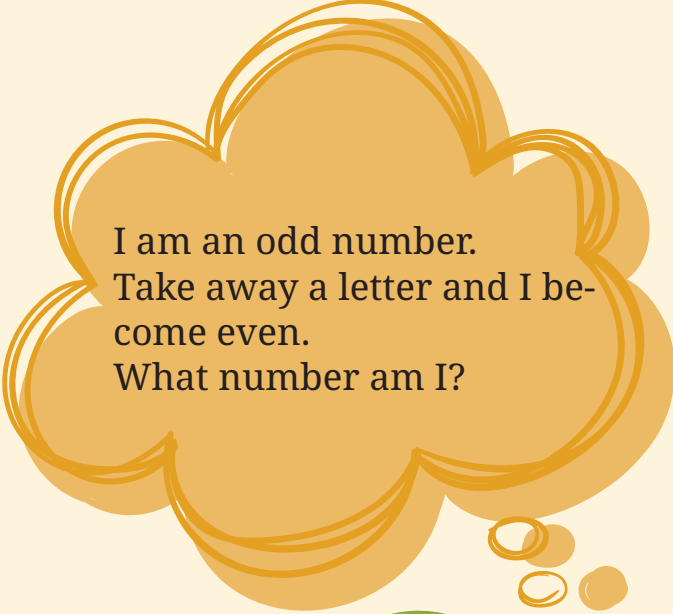
I like doing these exercises. Whenever I'm a little worried about an Inter-House competition, I always remember to do some of these exercises early morning that day. It relaxes me and makes me feel focused and calm. I plan on learning some *asanas* from my grandfather during the summer vacations.

Wish me luck!

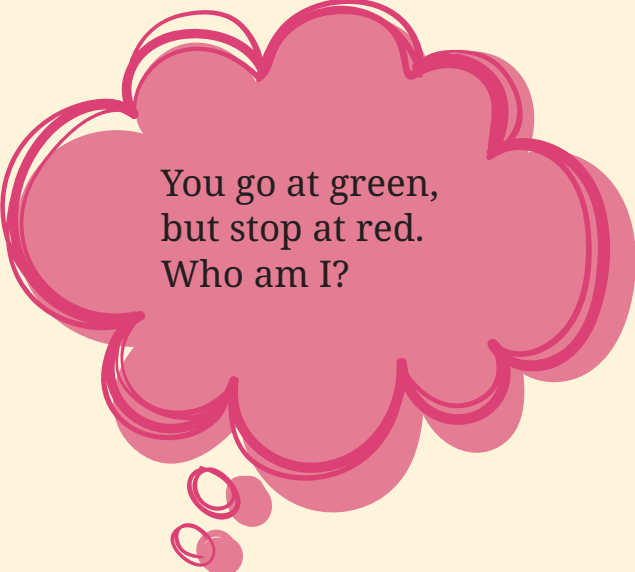
You will listen to the audio or narration once again. As you listen, check your answers.



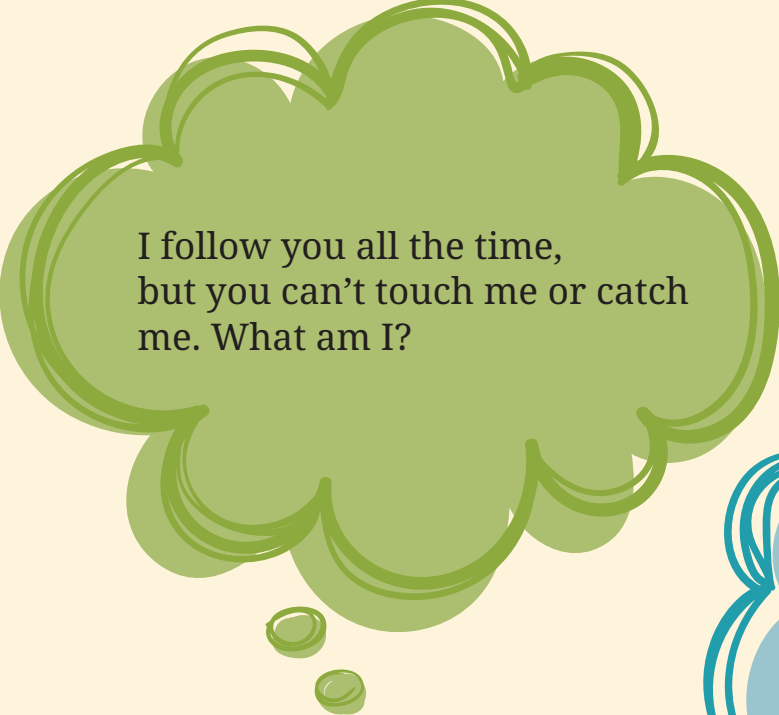
WHO AM I?



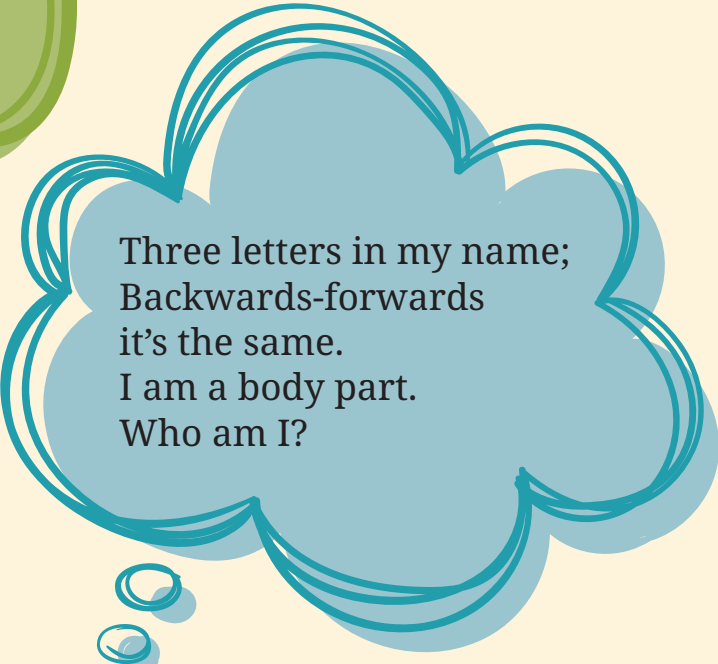
I am an odd number.
Take away a letter and I become even.
What number am I?



You go at green,
but stop at red.
Who am I?



I follow you all the time,
but you can't touch me or catch me.
What am I?



Three letters in my name;
Backwards-forwards
it's the same.
I am a body part.
Who am I?

CULTURE AND TRADITION

HAMARA BHARAT —
INCREDIBLE INDIA!

0673CH05

Let us read the following passage.

Bharat has been known worldwide as a land of wise and heroic individuals. Its rich and diverse culture has attracted numerous travellers since ancient times. The people here live in unison, presenting to the world unity in diversity. Bharat is a land rich with rivers, lakes, and high mountains. Its green forests are home to many plants, insects, birds, and animals. All these elements ensure that Bharat prospers and is respected globally. As its inhabitants, we need to continue working hard and make sure that it prospers.



Let us discuss

1. What has Bharat always been known for?
2. What is attractive about Bharat?
3. What is special about the fact that the people live here in unison?
4. What geographical features does the passage mention?
5. What is the advice given to everyone?

Kalakritiyon ka Bharat

Let us do these activities before we read.

Our country is beautiful and every state has its own uniqueness. The words given below are part of our identity. Complete these words with the correct vowels (A, E, I, O, U).

1. We like to decorate our homes with our **f _ l k _ r t**.
2. Our **c _ l t _ r e** consists of our ideas, customs, traditions, values, arts, and languages.
3. All of us celebrate our **f _ s t _ v _ l s** together.
4. We tell stories to our children to teach them about our **c _ l t _ r e**, **h _ s t _ r y**, and **l _ g _ n d s**.
5. We have our own **l _ n g _ a g _ s** to talk to each other.





Let us read

I

“So, are you ready to meet your friends from all over the country?” the teacher asked the students sitting in the big hall.

“Yes!” was the loud answer from the class.

“Can someone tell me for which programme are we here?” the teacher asked.

“*Ek Bharat, Shreshtha Bharat*”, the students answered together again.

“Please raise your hand to tell me what it is all about,” the teacher said.

Many hands went up and some were jumping to answer. The teacher asked Renu. With a smile on her face, she said, “It is to know that we all belong to one nation and that is the bond we share. And our unity in diversity makes us the most wonderful country in the world.”

Let us discuss

1. What is the *Ek Bharat, Shreshtha Bharat* programme all about?
2. Why is this programme being conducted?

II

The teacher smiled at her as everyone clapped. Just then, Bala pointed out, “Look! The video has started!” The big screen now had little windows each with a smiling child. Each child had something to share.



Pranam! I am Aakansha from Uttarakhand. I am going to tell you about *Aipan*, our folk art, that we draw on family functions and festivals. It is done with white rice flour paste on brick-red walls coloured with *geru*. It is made on floors and walls of puja rooms, and outside the main door of the home. It is an art form made by the women in the family. The designs are very beautiful and mathematical, and are based on our cultural traditions, and observations of nature.



Aipan—Folk art

geru: red clay used as colour

Jai Johar! I am Priya Dhruv from Chhattisgarh. The district of Bastar of our state provides the most distinct dhokra, which is about 4000 years old metal craft. In this craft, we make a figure with clay, dry it, and cover it with a layer of wax. Then, we **carve** the fine details on the wax. After that, we cover the figure with clay, and put it in the fire. The wax melts and comes out of small openings. Next, brass **scrap** is melted and poured into the empty space. The liquid metal takes the same shape as the wax. Finally, we remove the outer layer of clay and finish the metal figure as we want.



Dhokra

carve: to make design with sharp tool

scrap: small unwanted pieces

Suprabhaatam! I am Chitra from Kerala. I want to tell you about coconut shell craft. First, we clean the outside and inside of a brown coconut shell. After that, we make it smooth by using sandpaper or a machine. Then we give it the shape we want, and make it **stable** by fixing a base under it. At last, we polish it using wood polish to make it shine. We make household things like bowls and even jewellery from the coconut shells. It is a **biodegradable** craft.



Coconut shell craft

stable: not able to move

biodegradable: something that will not harm the environment



Kondapalli

Subhodayam! I am Balamurali from Andhra Pradesh. I want to tell you about the 400-year-old art of making toys in my village, Kondapalli. To make the toys, we take soft wood from the nearby hills. After that, we carve each part of the toy separately. Then, we use *makku*—a paste of **tamarind** seed powder and **sawdust** to join the pieces together. Next, we add details and finish the toys. Finally, we use oil and water-colours or vegetable **dyes** and **enamel** paints to colour them. These toys are based on folk stories, animals, birds, bullock carts, rural life, etc.

tamarind: an edible sour fruit



sawdust: dust of wood

dyes: colours

enamel: paints that form a protective layer

Let us discuss

On the basis of what the speakers said about the art forms, complete the table given below.

Name of the child	State	Art form	Things needed
Akanksha		<i>Aipan</i>	
Priya Dhruv			clay, brass scrap, wax, fire
Chitra			
Balamurali	Andhra Pradesh	<i>Kondapalli</i>	



Let us think and reflect

I Fill in the blanks to complete the following sentences.

1. The designs for *Aipan* are taken from _____ and _____.
2. *Dhokra* metal craft is said to be very old because it is _____ old.
3. A base is needed for coconut shell craft to make it _____.
4. Soft wood, _____ and colours are used to make *Kondapalli* toys.

II Why does Akanksha's family make *Aipan*?

III In *Dhokra*, why does wax come out of the small openings?

IV What is common in the toys made in Balamurali's village and coconut shell craft in Kerala?





Let us learn

I Priya Dhruv, Chitra and Balamurali share how art works of their states are made. They use some words to show the order of making it. Those words are given in the box below.

to begin first then after that
next finally at last

Now, use some of these words to complete the paragraph given below. Use one word only once.

How I Get Ready for School

1. _____ I get up and go to take a shower. 2. _____, I wear my school dress. 3. _____, I eat my food. 4. _____, I wear my shoes. 5. _____, I pick up my bag and go out of my home.

II The children from different states each speak about one art form from their state. When they speak, they use the first form of the verb. It shows something that happens regularly. It is called the **present tense**. With he, she and it, -s/-es is used with the verb to show the present tense. Make five sentences with the help of the words given in the table below. Use -s/-es wherever necessary. Two examples are given.

Pronouns	Verbs	Part of a sentence	Complete Sentences
I	ask	how to dance.	I know how to dance.
You	know	questions to understand.	We
He	tell	beautiful flowers.	You
She	draw	a story every day.	He speaks very loudly.
It	make	very loudly.	She
We	practise	paintings in free periods.	They
They	speak	spellings on Friday.	It



Let us listen

I Listen to the description of *gakkad bharta* and complete the notes given below.
(refer to page 157 for transcript)

Gakkad Bharta

1. Name of the speaker : _____
2. The town of the speaker : _____
3. The state he belongs to : _____
4. The name of the food item : _____
5. Vegetables roasted for *bharta* : _____

II Now, listen to the description again and complete the flowchart on how to make *gakkad bharta*.

1	To make <i>gakkad</i> , make balls of _____ dough and _____ them on high heat.
2	To make <i>bharta</i> , _____ brinjal and tomatoes and garnish with _____ onions, coriander, green chillies and salt.
3	To serve, crumble the <i>gakkad</i> , put some _____ on it and add one spoon of <i>ghee</i> .



Let us speak

1. Speak about a local art form of your region. It can be any one out of painting, rangoli, metal craft, embroidery, music, dance or drama. Remember to include:
 - the name of the art form
 - what things do they need for it
 - how do they make/present it
2. You may use the words given below when you speak.
 - I know about the art form called ...
 - They need ...
 - To make it, first ... after that ... next ... then ... at last ...



Let us write

You heard children from different states speak about the art forms from their state. Discuss in pairs which art form you liked the most.

Now, write a paragraph with five sentences giving your reasons for liking it.



Let us explore

1. Madhubani painting is a traditional art form from Bihar. The artists use natural colours to make them on the walls of their houses. You can also make and use natural colours as given below.

- yellow from *haldi*
- green from leaves
- red from red flowers/*geru/sindoor*
- orange from flowers
- blue from *neel*/indigo powder

Given below is a Madhubani painting. Colour it with natural colours or any other colour.



2. Collect some pictures related to handicraft and fabrics for which Chhattisgarh is famous. Write short notes about them. (Hints: bamboo craft, terracota, woodcraft , kosa fabric)
3. ***Ek Bharat, Shreshtha Bharat Programme***

Bharat has diverse languages, cuisines, music, dance, theatre, movies and films, handicrafts, sports, literature, festivals, paintings, sculptures, etc. The *Ek Bharat, Shreshtha Bharat* programme aims to enhance interaction and promote mutual understanding between people of different states/UTs through the concept of state/UT pairing. This is to celebrate the unity in diversity and strengthen the emotional bonds between its citizens. The vision is to enable people to develop a sense of common identity by sharing best practices and experiences. The programme aims to contribute to nation building by highlighting the inter-connectedness between various cultures and traditions.



THE KITES

Let us do these activities before we read.

I Answer the following questions and share them with your teacher and classmates.

1. Have you ever flown a kite or seen someone fly it? Where? When?
2. Describe the kite—colour(s), shape, design of tail, any other detail.
3. What did you think when you saw the kite up in the sky?

II Search the internet for videos on Kite Festivals and watch them with your teacher and classmates.

1. Share the things with your teacher that you saw and what the people were doing.
2. Would you like to participate in this kind of festival? Why?
3. What kind of kite would you like to fly?

III Look at the picture and complete the sentences. Share your responses with your teacher.

1. I can see _____, _____ and _____ in the picture.

windy kite flying birds sky looking has ribbons

2. The weather in the picture is _____.
3. The kite is _____ high in the sky.
4. The child is _____ from below.
5. The tail of the kite _____.

IV Now, think and answer.

1. List two more things that you want to add to the picture.
2. If I were the child, I would _____.
3. If I were the kite, I would _____.





Let us read

Up in the air
See the kites fly,
Like coloured birds
In the wind-whipped sky.

I wish I were small
And light as air,
I would climb on a kite
And sail up there.

Then I would drift upon
The paper wings,
And hear the songs
That the wild wind sings.

What fun it would be
To look right down,
Over the park
And the rooftops of town.

The people below
Would stand and stare,
And wish they were me
High, high in the air.

DAPHNE LISTER

Let us discuss

I Read the poem silently. As you read, mark the given statements as True or False.

Statements	T/ F
1. The child is looking at the kites.	
2. The kites look like birds of different colours.	
3. It was a rainy day.	
4. The child wants to be like a kite.	
5. The child wishes to climb on a kite.	
6. The kite is made of cloth and plastic.	
7. The child wants to ride the kite.	
8. The child knows they would have fun.	
9. The child wants to look at the kite from a rooftop.	
10. The child would like to look at people down below.	
11. The child knows that the people would stare.	

II Complete the following sentences.

1. The poet says that the kites are like coloured birds –

See the kites fly/**Like coloured birds** in the sky.

The kites have been compared to **b** _ _ _ _ because they _ _ _ _ _.

2. The child wishes to be like air – I wish I were small / And **as light as air**.

The child wishes to be as l _ _ _ t as _ _ _ . The child wishes this to be able to c _ _ m _ on a kite and fly.

The poet uses **simile** in (a) and (b) to compare the kites with coloured birds and the quality of being light as air. The poet uses 'like' and 'as' to compare.

Do you think that the use of **simile** in this poem helps us imagine better when we read the poem? Share your thoughts with your teacher and classmates.

III Find a set of words from the poem that begin with the same consonant sound.

Stanza 1

Which consonant sound do both words begin with?

Stanza 3

Which consonant sound do both words begin with?

This is called **alliteration**. For example, **b**ig **b**right **b**lue **b**ag, **f**unny **f**an, etc.

Create 4 other sets of words using alliteration.

IV In the last stanza, the two words that the poet repeats are _____, _____ to tell us that the kite is flying _ _ _ y high.

V Study each stanza and underline the rhyming words from the end of each line. Also, circle the end words in the stanzas that do not rhyme.



Let us think and reflect

I Read the given lines from the poem and answer the following questions.

What fun it would be

To look right down,

Over the park

And the rooftops of town.

1. Circle the word that does **not** share the same feeling as 'fun': joy, excitement, care, happiness.

2. Which line tells us that the poet was somewhere above?
3. Choose the scene the child saw.

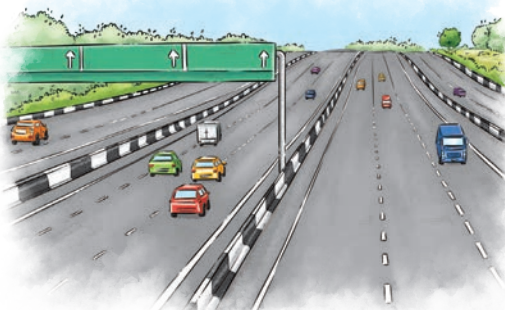
(i)



(ii)



(iii)



(iv)



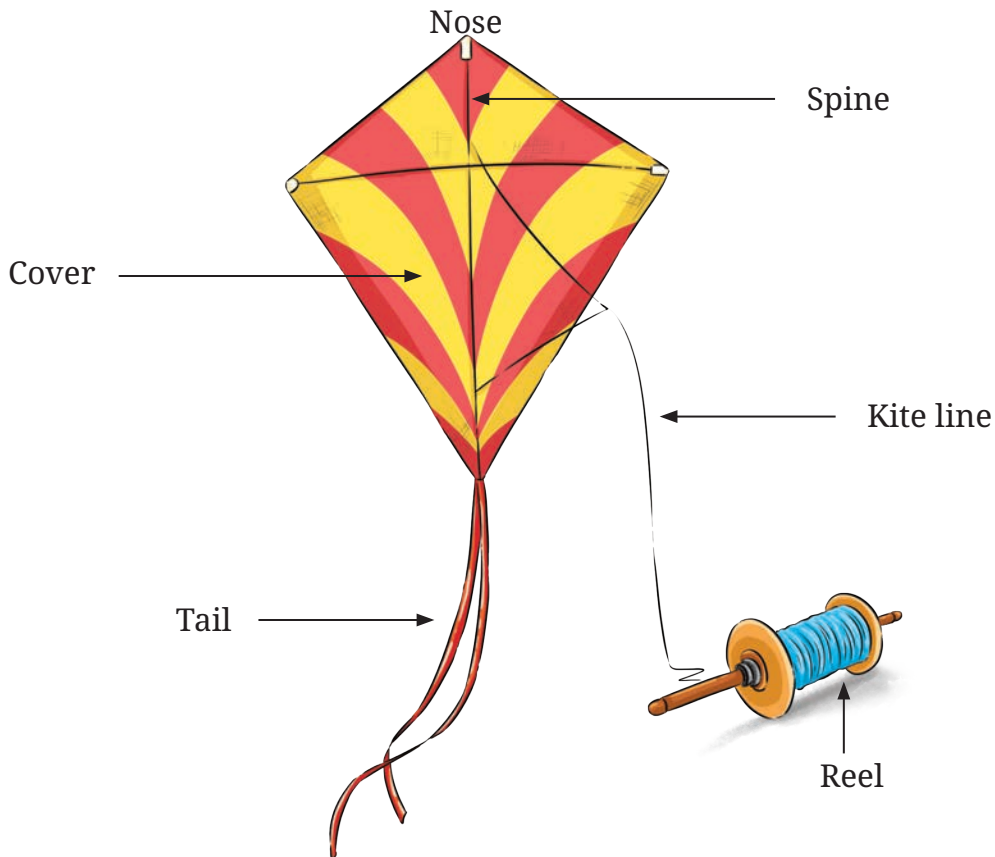
II Answer the following questions.

1. How does the poet describe the kites in the first two lines?
2. Why does the child wish to get onto the kite?
3. What are the songs that the child hears when flying atop the kite?
4. Why did the people look up at the child and stare? If you looked up and saw that, what feelings would you have?
5. If you were the kite carrying the child high up in the air, what would you tell them?



Let us learn

I Look at the picture of the kite and read what some of its parts are named.



Now, complete the given conversation by filling the blanks with some 'parts of a kite' words from above.

Bina : I like the long t _ _ _ at the end of my kite.

Saroj : My kite's c _ _ _ is bright. The s _ _ _ e is black.

Bina : Oh wonderful! My kite's l _ _ _ is attached to the r _ _ l that wraps it. I really like it.

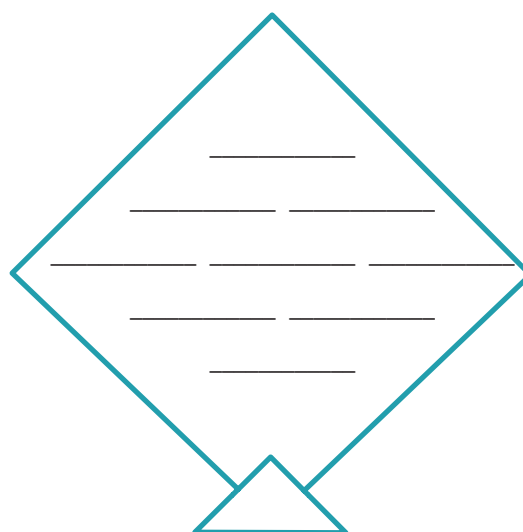
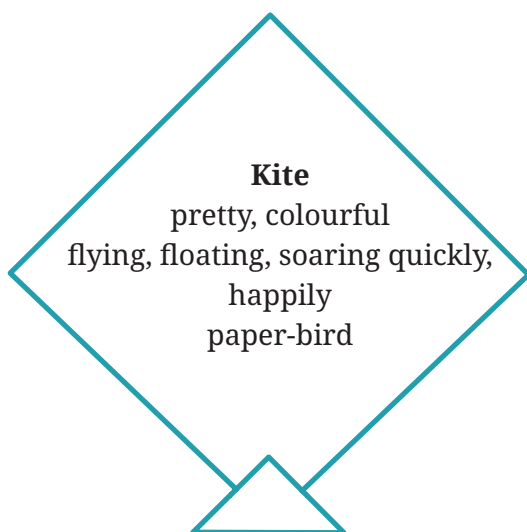
Saroj : Did you know that the tip of a kite is called a _ _ s _ ?

Bina : Wonderful! Thanks for letting me know. Let's go and fly our pretty kites.



II Let us create a poem using words in a kite!

The first line is the subject. Keep this to one word . Use a noun.	kite
The second line is two describing words for the noun.	pretty, colourful
Line three includes three action words.	flying, floating, soaring
Line four uses two words that describe the action words.	quickly, happily
Line five is one word that has the same meaning as the subject/synonym.	paper-bird



This is called a **cinquain** poem. It is a five line poem that describes a person, a place or a thing.

Now, create a cinquain poem yourself on anything you like.



III The poet uses the word 'fly' and 'drift' to tell us about the kite's movement.

1. Circle the words that match with the 'drift' movement. You can choose more than one word.

slow fast quick upward
downward round and round float

2. Study some other words about the kite's movement and share what type of movement they show. You can look at (i) for the type of movement.

glide dive soar swoop circle

IV The poet has used expressions like—

up in the air; look right down; stay up there; stand and stare

1. Read how these expressions are used in the poem.
2. In pairs, make sentences using these expressions. Discuss with your teacher and then write in your notebooks.



Let us listen

Listen about the Kite Festival in India. As you listen, circle the words that are **not** correct. Then, listen again and write the correct words. (*refer to page 158 for transcript*)

1. Kite Festival is celebrated during the month of June.
2. The International Kite Festival is named *Uttarayan* in Eastern India.
3. *Uttarayan* is mainly celebrated in Gujarat, but also in Maharashtra and Telangana.
4. During the Kite Festival, we can see kites of different shapes, sizes and colours.
5. In Karnataka, the Tourism Department organises the Kite Festival every year.



6. The Punjab region celebrates *Basant Panchami* and *Baisakhi* by flying kites.

7. People of India also enjoy flying kites on Earth Day.



Let us speak

Share a kite-flying experience with your classmates. If you have not flown a kite yet, share an experience of watching kites fly. Give details—Where? When? Why? How? Speak in complete sentences.



Let us write

1. Imagine yourself as a kite. In pairs, first discuss all the following hints.

- What shape of kite are you? What colours do you have? What other parts of yourself are you happy about?
- Where are you? Who do you belong to? What activities do you do? Who are your friends?
- Do you have any message for humans?

2. Now, write a paragraph of about 100 words, with the title—**I am a Kite.**

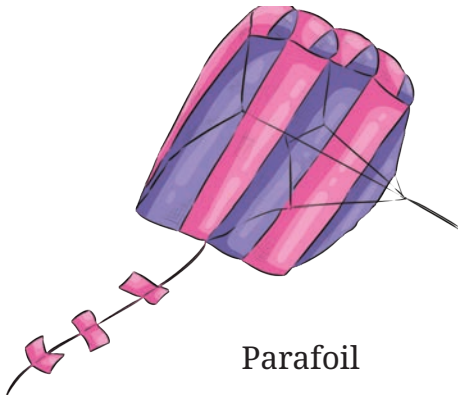


Let us explore

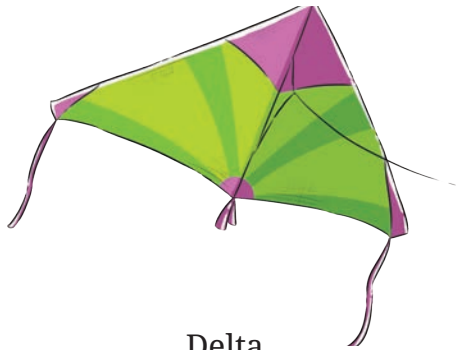
I The mention of kites exists in ancient Indian texts. It can be found in the poetry of the thirteenth-century Marathi saint and poet, *Namadeva*. In his poems or *gathas*, he called a kite a *gudi*, and there is a mention that the kites were made from *kaagad* (paper).

II Have a look at some of the different types of kites. Choose which one is commonly seen.





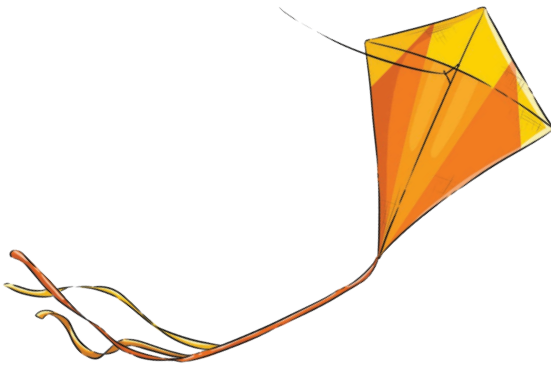
Parafoil



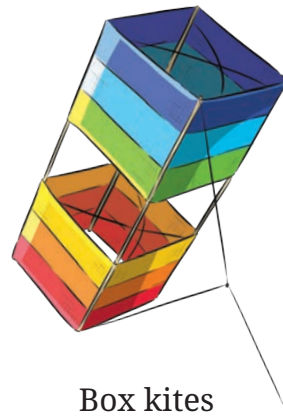
Delta



Rokkaku



Diamond-shaped kite



Box kites

1. Find out the steps to make a kite.
2. Follow the steps and create your own kite. Get it to school to show your teacher and classmates.
3. Write a message on the kite. For example: Happy Independence Day!



ILA SACHANI: EMBROIDERING DREAMS WITH HER FEET

Let us do these activities before we read.

I Look at the given picture and information. Discuss the questions with your teacher and classmates.



Pranav M. Balasubramaniam is from Palakkad in Kerala. Though he was born without both hands, he has excelled as an artist, a singer, and a para-sportsperson.

1. Do you think Pranav's task is simple? Why or why not?
2. How does Pranav's special ability make you feel?
3. What qualities do you think were important for Pranav to become successful?
4. What message does Pranav's story give us?

II Look at the picture of *Kathiawar* embroidery. Discuss in pairs.

1. List the steps you think are needed to create this embroidery.
2. Discuss if these steps can be done with feet, instead of hands.
3. What efforts would be needed if someone has to embroider with their feet? Do you think it is possible?



Kathiawar embroidery



Let us read

1. When you enter a tiny room in Moti Vavdi village, Bhavnagar, Gujarat, you will see lots of bright colours. There are many lovely things like cushions, bedcovers, pillows, and more, with beautiful designs. Ila Sachani, a wonderful lady with a big smile, makes all these using a shiny needle to create these designs. She is very good at *Kathiawar* embroidery—a style that needs a lot of skill.
2. Ila Sachani's journey began in the quiet settings of Amreli, Gujarat, where she was born into a farmer's family. From the beginning, life presented its **challenges**, as Ila was born with her hands hanging loose by her sides. Unlike other children, she could not use her hands in the usual way. While other small hands drew figures in the sand or plucked wild flowers, she wondered why she could not join them. She too wanted to hold a chalk in her hands and draw figures on a slate.
3. Ila's mother and grandmother encouraged the little girl and were **single-minded** to help her overcome her challenge. They were skilled in the traditional art of *Kathiawar* embroidery and decided to share this art with Ila. They taught her to create many beautiful patterns using her feet!



Ila Sachani

challenges:
difficulties



single-minded:
focused



It was certainly not an easy task, but Ila accepted the challenge with **determination**. Her parents also helped her learn to do things with her legs, like eating and combing her hair.

determination:
will power

4. Threading a needle was hard, but Ila did not give up and became an expert at a young age. Her younger brother and sister helped her too. She learned many styles, even ones from outside Gujarat—*Kachhi*, *Kashmiri*, *Lucknawi* and others.
5. For Ila, embroidery became a way to express herself. At first, she crafted fine designs only for her family and friends, who were **awestruck** by her talent. They talked about those designs to others. Soon, the people in the village, too, discovered Ila's special skill and the admiration for her work began to spread.
6. Word reached the government office in Surat. They were moved by Ila's story and impressed by her work. They decided to display some samples of her embroidery at a state exhibition. This experience opened new doors for Ila. People observed the beauty woven by her feet and readily purchased the creations. Ila was no more a hidden talent, but famous!

awestruck:
amazed



7. Encouraged by this **popularity**, Ila participated in more exhibitions, not just within the state but at the national level. She received many awards and honours, not just for her art but also the willpower and creativity that her work showed. Ila Sachani, once a farmer's daughter facing a tough challenge, worked hard and became a celebrated artist and receiver of the President's Medal.
8. The most important change for Ila was the new independence. Through her skill, she not only earned a regular income but also found joy in doing what she loved. She proved, through her creations, that challenges can be turned into victories with focus, hard work, positivity and never giving up.
9. Her embroidery, created with her feet, reminds us that art has the power to rise above physical boundaries and touch the soul.

popularity: fame



Kachhi embroidery



Let us discuss

Read the paragraphs and write the main idea for each. Then, match the main idea with two supporting details.

Paragraph	Main idea	Two supporting details
1	Introduction to Ila Sachani's colourful embroidery	(i) Examples of embroidered things (ii) Ila's use of shiny needle
2	Early challenges and family support	(i) (ii)
3		(i) (ii)
4		(i) (ii)
5		(i) (ii)
6	Recognition at a state exhibition	(i) (ii)
7		(i) (ii)
8-9		(i) Financial independence and joy (ii) Challenges can be turned into victories





Let us think and reflect

I Read the following lines and answer the questions that follow.

Unlike other children, she could not use her hands in the usual way. While other small hands drew figures in the sand or plucked wild flowers, she wondered why she could not join them. She too wanted to hold a chalk in her hands and draw figures on a slate.

1. Choose the correct option to fill in the blank.

‘Unlike other children’ means that Ila was _____. (unaware/different/simple)

2. What could Ila have felt when she could not join others in things they did?

3. Complete the following with a suitable reason.

Ila could not draw figures on the slate because _____.

II What creative ways did Ila and her family use to overcome the challenges she faced?

III How did ‘new independence’ help Ila?

IV Why was the first state exhibition an important event in Ila’s life?

V What does the sentence, ‘art has the power to rise above physical boundaries and touch the soul’, tell us about the power of art?

VI How can we be helpful and encouraging like Ila’s family and friends when someone faces challenges?

VII How can Ila’s story help others to overcome challenges in their lives?



Let us learn

I Read the words from the text given in Column A. Then, try to understand what they mean by reading the sentences in Column B. Now, match the word to its correct synonym in Column C. There are two extra synonyms given. You may refer to the dictionary.



Column A	Column B	Column C
Word	Sentence	Synonym
tiny	The garden was tiny but the park was really big.	silent
wonderful	The wonderful artwork made everyone clap.	work
quiet	The quiet library was a better place to study than the noisy classroom.	happy
task	Completing the Science homework was a challenging task as it had many questions.	small
tough	We know that tough times can be overcome, if we try sincerely.	difficult
		fantastic
		dangerous

II Unscramble the antonyms of the words in Column A. An example has been given for you.

Example: display – E D I H

(H I D E)

1. tiny – E G H U

(H _ _ _)

2. wonderful – R E E B L I T R

(T _ R _ _ B _ _ E)

3. quiet – I Y N S O

(N _ _ _ _)

4. task – S I A E M T P

(P _ S T _ _ E)

5. tough – SEYA

(E _ _ _)

Use these antonyms in sentences of your own.

III Read the sentences from the text and focus on the highlighted words.

- You will see **lots of** bright colours.
- There are **many** lovely things like cushions and bedcovers.
- They taught her to create **many** beautiful patterns using her feet!
- She learned **many** styles.
- She received **many** awards.
- Encouraged by the popularity, Ila participated in **more** exhibitions.
- ...a style that needs **a lot of** skill.



1. Insert the given words of quantity in the blanks.

some, most, many, a lot of, lots of, more

- I. How.....of you speak English
- II. India receivesrains during monsoon.
- III. There were people than I expected.
- IV. Please give me more curd.

2. Here is a list of things your mother gave you to check. Tell your mother how much/how many things are left at home

Hints:

rice, oil, butter, salt, biscuits, pencil

some, a lot of, many, lots of

3. Let us now understand what words of quantity tell us. Fill in the blanks to complete an example for each word of quantity. Hints are given in the brackets.

Now, create two sentences for each word of quantity (i-vi), and share them with your teacher and classmates.

(i)	We saw ____ buses on the road.	(countable noun)
(ii)	How ____ milk do you want?	(uncountable noun)
(iii)	She picked ____ flowers.	(countable noun)
(iv)	I need ____ examples.	(countable noun)
(v)	I have ____ energy left.	(uncountable noun)
(vi)	I ate ____ rice.	(uncountable noun)



Let us listen

You will listen to a talk about *Kathiawar* embroidery. As you listen, circle the correct option. (refer to page 159 for transcript)

- | | |
|----------|-------------|
| 1. Form | 2. Colours |
| (i) old | (i) soft |
| (ii) new | (ii) bright |



3. Stitches

- (i) running stitch
- (ii) chain stitch

5. Things used

- (i) small mirrors
- (ii) shapes of buttons

4. Seen on

- (i) children's caps
- (ii) pants

6. Designs

- (i) elephants and horses
- (ii) squares and triangles



Let us speak

In pairs, write down two questions you would like to ask Ila Sachani.

1. Look at two examples.

Where were you born? Did you go to school?

The Yes/No questions use a rising tone at the end.

2. Speak the example questions aloud as a peer activity at least five times.
3. Now, take turns to ask your questions to another classmate. Speak clearly and with the correct rising tone as shown in 1.



Let us write

- Collect four/five items (such as flowers, leaves, pins, waste paper, old cards, cardboard boxes, straws, twigs, etc.).
- Use these items to create any kind of artwork.

Now, write a paragraph describing the artwork that you have created.

- Give a suitable title to your paragraph.



Let us explore

1. Does anyone in your family or neighbourhood do embroidery? Find out what type of embroidery they do and how they learnt it.
2. Try a simple stitch on cloth with the guidance of a family member.
3. Visit the given link to find out about embroidery types from different parts of India. Share with your teacher and classmates which one you liked the most and why.

<https://indianculture.gov.in/textiles-and-fabrics-of-india/type-of-textile/embroidery>



Transcript



Let us listen (refer to page 133)

KALAKRITIYON KA BHARAT

Namaste! You must be tired and hungry after listening to so many people. I am Sushil from Jabalpur in Madhya Pradesh. Let me tell you a unique dish of my district. It is called *gakkad bharta*. First, we make *gakkad* from wheat dough. Then, we make balls with that dough and roast them on high heat. To make *bharta*, we roast brinjals and tomatoes. Then we garnish the *bharta* with chopped onions, coriander, green chillis and salt. This food item is made without frying. To eat it, you simply crumble the *gakkad* and drizzle it with some *bharta* and a spoonful of ghee. Come to Jabalpur and try it!

You will listen to the audio or narration once again. As you listen, check your answers.



Transcript



Let us listen (refer to page 143)

THE KITES

Hello everyone! I'm happy to share with you some details about the Kite Festival. It is a popular festival in India and it takes place during *Makar Sankranti* in the month of January. People can even be seen flying kites from their terraces and rooftops and taking part in kite flying competitions.

This festival is celebrated as *Uttarayan* in Western India. The festival gives everyone a chance to look at kites of different shapes, sizes and colours. Gujarat is the main centre of celebrations but *Uttarayan* is also celebrated in Rajasthan and Telangana. In Karnataka, the Tourism Department has also been organising the Kite Festival once each year. Punjab also celebrates this festival of kites during *Baisakhi* and *Basant Panchami*.

Kite flying is a tradition that is deep-rooted in Indian culture and the Kite Festival is one that is eagerly awaited. This is also a reason why people across India also fly kites to celebrate Independence Day. Happy kite-flying to all of you!

You will listen to the audio or narration once again. As you listen, check your answers.

[Source: <https://utsav.gov.in/view-event/kite-festival-2> (Ministry of Tourism)]





Transcript



Let us listen (*refer to page 153*)

ILA SACHANI: EMBROIDERING DREAMS WITH HER FEET

Hello everyone! I'm here today to share some simple information about Kathiawar embroidery. This is a very old form of embroidery. It uses many bright colours and also uses many types of stitches, like the chain stitch. The embroidery is commonly seen on clothes and home decoration items. On clothes, it is seen on children's caps, *ghagra* skirts and men's traditional shirts. In this embroidery, a lot of mirror work is done by fitting small mirrors along with the stitches. Most commonly, the designs used are geometric shapes like squares and triangles. The design of flowers is also used. There is much more to share but I'll do that some other time.

Thank you!

You will listen to the audio or narration once again. As you listen, check your answers.

Glossary

Word	Pronunciation	Meaning
accept	/अक्'सेप्ट्/	ग्रहण करना
aches	/एक्(स)/	दर्द
admiration	/ 'ऐड्म'रेशन् /	विशेष अनुराग की भावना
admire	/अड्'माइअर्/	प्रशंसा का भाव रखना या उसे अभिव्यक्त करना
ancient	/एन्शन्ट्/	प्राचीन
annoyed	/अ'नॉइड्/	नाराज़
arrest	/अ'रेस्ट्/	बंदी बनाना
attention	/अ'टेन्शन्/	ध्यान
awareness	/अ'वेअनस्/	जानकारी / सतर्कता
believe	/बि'लीव्/	विश्वास करना
benefit	/बे'निफ़िट्/	लाभ
beyond	/बि'यॉन्ड्/	परे
biodiversity	/बाइओडइ'वर्सिटी/	अनेक प्रकार के पौधों एवं जंतुओं का अस्तित्व
bless	/ब्लेस्/	कृपा
blind	/ब्लाइन्ड्/	अंधा
brass	/ब्रास्/	पीतल
breath	/ब्रेथ्/	साँस, श्वास
certainly	/ 'सर्टनलि /	निस्संदेह, निश्चित रूप से
chatter	/ 'चैट(र) /	बकबक करना
cheat	/ चीट् /	धोखा देना
collect	/क'लेक्ट्/	इकट्ठा करना
concentration	/कॉन्सन्'ट्रेशन्/	एकाग्रता
concern	/कन्'सन्/	किसी के लिए चिन्तित या परेशान
creation	/क्रि'एशन्/	नवनिर्माण



creek	/ क्रीक् /	समुद्र की संकरी खाड़ी, छोटी नदी
creep	/ क्रीप् /	धीरे धीरे आगे बढ़ना
croak	/ क्रोक /	कर्कश
declare	/ डि'क्लेअ(र) /	घोषणा
deforest	/ डी,फॉरिस्ट /	वृक्षों की कटाई
delicious	/ डि'लिशस् /	स्वाद्विष्ट
delight	/ डि'लाइट /	आनन्द
dense	/ डेन्स् /	घने रूप में
distraction	/ डि'स्ट्रैक्शन् /	काम से ध्यान बँटाने वाली वस्तु
diversity	/ डाइ'वसिटि /	विविधता
doze off	/ डोज् ऑफ़ /	नींद
drift	/ ड्रिफ्ट /	वायु या जल की धारा का प्रवाह से बह जाना
earlier	/ अलिअ(र) /	प्रारंभ में
embroidery	/ इम्'ब्राइडरि /	कढ़ाई
empty	/ 'एम्प्टि /	खाली
encourage	/ इन्'करिज् /	हिम्मत बढ़ाना
evident	/ 'एविडन्ट /	स्पष्ट
excellent	/ 'एक्सलन्ट /	बहुत बढ़िया
expert	/ 'एक्स्पर्ट /	विषय का विशेषज्ञ
fact	/ फ़ैक्ट /	तथ्य, सच्चाई
faithful	/ 'फ़थ्फुल् /	ईमानदार
famous	/ फ़मस् /	प्रसिद्ध
field	/ फ़ील्ड /	मैदान
flexibility	/ फ़्लेक्स'बिलिटि /	लचीलापन
flour	/ 'फ़्लाउअ(र) /	गेहूँ अथवा अन्य अनाज का पाउडर, आटा



flutter	/ 'फलट(र) /	फड़फड़ाना
folk	/ फ़ोक /	पारंपरिक शैली का
folktale	/ 'फ़ोक्टेल् /	लोक कथा
Follower	/ फ़ॉलोअ(र) /	अनुयायी
fond	/ फ़ान्ड /	किसी व्यक्ति, वस्तु या काम को पसंद करना
fright	/ फ़्राइट /	भय, डर
gather	/ 'गैडर् /	इकट्ठा या एकत्र करना / होना
generous	/ 'जेनरस् /	उदार
hack down	/ हैक् डाउन् /	काटना
handsome	/ 'हैन्सम /	आकर्षक सुंदर
hide and seek	/ हाइड अन्ड् सीक् /	लुका-छिपी का खेल
holistic	/ हो'लिस्टिक् /	अखंड रूप में
huge	/ ह्यूज् /	बहुत बड़ा, विशाल
ignore	/ इग्'नॉ(र) /	उपेक्षा करना
immune	/ इ'म्यून /	प्रतिरक्षित
initiative	/ इ'निशटिव् /	पहल
inspire	/ इन्'स्पाइअ(र) /	कुछ करने की इच्छा उत्पन्न करना
instead	/ इन्स्टेड् /	व्यक्ति या वस्तु के स्थान पर
judgement	/ 'जज्मेन्ट् /	निर्णय, क्षमता
labour	/ 'लेब(र) /	श्रम
landlord	/ ध्लैन्ड्लॉड् /	जमींदार
lapse	/ लैप्स् /	अंतराल
layer	/ 'लेअ(र) /	परत, तह
lick	/ लिक् /	चाटना
limb	/ लिम् /	वृक्ष की कोई प्रमुख शाखा



luxury	/ 'लक्षरि /	बहुत आरामदेह
lying	/ लाइङ् /	पड़ा हुआ
magic	/ मैजिक् /	जादू
mahout	/ महाउत् /	हाथियों की देखभाल करने वाला
meditation	/ मेडि'टेशन् /	ध्यान, मनन
morsel	/ मॉसल् /	कौर, ग्रास
naughty	/ 'नॉटि /	शरारती
neighbour	/ 'नेब(र) /	पड़ोसी
nestle	/ 'नेस्ल् /	सुरक्षित स्थिति में होना
objection	/ अब्'जेक्शन् /	आपत्ति, ऐतराज
observation	/ ऑब्ज'वेशन् /	निरीक्षण
oppress	/ अ'प्रेस /	दमन या उत्पीड़न करना
overcome	/ 'ओवकम् /	व्यक्ति या वस्तु को नियंत्रित कर लेना
pale	/ पेल् /	फीका
participate	/ पा'टिसिपेट /	किसी काम में भाग लिया जाना
perch	/ पच् /	किसी शाखा पर पक्षी का बैठा होना
pluck	/ प्लक् /	किसी वस्तु को हल्के से खींचना
poacher	/ 'पोच(र) /	गैर कानूनी ढंग से शिकार करने वाला व्यक्ति
posture	/ पॉस्च(र) /	किसी व्यक्ति की बैठने, खड़ा होने, चलने आदि की मुद्रा
provide	/ प्र'वाइड /	प्रदान करना
purchase	/ 'पचस् /	खरीदना, क्रय किया गया
raise	/ रेज् /	ऊपर उठाना
raven	/ 'रेवन् /	एक प्रकार का कौआ
realize	/ 'रिअलाइज /	एहसास



refreshing	/ रि'फ़ेशिङ् /	स्फूर्तिदायक
regularly	/ 'रेग्युलर्ली /	नियमित रूप से
remember	/ रि'मेम्ब(र) /	याद करना
request	/ रि'क्वेस्ट् /	विनती करना
rescue	/ 'रेस्क्यू /	बचाव
responsibility	/ रि,स्पॉन्स्'बिलिटि /	जिम्मेदारी
rob	/ रॉब् /	लूटना
rural	/ 'रुअरल् /	देहाती, ग्रामीण
sage	/ सेइज् /	संत
separately	/ 'सेपरट्लि /	अलग-अलग
seriousness	/ सिअरिअसनेस /	गंभीरता
share	/ शेअ(र) /	बाँटना
shell	/ शेल् /	बाहरी आवरण
shrink	/ श्रिङ्क् /	सिकुड़ना
sniff	/ स्निफ् /	सूँघना
spiritual	/ 'स्पिरिचुअल् /	आध्यात्मिक, आत्मिक
sporting spirit	/ स्पोर्टिङ्'स्पिरिट् /	खेल भावना
sprinkle	/ 'स्प्रीङ्क्ल /	छिड़कना
stacks	/ स्टैक्स् /	ढेर
stare	/ स्टेअ(र) /	टकटकी लगाकर देखना
straw	/ स्ट्रॉ /	घास
stray	/ स्ट्रे /	आवारा पशु
stress	/ स्ट्रेस् /	तनाव
stretch	/ स्ट्रेच् /	फैलाना
stump	/ स्टम्प् /	पेड़ का टूँठ



sullen	/ 'सलन् /	उदास
surprise	/ स'प्राइज़ /	आश्चर्य
symbolise	/ सिम्बलाइज़ /	किसी का प्रतीक होना
systematic	/ सिस्ट'मैटिक् /	सुव्यवस्थित
terrible	/ 'टेरब्ल् /	तकलीफ और चोट पहुँचाने वाला
thoughtless	/ थॉट्लस् /	अल्हड़
thread	/ थ्रेड् /	सुई के छेद में धागा डालने की प्रक्रिया
timber	/ 'टिम्ब(र) /	लकड़ी
tiny	/ टाइनि /	बहुत छोटा
toss	/ टॉस् /	हल्के से उछालना या फेंकना
tradition	/ ट्र'डिश्न् /	परंपरा
trench	/ ट्रेन्च् /	जमीन में लंबी तंग नली
twig	/ ट्विग् /	टहनी
unwise	/ अन्'वाइज़् /	नासमझ
variety	/ व'राइअटि /	विविधता
well-being	/ वेल्'बीइड् /	स्वस्थ और प्रसन्न होने की स्थिति
wind-whipped	/ विन्ड्-विप्(ड) /	हवा के झोंके से हिला हुआ
willpower	/ विल्'पाउअ(र) /	मनोबल / आत्म बल
worried	/ 'वरिड् /	चिंतित
yard	/ याड् /	प्रांगण, बाड़ा
yell	/ येल /	चिल्लाना, चीखना
yelp	/ येल्प् /	चीखना (विशेषतः दर्द के कारण)



Lesson-Wise Details

S.N.	Lesson	Form	Theme	Vocabulary	Grammar	Listening	Speaking	Writing	Explore/Project
1	A Bottle of Dew	Story	Folk Tale	Homophones Tongue Twister	Connecting words because/before/as soon as/ as	Sequencing	's' /s/ & /z/ Sounds in words - Role play	Describing a fruit	Varieties of Banana
2	The Raven & the Fox	Poem	Fable	- Opposites - Rhyming words - Alliteration	-	Identifying the true & false statements	Narrating the poem as a story	Narrating story based on conversation	Origami
3	Rama to the Rescue	Story	Folk Tale	- Use of apostrophe (') in contracted forms - Use of punctuation '!', '?' in interrogative and exclamatory sentences	- Present progressive tense - Adverbs - Form and Function	Fill in the blanks	- Pronunciation of contracted forms - Discussing reasons for safety at home - Giving suggestions	Narrating an incident	- Help line numbers (emergency) - Fun activity
4	The Unlikely Best Friends	Story	Friendship	Opposites Crossword Puzzle Fill in the blanks	- Verbs – past simple, past progressive, past perfect tense - Neither – nor - Either – or	- Fill in the blanks - Complete the story - Sequencing	Speaking on likes & dislikes	Expressing the similarities and dissimilarities between two persons	- Exploring Jataka stories - Elephants-Human relations - Report on Elephant Sanctuary
5	A Friend's Prayer	Poem	Friendship	Synonyms	Adjectives	Answer the questions based on the activity	Role play between friends in a park sharing tiffin	- Paragraph on how your friendship started - Narrating an incident	Proverbs/idioms quotations

S.N.	Lesson	Form	Theme	Vocabulary	Grammar	Listening	Speaking	Writing	Explore/Project
6	Erase and Engrave	Diary	Friendship	Suffixes	Adjectives for describing qualities of a person	Fill in the blanks	Conversation about the qualities of a person/thing	Message writing	- Exploring stories on friendship - Acrostic poem - Conducting survey
7	The Tree that Never Stopped Giving	Story	Nature	Personification Homonyms	Simple past & present tense	- Encircling words - Answering the questions	- Describing a process - Identifying leaf	Paragraph about a tree	Finding the names of fruits in different languages.
8	What a Bird Thought	Poem	Nature	Rhyming words	Adjectives Describing words	Fill in the blanks	Speaking as if you are a bird or some animal	Autobiography of a bird	- Different professions - Homes of different birds
9	Women for Trees	Article	Nature	Analysing the data	Simple past	Identifying the correct information	Spoken autobiography of a tree	- Sequencing - Picture explanation	Riddles on spices
10	Change of Heart	Story	Sports	- Puzzle - Word making	Past perfect tense	- Listening to announcements - Identifying the players - Answering questions	Role play for apologizing and thanking using 'sorry', 'thank you', 'please'	Diary writing	Bio sketches of sportsperson



11	The Winner	Poem	Sports	- Personification - Word web	Solving the riddle	Role play between parent & child	Paragraph writing from given clues	Indigenous games of Chhattisgarh and their rules.
12	Yoga – A Way of Life	Article	Sports	- Making words using given letters. - Spelling (-ce & -se)	Stating whether true & false	Sharing your thoughts	Paragraph writing	- History of Yoga - International Yoga day - Yogasanas
13	Hamara Bharat	Article	Culture	Connectors	- S-V concord - Present Tense	Explaining about an art	Paragraph on art forms & one's likes, why	Traditional art form of Bihar/ Madhubani
14	The Kites	Poem	Tradition	- Simile & alliteration - Cinquain poem - Synonyms - Word expansion	Identify the correct information	Sharing an experience	Autobiographical paragraph (autobiography)	- Kites in ancient texts - Creating kites of different shapes. - Slogan writing
15	Illa Sachani: Embroidering Dreams with her Feet	Article	Culture	Synonyms & Antonyms	Choose the correct information	Questions for interviewing	Paragraph writing	- Embroidery types - stitching