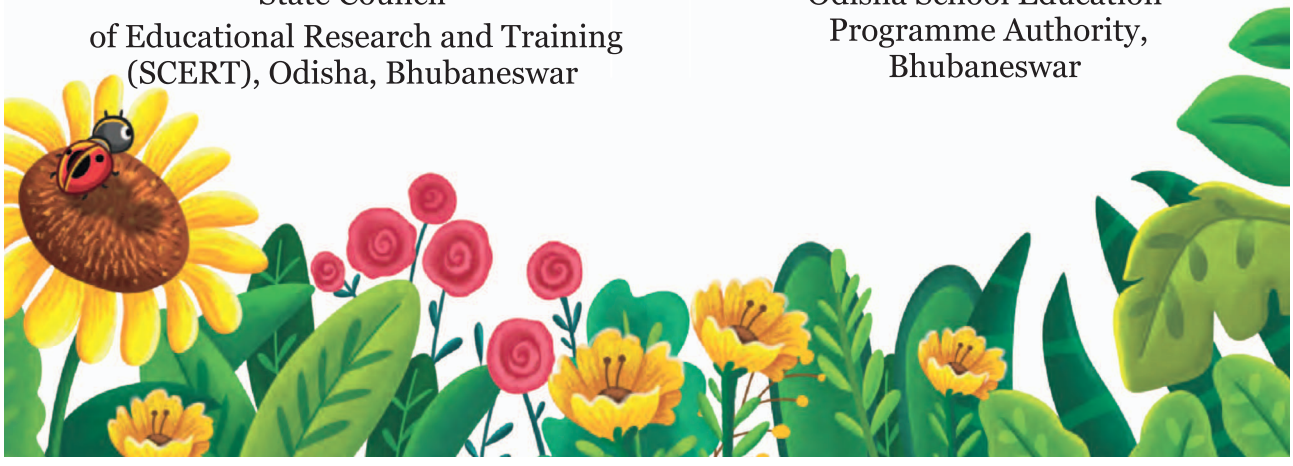
JASMINE

CLASS-VI

SCHOOL & MASS EDUCATION DEPARTMENT,
ODISHA

State Council
of Educational Research and Training
(SCERT), Odisha, Bhubaneswar

Odisha School Education
Programme Authority,
Bhubaneswar



JASMINE

Textbook of English for Class VI

Tryout Edition
2026

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FOREWORD

It gives me immense pleasure to present Jasmine, the English textbook for Class VI, developed in alignment with the vision of the National Education Policy (NEP) 2020, National Curriculum Framework for School Education (NCF SE 2023) & State Curriculum Framework (SCF SE 2025). This textbook is the result of a collaborative effort of experts drawn from District Institutes of Education and Training (DIETs), Board of Secondary Education, State Institute for Languages and Teachers' Training, (SILTT) as well as from the domains of elementary, secondary, and higher secondary education, under the academic leadership of the State Council of Educational Research and Training (SCERT), Odisha.

Jasmine is not merely a textbook- it is a window into the linguistic, cultural, and literary world that our children inhabit and inherit. It aims at developing the core language skills of listening, speaking, reading, and writing in a meaningful and pleasant way. The content is rooted in the rich cultural heritage, traditions, and local knowledge systems of Odisha, while also reflecting the broader framework of the Indian Knowledge System as envisioned in the NEP 2020.

The stories, poems, and activities such as role play, pair work, group discussions, language games, riddles, quiz etc. in this book are designed to make language learning joyful, contextual, and relevant to the lives of our students. By weaving in local contexts and values, Jasmine encourages learners to take pride in their identity, appreciate their roots, and become confident communicators in English.

I extend my heartfelt appreciation to all the educators, writers, and experts who contributed their time, knowledge, and creativity in the development of this textbook. I also acknowledge the support of the School and Mass Education Department, Government of Odisha, for its continued commitment for improving the quality of education in the state.

I am confident that Jasmine will serve as an effective tool for language learning and will inspire our students to explore, express, and excel in real life situations.

Manoj Kumar Padhi
Director
State Council of Educational
Research and Training (SCERT)

Bhubaneswar
30 March 2026

About the Book

JASMINE, a textbook of English for Class VI, is developed in accordance with the vision of the National Education Policy (NEP) 2020, the National Curriculum Framework for School Education (NCF-SE) 2023 and State Curriculum Framework (SCF SE 25). Language education is essential for effective communication, aesthetic expression and appreciation in real life situations. Language development plays an important role in the development of perceptual and practical concepts.

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 : Attain the ability to write about thoughts, feelings and experiences of social events.

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

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

CG-5 : Develop 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 innovative classroom activities. There are five thematic units that comprise stories, poems, 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 merits. Each unit has three literary pieces-story or conversation, poem and non-fiction.

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. 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 'True Friendship' is a narrative of a unique friendship that blossoms between a tortoise, a woodpecker and a deer. This story highlights the importance of empathy and how true friendship can bring joy and fulfilment, even in unexpected circumstances. 'Nobody's Friend' is a poem that reflects the significance of nurturing friendship by sharing things. 'The Chair' is a story in which a grandfather helps Papu, his grandson, to distinguish between real and superficial friends.

Unit 3, 'Nurturing Nature' is about the relationship between nature and human beings. The idea that nature has healing powers is inculcated among learners through the selected narratives. This unit encourages students' curiosity to explore the world around them. 'Neem Baba,' is a conversation between Amber and the grand old neem tree. Through the conversation, the students learn about the numerous benefits of the neem tree found in almost all parts of our country. 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. 'Our

Daily Spices' is about spices that are used at home and have natural healing and recovery processes. This unit upholds the rich knowledge of the herbs and spices, which has been handed down over generations.

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.

Unit 5, 'Culture and Tradition', aims to reawaken the sprit of Ek Bharat, Shreshtha Bharat among the students. It also celebrates the indomitable and unwavering creative spirit of our country. *'Kalakritiyonka Bharat*', enables the students to be aware about the rich heritage of craft work. 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 poem, 'National War Memorial' is to recite and appreciate the spirit behind it.

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. The literary pieces are not only entertaining but also instil 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 four language skills, viz - 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, experience 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. Intext 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. Almost all the theme units along with competencies and learning goals which have been dealt in "Poorvi" (Textbook of English for Grade 6) of NCERT are made keeping in view our local contexts.

The Board of Editors and Reviewers would like to extend their deep sense of gratitude to the Director, TE & SCERT and the Coordinator for their useful guidance and cooperation in taking up this uphill task.

We sincerely welcome creative suggestions from learners, teachers, parents and public for further improvement of this book in the next editions.



BANDE UTKALA JANANI

BANDE UTKALA JANANI
CHARU HASAMAYI CHARU BHASAMAYI
JANANI, JANANI, JANANI.
PUTA-PAYODHI-BIDHOUTA-SHARIRA
TALATAMALA-SUSOBHITA-TIRA
SHUBHRA TATINIKULA-SHIKARA-SHAMIRA
JANANI, JANANI, JANANI.
GHANA BANABHUMI RAJITA ANGE
NILA BHUDHARA MALA SAJE TARANGE
KALA KALA MUKHRITA CHARU BIHANGE
JANANI, JANANI, JANANI.
SUNDARASHALI-SUSOBHITA-KSHETRA
GYANA BIGYANA-PRADARSHITA-NETRA
JOGI RUSHIGANA UTAJA-PABITRA
JANANI, JANANI, JANANI.
SUNDARA MANDIRA MANDITA-DESHA
CHARU KALAMAYEE-SHOBHITA-BESHA
PUNYA TIRTHACHAYA-PURNA PRADESHA
JANANI, JANANI, JANANI.
UTKALA SURABARA-DARPITA-GEHA
ARIKULA-SHONITA-CHARCHITA-DEHA
BISWA BHUMANDALA-KRUTABARA-SNEHA
JANANI, JANANI, JANANI.
KABIKULA MOULI SUNANDANA-BANDYA
BHUBANA BIGHOSHITA-KIRTI ANINDYA
DHANYE, PUNYE, CHIRA SHARANYE
JANANI, JANANI, JANANI.

Kantakabi Laxmikanta Mohapatra





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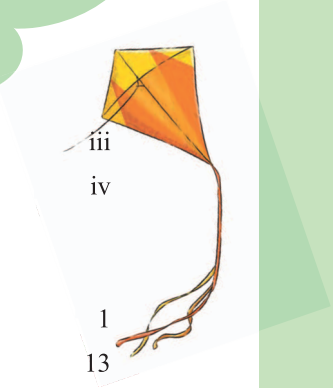

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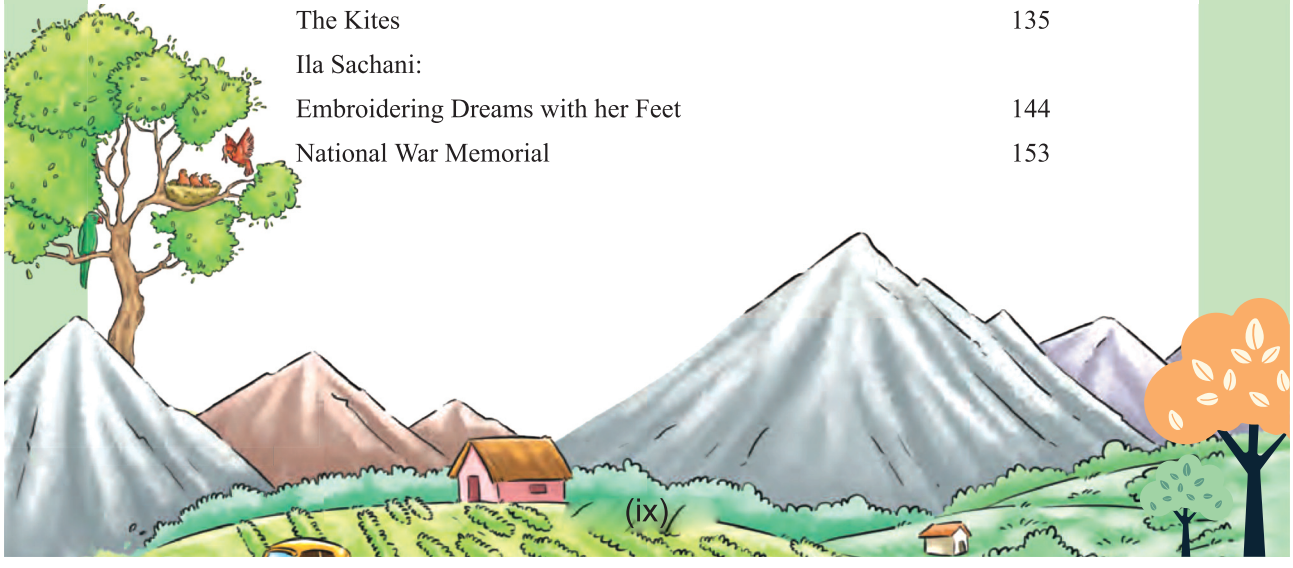

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UNIT 1

FABLES AND FOLK TALES

A BOTTLE OF DEW

Let us do these activities before we read.

1. Look at the pair of pictures given in boxes. Circle the picture that matches with each word. Check your answers by sharing them with your classmates and teacher.

(a) worried





(b) plantation





(c) sage





(d) surprise





2. Answer these questions and discuss them with your classmates and teacher.
   (a) Think of a time when you worked hard. What did you do then?
   (b) How did it help you?
   (c) How did you feel then ?

Let us Read :

I

Rama Natha was the son of a rich landlord. His father left him large areas 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 learning more about this 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. She was 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.

"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."

Looking after – Taking care

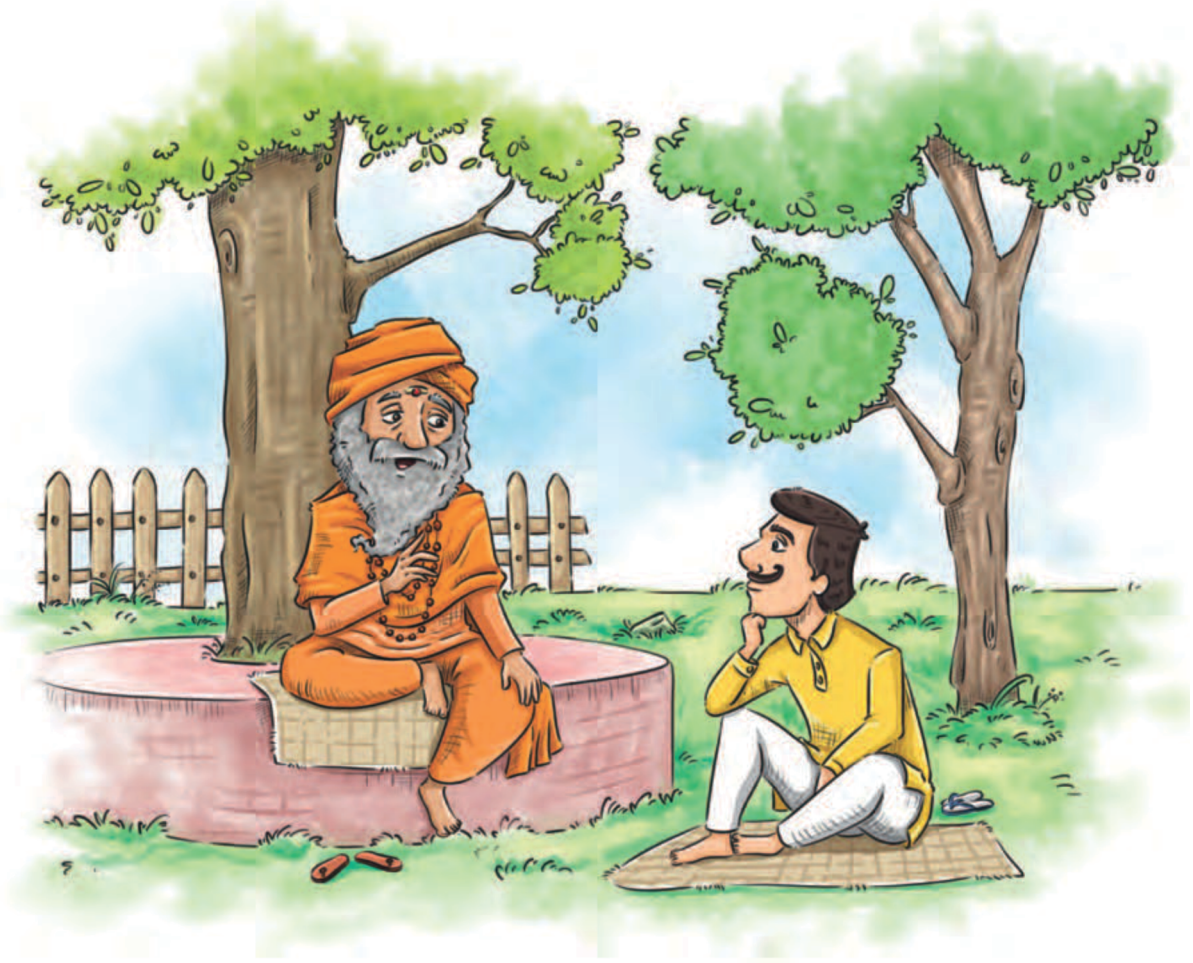
magic potion: a liquid with magical things

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 talked to his wife. Then he 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. During the winter months, he collected the dew 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 into gold. To his surprise nothing happened!

"This is cheating," he told to 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, they saw 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 fruit 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 have played a trick on you."

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

muttered: spoke in a low voice

sprinkled: watering the plant gently

precious: valuable

stacks : collection of something

wisdom: deep understanding

Sudha Murty

Let us discuss

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





Let us think and reflect

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

(A) He spent all his time learning more about the magic potion. People cheated him often, promising to tell him about it, but he did not giveup. His wife, Madhumati, was tired of this and also worried becauseshe saw how much moneyRamaNatha was spending.She was sure that soon they would be without money.

(I) Complete the sentence with a suitable reason.

(II) Rama Natha didnot giveup because _____.

Read the paragraph and match Column A with Column B

Column A	Column B
Madhumati	Cheated Rama Natha often
Rama Natha	Worried about Rama Nath's behaviour
People	Spent all his time learning about magic potion

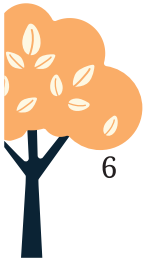
(I) Write whether the following statements are **True (T)** or **False (F)**.

a. Madhumati was troubled about what her husband did. ☐

b. Rama Natha was very happy digging his fields. ☐

c. The people did not like to cheat Rama Natha. ☐

(B) Carefully, he took the bottle to the sage. The sage smiled and muttered something over the water. Then here turned 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) Read the list of events given below. Arrange them in order and choose the right option.

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.

1. a,e,d,b,c
2. b,a,d,c,e
3. c,d,a,b,e
4. a,d,b,e,c

(ii) Choose the correct word from the paragraph and fill in the blank.

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?

1. Answer the following questions.

(a) What did the sage ask Rama Natha to do to make the magic potion?

(b) Why did the sage ask Rama Natha to do everything himself?

(c) How could Rama Natha have a big banana plantation after six years?

(d) Rama Natha believed that there was no magic potion. How ?

(e) Fill in the 'before' and' after' table about Rama Natha.

What he did before meeting the sage	What he did after meeting the sage
1.	1.
2.	2.



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 didnot 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 didnot 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.

1. (A) 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 sometime in the future
son	sun	
one	won	past tense of 'win'
flower	flour	
see	sea	
right	write	

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 bhai bought a big bunch of bananas.
A big bunch of bananas was bought by Bunty bhai.

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





Let us listen

You will listen to what Madhumati does with the bananas in 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*)

(a) Gives two bananas to a boy who is hungry ☐

(b) Meets her friend Kalawati in the market ☐

(c) Visits her mother and gives her two dozen bananas ☐

(d) Chooses to go home as only some bananas were left ☐

(e) Visits her neighbour and gifts them a bunch of bananas ☐

(f) Gives twelve bananas to her friend ☐

(g) Goes to the market to sell the bananas ☐



Let us speak

1. Read aloud the following words from the story.

sage	promi**s**ing	wi**s**dom	tree**s**	**s**urpri**s**e

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 of 's'

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

beds	sand	clothes	sea	was	keys	bags	nose

1. Discuss the following questions with a partner. You may use the hints given in brackets while speaking.

   (a) What does hard work mean to you?

   (It means…/It is something…/Well, you see…/What I mean is…)

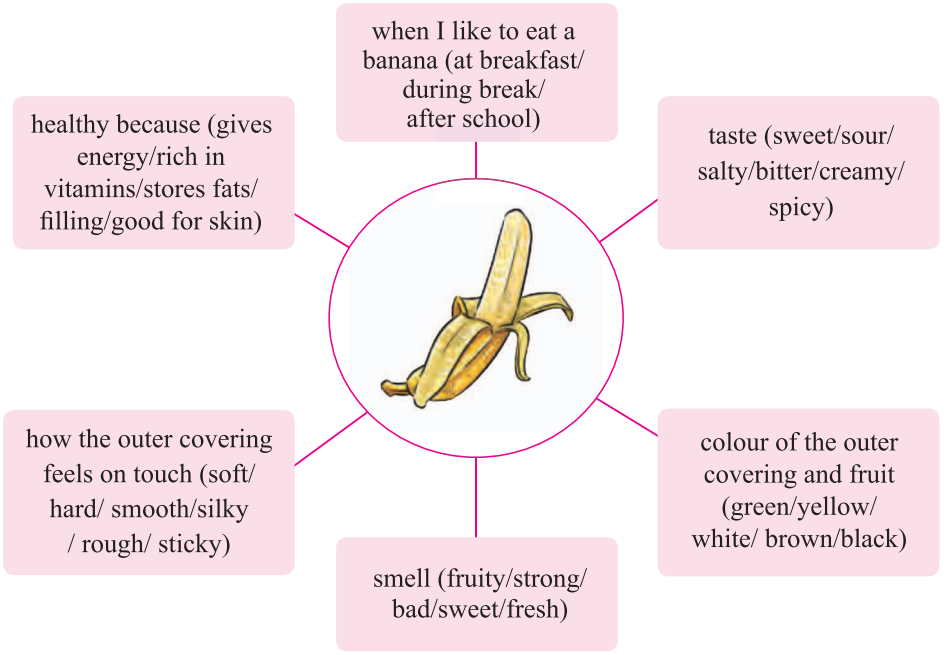
   (b) Give three reasons why you think hard work is important.

   Firstly …….. Secondly …… Thirdly ……



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.

2. On the basis of the story 'A Bottle of Dew' develop a script with dialogues and enact it with expressions. Present it in the assembly or your classroom.

Rama Natha : Pranam, Gurudev.

Mahipati : Pranam, what _____

Rama Natha : I want to _____

Can you tell me ?

Mahipati : _____. Sit down. _____

Rama Natha : Thank you.



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.

1. We know that frogs croak. Did you know that ravens also croak?
2. See the picture and say, who do you think cunning?



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

1. Fill in the blanks by choosing the correct option.

(a) 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)

(b) 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)

(c) 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)

(d) 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)

1. 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. One has been done for you.

Column A	Column B
1.perched	(a) a small piece of food
2.morsel	(b) looked with interest at something
3.seek	(c) feeling that you are better than others
4. pride	(d) sat on a branch
5.eyed	(e) to look for something
6. limb	(f) a smaller area of forest with similar kind of trees
7.woods	(g) branch of a tree



Let us think and reflect

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






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

(a) *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'?

(b) *The Raven, who did not see the joke,*
Forgot that his voice was just a croak.
He opened his beak, in his foolish pride–

(i) Why did the Raven open his beak?

(ii) Complete the following with one word from the given lines.

Fox : clever : : Raven : _____

3. Imagine someone praises you too much. How would you react?



Let us learn

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

Stanza 1	Stanza 2	Stanza 3	Stanza 4
(a) limb-him	(a) word-	(a) joke-	(a) know-
(b) beak - ____	(b)___ - ___	(b)____ - ___	(b)____ -____



2. Study the underlined words in the poem.

   (a) For the Raven held in his great <u>big beak</u>.

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

   (b) The <u>song</u> of <u>sweet</u> 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**.

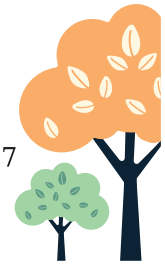
Now, pick another example of alliteration from Stanza 2.

3. Choose the correct opposites from the box given below and complete the table. There are two extra words that you will not need. One is done for you.

wise happy humility flew remembered
notice dim cried silly

Words	Opposites
1. perched	
2. forgot	
3. foolish	
4. pride	humility
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*)

(a) The crow was unhappy that he lost his food. ☐

(b) The crow thought that his lovely feathers made him smart. ☐

(c) The crow wanted to tell his friends not to be proud. ☐



Let us speak

Narrate the poem in the form of a story. You may begin like this:

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



Let us write

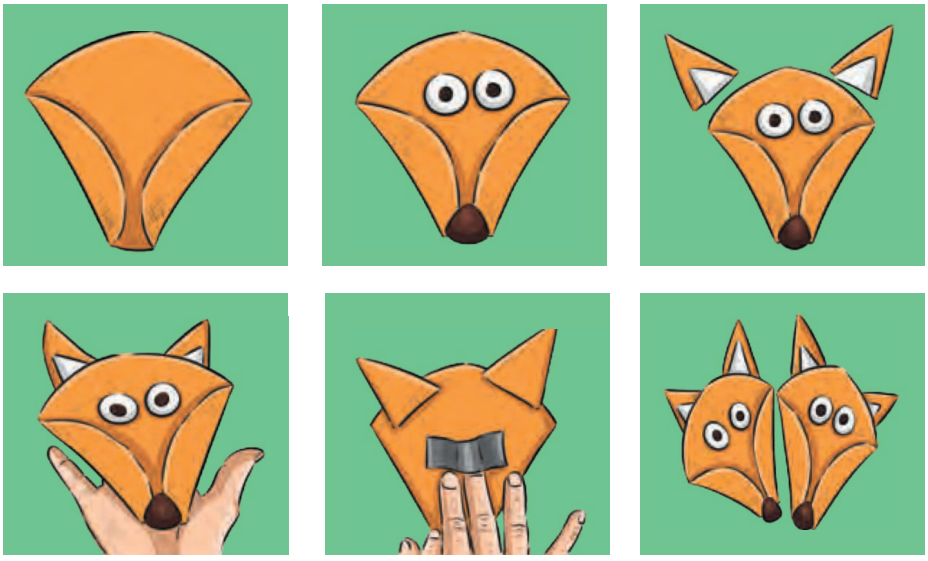
Answer the following questions :

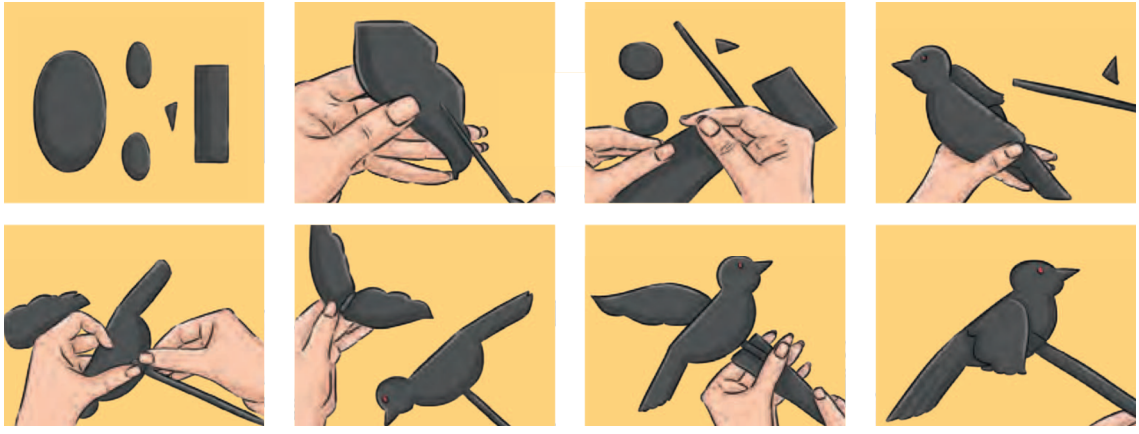
1. Why does the Raven forget that his voice is just a croak?
2. How does Reynard make the Raven sing?
3. Why does Reynard say that pride is not wise?
4. Give one reason why the teaching is quite a surprise.



Let us explore

Origami is an 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.

1. Identify the following people.

   How do they help us when we are in trouble?





2. Choose the correct option to complete the sentence.

   The word 'rescue' means to _____.

   (a) make fun of someone

   (b) save someone

   (c) ask someone for help

3. 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.

   (a) A man stuck in a building on fire. ☐

   (b) A woman buying vegetables in the market. ☐

   (c) A dog who has hurt its leg. ☐

   (d) A tree being cut down in a forest. ☐

4. The policeman in the story, you are about to read, is called the *Kotwal*. Some people call him *Thana Babu*. What do you call a policeman in your area? Share it with your classmates and teacher.

5. What do you do whenever you face a problem? Share it with your friends.

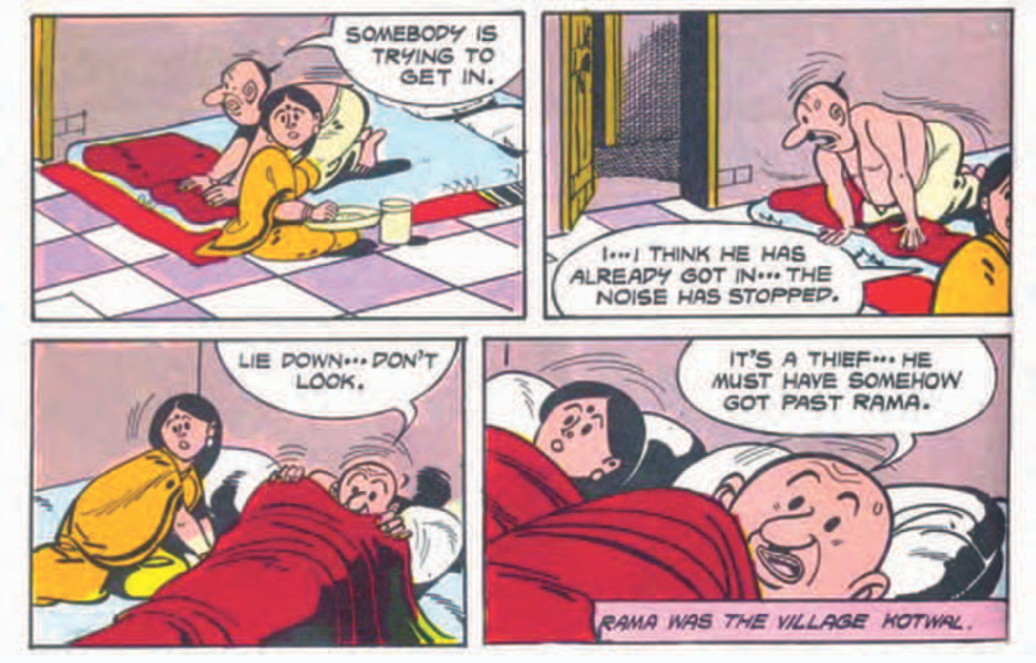
6. Imagine you are alone at home. Your parents have gone to the market. In the meantime, you face a problem. What will you do then? Tick the correct option.

   (a) Will you solve the problem yourself?

   (b) Wait for someone to help you?

Let us read

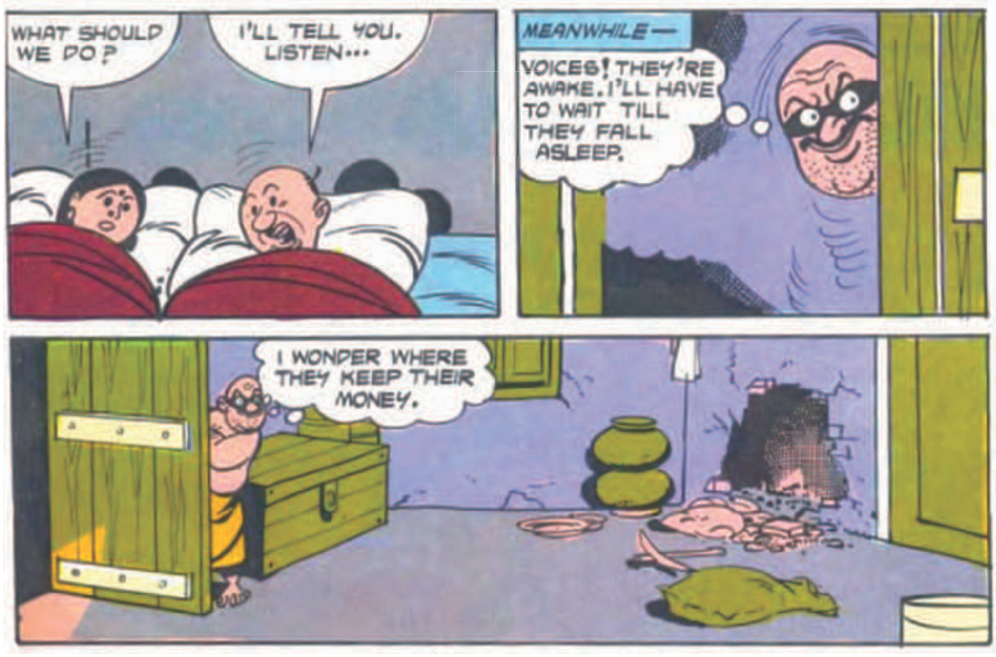


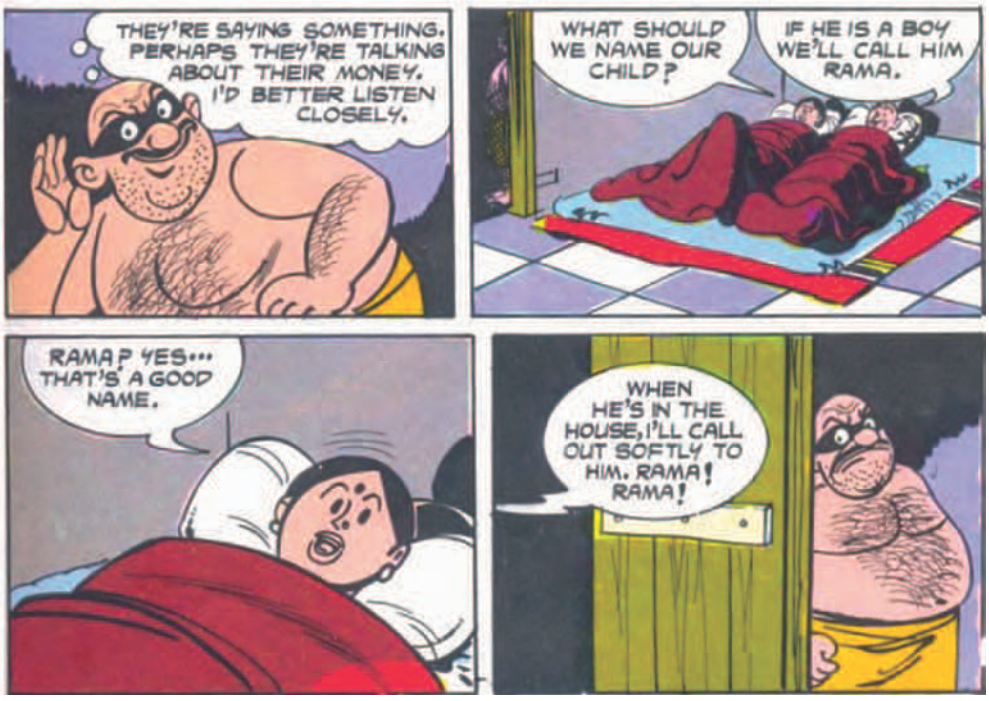


Let us discuss

Circle the odd one-

1. The characters are: old man, his wife, children
2. Who entered the house ? : guest, robber, *Kotwal*

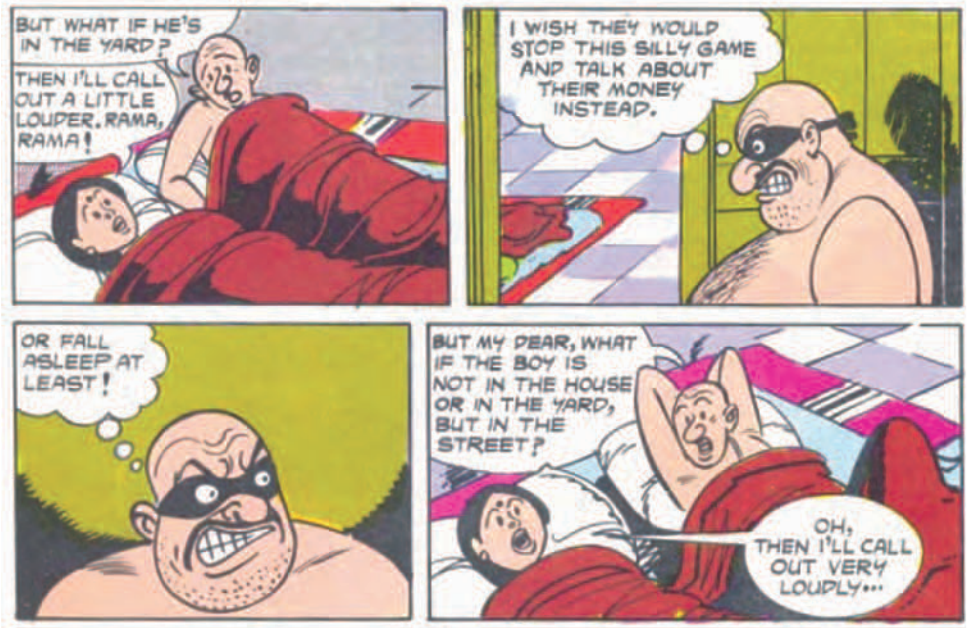


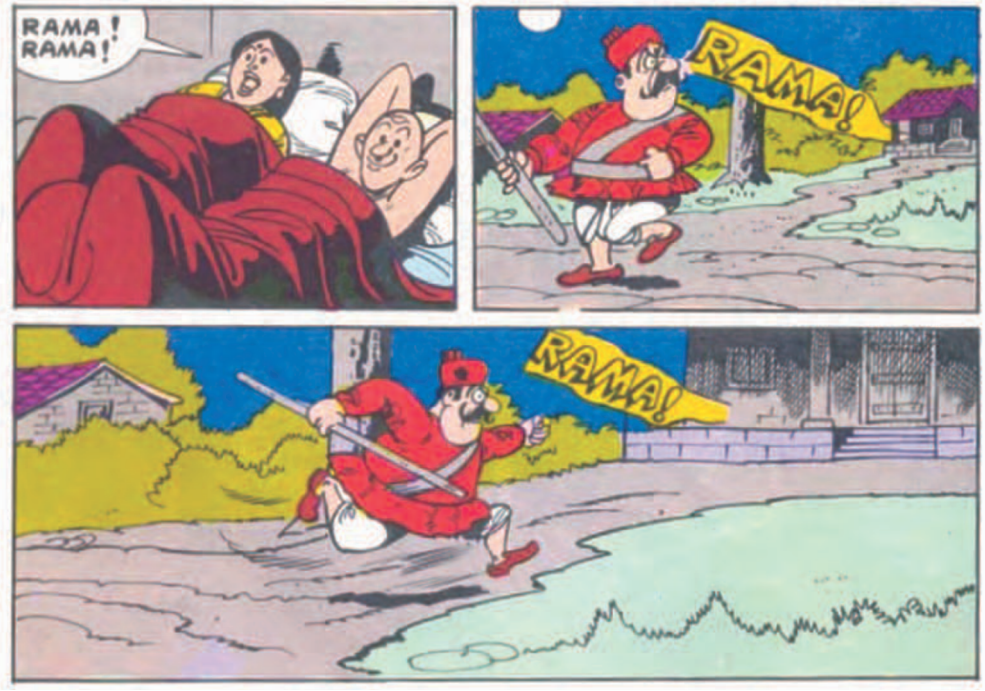


Let us discuss

Write whether True or False.

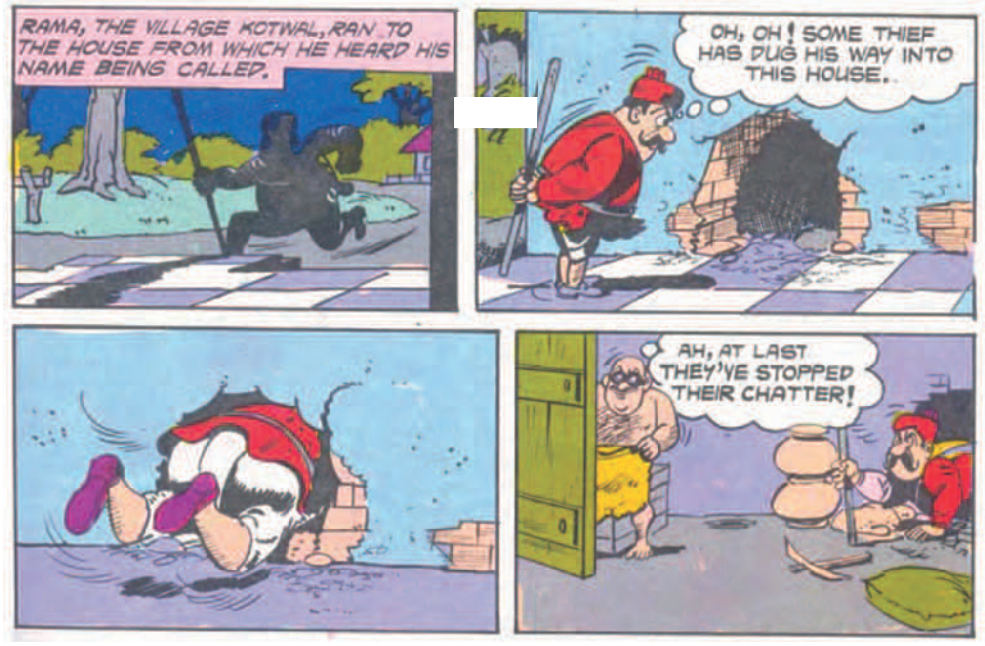
1. The oldman tells his plan to his wife. ☐
2. The thief wants to know where they kept their jewels. ☐

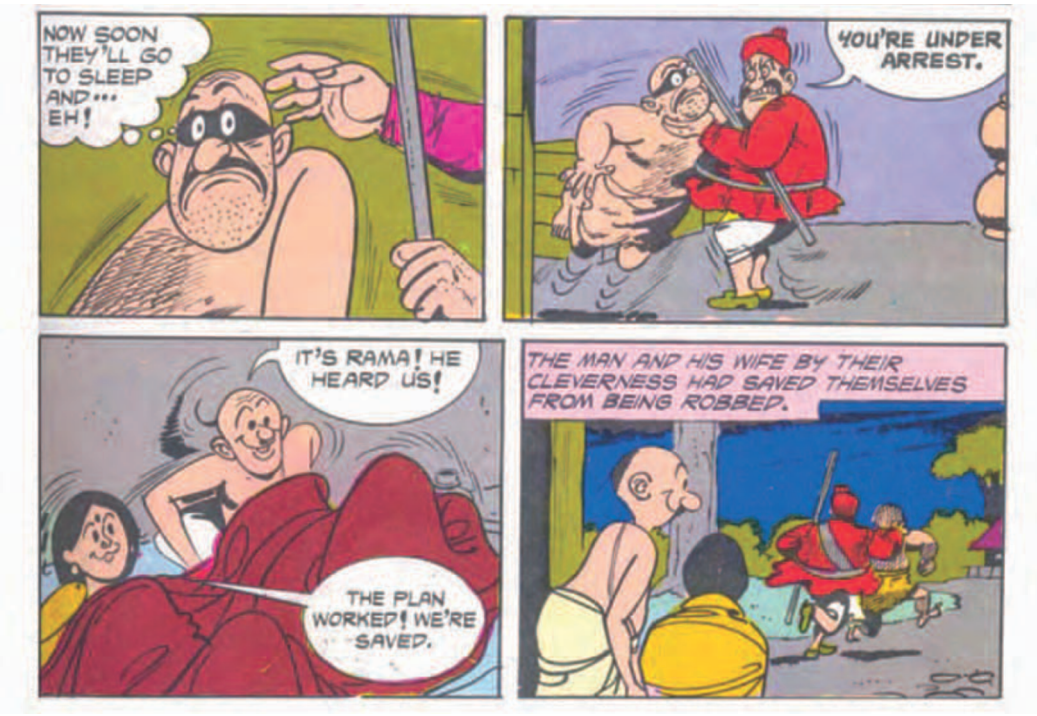




Let us discuss

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?





A FOLK TALE FROM AMAR CHITRA KATHA

Let us discuss

1. 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. One is done for you.

Column A	Column B
1. wonder	(a) in place of someone or something
2. yard	(b) carefully
3. chatter	(c) an area outside a building
4. instead	(d) talk for a long time about unimportant things
5. closely	(e) maybe
6. perhaps	(f) a feeling of surprise

2. Fill in the boxes with suitable words as you read the story. Discuss your answer with your teacher and classmates.

RAMA TO THE RESCUE

Main Characters		Other Characters
Problem		**Solution**



Let us think and reflect

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

(a) *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.

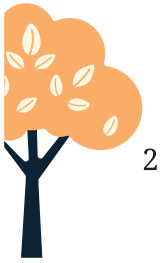
(i) What makes the man say the first line?

(ii) Choose the correct option.

The oldman's 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 old man's wife was listening carefully?



(b) Rama, the village kotwal, ran to the house from which he heard his name being called.

Rama : Oh,Oh! A thief has dug his way into this house.

(i) Fill in the blank with the correct word from the given lines. The villagers caught the thief and took him to the _____.

(ii) Choose the correct option.

What do the words "Oh, Oh!" show here?

a. surprise b. anger c. pain d. happiness

(iii) How can you tell that the kotwal was good at his job?

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

3. What did the thief wish would happen? Did it happen?

4. How did the old man and his wife get help from the kotwal?

5. Do you think cleverness can help us solve our problems? Discuss with your friends.



Let us learn

1. 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 sentences above 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.

(a) _____ feeling so sleepy…

(b) _____ a thief.

(c) _____ awake.

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



2. Expand the following words. Two examples have been done for you. Use the contracted /short forms of these words in sentences of your own. Two examples have been given for you.

S. No.	Contracted Words	Expanded Form	Sentences
(a)	what's	what is	
(b)	I'll		
(c)	I'd		
(d)	we'll		
(e)	that's		
(f)	we're		
(g)	don't		
(h)	you'll		
(i)	must've	must have	

3. Study the highlighted words and the words in brackets given from the story.

(a) I **am feeling** so sleepy. [am+feel+ing]

(b) What **are** you **looking** at? [are+look+ing]

(c) Somebody **is trying** to get in. [is+try+ing]

(d) They **are saying** something. [are+say+ing]

(e) Perhaps, they **are talking** about their money. [are + talk + ing] Now, choose the correct option.

The sentences from (a)-(e) 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 is doing something at the moment of speaking are in the **present progressive** form.

4. Fill in the blanks to complete the following sentences.

   (a) I _____ in Grade 6.[am+study+ing]

   (b) My friend _____ a story book. [is + read + ing]

   (c) We _____ a board game.[are+play+ing]

   (d) I _____ a new language.[am+learn+ing]

   (e) The teachers _____ in the staff room. [are + sit + ing]

   (f) My mother _____ food in the kitchen. [is + cook + ing]

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



(a) Govind and Anu football.

(b) Pema _____ flowers.

(c) Anil _____ the score card.

(d) The mother _____ a book.

(e) The dog _____ to catch the ball.

(f) The birds _____ in the sky.

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

(a) I'd better listen **closely**.

(b) When he's in the house, I'll call out **softly** to him.

(c) Then I'll call out very **loudly**…

S. No.	Sentence	Question	Word
1.	I'd better listen closely.	How does he listen?	
2.	When he's in the house, I'll call out softly to him.	How does she callout?	
3.	Then I'll call out very loudly.	How does she callout?	

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

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

warmly gracefully smoothly beautifully
funnily quickly hurriedly

(a) He solved the mathematics problem.

(b) The car moved_along the highway.

(c) The musician played the guitar__.

(d) Shobha danced_.

(e) Rohit left the house __.

8. 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 (I)_____. The wise old tortoise moved (ii)_____but always won the race against the proud rabbit. The ants worked (iii)_____, gathering food for the winter. The kind-hearted lion ruled the jungle (iv)_____, giving everyone a chance to speak. The birds sang (v)_____, making everyone in the forest happy.

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

(i) Oh, hum! What a hard day it has been!

(ii) Ah, atlast, they've stopped their chatter!

(iii) What should we do?

(iv) What should we name our child?

a. Sentence (i) expresses a feeling of_____. (tiredness/joy)

b. Sentence (ii) expresses a feeling of_____. (wonder/relief)

c. Sentences (iii) and (iv) ask_____. (answers/questions)

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

(a) Wow, what an intelligent man he is

(b) Oh, how big the hole is

(c) Do you like to read comic books

(d) 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

(i) _____ has been happening in that area. He advised everyone to stay safe and the kids to tell the

(ii) _____ as soon as they find anything different. They should not forget that

(iii) _____ is the main thing. He asked them to call

(iv) _____ when they need immediate help.



Let us speak

1. Listen to your teacher; pronounce the contraction sand 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 forms 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

2. Discuss in pairs:

(a) 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 ☐

(b) 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 ...

(c) Use the given hints to share three ideas on how people can keep their houses and themselves safe. Share with your classmates and teachers.

- I think they should…/
- I suppose they could…/
- They must…/
- They should…/
- How about…/
- It might be better to…



Let us write

The nextday, the neighbour asked the man in the story about what had happened. Suppose you are the man. Tell your neighbour what had happened. 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 …

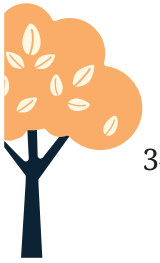


Let us explore

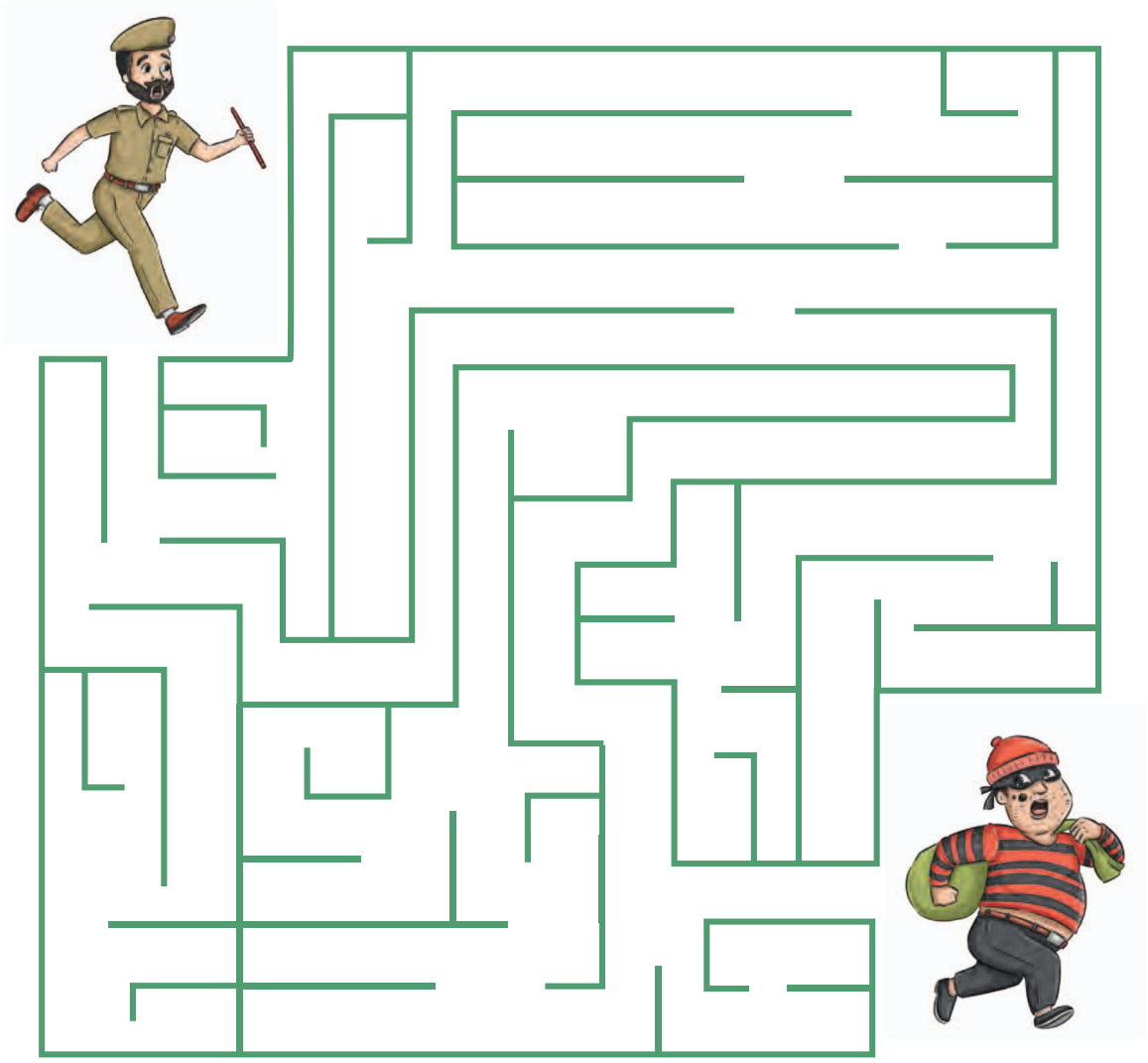
1. Find out from your teacher or parents what you would do in the following situations.

   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.



Transcripts



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.

Transcripts



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.

Transcripts



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 with 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.

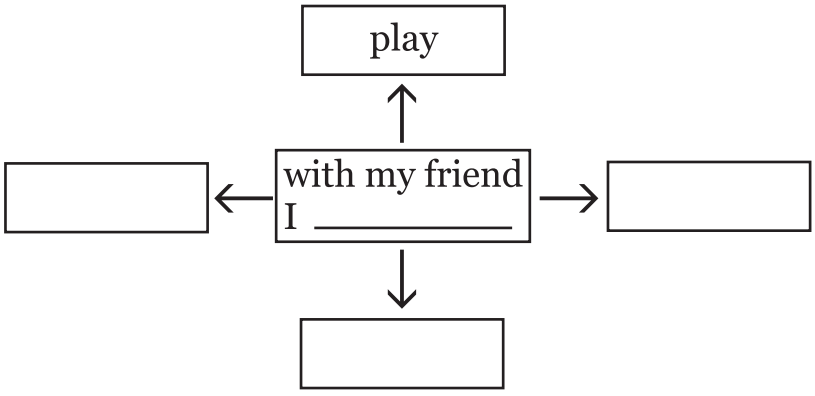
UNIT 2

FRIENDSHIP

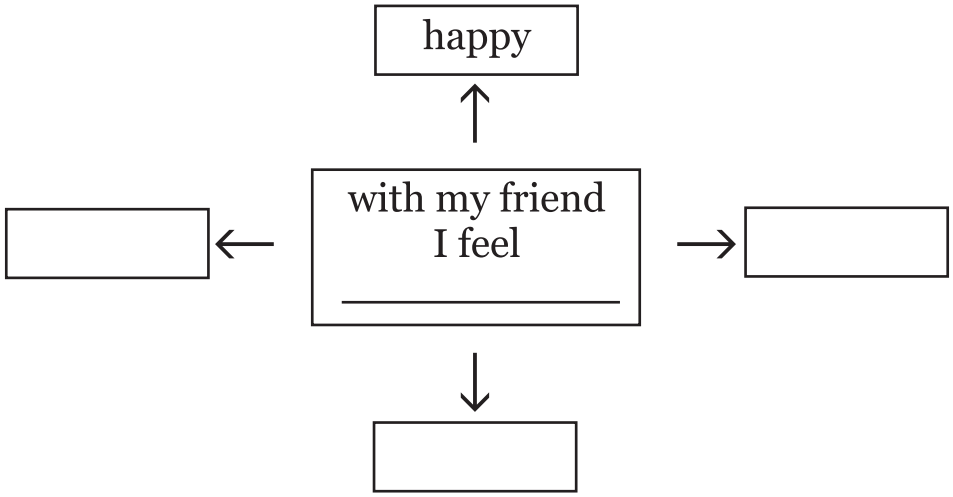
True Friendship

Let us do these activities before we read.

- Friends are an important part of our lives. Why do you think so ?
- What do you do with your friends ?



- How do you feel with your friend?



Let us read

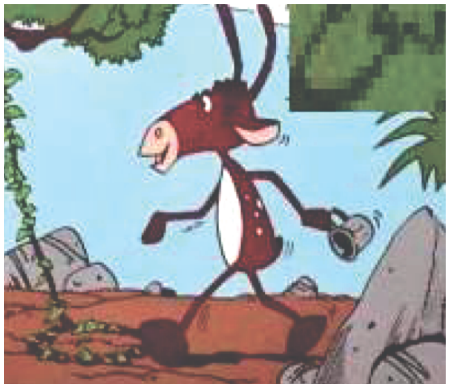


A long time ago, there lived three friends, a tortoise, a deer and a woodpecker in a forest surrounded by a lake. They were very close and spent time playing with each other.

One day a hunter came to the forest. He was very happy to see the footprints of a deer near the lake. He followed the footprints and set a huge leather trap along the lake's edge.



At late night the deer felt thirsty and visited the lake. But unfortunately he fell into the trap.



The deer was shocked by the huge trap and cried out of fear and pain.

"Please someone help me, I have been trapped" The woodpecker noticed the sound and flew down from the top of the tree. The tortoise too heard his friend's voice and came out of the lake to discover what had happened. Both of them were horrified to see the trap.

surrounded :- encircled

leather trap :- a trap made of leather used to capture something

edge – boarder

unfortunately :- unwanted or a sorrowful situation

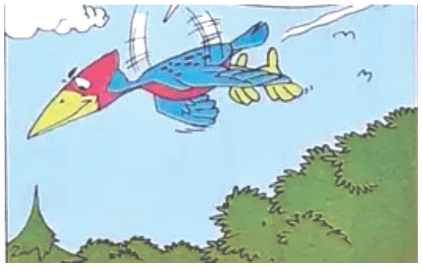
discover :- find or learn something new

horrified :- feeling shocked or fear.

Let us discuss

1. In the story who were the three friends and where did they live?
2. How did the hunter know about the presence of the deer?
3. The trap was made of ____
   a) plastic
   b) leather
   c) thread
   d) jute
4. The opposite in meaning of the word, **'unfortunately'** is:
   (i) fortunate (ii) fortune (iii) fortunately
5. Why did the deer cry out ?
6. Do you think his friends were able to help him ?

II



The woodpecker suggested that the tortoise should chew the trap with his teeth to set their friend free. As the tortoise was busy rescuing the deer, the woodpecker flew away to find out the hunter's house to keep him engaged. When the woodpecker located the hunter's house , she flew over the hunter's head and started pecking.



The hunter cried out in extreme pain and tried to flee through the back door. But again, the clever woodpecker was already aware of the situation and continued attacking him. The hunter was startled and he stayed in his house for a while. When he mustered up the courage to come out and kill the bird with a knife, the woodpecker flew back hurriedly to her friends and yelled."Beware ! The hunter is approaching."

suggested – gave an idea or advice.

rescuing – saving someone from danger.

pecking – hitting with a quick sharp motion.

startled – felt sudden surprise

mustered up – gathered or collected strength

hurriedly – doing something quickly in a rush.

yelled – shouted or cried out loudly

The tortoise had already gnawed away at the leather trap helping the deer to escape. The deer ran into the forest and the woodpecker flew up to the tree top. However the tortoise was so tired that he could not get away. The hunter picked him up and put him in a bag, which he tied to a nearby tree. When the deer saw his friend getting captured, he thought of a plan. He slowed down to let the hunter see him and release the tortoise.



The hunter started chasing the deer with his knife, but the deer ran too fast to be caught. The hunter entered the deep forest while following the deer, and lost his way in the wood. The deer quickly got out of the forest and reached the lake. He tore open the bag where his tortoise friend was trapped, using the sharp horns. The tortoise was rescued and there was a little reunion as the woodpecker joined them. The deer asked his friends to hide in the forest until the hunter goes away. The tortoise hid in the water, the woodpecker flew away to her nest and the deer hid in the thick woods.

When the hunter finally found his way out of the forest, to his surprise, he found out that the tortoise had also escaped. He was hopeless and frustrated and decided not to return to the forest and lake again. Finally, the three friends were relieved and lived happily together for the rest of their lives.

gnawed –bitten or chewed continuously

captured – taken control

rescued – saved from danger ,

reunion – gathering

hopeless – lack of hope

frustrated – not satisfied

relieved - comforted , glad

Adopted from
JATAKA STORY

Let us discuss

1. What did the woodpecker suggest to the tortoise?
2. Why did the hunter stay in his house?
3. “Beware !The hunter is approaching” who said this?

4. The deer hid himself in _____.
   The tortoise hid himself in _____.
   The woodpecker flew away to her_____.
5. What did they decide to do finally?



Let us think and reflect

1. (a) Read the following lines and answer the questions that follow :
   The deer was shocked by the massive trap and cried out of fear and pain, 'Please, someone help me, I have been trapped!' The woodpecker noticed the sound and flew down from the top of the tree.
   (i) Who was shocked and why?
   (ii) Write a word opposite in meaning of the word 'trapped'.
   (iiii) The woodpecker flew down from _____
   (iv) Choose the right word given in the brackets and fill in the blank.
   Woodpecker is _____ (friendly / unfriendly)

   (b)
   (i) How did the deer make the hunter startled?
   (ii) Write the word which is in the story (last paragraph) similar in meaning to 'disappointed'.
   (iii) Are the tortoise, the woodpecker and the deer true friends? How?

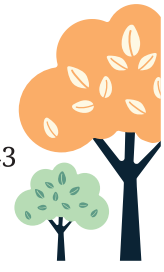


Let us learn

I. The deer can move quickly but the tortoise moves slowly. Here quickly and slowly are opposite to each other in meaning. Opposites can also be formed by adding some letters before a word.

For example:

happy - unhappy, use - misuse, comfort - discomfort.

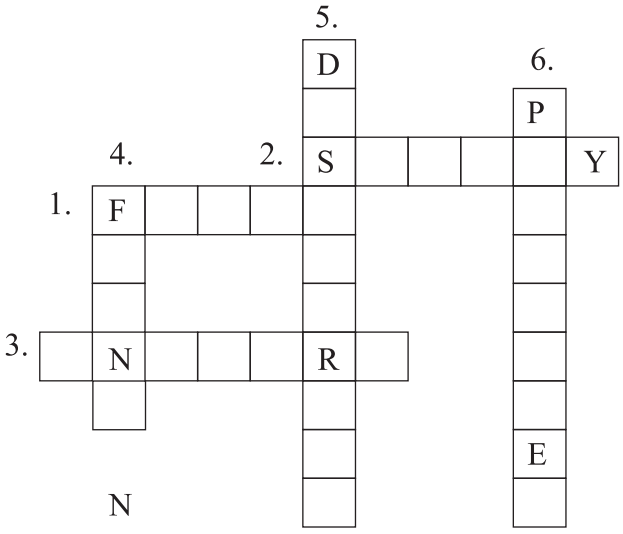


Now take help from the words given as hints and fill up their opposite in the puzzle. (Note: All the words are from the story you have just read.)

We are opposites !

Across: -

1. busy
2. quickly
3. aware



Down:-

4. back
5. courage
6. pain

II. Now make sentences by using the words you have got from the puzzle.

- _____
- _____
- _____
- _____
- _____
- _____

III. 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 event happened recently. Second form of the verb + add 'd' or – 'ed' to the verb.	Used to show that the action did not finish and was going on in the past. ● I / She/He/It +was + verb + ing ● We / You / They + were + verb + ing	Used to show the earlier action event (Long Past). ● Had + third form of the verb.

Given below are some verbs given in the box. Put the verbs in their correct column in the table. One has been done for you.

Past Simple	**Past Progressive**	**Past Perfect**
• lived	was rescuing	had escaped
• had entered	had happened	was getting
• lost	was happening	flew
• felt	fell	rescued
• was pecking	hid	engaged

1. Select the correct form of the verb from brackets and complete the sentences. Check your answers with the teacher.

   a) We_____ a new car yesterday.
   (bought / was buying / had bought)

   b) Anu _____ to her brother when I arrived.
   (spoke/ was speaking / had spoken)

   c) I_____ my homework before my mother came.
   (did / was doing / had done)



d) Jinu_____ home ten minutes ago.
(left / was leaving / had left)

e) I_____ my key at school yesterday.
(forgot, was forgetting, had forgotten)

f) What_____ you_____ at 3 o'clock yesterday.
(did / were doing / had done)

g) He _____ his old bicycle last week.
(sold/ was selling/had sold)

h) Debisha was not at home. She _____ to school.
(went/ was going / had gone)

I) I _____ a story. My father came in.
(read / reading /had read)



Let us listen (refer to page 67)

You listened to a story about ***'Unlikely Best Friends'***. Use exact words from the story to fill up the missing details in the paragraph.

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



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

(a) Chain Drill :- "Please, someone help me I have been trapped"

(b) Talk to your friend and find out your common likes and dislikes. Share your answers with the class.

I am_____

My friend is _____

I like_____

My friend likes

_____

_____

_____

Both of us Like

_____

_____

_____

My friend is _____

_____

My friend likes _____

_____

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

- My friend and I like to play. Both of us want_____.
- I like to _____ but my friend likes to_____.
- We are good friends as our likings are_____.



Let us write

Write six sentences about yourself and six sentences about your friend. Mention how you are not similar but also different. You may take help of the words given in the box. One has been done for you.

and, but, both, same, different



Like: - I like reading story books and my friend also likes reading story books.



Let us Explore

1. Collect another story on ' True Friendship ' .
2. Make a poster on this given story.
3. " A friend in need is a friend indeed "like this proverb collect more proverbs on friendship.

Nobody's Friend



Do you like friends ?
Do you like to share your things with others ?
Do you think there is any child who has no friends ?
Read On

Read and Enjoy



She had some sweets that she wouldn't share.
She had a book that she wouldn't lend.
She wouldn't let anyone play with the doll.
She's nobody's friend !



He had some toffee and ate every bit.
He had a tricycle he wouldn't lend.
He never let anyone play with his train
He is nobody's friend !



But I'll share all of my sweets with you.
My ball and my books and my games I will end.
Here's half my apple and half my cake
I'm your friend !

ENID BLYTON

Let us discuss

1. What are the things the girl does not want to share ?
2. Why are the two children nobody's friends ?
3. Read the poem silently and underline the lines you like . Share with your teacher why you liked this.
4. How is the child in the last stanza different from the other two children in this poem ?
5. Do you like to share your favourite food or toys with others ? Why ?



Let us think and reflect

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

He had some toffee and ate every bit.
He had a tricycle he wouldn't lend.
He never let anyone play with his train
He is nobody's friend !

(a) 'He' in the stanza stands for _____.

(i) a child (ii) a young man (iii) the poet

(b) A tricycle has _____.

(i) one wheel (ii) two wheels (iii) three wheels

(c) The child had some toffee to eat and the tricycle to _____.

(i) drive (ii) ride (iii) row

(d) In the stanza above, the child is _____.

(i) kind (ii) caring (iii) selfish

2. Why do you think sharing is important , according to the poet ?
3. How does the poet convey the message that sharing is caring in the poem ?
4. Can you give an example from your own life when sharing made you a good friend ?



5. Suppose you and your friends are very thirsty and there is only one glass of water, what should you do ?

6. Choose the correct answer from the given box and fill in the blanks.

nobody's	shares	everyone's

a. She never _____ her sweets, toys with others.
She is nobody's friend.

b. He never lends his books, tricycle with others.
He is _____ friend.

c. Sriya shares her toys, toffees with all.
She is _____ friend.

7. Choose the correct option.

a) The word ' never ' in the second stanza means :-

i. Not at all

ii. Sometimes but 'no' most of the time.

iii. Sometimes only

b) The child in the third stanza is :-

i. Everybody's friend

ii. Nobody's friend

iii. Everybody's enemy.



Let us learn

1) Here are five words in the box. Choose the right word and fill in the blank.

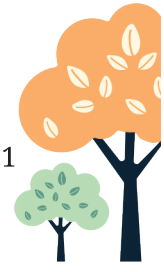
never, Everyone, nothing, None, No one

a) Nanu is very punctual. He is _____ late to school.

b) His brother, Gudu is careless. He understands _____.

c) _____ of the two boys came to school yesterday ?

d) _____ likes Nanu but _____ likes Gudu.



1) Some letters are missing in the following words. They describe the good qualities a friend. Now fill in the missing letters of the words.

a)

(i) HEL _____ F _____ L

(ii) K ___ ____D

(iii) C ___ ____ING

(iv) HON _____ _____T

(v) L ___Y ____L

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

I. My friend is always _____ to me even when I make a mistake.

ii. My friend shares things with me. She is very _____.

iii. My friend is _____because he always supports me.

iv. My friend never lies. She is an _____ person.

v. My friend and I belive in _____ for each other.



Let us listen

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 words only.

(refer to page 68 for transcripts)

1) What do the two friends like to read ?



2) You will once again listen to the talk about some outdoor activities of the two friends. As you listen, circle the picture that shows these activities.

(a)



(b)



(c)



(d)



(e)



(f)





Let us speak



A walk in the Park.

Conversation between **Isha** and **Pratikshya**.

Pratikshya : Good morning my dear friend , how are you ?

Isha : Good morning. I am fine, and you ?

Pratikshya : I'm fine too.

Isha : Would you like to go with me to the park ?

Pratikshya : Yes , Let's go , but what to do there ?

Isha : That's nice. We can enjoy the slide, swing, see–saw etc. there.

Pratikshya : Ohh…that's amazing. Let's enjoy….

a) Now in pairs, act the role of friends speaking to each other.

b) Make pair, act the role of friends about the following situation.

Sharing tiffin at school

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 tiffin!

= Next share with your friends , how it makes you feel.

= Appreciate your friend's food and ask what other food items they like.

= Thank your friends for sharing.



Let us write

a) Let us summarise the poem. Fill in the blanks with appropriate words from the poem.

A girl has _____ ,_____ and a doll , but doesn't them , making her _____ .

A boy has _____ , a tricycle , and a , but he doesn't them to . So, he is also _____ friend.

A girl has _____ ,_____ , a apples and a . She shares them with _____ . So, she is _____ friend.

b) Write seven sentences about your best friend by using the clues given in the brackets.

(name, liking, class, hobby, age, activities you do together, why you like him / her, when, where and how you met each other)



Let us Explore

- Create/Make a poster, showing the poem's main characters and their activities.
- Prepare a list of activities where you need to share (real-life examples)
- 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.



THE CHAIR

Let us do these activities before we read.

1. Write two words that come to your mind when you think of friendship. _____,_____

(a) Now find some more words that are related to friendship from the grid given below. You can search cross – word or down – word.There are six words. One has been done for you.

GRID

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

b) Fill in the blanks to complete the words, which mean the same as 'friend' with the help of the meanings.

Meaning	Word
1. A person who you do things together with.	P ____ r ____ n ____ r
2. A student who is in your class.	C l a __ __ m __t __

Let us read

There was a boy called Papu, who loved to have lots of friends. He showed off a lot, always talking about how many friends he had at school, and how he was so friendly with everyone.

One day his grandfather said to him,"Papu, I bet you a fruit chaat. You don't have as many friends as you think you have. I'm sure many of them are nothing more than companions or partners".

Papu accepted to the bet readily. However, he wasn't sure how he could test whether his schoolmates were real friends or not. So, he asked his grandpa for help. He suggested,"I have exactly what you need. It's in the attic. Wait here a minute."

Grandpa left, soon returning as though carrying something in his hand, but Papu could see nothing there.



"Take it. It's a very special chair. As it's invisible, it's rather tricky to sit on it. But if you take it to school and manage to sit on it, then the magic will work and you'll be able to tell who your real friends are."

showed off – talked proudly

companions – friends

accepted : agreed to
readily : without any problem

attic: a storage space in a house just under the roof

invisible - impossible to see

Let us discuss

1. Papu was very proud of having so many friends. State whether **True** or **False.**
2. What did the grandfather take from the attic?
3. Will Papu face any challenges?
4. Will Papu be able to use the magic?

II

Papu, brave and determined took the strange invisible chair and set off for school. At break time, he asked everyone to form a circle. He put himself in the middle, with his chair.

"Nobody move. You're about to see something amazing. "



Papu tried sitting on the chair. As he could not see it, he missed and fell straight onto his backside. His classmates laughed at him.

"Wait, wait, just a minute, something has gone wrong" he said, trying again. But again, he missed the seat. His friends laughed at him loudly again Papu wouldn't give up. He kept trying to sit on the magic chair and kept falling to the ground until, suddenly he tried again and didn't fall. This time he sat hanging in mid-air.

determined :- firm in decision

set off :- started

amazing :- very surprising

Then he finally experienced the magic that his grandfather had been talking about. Looking around, Papu saw Rony, Amrit and Prateek - three of his friends – holding him up, so he wouldn't fall. Meanwhile, many others he'd thought of as friends had done nothing but made fun of him, enjoying each and every fall.

Leaving with his three friends, he told them how his grandfather had so cleverly thought of a way to show him that true friends are those who care for us. A friend wouldn't be someone who takes joy in our bad luck.

That evening the four children went to see Papu's grandpa as he had won the bet. They had a great time listening to stories and eating a lot of fruit chaat. From then on, they used the magic chair test on many occasions and whoever passed became friends for life.

experienced : felt

occasions : event, function, happenings



Let us discuss

1. Papu successfully sat on the invisible chair on his first attempt. State whether **True** or **False.**
2. Fill in the blanks with a suitable word.
   Papu's grandfather challenged him to a bet of _____
3. Match the characters with their action :

Rony	a. held Papu up , so he wouldn't fall
Amrit	b. made fun of Papu's attempts.
Prateek	



Let us think and reflect

1) Read the following lines and fill in the blanks.

"Take it. It's a very special chair. As it's invisible, it's rather tricky to sit on.

a) The chair is _____ and _____ .
(two words that describe the chair)

b) It is tricky to sit on the chair because _____.

c) Write the word opposite in meaning of _____.
(i) special -
(ii) invisible -

2) Answer the following questions.

a) What was the bet about?

b) What happened when Papu sat on the chair for the first time?

c) Who are Papu's real friends? How was he able to find his real friends?

d) Do you like the magic chair test? Why?

e) Mention any other way that would help you find out who are your real friends?

Let us learn

1. Read the following sentences of the story. Look at the underlined words. Learn how new words are formed from their root words in the table below.

   (i) Papu agreed to the bet **readily**.

   (ii) Again his friends laughed at him **loudly**.

   (iii) Then he **finally** experienced the magic.

Sl No	A Root words	B (Add) + 'ly'	C New words
1	loud ⟶	+ ly	Loudly
2	final ⟶	+ ly	Finally
3	ready ⟶	+ ly	readily ('i') is used in place of 'y')

Now, you read other stories in your English book and write at least five words ending with 'ly'. Then discuss with your friends and teacher. Finally, use them in sentences.

a) _____ : _____

b) _____ : _____

c) _____ : _____

d) _____ : _____

e) _____ : _____

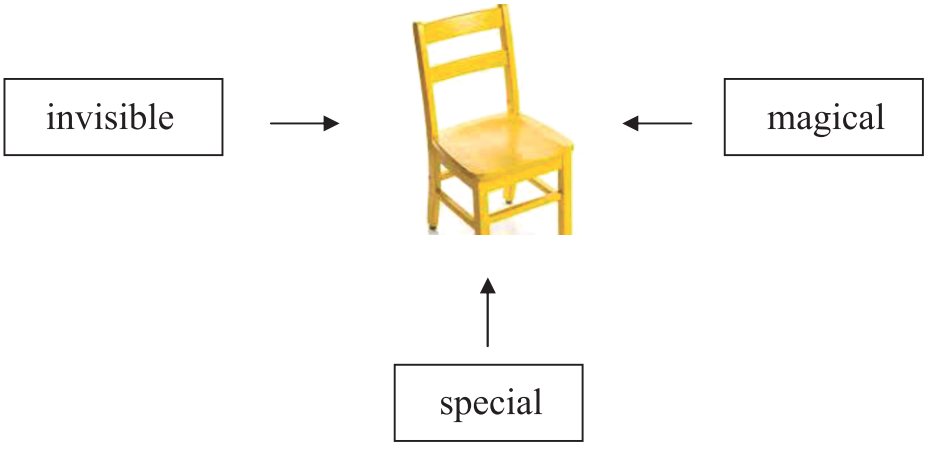
f) _____ : _____

2. Match the words in column **'A'** with the letters in column **'B'**. Form new words in column **'C'**. One is done for you.

Sl No	A Root words	B (Add) + 'ly'	C New words
1	magic	ing	magical
2	care	al	_____
3	celebrate	ful	_____
4	wonder	ly	_____
5	help	tion	_____
6	friend	ous	_____
7	courage	ship	_____
			_____

[Note: The letters (ing, al, ful, ly, tion, ous, ship) in column **'B'**, which have been added to the root words are known as 'Suffixes'.)

3. Fill the blanks with the words that describe the chair, as given in the story.



magical chair

_____ chair

_____ chair

The words used before 'chair' are describing words. We call them '**Adjectives**'.

4) (a) Match each describing word in column **'A'** with a suitable word in column **'B'**. Then write the phrase in column **'C'**. One has been done for you.

Sl. No.	Column 'A' Adjectives	Column 'B' Nouns		Column 'C' Phrases
1.	brave	friends		
2.	clever	fruits		
3	true	soldier	1	brave soldiers
4	tasty	jackal		
5	colourful	chair		
6	special	flower		

(b) Make sentences using the new phrases of **Column 'C'**. One has been done for you.

1. The brave soldier marched ahead.
2. _____
3. _____
4. _____
5. _____
6. _____



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 63 for transcript*)

1. Manu found it _____ when she took admission in the school.
2. Manu met _____ 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

a) Chain drill : " A friend wouldn't be someone who takes joy in our bad luck "

b) Say the Dialogues :

A : " Good morning my dear friend, how are you? "

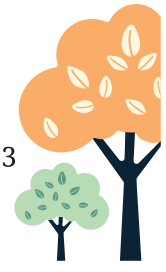
B : " Not fine, I have a very bad fever."

A : " Sorry,what food are you taking ? "

B : " The dust of the earth. "

A : " That's good for you ? "

(Teacher Vs students, students Vs students)





Let us write

a) Here is a letter from Papu to his friend Amrit. Read the letter and fill in the blanks using the words given in the box.

Daspalla
25 May 2025

Dear Amrit

I hope you are _____. I am well too. You _____ _____ that my _____ has for a _____ party. I _____ you to attend this party. All our_____ are coming, without you ; this party is really _____ .

I _____ that you may come. Please convey my regards to Uncle and Aunt.

Yours lovingly,
Papu

request, planned, incomplete, fruit chaat, hope, fine, friends, know, grandfather.



2) Read the message that Papu has written to his friends Rony, Prateek and Amrit.

Dear Rony,

I feel blessed to know that you are my true friend. I would have fallen again today, if it wasn't for Prateek, Amrit and you. I feel special that you all are my friends and made me understand the value of having good friends.

a) Now, choose the correct word given in brackets to complete Papu's message to Prateek.

Dear Prateek ,

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

Best wishes,

Papu

b) Now write your own message to your best friend. You may take ideas from this story too.



Let us Explore

1. Write describing words for your friend. One has been done for you.

F – _____

R – _____

I – intelligent _____

E – _____

N – _____

D – _____

S – _____

2. Find out more stories on 'Friendship from different sources. You can share them with your classmates.



Transcripts

Let us listen (*refer to page 46*)

THE UNLIKELY BEST FRIENDS

Let me tell you a story of a cow and 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 the 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.

Transcripts



Let us listen (*refer to page 52*)

" NOBODY'S FRIEND "

Hello !

Let me tell you what outdoor activities Pupi and Gudu enjoy doing. Some days they like playing at the swings on the park. Pupi enjoys slides the most. Gudu 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 read comic books.

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

Transcripts

Let us listen (*refer to page 63*)

The Chair

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 to 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.

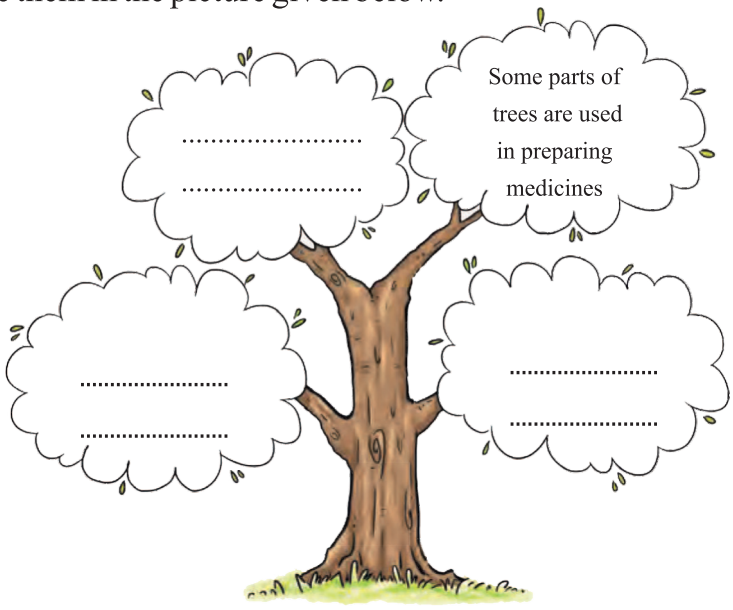
UNIT 3

NURTURING NATURE

NEEM BABA

Let us do these activities before we read.

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



2. Neem is a common tree in our country. Discuss in groups and fill Columns A and B with what you know about the neem tree and what you want to know more about it.

Column A What do you know?	Column B What do you want to know more ?
•	•
•	•
•	•
•	•



Let us Read

Amber returned from school and sat down in the shade of the neem tree in her courtyard. She felt that the tree was whispering to her. She looked at the tree and spoke to the tree.



courtyard :
an open area by a building

I

Amber: *Namaste!* I am Amber. I would like to talk to you. May I?

Neem Baba : Sure, dear Amber. I know you. You played in my shade in your childhood. You may call me 'Neem Baba'.

Amber: I have seen you almost everywhere. Please tell me something more about yourself.

Neem Baba : I am very old. I was born millions of years ago somewhere in North India or Myanmar. Soon, my family spread outside India.

Amber: Outside India? Where else can neem be found?

Neem Baba: My family can be found in many Asian and African countries and even in some parts of America.

Amber: That's wonderful! Who gave you your name?

Neem Baba : The story of my name is very thought-provoking. I was born in India and given Sanskrit names such as Arishta (the one who cures diseases), Nimba and Nimbaca. The name 'Neem' is given by the Iranians.

Amber : Really?

Neem Baba : Yes, in Hindi, my name is Nimb. In India, I have other names—Nim, Leemba, Nimori, Nimbamond, Nimbe and Nimo.

Amber : You are so well known! That is wonderful.

Neem Baba : Dear Amber, we become well known for what we do. People find us useful and that is why they know us. Scientists call us 'bitter grace of God','nature's gift to man', and 'cleanliness-parting tree'. Some even call us 'magic tree' and' the tree of the twentieth century'.

thought-provoking: interesting

grace: blessing

Let us discuss

Amber found many facts about the neem tree from Neem Baba. Fillup the fact sheet based on what Neem Baba told her.

LET US KNOW OUR NEEM		
Common name:		Given by :
Period of birth:		
Born in:		
Found in:		
Common names:		
Names given by scientists:	1.	2.
Names given by others:	1.	2.

II

Amber: I know that people clean teeth with your twigs and protect clothes with your leaves. Sometime back,when my brother had measles, the doctor told us to put neem leaves on his bed and make him lie down on them. Can you explain why?

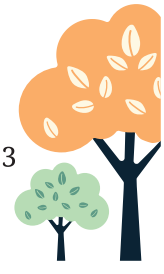
NeemBaba : The doctors know that neem leaves have chemical properties that destroy germs. Measles cause itching all over the body. Neem leaves give comfort and do not allow germs to breed. Neem leaves, bark, flowers, fruits and even roots can be used to make medicines to cure many diseases.

twigs: small thin branches

measles: disease with fever and red spots on skin

itching: feeling the need to scratch

breed: grow



Amber : Yes, I once had a cough and I could not breathe properly. My grandmother cured me with a medicine made from neem bark. And when my father had itching in the eyes, she prepared a kajal from neem flowers, which cured him.

Neem Baba : Oh, little Amber, you know so much. Remember, these remedies are to be used only by people who are well trained and have a lot of experience.

Amber : Yes, I will. Tell me Neem Baba, is there any use of neem for the farmers?

Neem Baba : Yes. If the powder of neem seeds is mixed in water and sprayed on plants and trees, then locusts don't eat them. If it is used in rice fields, where water remains standing, it stops mosquito breeding and helps to increase crop yield. It also saves the crop from termites, which eat roots of the crop, and it also stops breeding of other insects that eat crops.

Amber : That means, if we put the powder of neem seeds in stagnant water around our homes, mosquitoes won't breed in them!

remedies : things that make people better when ill

locusts: flying insects that damage crops

termites: insects that damage wood and buildings

stagnant: not flowing

This must be a cost-effective method to stop mosquitoes from breeding. Please tell me other uses of neem in our daily life.

Neem Baba : Of course. People save their stored grains from insects by adding neem seed powder to them. Neem oil is also used to make soaps and toothpaste. Furniture made from neem wood is not eaten by termites. Neem also purifies the air. There are many qualities yet to be discovered. Will you discover them when you grow up?

Amber : Yes, Neem Baba. I will. Thank you for your time today!

Neem Baba : Bless you, my child!

cost-effective: good outcome in least amount of resources

purifies: removes harmful particles

Adapted from Neem Baba
by S. I. Farooqi

Let us discuss

1. How is neem useful to farmers?
2. Mention some of the uses of the neem tree.





Let us think and reflect

1. You just read about the Neem tree. Write any two facts that surprised you the most.
2. Complete the following sentences.

   (a) The Neem Tree asked Amber to call him Neem Baba because _____

   (b) Neem seed powder protects crops from _____

   (c) _____ is a cost-effective method to stop mosquitoes from breeding in stagnant water.

   (d) One reason why doctors advise us to use neem leaves for someone suffering from measles is_____.

3. Which parts of the neem tree are used to make medicines?



Let us learn

1. Study these words from the text.

• something	• neem oil	• cleanliness-parting
• well known	• grandmother	• seed powder
• childhood	• well trained	• thought-provoking

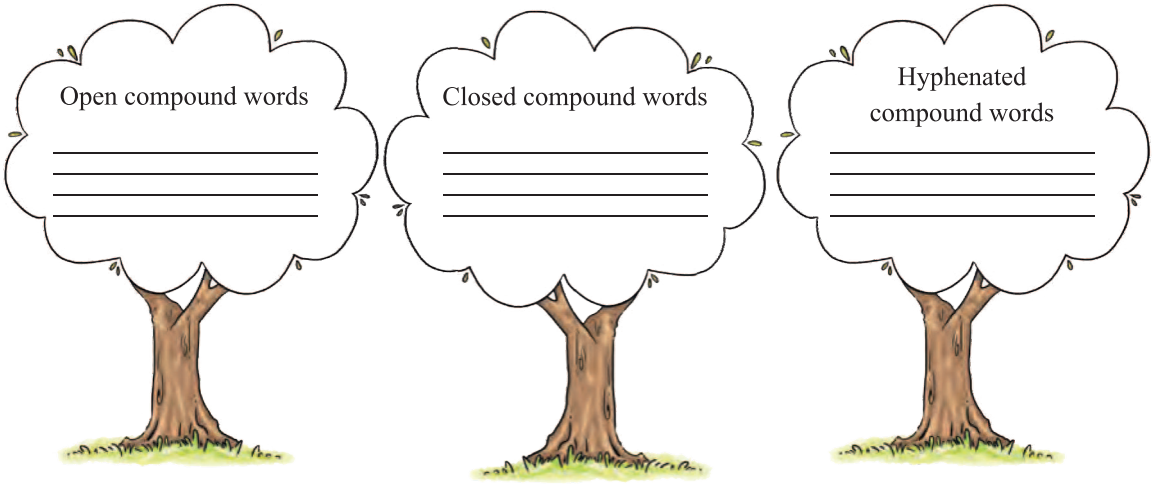
Put the compound words given above in their trees.

These words are known as compound words. There are three types of compound words, based on how the words are separated.

- Open compound words : spaces between the words.
- Closed compound words : no spaces between the words.
- Hyphenated compound words : hyphens between the words.



You may add some more words:



2. 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 column 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. become	a. made	1. d.	I want to become a teacher when I grow up.
2. find	b. gave		
3. make	c. told		
4. discover	d. became		
5. tell	e. found		
6. give	f. discovered		

1. Neem Baba speaks to Amber 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 it with your classmates and teacher.



Let us listen

You will now listen to a boy speaking to his mother. As you listen, select the correct statements. (*refer to page 95 for transcript*)

(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

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 Neem Baba and learnt many things about the neem tree. Look at the trees in your neighbourhood and write a paragraph about any one tree that you like.

- Where it is (roadside/park,etc.)
- What it is like (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	***Nimb***	***Nim***	***Leemba***	***Nimori***	***Nimbamond***	***Nimbe***	***Nimo***
Indian							

WHAT A BIRD THOUGHT

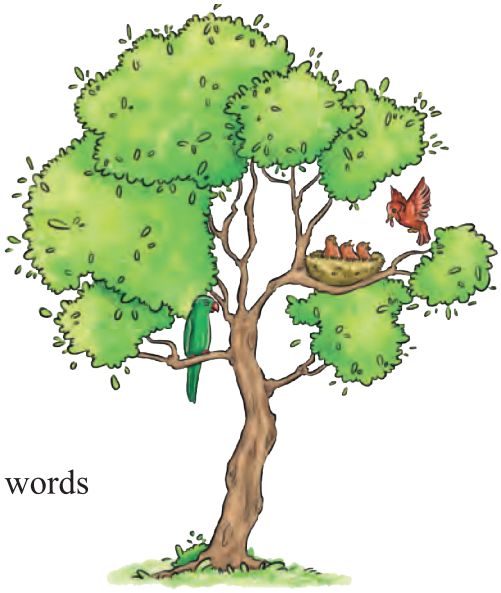
Let us do these activities before we read.

1. 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?
   - What made you feel so ?

   Also, discuss in groups.



2. Where are the places you see birds?

   What do you see the birds doing?

3. Do you want to fly like a bird? Why?

4. What does a baby bird think about its world?

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

S.No.	Sentences	Meanings
(a)	The colour of the feather was not dark but <u>pale</u>.	at last
(b)	The butterfly <u>moved lightly and quickly</u> on to the flower.	light
(c)	<u>Finally</u>, I finished my bird painting after trying many times.	labour
(d)	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

1. Read the poem again. Identify the main idea of each stanza. There are two extra given.

   (a) The bird steps out in to the world. ☐

   (b) The bird lived happily in a small world. ☐

   (c) The bird becomes blind due to leaves. ☐

   (d) The bird flies away as an adult. ☐

   (e) The bird is unhappy with the straw nest. ☐

   (f) The bird lived in a cosy nest with its mother. ☐

2. Look at the pictures from (a) to (d) and write the matching line from the poem for each.

   1. 
   2. 
   3. 
   4. 

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

   (a) What was the shape of the bird's first house? _ O _ _ _

   (b) What was the bird's second nest made of? _ _ R _ _

   (c) What did the bird see when it came out of its nest? L_ _ _E_

   (d) What did the bird do at the end? _ _ _W

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



Let us think and reflect

1. Write whether the following sentences are **True or False**.

   (a) The bird changed its house two times.

   (b) The neighbours tell the bird about the world.

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

   (a) *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) Choose the right option and fill in the blank.

   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?

   (b) *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) How many times the word 'I' is used in the poem?

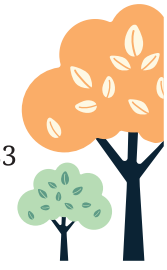
   (iii) What does the set of words' I said' mean?

   a. flew b. shouted c. spoke d. cried

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

   The bird felt that it had been very blind because it could not the leaves from i__s__d__ the nest.

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



4. Where did the bird go when it fluttered from its straw nest?
5. What quality did the bird say it had, when it flew away?
6. Who do you think were the bird's neighbours? Why do you think so? Discuss.



Let us learn

1. 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.

2. The poet uses words like 'pale', 'blue', 'round', 'straw' and 'little' to describe the bird's nest. The describing words are known as **Adjective.**

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.



(a) .....

(b) .....

(c) .....

(d) .....

(e) .....

(f) .....



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

1. 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.

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

   (a) a baby (b) a fish

3. Now, write five sentences each, for both (a) and (b) in your notebooks. You can take help from the example given in 1.



Let us Explore

1. 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.	

1. 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.



OUR DAILY SPICES

Spices are kind of seeds, stems, roots, bark, leaves and flowers required to make our dishes coloured, flavoured and tasty. The spices are also known for their medicinal properties in our country.

These spices are used in Ayurvedic practices for centuries. In Odisha turmeric, ginger, chilies, coriander, onion, black pepper, cardamom and garlic are widely grown in the districts of Koraput, Kandhamala, Rayagada and Gajapati. Kandhamala's high quality turmeric has got worldwide reputation.

Let us discuss

Now say at least five names of the spices used for cooking in your home. Share your answers with your classmates and teacher.

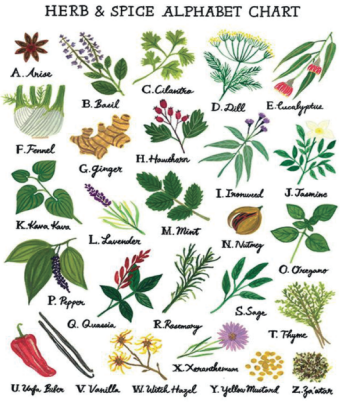
1.

2.

3.

4.

5.



Given below are pictures of some spices. Their names in English are given in the column. Write their names in your home language.

Sl. No.	Spice	Name in your language	Name in Engilish
1.			Turmeric
2.			Fenugreek
3.			Cumin Seeds
4.			Asafetida
5.			Cinnamon
6.			Clove

7.			Ginger
8.			Black Pepper
9.			Fennel Seeds
10.			Cardamom
11.			Bay Leaf
12.			Mustard Seeds
13.			Chilli Powder
14.			Curry Leaves
15.			Garlic
16.			Onion



Let us Read

Q-1-Let us read the letter which is written by Khusi to her brother Dugu.

Dear Dugu Bhai

Pranam!

I came to know about your illness. Sudden rain in winter caused you to suffer from cough and cold. Because of illness you have become very weak. I told Jeje about you. He suggested you using spices from kitchen. Here I write the names of spices and their usefulness.

Let us start with **Haldi (Turmeric).** It can improve energy level and digestion. It helps in reducing body pain too. You may have heard that **Methi (Fenugreek)** helps sugar level and body weight in control. **Jeera (Cumin seed)** soaked in water overnight improves digestion and helps us cure from sleeplessness. **Dalchini (Cinnamon)** and **Labanga (Clove)** give relief from toothache till we consult a dentist. **Ada (Ginger)** can help us get relief from cough and cold. **Elaich (Cardamom)** makes the digestive and respiratory systems active.

Bhai, now you can go to the kitchen and find the required spices. You can also consult an Ayurvedic doctor nearby. Get well soon Bhai.

Your loving sister, Khusi





Let us think and reflect

Read the given sentences and answer the following questions:

I came to know about your illness. Sudden rain in winter caused you to suffer from cough and cold. Because of illness you have become very weak. I told about you to Jeje. He suggested for using spices from the kitchen.

1. a) What should Dugu use from kitchen to get cure of cough and cold?

   b) What spice should be used to maintain body weight and sugar level?

   c) In respiratory trouble what spice should we take?

   d) During indigestion one should take _____ and _____.

2. Give an example of weather related illness.

3. Dugu soaked methi seeds overnight and drank the water in the morning to manage _____ and _____

4. Write the name of the spice which is useful for body pain.



Let us learn

1. You have read the uses of spices in the letter. Complete the following table with the help of your teacher. You may use the words from the box given below.

Part of the plant : root / bark / leaves / flower buds / fruit / seeds
Texture : rough / soft / silky
Taste : bitter / sweet / sour / salty / spicy



Spice	Name	Part of the Plant	Colour	Texture	Taste
	Turmeric				
	Fenugreek				
	Cinnamon				
	Clove				
	Black Pepper				
	Cardamom				

2. Read the sentences given below.

i) You **may** share the usefulness of spices with your friends.
ii) You **should** remember these cures.
iii) Ginger **can** help us to control cough and cold.
iv) You **must** consult an Ayurvedic doctor before you use them.
v) I **needto** soak the methi seeds overnight.
vi) Siddhi **used to** take Haldi (turmeric) to improve her energy level.

(a) Read the sentences above. Now, mark the words in bold letters. They are *modal auxiliary verbs*. Generally they are not used alone / single in a sentence. They go with a *full verb*.

Examples:

(a) I **will** my breakfast now. ✱ (Not acceptable)
(modal)

(b) I **will** **take** my breakfast now. (acceptable)
(modal) (full verb)

The words given in Column 'A' are modals (modal auxiliaries). Match the modals in Column 'A' with their functions in Column 'B'. The first one has been done for you.

Sl. No.	A	B
1.	may	past habit
2.	should	suggestion
3.	can	compulsion
4.	must	advice
5.	meed to	ability
6.	used to	necessity

Note: There are four-pair modals: will-would, shall-should, can-could, may-might, and five single ones: must, dare, need, ought to, used to

(b) Complete the following dialogues with any four modals from the table above. (use a modal only once.)

Siya : Rishu had fever last week. She (i) _____ take a rest.

Siddhi : Yes, she (ii) _____ or she will fall ill again.

Siya : She (iii) _____ take grandmother's natural cures.

Siddhi : Yes, we (iv) _____ remember how effective they are.



Let us listen

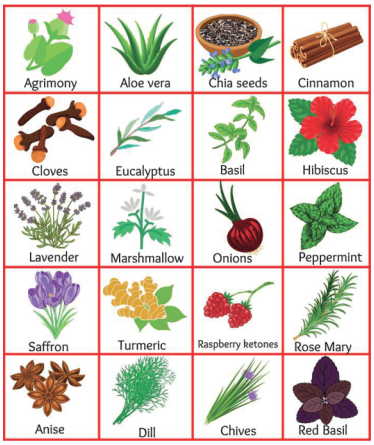
You will listen to the benefits of Tulsi (Holy Basil), at page 96 a common herb. As you listen, complete the fact sheet given below. (refer to transcript)

THE WONDER HERB

Name	Tulsi
First found in	(ii)
Now found	every where in India
Known as	the (iii) _____ of herbs
Can decrease levels of	(iv) _____ and cholesterol
Used to treat disorder of	breathing and (v) _____
It used to make	mouth wash and (vi) _____
We can have Tulsi leaves by	eating them (vii) _____ or adding them while making (viii) _____

Let us speak

1. Khusi told Dugu about many spices. Choose one spice and introduce yourself as that spice to the class.
2. Before you speak, hold a spice in your hand.
3. Mention the following while speaking.
   a. Your name
   b. part of the plant
   c. colour
   d. texture
   e. taste
   f. benefits



Let us write

Dugu read the letter of Khusi. After reading he kept the letter on the table. A glass of water spilt on it. Some words are washed away. Now help Dugu to complete the letter by the words given in the table.

Some leaves of basil	For cough	Amount of honey
The mixture	For high fever	A piece of fresh ginger
You can have it	Grind to get	Home remedy

Natural Cure for Cough

1.To prepare this home remedy, you just need ginger and honey. First, take_____, grate it and take the juice from it. Take about two teaspoons of this juice and add about two and half teaspoons of honey to it. Mix it properly. Warm _____ slightly on very low heat for a minute. Then _____ about three to four times a day to get relief from cough. Have patience to see the effect as natural cures _____ with ginger and honey might takesome time to show results.

To prepare the second _____for cough, take about 10 grams of each long pepper, dried ginger and basil leaves. Add four to six small cardamoms and _____ a fine powder. If you take this powder with an equal_____it will give you relief from cough.

2. Write a short paragraph on 'Tulsi' based on the transcripts given at page no 96.



Let us Explore

1. Now that you have read about many spices, can you guess the spices based on the riddles given below?

(a) When your tummy felt funny I was used by your granny I made you fit and fine And brought back your smile. Who am I ? _____	(b) I come from under the ground Thousands of years, I've been around. For cooking, you use me daily, From cold I can cure you surely. Who am I ? _____

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

(a) Brownish_____ in colour, and _____ to taste, I help everyone, to _____ their weight. Who am I? Ans. : Fenugreek(methi)	(b) ---------- ---------- ---------- ---------- ---------- ----------

3. With the help of your teacher and friends prepare the list of medicinal plants, herbs and spices.

Plants	Herbs	Spices
e.g. - Neem	e.g. - Brahmi	e.g. - Juani (carom seeds)

4. Close your eyes and learn about spices by smelling and feeling them. The teacher may also provide a few different spices to try.

Transcript

Let us listen *(refer to page 78)*

Peepal Baba

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 tell others to do the same.

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

Transcripts



Let us listen *(refer to page 85)*

WHAT A BIRD THOUGHT

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!

(refer to page 92)

OUR DAILY SPICES

The wonder herb: Tulsi is a shrub in the basil family. It is said that it was first found in north central India and now grows almost everywhere in India. It is known as 'the Queen of Herbs' and has many medicinal uses. Studies show that it helps to decrease glucose and cholesterol levels and improve blood pressure. It is commonly used to treat breathing and digestion disorders. As it has anti-bacterial properties, it is used in herbal hand sanitisers. It is used as a base for making herbal mouth wash and toothpaste for treating bad breath, gum disease and mouth ulcers.

Tulsi leaves can be washed and eaten raw. We can also add Tulsi leaves when we make tea. Tulsi tea helps in dealing with stress as it calms our mind. Tulsi protects us from a vast range of pollutants around us.



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

UNIT 4

SPORTS AND WELLNESS



CHANGE OF HEART

Let us do these activities before we read.

1. What games or sports do you play?
2. Read the questions given below. Talk about them and make a list.
   (a) What games or sports do you play for fun?
   (b) What games or sports do you play for competitions?
3. How do you feel when you win or lose?
4. Work in pairs. Tick the correct meaning of the following:
   (a) Friendly matches
      (i) Matches played to win a trophy
      (ii) Matches played without competition
   (b) opponent
      (i) someone who you compete with
      (ii) someone you want to be a partner with
   (c) tally of marks
      (i) final marks on a report card
      (ii) record of points in a game/match
   (d) 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 around 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 time, smiling

defeat: loss

on the contrary: just the opposite

terrible: unhappy

sensed: had known

significant: important

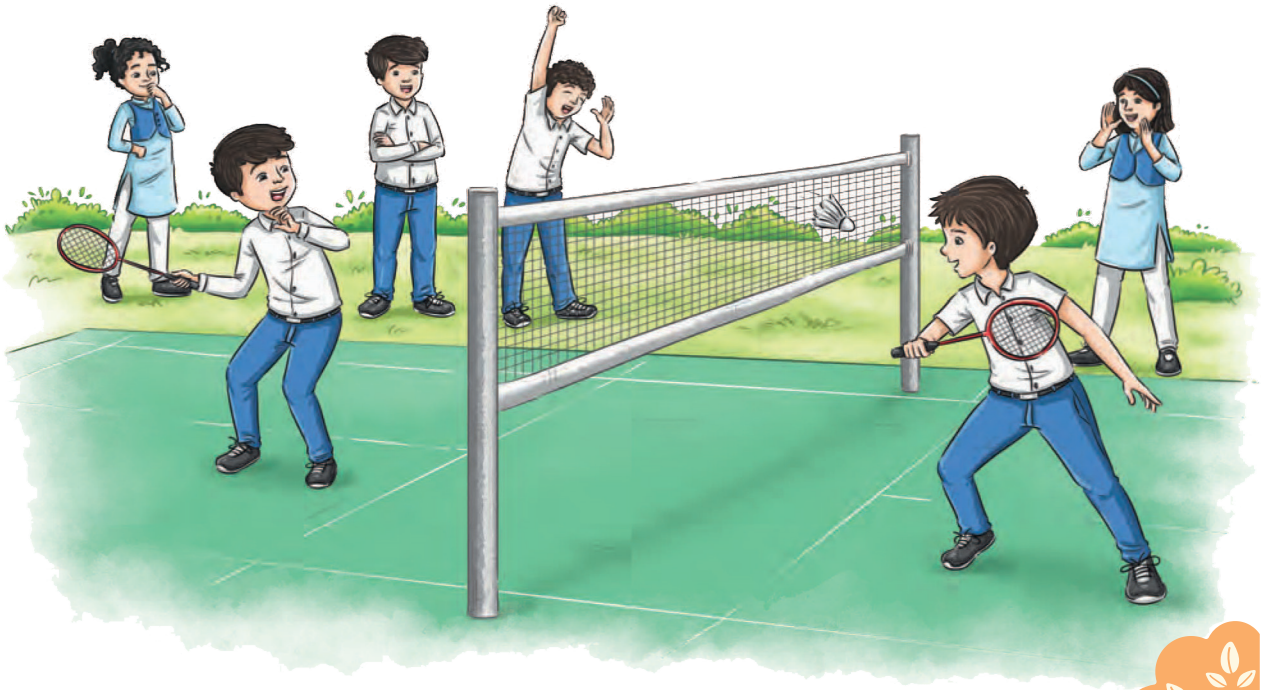
conducted: organised

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, Surya 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. It was very surprising 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 himself 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 realized 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 and 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."

hopeless: having no skill in something

kept a close watch on: observed

Let us discuss

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



Let us think and reflect

1. Read the lines given below and answer the questions.

(a) *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

(b) *Surprisingly, Prabhat could not sleep well that night. He had won the game but he did not feel as happy as he usually did. It was very surprising 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 brackets.

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

2. Answer the following questions.

   (a) What was Prabhat's attitude towards winning and losing the games in the beginning?

   (b) Prabhat cheated to win the badminton match against Surya. Why?

   (c) Was Surya's attitude different from Prabhat? How?

   (d) Do you think Prabhat's approach to games was healthy? Why or why not?

   (e) Why do you think sporting spirit is important?



Let us learn

1. Some words are given below in the box. Form as many new words as you can. Use only the letters given in the words.

badminton, basketball, phenomenon, observation, cheating

One is done for you.

Badminton = nine letters

↓

bad, admin, mint, ton, on, to, in, am, bat, damn, not, tin

***Note**: The teacher will form groups and ask the pupils to play the game. Use a dictionary.*

2. Read the following sentences and underline the verbs. The first one has been done for you.

   (a) Everyone <u>was discussing</u> their game and how Prabhat <u>had played.</u> So well.

   (b) He had won the game but he did not feel as happy as he usually did.

   (c) It was very surprising that Surya had not felt bad about losing.

   (d) Pravat waited for the last Friday of the Month.

   (e) Pravat prepared for the match with great seriousness.

   (f) He had even begun playing hide and seek and felt sad.



3. Look at your answer in question no. 2 in which verbs have been underlined. Then, arrange the underlined verbs as the first action (old / earlier action) or second action (new action). One has been done for you.

S. No.	A First Action (Old)	B Second Action (New)
1	had played	was discussing
2		
3		
4		

The verbs in column 'A' that refer to the first action or the old action are **past perfect** and the verbs in column 'B' are second action (new action).

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

(a) Prabhat _____already _____his home work before going to the badminton match. (finish)

(b) Surya____basket ball for years before joining the school's badminton team. (play)

(c) By the time Prabhat arrived, Surya alreadyseveral matches. (win)

(d) The new student, Surya, ___Prabhat before coming to the school. (never meet)

(e) Before the games period, Prabhat _____badminton extensively. (practise)



Let us listen

1. You will listen to an announcement. As you listen, circle the pair that was chosen to play chess. (*refer to page 122 for transcript*)

Rima- Dhiraj | Gita-Hitesh | Sarita-Nupur

2. You will once again listen to the announcement. As you listen, fill in the notes with important details.

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 Suresh -You want to tell Hitesh to help you with the cleaning of the classroom cupboard.
3. You are Sumit-You accidently spilled water on Nupur's desk.
4. You are Hitesh-You forgot to get Siddhi'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 practise for the Inter-House speech competition.



1. You are Meher-You are grateful that Ramu helped you understand a chapter taught at school when you were absent.
2. You are Rima-You are thankful to Ruben for helping you collect the notebooks from the staff room.

Request	
• Could you please...	
• Please can you help me with...	
• Kindly _____, please.	
For rude behaviour	**For 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.
For 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...	

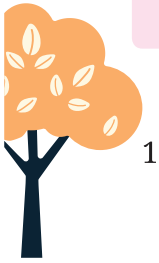


Let us write

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 would 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
he had fun playing with me



Saturday

17 August 20XX 8:00p.m.

Today, I defeated Surya in a badminton match but (i) _____. He was playing very well and was getting the points easily. I was sure that (ii) _____. So, when everyone was laughing at a joke he cracked, (iii) _____. No one noticed the change and (iv) _____. What surprised me the most was that he said (v) _____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 (vi) _____, I did not enjoy as I usually do. It really disturbed me that (vii) _____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 brief bio-sketche of sports person from India.

Padmini Rout



- Chess player from Cuttack, Odisha
- Father, a lecturer
- Biju Pattnayak Sports award for the year 2007 and the Ekalabya Award in 2009
- Won Indian Women's Championship in 2014, 2015, 2016 and 2017.
- Became Commonwealth's Women's Champion in 2015.
- Won individual gold medal playing on the reserve board in the 2014 women Chess Olympiad played at Tromso, Norway.



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
- At the age of 23, he became the second Indian to win an individual gold medal in Olympics



Neeraj Chopra

2. Visit the given link to know more about other Indian sports persons.

https://yas.nic.in/sites/default/files/LIST%20OF%20ARJUNA%20AWARDEES.docx%2061%20-%2017_0_0.pdf

Arjuna Awardees January 2024
https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1988607



THE WINNER

Let us do these activities before we read.

1. Look at this picture.



(a) What are these children doing?

(b) Where do you think they are?

(c) What is the time of the day?

2. 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 comeback...

(a) When do you go to play after school?

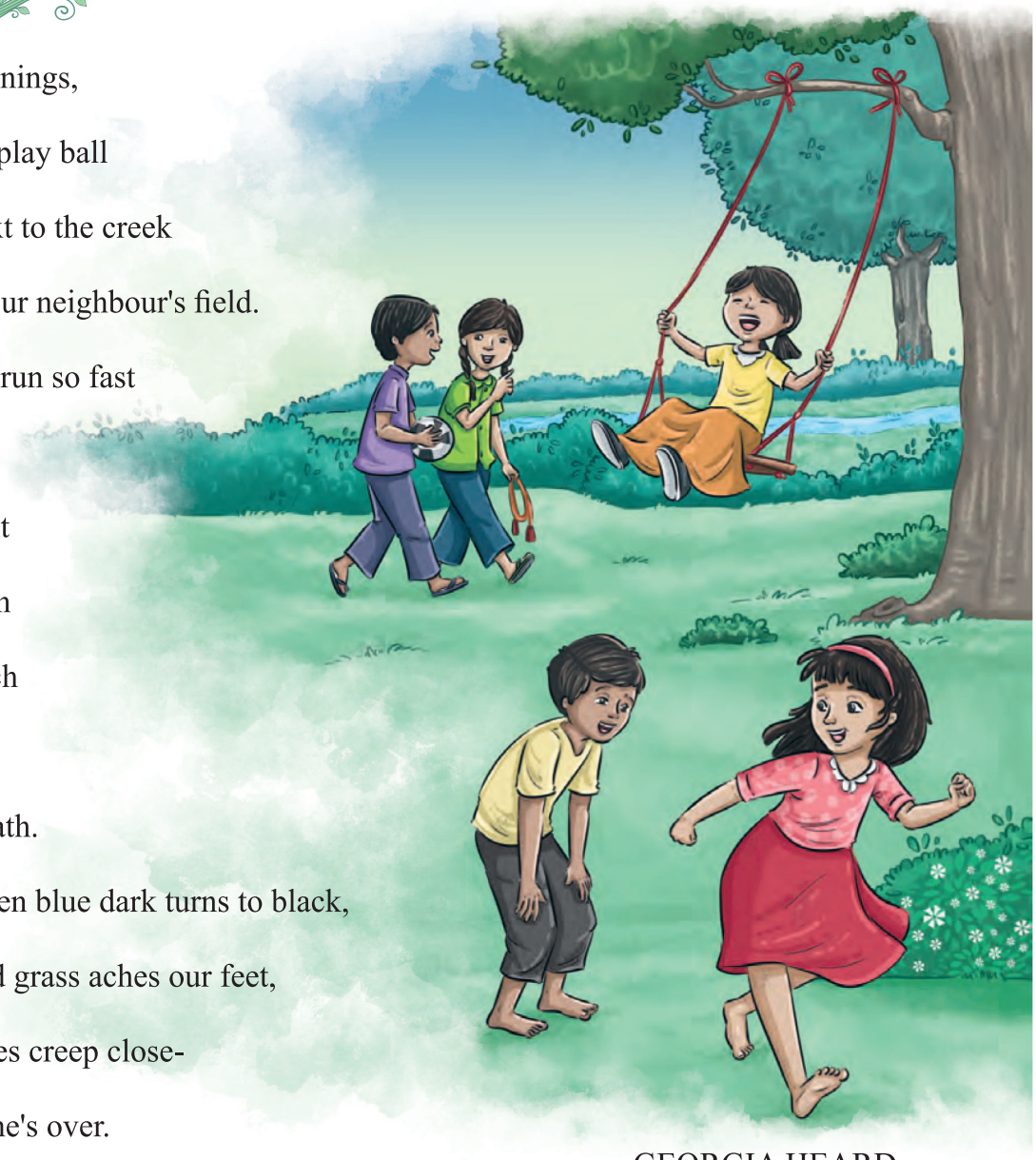
(b) Who do you play with?

(c) Where do you go to play in the evening?

(d) Which games do you like playing?

(e) 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

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

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

2. Read the poem and complete the following paragraph.

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

1. Read the lines given below and answer the questions that follow.

(a) *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?

(b) *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.

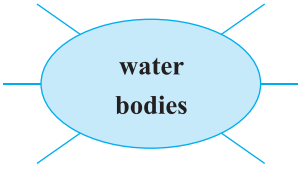
In the poem 'The Winner'.



Lines from the poem	What the poet has done	Other examples
I *can't* *even* *catch* *my* *breath*	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.
Night wins!	The poet has used human qualities for inanimate things. Here, **night** has been shown as winning. This is called **personification (behaving like a person)**.	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.

1. 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.

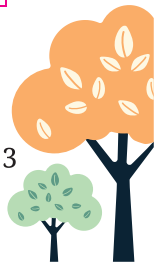




Let us listen

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!
Practice 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)

Teacher helps the children in conducting the activity.



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?
- 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 your state 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 symbolizes 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

holistic : treating the whole of something/somebody and not just some parts.

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.

endurance: capacity to continue without giving up

anxiety: worry

boost: increase

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 practicing 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.

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

Let us discuss

1. 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 (i)_____and leads to a healthier (ii)_____.It involves a series of *asanas*, which increase muscular (iii) _____. Practising yoga also leads to a better body and mind (iv) _____and reduces body pain such as the lower back. Moreover, the focus on breathing techniques and meditation makes the mind (v)_____,lessens (vi)_____, and improves the quality of (vii) _____. This helps to adopt a more positive lifestyle.

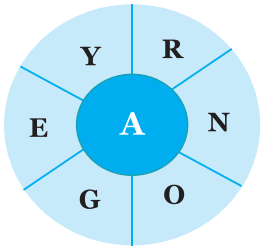
Let us think and reflect

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

1. 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 will write the words on the blackboard. How many new words have you learnt?

2. 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 123 for transcript*)

Statements	T/F
1. The girl sees people at the park doing breathing exercises.	
2. Her grandfather began practicing yoga sixteen years ago.	

3. The girl practices some easy yoga exercises with her grandfather.	
4. The girl practices 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 *asanas* over the weekend.	



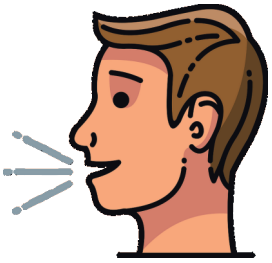
Let us speak

1. Participate in groups to share your 'yoga thoughts'.

If you have tried yoga	If you have not tried yoga, yet
• I practice 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 practice yoga because _____ • I hope that once I begin practising yoga, I _____ • The kind of exercise I want to try in yoga is _____ because _____

2. 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. Give your views on 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/



Transcripts

Let us listen (*refer to page 104*)

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 score keeper. 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 119)*

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?



UNIT 5

CULTURE AND TRADITION

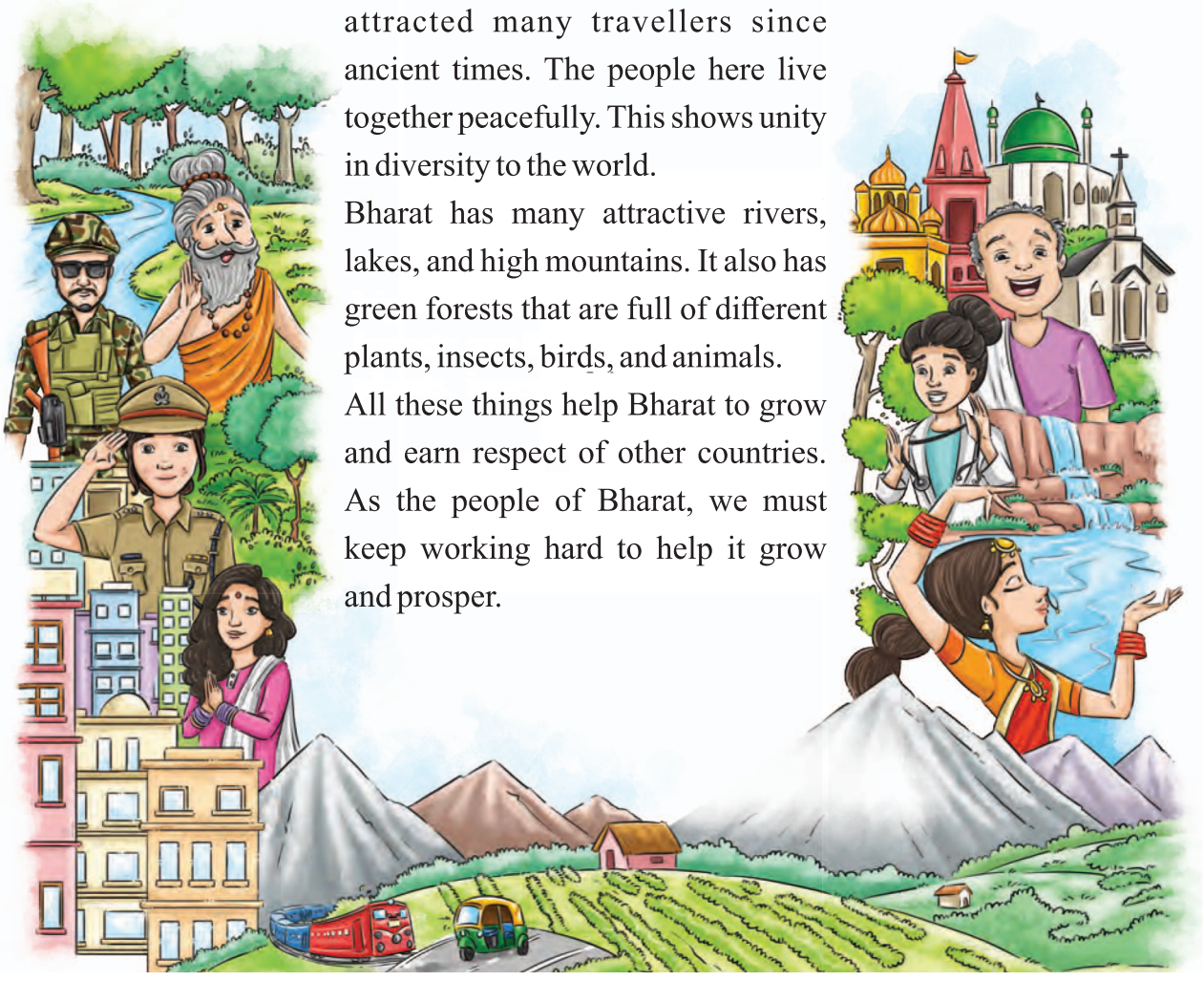
OUR BHARAT-
INCREDIBLE INDIA !

Let us read the following passage

Bharat has been known as a land of wise and brave people around the world. Its rich and diverse culture has attracted many travellers since ancient times. The people here live together peacefully. This shows unity in diversity to the world.

Bharat has many attractive rivers, lakes, and high mountains. It also has green forests that are full of different plants, insects, birds, and animals.

All these things help Bharat to grow and earn respect of other countries. As the people of Bharat, we must keep working hard to help it grow and prosper.



Let us discuss

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

Bharat – The Land of Kalakruti

Let us do these activities before we read.

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

(a) We celebrate our **f_st_v_ls** together.

(b) We like to decorate our homes with **fl_w_rs.**

(c) We have our own **l_ng_ag_s** to talk to each other.

(d) Our **c_lt_re** consists of our ideas, customs, traditions, values, arts and craft etc.





Let us Read

I

The teacher and students are sitting in a big hall. The teacher asked "Are you ready to meet your friends from all over the country?"

"Yes!" was the loud answer from the class.

"Can anyone tell me for which programme are we here?" the teacher asked.

"Ek Bharat, Shreshtha Bharat", the students answered together again.

"Please raise your hands to tell me what it is all about," the teacher said.

Many hands went up. Some students 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. We love and respect each other. 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

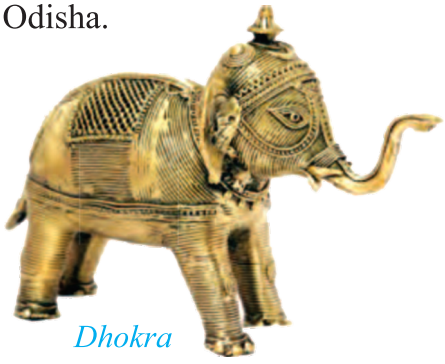
Everyone clapped and the teacher smiled at her. Just then, Bala pointed out, "Look! The video has started!" The big screen now had little windows, each with a smiling child. Each child had something to share.



Aipan - Folk art

Pranam! I am Urmi from Uttarakhand. I am going to tell you about *Aipan,* our folk art. We draw it on family functions and festivals. It is done with white rice flour paste on brick-red walls. It is 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.

Suprabhat! I am Priyaranjan from Odisha. My tribe practises a 4000-year -old metal craft named *Dhokra.* 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.



Dhokra

geru:
red clay
used as colour

carve:
to make
design with
sharp tool

scrap:
small
unwanted pieces

Finally, we remove the outer layer of clay and finish the metal figureas we want.


Coconut shell craft

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 sand paper 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 house hold things like bowls and even jewellery from coconut shells. It is a biodegradable craft.

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 saw-dust 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.


Kondapalli

stable :
notable to move

biodegradable :
something that will not harm the environment

tamarind : an edible sour fruit



saw-dust :
dust of wood

dyes : colours

enamel : plants that forms 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
Urmi		*Aipan*	
Priyaranjan			clay, brass scrap, wax, fire
Chitra			
Balamurali	Andhra Pradesh	*Kondapalli*	



Let us think and reflect

1. Fill in the blanks to complete the following sentences.

   (a) The designs for *Aipan* are taken from _____ and_____.

   (b) *Dhokra* metal craft is very old because it is _____ old.

   (c) A base is needed for coconut shell craft to make it _____.

   (d) Soft wood, _____ and colours are used to make *Kondapalli* toys.

2. Why does Urmi's family make *Aipan* ?

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

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





Let us learn

1. Urmi, Priyaranjan, 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	

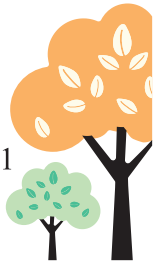
Now, use some of these words to complete the paragraph given below. Use one word only once.

How I Get Ready for School

(i) _____I get up and go to take a shower. (ii) _____, I wear my school dress. (iii) _____, I eat my food. (iv) _____, I wear my shoes. (v) _____, I pick up my bag and go out of my home.

2. 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 **simple present tense**. With **he**, **she** and **it**, **-s/-es** is used with the verb to show the simple present tense. Make five sentences with the help of the words given in the table below. Use-s/-es wherever necessary. Two examples have been given below.

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

Aloo Bharta

1. Listen to the description of *Aloo Bharta* and complete the note given below. (*refer to page 155 for transcript*)

Aloo Bharta

(a) Name of the speaker : _____

(b) The district of the speaker: _____

(c) The state he belongs to : _____

(d) The name of the food item : _____

(e) Vegetables roasted for *bharta*: _____

2. Now, read the paragraph and complete the flow chart on how to make *Aloo bharta*.

1	To prepare aloo bharta, we first take some _____ and _____ them until they are soft. _____ them on high heat.
2	To make aloo bharta, first _____ the boiled potato, _____ the onion, _____ the garlic cloves and add _____, _____ and _____
3	Aloo Bharta is usually served with _____ and dal or with _____.



Let us speak

1. Speak about a local art form of your region. It can be any one like- 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 states. Discuss in pairs which art form you liked the most.

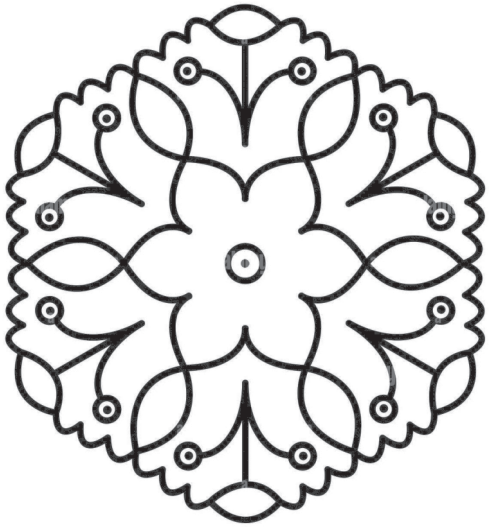
Now, write a paragraph in five sentences giving your reasons for liking it.

Let us Explore

1. **Muruja** is a traditional folk art form of Odisha, particularly popular during festivals and religious occasions. It involves creating intricate, decorative **floor art** using **coloured powders**. The artists use natural colours to make them on the floors 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/red bricks*
    - Orange from *flowers*
    - blue from *neel/indigo powder*

Given below is a Muruja Design of Odisha. Decorate with different colours.



2. ***Ek Bharat, Shreshtha Bharat* Programme**

Bharat has diverse languages, music, dance, theatre, movies and films, handicrafts, sports, literature, festivals, paintings etc. The *Ek Bharat, Shreshtha Bharat* programme aims to encourage interaction and promote mutual understanding between people of different States/Union Territories through the concept of State/Union Territory 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 interrelation between various cultures and traditions of different states.





THE KITES



Let us do these activities before we read.

1. Answer the following questions and share them with your teacher and classmates.
   (a) Have you ever flown a kite or seen some one fly it? Where? When?
   (b) Describe the kite—colour (s), shape, design of tail, any other details.
   (c) What did you think when you saw the kite up in the sky?
2. Search the internet for videos on Kite Festivals and watch them with your teacher and classmates.
   (a) Share the things with your teacher what you saw.
   (b) Would you like to participate in this kind of festival? Why?
   (c) What kind of kite would you like to fly?
3. Look at the picture and complete the sentences choosing words from the box. Share your responses with your teacher and classmates.

windy	kite	flying	birds	sky	looking	has ribbons

   (a) I can see _____, _____ and _____ in the picture.
   (b) The weather in the picture is _____.
   (c) The kite is _____ high in the sky.
   (d) The child is _____ from below.
   (e) The tail of the kite _____



4. Now, think and answer.
   (a) List two more things that you want to add to the picture.
   (b) If I were the child, I would _____.
   (c) 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.

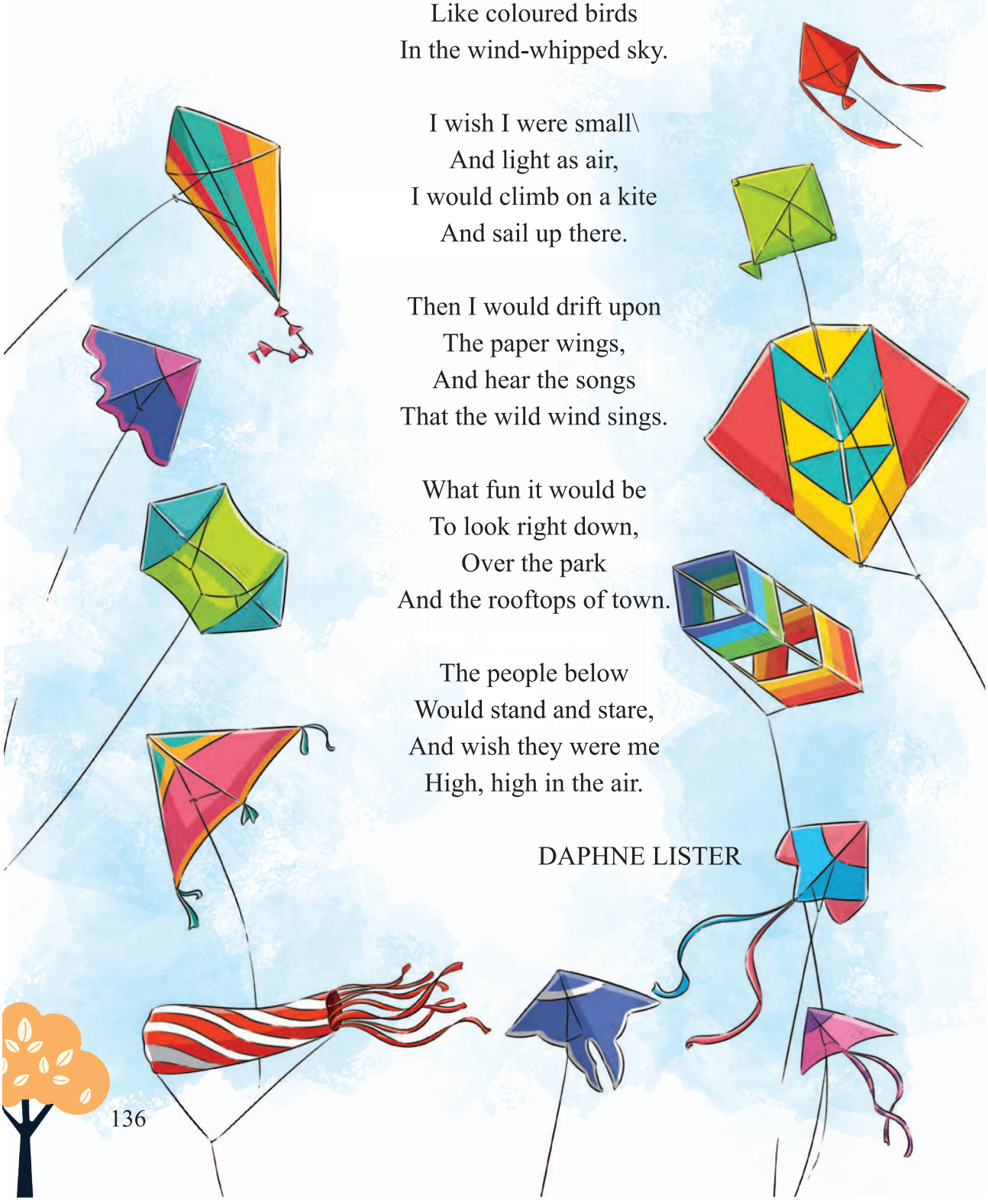
I wish I were small\
And light as air,
I would climb on a kite
And sail up there.

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

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

Statements		T/F
(a)	The child is looking at the kites.	
(b)	The kites look like birds of different colours.	
(c)	It was a rainy day.	
(d)	The child wants to be like a kite.	
(e)	The child wishes to climb on a kite.	
(f)	The kite is made of cloth and plastic.	
(g)	The child wants to ride the kite.	
(h)	The child knows they would have fun.	
(i)	The child wants to look at the kite from a rooftop.	
(j)	The child would like to look at people down below.	
(k)	The child knows that the people would stare.	

2. Complete the following sentences.

(a) The poet says that the kites are like coloured birds in the sky.

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

The kites have been compared to___because they _____.

(b) I wish I were small, And as light as air,
I would climb on the kite and sail up there.
The child wishes to be as **l** ___ ___ ___**t** as ___. So that he would be able to **c** ___ ___**m** __ on a kite and fly in the sky.

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 objects.

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

   Stanza 3

   Which consonant sound do both words begin with? ☐

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

   Create 4 other sets of words using alliteration.

4. In the last stanza, the poet repeats the word, _____. It tells us that the kite is flying very high.

5. 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

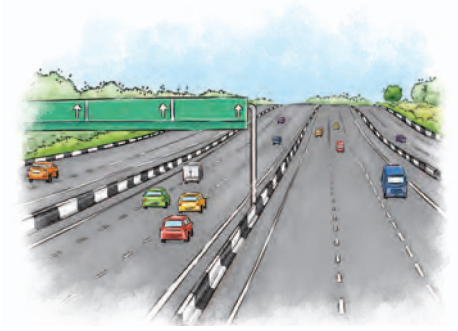
1. Read the given lines from the poem and answer the following questions.

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

(a) Choose the scene the child saw.

(i) 

(ii) 

(iii) 

(iv) 



(b) Read the lines of the poem and write about the wish of the poet.

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

2. Answer the following questions.

(a) How does the poet describe the kites in the first two lines?

(b) Why does the child say that they have to climb a tree first to get on to the kite?

(c) What are the songs that the child hears when flying atop the kite?

(d) Why did the people look up at the child and stare? If you looked up and saw that, what feelings would you have?

(e) If you were the kite carrying the child high up in the air, what would you tell them?

3. Read the poem 'My Kite' and answer the following questions.

My Kite

My kite is cute, with a fancy tail,
It flies above the hill and vale.
It spins and turns, it dips and glides,
Like a bird, it gently rides.

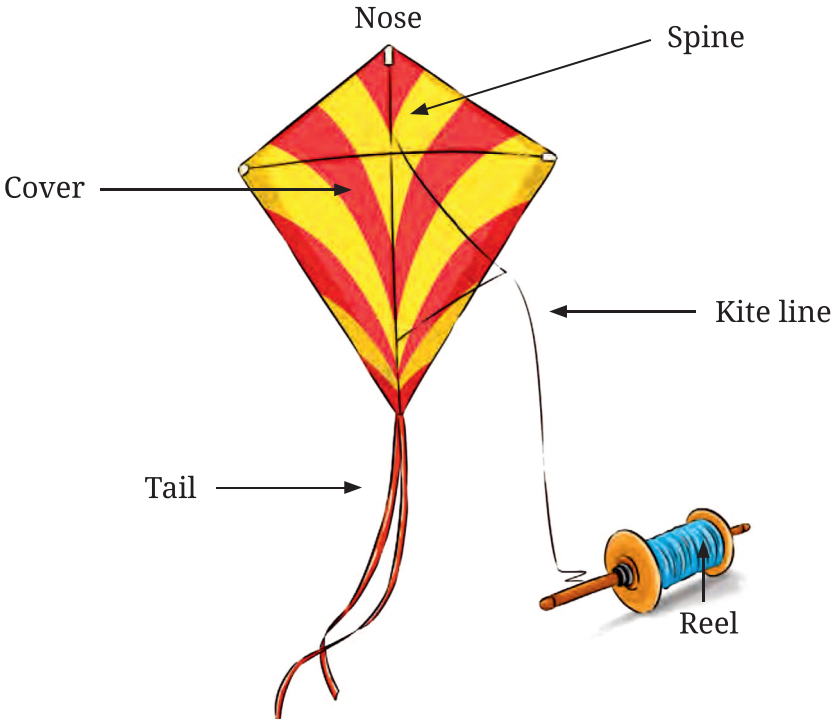
(a) Circle the words that talk about the kite.

(b) Please write 5 sentences about your kite.

(c) “My kite is cute” What is the meaning of 'cute' here.

Let us learn

1. Look at the picture of the kite. Read the names of its parts.



Now fill in the blanks with the names of different parts of the kites to complete the conversation.

Bina : I love the long yellow t____ at the end of my kite.
What colour is your kite?

Saroj : My kite's c____ r is pink. This ____ e is black.

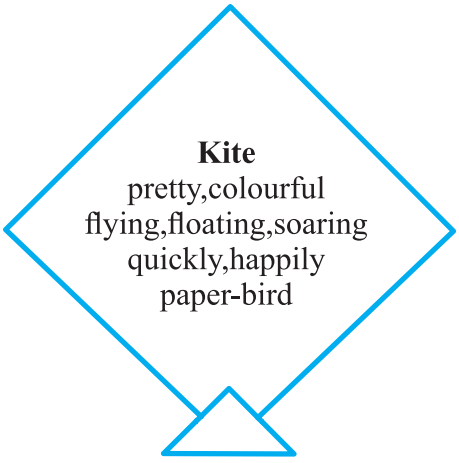
Bina : Oh wonderful! My kite i____ is red. The r____ l that wraps it is green. I really like it.

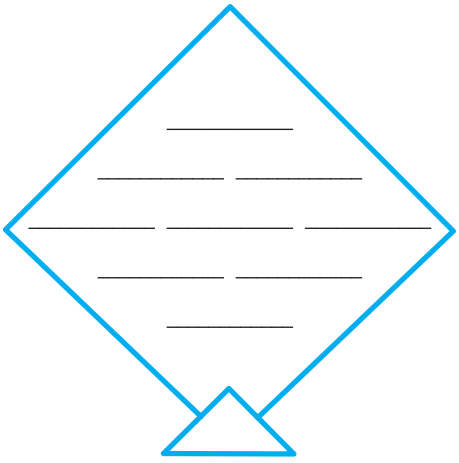
Saroj : My kite line is red too. The tip of my kite has a blue ___e.

Bina : Beautiful! Let's go and fly our pretty kite.

2. Let us write a poem using words in a kite!

The first line is the subject. Keep this to **one word**.	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.

3. The poet has used expressions like—

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

(a) Read how these expressions are used in the poem.

(b) In pairs, make sentences using these expressions. Discuss with your teacher and then write in your note books.



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 156 for transcript*)

(a) Kite Festival is celebrated during the month of June.

(b) The International Kite Festival is named *Uttarayan* in Eastern India.

(c) *Uttarayan* is mainly celebrated in Gujarat, but also in Maharashtra and Telangana.

(d) During the Kite Festival, we can see kites of different shapes, sizes and colours.

(e) In Karnataka, the Tourism Department organizes the kite festival every year.

(f) The Punjab region celebrates *Basant Panchami* and *Baisakhi* by Flying kites.

(g) 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.



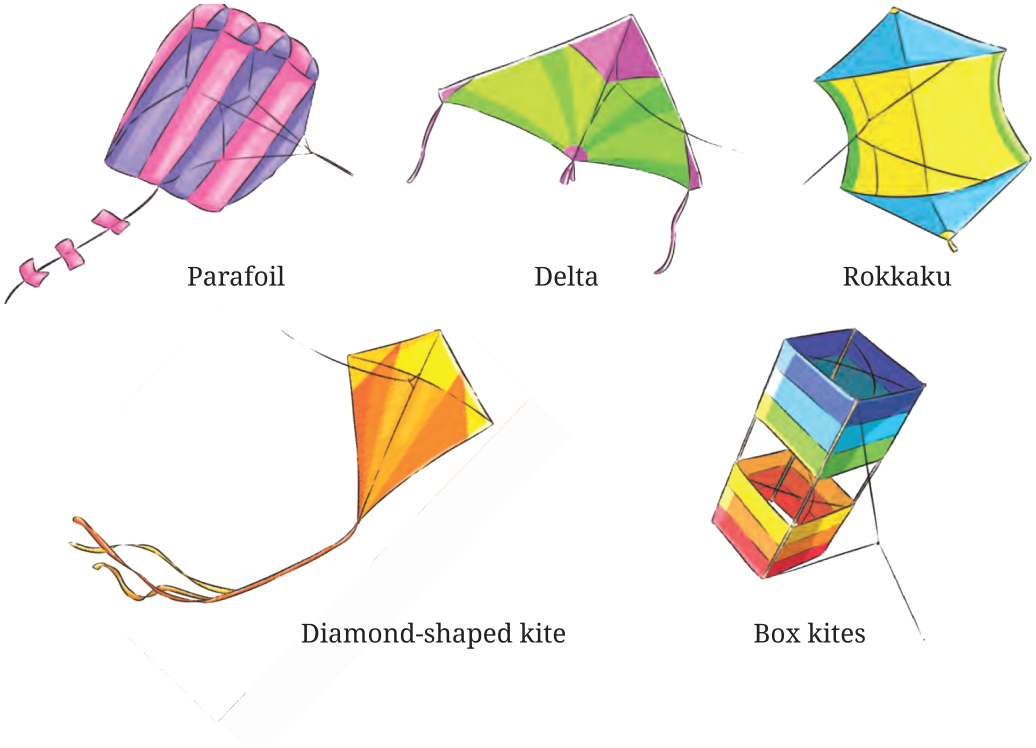
Let us write

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 in about 100 words, with the title- **I am a Kite.**



Let us Explore

1. 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).
2. Have a look at some of the different types of kites. Choose which one is commonly seen.



(a) Find out the steps to make a kite.

(b) Follow the steps and make your own kite. Get it to school to show your teacher and classmates.

(c 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.

1. 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 as well.

(a) Do you think Pranav's task is simple? Why or why not?

(b) How does Pranav's special ability make you feel?

(c) What qualities do you think were important for Pranav to become successful?

(d) What message does Pranav's success give us?

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

(a) List the steps you think are needed to create this embroidery.

(b) Discuss if these steps can be done with feet, instead of hands.

(c) What efforts would be needed if some one 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.



Ila Sachani

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.

challenges: difficulties

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



single-minded: focused

using her feet! 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.

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 astonished 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 special skill 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 !

determination: will power

admiration : praise



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

1. 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.

   (a) Choose the correct option to fill in the blank.

   'Unlike other children' means that Ila was_____.(unaware/ different/simple)

   (b) What could Ila have felt when she could not join others in things they did?

   (c) Complete the following with a suitable reason.

   Ila could not draw figures on the slate because_____.

2. What creative ways did Ila and her family use to overcome the challenges she faced?
3. How did new independence' help Ila?
4. Why was the first state exhibition an important event in Ila's life?
5. What does the sentence, art has the power to rise above physical boundaries and touch the soul', tell us about the power of art?
6. How can we be helpful and encouraging like Ila's family and friends when someone faces challenges?
7. How can Ila's special skill help others to overcome challenges in their lives?



Let us learn

1. 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 art work made everyone clap.	work happy
quiet	The quiet library was a better place to study than the noisy classroom.	small
task	Completing the Science homework was a challenging task as it had many questions.	difficult fantastic
tough	We know that tough times can be overcome, if we try sincerely.	dangerous

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

	'A'	'B'
Example :	display–EDIH	(HIDE)
(a)	tiny–EGHU	(H ___ __ __)
(b)	wonderful–REEBLITR	(T __ R__ B __ E)
(c)	quiet–IYNSO	(N __ __ __ __)
(d)	task–SIAEMTP	(P __ ST __ __ E)
(e)	tough–SEYA	(E __ __ __)

Use these antonyms in sentences of your own.

3. Read the sentences given below and focus on the highlighted words.

- You will see **lots of** bright colours.
- There are **many** lovely things like cushions and bed covers.
- They taught her to create **many** beautiful patterns using her feet!
- She learned **many** styles.
- She received **many** awards.
- There is not **much** food in the kitchen.
- We can see **a lot** of birds in lake Chilika.
- There is **a little** water in the glass.
- He has **a few** friends.

(a) The highlighted words tell us about the quantity. Choose what the words show.

(i) Unmentioned quantity

(ii) Large quantity

(b) 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.

(i)	We saw _____ buses on the road.	(countable noun)
(ii)	How _____ milk do you want?	(uncountable noun)
(iii)	There is_____milk needed.	(uncountable noun)
(iv)	I need _____examples.	(countable noun)
(v)	I have_____energy left. She picked _____flowers.	(countable and uncountable nouns)
(vi)	I ate _____rice.	(uncountable noun)

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



Let us listen

You will listen to a talk about *Kathiawar*em embroidery. As you listen, circle the correct option. (*refer to page 157 for transcript*)

a. Form

(i) old

(ii) new

b. Colours

(i) soft

(ii) bright

c. Stitches

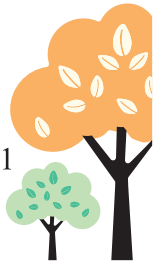
(i) running stitch

(ii) chain stitch

d. Seenon

(i) children's caps

(ii) pants



e. Things used
(i) small mirrors
(ii) shapes of buttons

f. 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.

(a) Look at two examples.

Where were you born? Did you go to school?

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

(b) Speak the example questions aloud as a peer activity atleast five times.

(c) Now, take turns to ask your questions to another classmate.

Speak clearly and with the correct rising tone as shown in (a).



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. Try to see the embroidery of Pipili Chandua and Sambalpuri clothes.
4. 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



NATIONAL WAR MEMORIAL

National War Memorial, New Delhi (Rashtriya Samara Smaraka, Nua Delhi) was established in February 2019. It is a national monument built by the Government of India in honour of our brave soldiers.

Let us Read

In Bharat's heartland, a grand sight to behold,
The National War Memorial, honours brave stories retold.

With respect and grace, it stands with pride,
Each name etched, each stone, each story to confide.

From battle fields to skies, and to oceans wide,

They stand for Bharat, side by side.
The eternal flame, in silence it glows,
Paying homage to their courage that shows.
Their sacrifice, always in our mind,
In blessed memory, forever remind.
With pride and respect, let's always remember,
At the National War Memorial, their sacrifice forever.



National War Memorial



Amar Jawan Jyoti

Let us do these activities.

1. Read the poem aloud.
2. Recite the poem with your classmates and teacher.
3. Remember the poem.

Let us Explore

1. Visit the website of the National War Memorial and learn more about it.
   https://nationalwarmemorial.gov.in/
2. Plan a visit to the National War Memorial with your teacher/parents.



Transcripts

Let us listen (*refer to page 132*)

ALOO BHARTA

I am Minati from Mayurbhanj district of Odisha. Let me tell you a unique dish of our State. Aloo Bharta is a traditional dish of our state. To prepare Aloo Bharta, first take some potatoes and boil them on high heat. After that, peel off the skin and mash the potatoes in a bowl . Then we garnish the Bharta with chopped onions, green chilies, coriander leaves and some garlic cloves. Add these to the mashed potatoes. Now, pour one and a half tablespoons of raw mustard oil over the mixture. Add salt according to taste and mix everything well using hands. Aloo Bharta is usually served with steamed rice and dal or with pakhala (fermented rice). This humble dish is not only easy to make but also very satisfying to eat.

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

Transcripts





Let us listen (*refer to page 142*)

THE KITES

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 centreof celebrations but *Uttarayan*is also celebrated in Rajasthan and Telangana. In Karnataka, the Tourism Department has also been organizing 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 is ten to the audio or narration once again. As you listen, check your answers.

[*Source*:https://utsav.gov.in/view-event/kite-festival-2(MinistryofTourism)]



Transcripts

Let us listen (*refer to page 151*)

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 coloursand 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.

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

Our National Anthem

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindhu-Gujarat-Maratha
Dravida-Utakala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-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.