# POORVI

Textbook of English for Grade 6

## Part - II



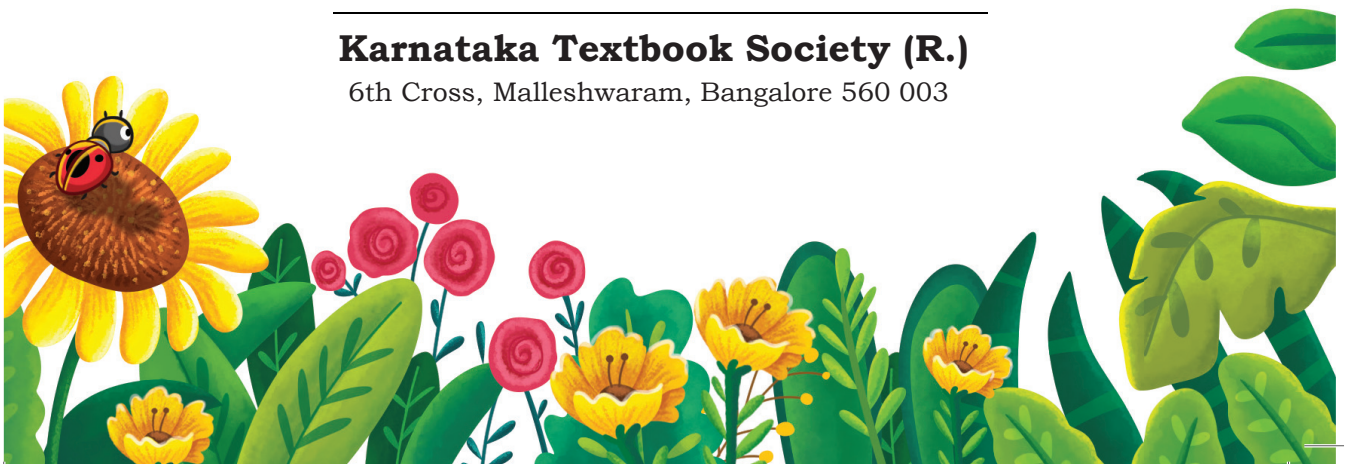
0673

© NCERT NOT TO BE REPUBLISHED

विद्यया ऽमृतमश्नुते
एन सी ई आर टी
NCERT

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

**Karnataka Textbook Society (R.)**
6th Cross, Malleshwaram, Bangalore 560 003



# THE CONSTITUTION OF INDIA

## PREAMBLE

**WE, THE PEOPLE OF INDIA,** having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

**JUSTICE,** social, economic and political;

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

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

**FRATERNITY** assuring the dignity of the individual and the [2][unity and integrity of the Nation];

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

---

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

© KTBS NOT TO BE REPUBLISHED



Prelims.indd 4 01-Oct-24 4:23:16 PM

# Our National Anthem

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

© IRS NOT TO BE REPUBLISHED

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.



Prelims.indd 5 01-Oct-24 4:23:16 PM

# Contents




**Unit 3: Nurturing Nature**

| | |
|---|---|
| Neem Baba | 01 |
| What a Bird Thought | 11 |
| Spices that Heal Us | 19 |

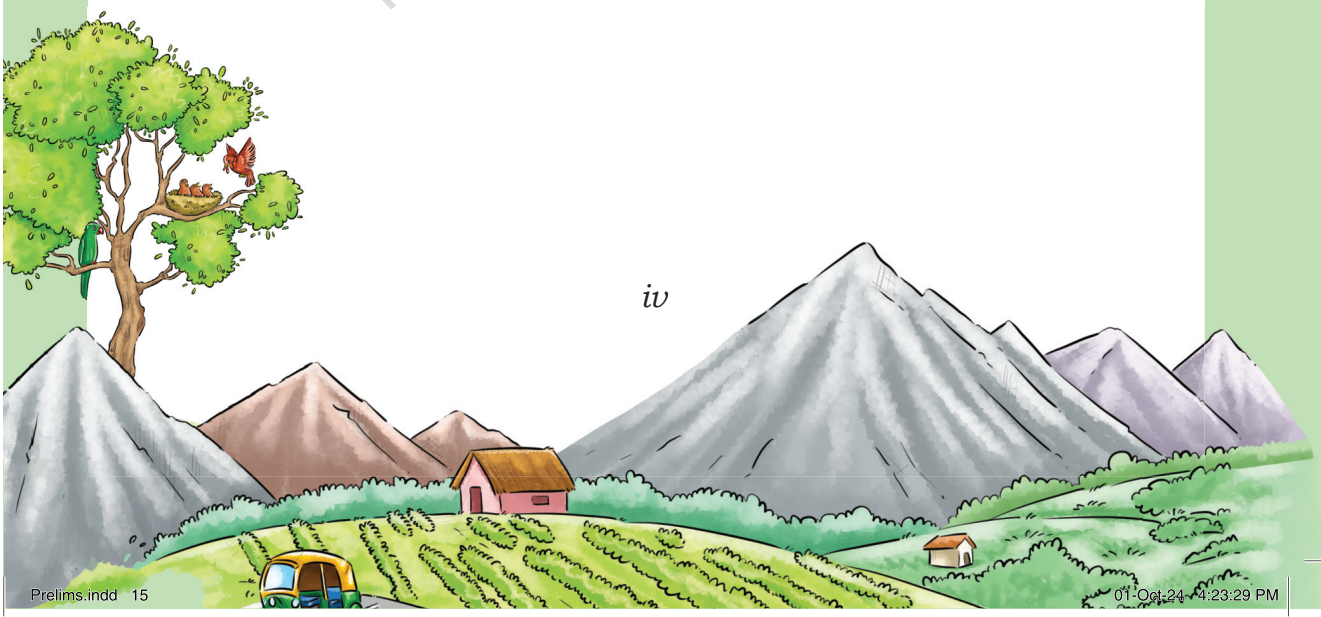
**Unit 4: Sports and Wellness**

| | |
|---|---|
| Change of Heart | 29 |
| The Winner | 41 |
| Yoga—A Way of Life | 48 |

**Unit 5: Culture and Tradition**

| | |
|---|---|
| Hamara Bharat—Incredible India! | 57 |
| The Kites | 67 |
| Ila Sachani: Embroidering Dreams with her Feet | 77 |
| National War Memorial | 86 |


© KTBS NOT TO BE REPUBLISHED





Prelims.indd 15 01-Oct-24 4:23:29 PM

# UNIT 3

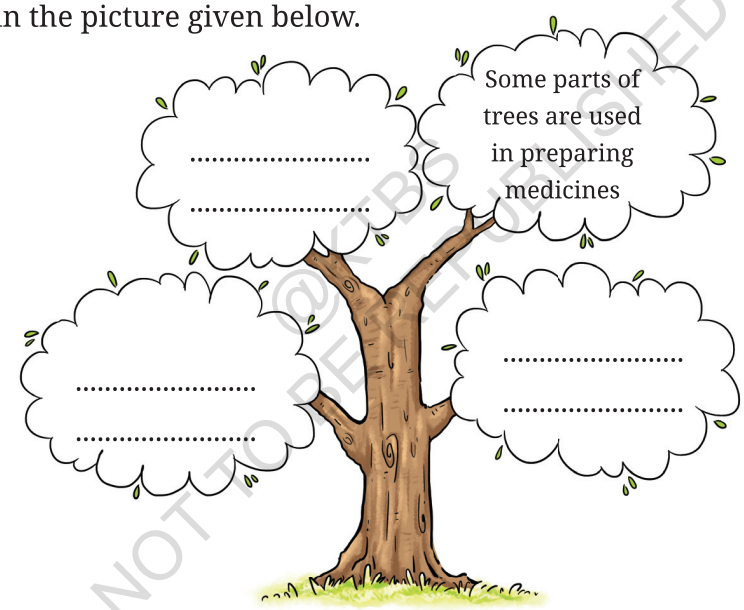
# NURTURING NATURE

0673CH03

## 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 of four and fill Columns A and B with what you know about the neem tree and what you want to know.

| Column A<br>What do you know? | Column B<br>What do you want to know? |
|---|---|
| • | • |
| • | • |
| • | • |
| • | • |

© KSEBO NOT TO BE REPUBLISHED



## 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.



©KTBS NOT TO BE REPUBLISHED

### 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?





Unit 3.indd 76 01-Oct-24 4:26:09 PM

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

© KTBS NOT TO BE REPUBLISHED

## Let us discuss

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



Unit 3.indd 77 01-Oct-24 4:26:09 PM

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

© KTBS NOT TO BE REPUBLISHED

## II

Amber : I know that people clean their 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?

Neem Baba : 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



Unit 3.indd 78 01-Oct-24 4:26:09 PM

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

**locusts**: flying insects that damage crops

**termites**: insects that damage wood and buildings

**stagnant**: not flowing

© KTBS NOT TO BE REPUBLISHED





Unit 3.indd 79 01-Oct-24 4:26:09 PM

won't breed in them! 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!

Adapted from Neem Baba
by S. I. Farooqi

**cost-effective**: good outcome in least amount of resources

**purifies**: removes harmful particles

@KTBS NOT TO BE REPUBLISHED

## Let us discuss

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



Unit 3.indd 80 01-Oct-24 4:26:09 PM



## 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) Amber played in the shade _____.
   (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?
4. Why is the story of neem tree thought-provoking?



## Let us learn

1. Study these words from the text.

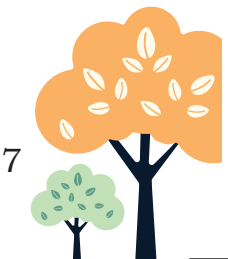
| | | |
|---|---|---|
| • something | • neem oil | • cleanliness-parting |
| • well known | • grandmother | • seed powder |
| • childhood | • well trained | • thought-provoking |

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.

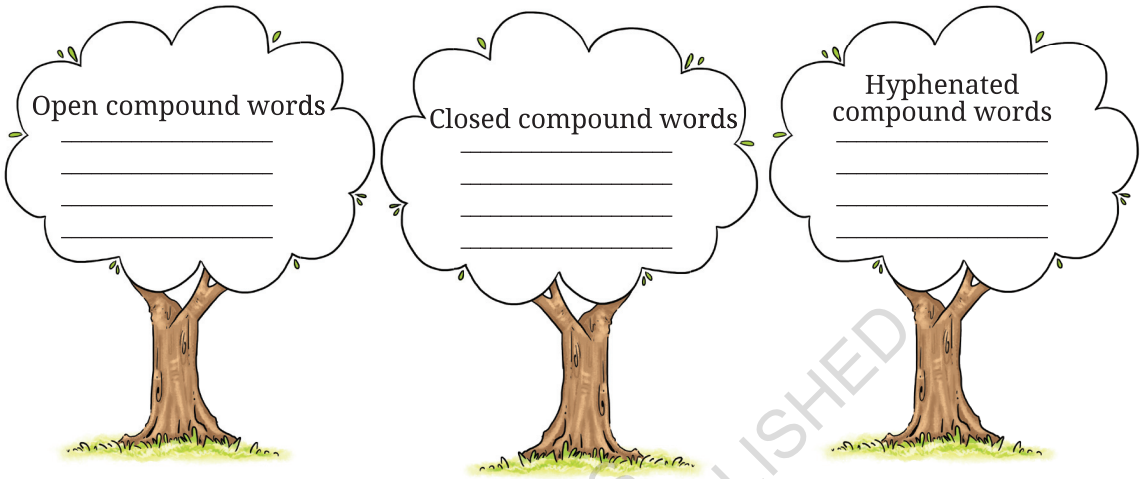
@KTBS NOT TO BE REPUBLISHED





Unit 3.indd 81 16-Oct-24 10:28:11 AM

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 | | |

© KTBS NOT TO BE REPUBLISHED



Unit 3.indd 82 01-Oct-24 4:26:13 PM

3. Amber speaks to Neem Baba as if speaking to 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 27 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.

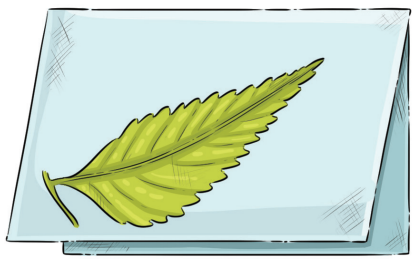
(d) The boy decided to take care of trees by listening to Peepal Baba's journey.

(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.

© NCERT NOT TO BE REPUBLISHED



Unit 3.indd 83 01-Oct-24 4:24:14 PM



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



## Let us explore

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

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

| Name | *Nimb* | *Nim* | *Leemba* | *Nimori* | *Nimbamond* | *Nimbe* | *Nimo* |
|---|---|---|---|---|---|---|---|
| Indian | | | | | | | |

© KTPS NOT TO BE REPUBLISHED





Unit 3.indd 84 01-Oct-24 4:26:14 PM

# 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?
   - How did it make you feel?

   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.



@ICTBS NOT TO BE REPUBLISHED

| 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 |



Unit 3.indd 85 01-Oct-24 4:24:14 PM

## 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



© KTBS NOT TO BE REPUBLISHED



Unit 3.indd 86 01-Oct-24 4:26:15 PM

## 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 into 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.

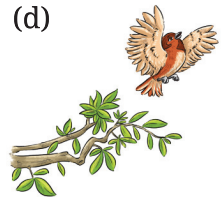
   (f) The bird lived in a cosy nest with its mother.

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

(a) 

(b) 

(c) 

(d) 

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.

© NCERT NOT TO BE REPUBLISHED



Unit 3.indd 87 01-Oct-24 4:24:14 PM



## 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) Complete the following by choosing the correct option.

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

   a. it lived in a straw hut

   b. its nest was made of straw

   c. its mother fed straw to it

   d. there was straw all around

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

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

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

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

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

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

@KTBS NOT TO BE REPUBLISHED





Unit 3.indd 88 01-Oct-24 4:26:16 PM

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 | | | |

@KTBS NOT TO BE REPUBLISHED

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.

Read a few more describing words.

| | | | |
|---|---|---|---|
| pointed | green | thin | brown |
| small | wooden | hanging | round |



Unit 3.indd 89 01-Oct-24 4:24:14 PM

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 28 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!

@KTBS NOT TO BE REPUBLISHED

## 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 .....]



Unit 3.indd 90 01-Oct-24 4:26:17 PM

- 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.

© NCERT NOT TO BE REPUBLISHED



## 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.





Unit 3.indd 91 01-Oct-24 4:26:17 PM

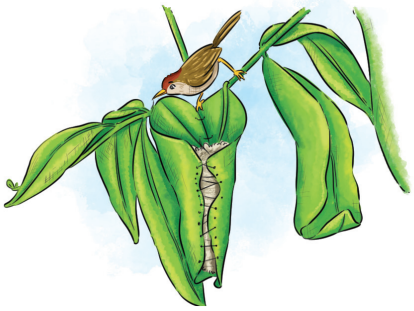
- Look at the list of some workers who build houses. Find out the work they do and write, as shown in the example. You can think of other workers and add them too.

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

@KTBS NOT TO BE REPUBLISHED

2. 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.





Unit 3.indd 92 01-Oct-24 4:26:18 PM

# Spices that Heal Us

## Let us do these activities before we read.

1. A spice is any seed, fruit, root, bark, leaf or any other part of a plant used to give taste and colour to our food. Try to recall the names of three spices that are used for cooking in your home. Write them below and share your answers with your teacher.

   (a) _____ (b) _____ (c) _____

2. Given below are pictures of some spices. Work in pairs and write what you call them in your language. Their names in English are given in the last column. Share your answers with your teacher.

| S.No. | Spice | Name in your language | Name in English |
|---|---|---|---|
| 1. |  | | Turmeric |
| 2. |  | | Fenugreek |
| 3. |  | | Cumin seeds |
| 4. |  | | Asafoetida |
| 5. |  | | Cinnamon |
| 6. |  | | Clove |
| 7. |  | | Ginger |
| 8. |  | | Black pepper |
| 9. |  | | Fennel seeds |
| 10. |  | | Cardamom |

@KTBS NOT TO BE REPUBLISHED



Unit 3.indd 93 01-Oct-24 4:26:20 PM

3. Do you know if these spices can be used for something else other than cooking? Let us find out by reading the letter given below.

Dear Vikram and Vaibhavi,

*Namaste!* I just got your message that you are better now.

I am happy that the natural cures that I had shared, helped you. You should try to remember these cures and may share them with your friends. When I was a child, I learnt them from my grandmother. She used to find home remedies for most of the weather-related common illnesses. Let me share some of the benefits of the spices that most of us have in our kitchen.

Let me start with *haldi*, which is called turmeric in English. It helps in improving our energy level and digestion. It helps in reducing body pain too.

Next, let us take *methi*, which is called fenugreek in English. You will be surprised to know that it helps me in keeping my sugar level and my body weight in control. I need to soak the *methi* seeds overnight and drink the water in the morning.

- *Jeera* (cumin) seeds soaked in water overnight can also improve digestion and help cure sleeplessness.
- You know, when you were babies and had gas in your tummy, I used to put *heeng* (asafoetida) water on your tummy to give you some relief. *Heeng* can also help in controlling cough and cold.
- *Dalchini* (cinnamon) and *laung* (clove) give relief when we have toothache till we can consult a dentist.
- *Adrak* (ginger) is another herb that can help us when we have cough and cold. It also gives relief from pain. Do you know, ginger has been used in cooking for more than 4000 years? Even today, it is extensively used in cooking Indian food.
- *Kali mirch* (black pepper) is also helpful in digestion and can give us relief from body pain.
- You may have seen that at the end of a meal, *saunf* (fennel seeds) and *ajwain* (carom seeds) are served. It is because they help in the digestion of food.
- *Elaichi* (cardamom) also helps us with digestion and respiratory troubles in addition to curing bad breath.

© KTBS NOT TO BE REPUBLISHED



Unit 3.indd 94 01-Oct-24 4:26:24 PM

Now, go into the kitchen and try to identify these herbs and spices. And remember, you must consult an elder before you use them.

My love and *aashirwaad* to both of you!

Yours affectionately,
*Daadi*



## Let us think and reflect

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

   *'When I was a child, I learnt them from my grandmother. She used to find cures for most of the weather-related common illnesses in the kitchen.'*

   (a) Where exactly in the kitchen did her grandmother find the cures?

   (b) Give one example of weather-related common illnesses.

   (c) What kind of relationship did the speaker have with her grandmother?

2. Fill in the blanks to complete the sentence.

   *Daadi* soaked *methi* seeds overnight and drank the water in the morning to manage _____ and _____.

3. Circle the spice that is **not** useful for body pain according to *Daadi's* letter.

   (a) Turmeric (c) Fennel seeds

   (b) Ginger (d) Black pepper

4. Why did *Daadi* ask Vikram and Vaibhavi to share the natural cures with their friends?

5. What was *Daadi's* final advice to Vikram and Vaibhavi?

6. How do we know that natural cures are passed from one generation to another?

7. Why do you think we should know about the healing properties of spices?

©KTBS NOT TO BE REPUBLISHED



Unit 3.indd 95 01-Oct-24 4:26:21 PM
01-Oct-24 4:24:14 PM

## 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 | | | | |

@KTBS NOT TO BE REPUBLISHED

2. Read the sentences given below.

- You <u>may</u> share them with your friends.
- You <u>should</u> try to remember these cures.
- It <u>can</u> help to control cough and cold.
- You <u>must</u> consult an elder before you use them.
- I <u>need to</u> soak the methi seeds overnight.
- I <u>used to</u> put heeng water on your tummy.



Unit 3.indd 96 01-Oct-24 4:26:25 PM

The underlined words are known as helping verbs. They are called **modal verbs** or **modals**. Each modal verb has a different function.

(a) The words given in Column A are helping verbs. Match the helping verbs in Column A with their functions in Column B.

| Column A<br>Helping verbs | Column B<br>Functions |
|---|---|
| 1. may | a. past habit |
| 2. should | b. suggestion |
| 3. can | c. compulsion |
| 4. must | d. advice |
| 5. need to | e. ability |
| 6. used to | f. necessity |

@KTBS NOT TO BE REPUBLISHED

(b) Complete the following dialogues with any four modals from the table given above.

(Use a modal only once.)

Ajay : Anand had fever last week. He (i) _____ take good rest.

Suman : Yes, he (ii) _____ or he will fall ill again.

Ajay : He (iii) _____ take grandmother's natural cures.

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



Unit 3.indd 97 01-Oct-24 4:26:25 PM
01-Oct-24 4:24:14 PM

## Let us listen

You will listen to the benefits of *Tulsi* (Holy Basil), a common herb. As you listen, complete the factsheet given below. (*refer to page 28 for transcript*)

| THE WONDER HERB | | |
|---|---|---|
| Name | *Tulsi* | Family: (i) _____ |
| First found in | (ii) _____ | |
| Now found | everywhere in India | |
| Known as | The (iii)_____ of herbs | |
| Can decrease levels of | (iv)_____ and cholesterol | |
| Used to treat disorders of | breathing and (v) _____ | |
| Is used to make | mouth wash and (vi) _____ | |
| We can have *Tulsi* leaves by | eating them (vii) _____ or adding them while making (viii) _____ | |

©KTBS NOT TO BE REPUBLISHED

## Let us speak

1. *Daadi* told Vikram and Vaibhavi about many spices. Choose one spice and introduce yourself as that spice to the class.
2. Before you speak, make a spicy headband for the spice you chose. Follow the steps given below.



Cut out strips of a paper 2 inches wide. → Join two ends to make a band that can fit your head. → Make a small card with a picture of a spice. Colour it. → Attach the card on your headband.



Unit 3.indd 98 01-Oct-24 4:26:26 PM

Use the headband while introducing yourself as the spice.

3. Mention the following while speaking.

- your name
- part of the plant
- colour
- texture
- taste
- benefits



## Let us write

1. Vikram's grandmother shared two natural cures to cure his cough in her earlier letter. It was kept outside and a few drops of rain fell on it. Some of the words got washed away by the rain. Help Vikram complete the natural cures. Use the phrases given in the box below. There are two phrases that you do not need.

| | | |
|---|---|---|
| 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 |

© KTBS NOT TO BE REPUBLISHED

### Natural Cures for Cough

(a) 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 take some time to show results.

(b) 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.



Unit 3.indd 99 01-Oct-24 4:24:14 PM

2. Now, write a short paragraph on *Tulsi* based on the completed fact-sheet in 'Let us listen'.



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

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

| | |
|---|---|
| (a) Brownish- _____ in colour,<br>and _____ to taste,<br>I help everyone,<br>to _____ their weight.<br>Who am I?<br>Ans: Fenugreek (*methi*) | (b) _____<br>_____<br>_____<br>_____ |

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

©KTBS NOT TO BE REPUBLISHED



Unit 3.indd 100 01-Oct-24 4:26:26 PM

# Transcript



## Let us listen (*refer to page 09*)

### 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 and tell others to do the same.

© KTPS NOT TO BE REPUBLISHED

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



Unit 3.indd 101 01-Oct-24 4:26:26 PM



# Transcripts



**Let us listen** (*refer to page 16*)

## 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!

© KTBS NOT TO BE REPUBLISHED

(*refer to page 24*)

## Spices that Heal us

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 3.indd 102 01-Oct-24 4:26:26 PM

# UNIT 4

# SPORTS AND WELLNESS

0673CH04

## CHANGE OF HEART

**Let us do these activities before we read.**

1. Which games or sports do you play?
2. Read the questions given below. Talk about them and make a list.
   (a) Which games or sports do you play for fun?
   (b) Which games or sports do you play for competition?
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

©KTBS NOT TO BE REPUBLISHED



## Let us read

### I

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

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

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

**defeat**: loss

**on the contrary**: just the opposite

**terrible**: unhappy

**sensed**: had known

**significant**: important

**conducted**: organised

NOT TO BE REPUBLISHED



Unit 4.indd 104 01-Oct-24 4:26:54 PM

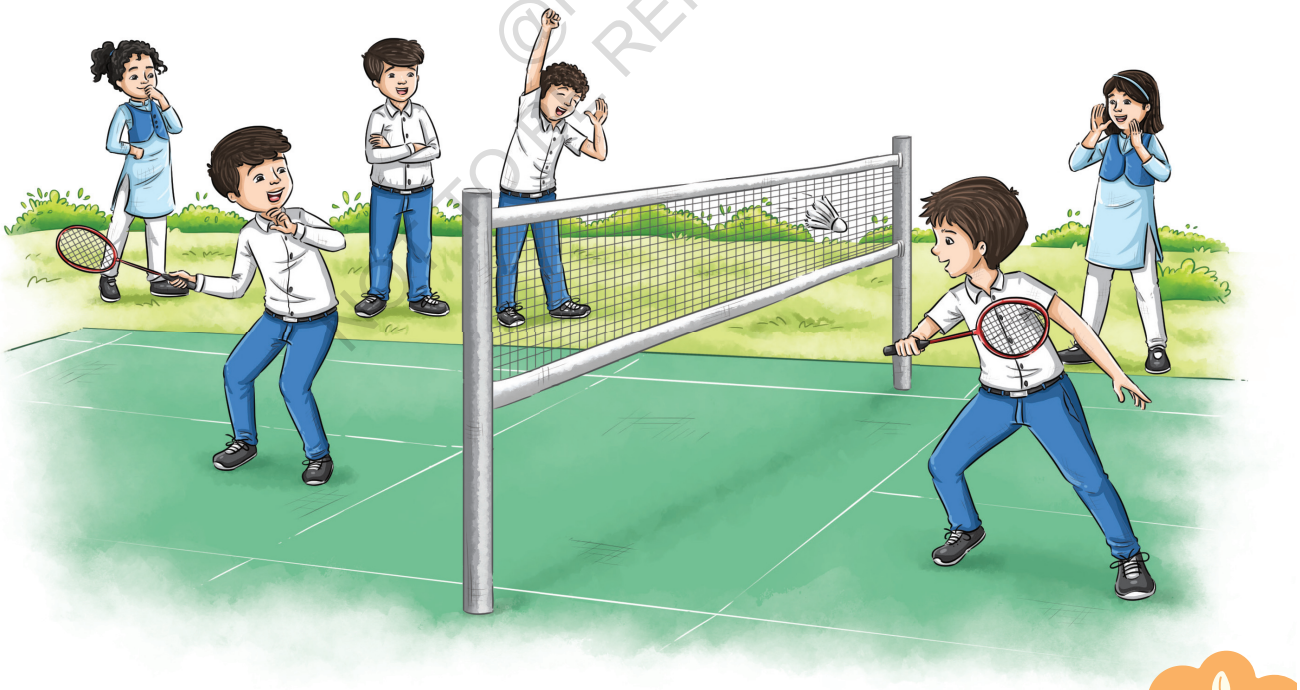
whole time, smiling and cracking jokes about all sorts of things. But on Friday, at the badminton court, Surya was a real phenomenon. He won points again and again, laughing and joking all the time. However, Surya was paying so little attention to the match that Prabhat managed to change the scoreboard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

©KTBS NOT TO BE REPUBLISHED





Unit 4.indd 105 01-Oct-24 4:26:55 PM

## Let us discuss

1. State whether the following is True or False.

   Prabhat would accept losing to anyone easily.

2. What was special about the last Friday of each month?
3. Who was responsible for maintaining the score for the match?
4. Do you think Prabhat wished to play another match with Surya? Why do you think so?

## II

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



@KTBS NOT TO BE REPUBLISHED



Unit 4.indd 106 01-Oct-24 4:26:56 PM

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

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

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

**hopeless**: having no skill in something

**kept a close watch on**: observed

© CIES NOT TO BE REPUBLISHED

## Let us discuss

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



Unit 4.indd 107 20/11/2024 15:21:53



## 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. What was surprising was that Surya did not feel bad about losing. What was more surprising was that Prabhat saw Surya playing basketball the next day.*

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

a. hurt b. unhappy c. afraid d. focused

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

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

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

© NCERT NOT TO BE REPUBLISHED





Unit 4.indd 108 01-Oct-24 4:26:56 PM

2. Answer the following questions.

(a) How did Prabhat's attitude towards winning and losing affect his enjoyment of games in the beginning?

(b) Why do you think Prabhat cheated in the beginning to win the badminton match against Surya?

(c) How did Surya's attitude differ from Prabhat's?

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

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

(f) Explain how the title of the story, 'Change of Heart', is suitable.



## Let us learn

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

| | | | | | | |
|---|---|---|---|---|---|---|
| **(a) BADMINTON** | BAD | ADMIN | MINT | IN | TON | ON |
| **(b) PHENOMENON** | | | | | | |
| **(c) BASKETBALL** | | | | | | |

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

2. Read the following sentences and circle the verbs.

(a) Everyone was discussing their game and how Prabhat had played so well.

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

(c) What was more surprising was that Surya had not felt bad about losing.

@KTBS NOT TO BE REPUBLISHED



Unit 4.indd 109 01-Oct-24 4:26:57 PM

3. Arrange the circled verbs as the first action (old action) or second action (new action). One has been done for you.

| S. No. | Column A<br>FIRST ACTION (OLD) | Column B<br>SECOND ACTION (NEW) |
|---|---|---|
| 1. | had played | was discussing |
| 2. | | |
| 3. | | |

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

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

   (a) Prabhat _____ already _____ his homework before going to the badminton match. (finish)

   (b) Surya _____ basketball for years before joining the school's badminton team. (play)

   (c) By the time Prabhat arrived, Surya _____ already _____ several matches. (win)

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

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

© IBS NOT TO BE REPUBLISHED



## 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 54 for transcript*)

Rima - Dhiraj  Gita - Hitesh  Sarita - Nupur





Unit 4.indd 110 01-Oct-24 4:26:57 PM

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? | |

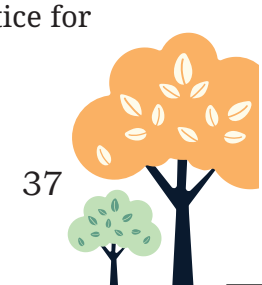


## Let us speak

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 Somiwon— 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 Simran's Art file to school.
5. You are Kriti— You spoke rudely to Nupur.
6. You are Mohan— You wish to thank Hitesh for helping you practice for the Inter-House speech competition.

@KTBS NOT TO BE REPUBLISHED





Unit 4.indd 111 01-Oct-24 4:26:57 PM

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

| **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.<br>• 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 ... | |

© KTBS NOT TO BE REPUBLISHED



## 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 do not feel happy about it* |
| *I will lose the match* | *I managed to change the scoreboard* |
| *I felt very happy* | *Everyone congratulated me after my win* |
| *Surya did not feel bad* | *He had fun playing with me* |





Unit 4.indd 112 01-Oct-24 4:26:57 PM

Saturday
17 August 20XX 8:00 p.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!

@KTBS NOT TO BE REPUBLISHED

## Let us explore

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

### Deepika Kumari

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




Deepika Kumari



Unit 4.indd 113 01-Oct-24 4:26:57 PM

## Neeraj Chopra

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



Neeraj Chopra

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

   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

©KTBS NOT TO BE REPUBLISHED



Unit 4.indd 114 16-Oct-24 10:29:19 AM

# 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 come back ...*

(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?

© KTBS NOT TO BE REPUBLISHED



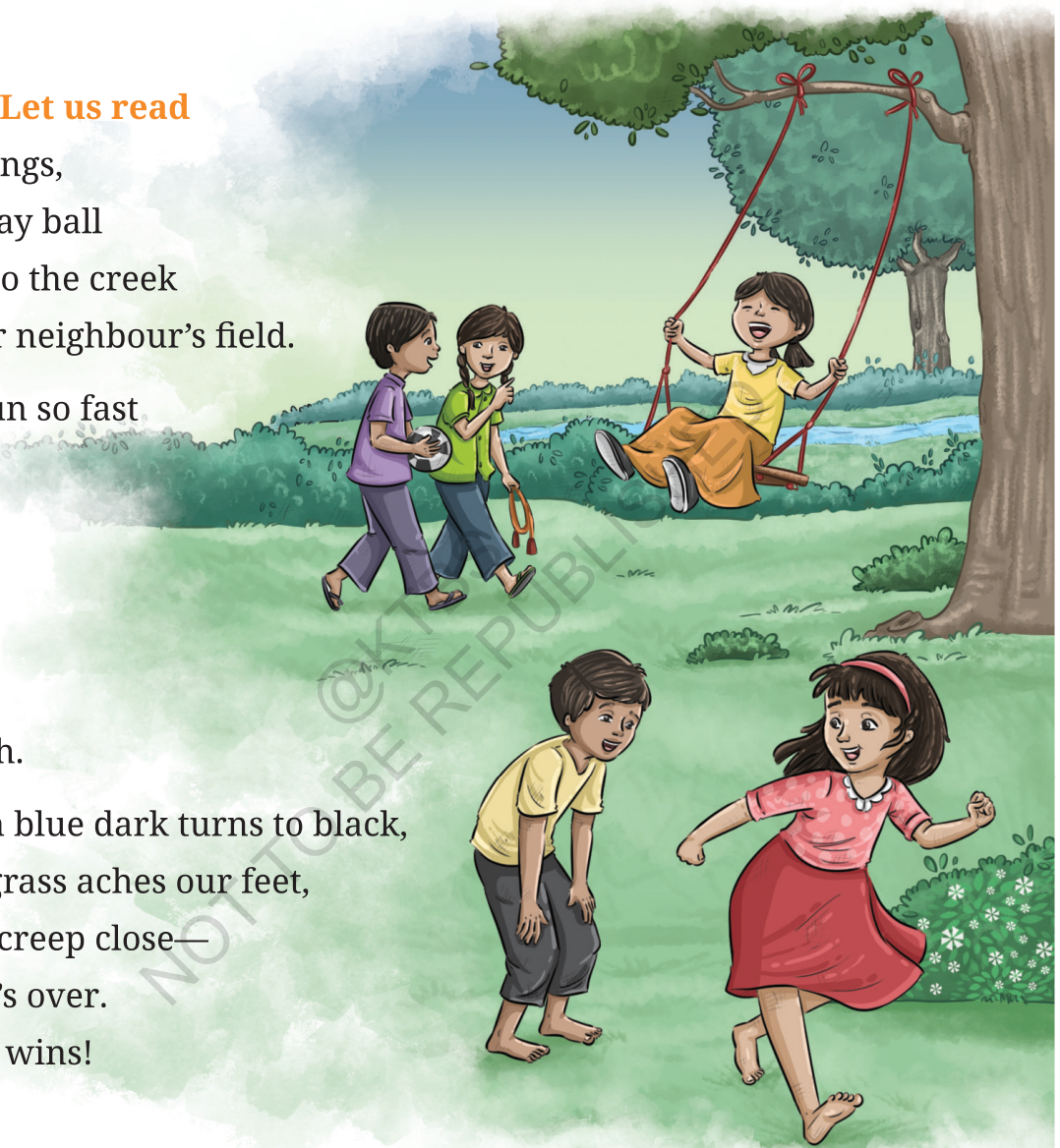
Unit 4.indd 115 01-Oct-24 4:26:59 PM

## 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

@KTBS NOT TO BE REPUBLISHED

## Let us discuss

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



Unit 4.indd 116 01-Oct-24 4:27:00 PM

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

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

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



## Let us think and reflect

Read the given lines and answer the questions that follow.

(a) *We run so fast*

*I*

*can't*

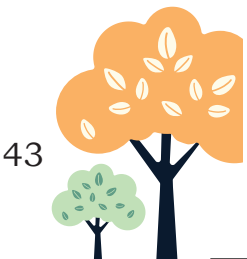
*even*

*catch*

*my*

*breath.*

@KTBS NOT TO BE REPUBLISHED





Unit 4.indd 117 01-Oct-24 4:27:00 PM

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

a. everyone decides to walk
b. all the friends wish to go home
c. running fast results in being breathless
d. they need to do breathing exercises

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

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

(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

@KTBS NOT TO BE REPUBLISHED



## Let us learn

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





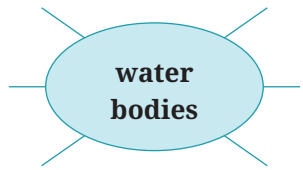
Unit 4.indd 118 01-Oct-24 4:27:00 PM

| Lines from the poem | What the poet has done | Other examples |
|---|---|---|
| *I*<br>*can't*<br>*even*<br>*catch*<br>*my*<br>*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<br>falling,<br>falling,<br>falling. |
| *Night wins!* | The poet has used human qualities for inanimate things.<br>Here, **night** has been shown as winning.<br>This is called **personification**. | The sun played hide-and-seek with the clouds. |

© NCERT NOT TO BE REPUBLISHED

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

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






## Let us listen

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

| Riddle | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Sport | | | | |





Unit 4.indd 119 01-Oct-24 4:27:00 PM

**Riddle 1**

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

**Riddle 2**

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

**Riddle 3**

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

**Riddle 4**

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

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

© KTBS NOT TO BE REPUBLISHED



Unit 4.indd 120 01-Oct-24 4:27:00 PM



## Let us speak

Enact the roles of a parent and a child.

Situation 1 : Coming home late after play.
(Parent upset/Child explaining)

Situation 2 : Sharing details of the games you played.
(Child excited/Parent asking details with interest)

Situation 3 : Bring a new friend home after playtime.
(Child introducing/Parent welcoming)



## Let us write

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

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

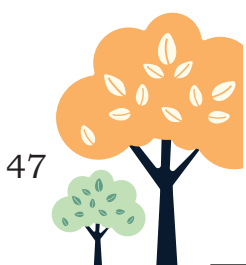
Now, give a title to your paragraph.



## Let us explore

There are many indigenous games in India. Kho-kho is an example of an indigenous game. Indigenous games are native to a region. Find out some native games of 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.

© KTBS NOT TO BE REPUBLISHED





Unit 4.indd 121 01-Oct-24 4:27:01 PM

# 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.
4. 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?

@KTBS NOT TO BE REPUBLISHED

## Let us read

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

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

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

**originated**: started

**harmony**: balance

**distractions**: disturbances



Unit 4.indd 122 16-Oct-24 10:55:52 AM

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

© KTBS NOT TO BE REPUBLISHED




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

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



Unit 4.indd 123 16-Oct-24 10:55:52 AM

हठस्य प्रथमाङ्गत्वादासनं पूर्वमुच्यते।
कुर्यात्तदासनं स्थैर्यमारोग्यं चाङ्गलाघवम् ॥१९॥

*haṭhasya prathamāṅgatvādāsanam pūrvamuchyate*
*kuryāttadāsanam sthairyamārogyaṃ chāṅgalāghavam*

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

*Source:* Haṭha Ŷoga Prad̆ipikā

## Let us discuss

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

sleep lifestyle health strength calm stress balance

Yoga is a practice that not only improves physical flexibility but also improves mental (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.

©IGTBS NOT TO BE REPUBLISHED



## 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.





Unit 4.indd 124 16-Oct-24 10:55:52 AM



## Let us learn

1. Read the extract given below and focus on the highlighted words.

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

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

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

(a) Complete the sentences given below by filling in the blanks with correct use of practice (as a noun) or practise (as a verb). Share the answers with your classmates and the teacher.

(i) It is important to have a regular _____ of stretching every morning to stay flexible. practice

(ii) I _____ Yoga every day to keep my mind and body healthy. practise

(iii) The teacher said, you can join the school hockey team but it requires a lot of _____ to improve your skills. practice

(iv) Our athletics coach asked us to _____ running on grass to strengthen our grip while running. practise

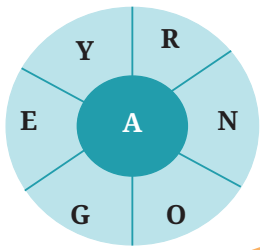
(v) I _____ deep breathing exercises when I feel stressed to calm myself down. practise

(vi) Developing a good habit of eating fruits and vegetables should be a daily _____. practice

(b) Another common word that has the 's' and 'c' variation in spellings is 'advice' (noun) and 'advise' (verb).

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

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




© KTBS NOT TO BE REPUBLISHED



Unit 4.indd 125 16-Oct-24 10:55:53 AM



## 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 55 for transcript*)

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

@KTBS NOT TO BE REPUBLISHED



## Let us speak

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

| If you have tried yoga | If you have not tried yoga, yet |
|---|---|
| • I practise yoga because ...<br>• My favourite thing about yoga is ...<br>• I feel _____ after a yoga session because ...<br>• The one thing in yoga that I want to practise is _____ because ... | • I wish to practise yoga because ...<br>• I hope that once I begin practising yoga, I ...<br>• 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.



Unit 4.indd 126 16-Oct-24 10:55:53 AM



## 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 ...<br>• Practising yoga can help people ...<br>• A popular yoga pose is _____ because ...<br>• Yoga is not just physical exercise; it also ... |
| Concluding line | Finally, yoga can be a great way to ... |



## Let us explore

1. Do you know?
   - A few seals of the Sindhu-Sarasvati Civilisation, dating back to 2700 BC, indicate that yoga was prevalent in ancient India. Many people contributed to its development and now, yoga has spread all over the world. On 11th December 2014, the United Nations General Assembly (UNGA) with 193 members accepted the proposal to celebrate '21st June' as 'International Yoga Day'.
2. Find out about two *asanas* and their benefits, and share your findings with your classmates and teacher. You may visit the following websites to learn more about yoga.

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

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

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

@KTBS NOT TO BE REPUBLISHED





Unit 4.indd 127 16-Oct-24 10:55:53 AM

# Transcript

**Let us listen** (*refer to page 36*)

## Change of Heart

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

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

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

Good luck!

NOT TO BE REPUBLISHED

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



Unit 4.indd 128 16-Oct-24 10:55:53 AM

# Transcript



**Let us listen** (*refer to page 52* )

## 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!

© KEPS NOT TO BE REPUBLISHED

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



Unit 4.indd 129 16-Oct-24 10:55:53 AM

# 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?

© KTBS NOT TO BE REPUBLISHED



Unit 4.indd 130 01-Oct-24 4:27:02 PM

# UNIT 5

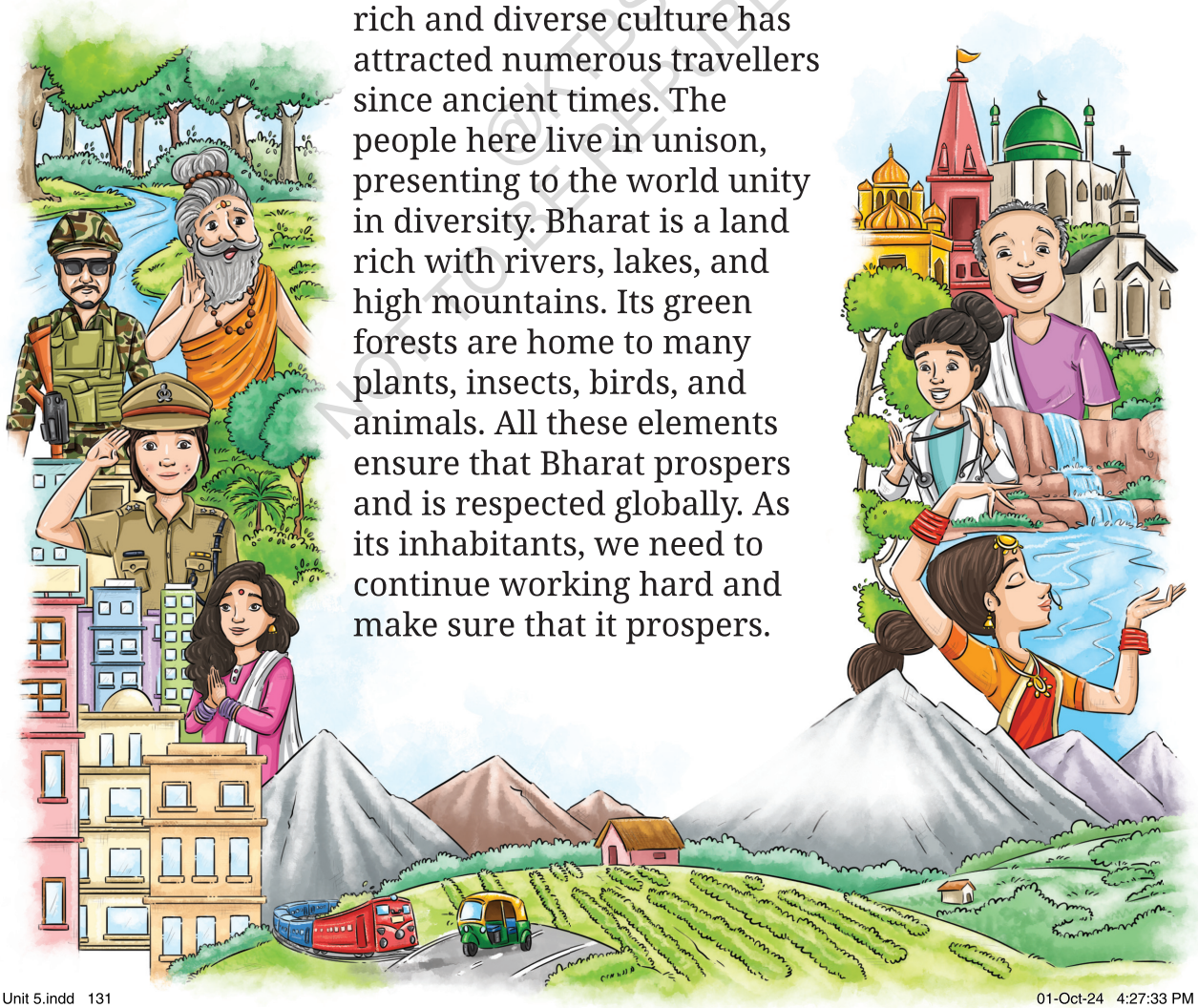
# CULTURE AND TRADITION

0673CH05

## HAMARA BHARAT — INCREDIBLE INDIA!

**Let us read the following passage.**

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



© NCERT NOT TO BE REPUBLISHED

## Let us discuss

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

## *Kalakritiyon ka Bharat*

### Let us do these activities before we read.

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

(a) We like to decorate our homes with our **f __ l k __ r t**.

(b) Our **c __ l t __ r e** consists of our ideas, customs, traditions, values, arts, and languages.

(c) All of us celebrate our **f __ s t __ v __ l s** together.

(d) We tell stories to our children to teach them about our **c __ l t __ r e**, **h __ s t __ r y**, and **l __ g __ n d s**.

(e) We have our own **l __ n g __ a g __ s** to talk to each other.



@KTBS NOT TO BE REPUBLISHED



Unit 5.indd 132 01-Oct-24 4:27:43 PM



## Let us read

### I

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

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

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

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

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

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

@CBSE NOT TO BE REPUBLISHED

## Let us discuss

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

### II

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



Unit 5.indd 133 01-Oct-24 4:27:43 PM

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



*Aipan*—Folk art

*geru*: red clay used as colour

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

**carve**: to make design with sharp tool

**scrap**: small unwanted pieces

© KES NOT TO BE REPUBLISHED



Unit 5.indd 134 01-Oct-24 4:27:45 PM

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

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



Coconut shell craft

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



*Kondapalli*

**stable**: not able to move

**biodegradable**: something that will not harm the environment

**tamarind**: an edible sour fruit



**sawdust**: dust of wood

**dyes**: colours

**enamel**: paints that form a protective layer

© KTBS NOT TO BE REPUBLISHED



Unit 5.indd 135 01-Oct-24 4:27:46 PM

## Let us discuss

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

| Name of the child | State | Art form | Things needed |
|---|---|---|---|
| Akanksha | | *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 Akanksha'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?

© KTBS NOT TO BE REPUBLISHED





Unit 5.indd 136 01-Oct-24 4:27:46 PM



## Let us learn

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

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

© KTBS NOT TO BE REPUBLISHED



Unit 5.indd 137 01-Oct-24 4:27:46 PM



## Let us listen

1. Listen to the description of *gakkad bharta* and complete the notes given below. (*refer to page 88 for transcript*)

***Gakkad Bharta***

(a) Name of the speaker : _____

(b) The town of the speaker : _____

(c) The state he belongs to : _____

(d) The name of the food item : _____

(e) Vegetables roasted for *bharta* : _____

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

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



## Let us speak

1. Speak about a local art form of your region. It can be any one out of painting, rangoli, metal craft, embroidery, music, dance or drama. Remember to include:
   - the name of the art form
   - what things do they need for it
   - how do they make/present it

2. You may use the words given below when you speak.
   - I know about the art form called ...
   - They need ...
   - To make it, first ... after that ... next ... then ... at last ...

© KTBS NOT TO BE REPUBLISHED





Unit 5.indd 138 01-Oct-24 4:27:46 PM

## Let us write

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

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

## Let us explore

1. Madhubani painting is a traditional art form from Bihar. The artists use natural colours to make them on the walls of their houses. You can also make and use natural colours as given below.
   - yellow from *haldi*
   - green from leaves
   - red from red flowers/*geru*/*sindoor*
   - orange from flowers
   - blue from *neel*/indigo powder

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



© KTBS NOT TO BE REPUBLISHED



Unit 5.indd 139 01-Oct-24 4:27:47 PM

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

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

© KTLS NOT TO BE REPUBLISHED






Unit 5.indd 140 01-Oct-24 4:27:48 PM

# 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 someone fly it? Where? When?
   (b) Describe the kite—colour(s), shape, design of tail, any other detail.
   (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 that you saw and what the people were doing.
   (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. Share your responses with your teacher.

| 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 _____.

© ICTRS NOT TO BE REPUBLISHED



Unit 5.indd 141 01-Oct-24 4:27:48 PM

## 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

© KTBS NOT TO BE REPUBLISHED



Unit 5.indd 142 01-Oct-24 4:27:51 PM

## 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. | |

@KTBS NOT TO BE REPUBLISHED

2. Complete the following sentences.

   (a) The poet says that the kites are like coloured birds –
   See the kites fly/**Like coloured birds** in the sky.

   The kites have been compared to **b** __ __ __ __ because they _____.

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

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



Unit 5.indd 143 01-Oct-24 4:27:51 PM

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

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

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

   **Stanza 1**

   Which consonant sound do both words begin with? _____

   **Stanza 3**

   Which consonant sound do both words begin with? _____

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

   Create 4 other sets of words using alliteration.

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

@KTBS NOT TO BE REPUBLISHED



## 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 rooftops of town.*

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



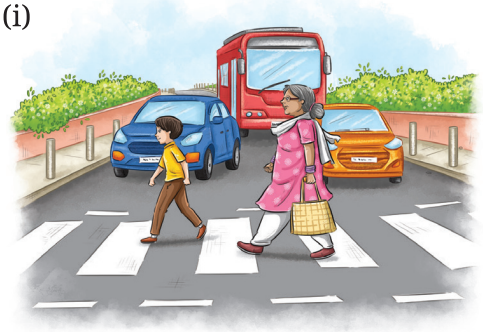


Unit 5.indd 144 01-Oct-24 4:27:51 PM

(b) Which line tells us that the poet was somewhere above?

(c) Choose the scene the child saw.

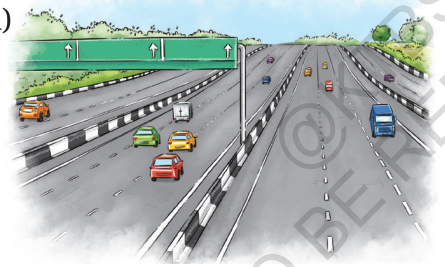
(i)



(ii)



(iii)



(iv)



© KSEEB NOT TO BE REPUBLISHED

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 onto 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?

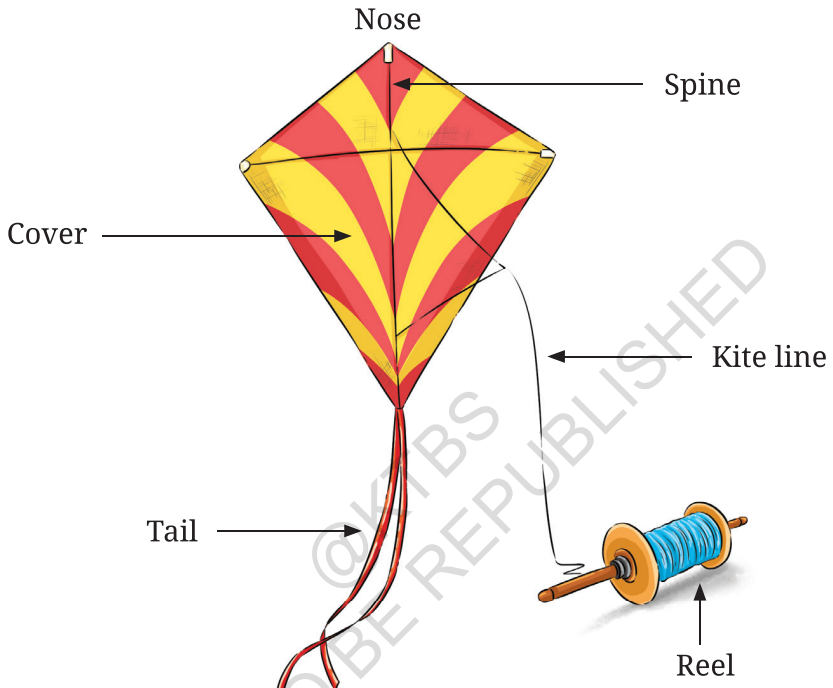
(e) If you were the kite carrying the child high up in the air, what would you tell them?



Unit 5.indd 145 01-Oct-24 4:27:54 PM

## Let us learn

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




@KTBS NOT TO BE REPUBLISHED

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

**Bina** : I like the long **t** _ _ _ _ at the end of my kite. What is your kite like?

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

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

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

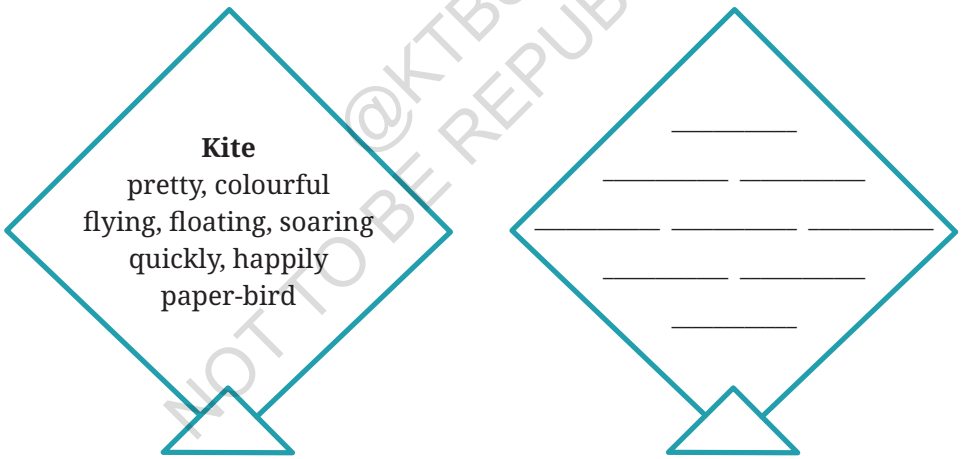
**Bina** : Wonderful! Thanks for letting me know. Let's go and fly our pretty kites.



Unit 5.indd 146 16-Oct-24 10:57:08 AM

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

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




@KTBS NOT TO BE REPUBLISHED

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

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

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



Unit 5.indd 147 01-Oct-24 4:27:56 PM

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

| | | | |
|---|---|---|---|
| slow | fast | quick | upward |
| downward | round and round | float | |

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

| | | | | |
|---|---|---|---|---|
| glide | dive | soar | swoop | circle |

4. 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 notebooks.



## Let us listen

Listen about the Kite Festival in India. As you listen, circle the words that are **not** correct. Then, listen again and write the correct words. (*refer to page 89 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 organises the Kite Festival every year.

@KTPS NOT TO BE REPUBLISHED



Unit 5.indd 148 01-Oct-24 4:27:56 PM

(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 of about 100 words, with the title—**I am a Kite.**



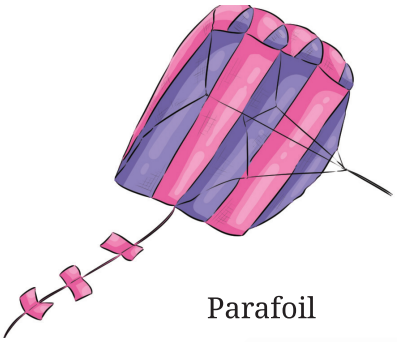
## Let us explore

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.

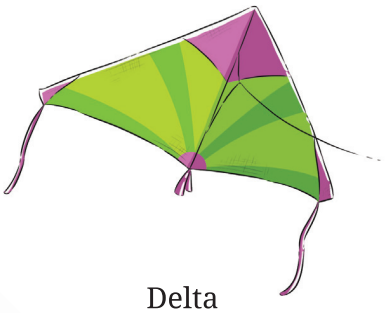
@KTES NOT TO BE REPUBLISHED



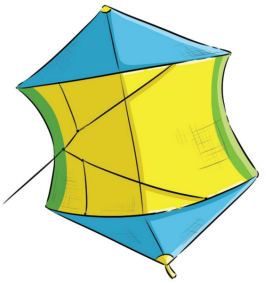
Unit 5.indd 149 01-Oct-24 4:27:56 PM



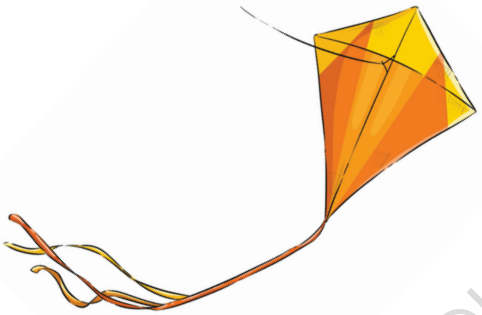
Parafoil



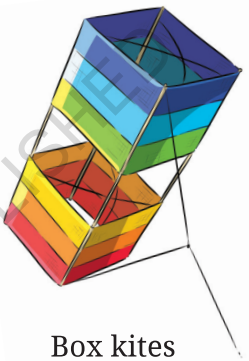
Delta



Rokkaku



Diamond-shaped kite



Box kites

©KTBS NOT TO BE REPUBLISHED

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

(b) Follow the steps and create 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!



Unit 5.indd 150 01-Oct-24 4:27:57 PM

# 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.

©KTBS NOT TO BE REPUBLISHED

(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 story 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 someone has to embroider with their feet? Do you think it is possible?



*Kathiawar* embroidery



Unit 5.indd 151 01-Oct-24 4:27:59 PM

## 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



**single-minded**: focused

NOT TO BE REPUBLISHED © CBSE



Unit 5.indd 152 01-Oct-24 4:28:00 PM

beautiful patterns 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 awestruck by her talent. They talked about those designs to others. Soon, the people in the village, too, discovered Ila's special skill and the admiration for her work began to spread.

6. Word reached the government office in Surat. They were moved by Ila's story and impressed by her work. They decided to display some samples of her embroidery at a state exhibition. This experience opened new doors for Ila. People observed the beauty woven by her feet and readily purchased the creations. Ila was no more a hidden talent, but famous!

**determination**: will power

**awestruck**: amazed

© NCERT NOT TO BE REPUBLISHED



Unit 5.indd 153 01-Oct-24 4:28:00 PM

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

© NCERT NOT TO BE REPUBLISHED



*Kachhi* embroidery



Unit 5.indd 154 01-Oct-24 4:28:01 PM

## 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<br>(ii) Ila's use of shiny needle |
| 2 | Early challenges and family support | (i)<br>(ii) |
| 3 | | (i)<br>(ii) |
| 4 | | (i)<br>(ii) |
| 5 | | (i)<br>(ii) |
| 6 | Recognition at a state exhibition | (i)<br>(ii) |
| 7 | | (i)<br>(ii) |
| 8-9 | | (i) Financial independence and joy<br>(ii) Challenges can be turned into victories |

@KTBS NOT TO BE REPUBLISHED



Unit 5.indd 155 01-Oct-24 4:28:01 PM



## 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 story 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.

© KTBS NOT TO BE REPUBLISHED





Unit 5.indd 156 01-Oct-24 4:28:01 PM

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

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

| | | |
|---|---|---|
| Example: display – E D I H | | (H I D E ) |
| (a) | tiny – E G H U | (H __ __ __) |
| (b) | wonderful – R E E B L I T R | (T __ R __ __ B ___ E) |
| (c) | quiet – I Y N S O | (N __ __ __ __) |
| (d) | task – S I A E M T P | (P __ S T __ __ E) |
| (e) | tough – SEYA | (E __ __ __) |

Use these antonyms in sentences of your own.

3. Read the sentences from the text and focus on the highlighted words.
   - You will see **lots of** bright colours.
   - There are **many** lovely things like cushions and bedcovers.
   - They taught her to create **many** beautiful patterns using her feet!
   - She learned **many** styles.
   - She received **many** awards.

@RTBS NOT TO BE REPUBLISHED



Unit 5.indd 157 01-Oct-24 4:28:01 PM

(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.<br>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* embroidery. As you listen, circle the correct option. (*refer to page 90 for transcript*)

a. Form

(i) old

(ii) new

b. Colours

(i) soft

(ii) bright

c. Stitches

(i) running stitch

(ii) chain stitch

d. Seen on

(i) children's caps

(ii) pants

@KVBS NOT TO BE REPUBLISHED





Unit 5.indd 158 01-Oct-24 4:28:01 PM

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 at least 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 write

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

Now, write a paragraph in about 100 to 120 words describing the artwork that you have created.



## Let us explore

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

@KTBS NOT TO BE REPUBLISHED





Unit 5.indd 159 16-Oct-24 10:58:58 AM

# NATIONAL WAR MEMORIAL

National War Memorial, New Delhi (राष्ट्रीय समर स्मारक, नई दिल्ली) 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.

© NCERT NOT TO BE REPUBLISHED



National War Memorial




Amar Jawan Jyoti



Unit 5.indd 160 16-Oct-24 10:59:01 AM

## 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://www.mygov.in
2. Plan a visit to the National War Memorial with your teacher/parents.

@KTBS
NOT TO BE REPUBLISHED



Unit 5.indd 161 16-Oct-24 10:59:01 AM

# Transcript

**Let us listen** (*refer to page 64* )

## Kalakritiyon ka Bharat

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

© NCERT NOT TO BE REPUBLISHED

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



Unit 5.indd 162 16-Oct-24 10:59:01 AM

# Transcript



**Let us listen** (*refer to page 74* )

## The Kites

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

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

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

© NCERT NOT TO BE REPUBLISHED

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

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



Unit 5.indd 163 16-Oct-24 10:59:01 AM

# Transcript

**Let us listen** (*refer to page 84*)

## Ila Sachani: Embroidering Dreams with her Feet

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

Thank you!

© CBSE NOT TO BE REPUBLISHED

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



Unit 5.indd 164 16-Oct-24 10:59:01 AM



# Constitution of India

**Part IV A (Article 51 A)**

## Fundamental Duties

It shall be the duty of every citizen of India —

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

*(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

**Note:** The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

@KIRS NOT TO BE REPUBLISHED





Unit 2.indd 71 01-Oct-24 4:25:25 PM



MANODARPAN
Empowering Minds, Enriching Lives
An Initiative of the Ministry of Education

***If you are stressed, anxious, worried, sad or confused about ....***

**Studies and Exams**

**Personal Relationships**

**Career Concerns**

**Peer Pressure**

**Seek Support of Counsellors**




**National Toll-free**
**Counselling Tele-Helpline**
**All days of the week**
**8 am to 8 pm**

© NCERT NOT TO BE REPUBLISHED

## MANODARPAN

Psychosocial Support for Mental Health & Well-being of Students during the COVID-19 Outbreak and beyond
(An initiative by Ministry of Education, Government of India, as part of Atma Nirbhar Bharat Abhiyan)

**www.https://manodarpan.education.gov.in**





Unit 2.indd 72 01-Oct-24 4:25:25 PM