Poorvi

Textbook of English for Grade 6

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0673

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OFFICES OF THE PUBLICATION DIVISION, NCERT

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016 **Phone : 011-26562708**

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bengaluru 560 085 **Phone : 080-26725740**

Navjivan Trust Building
P.O.Navjivan
Ahmedabad 380 014 **Phone : 079-27541446**

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114 **Phone : 033-25530454**

CWC Complex
Maligaon
Guwahati 781 021 **Phone : 0361-2674869**

Publication Team

Head, Publication Division	:	*M.V. Srinivasan*
Chief Editor	:	*Bijnan Sutar*
Chief Business Manager	:	*Amitabh Kumar*
Chief Production Officer (In charge)	:	*Deepak Jaiswal*
Assistant Production Officer	:	*Sayuraj A.R.*

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Foreword

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

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

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

The National Council of Educational Research and Training, on its part, is committed to providing students with such high-quality textbooks.

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

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

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

Dinesh Prasad Saklani
Director
National Council of Educational
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New Delhi
31 May 2024

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About the Book

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

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

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

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

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

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

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

CG-6: Develops appreciation the distinctive features of the language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language.

C-6.1: Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used.

C-6.2: Engages in the use of puns, rhymes, alliteration, and other wordplays in the language to make speech and writing more interesting and enjoyable.

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C-6.3: Becomes familiar with some of the major word games in the language (e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, *Antakshari*, anagrams, crosswords, etc.)

The Curricular Goals have been covered through a variety of themes and an array of activities. There are five thematic units that comprise stories, poems, conversation, narrative and descriptive pieces. Themes such as friendship, wellness, sports, nature, art and culture, etc. have been included. Cross-cutting themes, such as Indian Knowledge Systems, values, heritage, gender sensitivity and inclusion have been integrated in all the units. Each unit has three literary pieces— story, poem, conversation, or non-fiction. There are intext questions, 'Let us discuss' to assess comprehension of the text. The end-of-the-text questions given in 'Let us think and reflect' are designed to encourage critical thinking, reasoning, responding, analysing, etc.

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

Unit 2 'Friendship' will help students comprehend the meaning of 'real friendship' and that friendship has a huge impact on one's well-being. The story 'The Unlikely Best Friends' is a narrative of a unique friendship that blossoms between Gajaraj, the elephant and Buntee, the dog. This story highlights the importance of empathy and how true friendship can bring joy and fulfillment, even in unexpected circumstances. 'A Friend's Prayer' is a poem that reflects the significance of nurturing friendships. 'The Chair' is a story in which a grandfather helps Mario, his grandson, to distinguish between real and superficial friends.

Unit 3 'Nurturing Nature' is about the relationship between nature and human beings. The idea that nature has healing powers is inculcated among learners through the selected narratives. This unit encourages students'

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curiosity to explore the world around them. 'Neem Baba,' is a conversation between Amber and the grand old neem tree. Through the conversation, the students learn about the numerous benefits of the neem tree found in almost all parts of our country. The poem, 'What a Bird Thought,' is an empathetic journey that the students partake when they see the world through the eyes of a little bird. 'Spices that Heal Us' is a letter from a grandmother about spices that are used at home and have natural healing and recovery processes. This unit upholds the rich knowledge of the herbs and spices, which has been handed down over generations.

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

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

Unit 5 'Culture and Tradition' aims to reawaken the spirit of *Ek Bharat, Shreshtha Bharat* among the students. It also celebrates the indomitable and unwavering creative spirit of our country. *'Kalakritiyon ka Bharat,'* enables the students to be aware about the rich heritage of craftwork. Presented in the form of narratives of children from different parts of India, it promotes appreciation of various art forms. The poem, 'The Kites' is an autobiographical account of a kite and its invincible spirit. 'Ila Sachani: Embroidering Dreams with her Feet' is a tribute to the persistence of a young girl. The story on Ila Sachani with special needs introduces the learners with traditional embroidery highlighting the fact that one can overcome challenges and can achieve success beyond limits. The real-life narrative is evidence of how challenges

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can be turned into opportunities with focus, hard work, positivity and never giving up. The poem, 'National War Memorial', is to recite and appreciate the spirit behind it.

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

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

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

KIRTI KAPUR
Professor and *Member Convener*
Curricular Area Group: Languages (English)
NCERT, New Delhi

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National Syllabus and Teaching Learning Material Committee (NSTC)

1. M. C. Pant, *Chancellor*, National Institute of Educational Planning and Administration (NIEPA); ***Chairperson***, NSTC
2. Manjul Bhargava, *Professor*, Princeton University; ***Co-Chairperson***, NSTC
3. Sudha Murty, Acclaimed Writer and Educationist
4. Bibek Debroy, *Chairperson*, Economic Advisory Council to the Prime Minister (EAC–PM)
5. Shekhar Mande, Former *Director General*, CSIR; *Distinguished Professor*, Savitribai Phule Pune University, Pune
6. Sujatha Ramdorai, *Professor*, University of British Columbia, Canada
7. Shankar Mahadevan, Music Maestro, Mumbai
8. U. Vimal Kumar, *Director*, Prakash Padukone Badminton Academy, Bengaluru
9. Michel Danino, Visiting *Professor*, IIT – Gandhinagar
10. Surina Rajan, *IAS* (Retd.), Haryana, Former *Director General*, HIPA
11. Chamu Krishna Shastri, *Chairperson*, Bharatiya Bhasha Samiti, Ministry of Education
12. Sanjeev Sanyal, *Member*, Economic Advisory Council to the Prime Minister (EAC–PM)
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17. Dinesh Kumar, *Professor* and *Head*, Planning and Monitoring Division, NCERT, New Delhi
18. Kirti Kapur, *Professor*, Department of Education in Languages, NCERT, New Delhi
19. Ranjana Arora, *Professor* and *Head*, Department of Curriculum Studies and Development, NCERT; ***Member-Secretary***, NSTC

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Textbook Development Team

Guidance

Mahesh Chandra Pant, *Chairperson*, NSTC and Member, Overall Coordination and Oversight in Curricular Area Group (CAG): Languages

Manjul Bhargava, *Co-Chairperson*, NSTC and Member, Overall Coordination and Oversight in Curricular Area Group (CAG): Languages

Curricular Area Group: Languages (English Sub-Group)

Chairperson

G. Rajagopal, *Professor* (Retired), EFL University, Hyderabad

Contributors

Anju Gandhi, *Academic Consultant*, Sri Sri Ravi Shankar Vidya Mandir Trust, Bengaluru

Arun Kumar Behera, *Associate Professor*, Sri Sathya Sai Institute of Higher Learning, Bengaluru

Gurrapu Damodar, *Professor* and *Vice Chancellor*, Chaitanya (Deemed to be University), Warangal

Girish Nair, *Senior Member*, Samvit Research Foundation, Bengaluru

Karthika V. K., *Assistant Professor*, NIT, Trichy

Kishore Kumar Rudrurkar, *Professor*, Department of ESL Studies, EFLU, Hyderabad

Kusha Tiwari, *Professor*, Department of English, Shyamlal College, University of Delhi, Delhi

Meenakshi Khar, *Associate Professor*, Department of Education in Languages, NCERT, New Delhi

Nidhi Tiwari, *Professor*, Department of Education in Social Sciences and Humanities, RIE, NCERT, Bhopal

Nishi Pandey, *Professor*, Department of English and Modern European Languages, University of Lucknow, Lucknow

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Parthasarathy Mishra, *Professor*, Azim Premji University, Bengaluru

R. Meganathan, *Professor*, Department of Education in Languages, NCERT, New Delhi

Rachana Chattopadhyay, *PGT* English, Cambridge School Srinivaspuri, New Delhi

Ruchi Sengar, CBSE *Subject Expert*; *ELT Consultant*, New Delhi

Saket Bahuguna, *Assistant Professor*, Central Institute of Hindi-Delhi Centre, New Delhi

Saryug Yadav, *Professor*, Department of Education in Languages, NCERT, New Delhi

Suganya J., *HoD*, English, Bala Vidya Mandir Senior Secondary School, Adyar, Chennai

Susmita Roy Choudhury, *Dean* Academics, G. D. Goenka Public School, Jammu

Vandana Lunyal, *Director*, Regional Institute of English, Chandigarh

Varada Nikalje, *Professor*, Department of Elementary Education, NCERT, New Delhi

Vedasharan Mallemari, *Professor*, EFLU, Hyderabad

Reviewers

Anurag Behar, *CEO*, Azim Premji Foundation; *Member*, National Curriculum Framework Oversight Committee

Mira Bhargava, *Professor Emeritus*, Hofstra University, New York, USA

Member Convener

Kirti Kapur, *Professor*, Department of Education in Languages, NCERT, New Delhi

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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.**

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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)

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Poorvi

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

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

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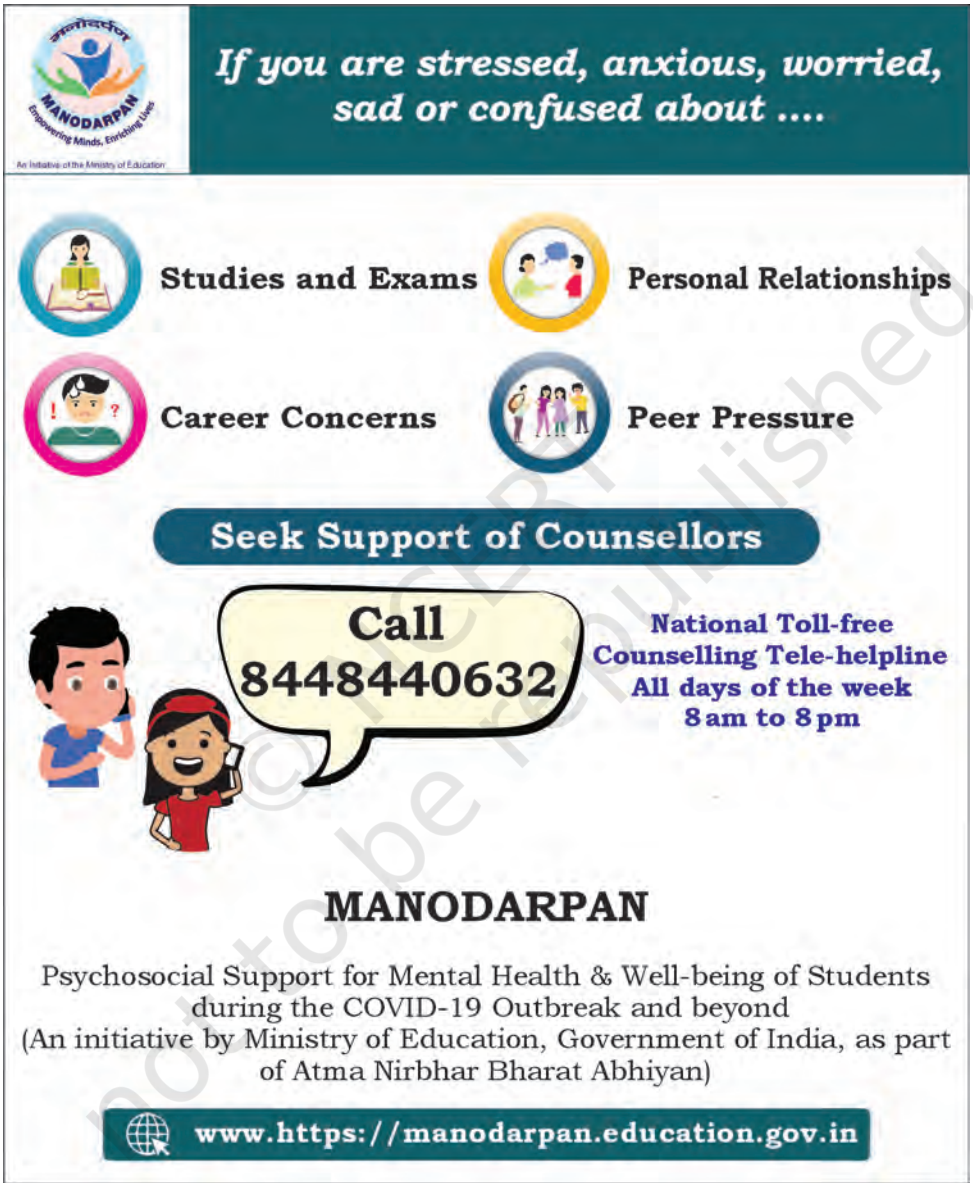
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UNIT 1

FABLES AND FOLK TALES

A BOTTLE OF DEW

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Let us do these activities before we read.

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

1. worried





2. plantation





3. sage





4. surprise





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

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

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Let us read

I

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

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

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

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

large tracts of land: large areas of land

potion: a liquid with magical properties

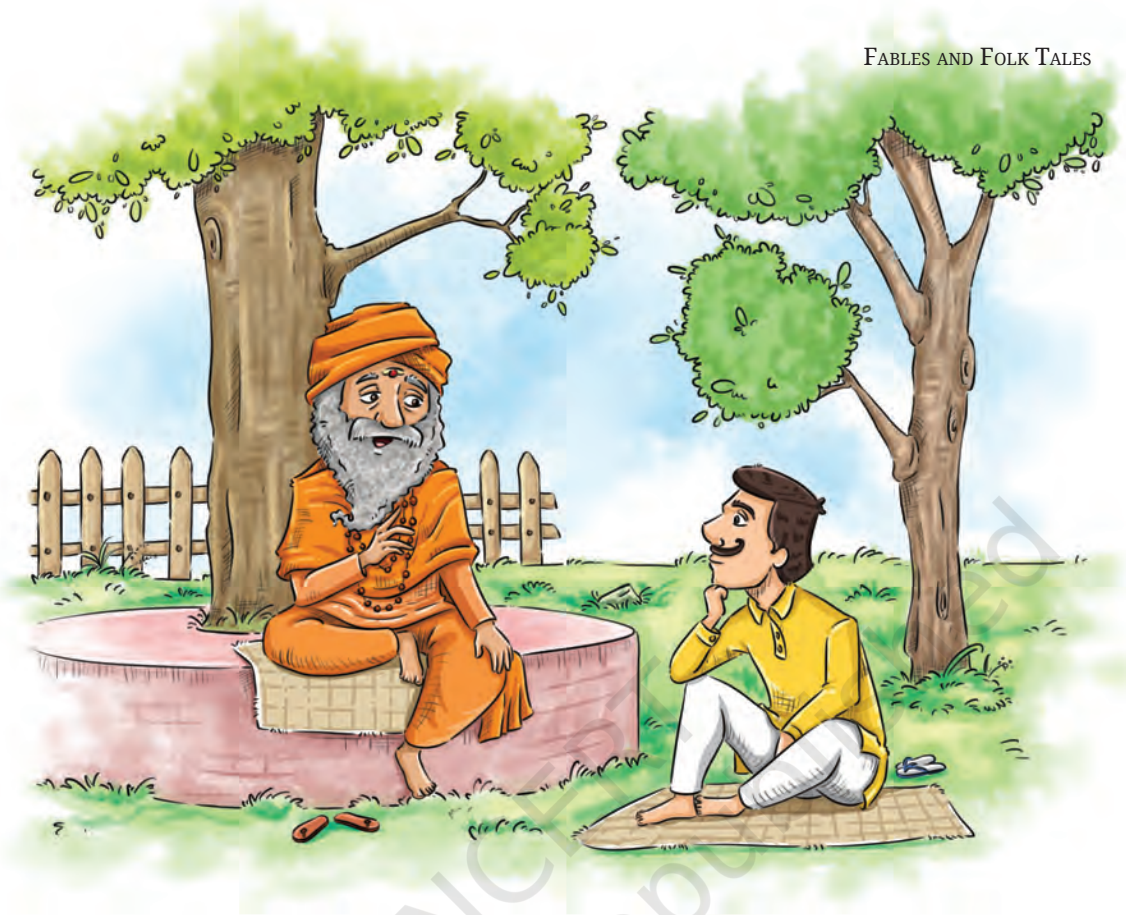
give up: stop trying

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



chant: to repeat or sing a word or phrase

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

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

Let us discuss

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

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II

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

tended: looked after



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

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

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

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

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

Sudha Murty

muttered: spoke in a low voice

precious: valuable

wisdom: deep understanding

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Let us discuss

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

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Let us think and reflect

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

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

(i) Complete the sentence with a suitable reason.

Rama Natha did not 'give up' because _____.

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

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

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

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

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

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

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

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

A. The sage smiled.

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B. Rama Natha gave the bottle to the sage.

C. Rama Natha dropped a few drops of water on a copper vessel.

D. He said something in a low voice over the water.

E. Rama Natha waited to see if the magic worked.

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

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

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

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

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

II Answer the following questions.

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

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

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Let us learn

1. Read the following words from the story.

promised	spending	cheated	luck
remember	huge	difficult	market

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

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

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

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

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

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3. Choose four pairs of homophones from the table above, and for each pair write a sentence that uses both homophones in the same sentence. Check your answers by sharing them with your teacher and classmates. An example has been given below:

   *I **ate eight** bananas for breakfast today.*

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

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

   Now, write the new sentences in your notebook.

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

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

   Bunty bhaiya bought a big bunch of bananas.

   A big bunch of bananas was bought by Bunty bhaiya.

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

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Let us listen

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

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



Let us speak

I Read aloud the following words from the story.

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

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

- in **s**age and promi**s**ing – the letter 's' has a /s/ sound
- in wi**s**dom – the letter 's' has a /z/ sound
- in tree**s** – the letter 's' has a /z/ sound
- in **s**urpri**s**e – the first letter 's' has a /s/ sound and the second has a /z/ sound

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

beds sand clothes sea was keys bags nose

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

1. What does hard work mean to you?

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

2. Give three reasons why you think hard work is important.

   (Firstly, I feel ... because ... / Secondly, I think ... since ... /Lastly, I believe ... as ...)

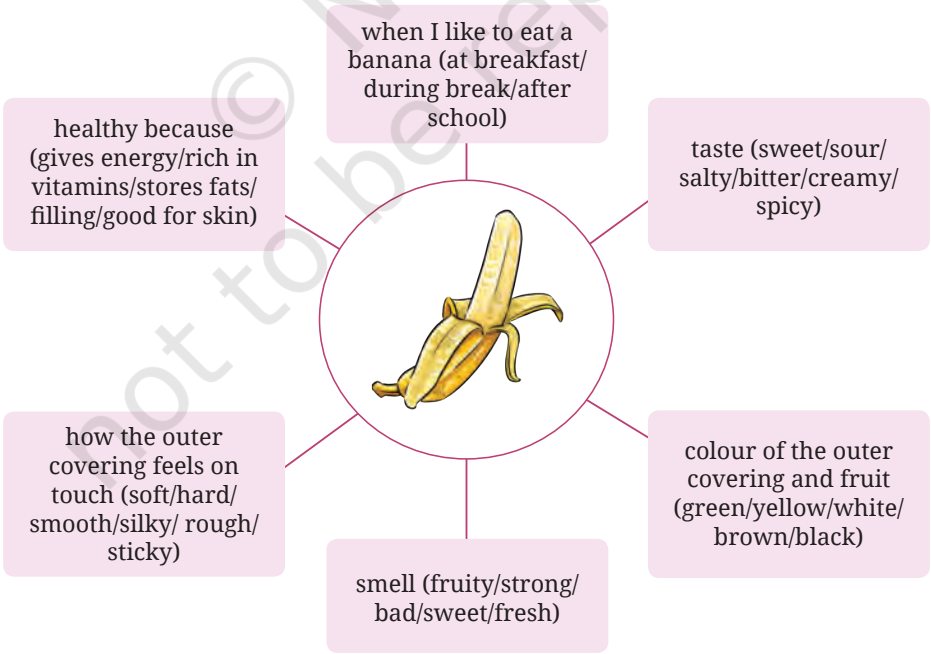
3. Share three ideas you would give to someone who needs to work hard.

   (To begin with, it is important that ... /Next, you could ... / Finally, I think you should ...)



Let us write

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



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

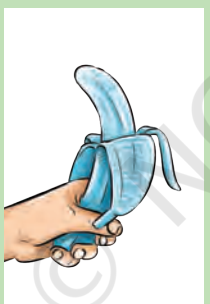
2. On the basis of the story 'A Bottle of Dew' develop a script with dialogues and enact it with expressions. Present it in the assembly or your classroom.

Let us explore

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

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





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

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The Raven and the Fox

Let us do these activities before we read.

I We know that frogs croak. Did you know that ravens also croak?

II Which animal is shown to be cunning in stories? Circle the correct answer.

1. tiger 2. fox 3. bear



Let us read

Mr Raven was perched upon a limb,
And Reynard the Fox looked up at him;
For the Raven held in his great big beak,
A morsel the Fox would go far to seek.

Said the Fox, in admiring tones: “My word!
Sir Raven, you are a handsome bird.
Such feathers! If you would only sing,
The birds of these woods would call you King.”

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The Raven, who did not see the joke,
Forgot that his voice was just a croak.
He opened his beak, in his foolish pride–
And down fell the morsel the Fox had eyed.

"Ha-ha!" laughed the Fox. "And now you know,
Ignore sweet words that make you glow.
Pride, my friend, is rather unwise;
I'm sure this teaching is quite a surprise."

Jean de La Fontaine

Let us discuss

I Fill in the blanks by choosing the correct option.

1. Stanza 1

(i) Mr Raven is a _____. (bird/frog)

(ii) The name of the fox is _____. (Raven/Reynard)

(iii) Mr Raven had _____ in his beak. (a piece of food/ a bunch of leaves)

2. Stanza 2

(i) The Fox calls the Raven a _____ bird. (foolish/good-looking)

(ii) The Fox asks the Raven to _____. (dance/sing)

(iii) The Raven and the Fox live in the _____. (trees/woods)

3. Stanza 3

(i) The Raven _____ that he croaked. (remembered/forgot)

(ii) The Raven opened its beak to _____. (eat/sing)

(iii) The _____ fell down. (food/Raven)

4. Stanza 4

(i) The Fox _____ at the Raven. (laughed/looked)

(ii) It is not _____ to be too proud of oneself. (wise/unwise)

(iii) The Raven learnt a _____. (lesson/teaching)

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

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

Let us think and reflect

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






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

1. *Sir Raven, you are a handsome bird.*
   Such feathers! If you would only sing,
   The birds of these woods would call you King.

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

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

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

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

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

   (i) Why did the Raven open his beak?

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

   Fox : clever : : Raven : _____

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

IV How does Reynard make the Raven sing?

V Why does Reynard say that pride is not wise?

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

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



Let us learn

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

Stanza 1	Stanza 2	Stanza 3	Stanza 4
(i) limb-him	(i) word-_____	(i) joke-_____	(i) know-_____
(ii)_____ _____	(ii)_____ _____	(ii)_____ _____	(ii)_____ _____

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II Study the underlined words in the poem.

1. For the Raven held in his great <u>big beak</u>.

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

2. The <u>song</u> of <u>sweet</u> birds.

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

Now, pick another example of alliteration from Stanza 2.

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

wise happy humility flew remembered
notice dim cried silly

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

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

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Let us listen

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

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



Let us speak

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

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



Let us write

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

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

You may begin like this.

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

(*Mr Raven just nods his head*)

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

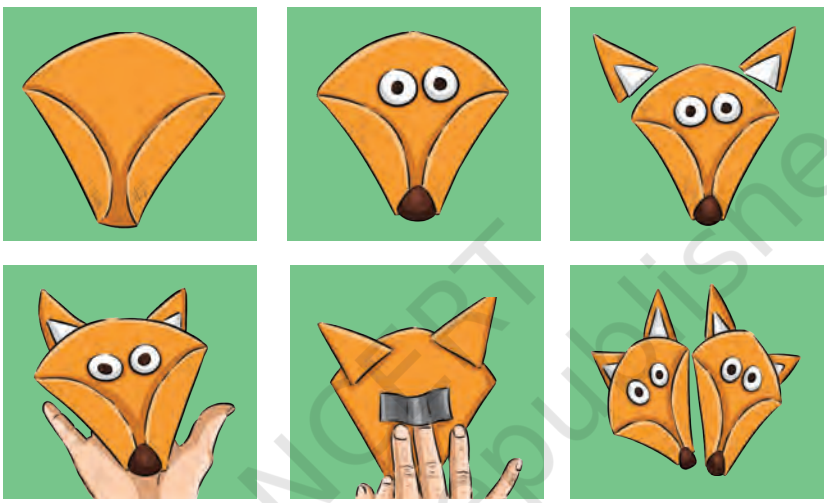
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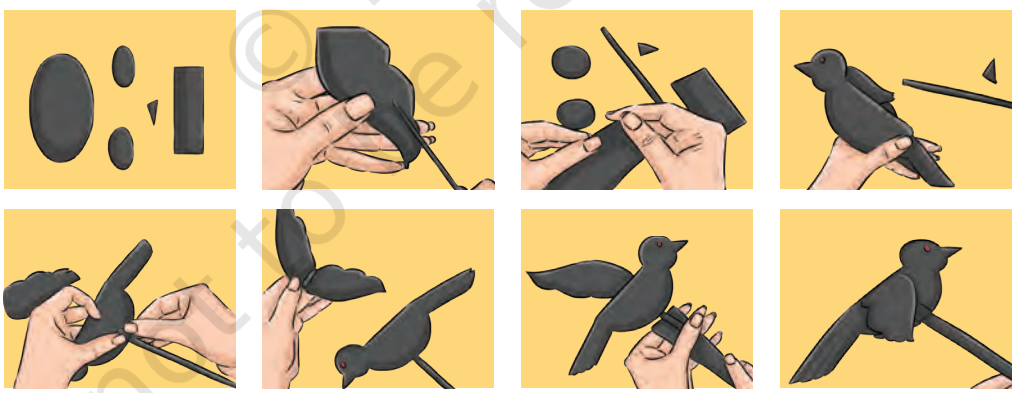
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Let us explore

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

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





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

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RAMA TO THE RESCUE

Let us do these activities before we read.

I Identify the following people.

How do they help us when we are in trouble?







II Choose the correct option to complete the sentence.

The word 'rescue' means to _____.

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

III Work in pairs:

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

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

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

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

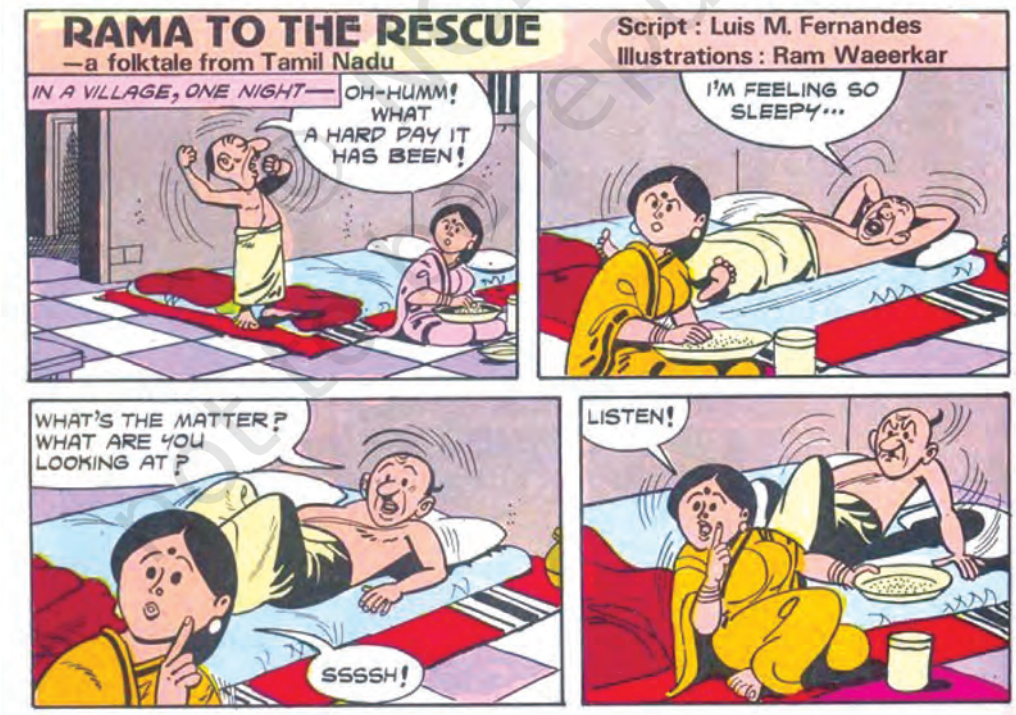
1. Will you solve the problem yourself or wait for someone to help you?
2. How will you deal with the problem? Give a reason.

   (i) Be worried about the problem and give up.

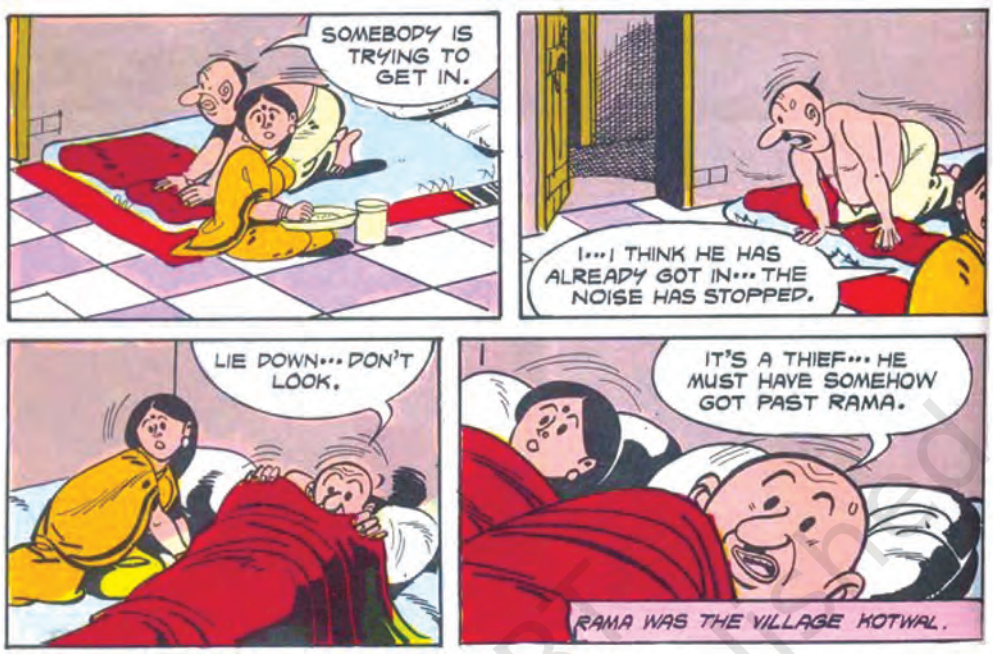
   (ii) Feel angry that only you have the problem.

   (iii) Think quickly about ways to solve the problem.

Let us read



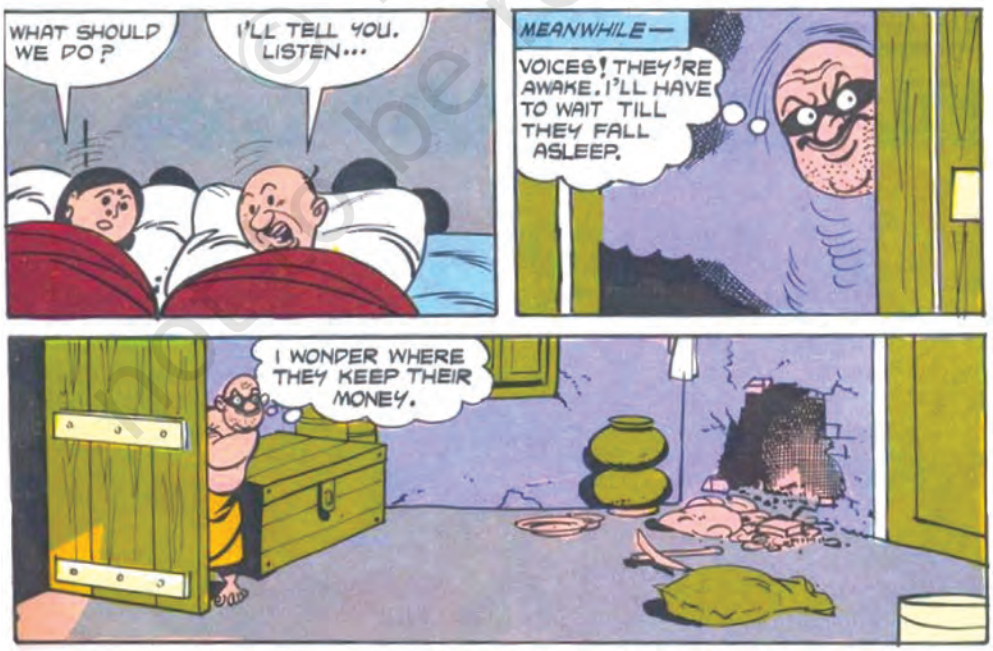
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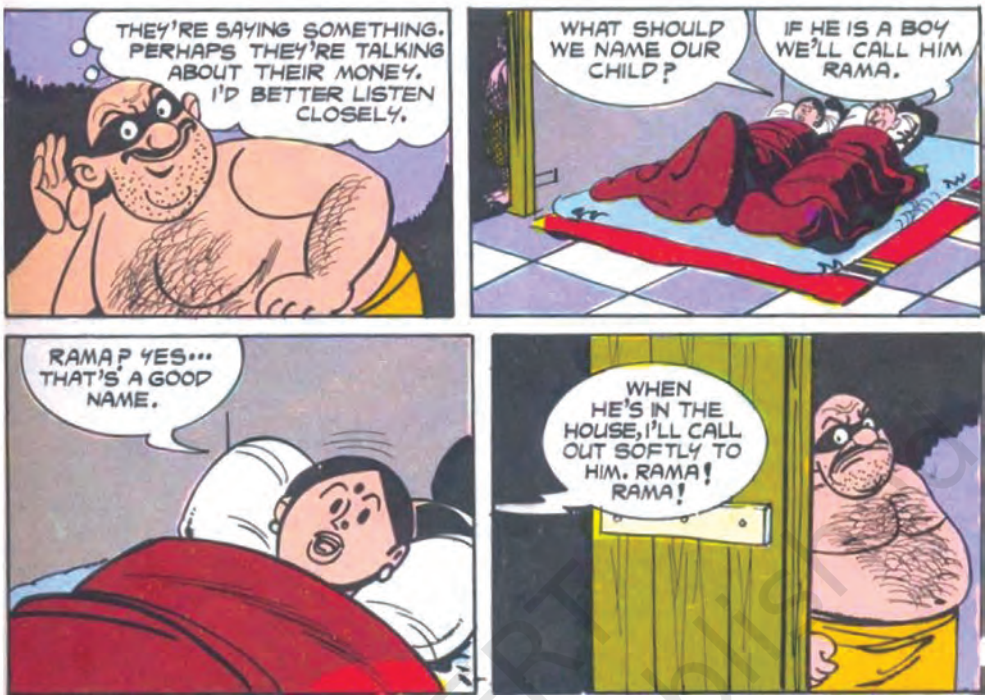
Let us discuss

I Circle the odd one.

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



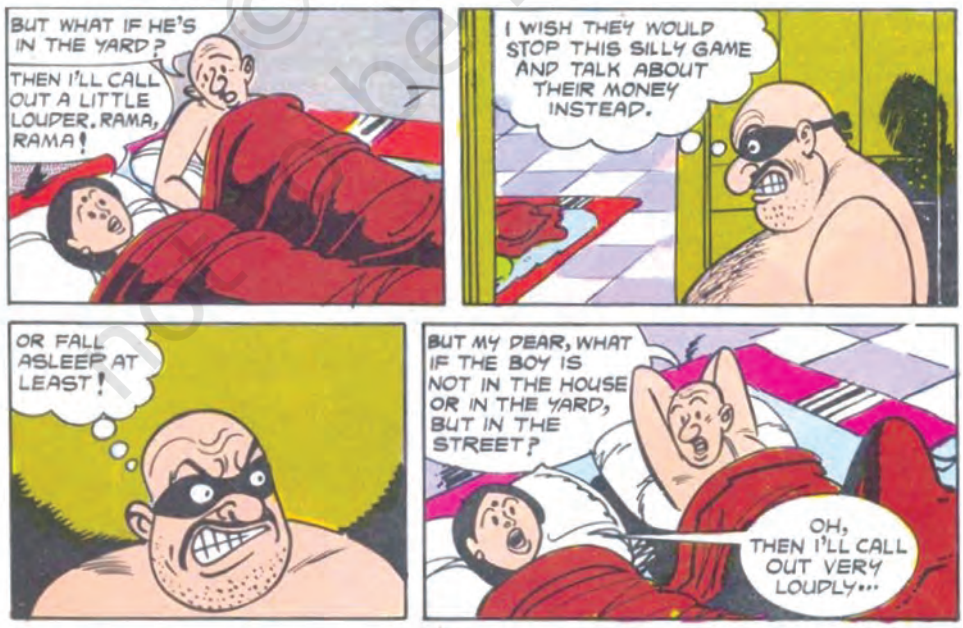
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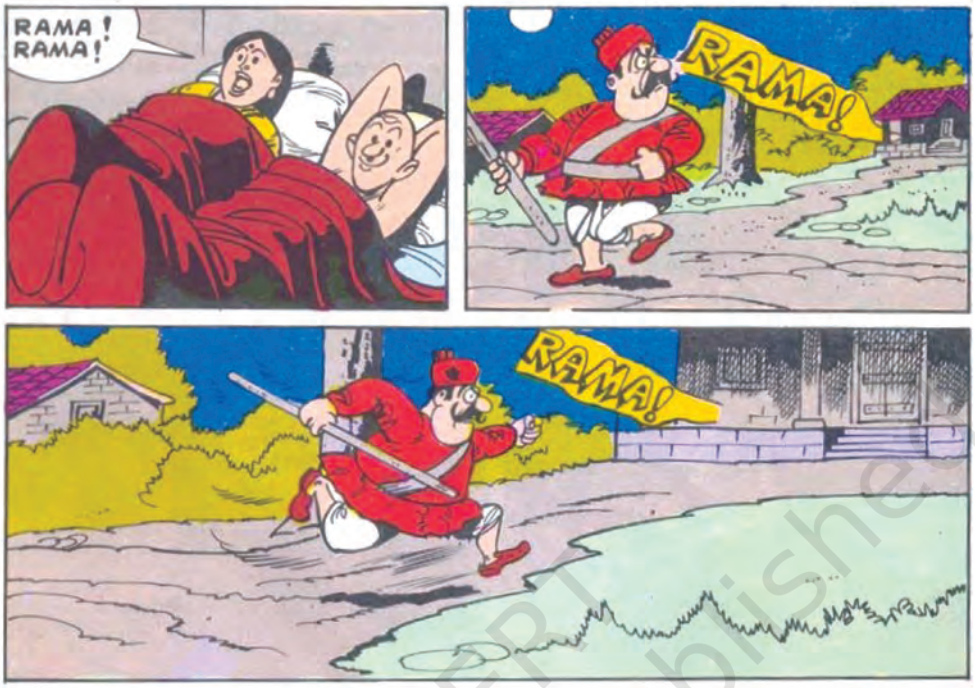
Let us discuss

I Write whether True or False.

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

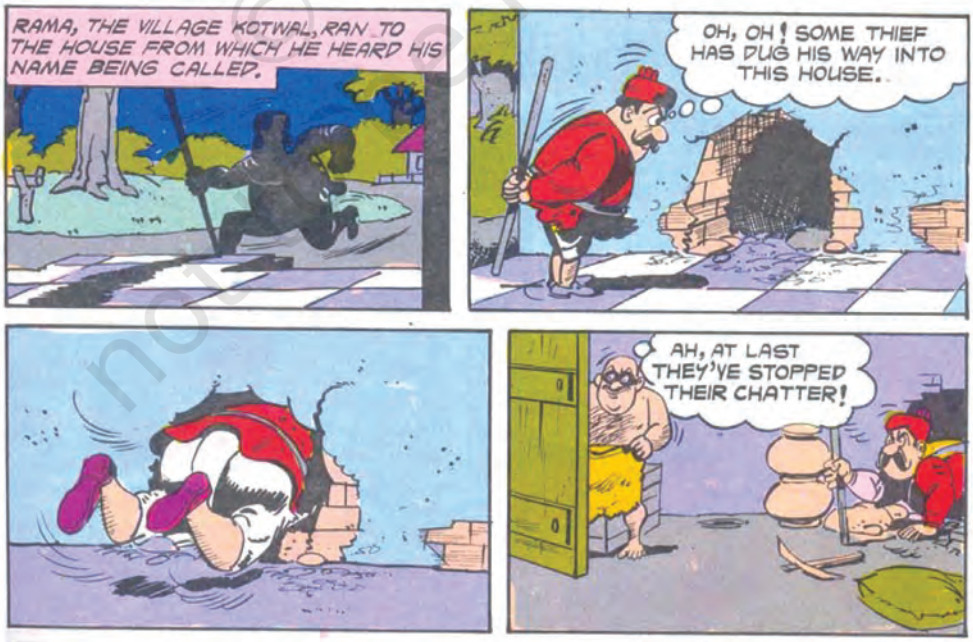


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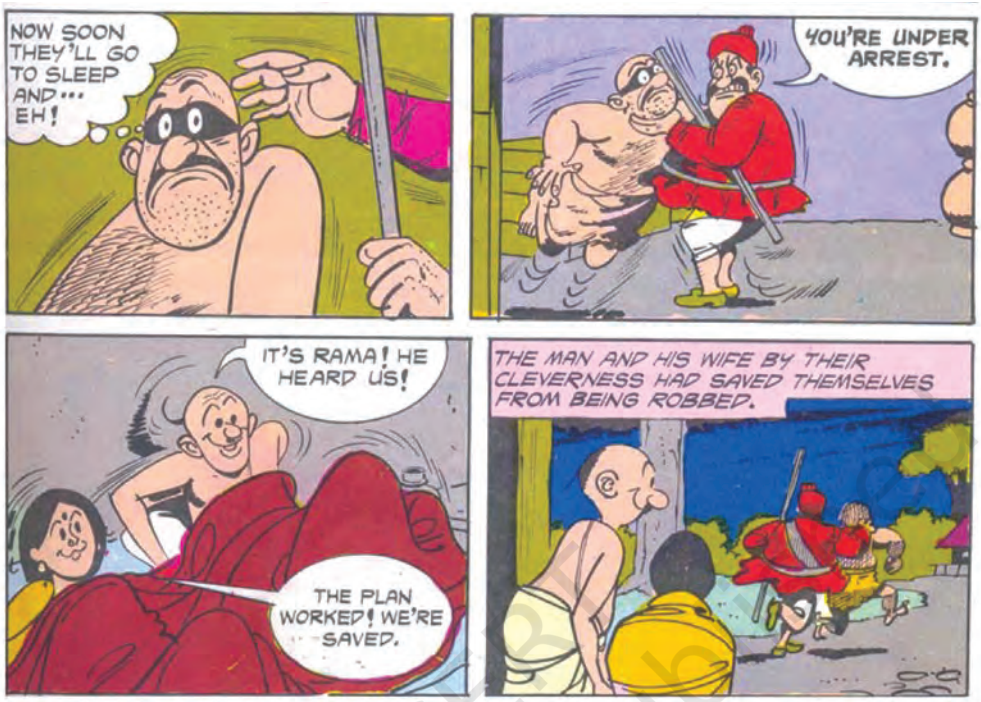


Let us discuss

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



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Amar Chitra Katha

Let us discuss

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

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

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II Fill in the boxes with suitable words as you read the story.

RAMA TO THE RESCUE

Main Characters	Setting	Other Characters

Problem	Solution



Let us think and reflect

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

1. *Man: What's the matter? What are you looking at?*
   Wife: Ssssh! Listen!
   Man: Somebody is trying to get in.
   Wife: I ... I think he has got in ... the noise has stopped.

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

   (ii) Choose the correct option.

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

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

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

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2. *Rama, the village kotwal, ran to the house from which he heard his name being called.*

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

   (i) Fill in the blank with the correct word from the given lines.

   The villagers caught the thief and took him to the _____.

   (ii) Choose the correct option.

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

   A. surprise B. anger C. pain D. happiness

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

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

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

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

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



Let us learn

I Study the highlighted words in the following lines.

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

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

Now, write the full words with the missing letter.

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

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

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

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

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

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

Now, choose the correct option.

The sentences 1–5 refer to actions that _____.

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

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

IV Fill in the blanks to complete the following sentences.

1. I _____ in Grade 6. [am + study + ing]
2. My friend _____ a story book. [is + read + ing]
3. We _____ a board game. [are + play + ing]
4. I _____ a new language. [am + learn + ing]
5. The teachers _____ in the staff room. [are + sit + ing]
6. My mother _____ food in the kitchen. [is + cook + ing]

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



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1. Govind and Anu _____ football.
2. Pema _____ flowers.
3. Anil _____ the score card.
4. The mother _____ a book.
5. The dog _____ to catch the ball.
6. The birds _____ in the sky.

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

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

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

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

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

warmly gracefully smoothly beautifully
funnily quickly hurriedly

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1. He solved the mathematics problem _____.
2. The car moved _____ along the highway.
3. The musician played the guitar _____.
4. Shobha danced _____.
5. Rohit left the house _____.

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

honestly	brightly	peacefully	sweetly
angrily	slowly	tirelessly	

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

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

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

(i) Sentence 1. expresses a feeling of _____. (tiredness/joy)

(ii) Sentence 2. expresses a feeling of _____. (wonder/relief)

(iii) Sentences 3. and 4. ask _____. (answers/questions)

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

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

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



Let us listen

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

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



Let us speak

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

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

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

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

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

II Discuss in pairs:

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

(i) To be safe from injury ☐

(ii) To keep family members and pets safe ☐

(iii) To stop accidents from happening ☐

(iv) To make sure they visit the doctor regularly ☐

(v) To stop robbery ☐

(vi) To pay the electricity bill ☐

(vii) To save money ☐

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

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

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

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

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Let us write

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

when .....

where .....

what .....

how .....

why .....

You may begin this way:

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



Let us explore

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

   Who will you call if ...

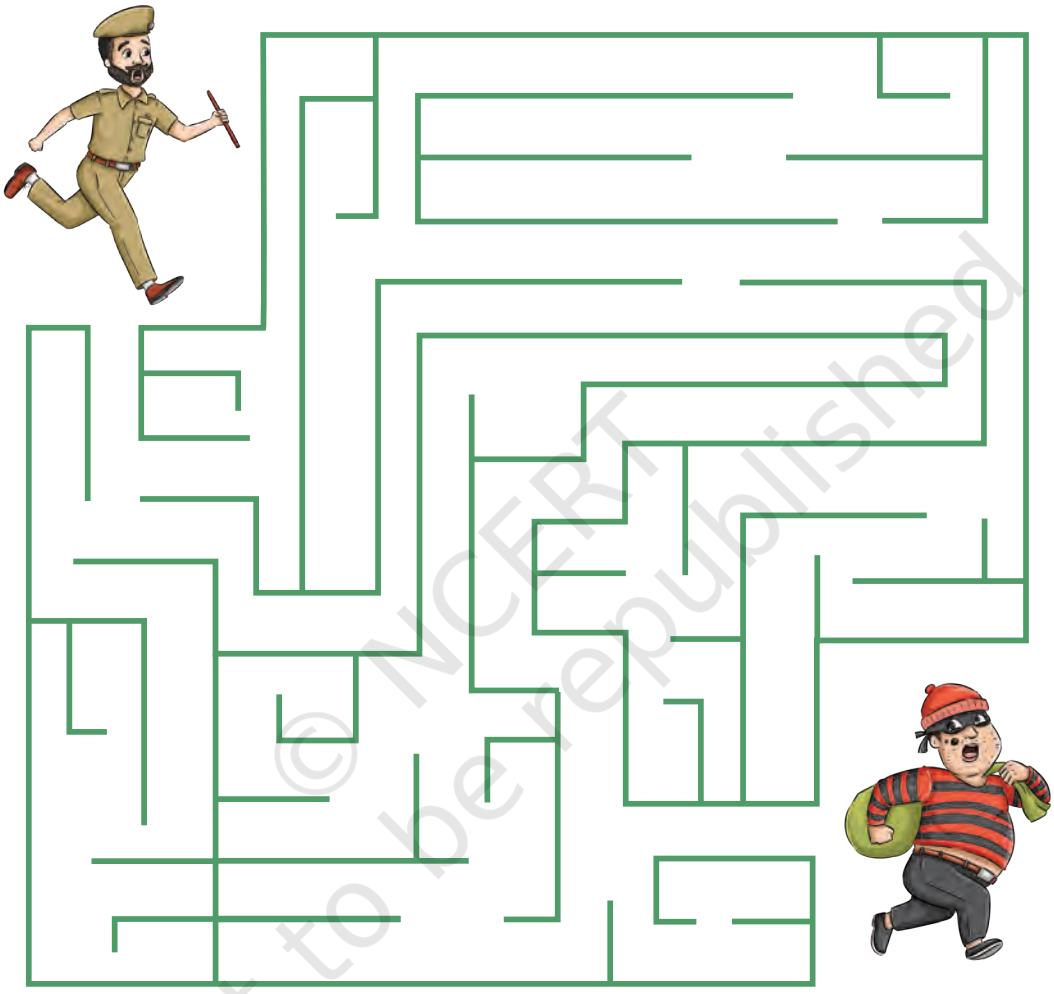
   - you see fire
   - you see someone getting hurt
   - you see a wounded animal
   - you see someone suspicious
   - you find a lost child
   - you get lost

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



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Transcript



Let us listen (*refer to page 10*)

A Bottle of Dew

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

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

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Transcript



Let us listen (*refer to page 18*)

The Raven and the Fox

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

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

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

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Transcript



Let us listen (*refer to page 32*)

Rama to the Rescue

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

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

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UNIT 2

FRIENDSHIP

THE UNLIKELY BEST FRIENDS

0673CH02

Let us do these activities before we read.

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

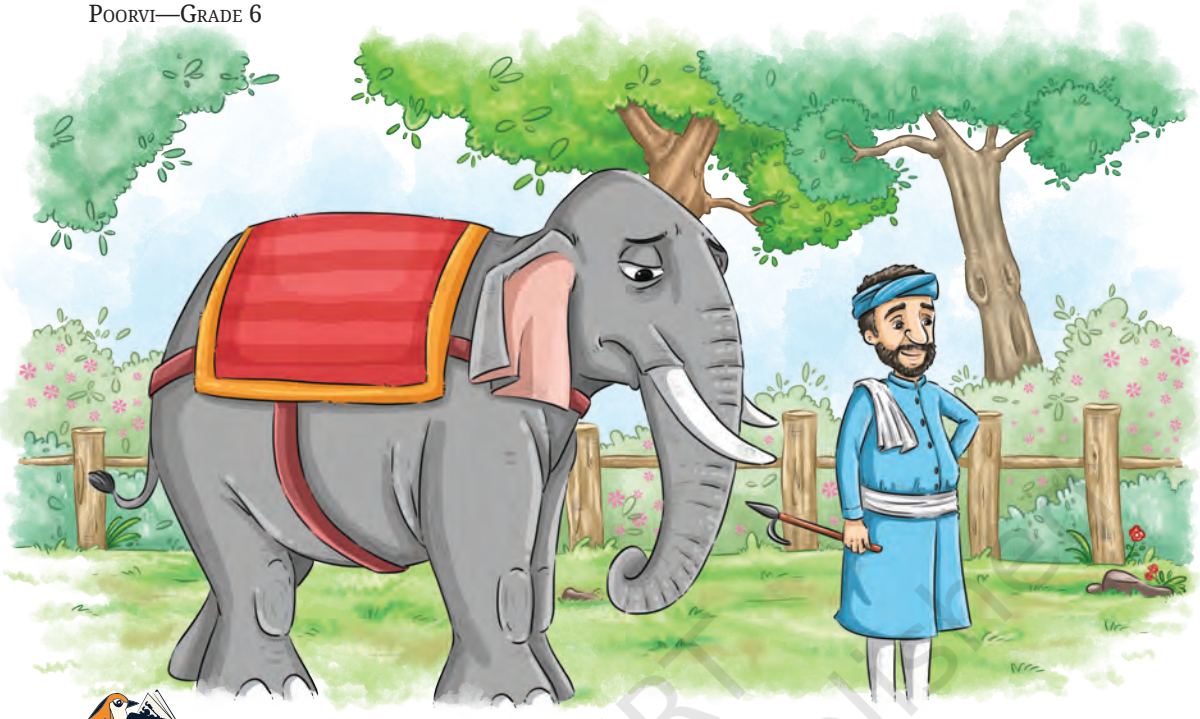
Now, complete the following sentences by writing in the shapes given below. Share your completed sentences with your classmates and teacher. One has been done for you.



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

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

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Let us read

I

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

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

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

booth: rectangular space

stables: living spaces for animals

interacted with: communicated with

strayed: came by mistake

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

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

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

munching: chewing
wagged: moved from side to side
convey: communicate

crumbs: small pieces of food
accompanied: went with someone
plunging: jumping in
trunk: long nose
splashed: threw
yelped: cried



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

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

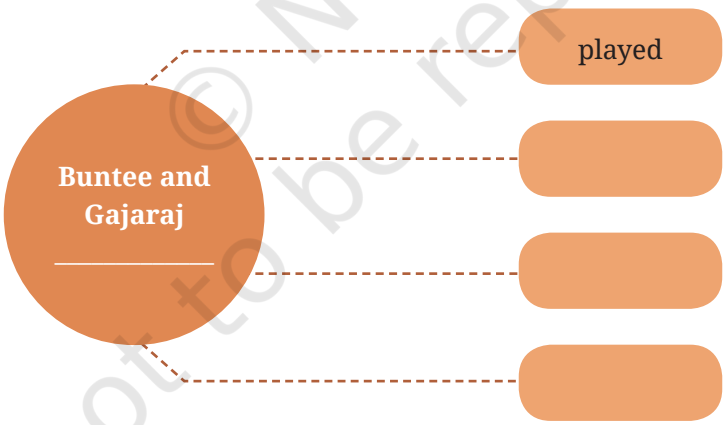
delighted: happy

hugged: held closely

disappeared: was not seen

Let us discuss

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



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

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II

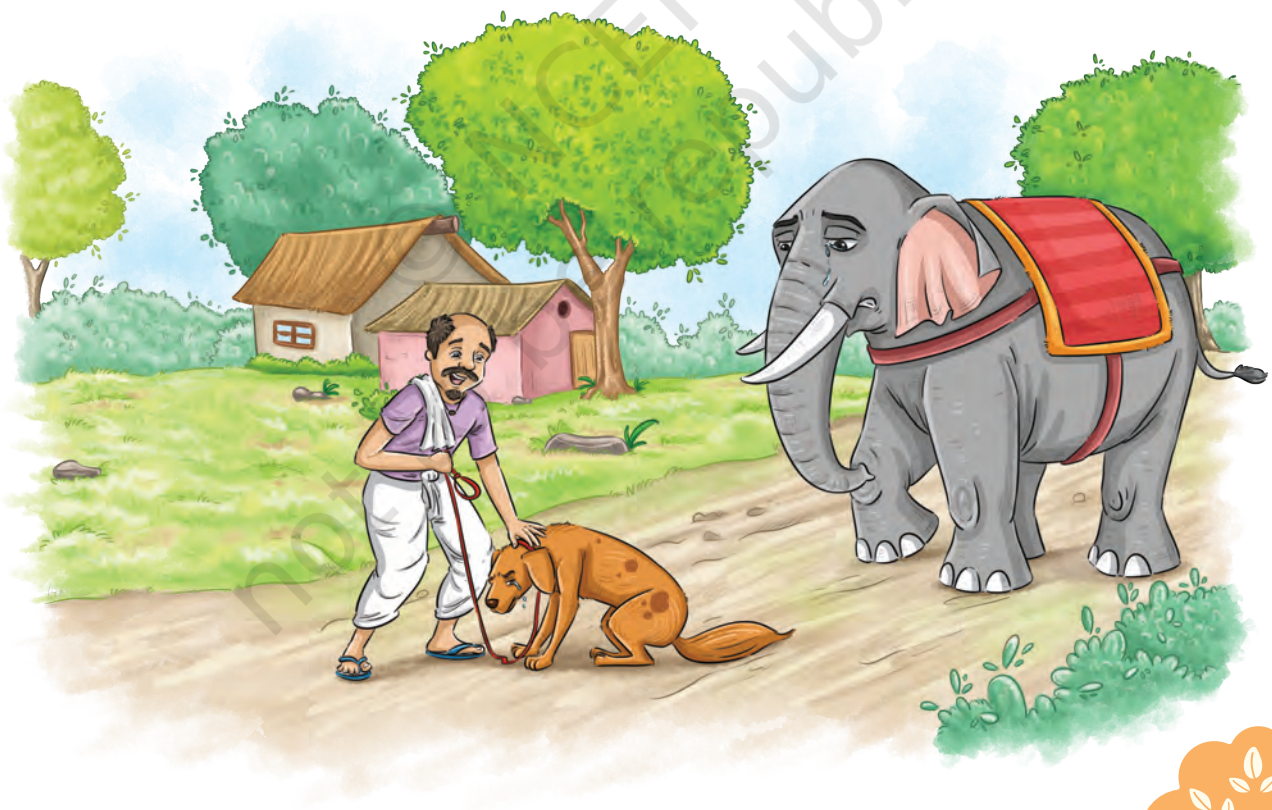
Only when the farmer pulled the rope did the dog realise that he was being taken away from his friend. He yelped, the elephant winced, but neither the farmer nor the mahout noticed that the two friends were in tears.

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

realise: understand

winced: shrunk back in pain or distress

chores: daily duties



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

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

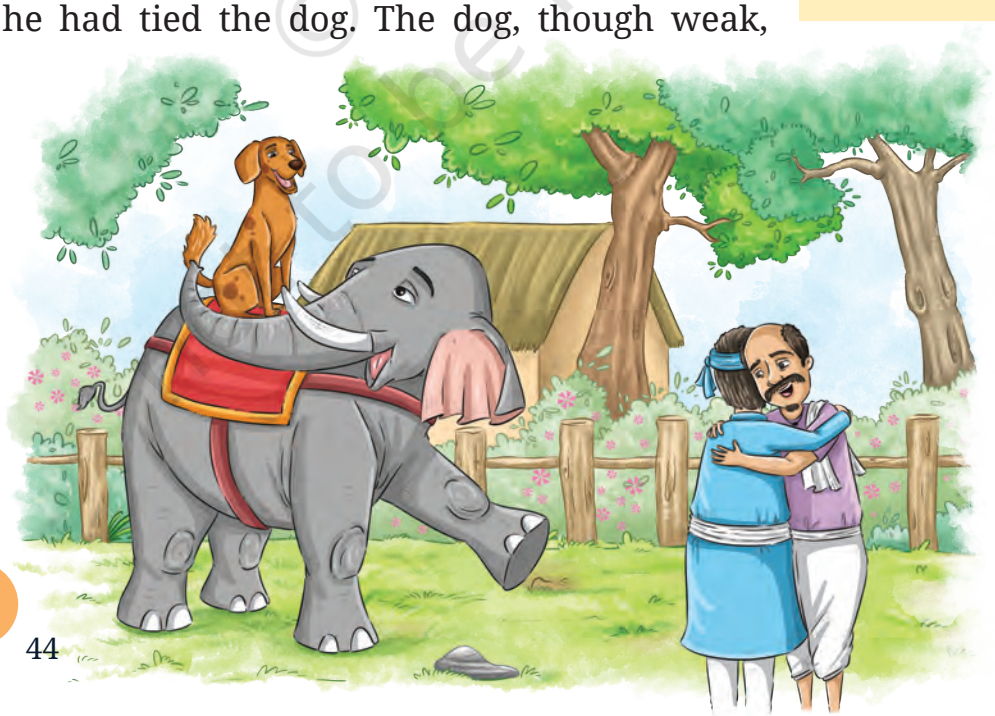
Meanwhile at the farmer's house, the dog had also not touched his food ever since he was brought home.

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

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

slight: a little
indigestion: upset stomach

tummy: stomach



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

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

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

SUBBA RAO

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sprang: jumped

joyous: happy
swing: move side to side or back and forth
relieved: thankful
satisfaction: happiness

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Let us discuss

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



Let us think and reflect

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

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

   (i) Complete with one word:
   mahout : kind : : Gajaraj : _____

(ii) The mahout was a good caretaker because he gave _____ to Gajaraj and a _____ in the pond.

(iii) What do you think is the difference between a friend and a caretaker?

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

(i) The farmer uses the word _____ to refer to the elephant.

(ii) How did the farmer know that Buntee was hungry?

(iii) Why did the farmer remove the rope with which he had tied Buntee?

(iv) Complete with one word:

Gajaraj : Buntee : : _____ : farmer

II Give two examples to show that Gajaraj was very happy to have a friend.

III How did the mahout come to know that Gajaraj was sad?

IV Why do you think Buntee licked the farmer's hand?

V What was 'unlikely' about the friendship of Gajaraj and Buntee?



Let us learn

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

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

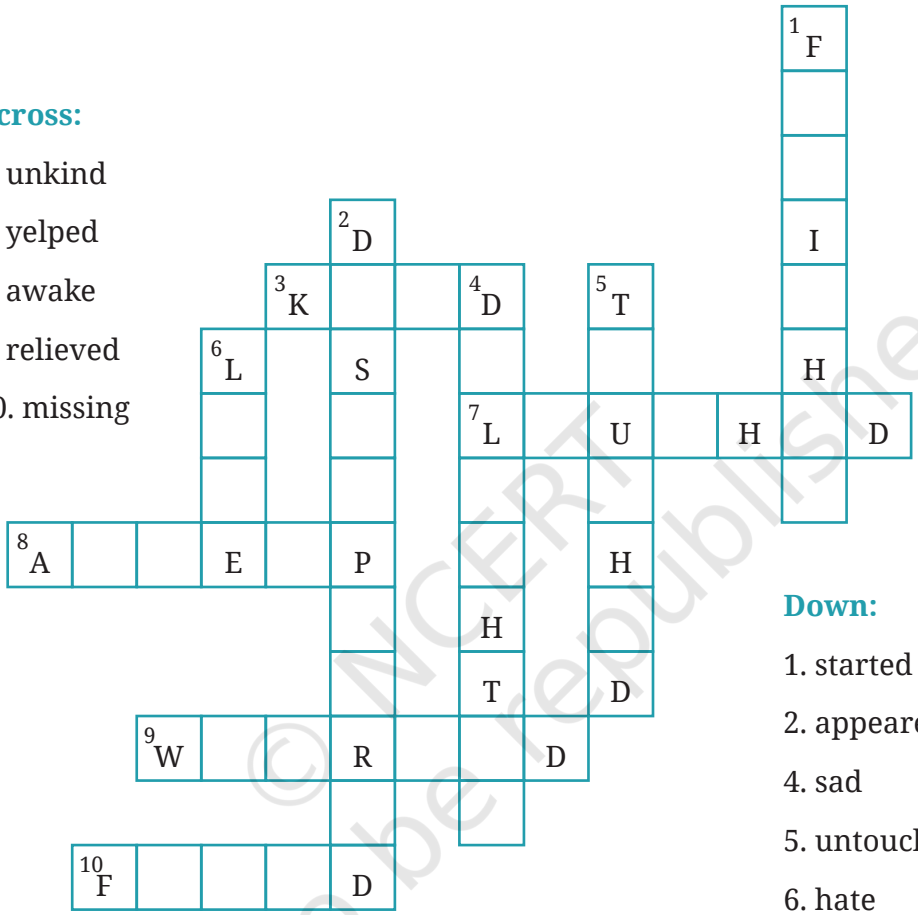
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We are opposites!

Across:

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



Down:

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

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

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

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

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

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

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

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

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

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

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

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

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



Let us listen

1. You will listen to a story about 'Unlikely Friends'. Use exact words from the story to fill up the missing details in the paragraph. (*refer to page 71 for transcript*)

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



Unlikely Friends

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

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



Let us speak

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

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

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

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

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Let us write

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

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



Let us explore

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

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

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A Friend's Prayer

Let us do these activities before we read.

I Read the following sentences.

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

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

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



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Let us read

May my friendships always be
The most important thing to me.

With special friends I feel I'm blessed,
So let me give my very best.

I want to do much more than share
The hopes and plans of friends who care;

I'll try all that a friend can do
To make their wishes come true.

Let me use my heart to see,
To realise what friends can be,

And make no judgements from afar,
But love my friends the way they are.



JILL WOLF

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Let us discuss

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

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Let us think and reflect

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

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

II Answer in **one** word only.

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

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

1. *I want to do much more than share*
   The hopes and plans of friends who care;
   I'll try all that a friend can do
   To make their wishes come true.

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

   These lines tell us that the speaker is _____.

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

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

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

   My friends will feel _____ if their wishes come true.

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2. *Let me use my heart to see,*
To realise what friends can be,
And make no judgements from afar,
But love my friends the way they are.

(i) The speaker says that feelings are important to understand friendship. Which line tells us this?

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

These lines tell us that the speaker is _____.

A. helpful B. thoughtful C. cheerful D. hopeful

(iii) Fill in the blank with **one** word.

The speaker does not wish to make any _____. She cares for them just as they are.

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

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

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

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



Let us learn

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

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

excited	grateful	understood	thankful	relaxed

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

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

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

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

III Think of any three of your friends. Write three sentences on why you like each one of them.



Let us listen

I You will listen to a talk about some outdoor activities that two friends spend their time doing. As you listen, answer the given question in one or two word(s) only. (*refer to page 72 for transcript*)

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

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

1.



2.



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3.



4.



5.



6.



Let us speak

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

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

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• Tell your friend that you like spending time with each other.	• Appreciate your friends' food and ask what other food items they like. • Thank your friends for sharing.

2. Create a new situation and have another conversation.



Let us write

Describe how your friendship with your friend started.

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



Let us explore

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

- "A friend in need is a friend indeed."
- "My best friend is the one who brings out the best in me."

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

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

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

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THE CHAIR

Let us do these activities before we read.

I Write two words that come to your mind when you think of friendship.

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

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

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

Meaning	Word
(i) a person with whom you do activities together	p __ r __n __ r
(ii) an informal word for friends	b __ __ d __ __ s

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

3. There are so many words for a friend. What do you call 'a friend' in your own language?



Let us read

I

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

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

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

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

"Take it. It's a very special chair. As it's invisible, it's rather tricky to sit on it. But if you take it to school and manage to sit on it, then

showed off: boasted

accepted: agreed to

readily: without any problem

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

invisible: impossible to see

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the magic will work and you'll be able to tell who your real friends are."

Let us discuss

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

II

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

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

determined: firm in decision

amazing: very surprising

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Mario tried sitting on the chair. Having difficulty seeing it, he missed and fell straight onto his backside. His classmates had a pretty good laugh.

"Wait, wait, just a slight technical problem," he said, trying again. But again, he missed the seat, causing more surprised looks and laughter. Mario wouldn't give up. He kept trying to sit on the magic chair and kept falling to the ground until, suddenly, he tried again and didn't fall. This time he sat, hanging in mid-air.

Then he finally experienced the magic that his grandfather had been talking about. Looking around, Mario saw Guneet, Asma, and Deepa–three of his buddies—holding him up, so he wouldn't fall. Meanwhile, many others

experienced: felt

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he'd thought of as friends had done nothing but made fun of him, enjoying each and every fall.

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

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



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Let us discuss

1. Mario successfully sat on the invisible chair on his first attempt. State whether True or False.
2. Fill in the blank with a suitable word.

   Mario's grandfather challenged him to a bet of _____.
3. Match the following characters with their action.

Guneet, Asma and Deepa	(i) held Mario up, so he wouldn't fall (ii) made fun of Mario's attempts



Let us think and reflect

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

1. *"Take it. It's a very special chair. As it's invisible, it's rather tricky to sit on it. But if you take it to school and manage to sit on it, then the magic will work and you'll be able to tell who your real friends are."*
   (i) Fill in the blanks with two words that describe the chair.

   The chair is _____ and _____.

   (ii) Why was it tricky to sit on the chair?

   (iii) Why does Mario's grandfather call the chair 'special'?
2. *"Wait, wait, just a slight technical problem," he said, trying again. But again, he missed the seat, causing more surprised looks and laughter. Mario wouldn't give up.*
   (i) Fill in the blank with a suitable reason.

   Mario says there was a technical problem because _____.

   (ii) Mario's friends were very caring and helpful. State whether True or False.

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(iii) Choose the correct option to complete the sentence.

Mario wouldn't give up. This shows he is _____.

A. strong-willed C. loving
B. supportive D. hard-working

II Answer the following questions.

1. What was the bet about?
2. What happened when Mario sat on the chair for the first time?
3. How was Mario able to find his real friends?
4. Do you think the magic chair test was good? Why do you say so?
5. What does 'friends for life' mean to you?
6. The grandfather's idea helped Mario find his 'real friends'. Mention any other way that would help you find out who are your 'real friends'.



Let us learn

I Read the following words from the text.

friendly suddenly talking carrying called showed

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

Column A	Column B
1. friend	ly
2.	
3.	
4.	
5.	
6.	

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

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

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

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

III Read the following lines from the story.

Mario, brave and determined, took the strange invisible chair ...

You have already described the chair. Now, describe what kind of a person Mario is in the image given below.

[Use words from the story. You may also use words of your own.]



Mario

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

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

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

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

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

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

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Let us listen

You will listen to Manu talk about her friend, Monika. As you listen, fill in the blanks with words that you hear. (*refer to page 73 for transcript*)

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

You will listen to the girl once again.



Let us speak

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

loving honest kind caring loyal polite
respectful team-worker understanding

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

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

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

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

If my friend is ... then ...

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Let us write

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

Dear Deepa,

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

Best wishes,
Mario

Dear Asma,

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

Best wishes,
Mario

1. Now, choose the correct word given in brackets to complete Mario's message to Guneet.

   Dear Guneet,

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

   Best wishes,
   Mario

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

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Let us explore

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

   F _____

   R _____

   I _____

   E _____

   N _____

   D _____

   S _____

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

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

After gathering responses:

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

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Transcript



Let us listen (*refer to page 49*)

The Unlikely Best Friends

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

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

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Transcript



Let us listen (*refer to page 56*)

A Friend's Prayer

Hello!

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

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

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Transcript



Let us listen (*refer to page 68*)

The Chair

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

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

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Let us ponder

Save Water

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

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







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



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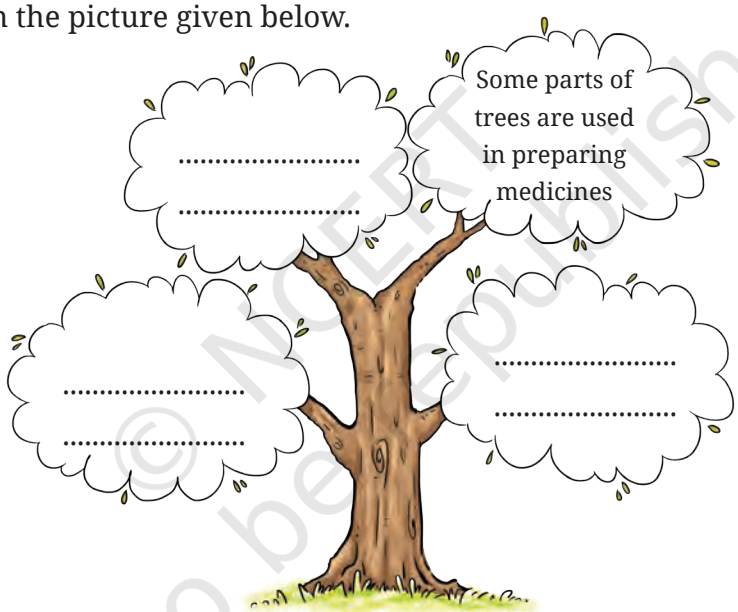
UNIT 3

NURTURING NATURE

NEEM BABA

Let us do these activities before we read.

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



II Neem is a common tree in our country. Discuss in groups of four and fill Columns 1 and 2 with what you know about the neem tree and what you want to know.

Column 1. What do you know?	Column 2. What do you want to know?
•	•
•	•
•	•
•	•

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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.



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?

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

Amber : Really?

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

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

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

thought-provoking: interesting

grace: blessing

Let us discuss

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

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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.

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 causes 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

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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

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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

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Let us discuss

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

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Let us think and reflect

I You just read about the neem tree. Write any two facts that surprised you the most.

II Complete the following sentences.

1. Amber played in the shade of _____.
2. Neem seed powder protects crops from _____.
3. _____ is a cost-effective method to stop mosquitoes from breeding in stagnant water.
4. One reason why doctors advise us to use neem leaves for someone suffering from measles is _____.

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

IV Why is the story of neem tree thought-provoking?



Let us learn

I Study these words from the text.

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

Put the compound words given above in their trees.

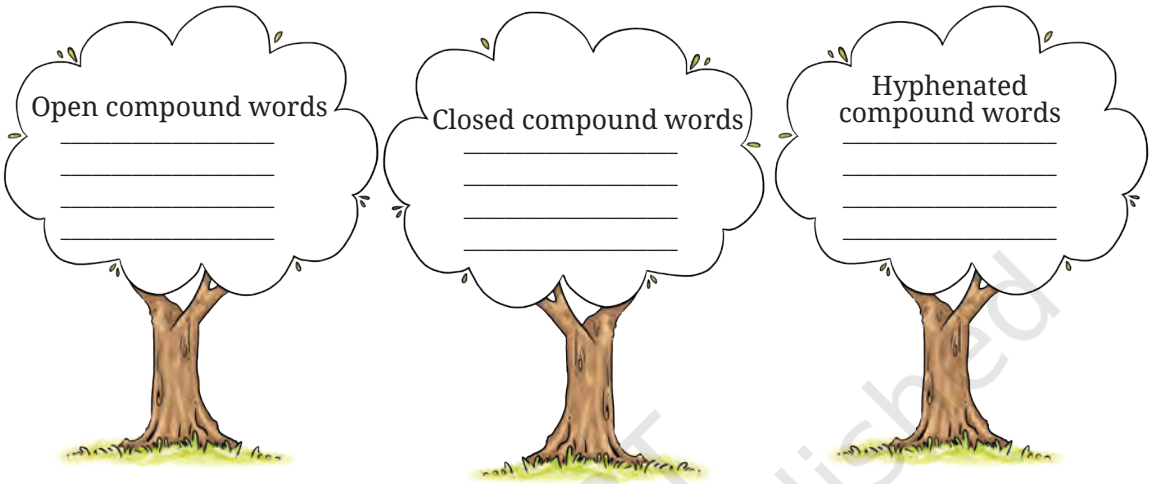
These words are known as compound words. There are three types of compound words, based on how the words are separated.

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

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You may add some more words:



II 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	(i) made	1. (iv)	I want to become a teacher when I grow up.
2. find	(ii) gave		
3. make	(iii) told		
4. discover	(iv) became		
5. tell	(v) found		
6. give	(vi) discovered		

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III 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 101 for transcript*)

1. The mother was surprised to know that Peepal Baba had planted trees all over the country.
2. The mother disliked the work being done by Peepal Baba.
3. The mother wanted to know more about Peepal Baba.
4. The boy decided to take care of trees by listening to Peepal Baba's journey.
5. 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.

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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							

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What a Bird Thought

Let us do these activities before we read.

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

Think of a time when you worked hard. What did you do then?

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

Also, discuss in groups.

II Where do you see birds? What do you see the birds doing?

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

IV What does a baby bird think about its world?

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



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

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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

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Let us discuss

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

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

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

1. 
2. 
3. 
4. 

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

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

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

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Let us think and reflect

I Write whether the following sentences are True or False.

1. The bird changed its house two times.
2. The neighbours tell the bird about the world.

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

1. *I thought the world was made of straw,*
   And nestled by my mother.
   (i) Who lived in the nest along with the baby bird?
   (ii) Complete the following by choosing the correct option.
   The bird thought the world was made of straw because _____.
   A. it lived in a straw hut
   B. its nest was made of straw
   C. its mother fed straw to it
   D. there was straw all around
   (iii) Which word tells us that the baby bird was warm and comfortable?
2. *I said the world is made of leaves,*
   I have been very blind.
   (i) Why did the bird think the world was made of leaves?
   (ii) What does the set of words 'I said' mean?
   A. flew B. shouted C. spoke D. cried
   (iii) Fill in the blanks to complete the sentence.
   The bird felt that it had been very blind because it could not __ __ __ the leaves from __ n __ __ __ e the nest.

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

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

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

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

Let us learn

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

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

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



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

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

Read a few more describing words.

pointed	green	thin	brown
small	wooden	hanging	round

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



1. .....
2. .....
3. .....
4. .....
5. .....
6. .....



Let us listen

You will listen to a short poem. As you listen, fill in the missing words. You can listen to the poem more than once. (*refer to page 102 for transcript*)

I'm a parrot, my name is Paro,

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

In the morning, I spread my wings,

___ ___ ___ around and see wonderful things.

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

To places old and places new.

Among the ___ ___ e __ ___, where the breeze is light,

Many new s t __ __ __ ___ s, oh, what a sight!



Let us speak

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

- Which bird are you? [I am .....]

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



Let us write

I Read how the bird perceived its world.

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

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

1. a baby 2. a fish

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



Let us explore

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

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

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

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

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



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Spices that Heal Us

Let us do these activities before we read.

I 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.

1. _____ 2. _____ 3. _____

II 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

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III 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.

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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

I 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.*'

1. Where exactly in the kitchen did her grandmother find the cures?
2. Give one example of weather-related common illnesses.
3. What kind of relationship did the speaker have with her grandmother?

II Fill in the blanks to complete the sentence.

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

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

1. Turmeric
2. Fennel seeds
3. Ginger
4. Black pepper

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

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

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

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

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Let us learn

I 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				

II Read the sentences given below.

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

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

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

Column A Helping verbs	Column B Functions
(i) may	A. past habit
(ii) should	B. suggestion
(iii) can	C. compulsion
(iv) must	D. advice
(v) need to	E. ability
(vi) used to	F. necessity

2. 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.

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Let us listen

You will listen to the benefits of *Tulsi* (Holy Basil), a common herb. As you listen, complete the fact sheet given below. (*refer to page 102 for transcript*)

THE WONDER HERB		
1. Name	*Tulsi*	Family: _____
2. First found in	_____	
3. Now found	everywhere in India	
4. Known as	The _____ of herbs	
5. Can decrease levels of	_____ and cholesterol	
6. Used to treat disorders of	breathing and _____	
7. Is used to make	mouth wash and _____	
8. We can have *Tulsi* leaves by	eating them _____ or adding them while making _____	

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.

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Use the headband while introducing yourself as the spice.

3. Mention the following while speaking.
   - your name
   - colour
   - taste
   - part of the plant
   - texture
   - benefits



Let us write

I 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

Natural Cures for Cough

1. To prepare this home remedy, you just need ginger and honey. First, take _____, grate it and take the juice from it. Take about two teaspoons of this juice and add about two and half teaspoons of honey to it. Mix it properly. Warm _____ slightly on very low heat for a minute. Then _____ about three to four times a day to get relief from cough. Have patience to see the effect as natural cures _____ with ginger and honey might take some time to show results.
2. 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.

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



Let us explore

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

1. When your tummy felt funny I was used by your granny I made you fit and fine And brought back your smile. Who am I? _____	2. I come from under the ground Thousands of years, I've been around. For cooking you use me daily From cold I can cure you surely. Who am I? _____

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

1. Brownish- _____ in colour, and _____ to taste, I help everyone, to _____ their weight. Who am I? Ans: Fenugreek (*methi*)	2. _____ _____ _____ _____

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

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Transcript

Let us listen (*refer to page 83*)

Peepal Baba

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

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

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

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

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

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

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

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

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

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

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

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

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Transcripts

Let us listen (*refer to page 90*)

What a Bird Thought

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

(*refer to page 98*)

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.

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UNIT 4

SPORTS AND WELLNESS

0673CH04

CHANGE OF HEART

Let us do these activities before we read.

I Which games or sports do you play?

II Read the questions given below. Talk about them and make a list.

1. Which games or sports do you play for fun?
2. Which games or sports do you play for competition?

III How do you feel when you win or lose?

IV Work in pairs. Tick the correct meaning of the following:

1. friendly matches
   (i) matches played to win a trophy
   (ii) matches played without competition
2. opponent
   (i) someone who you compete with
   (ii) someone you want to be a partner with
3. tally of marks
   (i) final marks on a report card
   (ii) record of points in a game/match
4. sporting spirit
   (i) following all the rules in a game
   (ii) being fair and respecting each player in a game

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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

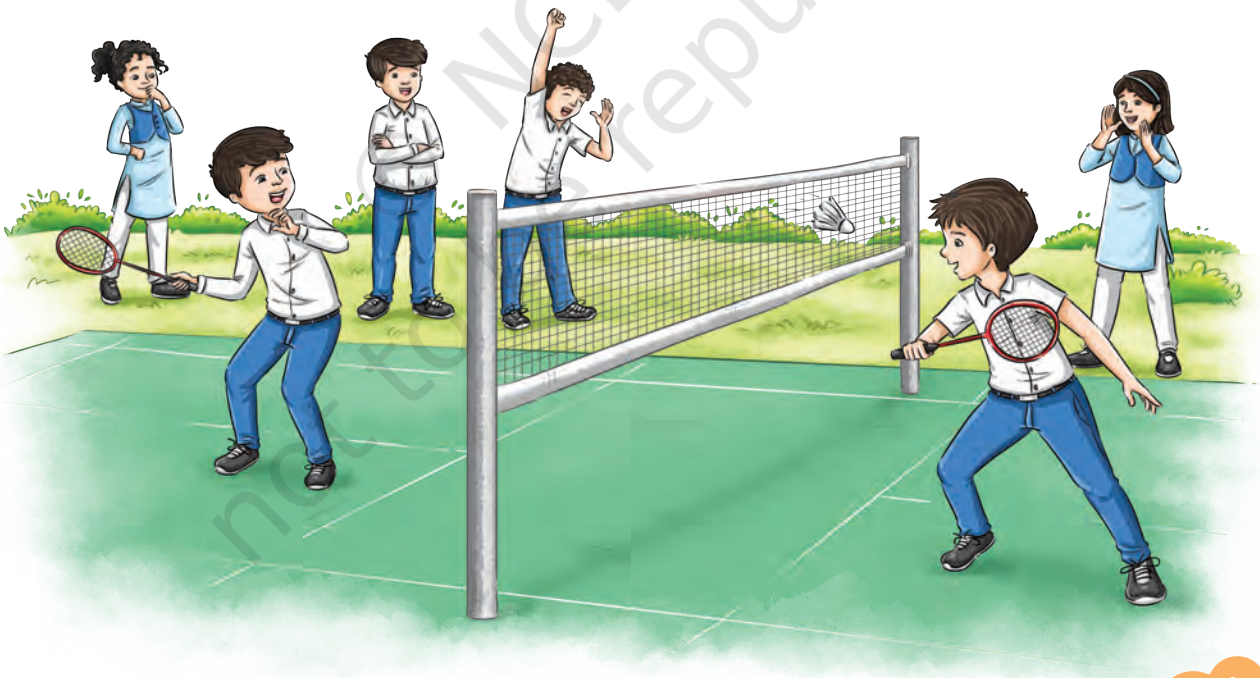
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whole time, smiling and cracking jokes about all sorts of things. But on Friday, at the badminton court, Surya was a real phenomenon. He won points again and again, laughing and joking all the time. However, Surya was paying so little attention to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



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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



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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

Let us discuss

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

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Let us think and reflect

I Read the lines given below and answer the questions.

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

   (i) Complete the sentence suitably.

   Prabhat would play a game only if _____.

   (ii) Which game was Prabhat good at playing?

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

   This behaviour of Prabhat tells us that he was _____.

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

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

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

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

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

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

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

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II Answer the following questions.

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



Let us learn

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

1. BADMINTON	BAD	ADMIN	MINT	IN	TON	ON
2. PHENOMENON						
3. BASKETBALL						

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

II Read the following sentences and circle the verbs.

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

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III 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 FIRST ACTION (OLD)	Column B 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**.

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

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



Let us listen

I You will listen to an announcement. As you listen, circle the pair that was chosen to play chess. (*refer to page 128 for transcript*)

Rima - Dhiraj Gita - Hitesh Sarita - Nupur

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II 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.

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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. • I apologise. I was out of line.	• I'm sorry, that was my fault.
For being grateful/thankful	
• Thank you. It means so much to me that you ...	
• I truly appreciate your help with ... Thank you.	
• I wish to thank you from the bottom of my heart because you ...	



Let us write

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

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

I won the match	*I 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*

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Saturday
17 August 20XX 8:00 p.m.

Today, I defeated Surya in a badminton match but 1. _____. He was playing very well and was getting the points easily. I was sure that 2. _____. So, when everyone was laughing at a joke he cracked, 3. _____. No one noticed the change and 4. _____. What surprised me the most was that he said 5. _____ and we should play again. How could he be so relaxed after losing a match? He should have been sad if not crying over his loss!
Though 6. _____, I did not enjoy as I usually do. It really disturbed me that 7. _____ about losing the match. It is still bothering me. Is it because I changed the score? I do not understand myself.
Let me sleep now. I feel that it may make me feel better.
Goodnight!

Let us explore

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

Deepika Kumari

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



Deepika Kumari

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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

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The Winner

Let us do these activities before we read.

I Look at this picture.



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

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

I go to ...

I play with ...

The place I go to for playing ...

I like playing ...

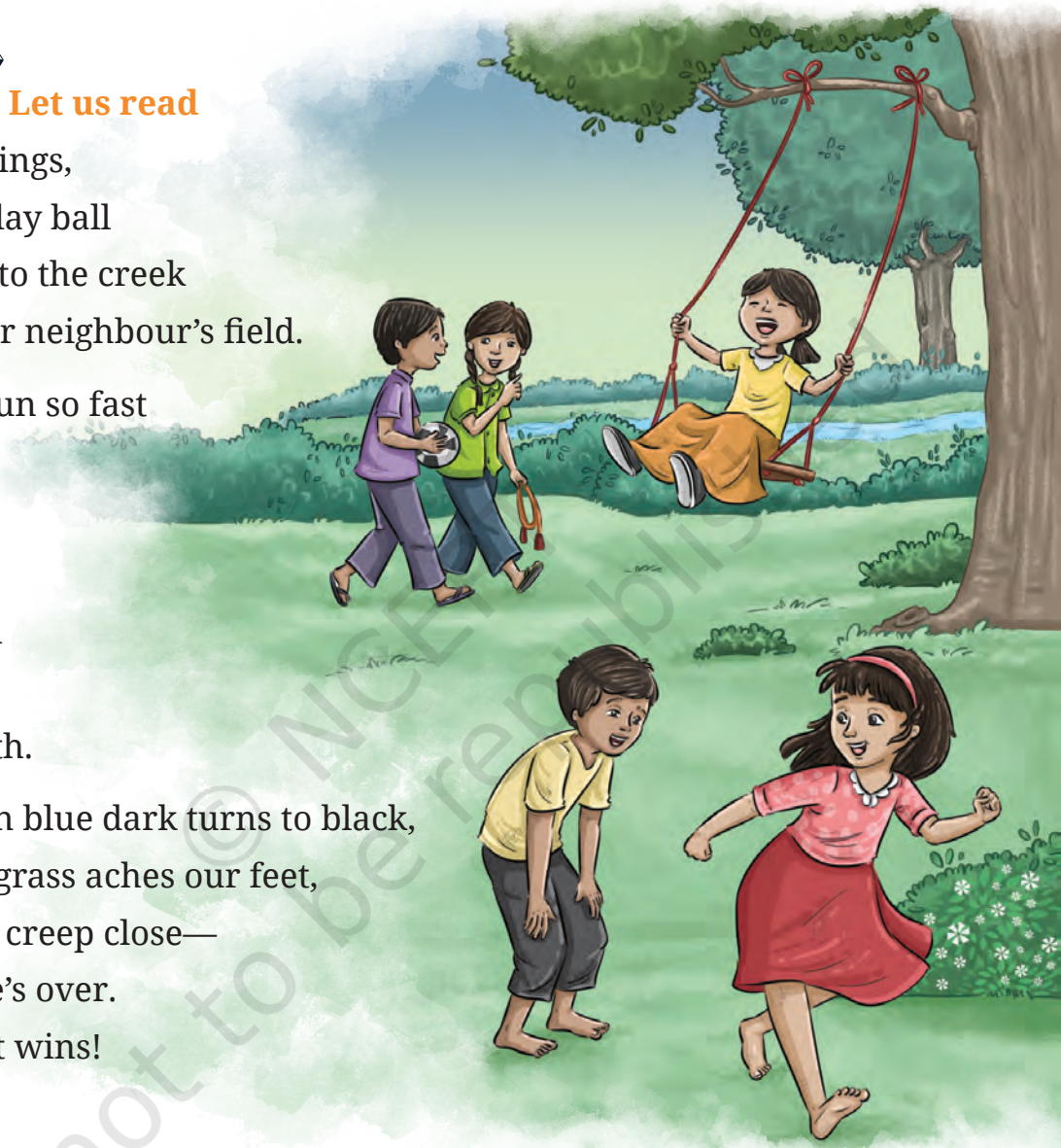
Sometimes I come back ...

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

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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

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Let us discuss

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

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

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

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



Let us think and reflect

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

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

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

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

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

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

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

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

(ii) Complete the sentence suitably.
The children's feet are aching because_____.

(iii) Why does 'Night' win?
Night wins because the _____.

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



Let us learn

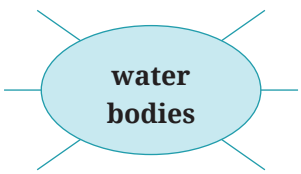
1. Read the information given in the table and see what the poet has done in the poem 'The Winner'.

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

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

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





Let us listen

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

Riddle	1	2	3	4
Sport				

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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.

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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.

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



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

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Here are some of the benefits of yoga—

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

endurance: capacity to continue without giving up

anxiety: worry

boost: increase

Yoga promotes a sense of overall well-being. This is the reason why the benefits of practising yoga are internationally recognised. The World Health Organisation (WHO) on 20 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 practise.

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हठस्य प्रथमाङ्गत्वादासनं पूर्वमुच्यते।
कुर्यात्तदासनं स्थैर्यमारोग्यं चाङ्गलाघवम् ॥१९॥

haṭhasya prathamāṅgatvādāsanam pūrvamuchyate
kuryāttadāsanam sthairyamārogyaṃ chāṅgalāghavam

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

Source: Haṭha Yōga Prad̄ipikā

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



Let us think and reflect

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

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Let us learn

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

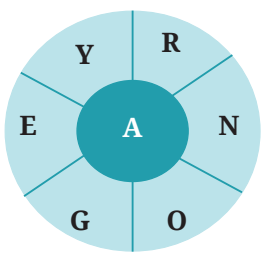
The app (WHO mYoga) contains a collection of video and audio files to teach and support yoga ***practice****. The aim was to have an easy-to-use and free tool for people across the world to encourage them to* ***practise*** *yoga.*

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

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

1. Complete the sentences given below by filling in the blanks with correct use of practice (as a noun) or practise (as a verb). Share the answers with your classmates and the teacher.
   (i) It is important to have a regular _____ of stretching every morning to stay flexible.
   (ii) I _____ Yoga every day to keep my mind and body healthy.
   (iii) The teacher said, you can join the school hockey team but it requires a lot of _____ to improve your skills.
   (iv) Our athletics coach asked us to _____ running on grass to strengthen our grip while running.
   (v) I _____ deep breathing exercises when I feel stressed to calm myself down.
   (vi) Developing a good habit of eating fruits and vegetables should be a daily _____.
2. 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.

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



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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 129 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 practise has kept him strong.	
7. The girl wishes to learn *asanas* over the weekend.	



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 ... • My favourite thing about yoga is ... • I feel _____ after a yoga session because ... • The one thing in yoga that I want to practise is _____ because ...	• I wish to practise yoga because ... • I hope that once I begin practising yoga, I ... • The kind of exercise I want to try in yoga is _____ because ...

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

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Let us write

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

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



Let us explore

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

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

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

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

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Transcript

Let us listen (*refer to page 110*)

Change of Heart

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

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

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

Good luck!

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

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Transcript



Let us listen (*refer to page 125*)

Yoga–A Way of Life

Namaste everyone!

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

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

Wish me luck!

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

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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?



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Unit 5

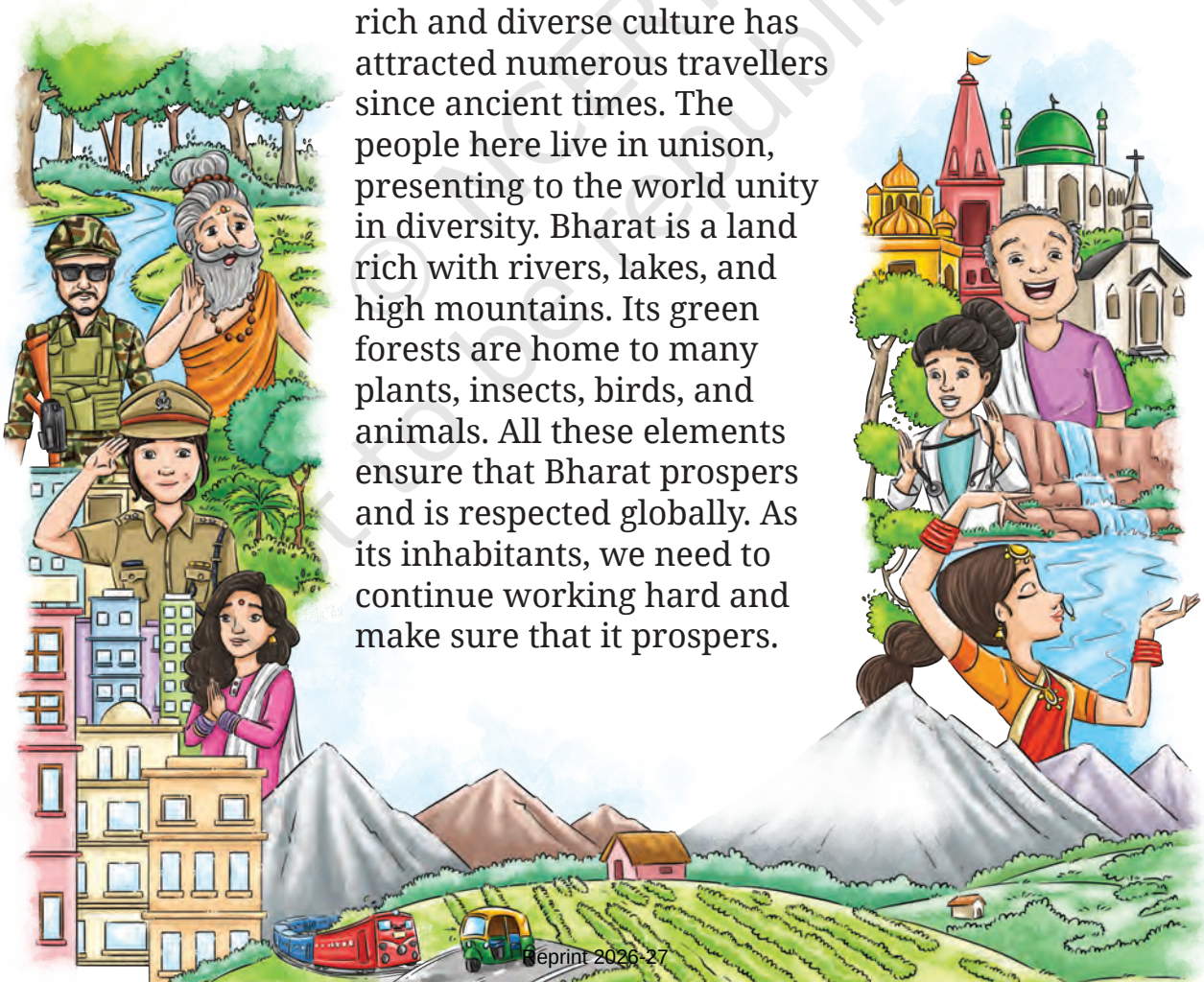
Culture and Tradition

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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.



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Let us discuss

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

Kalakritiyon ka Bharat

Let us do these activities before we read.

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

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



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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."

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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.

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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

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

geru: red clay used as colour

carve: to make design with sharp tool

scrap: small unwanted pieces

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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

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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

I Fill in the blanks to complete the following sentences.

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

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

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

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

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Let us learn

I 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

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

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

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

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Let us listen

I Listen to the description of *gakkad bharta* and complete the notes given below. (*refer to page 162 for transcript*)

Gakkad Bharta

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

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

1	To make *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 ...

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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.



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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.



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The Kites

Let us do these activities before we read.

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

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

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

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

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

windy kite flying birds sky looking has ribbons

1. I can see _____, _____ and _____ in the picture.
2. The weather in the picture is _____.
3. The kite is _____ high in the sky.
4. The child is _____ from below.
5. The tail of the kite _____.



IV Now, think and answer.

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

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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

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Let us discuss

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

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

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II Complete the following sentences.

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

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

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

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

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The poet uses **simile** in 1 and 2 to compare the kites with coloured birds and the quality of being light as air. The poet uses 'like' and 'as' to compare.

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

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

Stanza 1

Which consonant sound do both words begin with?

Stanza 3

Which consonant sound do both words begin with?

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

Create 4 other sets of words using alliteration.

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

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



Let us think and reflect

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

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

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

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

(i)



(ii)



(iii)



(iv)



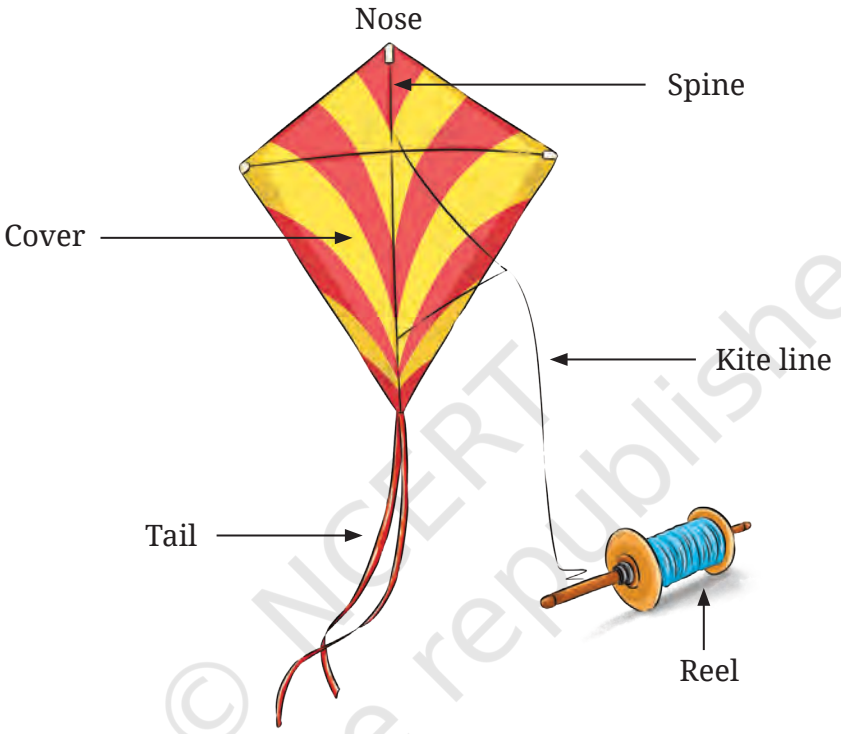
II Answer the following questions.

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

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Let us learn

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



Now, complete the given conversation by filling the blanks with some 'parts of a kite' 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** _?

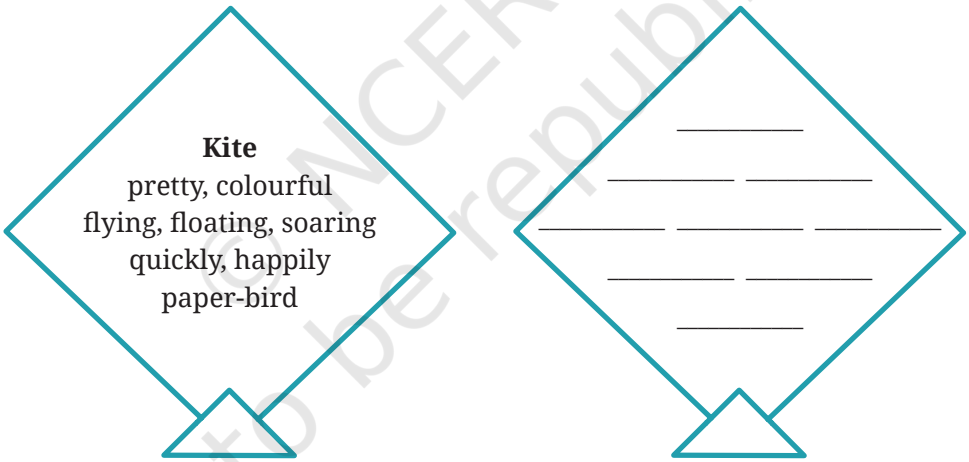
Bina : Wonderful! Thanks for letting me know. Let's go and fly our pretty kites.

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

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



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

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

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

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

   slow fast quick upward

   downward round and round float

2. Study some other words about the kite’s movement and share what type of movement they show. You can look at 1 for the type of movement.

   glide dive soar swoop circle

IV The poet has used expressions like—

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

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



Let us listen

Listen about the Kite Festival in India. As you listen, circle the words that are **not** correct. Then, listen again and write the correct words. (*refer to page 163 for transcript*)

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

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6. The Punjab region celebrates *Basant Panchami* and *Baisakhi* by flying kites.
7. People of India also enjoy flying kites on Earth Day.



Let us speak

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



Let us write

1. Imagine yourself as a kite. In pairs, first discuss all the following hints.
   - What shape of kite are you? What colours do you have? What other parts of yourself are you happy about?
   - Where are you? Who do you belong to? What activities do you do? Who are your friends?
   - Do you have any message for humans?
2. Now, write a paragraph of about 100 words, with the title—**I am a Kite.**

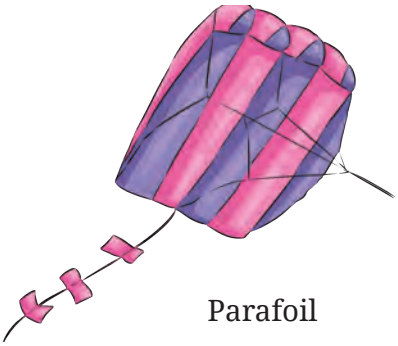


Let us explore

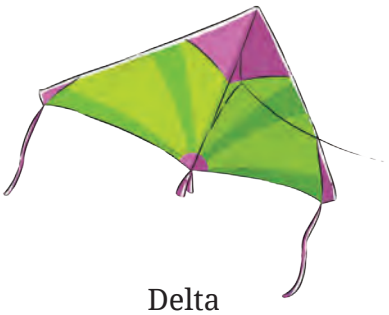
I The mention of kites exists in ancient Indian texts. It can be found in the poetry of the thirteenth-century Marathi saint and poet, *Namadeva*. In his poems or *gathas*, he called a kite a *gudi*, and there is a mention that the kites were made from *kaagad* (paper).

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

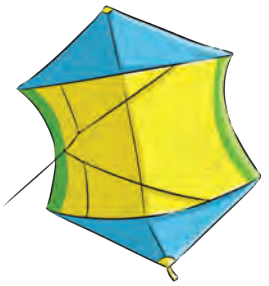
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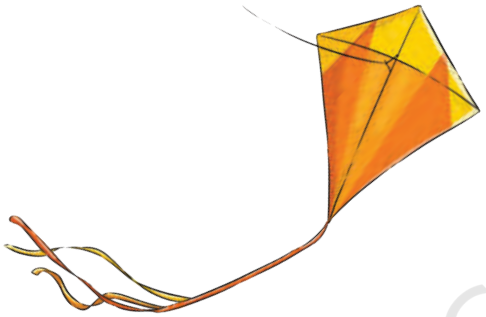
Parafoil



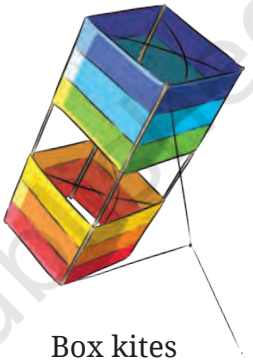
Delta



Rokkaku



Diamond-shaped kite



Box kites

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

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Ila Sachani: Embroidering Dreams with her Feet

Let us do these activities before we read.

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



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

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

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

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



Kathiawar embroidery

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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

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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

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

popularity: fame



Kachhi embroidery

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Let us discuss

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

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

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Let us think and reflect

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

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

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

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

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

3. Complete the following with a suitable reason.

   Ila could not draw figures on the slate because _____.

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

III How did 'new independence' help Ila?

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

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

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

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



Let us learn

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

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

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

Example: display – E D I H (H I D E)

1. tiny – E G H U (H __ __ __)
2. wonderful – R E E B L I T R (T __ R __ __ B ___ E)
3. quiet – I Y N S O (N __ __ __ __)
4. task – S I A E M T P (P __ S T __ __ E)
5. tough – SEYA (E __ __ __)

Use these antonyms in sentences of your own.

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

- You will see **lots of** bright colours.
- There are **many** lovely things like cushions and bedcovers.
- They taught her to create **many** beautiful patterns using her feet!
- She learned **many** styles.
- She received **many** awards.

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1. The highlighted words tell us about the quantity. Choose what the words show.

   (i) Unmentioned quantity

   (ii) Large quantity

2. Let us now understand what words of quantity tell us.

   Fill in the blanks to complete an example for each word of quantity. Hints are given in the brackets.

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

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



Let us listen

You will listen to a talk about *Kathiawar* embroidery. As you listen, circle the correct option. (*refer to page 164 for transcript*)

1. Form
   (i) old
   (ii) new

2. Colours
   (i) soft
   (ii) bright

3. Stitches
   (i) running stitch
   (ii) chain stitch

4. Seen on
   (i) children's caps
   (ii) pants

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5. Things used
   (i) small mirrors
   (ii) shapes of buttons
6. Designs
   (i) elephants and horses
   (ii) squares and triangles



Let us speak

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

1. Look at two examples.

   Where were you born? ↘ Did you go to school? ↗

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

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



Let us write

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

  Now, write a paragraph describing the artwork that you have created. Give a suitable title to your paragraph.



Let us explore

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

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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.



National War Memorial



Amar Jawan Jyoti

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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.

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Transcript



Let us listen (*refer to page 138*)

Kalakritiyon ka Bharat

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

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

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Transcript



Let us listen (*refer to page 148*)

The Kites

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

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

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

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

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

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Transcript

Let us listen (*refer to page 158*)

Ila Sachani: Embroidering Dreams with her Feet

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

Thank you!

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

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