POORVI

Textbook of English for Grade 6

Part - I

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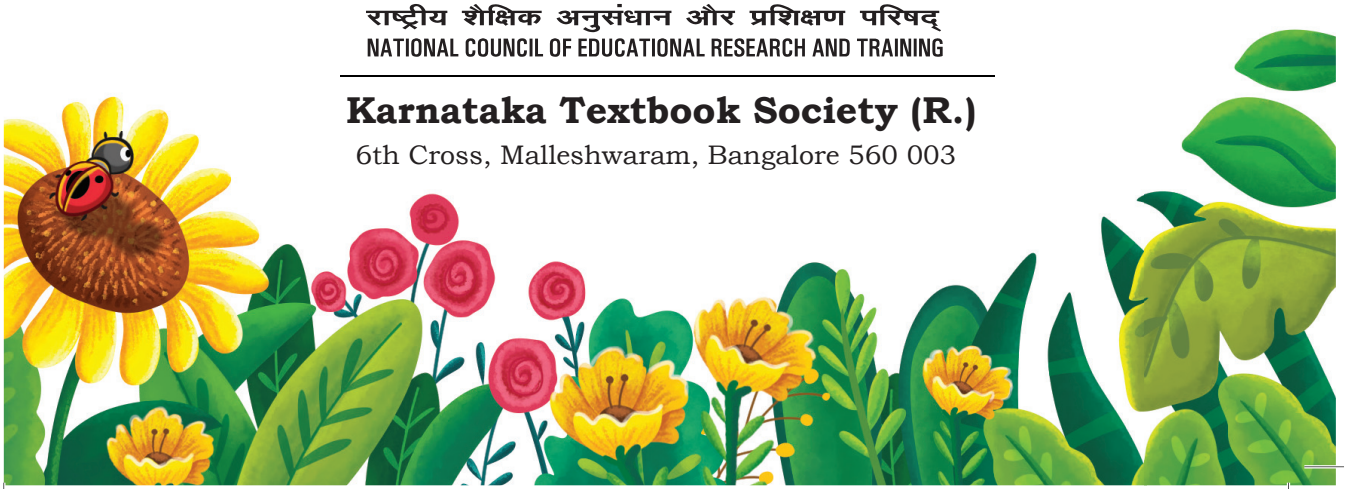
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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Karnataka Textbook Society (R.)
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Textbook of English for Grade 6

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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.

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

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

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

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

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

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

Unit 1, 'Fables and Folk Tales', offers timeless wisdom through engaging narratives that resonate with young minds. It includes a classic fable as well as a folk tale from Tamil Nadu. The story, 'A Bottle of Dew' shows that

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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' 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

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

---

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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Our National Anthem

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

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

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Poorvi

The textbook of English for Grade 6 is named *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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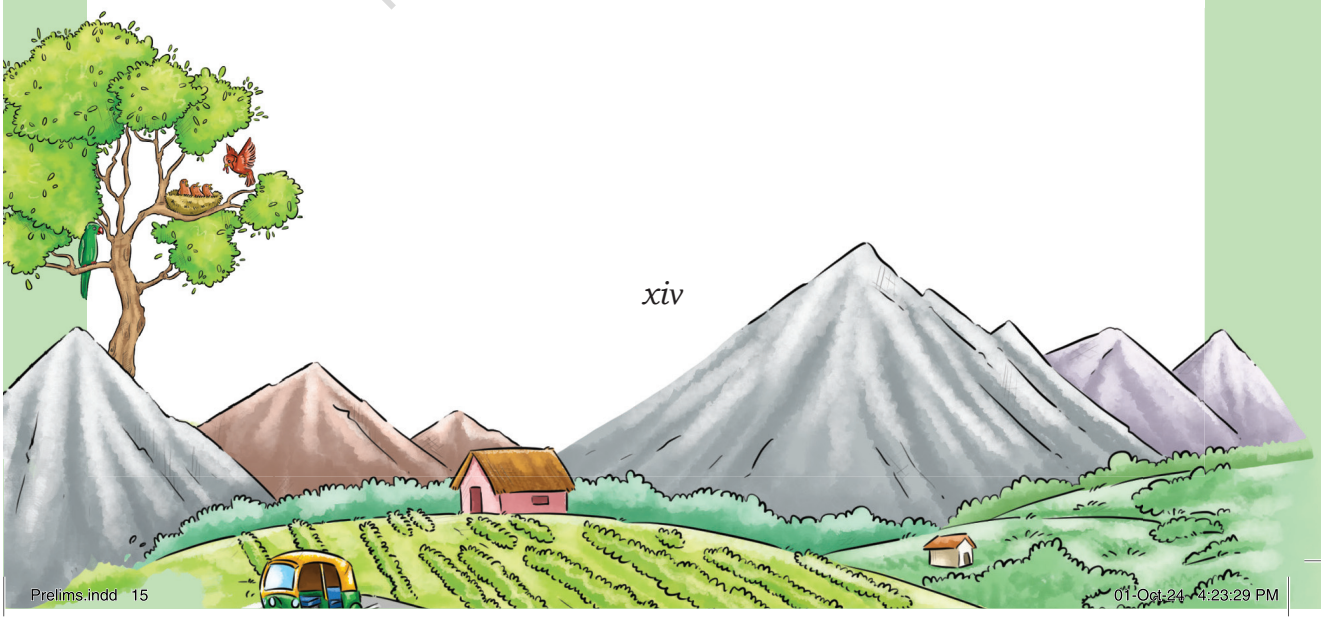
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UNIT 1

FABLES AND FOLK TALES

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A BOTTLE OF DEW

Let us do these activities before we read.

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

(a) worried

(b) plantation

(c) sage

(d) surprise



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

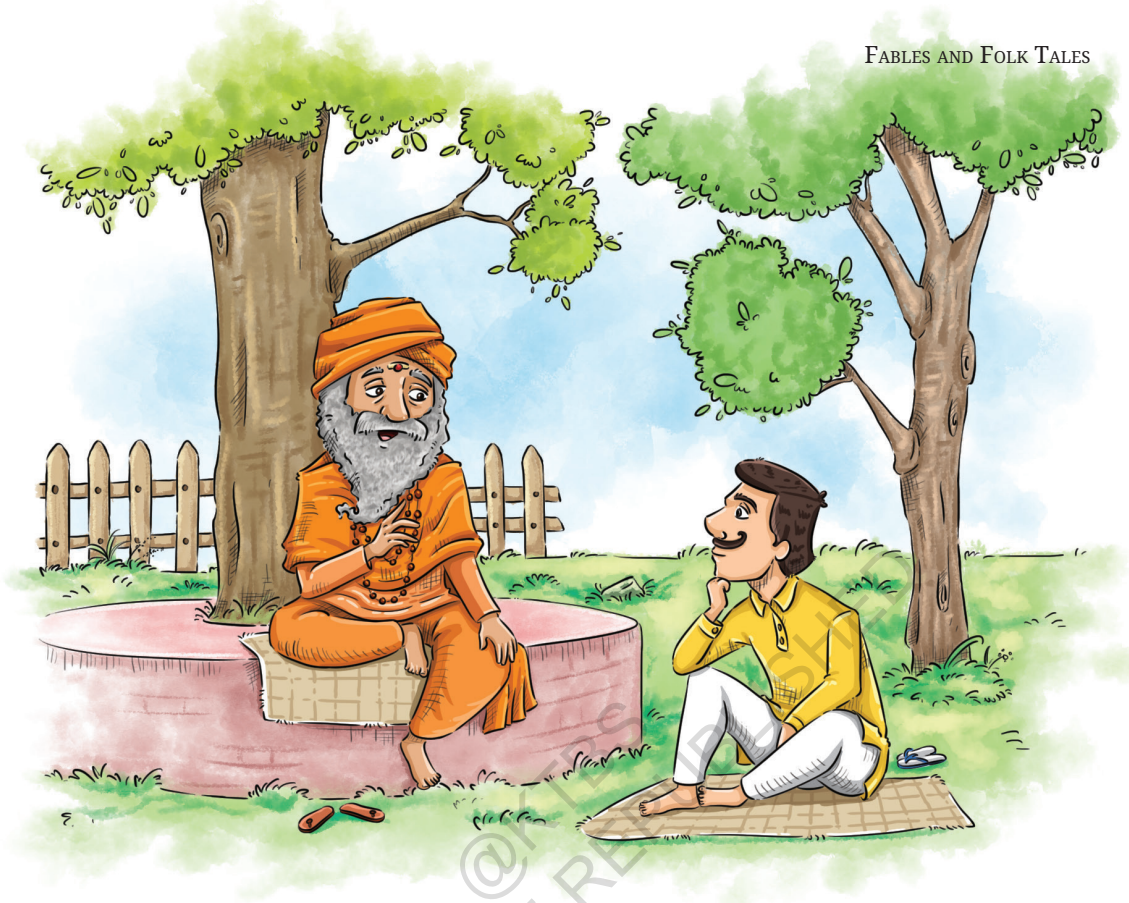
dew: small drops of water on leaves that form during night



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.”

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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

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

(a) *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. ☐

(b) *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.

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

(ii) 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?

2. Answer the following questions.

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

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

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

(d) How did the sage make Rama Natha believe that there is no magic potion?

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

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

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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.

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.

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   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*)

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

(b) Meets her friend Kalawati in the market ☐

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

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

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

(f) Gives twelve bananas to her friend ☐

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



Let us speak

1. Read aloud the following words from the story.

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

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

- in **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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2. Discuss the following questions with a partner. You may use the hints given in brackets while speaking.

   (a) What does hard work mean to you?

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

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

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

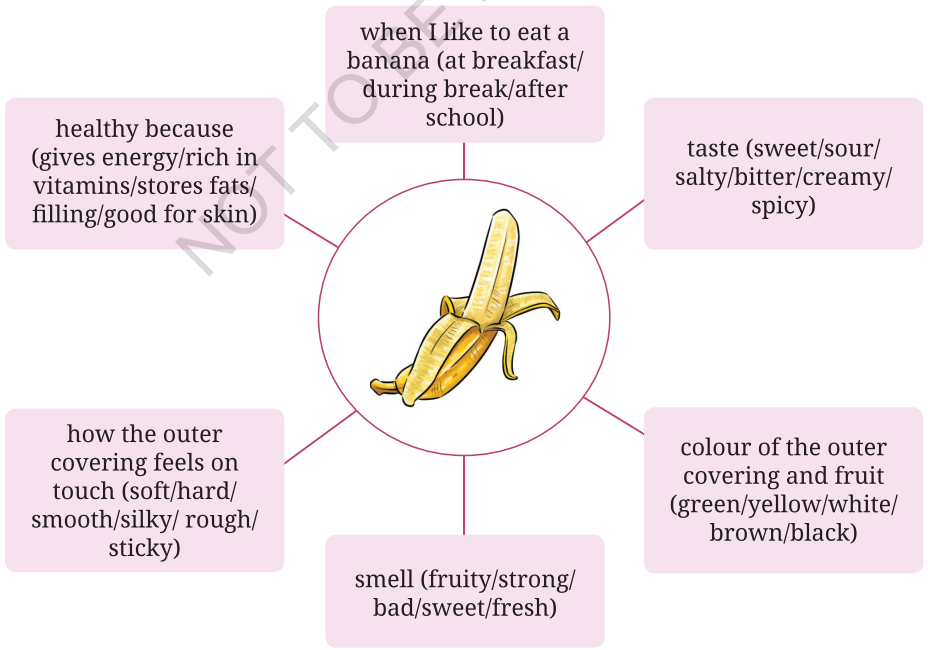
   (c) Share three ideas you would give to someone who needs to work hard.

   (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.

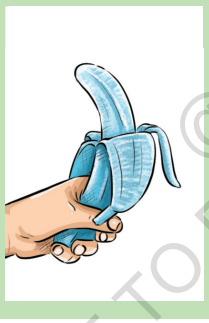
2. On the basis of the story 'A Bottle of Dew' develop a script with dialogues and enact it with expressions. Present it in the assembly or your classroom.

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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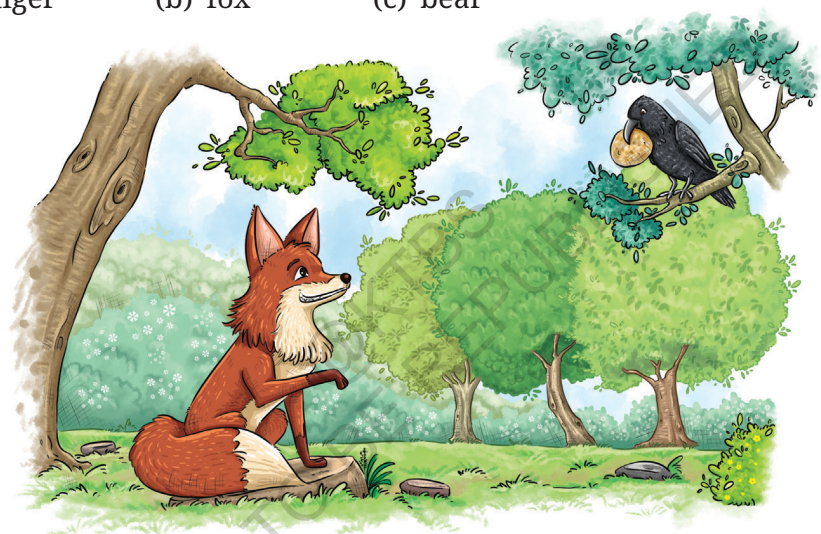
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The Raven and the Fox

Let us do these activities before we read.

1. We know that frogs croak. Did you know that ravens also croak?
2. Which animal is shown to be cunning in stories? Circle the correct answer.

   (a) tiger (b) fox (c) 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

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Let us discuss

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

(a) Stanza 1

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

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

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

(b) Stanza 2

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

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

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

(c) Stanza 3

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

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

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

(d) Stanza 4

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

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

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

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

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

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Let us think and reflect

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



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

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

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

a. shiny and beautiful
b. black and dull
c. grey and long
d. short and unattractive

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

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

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

(i) Why did the Raven open his beak?

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

Fox : clever : : Raven : _____

3. Why does the Raven forget that his voice is just a croak?
4. How does Reynard make the Raven sing?
5. Why does Reynard say that pride is not wise?
6. Give one reason why the teaching is quite a surprise.
7. Imagine someone praises you too much. How would you react?

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Let us learn

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

Stanza 1	Stanza 2	Stanza 3	Stanza 4
(a) limb-him	(a) word-_____	(a) joke-_____	(a) know-_____
(b)_____ _____	(b)_____ _____	(b)_____ _____	(b)_____ _____

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2. Study the underlined words in the poem.

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

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

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

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

Now, pick another example of alliteration from Stanza 2.

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

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

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

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

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

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



Let us speak

Narrate the poem in the form of a story. 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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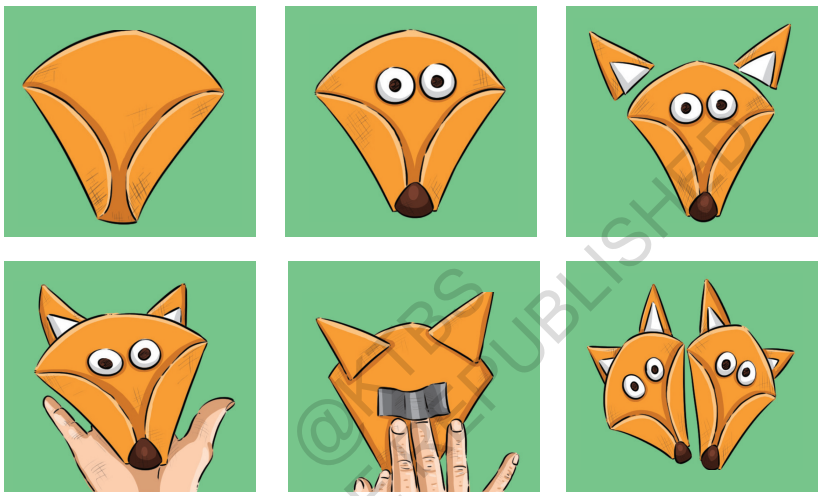


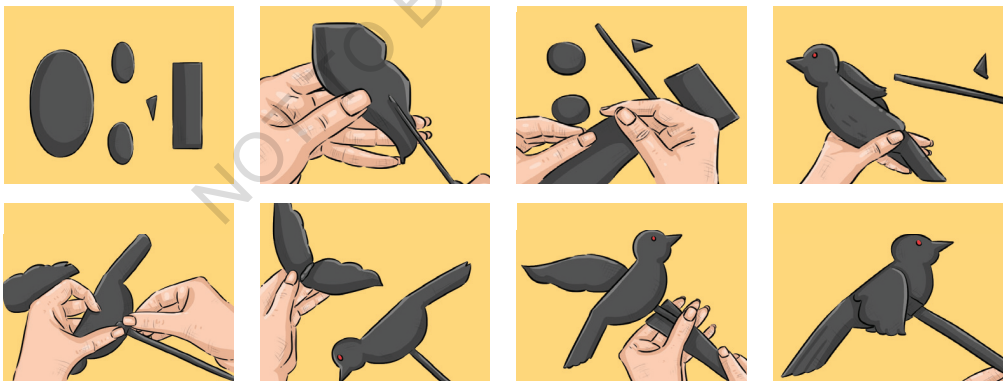
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Let us explore

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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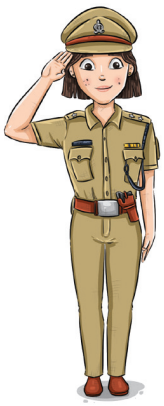
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RAMA TO THE RESCUE

Let us do these activities before we read.

1. Identify the following people.

   How do they help us when we are in trouble?





2. Choose the correct option to complete the sentence.

   The word 'rescue' means to _____.

   (a) make fun of someone

   (b) save someone

   (c) ask someone for help

3. 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.

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

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

   (c) A dog who has hurt its leg. ☐

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

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4. 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.

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

   (a) Will you solve the problem yourself or wait for someone to help you?

   (b) How will you deal with the problem? Give a reason.

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

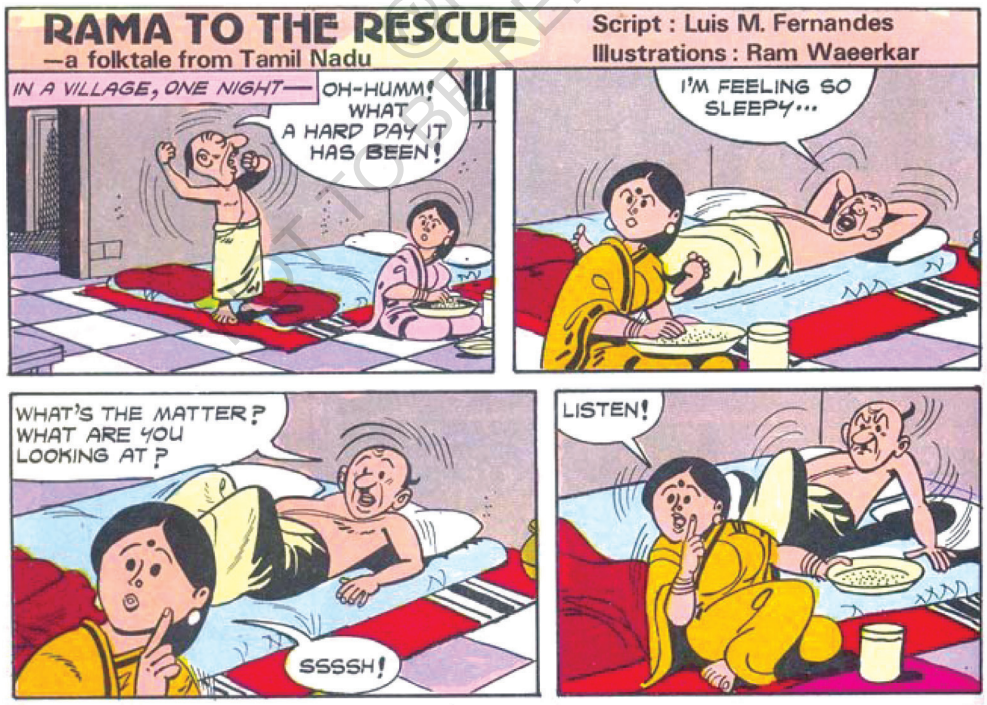
      (ii) Feel angry that only you have the problem.

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

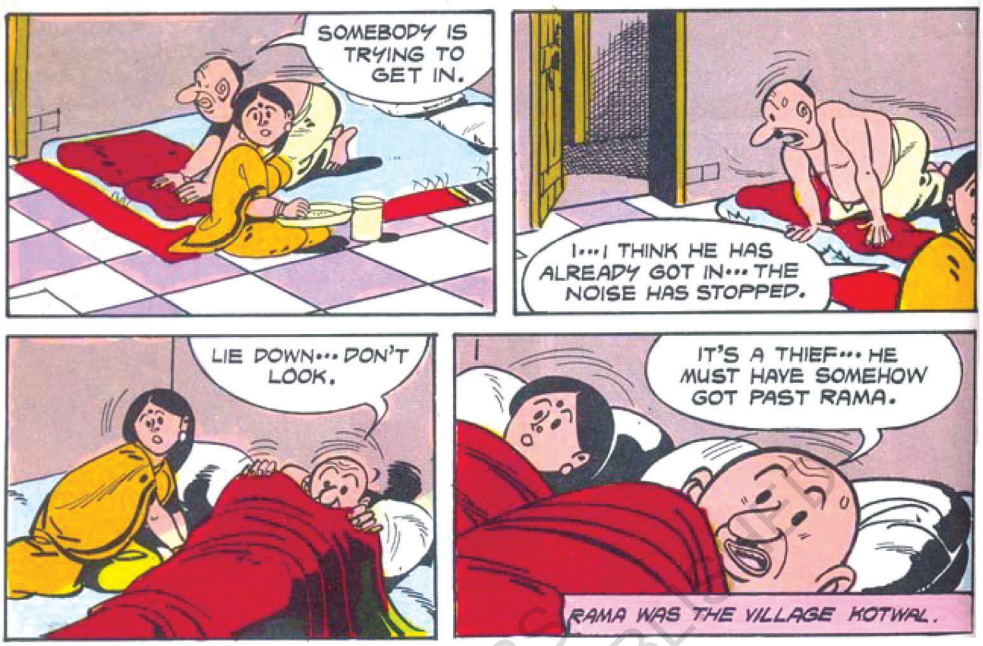
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Let us read



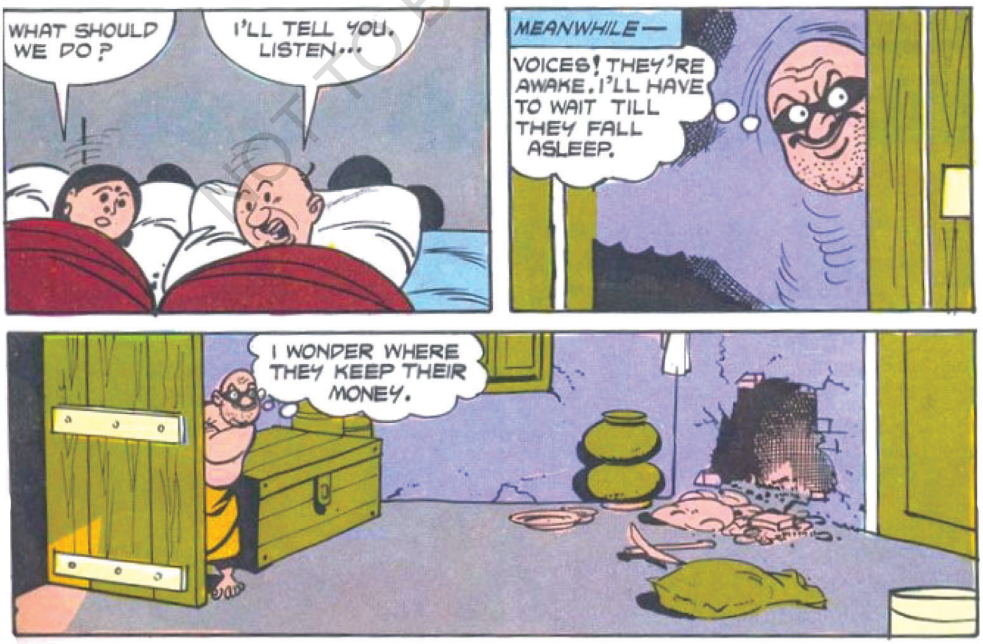
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Let us discuss

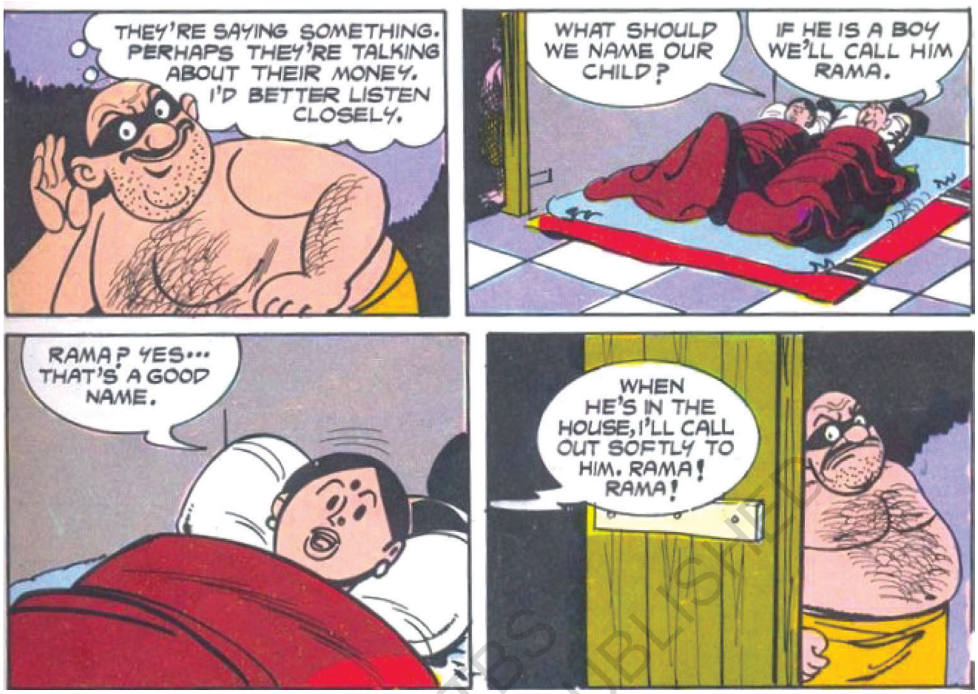
Circle the odd one–

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



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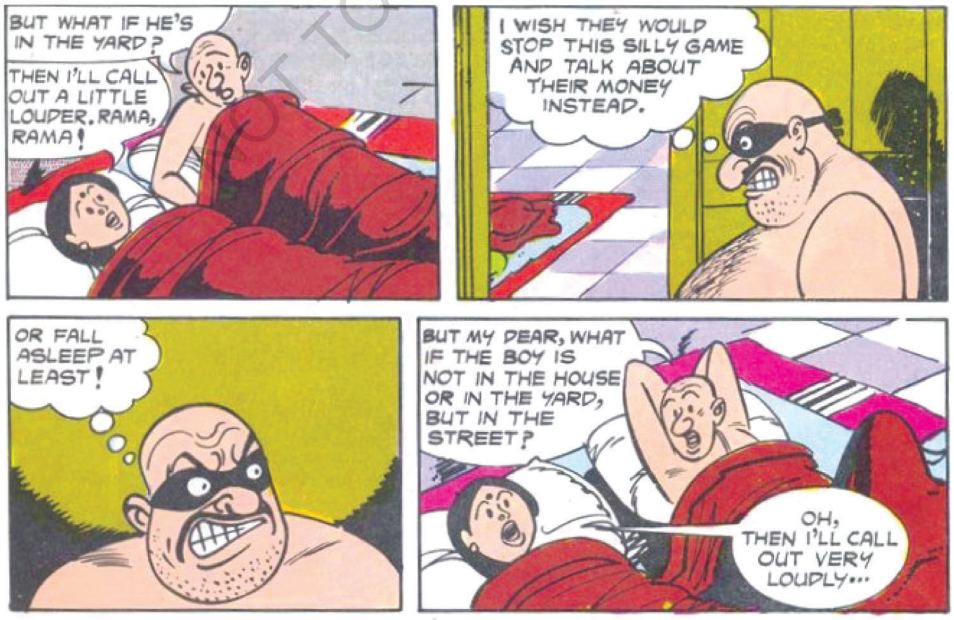
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Let us discuss

Write whether True or False.

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



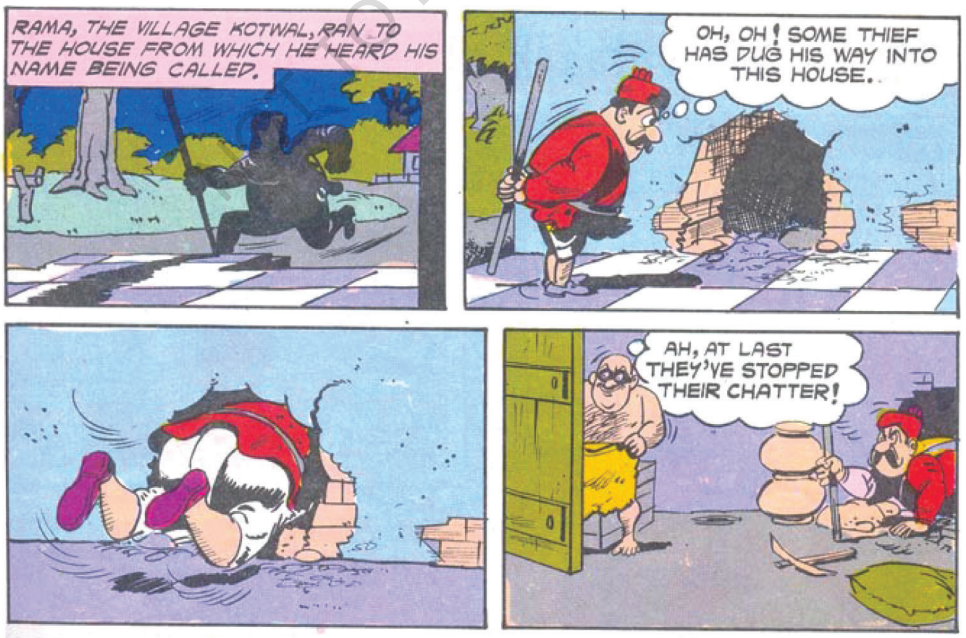
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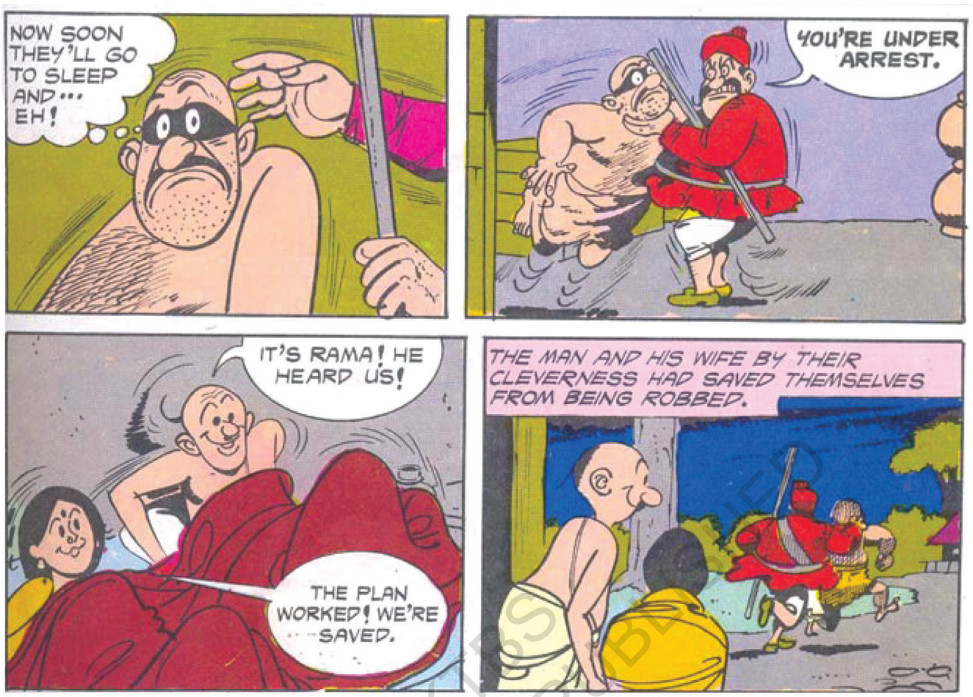
Let us discuss

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

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Let us discuss

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

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

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

RAMA TO THE RESCUE

Main Characters	Setting	Other Characters

Problem	Solution

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Let us think and reflect

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

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

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

(ii) Choose the correct option.

The 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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(b) *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?

2. Give one reason why the man and his wife were not able to fall asleep.
3. What did the thief wish would happen? Did it happen?
4. How did the man and his wife get help from the *kotwal*?
5. Do you think cleverness can help us solve our problems? Why do you say so?

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Let us learn

1. Study the highlighted words in the following lines.
   - **I'm** feeling so sleepy...
   - **It's** a thief.
   - **They're** awake.

The highlighted words given in the 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.

(a) _____ feeling so sleepy...

(b) _____ a thief.

(c) _____ awake.

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



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2. 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
(a)	what's	what is	
(b)	I'll		
(c)	I'd		
(d)	we'll		
(e)	that's		
(f)	we're		
(g)	don't		
(h)	you'll		
(i)	must've	must have	

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

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

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

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

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

(e) Perhaps, they **are talking** about their money. [are + talk + ing]

Now, choose the correct option.

The sentences (a)-(e) 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.

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

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

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

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

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

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

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

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

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(a) Govind and Anu _____ football.

(b) Pema _____ flowers.

(c) Anil _____ the score card.

(d) The mother _____ a book.

(e) The dog _____ to catch the ball.

(f) The birds _____ in the sky.

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

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

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

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

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

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

warmly gracefully smoothly beautifully
funnily quickly hurriedly

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(a) He solved the mathematics problem _____.

(b) The car moved _____ along the highway.

(c) The musician played the guitar _____.

(d) Shobha danced _____.

(e) Rohit left the house _____.

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

honestly	brightly	peacefully	sweetly
angrily	slowly	tirelessly	

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

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

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

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

(iii) What should we do?

(iv) What should we name our child?

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

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

c. Sentences (iii) and (iv) ask _____. (answers /questions)

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

    (a) Wow, what an intelligent man he is

    (b) Oh how big the hole is

    (c) Do you like to read comic books

    (d) What is your favourite story

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



Let us listen

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

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

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Let us speak

1. 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.

Unit 1.indd 32 01-Oct-24 4:24:32 PM

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

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

2. Discuss in pairs:

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

(i) To be safe from injury ☐

(ii) To keep family members and pets safe ☐

(iii) To stop accidents from happening ☐

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

(v) To stop robbery ☐

(vi) To pay the electricity bill ☐

(vii) To save money ☐

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

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

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

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



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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 ...

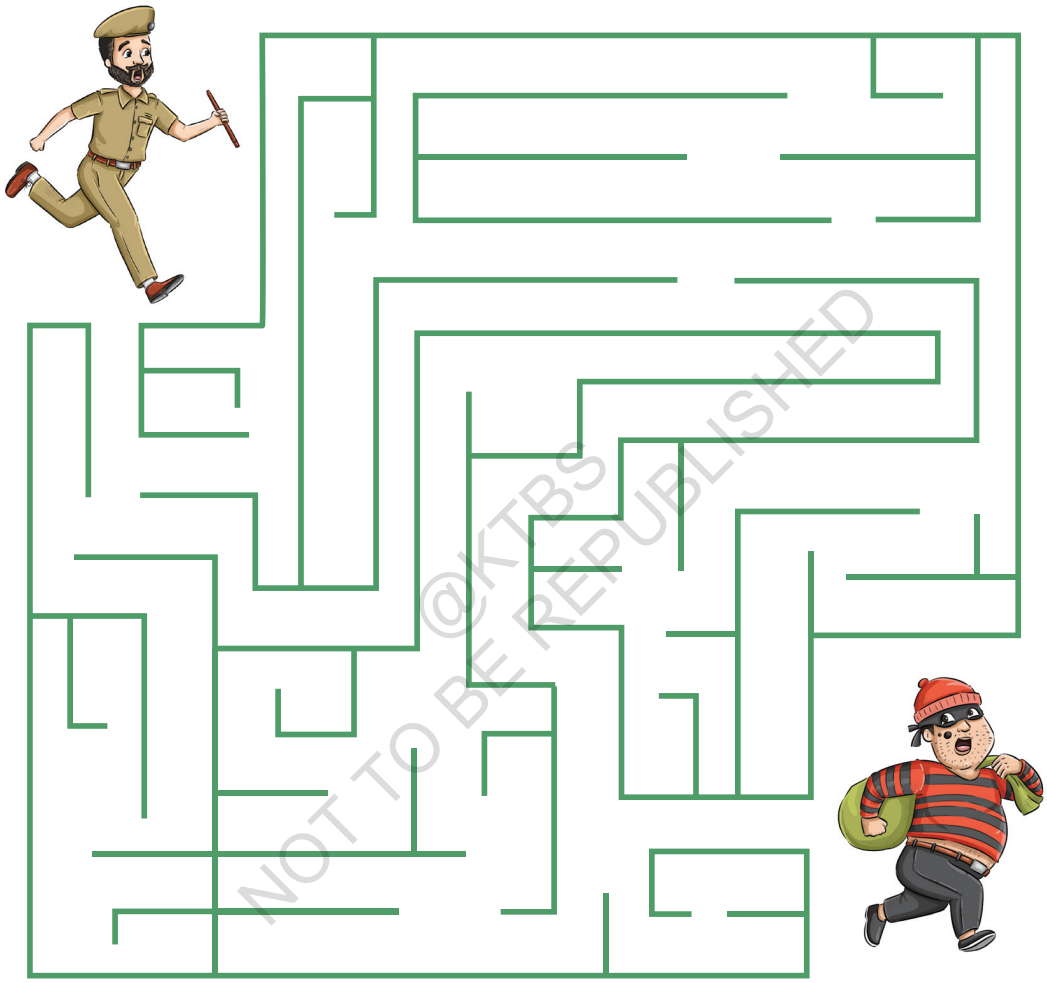
   - you see fire
   - you see someone getting hurt
   - you see a wounded animal
   - you see someone suspicious
   - you find a lost child
   - you get lost

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



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Unit 1.indd 35 01-Oct-24 4:24:32 PM

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.

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

Unit 1.indd 36 01-Oct-24 4:24:33 PM

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."

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

Unit 1.indd 37 01-Oct-24 4:24:33 PM

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.

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

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UNIT 2

FRIENDSHIP

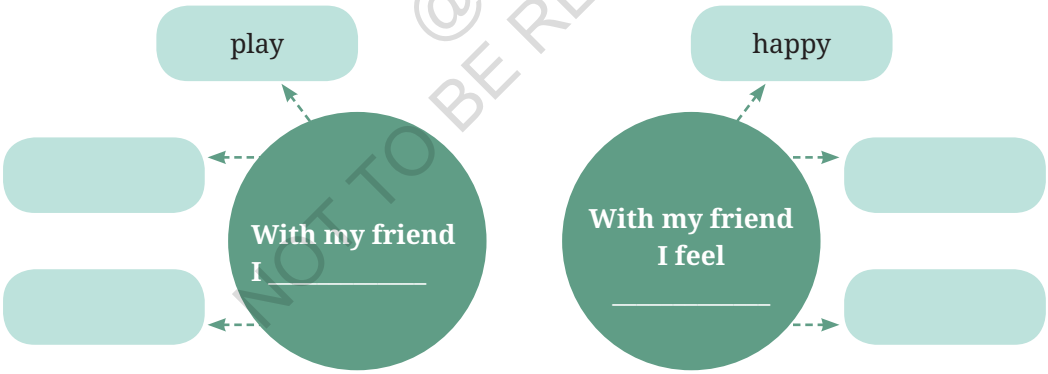
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THE UNLIKELY BEST FRIENDS

Let us do these activities before we read.

1. 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.

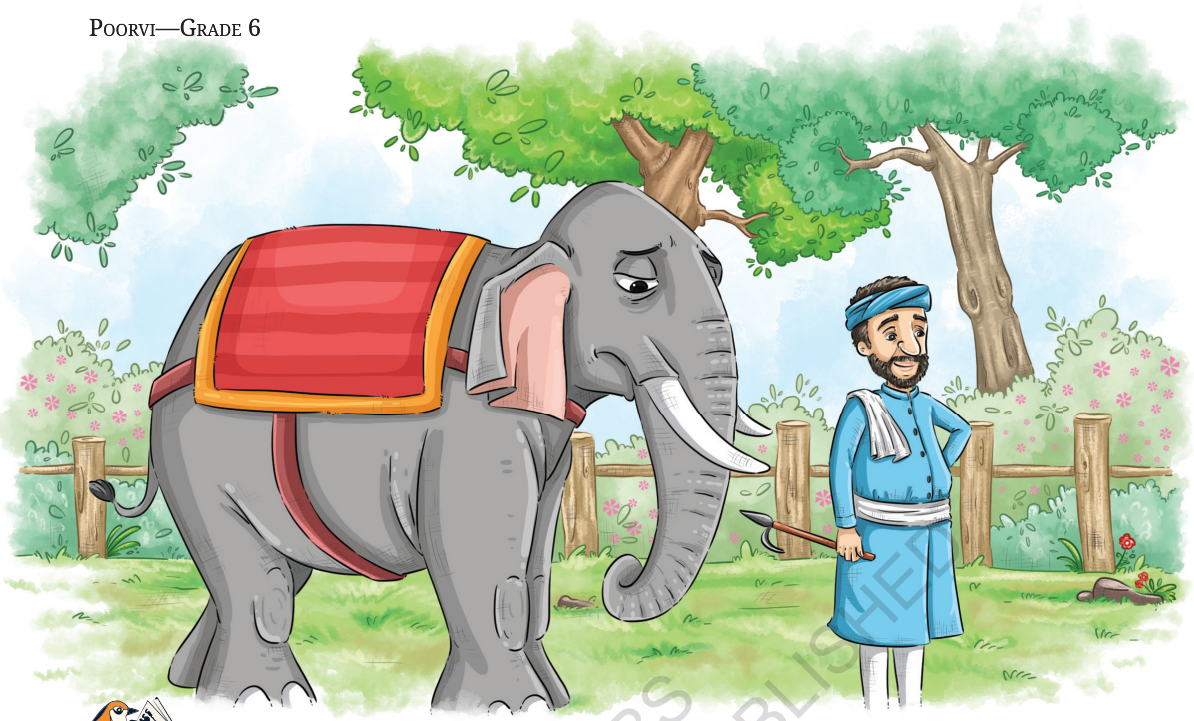


2. The title of the chapter is 'The Unlikely Best Friends'.

   (a) What can be the meaning of 'unlikely'? Discuss in groups, and then discuss with your teacher.

   (b) 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

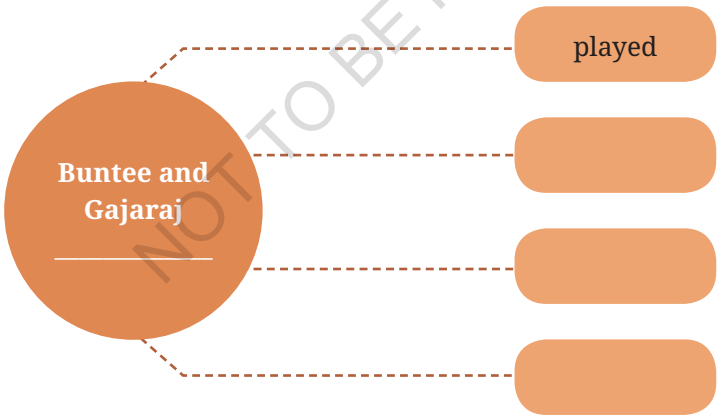
hugged: held closely

disappeared: was not seen

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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.

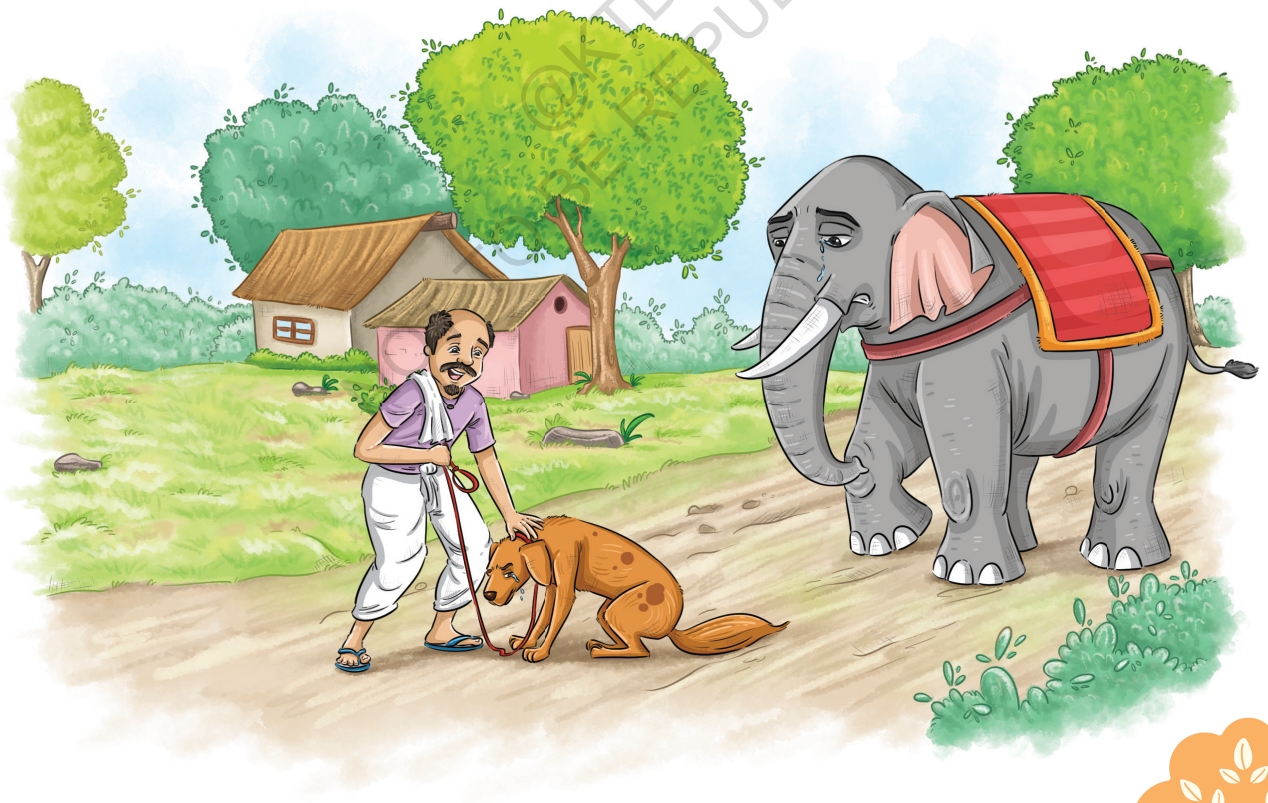
The next day at lunch time the mahout served Gajaraj his favourite food. When the mahout came back after finishing his other chores, he was surprised to see that the food had remained untouched.

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.

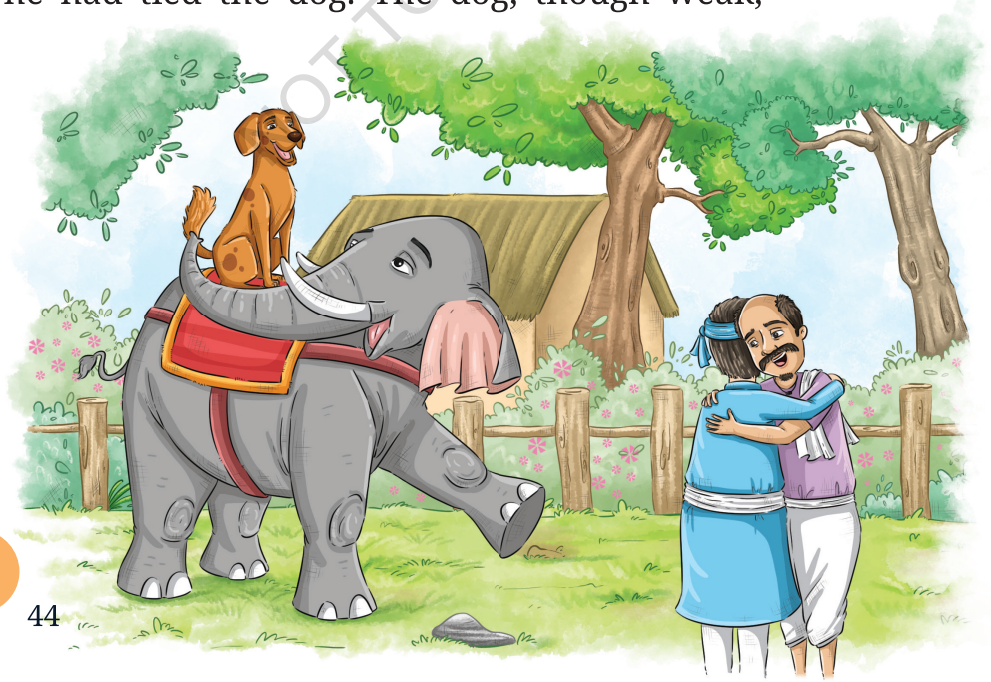
"Are you missing your friend?" asked the farmer remembering the happy look on Buntee's face while sitting on the elephant's back. "I cannot see you go hungry," said the farmer, "If you miss your friend so much, go to him."

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?

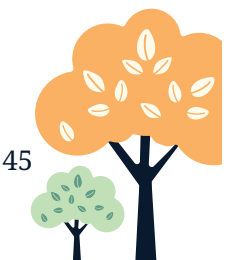


Let us think and reflect

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

   (a) *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 : _____



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(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?

(b) *"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

2. Give two examples to show that Gajaraj was very happy to have a friend.
3. How did the mahout come to know that Gajaraj was sad?
4. Why do you think Buntee licked the farmer's hand?
5. What was 'unlikely' about the friendship of Gajaraj and Buntee?

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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.)

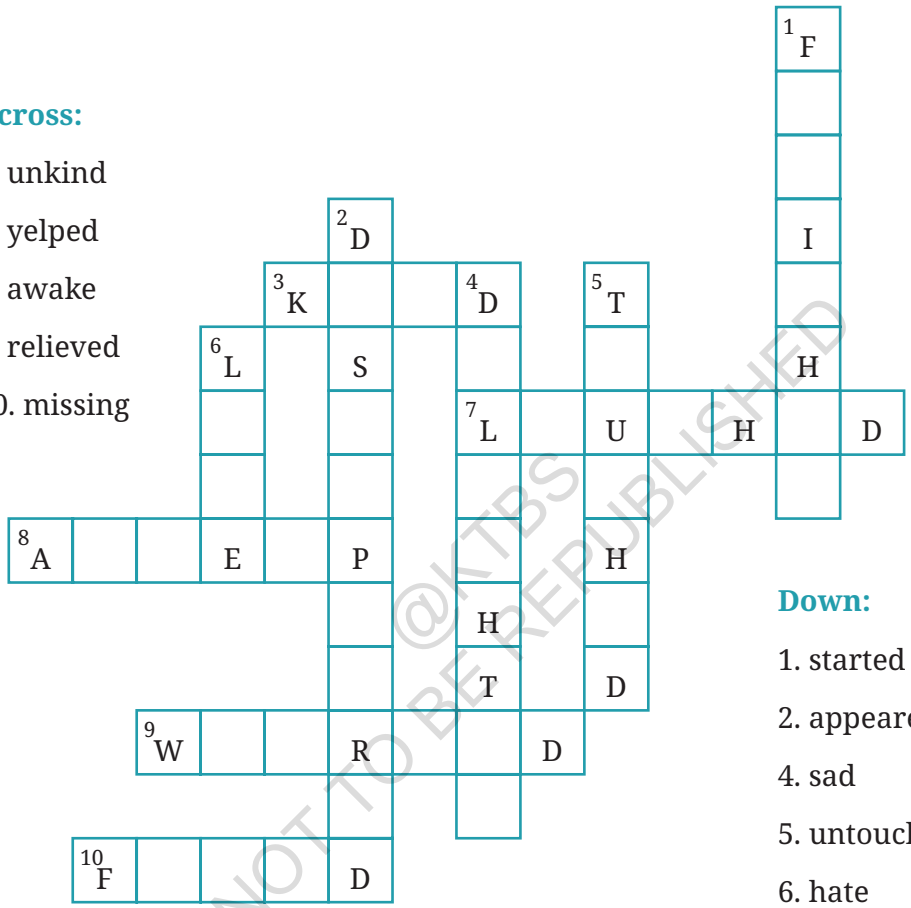


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We are opposites!

Across:

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



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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

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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 like to tell stories.
   - Either Bhavesh or Abha made this painting.

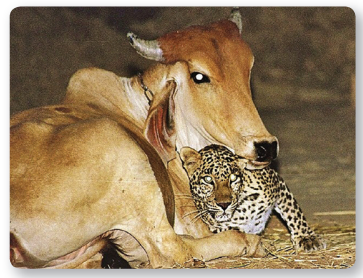
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Let us listen

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.

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

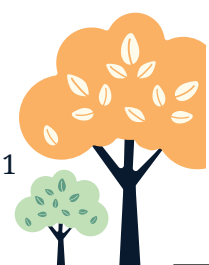


Let us explore

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.

1. Read the following sentences.

   (a) I wish my friend brings *idli* in her tiffin tomorrow.

   (b) I hope my friend and I win the race tomorrow.

   (c) May my friend get well soon.

   Which of the three sentences (a)-(c) is closest to a prayer? Explain to your teacher and classmates.

2. 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

1. 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 a **true/correct** friend accepts their friends for all their qualities.

2. Answer in **one** word only.

   (a) How does the poet feel about special friends?

   (b) What does the poet use to realise what friends can be?

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

   (a) *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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(b) *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.

4. Give one reason why we can say that this poem is a prayer.
5. Why does the speaker 'want to do more' for her friend?
6. Do you think that the speaker knows about the wishes of her friend? How can we say so?
7. Do you also pray for your friend? What do you wish for? Discuss.



Let us learn

1. 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

2. 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.

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

(b) My friend shares things with me. She is very _____.

(c) My friend is _____ because he always supports me.

(d) My friend never lies. She is an _____ person.

(e) My friend and I believe in _____ for each other.

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



Let us listen

1. 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*)

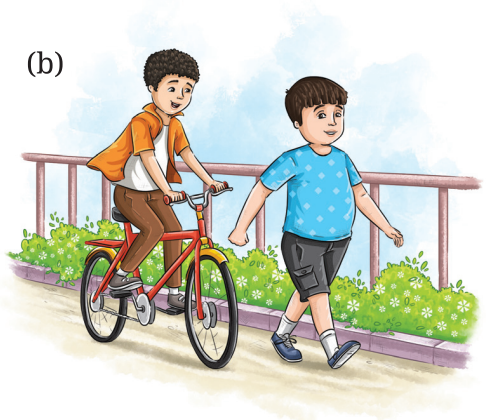
(a) What do the two friends purchase and use on the park bench?

2. 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.

(a)



(b)



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(c)



(d)



(e)



(f)



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Let us speak

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

(a) A walk in the park	(b) 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

1. 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."

   (a) What do you think is the meaning of these quotations? Share it with your teacher.

   (b) Think of an experience in your life with your friend that suits this quotation. Share it with your friends.

2. 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.

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

   (a) Now, find some more words that are related to friendship from the grid given below. You can search 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

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

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

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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

(c) 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

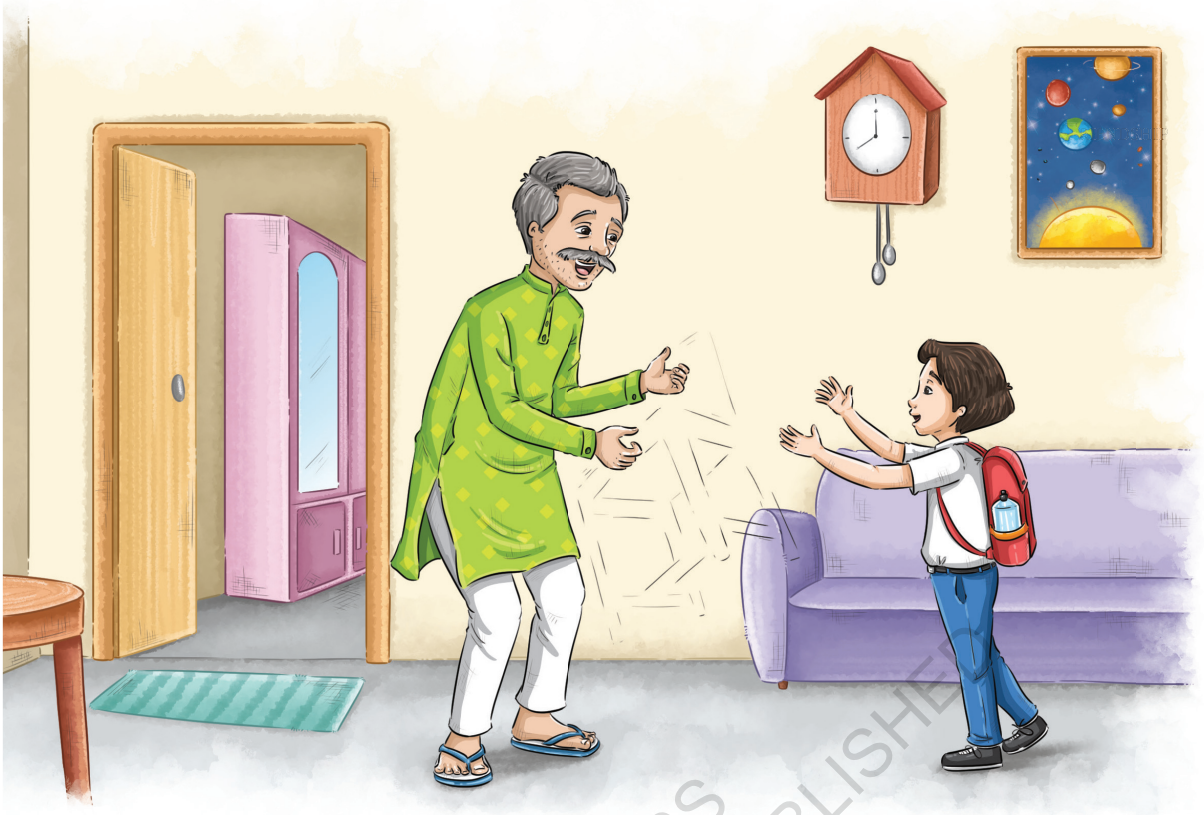
readily: without any problem

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."

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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	a. held Mario up, so he wouldn't fall b. made fun of Mario's attempts



Let us think and reflect

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

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

   (b) *"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
b. supportive
c. loving
d. hard-working

2. Answer the following questions.

(a) What was the bet about?

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

(c) How was Mario able to find his real friends?

(d) Do you think the magic chair test was good? Why do you say so?

(e) What does 'friends for life' mean to you?

(f) 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

1. 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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2. 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.]

3. 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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4. 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	1. The **brave soldier** marched ahead.
2. clever	rain		
3. tasty	**soldier**		
4. heavy	plan		
5. slight	peanuts		
6. true	cold		

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5. 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 (i) _____ named Abhishek found a/an (ii) _____ in the attic. He read (iii) _____ about fairy lands, (iv) _____ and (v) _____. Abhishek's eyes got big as he imagined these (vi) _____. He told his friends about the stories, and they started to have their own (vii) _____ 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*)

(a) Monika found it _____ when she took admission in the school.

(b) Manu was _____ and helped by her in many ways.

(c) So, it was not so _____ for the new girl to adjust in the school.

(d) Both friends experienced difficult and _____ moments together.

(e) 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

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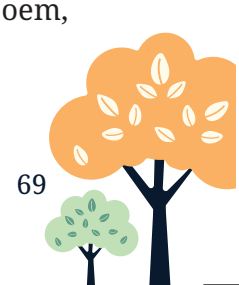
(a) Now, choose the correct word given in brackets to complete Mario's message to Guneet.

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

(b) 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.

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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.

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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 for her, and how her help and support turned into a really good friendship.

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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.

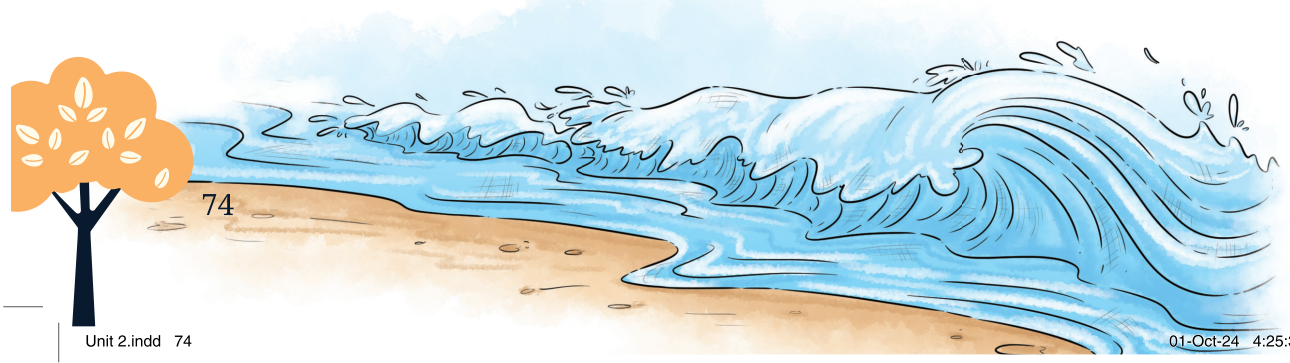
- Sources of water
- Without water there cannot be any life
- Value of water and the need to save it







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



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