

POORVI

Textbook of English for Grade 6



0673



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



First Edition
June 2024 Jyaishtha 1946

PD 1000T BS

**© National Council of Educational
Research and Training, 2024**

₹ 65.00

Printed on 80 GSM paper with NCERT
watermark

Published at the Publication Division
by the Secretary, National Council of
Educational Research and Training,
Sri Aurobindo Marg, New Delhi 110 016 and
printed at Vidya Prakashan Mandir (P.) Ltd.,
Vidya Estate, Baghpat Road, Meerut- 250 002
(U.P.)

ALL RIGHTS RESERVED

- No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- The correct price of this publication is the price printed on this page. Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

**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
Panhati
Kolkata 700 114 Phone : 033-25530454

CWC Complex
Maligaon
Guwahati 781 021 Phone : 0361-2674869

Publication Team

Head, Publication Division	:	Anup Kumar Rajput
Chief Editor	:	Shveta Uppal
Chief Production Officer	:	Arun Chitkara
Chief Business Manager	:	Amitabh Kumar
Editor	:	Bijnan Sutar
Production Officer	:	Jahan Lal

Cover, Illustrations and Layout
Blue Fish Designs Pvt. Ltd.

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 *pañchakoshas*, in the Foundational and the Preparatory Stages have paved the way for the progression of their learning further at the Middle Stage. Thus, the Middle Stage acts as a bridge between the Preparatory and the Secondary Stages, spanning three years from Grade 6 to Grade 8.

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

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

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



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

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

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

DINESH PRASAD SAKLANI
Director

New Delhi
31 May 2024

National Council of Educational
Research and Training



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 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, a 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 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 well as 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



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)
13. M. D. Srinivas, *Chairperson*, Centre for Policy Studies, Chennai
14. Gajanan Londhe, *Head*, Programme Office, NSTC
15. Rabin Chhetri, *Director*, SCERT, Sikkim
16. Pratyusha Kumar Mandal, *Professor*, Department of Education in Social Sciences, NCERT, New Delhi
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



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, *Senior Consultant*, Programme Office, NSTC

Arun Kumar Behera, *Associate Professor*, Satya Sai University, 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, Shyamla 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

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*

Reviewer

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

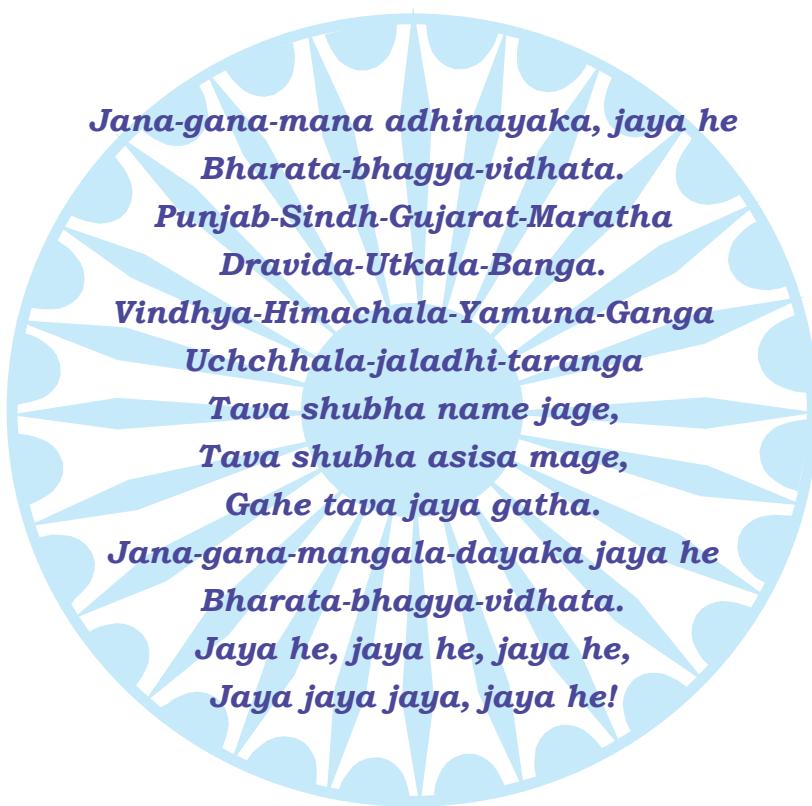
Mira Bhargava, *Professor Emeritus, Hofstra University, New York, USA*

Member Convener

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



Our National Anthem



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.

ACKNOWLEDGEMENTS

The National Council of Educational Research and Training (NCERT) acknowledges the guidance and support of the esteemed Chairperson and members of the Curricular Area Group (CAG): Languages and other concerned CAGs for their guidelines on cross-cutting themes in developing this textbook. The Council is grateful for permission to reproduce copyright material in this book and would like to thank Sudha Murty for the story, ‘A Bottle of Dew’ from ‘The Magic Drum and Other Favourite Stories’; National Book Trust for an extract from Neem Baba (adapted) by S. I. Farooqi; Amar Chitra Katha for the graphic story ‘Rama to the Rescue’; and Kathakids.com for ‘The Unlikely Best Friends’.

The copyright has been applied for and we would like to thank Jill Wolf for ‘A Friend’s Prayer’; Georgia Heard for ‘The Winner’; and Daphne Lister for ‘The Kites’. We acknowledge the portal freestoriesforkids.com for the story, ‘The Chair’ (adapted) and the story ‘Change of Heart’ (adapted).

The Council acknowledges Jyoti Kohli, *Professor*, M. V. College of Education, University of Delhi, and Shreya Taneja, *PGT English*, Mata Jai Kaur Public School, Delhi for their valuable inputs.

We are also grateful to Md. Faruq Ansari, *Professor* and *Head*, Department of Education in Languages, for providing academic and administrative support.

The Council acknowledges and appreciates the contributions made by Monika Dohare, *Senior Research Assistant*; Asma Rafiq, *Junior Project Fellow*; Deepa Dubey, *Junior Project Fellow*; Manusmriti, *Junior Project Fellow* and Abhishek Kumar, *Junior Project Fellow* from the Department of Education in Languages, NCERT for providing support in the development of the textbook.

Special thanks are also due to the Publication Division, NCERT for their support. NCERT gratefully acknowledges the contributions made by Alpana Saha, *Assistant Editor* (Contractual); Fatma Nasir, *Artist*; Pawan Kumar Barriar, *Incharge*, DTP Cell, Publication Division; Mohan Singh and Rajshree Saini, *DTP Operator* (Contractual) and Deepti Garg, *Proof Reader* (Contractual).



Copyright has been applied for all the texts and the publisher extends apologies for any omissions and would be glad to hear from any such unacknowledged copyright holders.

not to be republished
© NCERT



CONTENTS



<i>Foreword</i>	iii
<i>About the Book</i>	v
Unit 1: Fables and Folk Tales	
A Bottle of Dew	1
The Raven and the Fox	13
Rama to the Rescue	20
Unit 2: Friendship	
The Unlikely Best Friends	39
A Friend's Prayer	52
The Chair	59
Unit 3: Nurturing Nature	
Neem Baba	75
What a Bird Thought	85
Spices that Heal Us	93
Unit 4: Sports and Wellness	
Change of Heart	103
The Winner	115
Yoga—A Way of Life	122
Unit 5: Culture and Tradition	
Hamara Bharat—Incredible India!	131
The Kites	141
Ila Sachani: Embroidering Dreams with her Feet	151
National War Memorial	160





An Initiative of the Ministry of Education

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



Studies and Exams



Personal Relationships



Career Concerns



Peer Pressure

Seek Support of Counsellors



**Call
8448440632**

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

MANODARPAR

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



[www.https://manodarpan.education.gov.in](https://manodarpan.education.gov.in)