

# POORVI

Textbook of English for Grade 6



0673



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
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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.



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

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

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

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

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

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

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

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



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

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

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

Unit 2 ‘Friendship’ will help students comprehend the meaning of ‘real friendship’ and that friendship has a huge impact on one’s well-being. The story ‘The Unlikely Best Friends’ is a narrative of a unique friendship that blossoms between Gajaraj, the elephant and Buntree, 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 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

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# THE CONSTITUTION OF INDIA

## PREAMBLE

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

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**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 <sup>2</sup>[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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### Poorvi

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

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





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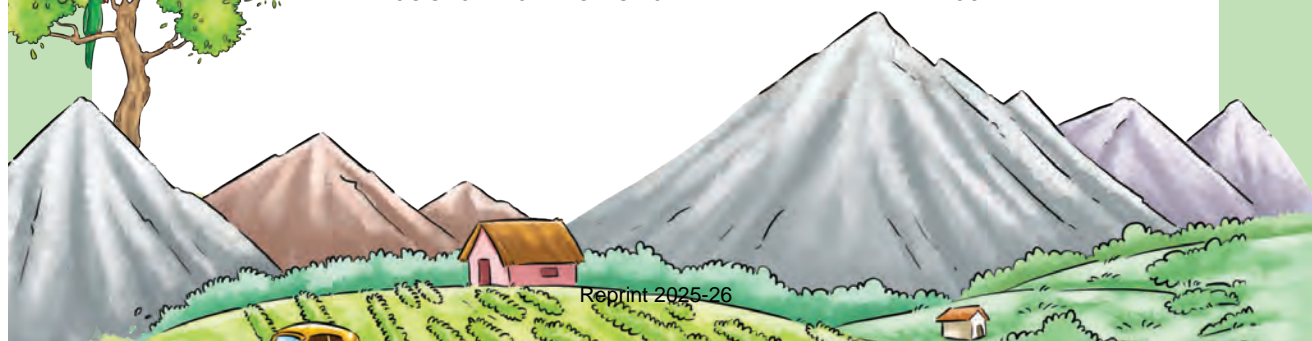
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