

NCERT Solutions Class 6 English (Poorvi)

Unit 5: Chapter 13 Hamara Bharat – Incredible India!

Let us discuss (Page 132)

Question 1. What has Bharat always been known for?

Answer: Bharat has always been known worldwide as a land of wise and heroic individuals.

Question 2. What is attractive about Bharat?

Answer: Its rich and diverse culture has attracted people across the world.

Question 3. What is special about the fact that the people live here in unison?

Answer: This reflects unity in diversity.

Question 4. What geographical features does the passage mention?

Answer: Different geographical features like a land rich with rivers, lakes, and high mountains are mentioned in the passage. Its green forests are home to many plants, insects, birds, and animals.

Question 5. What is the advice given to everyone?

Answer: The advice is that we need to continue working hard and make sure that our country, Bharat prospers further.

Kalakritiyon ka Bharat

Let us do these activities before we read. (Page 132)

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

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

Answer: folk art

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

Answer: culture

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

Answer: festivals

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

Answer: culture, history, legends

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

Answer: languages

Let us discuss (Page 133)

Question 1. What is the Ek Bharat, Shreshtha Bharat programme all about?

Answer: Ek Bharat, Shreshtha Bharat programme is an initiative by the Government of India aimed at promoting national integration and fostering a sense of unity among the citizens of India.

Question 2. Why is this programme being conducted?

Answer: Ek Bharat, Shreshtha Bharat programme aims to celebrate the cultural diversity of the country and to enhance mutual understanding and bonding among the people of different states and Union Territories.

Let us discuss (Page 136)

Question 1. On the basis of what the speakers said about the art forms, complete the table given below.

Name of the child	State	Art form	Things needed
Akanksha		Aipan	
Priyaranjan			clay, brass scrap, wax, fire
Chitra			
Balamurali	Andhra Pradesh	Kondapalli	

Answer:

Name of the Child	State	Art Form	Things Needed
Akansha	Uttarakhand	Aipan	White Rice Flour Paste, Geru (Red Clay as Colour)

Priyaranjan	Odisha	Dhokra	Clay, Brass Scrap, Wax, Fire
Chitra	Kerala	Coconut Shell Craft	Brown Coconut Shell, Sandpaper, Wood Polish
Balamurali	Andhra Pradesh	Kondapalli	A paste of tamarind seed powder and sawdust, oil watercolours, or vegetable dyes and enamel paints

Let us think and reflect (Page 136)

Question 1. Fill in the blanks to complete the following sentences.

(a) The designs for Aipan are taken from _____ and _____.

Answer: The designs for Aipan are taken from nature and cultural traditions.

(b) Dhokra metal craft is very old because it is _____ old.

Answer: Dhokra metal craft is very old because it is 4000 year-old metal craft old.

(c) A base is needed for coconut shell craft to make it _____.

Answer: A base is needed for coconut shell craft to make it smooth.

(d) Softwood, _____, and colours are used to make Kondapalli toys.

Answer: Softwood, makku-a paste of tamarind seed powder, sawdust, and colours are used to make Kondapalli toys.

Question 2. Why does Akanksha's family make Aipan?

Answer: Akanksha's family makes Aipan because this is their folk art, and they draw on family functions and festivals.

Question 3. In Dhokra, why does wax come out of the small openings?

Answer: They cover the figure with clay and put it in the fire. The wax melts and comes out of small openings. Next, brass scrap is melted and poured into the space. The liquid metal takes the same shape as the wax.

Question 4. What is common in the toys made in Balamurali’s village and coconut shell craft in Kerala?

Answer: These both are biodegradable craft. Also, they are cultural art forms of their respective state.

Let us learn (Page 137)

Question 1. Priyaranjan, Chitra, and Balamurali share how artworks of their states are made. They use some words to show the order of making it. Those words are given in the box below.

to begin	first	then	after that
next	finally	at last	

Now, use some of these words to complete the paragraph given below. Use one word only once.

How I Get Ready for School

(i) _____ I get up and go to take a shower. (ii) _____, I wear my school dress. (iii) _____, I eat my food. (iv) _____, I wear my shoes. (v) _____, I pick up my bag and go out of my home.

Answer: (i) First I get up and go to take a shower. (ii) Then, I wear my school dress. (iii) After that, I eat my food. (iv) Next, I wear my shoes, (v) At last, I pick up my bag and go out of my home.

Question 2. The children from different states each speak about one art form from their state. When they speak, they use the first form of the verb. It shows something that happens regularly. It is called the present tense. With he, she, and it, -s/-es is used with the verb to show the present tense. Make five sentences with the help of the words given in the table below. Use -s/-es wherever necessary. Two examples are given.

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

Answer:

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

Pronouns	Verbs	Part of a Sentence	Complete Sentences
I	Ask	how to dance	I know how to dance.
You	Know	questions to understand	We ask questions to understand.
He	Tell	beautiful flowers	You tell a story every day.
She	Draw	a story every day	He Speaks very loudly.
It	Makes	very loudly	She draws paintings in her free periods.
We	Practice	paintings in free periods	They practice spelling on Friday.
They	Speak	spellings on Friday	It makes beautiful flowers.

Let us listen (Page 138)

Kalakritiyon Ka Bharat

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

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

Question 1. Listen to the description of gakkad bharta and complete the notes given below.

Gakkad Bharta

- (a) Name of the speaker: _____
- (b) The town of the speaker: _____
- (c) The state he belongs to: _____
- (d) The name of the food item: _____
- (e) Vegetables roasted for bharta: _____

Answer: Gakkad Bharta

- (a) Name of the speaker: Sushil
- (b) The town of the speaker: Jabalpur
- (c) The state he belongs to: Madhya Pradesh
- (d) The name of the food item: Gakkad Bharta
- (e) Vegetables roasted for bharta: Brinjal & Tomatoes

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

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

Answer:

1. To make gakkad, make balls of wheat dough and roast them on high heat.

2. To make bharta, roast brinjal, and tomatoes and garnish with chopped onions, coriander, green chilies, and salt.

3. To serve, crumble the gakkad, put some bharta on it, and add one spoonful of ghee.

Let us speak (Page 138)

Question 1. Speak about a local art form of your region. It can be anyone out of painting, rangoli, metal craft, embroidery, music, dance or drama. Remember to include:

- the name of the art form.
- what things do they need for it?
- how do they make/present it?

Answer: I know about the art form called Pattachitra. Pattachitra is a traditional painting style from Odisha, India.

They need cloth, natural pigments, and a fine brush. The cloth is first treated with a mixture of chalk and gum to create a smooth surface for painting.

To make it, first, they prepare the cloth by coating it with the chalk and gum mixture and letting it dry. After that, they sketch the outlines of the design using a fine brush. Next, they fill in the colours using natural pigments derived from minerals and plants. Then, they add intricate details and patterns to the painting.

At last, they apply a layer of lacquer to protect the painting and give it a glossy finish.

Pattachitra paintings often depict mythological stories, folk tales, and religious themes, with vibrant colors and detailed ornamentation, making them a unique and cherished art form of Odisha.

Question 2. You may use the words given below when you speak. I know about the art form called.....

Answer: I know about the art form called Pattachitra which is a classical painting form that originated in the state of Odisha. Pattachitra is painted on cloth, which is specially prepared by coating it with a mixture of tamarind seed paste and chalk. This is then dried and polished to create a smooth surface.

They need.....

Answer: The colors used in Pattachitra are natural and derived from various sources. To make it, the artist begins by sketching the outline of the picture with a fine brush using



black or red colors. The painting is given a final coat of lacquer to protect it and give it a glossy finish.

To make it, first ... after that ... next ... then ... at last ...

Answer: This is known for its intricate details and mythological narratives, particularly those related to Lord Jagannath, an incarnation of Lord Vishnu. The themes often include stories from The Ramayana, Mahabharata, and other Hindu epics and folklore. Pattachitra is not just an art form but a testament to the rich cultural heritage of Odisha, showcasing the skill and creativity of its artisans.

Let us write (Page 139)

You heard children from different states speak about the art forms from their state. Discuss in pairs which art form you liked the most. Now, write a paragraph with five sentences giving your reasons for liking it.

Answer:

Among the various art forms discussed, I found Pattachitra from Odisha the most captivating. The intricate detailing and vibrant natural colors used in these paintings are truly mesmerizing. I appreciate how each artwork tells a story, often depicting scenes from Hindu epics, which adds a rich cultural and narrative depth. The dedication and skill required to prepare the canvas and paint with such precision demonstrate the artisans' expertise and passion. Overall, Pattachitra beautifully combines artistry, tradition, and storytelling, making it a truly remarkable and appealing art form.

Let us explore (Page 139)

Question 1. Madhubani painting is a traditional art form from Bihar. The artists use natural colours to make them on the walls of their houses. You can also make and use natural colours as given below.

- yellow from haldi
- green from leaves
- red from red flowers/geru/sindoor
- orange from flowers
- blue from neel/indigo powder



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



Answer:



Question 2. Ek Bharat, Shreshtha Bharat Programme

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



Answer: The Ek Bharat, Shreshtha Bharat Programme enhances interaction and mutual understanding between different states/UTs of India. It celebrates unity in diversity by fostering emotional bonds and sharing cultural practices. The initiative aims to build a common identity and contribute to nation-building through cultural interconnectedness and shared experiences.



NCERT Solutions Class 6 English (Poorvi)

Unit 5: Chapter 14 The Kites

Let us do these activities before we read. (Page 141)

Question 1. Answer the following questions and share them with your teacher and classmates.

(a) Have you ever flown a kite or seen someone fly it? Where? When?

Answer: Students will perform the activities and will share their experiences in class. On the occasion of Republic Day, our society organizes the Kite Festival in our community park. Last year, it was memorable for me as I also participated in it. The sky was filled with colorful kites, and people were enjoying the activity with their families and friends. The festival usually takes place in January, and it was a bright, sunny day perfect for kite flying.

(b) Describe the kite – colour (s), shape, design of tail, and any other detail.

Answer: Keeping the patriotic spirit in our mind and soul, the kite I remember from that festival was quite vibrant. It was a classic diamond shape, with tricolour and blue. The design featured intricate patterns, with swirling lines and geometric shapes that made it stand out against the clear sky. The tail of the kite was long and made up of several strips of colorful fabric tied together, creating a rainbow effect.

(c) What did you think when you saw the kite up in the sky?

Answer: I felt very excited to see my kite flying up in the sky.

Question 2. Search the internet for videos on Kite Festivals and watch them with your teacher and classmates.

(a) Share the things with your teacher that you saw and what the people were doing.

Answer: Students will surf the internet and will explore the Kite festivals. They will share their experience in class.

(b) Would you like to participate in this kind of festival? Why?

Answer: Yes, I would love to participate in this kind of festival. Kite flying is not only a fun activity but also a way to connect with friends, family, and the community. The excitement of seeing kites of different shapes and colors fill the sky is exhilarating. Additionally, participating in such a festival allows me to experience cultural traditions, enjoy the outdoors, and create wonderful memories.

(c) What kind of kite would you like to fly?

Answer: I would like to fly a dragon-shaped kite. It would be large, with vibrant green and

gold colors, and designed to look like a mythical dragon. The tail would be long and adorned with intricate patterns and streamers to mimic the dragon's body. This kite would be eye-catching and unique, making it stand out among the others in the sky.

Question 3. Look at the picture and complete the sentences. Share your responses with your teacher.



windy kite flying birds sky looking has ribbons

(a) I can see _____, _____ and _____ in the picture.

Answer: I can see kites, birds, and the sky in the picture.

(b) The weather in the picture is _____.

Answer: The weather in the picture is windy.

(c) The kite is _____ high in the sky.

Answer: The kite is flying high in the sky.

(d) The child is _____ from below.

Answer: The child is looking from below.

(e) The tail of the kite _____.

Answer: The tail of the kite has ribbons.

Question 4. Now, think and answer.

(a) List two more things that you want to add to the picture.

Answer: Sun, Aeroplane

(b) If I were the child, I would _____

Answer: love to play with the birds.

(c) If I were the kite, I would _____

Answer: love to fly high.

Let us discuss (Page 143)

Question 1. Read the poem silently. As you read, mark the given statements as True or False.

Statements	T/ F
(a) The child is looking at the kites.	
(b) The kites look like birds of different colours.	
(c) It was a rainy day.	
(d) The child wants to be like a kite.	
(e) The child wishes to climb on a kite.	
(f) The kite is made of cloth and plastic.	
(g) The child wants to ride the kite.	
(h) The child knows they would have fun.	
(i) The child wants to look at the kite from a rooftop.	
(j) The child would like to look at people down below.	
(k) The child knows that the people would stare.	

Answer:

Statements	T/F
(a) The child is looking at the kites.	True
(b) The kites look like birds of different colours.	True
(c) It was a rainy day.	False
(d) The child wants to be like a kite.	False
(e) The child wishes to climb on a kite.	True

(f) The kite is made of cloth and plastic.	True
(g) The child wants to ride the kite.	True
(h) The child knows they would have fun.	True
(i) The child wants to look at the kite from a rooftop.	False
(j) The child would like to look at people down below.	True
(k) The child knows that the people would stare.	True

Question 2. Complete the following sentences.

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

The kites have been compared to b _ _ _ _ because they _ _ _ _ _.

Answer: The kites have been compared to birds because they fly in the sky.

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

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

Answer: The child wishes to be as light as air. The child wishes to be able to climb on a kite and fly.

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

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

Answer:

Thoughts on the Use of Simile in the Poem

The use of simile in this poem indeed helps us imagine better when we read it. By

comparing the kites to “coloured birds,” the poet paints a vivid picture of the kites’ movement and beauty, making it easier for readers to visualize them soaring in the sky. Similarly, the comparison of the child’s desired lightness to that of air helps convey the sense of freedom and weightlessness the child yearns for. These similes enhance the imagery and emotional connection, allowing readers to feel the child’s longing and the beauty of the scene more deeply.

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

Stanza 1

Which consonant sound do both words begin with?

Stanza 3

Which consonant sound do both words begin with?

This is called alliteration. For example, a big bright blue bag, a funny fan, etc. Create 4 other sets of words using alliteration.

Answer: Stanza 1: wild – wind

Stanza 3: stand – stare

Others: fly – flare

Alliteration Examples:

1. Bouncing balloon, bright bird
2. Dusty dawn, dreamy days
3. Sweet smiles, silver star
4. Calm cat, crisp crackers

These examples showcase alliteration by using the same consonant sound at the beginning of each word in the set.

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

Answer:

In the last stanza, the two words that the poet repeats are high, high to tell us that the kite is flying very high.

Question 5.

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

Answer: Stanza 1

Underlined rhyming words:

- fly
- sky

Stanza 2

Underlined rhyming words:

- air
- there

Stanza 3

Underlined rhyming words:

- wings
- sings

Stanza 4

Underlined rhyming words:

- down
- town

Stanza 5

Underlined rhyming words:

- stare
- air

Rhyming Words in Each Stanza:

- fly and sky
- air and there
- wingsandsings
- down and town
- stare and air

Let us think and reflect (Page 144)

Question 1. Read the given lines from the poem and answer the following questions.

What fun it would be

To look right down,

Over the park

And the rooftops of town.



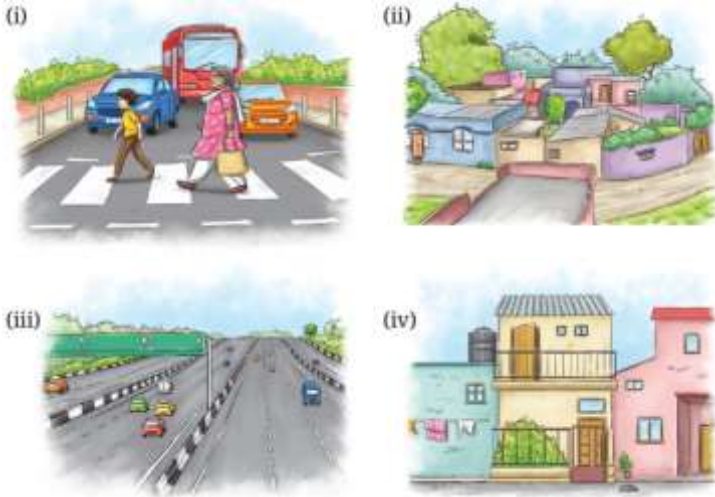
(a) Circle the word that does not share the same feeling as 'fun':
joy, excitement, care, happiness.

Answer: Care

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

Answer: To look right down

(c) Choose the scene the child saw.



Answer: Based on the poem, the child is imagining looking down from high up in the air, seeing the park and the rooftops of the town.

The appropriate scene that matches this description is Scene (ii): This scene shows an aerial view of houses and trees, which aligns with the child's perspective of looking down over the park and rooftops of the town from a high vantage point.

Question 2. Answer the following questions.

(a) How does the poet describe the kites in the first two lines?

Answer: In the first two lines of the poem "Kite," the poet often describes the kites with vivid imagery, capturing their beauty and movement in the sky.

(b) Why does the child say that they have to climb a tree first to get onto the kite?

Answer: The child says they have to climb a tree first to get onto the kite because the kite is stuck or entangled in the tree. When a kite gets caught in the branches, and the child needs to climb the tree to retrieve it.

(c) What are the songs that the child hears when flying atop the kite?

Answer: When flying atop the kite, the child imagines hearing the songs of nature including the whistling of the wind as it rushes past.

(d) Why did the people look up at the child and stare? If you looked up and saw that, what feelings would you have?

Answer: The people looked up at the child and stared because seeing a child flying atop a

kite is an unusual, magical, and extraordinary sight. It would be something unexpected and awe-inspiring, capturing their attention and curiosity. If I looked up and saw that, I would feel a mix of amazement and concern. The amazement would come from witnessing such a fantastical scene, like something out of a fairy tale or a dream.

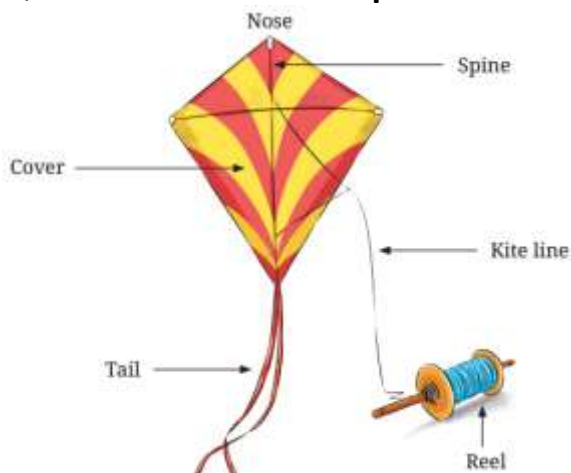
Caution: Do not try this at home, as it is impossible to do and will harm your body.

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

Answer: If I were the kite carrying the child high up in the air, I would tell them to hold on tight and enjoy the view, young adventurer! From up here, they can see the world in a whole new way. Feel the wind in their hair and the freedom of the sky.

Let us learn (Page 146)

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



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

Bina: I love the long yellow t _ _ _ at the end of my kite. What colour is your kite?

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

Bina: Oh wonderful! My kite l _ _ _ is red. The r _ _ l that wraps it is green. I like it.

Saroj: My kite line is red too. The tip of my kite has a blue _ _ _ e.

Bina: Beautiful! Let's go and fl our pretty kite.

Answer:

Bina: I love the long yellow tail at the end of my kite. What colour is your kite?

Saroj: My kite's cover is pink. The spine is black.

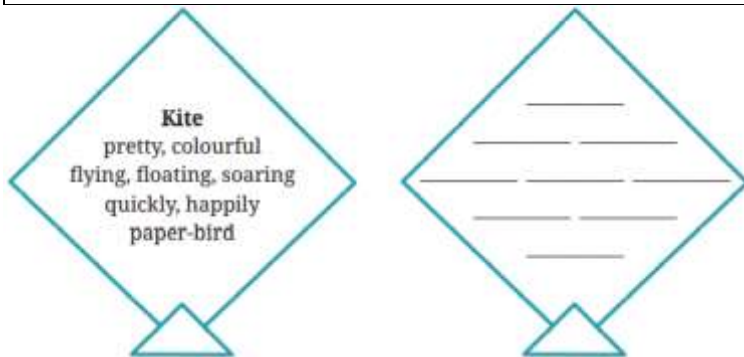
Bina: Oh wonderful! My kite line is red. The reel that wraps it is green. I like it.

Saroj: My kite line is red too. The tip of my kite has a blue nose.

Bina: Beautiful! Let's go and fly our pretty kite.

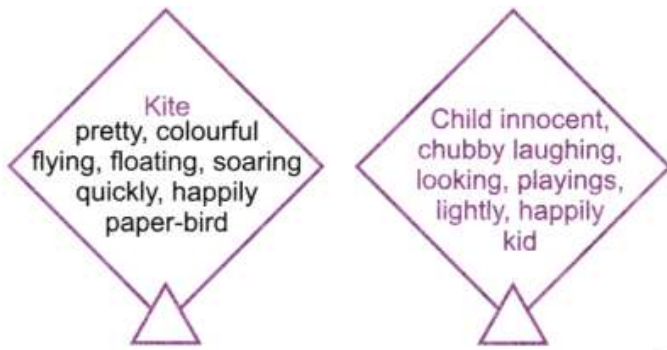
Question 2. Let us create a poem using words in a kite!

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



This is called a cinquain poem. It is a five-line poem that describes a person, a place, or a thing.
Now, create a cinquain poem yourself on anything you like.

Answer:



Question 3.

The poet uses the words 'fly' and 'drift' to describe the kite's movement.

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

slow fast quick upward
downward round and round float

Answer:

slow fast quick
upward downward
round and round float

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

glide dive soar swoop circle

Answer: Other words about the kite's movement and the type of movement they show:

- Glide: A smooth and continuous movement, often slow and graceful, similar to drifting.
- Dive: A fast and downward movement, often sudden.
- Soar: A fast, upward movement, often high and with sustained motion.
- Swoop: A fast movement, typically downward and then upward again, often sudden.
- Circle: A movement going round and round, maintaining a steady path.

Question 4. The poet has used expressions like-

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

(a) Read how these expressions are used in the poem.

Answer: Usage of Expressions in the Poem:

1. Up in the air: "Up in the air/See the kites fly,"
2. Look right down: "What fun it would be/To look right down,/Over the park/And the rooftops of town."
3. Stay up there: "I would climb on a kite/And sail up there."

4. Stand and stare: "The people below/Would stand and stare,/And wish they were me/High, high in the air."

(b) In pairs, make sentences using these expressions. Discuss with your teacher and then write in your notebooks.

Answer: Making Sentences:

1. Up in the air: We watched the hot air balloon rise in the air as the sun set behind the mountains.
2. Look right down: From the top of the Ferris wheel, I could look right down and see the entire amusement park.
3. Stay up there: The bird built its nest in the tree and decided to stay up there throughout the spring.
4. Stand and stare: The street performer was so talented that people would stand and stare in amazement.

Let us listen (Page 148)

The Kites

Hello everyone! I'm happy to share with you some details about the Kite Festival. It is a popular festival in India and it takes place during Makar Sankranti in January. People can even be seen flying kites from their terraces and rooftops and taking part in kite flying competitions. This festival is celebrated as Uttarayan in Western India. The festival gives everyone a chance to look at kites of different shapes, sizes, and colours. Gujarat is the main centre of celebrations but Uttarayan is also celebrated in Rajasthan and Telangana. In Karnataka, the Tourism Department has also been organizing the kite festival once each year. Punjab also celebrates this festival of kites during Baisakhi and Basant Panchami. Kite fling is a tradition that is deep-rooted in Indian culture and the Kite Festival is eagerly awaited. This is also a reason why people across India also fly kites to celebrate Independence Day. Happy kite-fling to all of you!

You will listen to the audio or narration once again. As you listen, check your answers. Listen to the Kite Festival in India. As you listen, circle the words that are not correct. Then, listen again and write the correct words.

(a) The Kite Festival is celebrated in June.

Answer: January

(b) The International Kite Festival is named Uttarayan in Eastern India.

Answer: Western India

(c) Uttarayan is mainly celebrated in Gujarat, but also in Maharashtra and Telangana.

Answer: Rajasthan



(d) During the Kite Festival, we can see kites of different shapes, sizes, and colours.

Answer: Correct

(e) In Karnataka, the Tourism Department organizes the kite festival every year.

Answer: Correct

(f) The Punjab region celebrates Basant Panchami and Baisakhi by flying kites.

Answer: Correct

(g) People of India also enjoy flying kites on Earth Day.

Answer: Independence Day

Let us speak (Page 149)

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

Answer: Suggested Points:

- I remember flying a kite for the first time during a local festival.
- It was last summer, and the sky was filled with colorful kites of all shapes and sizes.
- We bought a bright red kite with a long tail and took it to the open area by the shore.
- With the wind blowing steadily, we struggled at; first to get the kite airborne. But after a few tries, it soared up high, dancing gracefully against the blue sky.
- Watching our kite flutter and sway was a magical experience.
- It was a memorable day.

Let us write (Page 149)

Question 1. Imagine yourself as a kite. In pairs, first discuss all the following hints. What shape of kite are you? What colours do you have? What other parts of yourself are you happy about?

Answer:

- I am a diamond-shaped kite, the classic and elegant form that gracefully glides through the air.
- My body is a vibrant mix of blues and greens, with a golden tail that sparkles in the sunlight.
- I am proud of my long, fluttering tail that adds to my stability and beauty in flight.

Where are you? Who do you belong to? What activities do you do? Who are your friends?



Answer:

- I am often found soaring in the open skies above a lush, green park.
- I belong to a young child named who loves to fly me on weekends and during festivals.
- I enjoy dancing with the wind and competing with other kites.

Do you have any message for humans?

Answer: Message for Humans: Friends, I want to remind you to find joy in simple pleasures and to look up at the sky more often. Let the wind carry your worries away and embrace the freedom and beauty that nature offers.

Question 2. Now, write a paragraph of about 100 words, with the title – I am a Kite.

Answer: As a diamond-shaped kite. My shining body is liked by every person. I am adorned with vibrant blues and greens, complemented by a sparkling golden tail. I often find myself flying high above a lush, green park. I am a kite, a simple yet enchanting creation that dances with the wind and brings joy to those who guide me through the skies. My existence may seem ordinary, but I am filled with a vibrant life and a story to tell.

I catch the wind and begin my ascent. The rush of air against my fabric feels exhilarating, and I revel in the freedom of flight. In the sky, I perform loops and dives, dancing gracefully with the wind. I compete with other kites, each one trying to climb higher and higher. The birds sometimes join our aerial ballet, adding to the sense of wonder and adventure. From my vantage point, I can see the world below in a way that is both awe-inspiring and humbling.

Flying high above, I feel a profound connection with nature and the elements. The wind is my companion, guiding and supporting me. The sun's warmth gives me energy, and the vast sky is my playground. I am a symbol of freedom and the joy of simple pleasures. As I dance with the wind, I remind you to find joy in the little things, to cherish moments of playfulness, and to seek out the simple pleasures that make life beautiful.

Let us explore (Page 149)

Question 1. The mention of kites exists in ancient Indian texts. It can be found in the poetry of the thirteenth-century Marathi saint and poet, Namadeva. In his poems or gathas, he called a kite a gudi, and there is a mention that the kites were made from kaagad (paper).

Answer: The Ancient Tradition of Kites in India:

The tradition of kite flying in India is ancient, with mentions in historical texts and poetry. In the thirteenth century, the Marathi saint and poet Namadeva referred to kites as gudi in his gathas (poems). He described kites as being made from kaagad, meaning paper. This indicates that kite flying was a popular and cherished activity even in ancient times. Namadeva's poetic references highlight the cultural significance and the joy associated with



kite flying in Indian society. This tradition has been passed down through generations, continuing to bring delight and excitement to people of all ages across India.

Question 2. Have a look at some of the different types of kites. Choose which one is commonly seen.



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

Answer: Step to make a kite

1. Prepare the Frame using wooden dowels or bamboo sticks.
2. Attach the Frame to the Kite Material and secure it with glue or tape, ensuring the material is taut and well-attached to the frame.
3. Make a small hole at the top and bottom of the vertical stick and the ends of the horizontal stick.
4. Add the String.
5. Cut a piece of cloth or ribbon to use as the tail.
6. Use markers or paint To decorate your kite with patterns, colors, or a message.

(b) Follow the steps and create your kite. Get it to school to show your teacher and classmates.

Answer: Create the Frame:

- Measure and cut the dowels. The longer dowel (spine) should be about 24 inches, and the shorter dowel (crossbar) about 20 inches.
- Lay the shorter dowel across the longer one to form a cross, about one-third of the way down the longer dowel.
- Secure the two dowels together using string or strong tape at the intersection. Make sure they form a right angle.

Make the Cover:

- Place the frame on the paper or fabric and trace the outline of the kite, leaving an extra inch around the edges for folding.
- Cut out the kite shape from the paper or fabric.

- Fold the edges of the paper or fabric over the frame and secure with glue or tape.

Attach the String:

- Cut a piece of string about twice the length of the spine.
- Tie one end of the string to the top of the spine and the other end to the bottom.
- Attach another piece of string at the intersection of the dowels for the kite line.

Add the Tail:

- Attach the ribbon or fabric to the bottom of the kite. This helps to stabilize the kite in the wind.

Decorate:

- Use markers or paint to decorate your kite. You can write a message like “Happy Independence Day!” on it.

Creating and Flying Your Kite

- Follow the steps above to create your kite.
- Once your kite is ready, take it to an open area with plenty of wind.
- Fly your kite and enjoy!

(c) Write a message on the kite. For example: Happy Independence Day!

Answer: Example message: “CHASE YOUR DREAMS!”



NCERT Solutions Class 6 English (Poorvi)

Unit 5: Chapter 15 Ila Sachani: Embroidering Dreams With Her Feet

Let us do these activities before we read. (Page 151)

Question 1. Look at the given picture and information. Discuss the questions with your teacher and classmates.



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

(a) Do you think Pranav's task is simple? Why or why not?

Answer: No, Pranav's task is not simple. He had to face many obstacles during his life journey. Although he excels as an artist, singer, and para-sportsperson despite being born without both hands, the challenges he faces are significant. There are simple tasks that can be easily performed by any physically fit person but such tasks which are performed with hands require Pranav to develop unique methods and techniques. His achievements highlight his extraordinary determination, creativity, and resilience in overcoming physical limitations.

(b) How does Pranav's special ability make you feel?

Answer: Pranav's special abilities are inspiring and awe-inspiring. They demonstrate the incredible potential of human adaptability and perseverance. His accomplishments evoke a sense of admiration and respect for his dedication and courage to excel despite significant challenges.

(c) What qualities do you think were important for Pranav to become successful?

Answer: The qualities which are important for Pranav's success are:

- Will power: A strong will to overcome obstacles and persist through difficulties.
- Creativity: Finding innovative ways to perform tasks typically done with hands.
- Determination: strong determination is needed to strive toward goals.
- Patience: The perseverance to practice and refine his skills over time.
- Optimistic Approach: Maintaining a positive outlook despite challenges.

(d) What message does Pranav's story give us?

Answer: Pranav's story gives us a powerful message that physical limitations do not define one's capabilities or potential. It emphasizes the importance of resilience, innovation, and a

positive attitude in overcoming challenges. His journey inspires others to pursue their dreams and not be deterred by difficulties.

Question 2. Look at the picture of Kathiawar embroidery. Discuss in pairs.



Kathiawar embroidery

(a) List the steps you think are needed to create this embroidery.

Answer:

1. Sketching the design on fabric.
2. Choosing the appropriate threads and colors.
3. Stretching and securing the fabric in a frame or hoop.
4. Using various embroidery techniques to create the design.
5. Tying off threads and adding final touches.
6. Washing and ironing the finished piece.

(b) Discuss if these steps can be done with feet, instead of hands.

Answer: Theoretically, these steps can be done with feet, but it would require immense skill, practice, and adaptation. Using feet for intricate tasks like threading needles and precise stitching would be particularly challenging.

(c) What efforts would be needed if someone has to embroider with their feet? Do you think it is possible?

Answer: Efforts needed would include:

- Training and Practice: Extensive practice to develop dexterity and control in the feet.
- Special Tools: Custom tools or adaptations to facilitate tasks typically done with hands.
- Patience and Persistence: Continuous effort and patience to master the techniques.
- Physical Adaptation: Strengthening and conditioning the feet to handle detailed work.

While challenging, it is possible with determination, innovative approaches, and adaptive techniques. Examples like Pranav's achievements show that individuals can accomplish remarkable feats despite physical limitations.

Let us discuss (Page 155)

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

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

Answer:

Paragraph	Main Idea	Two Supporting Details
1	Introduction to Ila Sachani's colourful embroidery	(i) Examples of embroidered things (ii) Ha's use of shiny needle
2	Early challenges and family support	(i) Ila struggled to balance her passion and duties (ii) Her family encouraged her
3	Developing embroidery style	(i) Different stitches and patterns (ii) traditional motifs

4	Selling locally	(i) Sale in local markets (ii) Popularity through word of mouth
5	Expanding Market	(i) Orders from neighboring cities (ii) Used social media to attract customers
6	Recognition at a state exhibition	(i) Display at a state-level exhibition (ii) won an award
7	Training more women	(i) Organized workshops (ii) More women gained skills
8-9	Financial Independence	(i) Financial independence and joy (ii) Challenges can be turned into victories

Let us think and reflect (Page 156)

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

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

(a) Choose the correct option to fill in the blank.

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

Answer: Different

(b) What could Ila have felt when she could not join others in things they did?

Answer: Ila felt that was why she could not play with them. She also thought to draw with chalk when others can do it.

(c) Complete the following with a suitable reason.

Ila could not draw figures on the slate because _____.

Answer: She was born with her hands hanging loose by her sides.

Question 2. What creative ways did Ila and her family use to overcome the challenges she faced?

Answer: They taught her to create many beautiful patterns using her feet despite her physical challenges.

Question 3. How did 'new independence' help Ila?

Answer: The "new independence" Ila achieved through her embroidery skills not only transformed her economic status but made her happy and proud as well.

Question 4. Why was the first state exhibition an important event in Ila's life?

Answer: The first state exhibition was a pivotal moment in Ila's life as it not only showcased her talent but also opened doors to new opportunities, enhanced her reputation, and contributed to her personal and professional growth.

Question 5. What does the sentence, 'art has the power to rise above physical boundaries and touch the soul', tell us about the power of art?

Answer: The sentence tells that art is not merely decorative or entertaining but holds the profound ability to transcend physical, cultural, and temporal barriers connecting humanity on a deeper, emotional level.

Question 6. How can we be helpful and encouraging like Ila's family and friends when someone faces challenges?

Answer: We must offer encouragement and remind them that setbacks are a part of life and can be overcome with time and effort.

Question 7. How can Ila's story help others to overcome challenges in their lives?

Answer: Through her journey, Ila discovered her talents, gained independence, and found fulfillment in doing what she loved. Her story encourages others to explore their own interests, strengths, and abilities as a pathway to personal empowerment.

Let us learn (Page 156)

Question 1. Read the words from the text given in Column A. Then, try to understand what they mean by reading the sentences in Column B. Now, match the word to its correct synonym in Column C. There are two extra synonyms given. You may refer to the dictionary.



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

Answer:

Column A	Column B	Column C	Column D
Word	Sentence	Synonyms	Correct Synonyms
Tiny	The garden was tiny but the park was really big.	Silent	Small
Wonderful	The wonderful artwork made everyone clap.	Work	Fantastic
Quiet	The quiet library was a better place to study than the noisy classroom.	happy small	Silent

Task	Completing the Science homework was a challenging task as it had many questions.	difficult fantastic	Work
Tough	We know that tough times can be overcome, if we try sincerely.	Dangerous	Difficult

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

Example: display – E D I H (H I D E)

(a) tiny – E G H U (H _ _ _)

(b) wonderful – R E E B L I T R (T _ R _ _ B _ _ E)

(c) quiet – I Y N S O (N _ _ _ _)

(d) task – S I A E M T P (P _ S T _ _ E)

(e) tough – S E Y A (E _ _ _)

Use these antonyms in sentences of your own.

Answer: (a) tiny – E G H U (**HUGE**)

(b) wonderful – R E E B L I T R (**TERRIBLE**)

(c) quiet – I Y N S O (**NOISY**)

(d) task – S I A E M T P (**PASTIME**)

(e) tough – S E Y A (**EASY**)

Question 3. Read the sentences from the text and focus on the highlighted words.

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

(a) The highlighted words tell us about the quantity. Choose what the words show.

(i) Unmentioned quantity

(ii) Large quantity

Answer: The highlighted words are lots, many, many, many, many.

These words indicate a large quantity.

(b) Let us now understand what words of quantity tell us.

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

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

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

Answer:

(i)	We saw <u>ten</u> buses on the road.	(countable noun)
(ii)	How <u>much</u> milk do you want?	(uncountable noun)
(iii)	There is <u>more milk</u> needed.	(uncountable noun)
(iv)	I need <u>two</u> examples.	(countable noun)
(v)	I have <u>less</u> energy left. She picked <u>many</u> flowers.	(countable and uncountable noun)
(vi)	I ate <u>more</u> rice.	(uncountable noun)

Sentences for each word of quantity:

(i) Many

- We saw many birds flying in the sky.

- There are many books on the shelf.

(ii) Much

- How much sugar do you need for the recipe?
- There Isn't much time left to finish the project.

(iii) Some

- I need some help with my homework.
- Can you give me some advice on this matter?

(iv) A few

- I have a few friends coming over for dinner.
- There are only a few cookies left in the jar.

(v) Little/Some

- I have little patience for rudeness.
- She has some experience in teaching.

(vi) Some

- I ate some pasta for lunch.
- There is some water in the bottle.

Let us listen (Page 158)

Ila Sachani: Embroidering Dreams With Her Feet

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

Thank you!

You will listen to the audio or narration once again. As you listen, check your answers. You will listen to a talk about Kathiawar embroidery. As you listen, circle the correct option.

(a) Form

- (i) old
- (ii) new

Answer:

- (a) Form
- (i) old
 - (ii) new

(b) Colours

- (i) soft
- (ii) bright

Answer:

- (b) Colours
- (i) soft
 - (ii) bright

(c) Stitches

- (i) running stitch
- (ii) chain stitch

Answer:

- (c) stitches
- (i) running stitch
 - (ii) chain stitch

(d) Seen on

- (i) children's caps
- (ii) pants

Answer:

- (d) Seen on
- (i) children's caps
 - (ii) pants

(e) Things used

- (i) small mirrors
- (ii) shapes of buttons

Answer:

- (e) Things used
- (i) small mirrors
 - (ii) shapes of buttons

(f) Designs

- (i) Elephants and horses
- (ii) squares and triangles

Answer:

(f) Designs

(i) elephants and horses

(ii) squares and triangles

Let us speak (Page 159)

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

(a) Look at two examples.

Where were you born?

Did you go to school?

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

(b) Speak the example questions aloud as a peer activity at least five times.

(c) Now, take turns to ask your questions to another classmate.

Speak clearly and with the correct rising tone as shown in (a).

Answer: (a) Here are two questions I might ask Ila Sachani:

How did you learn to use your feet for embroidery?

Did you ever feel like giving up? How did you stay motivated?

(b) This is an activity. So, do yourself in the presence of your teacher.

(c) This is an activity. So, do it yourself.

Let us explore (Page 159)

Question 1. Does anyone in your family or neighborhood do embroidery? Find out what type of embroidery they do and how they learned it.

Answer: Family or Neighbourhood Embroidery:

Ask around in your family or neighborhood if anyone does embroidery. If you find someone, ask them these questions:

- What type of embroidery do you do?
- How did you learn it?
- Can you show me some of your work?

Question 2. Try a simple stitch on cloth with the guidance of a family member.

Answer: With the help of a family member, try a simple stitch on a piece of cloth. Here's a basic guide:

- Choose a piece of fabric and an embroidery needle.
- Select a thread color you like.
- Thread the needle and tie a knot at the end of the thread.
- Try a simple stitch like the running stitch:
- Insert the needle from the back of the fabric to the front.
- Make a small stitch by inserting the needle back into the fabric a short distance away.

- Continue making evenly spaced stitches along the line you want to embroider.

Question 3. Visit the given link to find out about embroidery types from different parts of India. Share with your teacher and classmates which one you liked the most and why.

Answer: Research Different Embroidery Types in India

Go online and look up different types of embroidery from various parts of India. Some famous types include:

- Phulkari (Punjab): Known for its bright colors and floral motifs.
- Kantha (West Bengal): Characterized by simple running stitches and motifs of animals, flowers, and geometric shapes.
- Chikankari (Uttar Pradesh): Famous for its delicate and intricate patterns, usually done on lightweight fabrics.
- Zardozi (Lucknow): Known for its rich and elaborate embroidery using gold and silver threads.
- Kutch Embroidery (Gujarat): Recognized for its bold and colorful designs, often incorporating mirrors and beads.



NCERT Solutions Class 6 English (Poorvi)

Unit 5: Chapter 16 National War Memorial

Let us do these activities. (Page 161)

Question 1.

Read the poem aloud.

Answer: Classroom Activity.

(The facilitator will ensure that learners read the poem aloud using proper pronunciation.)

Question 2. Recite the poem with your classmates and teacher.

Answer: Classroom Activity.

(The poem's theme is explained by the teacher before this activity so that a meaningful class activity may be conducted with a better learning outcome.)

Question 3. Remember the poem.

Answer: Classroom Activity.

(Students will memorize the poem and understand the underlying message.)

Let us explore (Page 161)

Question 1.

Visit the website of the National War Memorial and learn more about it.

Answer: The National War Memorial in New Delhi, India, is a monument dedicated to honoring the soldiers of the Indian Armed Forces who have given their lives in service of the nation. It was inaugurated on February 25, 2019. The memorial is spread over 40 acres and consists of four concentric circles: the Amar Chakra (Circle of Immortality), the Veerta Chakra (Circle of Bravery), the Tyag Chakra (Circle of Sacrifice), and the Rakshak Chakra (Circle of Protection). The names of over 25,000 soldiers are inscribed on the memorial walls.

Question 2.

Plan a visit to the National War Memorial with your teacher/parents.

Answer: The school will plan a visit to the place and ensure that students relate this poem with the place and can understand the theme as well. It's advisable to check the official website or contact them for any updates or special requirements.