Class 6 English | Unit 5: Culture and Tradition

Poorvi Grade 6 | Notes + Har Question ka Jawab | Notes by Abhishek Sir

LESSON 1: Hamara Bharat - Incredible India! (Passage)

Saar: Bharat **gyaani aur veer logon ki dharti** hai. Iski **sundar aur alag-alag sanskriti** ne sadiyon se yatriyon ko kheencha hai. Yahan log **ekta me anekta (unity in diversity)** ke saath rehte hain. Yahan nadiyan, jheelein, ooncha pahad aur hare jungle hain jisme paudhe, keede, panchhi aur jaanwar rehte hain. Hum sabko mehnat karni chahiye taaki Bharat aage badhe.

Word	Meaning
diverse	alag-alag, anek
in unison	mil-jul kar
prospers	tarakki karta hai
inhabitants	yahan rehne wale

SOLUTIONS - HAMARA BHARAT

Q. Let us discuss

Ans. 1. Bharat has always been known as a **land of wise and heroic individuals.** 2. Its **rich and diverse culture** attracts travellers. 3. The people live in unison, showing **unity in diversity.** 4. **Rivers, lakes, high mountains and green forests.** 5. We should **keep working hard to make Bharat prosper.**

LESSON 2: Kalakritiyon ka Bharat (Dialogue / Folk Arts)

1. Saar

Ek Bharat, Shreshtha Bharat programme me alag-alag rajyon ke bachche video par apni kala batate hain. **Aakansha (Uttarakhand) - Aipan** lok-kala: safed chawal ke paste se geru se rangi deewar par, puja kamre aur darwaze ke bahar, mahilayein banati hain. **Priyaranjan (Odisha) - Dhokra:** 4000 saal purani dhatu-kala, mitti aur mom (wax) se figure, aag me mom pighalti hai aur pighla peetal usme bharte hain. **Chitra (Kerala) - coconut shell craft:** nariyal ke khol ko saaf, smooth, base laga kar polish; biodegradable. **Balamurali (Andhra Pradesh) - Kondapalli** khilone: naram lakdi, 400 saal purani kala, **makku** (imli beej powder + saw dust) se jodna, rang se sajana.

Word	Meaning
geru	laal mitti (colour)
carve	tarashna
scrap	bekaar tukde
stable	sthir, hilne wala nahi
biodegradable	prakriti ko nuksan na pahunchane wala
dyes	rang

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Q. Before reading (vowels)

Ans. 1. folk art; 2. culture; 3. festivals; 4. culture, history, legends; 5. languages (languages).

Q. Let us discuss (page 133)

Ans. 1. **Ek Bharat, Shreshtha Bharat** is about knowing that **we all belong to one nation** and our unity in diversity. 2. It is conducted so that **students from different states understand each other and feel united.**

Q. Table

Ans. Akanksha - Uttarakhand - Aipan - **rice flour paste, geru (red clay), walls/floor. Priyaranjan - Odisha - Dhokra** - clay, brass scrap, wax, fire. **Chitra - Kerala - Coconut shell craft - coconut shell, sandpaper, base, wood polish. Balamurali** - Andhra Pradesh - Kondapalli - **soft wood, makku (tamarind seed powder and sawdust), colours/dyes.**

Q. Reflect I (Blanks)

Ans. 1. The designs for Aipan are taken from **cultural traditions** and **observations of nature.** 2. Dhokra is very old because it is **4000 years** old. 3. A base is needed to make it **stable.** 4. Soft wood, **makku** and colours are used for Kondapalli toys.

Q. II. Aipan kyun?

Ans. Akanksha's family makes Aipan **on family functions and festivals** as a cultural tradition to decorate the home.

Q. III. Dhokra me wax kyun bahar aata hai?

Ans. Because **the clay-covered figure is put in fire, the wax melts and flows out through small openings**, leaving space for molten brass.

Q. IV. Common kya hai?

Ans. Both are **handmade from natural materials (wood/coconut shell) and made into useful/decorative items** by village artisans.

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Let us learn

Q. I. Sequence words

Ans. 1. **To begin**, I get up and take a shower. 2. **Then**, I wear my school dress. 3. **Next**, I eat my food. 4. **After that**, I wear my shoes. 5. **Finally**, I pick up my bag and go out.

Q. II. Present tense (-s/-es)

Ans. 1. We **ask questions to understand**. 2. You **know how to dance**. 3. He **speaks very loudly**. 4. She **tells a story every day / draws beautiful flowers**. 5. They **make paintings in free periods**. 6. It **makes... / We practise spellings on Friday**. Rule: he/she/it ke saath verb me -s/-es.

Q. Let us listen (Gakkad bharta)

Ans. I. 1. **Sushil**; 2. **Jabalpur**; 3. **Madhya Pradesh**; 4. **gakkad bharta**; 5. **brinjals and tomatoes**. II. 1. balls of **wheat** dough and **roast** them; 2. **roast** brinjal and tomatoes, garnish with **chopped** onions...; 3. put some **bharta** on it and add one spoon of ghee.

Q. Let us speak

Ans. "I know about the art form called **Rangoli**. They need **coloured powder or flowers**. To make it, **first** clean the floor, **after that** draw dots, **next** join them, **then** fill colours, **at last** decorate with diyas."

Q. Let us write

Ans. I liked **Dhokra art** the most. It is 4000 years old. It uses clay, wax and brass. The artists make beautiful figures with fine details. I think it shows great skill and patience.

Q. Let us explore

Ans. Natural colours: **yellow - haldi; green - leaves; red - geru/sindoor; orange - flowers; blue - neel**. Madhubani painting ko in rangon se bharo. **Ek Bharat Shreshtha Bharat** = ek rajya doosre rajya se pair hota hai taaki culture ka aadan-pradan ho.

LESSON 3: The Kites (Poem - Daphne Lister)

1. Poem ka Saar

Patang **rangeen panchhiyon jaisi** hawa me udti hain. Bachcha kehta hai: "Kaash main **halka hota hawa jaisa**, patang par chadh kar **kaagaz ke pankhon** par udta aur **hawa ke geet** sunta. Main park aur shehar ki chhaton ko dekhta, neeche log mujhe dekh kar **jealous** hote!" **Figure of speech: Simile** (like coloured birds, light as air), **Alliteration** (wild wind), **Repetition** (high, high). **Mood:** khushi aur kalpana.

Word	Meaning
wind-whipped	tez hawa se hila hua
drift	dheere behna

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Word	Meaning
sail	tairna/ udna
stare	ghurna

SOLUTIONS - THE KITES

Q. Before reading I, II, III, IV

Ans. I. Patang colourful, diamond-shaped, lambi poonchh wali hoti hai. III. **kite, birds, sky** dikhte hain; weather **windy**; kite **flying** high; child **looking** from below; tail **has ribbons**. IV. Add **clouds, sun**. "If I were the child I would **run and fly**." "If I were the kite I would **touch the clouds**."

Q. Let us discuss I (True/False)

Ans. 1 **T**; 2 **T**; 3 **F** (windy, not rainy); 4 **F** (wishes to be small and light); 5 **T**; 6 **F** (made of paper); 7 **T**; 8 **T**; 9 **F** (wants to look down from kite); 10 **T**; 11 **T**.

Q. II. Complete

Ans. 1. Kites compared to **birds** because they **fly high in the sky and are colourful**. 2. The child wishes to be as **light** as **air**, to be able to **climb** on a kite and fly. Simile = "like" / "as" se tulna.

Q. III. Alliteration

Ans. Stanza 1: **wind-whipped** (w); Stanza 3: **wild wind** (w). Naye sets: **big blue ball, silly snake, funny fat fox, little lamb**.

Q. IV. Repetition

Ans. The repeated words are **high, high** - the kite is flying **very** high.

Q. V. Rhymes

Ans. Stanza 1: **fly - sky** (birds = no rhyme). Stanza 2: **air - there** (small, light). Stanza 3: **wings - sings**. Stanza 4: **down - town**. Stanza 5: **stare - air**.

Let us think and reflect

Q. I-1, 2, 3

Ans. 1. **care** (baaki sab khushi ke shabd hain). 2. **"To look right down" / "Over the park and the rooftops of town"**. 3. The scene of **park and rooftops seen from above**.

Q. II-1

Ans. The poet describes kites as **"coloured birds in the wind-whipped sky"**.

Q. II-2

Ans. Kite is very high in the sky, so one would need to **climb up** (tree/roof) to reach it - it shows the child's imagination.

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Q. II-3

Ans. The child hears **the songs that the wild wind sings.**

Q. II-4

Ans. People **stare because the child flies high on a kite** and they wish to be there too. I would feel **amazed and a little jealous.**

Q. II-5

Ans. **"Hold me tight and enjoy the view! Don't be afraid."**

Let us learn

Q. I. Parts of a kite

Ans. Bina: I like the long **tail.** Saroj: My kite's **cover** is bright. The **spine** is black. Bina: My kite's **line** is attached to the **reel.** Saroj: The tip of a kite is called a **nose.**

Q. II. Cinquain poem

Ans. Example: **Cricket / fun, exciting / running, hitting, catching / quickly, happily / game.** (Line 1: 1 noun; 2: 2 adjectives; 3: 3 actions; 4: 2 adverbs; 5: synonym.)

Q. III. Drift

Ans. Drift = **slow, float** (aur halka sa upar-neeche). Others: **glide** = smoothly sliding; **dive** = fast downward; **soar** = high upward; **swoop** = sudden fast downward; **circle** = round and round.

Q. IV. Expressions

Ans. "The kite is **up in the air.**" "**Look right down** from the terrace." "I wish to **stay up there.**" "People **stand and stare** at the show."

Q. Let us listen

Ans. Galat shabd -> sahi: 1. June -> **January** (Makar Sankranti). 2. Eastern -> **Western** India. 3. Maharashtra -> **Rajasthan.** 7. Earth Day -> **Independence Day.** (4, 5, 6 sahi hain.)

Q. Let us speak/write: I am a Kite

Ans. **I am a Kite**

I am a colourful diamond-shaped kite with a long tail. I belong to a boy named Aarav. I fly high on Makar Sankranti. My friends are the clouds and birds. I dance in the wind. My message to humans: **do not use sharp thread (manjha)**, it hurts birds.

Q. Let us explore

Ans. Namadeva (13th century) ne patang ko **gudi** kaha aur kaagad se bane hone ka zikr kiya. Kites ke types: **parafoil, delta, rokkaku, diamond, box kite**; common - **diamond-shaped.**

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LESSON 4: Ila Sachani - Embroidering Dreams with her Feet (Biography)

1. Saar

Ila Sachani Gujarat ke Moti Vavdi gaon (Bhavnagar) me rehti hain. Wo **Kathiawar embroidery** me bahut kushal hain. Wo ek kisan parivaar me **bina haath ki shakti ke (hands hanging loose)** paida hui. Wo doosre bachchon ki tarah chalk nahi pakad sakti thi. Unki **maa aur dadi** Kathiawar kadhai jaanti thi aur unhone Ila ko **pairon se kadhai** sikhayi. Ila ne mehnat se **sui me dhaga daalna** seekha, aur Kachhi, Kashmiri, Lucknawi style bhi seekhe. Pehle sirf parivaar aur doston ke liye banati thi, phir Surat ke sarkari office ne unki kala ko **state exhibition** me dikhaya. Phir wo **national level** par pahunchi aur unhe **President's Medal** mila. Kala ne unhe **independence aur regular income** diya. **Seekh:** Challenges ko himmat, mehnat aur positivity se jeet me badla ja sakta hai.

Word	Meaning
challenges	mushkilein
single-minded	ek hi lakshya par kendrit
determination	pakka irada
awestruck	hairaan
popularity	lokpriyata

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Q. Before reading I, II

Ans. I. Pranav ka kaam **aasaan nahi**, wo **inspire** karta hai. Zaroori gun: **himmat, mehnat, practice**. Message: **"Kuch bhi namumkin nahi."** II. Kadhai ke steps: needle me dhaga, kapde par design, silai. Pairon se bhi **mushkil par mumkin** (practice aur determination se).

Q. Let us discuss: Main idea table

Ans. Para 2: Early challenges and family support - (i) Ila born with hands hanging loose; (ii) she wanted to draw with chalk. **Para 3:** Learning to embroider with feet - (i) mother and grandmother taught her Kathiawar embroidery with feet; (ii) parents taught eating and combing with legs. **Para 4:** Hard work and learning - (i) threading a needle was hard but she did not give up; (ii) learned styles Kachhi, Kashmiri, Lucknawi (brother and sister helped). **Para 5:** Spreading fame - (i) family and friends were awestruck; (ii) villagers discovered her skill. **Para 6:** Recognition at state exhibition - (i) Surat government office impressed; (ii) people bought her creations. **Para 7:** National success - (i) took part in national exhibitions and got awards; (ii) received President's Medal. **Para 8-9:** Financial independence and joy; challenges can turn into victories.

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Let us think and reflect

Q. I (Extract)

Ans. 1. "Unlike other children" means Ila was **different.** 2. She could have felt **sad, left out and curious.** 3. Ila could not draw on the slate because **she could not hold chalk in her hands.**

Q. II. Creative ways

Ans. Her mother and grandmother **taught her embroidery using her feet;** parents taught her to **eat and comb hair with her legs;** siblings helped her thread needles.

Q. III. New independence ka fayda

Ans. She **earned a regular income**, became self-reliant and found **joy** in doing what she loved.

Q. IV. First state exhibition kyun important?

Ans. It **opened new doors:** people saw her work, bought it, and she became **famous instead of a hidden talent.**

Q. V. Art ki shakti

Ans. Art can **go beyond physical limits** and reach the heart - a person with any disability can create and move others.

Q. VI. Kaise madadgaar bane

Ans. We should **encourage, help, believe in them** and not make fun; learn their skill and give them chances.

Q. VII. Ila ki kahani se kya seekhein

Ans. It shows that with **determination, family support and hard work**, any challenge can be turned into success.

Let us learn

Q. I. Synonyms

Ans. tiny - **small;** wonderful - **fantastic;** quiet - **silent;** task - **work;** tough - **difficult.** (Extra: happy, dangerous.)

Q. II. Unscramble antonyms

Ans. 1. tiny - **HUGE;** 2. wonderful - **TERRIBLE;** 3. quiet - **NOISY;** 4. task - **PASTIME;** 5. tough - **EASY.** Sentences: "The elephant is **huge.**" "The class was **noisy.**"

Q. III. Words of quantity

Ans. 1. The highlighted words (lots of, many) show a **large quantity (exact number not mentioned)** - (ii) and (i). 2. (i) We saw **many** buses. (ii) How **much** milk do you want? (iii) There is **little** milk needed. (iv) I need **few** examples. (v) I have **some** energy left. She picked

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some flowers. (vi) I ate **a lot of** rice. Rule: many/few = countable; much/little = uncountable.

Q. Let us listen

Ans. 1. **(i) old**; 2. **(ii) bright**; 3. **(ii) chain stitch**; 4. **(i) children's caps**; 5. **(i) small mirrors**; 6. **(ii) squares and triangles.**

Q. Let us speak

Ans. Questions: "**Did you learn embroidery from your mother?**" "**Are you happy with your work?**" (Yes/No questions - awaaz **upar** jaati hai ant me).

Q. Let us write

Ans. Title: My Waste Art

I made a flower pot using old cards, straws and leaves. I coloured the straws green. I stuck the leaves on a card. It looks beautiful and shows that waste can be used for good.

Q. Let us explore

Ans. Apne ghar ya padosi se embroidery ka type poochho (jaise **Chikankari, Phulkari, Kantha**). Kapde par simple stitch seekho.

LESSON 5: National War Memorial (Poem)

Saar: National War Memorial, New Delhi, February 2019 me bana, hamare **veer sainikon** ke samman me. Kavita kehti hai ki ye smarak Bharat ke dil me khada hai, har naam, har patthar ek kahani hai. Zameen, aasman aur samundar - sab jagah jawanon ne desh ki raksha ki. **Amar Jawan Jyoti** (eternal flame) unki veerta ko shradhanjali deti hai. Hum unke balidan ko hamesha yaad rakhenge. **Message:** Sainikon ka **samman aur kritagyata.**

Word	Meaning
etched	khuda hua
homage	shraddha, samman
eternal flame	amar jyoti (kabhi na bujhne wali lau)
sacrifice	balidan

Q. Let us do these activities

Ans. 1. Kavita zor se padho. 2. Class ke saath recite karo. 3. Yaad karo. (Writing ka question nahi.) Explore: mygov.in par memorial ke baare me padho aur teacher/parents ke saath visit plan karo.

– Teacher: Abhishek Sir | Practice: is topic ke 100 MCQs ka CSV zaroor solve karo.