

NCERT Solutions for Class 6 English (Poorvi)

Unit 5- Culture And Tradition

Chapter 15 - Ila Sachani: Embroidering Dreams with her Feet

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

I. 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.

1. Do you think Pranav's task is simple? Why or why not?

Ans. Pranava's feat of becoming a successful singer, artist, and athlete without using both hands is incredibly challenging and unmatched.

2. How does Pranav's special ability make you feel?

Ans. Pranav's unique ability to succeed in his chosen fields despite not having hands makes me both incredibly proud of him and in awe of his incredibly challenging accomplishment.

3. What qualities do you think were important for Pranav to become successful?

Ans. The key qualities crucial for Pranav's success include:

- Willpower: A firm resolve to tackle challenges and push through difficulties.

- Creativity: Developing inventive methods for tasks usually performed by hand.
- Determination: A steadfast commitment to achieving goals.
- Patience: The ability to persistently practice and improve skills over time.
- Optimism: Keeping a positive attitude even when facing obstacles.

4. What message does Pranav's story give us?

Ans. The powerful message of Pranav's story is that one's potential and abilities are not limited by their physical limitations. It emphasises how important resilience, inventiveness, and an optimistic outlook are when overcoming challenges. His story encourages others to pursue their goals and not let obstacles stop them.

II. Look at the picture of Kathiawar embroidery. Discuss in pairs.

1. List the steps you think are needed to create this embroidery.

Ans. Drawing the design on the fabric.

Selecting suitable threads and colors.

Tautly stretching and securing the fabric in a frame or hoop.

Applying different embroidery methods to craft the design.

Securing loose threads and making final adjustments.

Washing and ironing the completed work.

2. Discuss if these steps can be done with feet, instead of hands.

Ans: Although extremely difficult, these steps can be done with feet instead of hands. It would however, require extreme levels of patience, practice and hardwork.

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

Ans: It would take a lot of work and adjustment to embroider feet. The main difficulties and endeavours involved are as follows:

1. Specialised Equipment: To hold and stabilise the fabric, a specially designed setup or frame would be required. This may entail foot-controlled mechanisms and movable supports.
2. Foot Training: It would be crucial to develop exact control and foot dexterity. Effective use of the needle and threads would necessitate a great deal of coordination and practice.
3. Adapted Techniques: Conventional embroidery methods would have to be changed. For foot use, techniques that normally call for fine motor skills with the hands would need to be modified.

4. Strength and Endurance: Embroidering with feet requires both the ability to work for extended periods of time and strong, nimble foot muscles.

5. Assistive Tools: Custom tools or adaptations might be necessary, such as foot pedals for guiding the needle or stabilizing the fabric.

Let us discuss (Pg 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
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Ans:

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) 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)

I. 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 wild flowers, she wondered why she could not join them. She too wanted to hold a chalk in her hands and draw figures on a slate.

1. Choose the correct option to fill in the blank.

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

2. What could Ila have felt when she could not join others in things they did?

3. Complete the following with a suitable reason.

Ila could not draw figures on the slate because _____.

Ans. 1. different

2. Ila likely felt frustration and sadness at not being able to join others in activities they enjoyed. She may have experienced a strong desire to participate and a sense of isolation or inadequacy due to her physical limitations.

3. Ila could not draw figures on the slate because she was born with her hands hanging loosely by her sides, making it difficult for her to use them in the usual way.

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

Ans. They instructed her on how to create many beautiful patterns using her feet, overcoming her physical challenges.

III. How did 'new independence' help Ila?

Ans. Ila benefited from her "new independence" since it allowed her to use her feet to complete tasks and express her creativity. She was able to overcome her physical limitations, build her confidence, and become proficient in embroidery, all of which gave her a sense of independence and success.

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

Ans. Ila's life was significantly impacted by the first state exhibition since it gave her a chance to display her distinctive needlework abilities and receive praise for her gift. It was an important turning point that confirmed her hard work and dedication and showed her accomplishments in spite of her physical limitations.

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

Ans. The statement, "art has the power to rise above physical boundaries and touch the soul," suggests that art has a profound emotional and spiritual impact in addition to transcending physical boundaries. It implies that art has the power to profoundly and personally connect with people, providing motivation, solace, and a sense of community that transcends geographical boundaries.

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

Ans. Like Ila's family and friends, we can support them by providing helpful advice, listening with empathy, promoting tenacity, sharing resources, and acknowledging their particular difficulties.

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

Ans. Ila's story can serve as an inspiration to others by demonstrating how perseverance, ingenuity, and teamwork can overcome major obstacles. Her accomplishments in spite of her physical limitations inspire others to persevere and come up with creative solutions in their own lives.

Let Us Learn

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

Ans.

Tiny - small

Wonderful - fantastic

Quiet - silent

Task - work

Tough - difficult

II. Unscramble the antonyms of the words in Column A. An example has been given for you.

Example: display - EDIH (HIDE)

1. tiny-EGH U (H _ _ _)
2. wonderful-REEBLITR(T_R_ _B _E)
3. quiet-IYN SO (N _ _ _ _)
4. task-S I A E M T P (P_ S T_ _ E)
5. tough - SEYA (E_ _ _)

Use these antonyms in sentences of your own.

Ans:

1. HUGE
2. TERRIBLE
3. NOISY
4. PASTTIME
5. EASY

III. 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

1. The highlighted words tell us about the quantity. Choose what the words show.

(i) Unmentioned quantity

(ii) Large quantity

Ans. Large Quantity

2. 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)

Ans.

(i)	We saw 4 buses on the road.	(countable noun)
(ii)	How much milk do you want?	(uncountable noun)
(iii)	There is more milk needed.	(uncountable noun)
(iv)	I need 3 examples.	(countable noun)
(v)	I have a lot of energy left. She picked _3_ flowers.	(countable and uncountable nouns)

(vi)	I ate some rice.	(uncountable noun)
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Let us listen (Pg 158)

You will listen to a talk about Kathiawar embroidery. As you listen, circle the correct option.

1. Form

(i) old

(ii) new

Ans. old

2. Colours

(i) soft

(ii) bright

Ans. bright

3. Stitches

(i) running stitch

(ii) chain stitch

Ans. Chain stitch

4. Seen on

(i) children's caps

(ii) pants

Ans. children's caps

5. Things used

(i) small mirrors

(ii) shapes of buttons

Ans. small mirrors

6. Designs

(i) Elephants and horses

(ii) squares and triangles

Ans. squares and triangles

Let us speak

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

1. Look at two examples.

Where were you born? Did you go to school? The Yes/No questions use a rising tone at the end.

Ans.

The questions I would love to ask Ila Sachani are:

1.How did you start learning to use your feet for your embroidery?

2.What did you do when you felt like giving up?

2. Speak the example questions aloud as a peer activity at least five times.

Ans. Do it yourself

3. Now, take turns to ask your questions to another classmate. Speak clearly and with the correct rising tone as shown in (a).

Ans. Do it yourself