



ENGLISH TEXTBOOK

Veda Bhushan I Year / Prathama - I Year / Class VI

MAHARSHI SANDIPANI RASHTRIYA VEDA SANSKRIT SHIKSHA BOARD

(Established and Recognized by the Ministry of Education, Government of India)

ॐ सह नावतु, सह नौ भुनक्तु, सह वीर्यं करवावहै।

तेजस्विनावधीतमस्तु मा विद्विषावहै ॥

ॐ शान्तिः, शान्तिः शान्तिः।

May this study (of Veda) in which we are engaged,
Protect both of us i.e. the teacher and the disciple.

May both of us enjoy its fruit!

May both of us together perpetuate this powerful process!

May both of us never quarrel! Om Peace! Peace! Peace!



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PREFACE

The Ministry of Education (Department of Higher Education), Government of India established Rashtriya Veda Vidya Pratishthan in Delhi under the Chairmanship of Hon'ble Education Minister (then Minister of Human Resource Development) under the Societies Registration Act, 1860 (XXI of 1860) on 20th January, 1987. The Government of India notified the resolution in the Gazette of India vide no 6-3/85- SKT-IV dated 30-3-1987 for the establishment of the Pratishthan for preservation, conservation, propagation and development of oral tradition of Vedic studies with the interpretation of the Vedas in scientific lines. In the year 1993 the name of the organization was changed to Maharshi Sandipani Rashtriya Veda Vidya Pratishthan (MSRVVP) and it was shifted to Ujjain, Madhya Pradesh.

The National Education Policy of 1986 and Revised Policy Formulations of 1992 and also Programme of Action (PoA) 1992 have mandated Rashtriya Vedvidya Pratishthan for promoting Vedic Education. The importance of India's ancient fund of knowledge; oral tradition and employing traditional Guru's for such education was also emphasized in the PoA.

In accordance with the aspirations of the nation, national consensus and policy in favour of establishing a Board for the Veda and Sanskrit Education at national level, the General Body and Governing Council of MSRVVP under the Chairmanship of Hon'ble Education Minister, Government of India have set up "Maharshi Sandipani Rashtriya Veda Sanskrit Shiksha Board" (MSRVSSB) in tune with the mandate of Pratishthan and its implementation strategies. The Board has been approved by the Ministry of Education, Government of India and recognized by Association of Indian Universities, New Delhi. The bye-laws of the Board have been vetted by Central Board of Secondary Education and the curriculum structure has been concurred by the National Council of Educational Research and Training, New Delhi.

It may also be mentioned here that the report of "Vision and Roadmap for the Development of Sanskrit - Ten-year perspective Plan," under the Chairmanship of Shri N. Gopalaswamy Former CEC, constituted by the Ministry of Education, Govt. of India in 2015 recommended for establishment of a Board of Examination for standardization, affiliation, examination, recognition, authentication of the Veda Sanskrit education up to the secondary school level. It is also desirable to include subjects of

modern education into Vedic and Sanskrit Pathashalas in a balanced manner. The committee observed that the examinations conducted by the Board should have legally valid recognition enjoying parity with modern Board system of education.

Veda Pathashala-s, GSP Units and Gurukula-s of MSRVVP, affiliated to the Board transact the curriculum primarily based on oral tradition of a particular complete Veda Shakha with perfect intonation (Swars) and memorization, with additional subsidiary modern subjects such as English, Sanskrit, Mathematics, Science, Social Science. Gradually, the Veda Pathashala-s will also introduce other skill and vocational subjects as per their resources.

Vedic education through establishment of board in compliance with National Education Policy-2020

The National Education Policy-2020 firmly recognizes the Indian Knowledge Systems (also known as 'Sanskrit Knowledge Systems'); their importance and their inclusion in the curriculum, and the flexible approach in combining various subjects and languages and Computer Applications. Phonetics and pronunciation prescriptions in NEP 2020 apply to the Vedas, the oral tradition of the Vedas and Vedic education, as they are founded upon phonetics and pronunciation.

The emphasis in NEP 2020 is on the development of a multi- disciplinary and holistic education among the sciences, social sciences, arts, humanities and sports for a multi-disciplinary world to ensure the unity and integrity of all knowledge. The NEP 2020 at point no. 4.27, states that 'Knowledge of India' will include Knowledge from ancient India and its contributions to modern India and its successes and challenges, and a clear sense of India's future aspirations with regard to education, health, environment, etc., these elements will be incorporated in the text books.

The core Vedic Education of Pratishthan along with other essential modern subjects- Sanskrit, English, Mother tongue, Mathematics, Social Science, Science, Computer Science, Philosophy, Yoga, Vedic Agriculture, Indian Art, SUPW etc., based on the IKS inputs are the foundations/sources of texts books of Maharshi Sandipani Rashtriya Veda Sanskrit Shiksha Board. These inputs are in tune with the National Education Policy 2020. The draft books are made available in digital form keeping in view the NEP 2020 stipulations, requirements of MSRVSSB students and the advice of

educational thinkers, authorities and policy of Maharshi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain. These books will be updated in line with NCFSE in future and finally will be made available in printed form.

The Teachers of Veda, Sanskrit and Modern subjects in Rashtriya Adarsha Veda Vidyalaya, Ujjain and many teachers of Sanskrit and modern subjects in aided Veda Pathashalas of Pratishthan have worked for last four years tirelessly to prepare and present Sanskrit and modern subject text books in this form. I thank all of them from the bottom of my heart. Many eminent experts of the national level Institutes have helped in bringing quality in the textbooks by going through the texts from time to time. I thank all those experts and teachers of the schools. I extend my heartfelt gratitude to all my co-workers who have worked for DTP, drawing the sketches, art work and page setting.

All suggestions including constructive criticism are welcome for the improvement of the quality of the text books.

आ परितोषाद्विदुषां न साधु मन्ये प्रयोगविज्ञानम् ।

बलवदपि शिक्षितानामात्मन्यप्रत्ययं चेतः ॥ (Abhijana shakuntalam 1.02)

Until the scholars are fully satisfied about the content, presentation, attainment of objective, I do not consider this effort to be successful, because truly learned scholars are not fully confident in the presentation without the feedback from the stakeholders

Prof. Viroopaksha V Jaddipal
Secretary

Maharshi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain
Maharshi Sandipani Rashtriya Veda Sanskrit Shiksha Board

On the Text Book

This textbook in English for Veda Bhushan-I, 6th standard in general education, is based on the approaches to curriculum construction in English, which is based on the NEP 2020 and NCFSE. The English curriculum lays emphasis on providing a variety of comprehensible contents to learners to develop their interest in learning and recognizing its necessity in day-to-day life. MSRVP/Board's curriculum is Veda centric along with essential NEP 2020 inputs for language and modern subjects' learning. Herein the book an effort has been made to blend these contents along with Indian Knowledge System inputs. The students have already been introduced to a Preparatory Book specially made keeping their needs in view to practice on the basic elements of the language.

This desires considerable change in Veda Pathashala / Vidyalaya / GSP Units / Sanskrit Pathashala / Vidyalaya routines and mode of curriculum transaction and functioning. Flexibility in the daily timetable is as necessary as implementing the annual calendar prescribed by MSRVP/Board so that the required number of teaching days/hours are actually devoted to teaching and learning. The methods used for teaching and evaluation will also be vital for desirable outcome. Course/Curriculum/Syllabus designers have tried their to address the problem of curricular burden by restructuring, reorienting and making the learning activity based with a greater consideration on child psychology and experiential learning. The book presents a variety of genres, including the Vedic translation, biographies, mythological content, units that depict our relationship with the natural world.

The units in the book have been generally structured in the following way:

An introductory section, where few more lines can be added to enrich the Listening Skills. Text with loud reading and share their understanding of text orally to develop the Speaking Skill. The Questions in the section have been designed to develop the reading, writing,

speaking, thinking and creative skills. Grammar with Language Skill based exercises have been provided along with the vocabulary task. It is said in the Vedas about the poem- Pashya Devasya Kavyam, na mamara, na jeeryati (see the God's poetry, never dies, never erodes). Children are expected to enjoy the reading of the presented poem and get the essence of it. Some background of the poet and the poem are there to build emotional oneness with the poet for crystal clarity about the poetic sense-kavyartha. Therefore, all teachers are requested to make the poetry enjoyable by teaching the real intent of the poet.

The book has gone through various stages like draft, correction, deletion, modification, review and addition in the span of last four years. Finally, an effort has been made to bring out this text book, in this form which is focusing on Indian thinking with global outlook for learning English.

Many Teachers Shri Pawan Singh, Shri Vijay Trivedi, Shri Pankaj Dubey, Shri P. Rajeev Kumar along with others have helped to prepare the draft of the text book at various stages and scholars like Shri Keshav Prasad Tripathy, Shri Ram Niwas Bairagi and Prof. S. V. Ramana Murthy have reviewed the book at various stages. Hope the book will be received on the basis of its content for English Language learning.

We welcome suggestions including corrections for the improvement of the quality of the text book in its entirety.

(Ms. Pushpita Chakraborty)

(Ms. Monalisa Mishra)

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Basics of English Language and Grammar

1. English Alphabet-Capital, Small letters & Cursive letters
 2. Vowels and Consonants
 3. English and Roman Numerals
 4. Name of Relatives
 5. Name of the Parts of the Body
 6. Name of the Food Items
 7. Name of the Cereals and Eatables
 8. Name of the Colours and Metals
 9. Name of the Birds, Animals and Insects
 10. Name of the Trees and Flowers
 11. Name of the Fruits and Vegetables
 12. Name of the Vehicles and Transport Utilities
 13. Simple Verbs- go, eat, drink, write, see, speak, think, draw, cut, make, run, sit, play, create, cook, pour, open, shut, close, wash, clean, bring, fetch, pick, dig, throw, dance, snatch, give, sing
 14. Introduction to Noun (Numbers and Gender).
 15. Opposite Words
- *Practice each of the above grammar parts by forming 5 sentences/5 usages.*
 - *Model Question Paper*

Reference

- *English Grammar and Composition - By Wren and Martin
Revised by Dr. NDV Prasad Rao*
- *English Alphabets Copy Book available in Stationery Shop.*

Lesson - 1

Peace! Peace! Peace

- ❖ *In this lesson we will find prayers from the Rigveda and Yajurveda. It prays for the well-being and prosperity of both teacher and the student, mental and physical health and for peace. Universal peace is the central theme of the following prayers. This is perfect for the beginning of a healthy teacher-student relationship and a good scope to learn benevolence and value of team work.*



May this study (of Veda) in which we are engaged,
Protect both of us i.e. the teacher and the disciple.
May both of us enjoy its fruit!
May both of us together perpetuate this powerful process!
May both of us never quarrel! Om Peace! Peace! Peace!¹

1 ॐ सह नावतु, सह नौ भुनक्तु, सह वीर्यं करवावहे।



O God! May we hear with our ears auspicious words.
May we see only auspicious things with our eyes!
May we live the span of life, praising you!
Which is granted to us by you God,
With our lives and bodies remaining strong.
Om, Peace! Peace! Peace!²

May Indra of great name give welfare to us.
May Lord Pusan who has great knowledge and wealth give us welfare.
May the Lord Garutman,
Who is like a discus for destroying the calamities
Give us welfare.
May Brahaspati, the Lord of wisdom, give us welfare
Om, Peace! Peace! Peace!³

I shall have righteous thoughts.
I shall become virtuous.
I shall speak sweet words.
May I speak good words to God; and
To the men may I speak such words which are worthy of hearing.

तेजस्विनावधीतमस्तु मा विद्विषावहै ॥ ॐ शान्तिः, शान्तिः शान्तिः। (तैत्तिरीय आरण्यक 8.1)

2 भद्रं कर्णेभिः शृणुयाम देवाः भद्रं पश्येमाक्षभिर्यजत्राः। स्थिरैरङ्गैस्तुष्टुवांसस्तनूभिर्व्यशेम
देवहितं यदायुः। ॐ शान्तिः शान्तिः शान्तिः ॥ Rigveda (1.89.8)

3 स्वस्ति न इन्द्रो वृद्धश्रवाः स्वस्ति नः पूषा विश्ववेदाः।
स्वस्ति नस्तार्क्ष्यो अरिष्टनेमिः स्वस्ति नो बृहस्पतिर्दधातु ॥ ॐ शान्तिः शान्तिः शान्तिः।
Rigveda (1.89.6)



May the deities give me protection!

May the manes make me happy!

Om, Peace! Peace! Peace!⁴

Word - Meaning

Disciple	-	a follower or pupil of a teacher or leader.
Perpetuate	-	to continue something indefinitely.
Worship	-	the feeling or expression of reverence for a deity.
Welfare	-	the health happiness of someone, well-being.
Calamities	-	sudden event causing great damage, disaster.
Protection	-	keeping safe from harm or injury.
Manes	-	souls of dead ancestors (Pitra) adored as guiding spirits.

Sentences

Disciple	-	Swami Vivekananda was the <u>disciple</u> of Sri Ramakrishna.
Perpetuate	-	We should <u>perpetuate</u> our good deeds.
Worship	-	We should <u>worship</u> our parents like Gods.
Welfare	-	Our guardians always work towards our <u>welfare</u> .
Calamities	-	We should always help each other in natural <u>calamities</u> .
Protection	-	<u>Protection</u> of our culture is our duty.

- 4 मधु मनिष्ये, मधु जनिष्ये मधु वक्ष्यामि मधु वदिष्यामि मधुमतीं देवेभ्यो वाचमुद्यासं
शुश्रूषेण्यां मनुष्येभ्यः तं मा देवा अवन्तु शोभायै पितरोऽनुमदन्तु । ॐ शान्तिः शान्तिः
शान्तिः ।

(Krishna Yajurveda 3.3.2.1)



Manes - Our manes always bless us.

Learning Outcomes

- ❖ *We should pray to God for one another every day.*
- ❖ *We should never fight with each other.*
- ❖ *We should always stay together.*
- ❖ *Always listen to good words and see auspicious things*
- ❖ *We should always speak nice words.*
- ❖ *We should cultivate good and healthy habits.*
- ❖ *We should know that God always listens to our prayers and protects us.*

Exercise

Answer the following questions

1. Name the Vedas which have those wishes mentioned In this lesson.
2. What is the first wish made about?
3. What is the wish mentioned in the second stanza?
4. Name the Gods and the wishes made to them in the third stanza.
5. Explain the last stanza.
6. Give a brief summary of the chapter.
7. Why do we make wishes? Write in your own words.

Fill in the blanks with the following simple verbs

hear, speak, see, give, cook

1. We.....great words about the study of the Veda.
2. Gods.....blessing to all of us.
3. Mothers.....good food for their children.



4. May we.....divine words with our ears.
5. We.....this world with our eyes.

Grammar

Match the following

- | | |
|-------------|--------|
| 1. Mynah | Animal |
| 2. Raccoon | Fruit |
| 3. Firefly | Tree |
| 4. Arjun | Insect |
| 5. Hibiscus | Bird |
| 6. Plum | Flower |

Write the plural forms of the following words

- | | |
|------------------|----------------|
| 1. Fruit | 2. God |
| 3. Word | 4. Sweet |
| 5. Thought | |

Write the opposite of the following words

- | | |
|-----------------|-----------------|
| 1. Man | 2. Father |
| 3. Author | 4. Son |
| 5. Prince | |

Read aloud

1. O God! May we hear with our ears auspicious words.
O Gods! Who protect those who are engaged in your worship,
May we see only auspicious things with our eyes!
May we live the span of life, praising you!
Which is granted to us by you God,
With our lives and bodies remaining strong.



Om, Peace! Peace! Peace!⁵

2. Read aloud and learn the following words -

1. Perpetuate
2. Quarrel
3. Auspicious
4. Knowledge
5. Calamities

Language Learning Activity- LLA

Word Power

I like peaceful environment.

Peace

We want peace.

I slept peacefully.

Question- Make new words by joining words.

Veda	Rig Yajur Sama Atharva	
Rain	Bow Coat Water	
Well	Being Wisher Done	

5 भद्रं कर्णेभिः शृणुयाम देवाः। भद्रं पश्येमाक्षभिर्यजत्राः। स्थिरैरङ्गैस्तुष्टुवांसस्तनूभिः।

व्यशेमदेवहितं यदायुः। ॐ शान्तिः शान्तिः शान्तिः ॥ Rigveda 1.89.8



Question- Using the above information make sentences from the following words-

Study, engage, enjoy, protect, worship.

Conversation

Conversation- 1

Amit – Hello! How are you?

Sumit – I am doing fine, thank you. Hope your fine too.

Amit – Yes all is good. Have you read the mantras?

Sumit- Yes all of them. They are so nice to read.

Amit – Such powerful Vedic mantras. Hope they bring peace.

Conversation- 2

Mohan – Good morning, teacher!

Teacher – Good morning, Mohan!

Mohan – May I ask you something?

Teacher – Yes, sure Mohan.

Mohan – Who is Indra?

Teacher – Indra is the king of the heaven.

Mohan – Thank you teacher.



Lesson - 2

Vistas of Vedic Knowledge

- ❖ *This chapter introduces us to the structure of the Vedas; their form and expansion, the branches of knowledge and their present scenario. This is an important lesson to know and understand the original and basic essence of Vedic knowledge.*



1. The word Veda derived from the root 'vid,' means 'to know' and it means 'knowledge.' They are the vision and sound of the existent universe received and perceived by seers (rishis) at the time of their meditation and conveyed to the world as the message of God. The Vedas are called **Apaurusheya**", i.e., the one that has not been created by anyone. Vedas are also referred as 'trayi' (consisting of three) due to metrical, prose and mix of both forms of mantras.
2. The four Vedas are namely Rigveda, Yajurveda, Samaveda and Atharvaveda. The Samhita of a Veda consists of mantras. The Brahmana part of Veda explains the mantra-s (hymns) and indicate their application for Yajna-s. Aranyaka-s are ancillary texts revealed to Rishi-s at the time of forest dwelling. The Upanishads are final parts of Veda-s, containing conclusive discussions such as the Brahma, Soul, World, their relation with each other, etc.



The Rigveda Samhita

3. The Rig Veda derives its name from the verb (ऋच्- स्तुतौ) word 'rik,' which means a eulogy or Mantra. There are 10,552 riks in the Rig Veda Samhita and it is divided into Aṣṭaka system and Maṇḍala system.
4. Each of the Ashtaka-s is sub-divided into Adhyayas (chapters) and Varga-s. Eight Ashtaka-s consist of 64 Adhyaya-s, 2024 Varga-s and 10,552 Mantras/riks.
5. Each of the Mandalas is subdivided into Anuvakas (lessons) and Sukta-s (hymns). The ten Mandala-s have 85 Anuvakas, 1028 Suktas and 10,552 Mantras/riks.

The Yajurveda

6. The word Yajurveda (Sanskrit: यजुर्वेद) derived from 'yajus' meaning 'worship' and Veda meaning "knowledge". The Veda primarily prose mantras for worship.
7. The Yajurveda is broadly grouped into two- Krishna Yajurveda and Shukla Yajurveda. The term "Krishna" implies "metric and non-metric mixture" of verses as revealed in Krishna Yajurveda. Shukla Yajurveda implies the well-arranged metric structure.
8. The Shukla Yajurveda Samhita has 40 Adhyayas, 303 Anuvakas and 1975 mantras, of them 1875 mantras are found in the Rigveda. The Taittiriya recension of the Krishna Yajurveda samhita has 7 Kandas, 44 Prapathakas, 631 Anuvakas, 2198 Panchashat-s and Taittiriya Brahman has 3 Ashtakas, 308 Anuvakas, 1664 Dashinyah Khandah (group of 10 anuvakas).



The Samaveda Samhita

9. The word 'sama' means melodious songs or melodious hymns. The Sama Veda consists of 1875 Mantras, out of them 99 are exclusively of Samaveda only, remaining are similar to Rigveda. Sama hymns are a combination of Mantra and melodious songs.
10. Further, the Sama mantras are divided into two broad groups or parts. The first is known as Purvarchika, which consists of 650 Mantras. The remaining 1225 Mantras are in Uttararchika.
11. The Purvarchika is divided into four sections (kandas)- Agneyakanda, Aindrakanda, Pavamanakanda and Aranyakanda. Each of the kanda-s is sub-divided into chapters (Adhyaya). The uttararchika does not have kanda-s, but is simply divided into twenty-one Adhyaya (chapters).

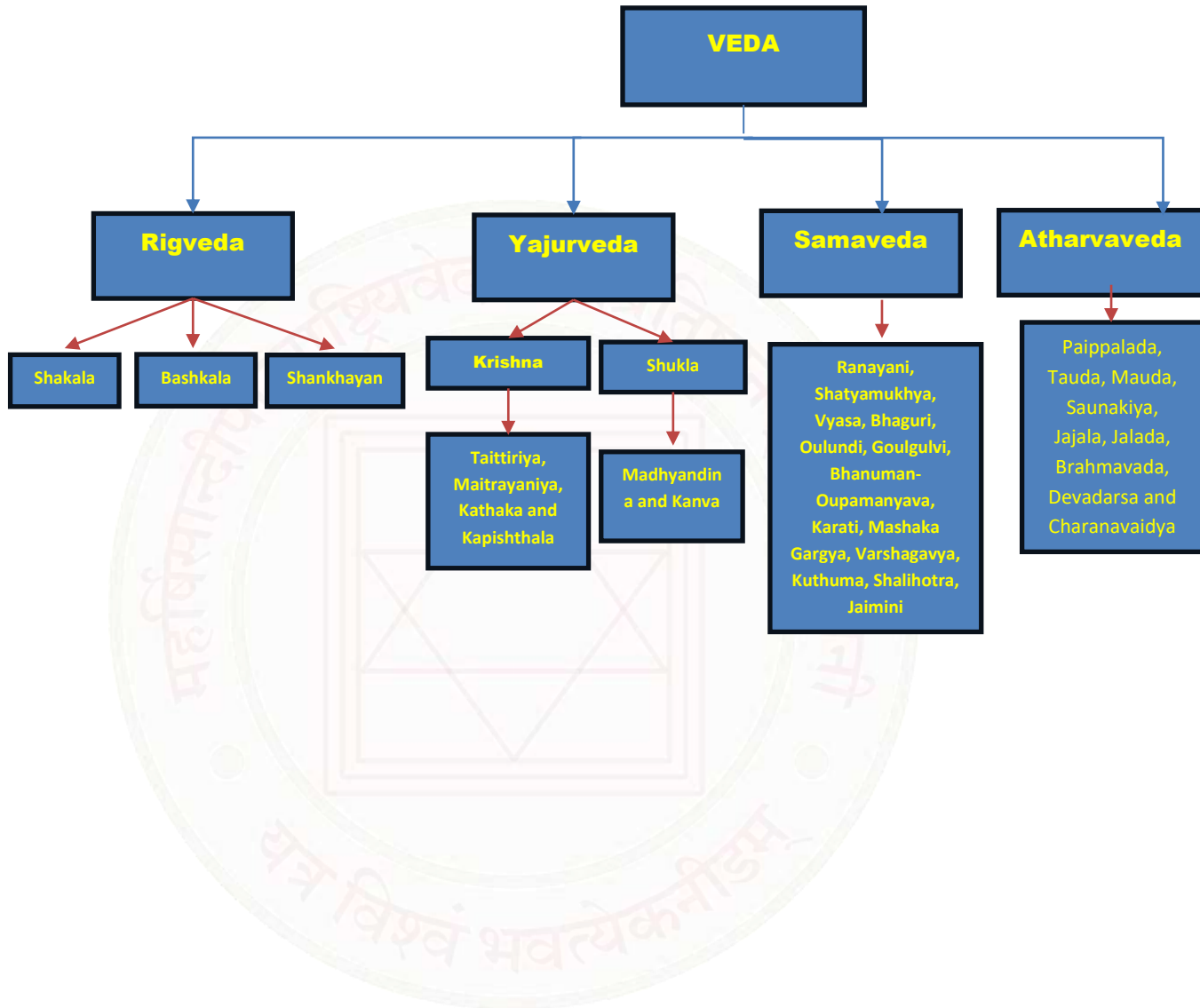
The Atharvaveda Samhita

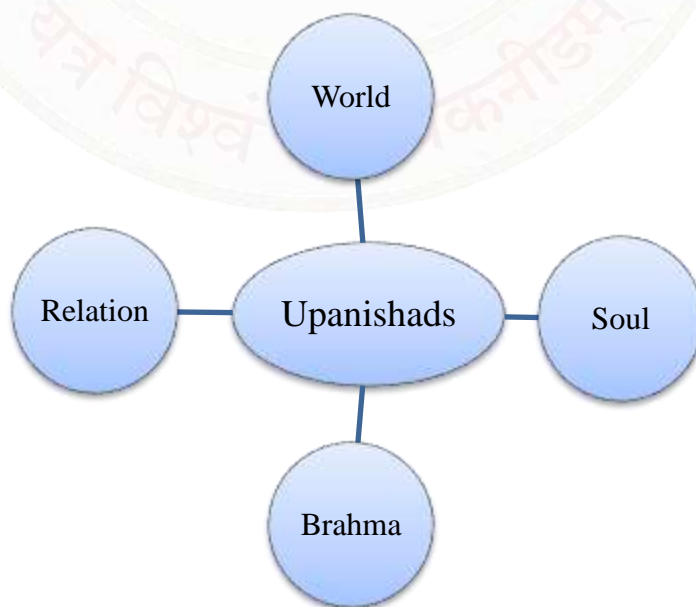
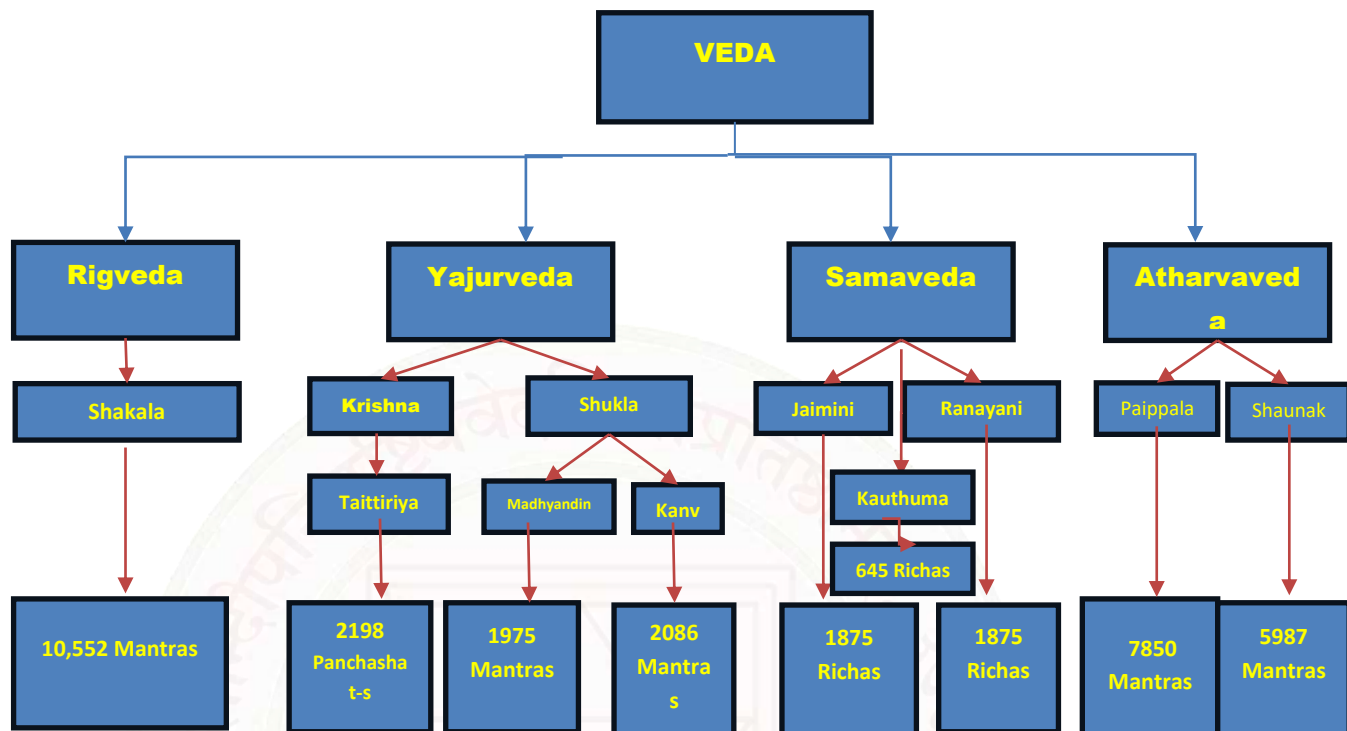
12. The Atharva Veda was first revealed to Sage Atharvan, the Sage Angirasa and the Sage Bhrigu. The text obtains its name from Atharvan. The Atharva Veda is also known as the Brahma Veda.
13. It is also known as Bhishag Veda because there are discussions about diseases and their treatment. It is also known as Kshatra Veda because there are Mantras in which the duties of warriors to protect their motherland are described. Veda prescribes performances of many measures to eradicate disasters, thunderbolt, war through Shanti and Pushti rituals.
14. Atharva Veda is divided into 20 Kandas, which are further divided into 36 Prapathakas. These Prapathakas have 731



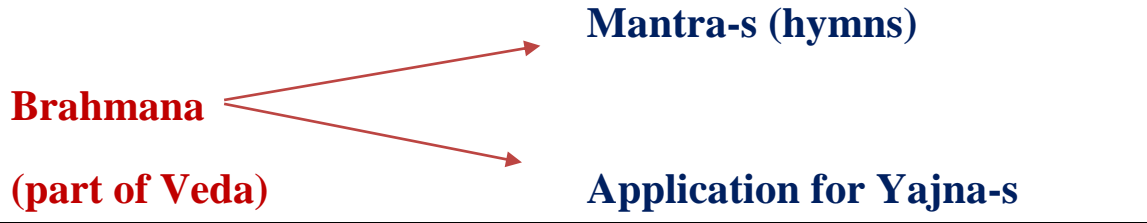
Suktas (hymns), where there are 5,987 Mantras. Of these, 1200 Mantras are similar to Rigveda.

Key Points





Veda → **Apaurusheya**



Rigveda	related to	Prayers	Yajurveda	related to	Yajna
Samaveda	related to	Music	Atharvaveda	related to	Medicines

Rigveda	Ritvik	Hota	Yajurveda	Ritvik	Adhvaryu
Samaveda	Ritvik	Udgata	Atharvaveda	Ritvik	Brahma

Word - Meaning

Sacred	-	connected to God.
Renowned	-	famous, well- known.
Explain	-	clarify something to someone by describing the matter in details.
Indicate	-	point out, show.
Ancillary	-	providing necessary support to primary activities of a system.
Dwelling	-	place of residence.
Corpus	-	collection of written texts on a specific subject.
Supreme	-	highest authority, greatest.
Memorization	-	learning to keep in memory or to remember.



Survived	-	continue to live in spite of danger or hardship.
Melodious	-	relating to melody.
Revealed	-	make something known to someone which was previously unknown.
Warrior	-	one who goes to war, soldier.
Endowed	-	provide with a quality or asset.
Justice	-	just or fair treatment.
Victory	-	act of defeating the enemy in battle.

Sentences

Sacred	-	Temple is a <u>sacred</u> place.
Renowned	-	Swamy Vivekananda was a <u>renowned</u> personality.
Explain	-	We should <u>explain</u> the reasons of our acts, to avoid confusions.
Indicate	-	Our words always <u>indicate</u> our thoughts.
Ancillary	-	<u>Ancillary</u> texts always provide a great amount of detail required for full knowledge.
Dwelling	-	Birds have their <u>dwelling</u> on the trees.
Corpus	-	There is a <u>corpus</u> on Vedas in our libraries.
Supreme	-	The Vedas hold the <u>supreme</u> position in our culture.
Memorization	-	Writing down the matter helps in better <u>memorization</u> .
Survived	-	The Vedas <u>survived</u> in our society in spite of repeated attacks by invaders.



Melodious	- The Samaveda is as <u>melodious</u> as the playing of flute.
Revealed	- Nita <u>revealed</u> to Sita that she was the one to write the letter.
Warrior	- Arjuna was a great <u>warrior</u> .
Endowed	- Sita was <u>endowed</u> with celestial beauty.
Justice	- Pandavas got <u>justice</u> at the end of the war.
Victory	- Sri Ram got <u>victory</u> over Ravana.

Learning Outcomes

- ❖ *We should know that the Vedas are God gifted.*
- ❖ *The Vedas show the right way of living life.*
- ❖ *The Vedas are a vast ocean of knowledge.*
- ❖ *Samaveda hymns are a combination of Mantra and melodious songs.*
- ❖ *The Atharva Veda includes knowledge about medicine, war, defense and social welfare.*

Exercise

Answer the following Questions

1. How many parts are there in Vedas? Name them.
2. What is meant by the term 'Apaurusheya'?
3. What are the two methods of Rigveda?
4. Name and describe the Rigveda Suktas in the chapter.
5. What are the two divisions of Yajurveda?
6. Name the branches and division of Mantrasin Samveda.
7. What are the different names of Atharvaveda? Explain the reason behind these names.



Fill in the blanks with the following words

Vid, trayi, Apaurusheya, Rigveda, Yajus.

1. The word 'veda' has been derived from the root word ____.
2. Vedas are referred as ____.
3. Vedas are known as ____.
4. There are 10,552 verses in ____.
5. The word _____ means to 'worship.'

Match the following

- | | |
|----------------|---------------|
| 1. Rigveda | Ayurveda |
| 2. Yajurveda | Uttaracrchika |
| 3. Saamveda | Astaka method |
| 4. Atharvaveda | Chamakam |

Grammar

There are 5 vowels and 21 consonants in English alphabet.

Vowels are - a, e, i, o, u

Consonants are - b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

1. Now, underline the vowels and make sentences with the following words

Cow	Owl	Dark	Eagle
Bun	Sin	Kind	Zebra
Bad	Good	Ruin	Short
Ice	Veda	H e a r	Unicorn



2. Write the name of six limbs of Vedas.

3. Speak at least ten lines about Vedic texts.

Language Learning Activity- LLA

Question- Unscramble these Sentences

1. are / four / vedas / there

2. veda / a / the samhita / of mantras /of / consists

3. apaurusheya / the / are / Vedas

4. 10,552/ are / mantras / there / in / Rigveda

5. divided /atharvaveda / 20 / is / kandas / into

Question- Complete the following, the words are related to Veda.

Find the words from the lesson:

S				S					A
U									
				V					
K									
		B		A					A
A			W					H	A



Conversation

Conversation – 1

Rohit – Hello Rohan! Please help me.

Rohan – Tell me Rohit.

Rohit – What is ‘vid’?

Rohan – Vid is the root word of ‘Veda.’

Rohit – Thank you so much Rohan.

Rohan – You are welcome, Rohit.

Conversation 2

Rita – How are you, Ritu?

Ritu – I am good Rita. Where were you?

Rita – I went to a Vedic conference.

Ritu – What did you see there?

Rita – I saw Vedic scholars.

Ritu - Did you enjoy?

Rita – I really enjoyed. I learnt a lot.

Ritu – Good to hear that, Rita.



Lesson - 3

Guru Dronacharya

- ❖ *The content of this lesson has been drawn from the great epic Mahabharata. This is an instance from the education and trouncing period of Pandavas. It glorifies Arjuna's focus on his target and his perfection in archery. We learn about Dronacharya's eminence as a Guru and his skills in using weapons like Bows and Arrows with special reference to imparting training to pupils in archery. Ambition, diligence and hard-work are to be learnt from this story.*
1. Long, long ago, there were schools called Gurukuls. Children were sent to Gurukuls to study. They had to live with their teacher in an ashram. The teachers were called Gurus.
 2. The boys in an ashram used to share all the work. The Guru taught them maths, grammar and the holy books. They were also taught horse-riding and the use of bows and arrows.
 3. The five sons of king Pandu are called Pandavas. They were sent to the gurukul of Guru Dronacharya. The princes lived with the Guru in his Ashram.
 4. Dronacharya was very fond of the five princes. All the five princes were intelligent and attentive. They used to learn whatever he taught them. They were brave and active.
 5. Dronacharya taught them many things. He taught them archery as well as to fight with spears, swords and clubs. The princes loved and respected their Guru.
 6. One day Dronacharya took the princes to another part of the forest. He wanted to give them a lesson in archery. He showed the princes a clay bird that he had put on a tree. He



pointed to the bird and said, “I want you to pierce the eye of this bird.”



7. All the five pulled out their arrows. They held the arrows in their hands. Dronacharya asked Yudhishtir, the eldest prince, “Tell me what do you see?”

“I see the forest, the trees and the sky,” said Yudhishtir.

“What do you see?” Dronacharya asked Bhim, the second prince.

“I see the stream,” said Bhim.

“I can see the sun and the clouds,” said the youngest princes Nakula and Sahadeva.



But, Arjun the third prince was quiet.

“What do you see Arjun?” asked the Guru.



8. Arjun folded his hands and said, “You have asked me to pierce the bird’s eye. Right now, I can see nothing but the eye of the bird.
9. Dronacharya was very happy. He blessed Arjun saying, “Arjun! One day you will be the greatest archer of Hastinapur because you put your heart in the work you do.”
10. Guru Dronacharya’s words came true. When Arjun grew up nobody could match him in archery.

About Dronacharya

Dronacharya was the son of Rishi Bharadwaja. He was a master of advanced military arts, including the divine weapons or Astras. Dronacharya was the teacher of Pandavas and Kauravas.

Drona was an innovator and the royal teacher of archery. So, he was bestowed the title of Acharya. He was specialized in



making divine weapons specifically for archery and advanced military arts.

He concentrated on making most efficient bows and arrows those were made of metal to enhance the target range. As Dronacharya was an innovator of the variety of bows, he had to be an expert in handling them. Archery has to be learnt from the makers of bows only.

Dronacharya had imparted training, giving knowledge on various types of arts, skills, weapons, essential to princess particularly of Kuru and Pandu lineage in his Gurukul in Gurugram near Delhi/Indraprastha which was famous in Dwapara Yuga.

Word - Meaning

Ruler	-	a person who rules a country, etc.
Holy books	-	it is connected with God or a particular religion
Attentive	-	watching, listening to or thinking about somebody/ something carefully
Spear	-	a sharp pointed instrument
Archery	-	the sport of shooting arrows
Stream	-	a small river
Pierce	-	to make a hole in something with a sharp point

Sentence

Ruler	-	Chatrapati Shivaji was the <u>ruler</u> of Maharashtra.
Holy books	-	Children must read <u>holy books</u> .
Attentive	-	Sri Hanuman was very <u>attentive</u> in nature since his childhood.



- Spear - The villager attacked the tiger with a spear.
- Archery - He won the first prize in archery.
- Stream - Sri Ram made his hut near a small stream.
- Pierce - The girl wanted to pierce her ears to wear earrings.

Learning Outcomes

- ❖ *We should know that the practice makes a man perfect.*
- ❖ *We should always be obedient towards our teachers.*
- ❖ *We should always be attentive in our class.*
- ❖ *We should always focus on our goal.*
- ❖ *We should work hard and stay determined to achieve our goal.*
- ❖ *We should always be ready to accept new challenges and always win over them.*

Exercise

Answer the following Questions

1. What were Gurukuls for?
2. Who was the Guru of the Pandav princes?
3. Why did the Guru like the princes?
4. What were the princes taught by the Guru?
5. Where did the Guru take the princes one day?
6. What did Arjun see?
7. Which words of the Guru came true?

Fill in the blanks with the correct Nouns

[Arrows, Bird, Students, Guru, Prince]

1. A person who teaches in an ashram is.....



2. The art of shooting is archery.
3. The son of a king is
4. The Pandavas were aiming at the eye of a
5. The children who study are

Grammar

Verb

Verbs are words which shows or indicates some actions like - to run, to sing etc. When we use these verbs in sentences, we change the form of the verbs into simple present tense and add 's' to the verbs and it becomes, runs, sings, to show the indefinite time of the action. Ex. - Ravi runs, Sita Sings, Mohit dances, Rohan reads. Now make sentences with the following verbs by changing them into simple present tense.

1. Make sentences with the following verbs

send, share, learn, obey, love, leach, show, see

2. Choose the correct adjectives from the brackets

1. This is a dress (tall / black)
2. This tree is very..... (Long / tall)
3. Tina spoke in a voice (soft / hard)
4. This is a story (big / long)
5. Mr. Sharma is a man (fat / thick)

3. Write the opposite of the following words

happy, long, holy, active, pull, say, eldest

Activity

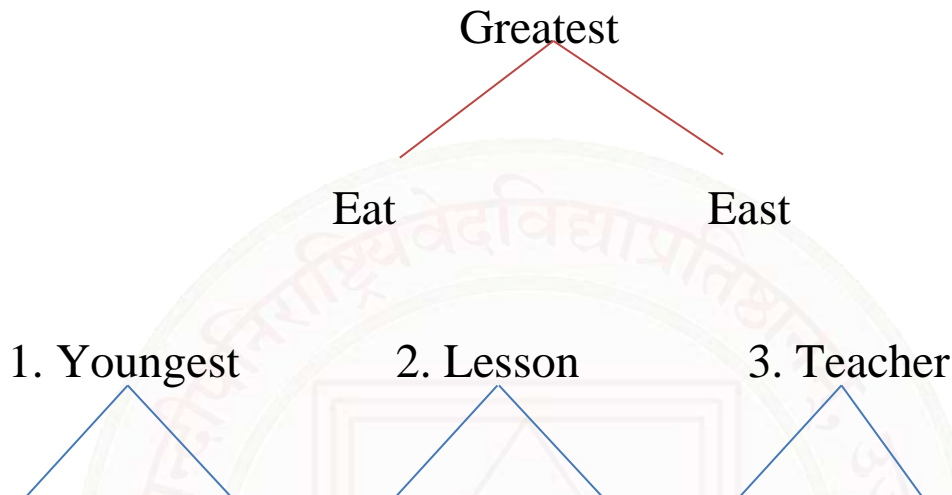
1. Share your views about, "Arjun was the best archer" in your class.



Language Learning Activity- LLA

Question- Find out the hidden words from the given words and write in the given blank spaces.

Example-



Question- Match the correct full forms

I'm	It will
I've	It is
I'll	I am
You'll	I have
It's	You will
It'll	I will

don't	cannot
won't	that is
can't	will not
that's	what is
what's	who is
who's	do not

Conversation

Conversation - 1

Mother- Where are you, my son?

Son – I am here mother.



Mother- Come to me.

Son – Yes mother, here I come!

Mother – Tell me who were Pandavas

Son – Pandavas were the sons of king Pandu.

Mother- Wonderful!

Conversation - 2

Mahesh – Let’s talk about Mahabharata.

Suresh – Yes, let’s ask questions about Mahabharata.

Mahesh- Yes, but whom should we ask.

Suresh- Let’s ask each other.

Mahesh- I will ask first.

Suresh – Sure.

Mahesh - This will be study and fun both.



Lesson - 4

Netaji Subhash Chandra Bose

❖ *This chapter is based on a story of the childhood days of the great leader Netaji Subhash Chandra Bose and it shows how kind and compassionate he is towards a beggar and saves food from his own breakfast for that beggar. Later he grows up and becomes the hero of our struggle for Independence. Social awareness and patriotism are key factors in this lesson.*

1. A boy was sitting at his table near the window. He was doing his homework. “Come,” his mother called. “Have your breakfast.”
2. The boy went to the kitchen and brought his breakfast. He was about to start eating when a beggar came to the window and said, “Please, give me something to eat, I have not eaten anything for two days.”
3. The boy looked at the beggar. He was really very poor and hungry. He gave his breakfast to the beggar. The beggar quickly ate it.
4. The boy felt sorry for him. He wondered how poor people could be. They don't get anything to eat for two days and we eat four times a day. Now every day the boy gave his breakfast to the beggar without his mother's knowledge.



5. One day the beggar did not turn up. The boy thought that he might come in the evening. He kept the breakfast in his bookshelf. The beggar did not turn up in the evening. The next morning, too, the beggar didn't come. The boy again kept the breakfast in his bookshelf.
6. The beggar did not come for some days. One day, when the boy was at school, his mother saw red ants all around his bookshelf. On the bookshelf she found her son's breakfasts packed in a corner.
7. In the evening the boy came back from school. His mother asked, "Why aren't you eating your breakfast these days?" The boy said "Mother, I was waiting for the beggar to take his share". Then he told mother about the beggar. "He is very poor and hungry," said the boy. He doesn't get anything to eat, I eat four times a day. So, I give my breakfast to him." This boy was later known as **Netaji Subhash Chandra Bose**.



8. Subhas Chandra Bose was born on January 23, 1897 in Cuttack, Odisha. His father Janaki Nath Bose was a famous lawyer and his mother Prabhavati Devi was a pious and religious lady. Subhas Chandra Bose was the ninth child among fourteen siblings.



9. Subhas Chandra Bose was a brilliant student right from the childhood. He topped the Matriculation examination of Bengal province and graduated with a First Class in Philosophy from the Scottish Church College in Kolkata.
10. To fulfill his parents' wishes he went to England in 1919 to compete for Indian Civil Services. In England he appeared for the Indian Civil Service competitive examination in 1920 and came out fourth in order of merit.
11. However, Subhas Chandra Bose was deeply disturbed by the Jallianwala Bagh massacre and left his Civil Services apprenticeship midway to return to India in 1921.
12. Subhash Chandra Bose is fondly remembered as one of the greatest freedom fighters of India and popularly known by the name of 'Netaji' (Respected Leader). He was strongly influenced by Swami Vivekananda's teachings and also believed that the Bhagavad Gita was a great source of inspiration for the struggle against the British. Bose was an Indian nationalist and a prominent figure of the Indian independence movement.
13. The leader spearheaded the revolutionary Indian National Army during World War II. He always pitched for complete and unconditional independence of India from the British Rule.
14. Subhas Chandra Bose was reportedly killed in an air crash over Taipeh, Taiwan (Formosa) on August 18, 1945. Though it is widely believed that he was still alive after the air crash, not much information could be found about him.

Word - Meaning

Beggar - a person who lives by asking people for money,



- food, etc. on the streets
- Hungry - feeling an uneasy or painful sensation from lack of food
- Bookshelf - a shelf on which books can be stored.
- Province - one of the areas that some countries are divided into with its own local government
- Reportedly - according to what some people say

Sentences

- Beggar - Mohit became a beggar soon as he wasted all his money.
- Hungry - Baby was crying because it was hungry.
- Bookshelf - The clock was kept on the bookshelf.
- Province - Raju was from that province where people don't sleep late.
- Reportedly - He was reportedly dismissed from the job.

Learning Outcomes

- ❖ *Netaji Subash Chandra Bose was a true patriot.*
- ❖ *We should always be kind and helpful to the people around us.*
- ❖ *We should always be ready to contribute towards the progress of our society.*
- ❖ *We should always try to learn good things to develop a good moral character.*
- ❖ *We should always be honest and courageous in our conduct.*

Exercise

Answer the following Questions



1. When was Subhas Chandra Bose born?
2. Where was the young boy sitting?
3. Why is Subhash Chandra Bose remembered?
4. What did the beggar say?
5. Who was Subhas Chandra Bose?
6. What did his mother find on the bookshelf?
7. Why did the boy keep his breakfast on the bookshelf?
8. How did Subhas Chandra Bose die?

Fill in the blanks with the following words

hungry, give, eat, near, his,
breakfast, he, was, said, came

A boy was sitting the window.was havingbreakfast. A beggarto the window and “I have beenfor two days. Pleaseme something to” The boy gave histo the beggar. The beggarvery happy.

Mark True (T) or False (F)

1. The boy was studying.
2. The mother gave presents to the boy.
3. The boy was very hungry.
4. The beggar had not eaten for two days.
5. The boy gave his breakfast to the beggar.
6. The boy was later known as Sardar Bhagat Singh.

Grammar



Noun - Name of a person, place, animal or thing is called a Noun.

Example - Mohan, Ujjain, Cow, Ball etc.

1. Now, encircle the nouns in the following stanza

India has seen many heroes like Subhash Chandra Bose, Bhagat Singh, Chandrasekhar Azad and so on. They have fought like Lions with the British hyenas. Some of them used non-violence and some of them guns and weapons. All of them together made us win the battle against the East India Company and British rule.

2. Change the gender of the following words

Mother, Boy, Hero, Brother, Husband

3. Match the following

- | | |
|-----------|--------------------------|
| 1. Wheat | Rice |
| 2. Paddy | Porridge |
| 3. Maize | Indian flat bread (roti) |
| 4. Barley | Corn |

Activity

1. Discuss about the Independence struggle in your class.

Language Learning Activity- LLA

Question- Complete the following chart about Netaji qualities, by adding words that describe him best:



Question- Write the goals -

My Smart Goals

My goals for this school year:

1. Perfect reading level –

Reading every day for at least 20 minutes.

2.

.....

3.

.....



Conversation

Conversation – 1

Aarav - I want to know more about Netaji.

Father – Sure son. What do you want to know?

Aarav – Why was he called Netaji?

Father – Good question Aarav. He was called Netaji out of love.

Aarav – Oh really!

Father – Yes son.

Conversation – 2

Uncle- Are you home Ramesh?

Ramesh – Yes Uncle.

Uncle – I want to take you to Zoo.

Ramesh - Wow! I am so happy.

Uncle – Get dressed quickly.

Ramesh – Give me sometime Uncle.

Uncle – Alright Ramesh.



Lesson - 5

Kalpana Chawla- An Astronaut

- ❖ *We will read in this chapter about Kalpana Chawla, who was the first India born woman astronaut to go to the space. Her life, her struggle and her success will inspire us to chase our dreams and have faith on dedication towards our work.*
1. Kalpana Chawla was born on 17th March, 1962, in Karnal of present-day Haryana, India.
 2. The name Kalpana means "idea" or "imagination." As a child, she was fascinated by aeroplanes and flying. She went to local flying clubs and watched planes with her father.
 3. Chawla obtained a degree in aeronautical engineering from Punjab Engineering College before immigrating to the United States and becoming a naturalized citizen in the 1980s.
 4. She earned a doctorate in aerospace engineering from the University of Colorado in 1988, having previously obtained her master's degree from the University of Texas.
 5. She began working at NASA's Ames Research Centre the same year, working on power-lift computational fluid dynamics.
 6. In 1994, Chawla was selected as an astronaut candidate. After a year of training, she became a crew representative for the Astronaut Office EVA/Robotics and Computer Branches, where she worked with Robotic Situational Awareness Displays and tested software for the space shuttles.



7. Chawla's first opportunity to fly in space came in November 1997, aboard the space shuttle Columbia on flight STS-87. The shuttle made 252 orbits of the Earth in just over two weeks.
8. The shuttle carried a number of experiments and observing tools on its trip, including a Spartan satellite, which Chawla deployed from the shuttle.
9. The satellite, which studied the outer layer of the sun, malfunctioned due to software errors and two other astronauts from the shuttle had to perform a spacewalk to recapture it.
10. In 2000, Chawla was selected for her second voyage into space, serving again as a mission specialist on STS-107. The mission was delayed several times and finally launched in 2003.
11. Over the course of the 16-day flight, the crew completed more than 80 experiments.
12. On the morning of Feb. 1, 2003, the space shuttle returned to Earth, intending to land at Kennedy Space Center.
13. At launch, a briefcase-sized piece of insulation had broken off and damaged the thermal protection system of the shuttle's wing, the shield that protects it from heat during re-entry.
14. As the shuttle passed through the atmosphere, hot gas



streaming into the wing caused it to break up. The unstable craft rolled and bucked, pitching the astronauts about. Less than a minute passed before the ship depressurized, killing the crew. The shuttle broke up over Texas and Louisiana before plunging into the ground.

15. The accident was the second major disaster for the space shuttle program, following the 1986 explosion of the shuttle Challenger. Kalpana Chawla died on 1st February 2003, in the Space Shuttle Columbia disaster, along with the other six crew members.
16. Over the course of her two missions, Chawla logged 30 days, 14 hours and 54 minutes in space. After her first launch, she said, "When you look at the stars and the galaxy, you feel that you are not just from any particular piece of land, but from the solar system."
17. Although Kalpana's second space flight ended in disaster, she is remembered as an extraordinary woman, an inspiration and a role model. "I am born in space and will die in space," said Kalpana Chawla in one of her interviews.
18. Her love for space and mysterious planets was quite evident in her life.
19. She set a mighty example for being courageous, dedicated and an independent woman who set her eyes on space and followed her dream.

Word - Meaning

- Astronaut - a person who travels in a spacecraft.
- Shuttle - a vehicle or aircraft that travels regularly between two places
- Disaster - an event that causes a lot of harm or damage



Awe	- feelings of respect and either fear or admiration
Crew	- all the people who work on a ship or aircraft, etc.

Sentences

Astronaut	- Kalpana Chawla was a great <u>astronaut</u> .
Shuttle	- Space <u>shuttles</u> have all the home like facilities in them.
Disaster	- Tsunami was a great natural <u>disaster</u> .
Awe	- We stood gazing the Taj Mahal in <u>awe</u> .
Crew	- The ship lost its <u>crew</u> in the shipwreck.

Learning Outcomes

- ❖ *We should always provide equal opportunity to both boys and girls.*
- ❖ *We should work persistently and with dedication to fulfill our ambition.*
- ❖ *We should put continuous efforts for steady success.*
- ❖ *We should value our achievement and keep inspiring others.*
- ❖ *We should handle victory and defeat with same positive spirit.*
- ❖ *Kalpana Chawla was an intelligent, dedicated and brave woman who made Indians proud.*

Exercise

Answer the following Questions

1. Where was Kalpana Chawla born?
2. When was she selected by NASA?



3. How is the story of Kalpana Chawla an inspiration to millions of Indians and especially girls?
4. Describe Kalpana Chawla's first mission in space.
5. How successfully has Kalpana Chawla's chased her dream?

Complete the following sentences with suitable prepositions

1. Kalpana was born Haryana.
2. As a child, she was fascinated aeroplanes and flying.
3. She began working NASA's Ames Research Centre the same year, working power-lift computational fluid dynamics.
4. Chawla's first opportunity fly space came in November 1997.
5. In 2000, Chawla was selected for her second voyage into space, serving again as a mission specialist on STS-107.

Match of following

- | | |
|-----------------------------|--------------------------------------|
| 1. Kalpana Chawla | A person who travels in a spacecraft |
| 2. Astronaut | She was a heroine |
| 3. She was selected by NASA | An event that causes a lot of harm |
| 4. Disaster | Was born in karnal |
| 5. A journalist wrote | In 1994 |



Grammar

Preposition

The words which tell us the relation of one thing to other things are called preposition. They are also known as conveying certain position of things.

Ex. - The book is in the bag.

The lecture went over his head.

The underlined words are preposition like - in, over

1. Now use the prepositions in appropriate blanks -

(in, by, of, on, by, with)

Ayodhya is UP. It was once ruled by king Dashrath. Sri Ram was the eldest son the king. Dashrath had special favour Ram. Sri Ram was not so favoured the queen Kaikeyi. So conspired her old maid Manthara to send Sri Ram exile.

2. Write the meaning of the following words in English & Sanskrit

1. Astronaut
2. Disaster
3. Success

Activity

1. Write at least ten parts of a Space Shuttle
2. Write briefly about Kalpana Chawla
3. Collect some pictures of Kalpana Chawla and make a collage.



Language Learning Activity- LLA

Question- Find names of at least ten different professionals from this box and write them in the given blanks:

p	a	i	n	t	e	r	o	p	t
o	r	p	c	d	n	u	r	s	e
v	t	b	n	m	g	t	d	p	a
w	i	z	p	p	i	l	o	t	c
p	s	y	o	i	n	k	c	r	h
n	t	b	y	j	e	l	t	s	e
g	a	r	d	e	n	e	r	b	r
d	r	i	v	e	r	d	r	e	z
a	d	v	o	c	a	t	e	m	b
a	r	c	h	i	t	e	c	t	l

1. architect

2. a _____

3. n _____

4. d _____

5. g _____

6. a _____

7. p _____

8. t _____

9. p _____

10. e _____



Question- Ask each student to design their own superhero/ superwomen/ Super guru and explain how their traits make them a hero.

Conversation

Conversation – 1

Mohini – Good morning aunt.

Aunt – Good morning my child.

Mohini – You know aunt I am so happy today.

Aunt – Really Mohini!

Mohini – Yes aunt, we are going to museum. There we will see parts of an old spacecraft.

Aunt – Glad to hear that, Mohini. Have a great outing!

Mohini – Thank you aunt.

Conversation – 2

Sonu - How are you Grandfather?

Grandfather – I am good Sonu.

Sonu – Let me touch your feet and bless me grandpa.

Grandfather - My blessings are always with you Sonu. May you prosper in your life.

Sonu – Thank you grandpa.



Lesson - 6

The Story of the Bicycle

- ❖ *This speaks about the history of the bicycle, its initial form, how it changed shapes with time and when it got its final form of a bicycle, as we know it today. The types of bicycles have been mentioned. Interesting facts to know and improve general knowledge.*
1. The bicycle is very popular in India. Old and young, the milkman, the newspaper boy, the postman and the hawker find it useful for travelling from house to house.
 2. The first bicycle was built in 1816 by a German. It was made of wood. The rider sat on the saddle and rode it by pushing his feet against the ground.
 3. In England the machine was called the ‘hobbyhorse’. A Scotsman called Macmillan improved the ‘hobbyhorse.’ He provided pedals which were connected to the rear wheel by long rods.
 4. In 1861, a Frenchman built a better machine. It was called the ‘boneshaker’ because its wooden wheels gave a rough ride. Soon rubber wheels were fitted and the machine was then called the bicycle. The modern bicycle was built in 1879 by Harry Lawson, an American. It was driven by a chain connected to the rear wheel.
 5. In April 2018, the United Nations General Assembly declared **June 3** as International **World Bicycle Day**. The resolution for World Bicycle Day recognizes, “The uniqueness, longevity and versatility of the Bicycle, which has been in use for two centuries and that it is a simple, affordable, reliable, clean and environmentally fit sustainable means of



transportation.”

6. Bicycles can be categorized in many different ways: by function, by number of riders, by general construction, by gearing or by means of propulsion.
7. The more common types include utility bicycles, mountain bicycles, racing bicycles, touring bicycles, hybrid bicycles, cruiser bicycles and BMX bikes. Less common are tandems, low riders, tall bikes, fixed gear, folding models, amphibious bicycles, freight bicycles, recumbent and electric bicycles.



8. Unicycles, tricycles and Quadra cycles are not strictly bicycles, as they have respectively one, three and four wheels, but are often referred to informally as “bikes” or “cycles”.
9. From the beginning and still today, bicycles have been and are employed for many uses. In a utilitarian way, bicycles are used for transportation, bicycle commuting and utility cycling.



10. It can be used as a 'work horse', used by mail carriers, paramedics, police, messengers and general delivery services. Military uses of bicycles include communications, reconnaissance, troop movement, supply of provisions and patrol.
11. The bicycle helps us to travel about three times faster than we can walk. It is a cheap and fast way to travel. The bicycle provides exercise and plenty of fun.

Word - Meaning

Popular	-	liked by many people
Travelling	-	to go from one place to another
Saddle	-	a seat on a bicycle or motorbike
Rear	-	the back part
Cheap	-	low in price
Provides	-	to give something to somebody
Plenty	-	as much or as many of something as you need

Sentences

Popular	-	Cricket is a popular game.
Travelling	-	Amit keeps on travelling from one place to another.
Saddle	-	Saddle is used on a horse to sit comfortably.
Rear	-	There is a rear-view mirror in the cars.
Cheap	-	The man wore a cheap shirt.
Provides	-	Earth provides us, food, cloth and shelter.
Plenty	-	There are plenty of trees in Ujjain.



Learning Outcomes

- ❖ *We should know that necessity is the mother of invention.*
- ❖ *We should keep trying until perfection is achieved.*
- ❖ *We should use of bicycles to keep our environment pollution free.*
- ❖ *We should ride bicycles to get some exercise along with travel*
- ❖ *Using bicycles will never go out of trend.*

Exercise

Answer the following Questions

1. For whom is the bicycle useful?
2. Who built the first bicycle and when?
3. How did the bicycle work?
4. Who improved the hobby horse?
5. What are the uses of a bicycle?

Fill in the blanks with the following words

Cars, Bicycles, Bike, Trucks, Train

1. are used to carry heavy loads of goods.
2. Now a days is a common vehicle seen everywhere.
3. Electric are available now.
4. is the most common means of long-distance travel.
5. are very costly to buy.

State whether the following sentences are True or False

1. In England the first bicycle was called the hobbyhorse.



2. A Frenchman built bicycle in 1861.
3. The modern bicycle was built in 1879 by Harry Lawson.
4. The bicycle provides rest and plenty of sleep.

Grammar

1. Match the following

- | | |
|------------------|-----------|
| 1. Head | vowel |
| 2. Lion | fruit |
| 3. Apple | animal |
| 4. Red | body part |
| 5. a, e, i, o, u | colour |

2. What are the types of Noun? Give example.

Activity

1. Make a list of the two wheelers and three wheelers and how they are used in our daily life also find out which of these are the most nature friendly.

Language Learning Activity- LLA

Question- Label the diagram.



Question- Write the uses of bicycle.

Uses of
bicycle

Ex- Bicycles are widely used for transportation, recreation, and sport.

Conversation

Conversation – 1

Grandmother – Renu do you want to listen to a story.

Renu- Yes grandma.

Grandmother- It's a story about the wheel.

Renu – It sounds different.

Grandmother – Yes, the wheel helped in travelling places.

Renu – That is interesting.

Grandmother – Yes, my child.



Conversation – 2

Teacher – I will start a new chapter today.

Student – What is the name of the chapter?

Teacher- It is about P T Usha.

Student – Who is P T Usha.

Teacher – She is a retired athlete.

Student – We want to know more about her.

Teacher - Sure let's read the chapter to know more about her.



Lesson - 7

The Olympic Games

- ❖ *We can read about Olympic Games in this lesson which started in ancient Greece with the legend Hercules and continued till it acquired its initial form as sports competition and grew into world Olympics. More details about it are to be read and enjoyed.*
1. We don't know how, why or when they first started. One of the stories about how the Olympic Games began mentions the great hero, Hercules.
 2. Hercules was famous for his strength. The king of Mycenae disliked Hercules due to his fame. So, he ordered him to do many difficult and dangerous tasks.
 3. He was sure that Hercules would die while trying to do them. However, Hercules was not only strong, but also very clever. He found the ways of completing all the twelve dangerous and difficult tasks.
 4. Zeus, the king of Gods, was so happy that he took Hercules to Mount Olympus to live among the Gods. He also began the Olympic Games in the honour of Hercules.
 5. Many hundred years later, in 1896, a young Frenchman named Baron Pierre de Coubertin started the modern Olympic Games. He wanted people from all over the world to come together and compete in a friendly spirit.
 6. The Olympic Games are held once in every four years. The Olympic symbol with five rings stands for the unity of the five continents. At least one of the colours of the rings-blue, black, red, yellow and green-appears in the flag of each



country that takes part. The Olympic motto written in Latin is – “Swifter, Higher and Stronger.” Coubertin felt it described the aim of great athletes all over the world.

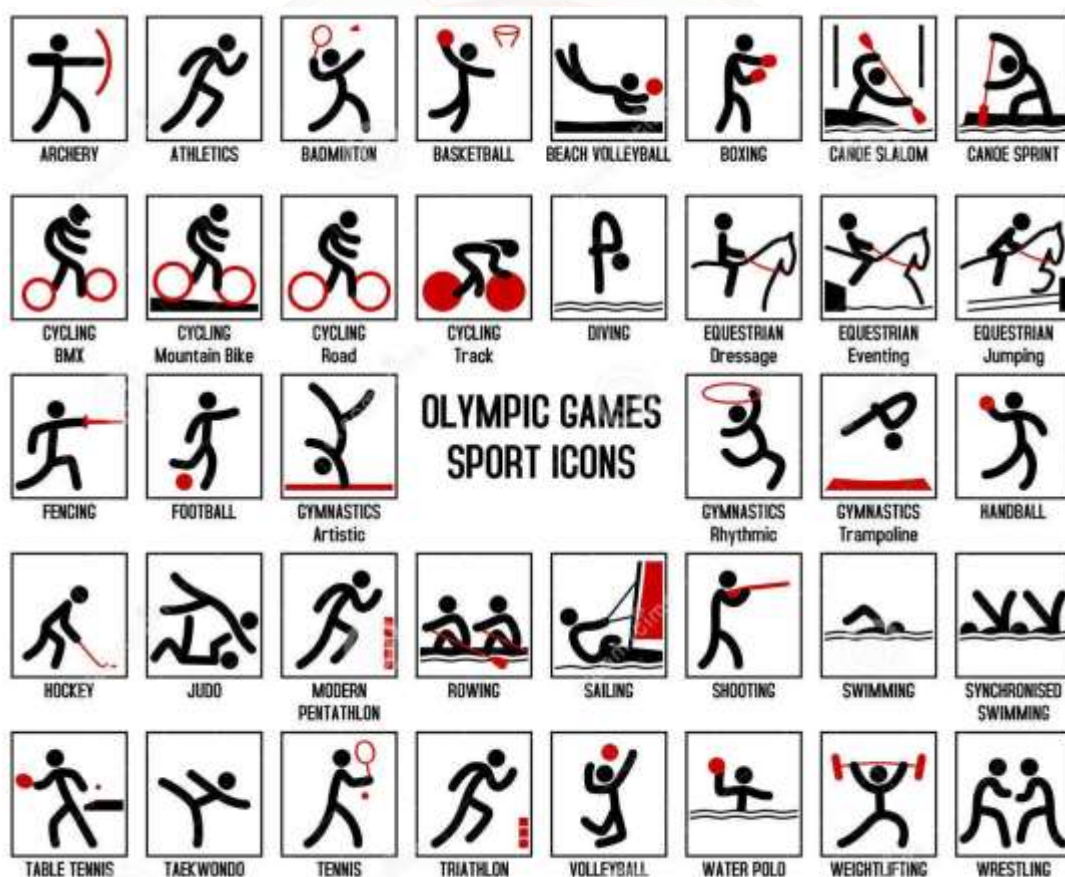


7. Weeks before the games begin, a woman dressed in Greek robes lights the Olympic torch in the Olympia valley in Greece. Many participants take turns with the torch through different countries. The final runner carries it to the stadium just before the games begin.
8. The Olympic flame is then kept burning until the Games close. The flame is put out at the closing ceremony.
9. It is time for all the athletes to return home. There are some winners and many losers. They think about the hard work and training that they had to do to come to the games. And many of them feel happy that, although they did not win, they had the chance to compete against the best players in the field.
10. Perhaps, they also remember the wonderful advice that Baron de Coubertin gave to all the Olympic participants, - “The most important thing in the Olympic Games is not to win but to participate.”
11. The Olympic Games programme consists of 35 sports, 53 disciplines and more than 400 events. For example, wrestling is a Summer Olympic sport, comprising two disciplines: Greco-Roman and Freestyle.
12. It is further broken down into fourteen events for men and four events for women, each representing a different weight class. The Summer Olympics programme includes 28 sports



and 38 disciplines while the Winter Olympics programme features 7 sports and 15 disciplines.

13. Athletics, swimming, fencing and artistic gymnastics are the only summer sports that have never been absent from the Olympic programme.
14. Cross-country skiing, figure skating, ice hockey, Nordic combined, ski jumping and speed skating have been featured at every Winter Olympics programme since its inception in 1924.



15. Current Olympic sports, like badminton, basketball and volleyball, first appeared on the programme as demonstration sports and were later promoted to full Olympic sports. Some sports that were featured in earlier Games were later dropped from the programme.
16. Number of sports and disciplines in Olympic Games vary over a period of time.



Word - Meaning

Strength	-	the quality or state of being physically strong
Spirit	-	soul/mood or attitude.
Athlete	-	sportsman
Participate	-	to take part or become involved in something
Advice	-	guidance

Sentences

Strength	-	The <u>strength</u> of a car resides in its engine.
Spirit	-	We should not let our <u>spirit</u> die because of the failures.
Athletes	-	<u>Athletes</u> are the main attraction of Olympics.
Participate	-	Rohit wants his brother to <u>participate</u> in every discussion.
Advice	-	The patient should follow Doctor's <u>advice</u> .

Learning Outcomes

- ❖ *We should know that God helps those who help themselves.*
- ❖ *We should take up every task with a sportive spirit.*
- ❖ *We should stay strong and patient in difficult situation.*
- ❖ *We should understand that both winning and losing are part of game.*
- ❖ *We should know Sports bring people together and contributes to world peace.*
- ❖ *We should know Games and sports give us in healthy body and alert mind.*
- ❖ *We should know Sports develops competence; boosts confidence teaches team work.*



- ❖ *We should know Olympics is not only a sports competition it's a social get together.*

Exercise

Answer the following Questions

1. Where did Olympic Games begin?
2. Who was Hercules?
3. Who started the modern Olympic Games?
4. What is the time gap between one Olympic game and the next?
5. Who lights the Olympic torch?
6. Who was the king of God?
7. What is the Olympic motto?
8. What is the most important thing about the Olympic Games? Whose message, is it? For whom?

Fill in the blanks

1. Hercules was famous for his
2., the king of Gods, was so happy that he took Hercules to Mount Olympus to live among the Gods.
3. Many hundred years later,a young Frenchman named started the modern Olympic Games.
4. The Olympic Games are held once in
5. The Olympic motto written in Latin is - “.....”
6. The carries it to the stadium just before the games begin.
7. “The most important thing in the Olympic Games is not to”



Match the following

- | | |
|------------------|----------------|
| 1. Zeus | Rings |
| 2. Mount Olympus | Baron Pierre |
| 3. Five | King of Gods |
| 4. Frenchman | Olympic Games |
| 5. In 4 years, | Hercules lived |

Grammar

1. Change into simple verb
Swimming, Jumping, Skating, Sailing, Shooting
2. Write the Roman Numerals for the following
1,5,9,10,14,19,20
3. Write the meaning of the following words in English and in Sanskrit
(a) Strength (b) Spirit (c) Advice

Activity

1. Find out what are all the games that are played in Olympics.

Further Reading

Paralympic Games

The Paralympic Games or Paralympics, also known as the Games of the Paralympiad. The ninth International Stoke Mandeville Games, considered the first Paralympic Games, took place from 18 to 25 September 1960 in Rome, six days after the closing ceremony of the Olympic Games. Five thousand people attended the opening ceremony at the Acqua Acetosa Stadium. Twenty-three nations took part, sending 400 athletes - all in wheelchairs - who competed in eight sports: para-athletics, wheelchair basketball, para swimming, para table tennis, para-



archery, snooker, darts (a combination of darts and archery) and wheelchair fencing.

Games of the Paralympiad, is a periodic series of international multisport events involving athletes with a range of physical disabilities. There are Winter and Summer Paralympic Games, which since the 1988 Summer Olympics in Seoul, South Korea, are held almost immediately following the respective Olympic Games. All Paralympic Games are governed by the International Paralympic Committee (IPC).

There are currently 28 Paralympic sports contested at the Paralympic Games: 22 summer and 6 winter.

The 22 summer Paralympic sports include:

Para archery	Para athletics	Para badminton	Boccia
Para canoe	Para cycling	Para equestrian	Football 5-a-side
Goalball	Para judo	Para powerlifting	Para rowing
Shooting Para sport	Sitting volleyball	Para swimming	Para table tennis
Para taekwondo	Para triathlon	Wheelchair basketball	Wheelchair fencing
Wheelchair rugby	Wheelchair tennis		

The 6 winter Paralympic sports include:

Para alpine skiing	Wheelchair curling	Para cross-country skiing
Para ice hockey	Para snowboard	Para biathlon



Common Wealth

The Common wealth Games are a quadrennial international multi-sport event among athletes from the Common wealth of Nations. The event was first held in 1930 and with the exception of 1942 and 1946 have successively run every four years since. The Games were called the British Empire Games from 1930 to 1950, the British Empire and Common wealth Games from 1954 to 1966, and British Common wealth Games from 1970 to 1974. The Common wealth Games sports are divided into three main types: core sports, optional sports, and recognised sports. Sixteen core sports and four core para-sports must be included in the Games program, while the host nation may choose to include several optional sports and disciplines.

Asian Games

The Asian Games is a multi-disciplinary sports event held once in every four years. Athletes from all Asian countries are welcomed to participate in this event. The Asian Games is recognised by the International Olympic Committee and is the second largest multi-sport event after the Olympics. Guru Dutt Sondhi, a member of the Indian International Olympic Committee, proposed the idea of Asian Games as a sporting event, where all Asian nations can be represented. The first-ever Asian Games were held in New Delhi in 1951. Asian Games were regulated by the Asian Games Federation from 1951 to 1978. Since 1982, Olympic Council of Asia now regulates the Asian Games. The symbol for Asian Games is the rising sun with interlocking rings. Nine nations have hosted the Asian Games so far and 46 nations have participated in the games. Israel has not



taken part in Asian Games since 1974. 44 sports have been included in the Asian Games history. India is a founder member of Asian Games and the host of the first Asian Games. 1982 Asian Games were also held in New Delhi. India is one of the seven countries to have participated in all the editions of the Asian Games. India along with Japan is the only country to have won at-least one gold medal in every event of Asian Games. India has always ranked in the top 10 in the medals tally in Asian Games, except in the 1990 games.

Language Learning Activity- LLA

Question-



(a) (b) (c) (d) (e)

Write the names of the above games-

- (a)
- (b)
- (c)
- (d)
- (e)

Question- Complete the table related to Summer and Winter Olympics.

S.No.	Summer Olympics	Winter Olympics
1.	Held in the summer.	Held in the winter.
2.	First held in	First held in
3.	Most recent event was the delayed 2020 Games held in	Most recent event is the 2022 Paralympic Games in.....
4.	Sports include:	Sports include:

Question- Draw the symbol of Olympic games.



Conversation

Conversation – 1

Anand – Good evening, Bhanu.

Bhanu – Good evening, Anand. How are you?

Anand – I am good and I wanted a help from you.

Bhanu - Please tell me.

Anand – I want to know about the Asian Games.

Bhanu – It is a multi-sport event for Asian athletes.

Anand – Thank you Bhanu.

Conversation – 2

Divya – Do we have any game that has Indian origin?

Seema – Yes, of course.

Divya – Really?

Seema – Yes, kabaddi, pithhu, etc. are some of them.

Divya – That is so interesting. We should play these games.

Seema - Yes, we should tell all about these Games.

Divya- Let us start today.



Lesson - 8

Story of Jivaka

- ❖ *This is a story of Jivaka, an Ayurveda Vaidya, who had vast knowledge about medicinal herbs and their application and who was a brilliant surgeon. He later became the personal physician of Lord Buddha. This is an excellent story to know about natural remedies of the diseases of human body and show the healing power of Mother Nature. This sets an example of the great history of medical science in India and is an inspiration to all.*
1. The Takshashila or Takshilawas an important city in Gandhara (present Afghanistan), near to Purushapura or Peshawar, now in Pakistan. The ancient highway from Persia and Afghanistan lay near the city.
 2. The city had Takshashila University. The Acharya-s and Teachers of Takshashila University were famous throughout the ancient world including Greek and Roman empires.
 3. The students from distant places came there to learn the Vedas, Vedanga-s and also the Shilpa-s or Arts and Shastra or sciences. There were special Pathashalas or Vidyasthanas or Gatikatta colleges for teaching medicine, law and military science.
 4. The medical education extended over seven years and the Jataka-s specially mention Jivaka as a famous medical graduate of Takshashila University.
 5. The prince Abhaya rescued the infant-boy and brought him up and later sent the boy named Jivaka to learn medicine at Takshashila. The boy studied for the full term of seven years. Jivaka became Ayurveda Vaidya, the disciple of the



Great Sage Atreya.

6. The teacher at the end put him to a practical test. Jivaka was asked to go around Takshashila and see if he could find any herb which was useless in medicine.
7. Jivaka could not find any plant or herb which could not be of use. Jivaka became the royal physician of Bimbisara the king of Magadha whom he cured of a fistula.
8. When Buddha was suffering from constipation, Jivaka gave him relief by administering a Ghrta or ghee i.e. clarified butter which was medicated.
9. He was also an expert surgeon. He removed a diseased eyeball and substituted another healthy one. The son of a rich Sreshthi or merchant of Banaras had his intestines tangled among themselves after performing gymnastic exercises. Jivaka operated on the stomach, took out the intestines, arranged them properly and stitched up the skin. He cured King Pradyota of Ujjayni of jaundice by administering medicated ghee.
10. Jivaka gained a great reputation as a surgeon who successfully conducted operations like craniotomy (surgical incision into the skull) and laparotomy (surgical incision into the abdominal wall). He was known for curing jaundice, fistula and other ailments.
11. Jivaka's fame as a healer and as a children's specialist



Paediatrician was widely known and tales about his life and medical feats are found in Pali, Sanskrit, Chinese and Tibetan versions of Buddhist Jataka-s.

12. A Jataka story also goes like this. Lord Buddha sent several Ayurveda physicians into the forest with the task of finding as many plants as they could with no medicinal value, with a view to select his personal physician. Each physician brought back many samples of plants that they felt from their experience and meditations had no value. One Vaidya by name Jivaka came back empty handed. He explained his frustration to Lord Buddha. “I am afraid I have failed you.” He began, “I have spent much time in the company of all of the plants in the forest but there is none that I can find with no value to someone.” Upon hearing this, Lord Buddha selected Jivaka as his personal physician.
13. Indeed, Ayurveda recognizes that the earth is packed with medicines. Every plant has medicinal value and can heal us if we cultivate our inner biological clock and adhere to the Food (annavidya), Breath (pranavidya), Sound (mantravidya) and Ayurveda (ayurvijnana).
14. The Vedic seers tell us that health and harmony are interrelated and neither can be found outside ourselves. Living in the wisdom of Ayurveda, we discover again and again that health comes alive within when we are flowing in accord with cosmic rhythms — health is a natural state of being when we are awakened to our True Self.
15. Not only do Nature’s plants, herbs, barks, tree-essences, plants, seeds, grains and fruits heal us, but Swara-s, music, water, air, ghee, space, sound, breath, colors, aromas and movement are all healing steps.



Word - Meaning

Rescued	-	to save somebody/something from a situation that is dangerous or unpleasant
Infant	-	a baby or very young child
Cured	-	to make somebody healthy again after an illness
Constipation	-	is a medical condition which causes people to have difficulty getting rid of solid waste from their body
Strangulation	-	the action or state of strangling or being strangled
Stitched	-	to sew
Cultivate	-	to prepare and use land for growing plants for food or to sell

Sentences

Rescued	-	Sri Ram <u>rescued</u> Sita from Lanka.
Infant	-	Karna was an <u>infant</u> when Kunti left him.
Cured	-	Jivaka <u>cured</u> many people of their illness.
Constipation	-	Shiva was suffering from <u>constipation</u> .
Stitched	-	Mohan used to wear <u>stitched</u> clothes always.
Cultivate	-	To grow rice we have to first <u>cultivate</u> the land.

Learning Outcomes

- ❖ *We should know that health is the real wealth.*
- ❖ *We should respect and protect our nature as she has the cure of all human diseases in her herbs, plants and trees.*
- ❖ *We should know Work done with full dedication brings great*



results

- ❖ *We should know Ayurveda is the source of the modern-day medicines and surgeries.*
- ❖ *We should know Jivaka was the ‘Medicine King.’*

Exercise

Answer the following Questions

1. Who was Jivaka?
2. In which university did Jivaka study?
3. Why did Jivaka become famous?
4. How did Jivaka save Buddha’s life?
5. List the works of Jivaka.
6. Write few lines about Jivaka.
7. Briefly narrate the Jataka story of Lord Buddha and Jivaka.

Complete the following sentences

1. The famous throughout the ancient world including Greek and Roman empires.
2. The students from distant places came there to learn the
3. Jivaka became the royal physician of the
4. Jivaka operated on the stomach
5. “I am afraid I can find with no value to someone.”

Match the following

- | | |
|-----------|-------------------------------|
| 1. Heart | Helps to breathe |
| 2. Liver | Pumps the blood to whole body |
| 3. Kidney | Control the body |



4. Brain Helps in digestion
5. Lungs Filters the liquid in our body

Grammar

1. Give the Plural

Disease, Surgery, Knife, Herb, Suffering

2. Write the following words correctly

administering, craniotomy, laparotomy, incision, frustration.

Writing

1. Write about Ayurveda

2. Write the meaning of the following words in English and Sanskrit

1. Infant
2. Physician
3. Stitched

Read aloud

Takshashila, Gandhara, Purushapura, Atreya,
Magadha

Language Learning Activity- LLA

Question- Unscramble these Sentences

1. gandhara / an / in / city / important / the takshashila
2. ayurveda vaidya / jivaka / became
3. became / royal physician / bimbisara / the / of / jivaka
4. you / afraid / failed / I am / I have
5. personal / selected / jivaka / physician / his / lord buddha /
as



Question- Complete the following-



Conversation

Conversation – 1

Doctor – What happened to you?

Patient – I am suffering from fever.

Doctor- How long you are suffering.

Patient- Since five days.

Doctor- Let me check your pulse.

Patient- Alright doctor.

Doctor- You caught cold and you are weak.



Patient- Oh! What should I do?

Doctor – I will advice some medicines. Take them on time.

Patient – Thank you so much doctor.

Conversation – 2

Satish – Do you know something?

Rajat – What?

Satish – The Vedas told disease and medicine.

Rajat – I did not know that.

Satish – Yes, the Vedas tell about herbal medicines as well.

Rajat – We should be proud of that.

Satish – Yes, we are proud of the Vedas.



Poem-1

A Child's Evening Prayer

- Samuel Taylor Coleridge

- ❖ In 'Child's Evening Prayer', the child is praying for its parents and brothers. The child wants to be a source of joy to its parents. It is praying to God to grant it an innocent and a grateful heart.



Ere on my bed my limbs I lay,
God grant me grace my prayers to say:
O God! preserve my mother dear
In strength and health for many a year;
And, O! preserve my father too,
And may I pay him reverence due;
And may I my best thoughts employ



To be my parents' hope and joy;
And, O! preserve my brothers both
From evil doings and from sloth,
And may we always love each other,
Our friends, our father and our mother,
And still, O Lord, to me impart
An innocent and grateful heart,
That after my last sleep I may
Awake to thy eternal day!

About the Poet

Samuel Taylor Coleridge (1772-1834) was born in Ottery St. Mary on 21 October 1772, youngest of the ten children of John Coleridge, a minister and Ann Bowden Coleridge. He was an English poet, philosopher and critic. His knowledge of philosophy, science and literature was wide and deep. His power of conversation was unique. He is best known for his poems, 'The Rime of the Ancient Mariner' and 'Kubla Khan,' as well as for his major prose work 'Biographia Literaria'. His poems directly and deeply influenced all the major poets of the age.

Word - Meaning

Grace	-	charm
Reverence	-	respect
Evil	-	bad, harmful
Sloth	-	laziness, idle
Ere	-	before
Impart	-	bestow
Eternal	-	everlasting



Grateful - thankful

Sentences

Grace - Indian dance forms have grace in them.

Reverence - We should treat our elders with reverence.

Evil - Our enemies always have evil intentions for us.

Sloth - Sloth makes us a loser in life.

Ere - Sita reached home ere her husband.

Impart - Teachers impart knowledge to students.

Eternal - Death is an eternal truth.

Grateful - We should always be grateful to God.

Learning Outcomes

- ❖ *We should make prayer a vital part of our daily life as it is a direct communication with God.*
- ❖ *We should respect and obey our parents and keep them happy always.*
- ❖ *We should know that our parents' happiness turns into their blessings for us which keeps us in bliss.*
- ❖ *We should love and care for our siblings.*
- ❖ *We should cultivate good habits.*
- ❖ *We should always try to keep our mind and heart clear of all bad thoughts.*

Exercise

Answer the following Questions

1. Who all does the child pray for?
2. What does the child pray for its mother?
3. What does the child pray for its father?



4. Pick out the lines in the poem which show that the child is praying for its brothers.
5. The child wants to be a source of joy to its parents. Which lines in the poem show this?
6. What does the Child pray for itself?

Fill in the blanks with the following verbs in their correct form

impart, grant, pray, pay, love

1. The child for his family.
2. Teacher his leave
3. Harirespect to his teachers.
4. Child his parents.
5. Books knowledge.

Match the following

- | | |
|-------------|--------|
| 1. Father | Son |
| 2. Brother | Aunt |
| 3. Uncle | Sister |
| 4. Nephew | Mother |
| 5. Daughter | Naire |

Writing Skill

Write five prayers of your own.

Read Aloud

Read the Poem aloud

Activity

1. Read the poem 'The Rime of the Ancient Mariner'.



Language Learning Activity- LLA

Question- Identify the verbs in the images-



.....



.....



.....



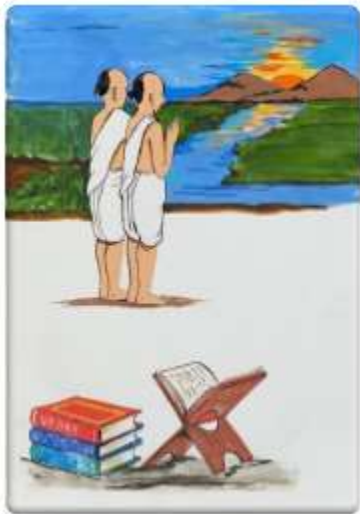
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Question- Complete the words using vowel-

P r _ y _ r	G r _ n t
P r _ s _ r v _	Y _ _ r
S t r _ n g t h	P _ y
H _ _ l t h	T h _ _ g h t
I m p _ r t	S l _ _ p
I n n _ c _ n t	G r _ t _ f _ l

Question- Write your prayers-



God give me strength.

Gods keep my parents healthy.

.....

.....

.....

.....

Conversation

Conversation – 1

Ayush - Sister, I want to visit temple today.

Sister- Sure, Ayush.

Ayush - Let me go and take a bath.



Sister- Yes and after that do wear washed clothes.

Ayush - Alright.

Sister - While you take a bath, I get ready.

Ayush - Yes sister.

Conversation – 2

Soham - Hello Vikas!

Vikas- Hello Soham!

Soham - Do you know praying is a good practice.

Vikas - Yes, I know that.

Soham- We should tell everyone to pray.

Vikas- That is a good idea.



Poem-2

Team work

- Jan Nigro

- ❖ *This poem describes the beauty and power of team-work and teaches a positive spirit to maintain in life. Brotherhood and a healthy society is the main theme of the poem.*



Team work, Team work,
Together we can make our dream work.
Then will we share the joy of what we've done,
Teamwork, everyone!
It's fun to shoot the basketball through the hoop,
But if nobody passes then nobody shoots.
And the relay race just can't go on,
Nobody wants to pass the baton.



We're the parts that make up the whole,
And we're got our eyes on a common goal.
Sometimes it can be a big plus,
When a you or me becomes an us!

Word - Meaning

- Teamwork - the ability of people to work together
Hoop - a large metal or plastic ring
Baton - a short thin stick used by the leader of an orchestra

Sentences

- Teamwork - Teamwork is very important to achieve success.
Hoop - Hoop is used in various games.
Baton - Baton is used to keep the players in tune.

Learning Outcomes

- ❖ *We should know that unity is strength.*
- ❖ *We should work together, to achieve our goal easily.*
- ❖ *We should know that team work doubles the joy of success.*
- ❖ *We should work in team not only in sports but also in our social life.*
- ❖ *We should know that even a weak person can taste success by the strength of his team.*

Exercise

Answer the following Questions

1. How can we make our dream work?
2. Name two sport actions mentioned in the poem?



3. Where must we keep our eyes to win?

4. Write the summary of the poem.

Complete the lines of the poem

1. Team work, Teamwork
2. And the relay race just can't go on
3. We are the parts that make up the whole
4. It's fun to shoot the
5. Sometimes it can be a big plus,

Match the following

- | | |
|----------------|--------------|
| 1. Sportsmen | Actress |
| 2. Actor | Maid servant |
| 3. Bachelor | Sportswomen |
| 4. Man Servant | Spinster |

Write True or False

1. We never make our dream work together.
2. When we make any work together, we'll share the joy of what we've done.
3. The relay race can't go on if nobody wants to pass the baton.

Grammar

1. Write the Opposite of the following words

Double, Joy, Parts, Common, Make

2. Write the meaning of the following words in English and Sanskrit

- | | | |
|-------------|-------------|----------|
| 1. Teamwork | 2. Everyone | 3. Baton |
|-------------|-------------|----------|

Activity

1. Tell any story about Team Work from your surroundings.



2. Make two teams and arrange a debate Competition

3. Complete the table with your personal experiences and observations

Things I like doing alone	Things I like doing in a group

Language Learning Activity- LLA

Question- Identify the games (which are played in groups/ team).



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* Veda Parayana



❖ ‘*Parayana*’ is the way of chanting clearly and with proper perception and pronunciation of *Veda mantra*.



Parayana is

Parayana

Parayana

Question- Write the rhyming pair of the following-

1. Done
2. Hoop
3. Baton
4. Whole
5. Plus

Conversation

Conversation – 1

Mother – Wake up son.

Son – Good morning mother!

Mother- Get ready for school.

Son –I want to sleep more.

Mother- No son.

Son- Alright mother.

Conversation – 2

Mohan – Let us go for group studies.

Satish- That is a very good idea.

Mohan – Let us inform everybody.

Satish – Not everyone. Only those, who are really interested in studies,



Mohan – You are right. Else we will waste our time

Satish – Let us make a list of friends to be informed.

Mohan – Alright.



Poem-3

Abraham Lincoln's Letter to his Son's Teacher

- Abraham Lincoln

- ❖ *This is a beautiful poem about what National leader wants his son to learn. Moral values and best of the social thoughts can be read in this poem. We see the paternal side of Abraham Lincoln in this poem.*



He will have to learn, I know, that all men are not just,
All men are not true.

But teach him also that for every scoundrel there is a hero;
That for every selfish politician, there is a dedicated leader.

Teach him for every enemy there is a friend.

Steer him away from envy, if you can,

Teach him the secret of quiet laughter.



Let him learn early that the bullies are the easiest to lick.

Teach him, if you can, the wonder of books.

But also give him quiet time to ponder the eternal mystery of birds in the sky,

Bees in the sun and the flowers on a green hillside.

In the school teach him it is far honourable to fail than to cheat...

Teach him to have faith in his own ideas, even if everyone tells him they are wrong.

Teach him to be gentle with gentle people, and tough with the tough.

Try to give my son the strength not to follow the crowd when everyone is getting on the band wagon.

Teach him to listen to all men.

But teach him also to filter all he hears on a screen of truth and take only the good that comes through.

Teach him if you can, how to laugh when he is sad.

Teach him there is no shame in tears,

Teach him to scoff at cynics and to beware of too much sweetness.

Teach him to sell his brawn and brain to the highest bidders but never to put a price-tag on his heart and soul.

Teach him to close his ears to a howling mob and to stand and fight if he thinks he's right.

Treat him gently, but do not cuddle him, because only the test of fire makes fine steel.

Let him have the courage to be impatient.

Let him have the patience to be brave.



Teach him always to have sublime faith in himself, because then he will have sublime faith in mankind.

This is a big order, but see what you can do.

He is such a fine fellow, My son!

About the Poet

Abraham Lincoln (February 12, 1809 – April 15, 1865) was an American lawyer, politician, and statesman who served as the 16th president of the United States from 1861 until his assassination in 1865. Lincoln's legacy is based on his momentous achievements: he successfully waged a political struggle and civil war that preserved the Union, ended slavery, and created the possibility of civil and social freedom for African-Americans.

Word - Meaning

Just	-	fair, honest and morally correct
Steer	-	guide, direct
Envy	-	ill will, jealousy, longing
Bully	-	a person who uses his/her strength to frighten or hurt weaker people
Scoff	-	to make fun of
Brawn	-	muscular strength
Cuddle	-	to hold close to the body
Sublime	-	supreme

Sentences

Just - Samrat Vikramaditya was very just in his conduct.



Steer	-	Our teachers <u>steer</u> us through dark paths.
Envy	-	<u>Envy</u> can destroy the peace of relationship.
Bully	-	The senior students used to <u>bully</u> the juniors.
Scoff	-	The back benchers <u>scoff</u> at everyone in the class.
Brawn	-	We must use our <u>brawn</u> for noble deeds.
Cuddle	-	Mother <u>cuddles</u> with her child.
Sublime	-	To have Vedic knowledge is a <u>sublime</u> experience.

Learning Outcomes

- ❖ *We should know that honesty is the best policy.*
- ❖ *We should learn to accept that good and bad both co-exist in this same world.*
- ❖ *We should learn to deal with both good and bad people.*
- ❖ *We should develop good habits to be a gentleman.*
- ❖ *We should be strong enough to tackle people and soft enough to appreciate the beauty of the nature.*
- ❖ *We should value the emotions like love brotherhood which makes us a real human being*
- ❖ *Abraham Lincoln was a great leader and a greater human being.*

Exercise

Answer the following Questions

1. Why doesn't the father want his son to follow the crowd?
2. What kind of a listener does the father want his son to be?
3. Is it possible to laugh when one is sad?



4. What does Lincoln mean when he says, 'too much sweetness'?
5. Lincoln does not want his son 'to put a price tag on his soul'. What does he mean by this?

Fill in the blanks

1. Teach him for every enemy there is a
2. In the school teach him it is far honorable to fail than
3. Teach him to be gentleand tough with the tough.
4. Teach him if you can, when he is sad.
5. Teach him always to have, because then he will have sublime faith in mankind.

Match the following

- | | |
|------------|-------------|
| 1. Teach | Adverb |
| 2. Son | Conjunction |
| 3. Him | Verb |
| 4. Selfish | Noun |
| 5. Early | Pronoun |
| 6. To | Adjective |
| 7. And | Preposition |

Activity

1. Read and write about Abraham Lincoln.
2. List all the values which the father (poet) wants the teacher to teach his son.
3. Write the meaning of the following words in English and

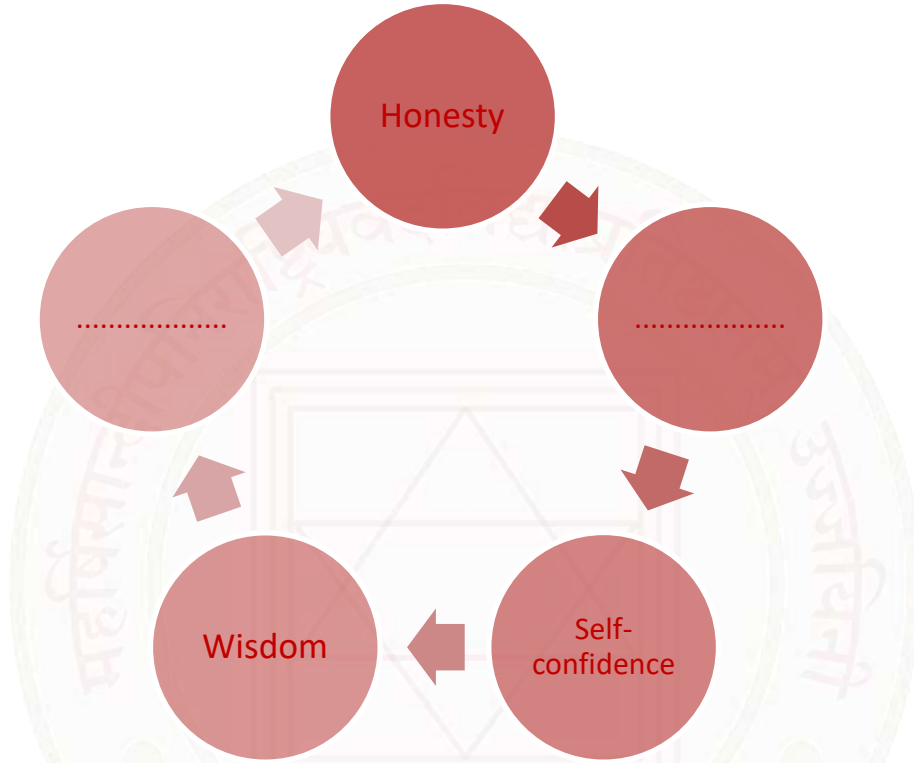


Sanskrit

1. Steer 2. Envy 3. Sublime

Language Learning Activity- LLA

Question- Write the values which you have learn from the lesson-



Question- Complete the following (The harsh lesson that the father wants his son to learn)

- Don't follow
- Laugh when
- Stand and fight
- Listen to all
- Ready to face

Question- Write the name and function of the parts-



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Conversation

Conversation – 1

Arti - Good morning, father!

Father - Good morning, Arti!

Arti - Tell about your favourite hero.



Father - My favourite hero is my father.

Arti - Do you mean my grandfather?

Father - Yes, Arti. Father took care of us like a hero.

Arti - You also take good care of us father. You are my real hero.

Conversation – 2

Soni - I like to read about great men.

Hira - I too like to read about them.

Soni - They inspire me in many ways.

Hira - Yes, you are right.

Soni - I want to read about more such men. There is a lot to learn from them.

Hira- Let us go to library. We will find more books about them.

Soni - Sure.



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