



ENGLISH TEXTBOOK

Veda Bhushan IV Year / Purva Madhyama - I Year / Class IX

MAHARSHI SANDIPANI RASHTRIYA VEDA SANSKRIT SHIKSHA BOARD

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

विश्वे देवा वसवो रक्षतेममुतादित्या जगृत यूयमस्मिन् ।
मेमं सनाभिरुत वान्यनाभिर्मेमं प्रापत् पौरुषेयो वधो यः ॥

O! Ye existing Vishvadevas, protect this being,
Like-wise ye Aditya-s, watch over him:
Him let not one related nor one unrelated –
Him let not any fatal weapon of men reach



MAHARSHI SANDIPANI RASHTRIYA VEDA VIDYA PRATISHTHAN, UJJAIN (M.P.)

(Ministry of Education, Government of India)

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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 ॥ (Abhijanashakuntalam 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

The textbook in English for Veda Bhushan-IV, 9th standard in general education set up is based on the approaches to curriculum construction in English, which is based on the NEP 2020 and NCFSE. The English curriculum is designed by providing different learning contents to learn the language in its various aspects and gain more knowledge and confidence. MSRVVP/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.

This implies considerable change in Veda Pathashala /Vidyalaya / GSP Units / Sanskrit Pathashala / Vidyalaya routines and mode of functioning. Flexibility in the daily time-table is also necessary in implementing the annual calendar as prescribed by MSRVVP/Board, so that the required number of teaching days are actually devoted to teaching and learning. The methods used for teaching and evaluation will also determine the effectiveness of this textbook in Veda Vidyalaya. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with space to opportunities for thoughts and discussion.

This book presents genres including the Vedic translation, the formal address, essays, Indian and foreign writings, on literary, cultural and social themes that touch upon aspects of life relevant to the learners with value drawn from Vedas and IKS text.

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

An introduction to the lesson preparing the student to understand the text better. Text to read correctly and fluently enhancing the reading and Listening Skills students can be encouraged to share their understanding of text orally to develop English Speaking Skill. The Questions have been designed to express themselves in grammatically correct language for

improving the writing skills. Grammar and Language Skill Section provides tasks related to medium of communication like newspapers that adds interest. Teachers are expected to assign dictionary-reference tasks to students for vocabulary development on the basis of daily news-papers in English. It is said in the Vedas about the poem- Pashya Devasya Kavyam, namamara, na jeeryati (see the God's poetry, never dies, never erodes). Selected poems are placed to make it enjoyable to children and understand the essence of the poem. Background of poem and poet gives an emotional bonding with the text that help in conveying the poetic sense-kavyartha.

The book has gone through various stages like draft, correction, deletion, modification, review and addition in the span of last two years. Finally, an effort has been 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 etc. 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)

Content

Selection from the Vedas

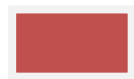
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|----|--|----|
| 1. | Prayer for Protection | 1 |
| 2. | Scientists on Knowledge content in the Vedas | 10 |

Text – Prose

- | | | |
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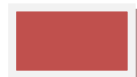
Basics of English Language and Grammar

Revision of previous lessons

1. Interjection and its use
 2. Helping Verbs
 3. Subject Verb Agreement
 4. Voice-Active and Passive
 5. Question Tags
 6. Phrases and Idioms
 7. Application Writing (Leave)
 8. Paragraph Writing - (Ramayana, Gita, Mahatma Gandhi, The Himalayas, Trees, Music, Yoga, Books, My Family, Freedom Fighters, Poets, etc.).
- *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

Prayer for Protection

(Atharvaveda 1.30)

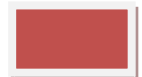
- ❖ *We find prayers from the Atharvaveda in this chapter. It prays for the happiness and protection of people and a long and healthy life is being wished for all. It shows the true essence of the Vedas where peace and benevolence are profoundly present. A perfect scope for the teachers to show the magnificence of the Vedas.*

O! Ye existing
Vishvadevas, protect
this being,
Like-wise ye Aditya-s,
watch over him:
Him let not one related
nor one unrelated—
Him let not any fatal
weapon of men reach.¹



Whoso of you, O!
Gods, are fathers and
Thou sons, do ye, accordant, hear this utterance of mine;
To you all I commit this man;
Happily, unto old age shall ye carry him.²

- 1 विश्वे देवा वसवो रक्षतेममुतादित्या जागृत यूयमस्मिन्।
मेमं सनाभिरुत वान्यनाभिर्मेमं प्रापत् पौरुषेयो वधो यः ॥ 1.30.1 ॥
- 2 ये वो देवाः पितरो ये च पुत्राः सचेतसो मे शृणुतेदमुक्तम्।
सर्वेभ्यो वः परिदाम्येतं स्वस्त्येनं जरसे वहाथ ॥ 1.30.2 ॥



Ye O! Gods, that are in the heaven,
That are on earth, that are in the atmosphere,
In the herbs, in the cattle, within the maters-
Do ye make old age the length of life for this person;
Let him avoid the hundred other deaths.³

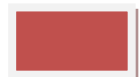
Word Meaning

Protect	-	to keep somebody safe
Essence	-	the most significant element.
Benevolence	-	an act of kindness
Profoundly	-	extremely
Accordant	-	compatible
Watch over	-	to guard
Related	-	connected
Weapon	-	means of defense
Utterance	-	to say
Commit	-	promise
Herbs qualities	-	a plant part valued for its medicinal
Avoid	-	keep away from somebody

Sentences

Protect	-	Parents do everything they can to protect their children from harm.
Essence	-	Love is the essence of a happy family.

3 ये देवा दिवि ष्ट ये पृथिव्यां ये अन्तरिक्ष ओषधीषु पशुष्वप्स्वन्तः।
ते कृणुत जरसमायुरस्मै शतमन्यान् परि वृणक्तु मृत्यून॥ 1.30.3 ॥



Benevolence	-	Her benevolence was clear when she donated toys to the children's hospital.
Profoundly	-	The book profoundly changed the way I think about life.
Accordant	-	His actions were in accordant with the school's values.
Related	-	She was excited to meet her cousin, who is related to her by family.
Weapon	-	The knight carried a sword as his weapon in battle.
Utterance	-	Her utterance of the phrase surprised everyone in the room.
Commit	-	He decided to commit to finishing his homework before dinner.
Avoid	-	To stay healthy, she tries to avoid eating too much junk food.

Learning Outcome

- ❖ *We should understand the importance of prayer.*
- ❖ *We must know that it is only almighty God who protects all of us.*
- ❖ *We must know that the blessing of our forefathers always protects us.*
- ❖ *We must understand the importance of our family lineage and respect it as well.*



- ❖ *We must know that God is omnipresent and omniscient, who is everywhere in atmosphere, herbs, cattle, matters etc.*
- ❖ *We should understand the importance of wellbeing in old age.*

Exercise

Answer the following Questions

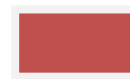
1. Who are the Devas mentioned in the chapter?
2. What is the first prayer made in the chapter?
3. What kind of happiness is being wished for the man in the chapter?
4. Elaborate the last prayer in the chapter.
5. What is the significance of a long and healthy life?
6. Explain the main theme of the chapter.

Match the following

Watch over	Promise
Related	To say
Utterance	Connected
Commit	To guard

State whether the following statements are true or false

1. Prayer is to protect the human beings.
2. Total weapons don't harm the people.
3. Joy in old age is being prayed.
4. Matter is anything that has mass and covers space.
5. Vedas believe the existence of God over in herb & cattle.



Write the opposite word of the following

Profoundly, Related, Commit, Utterance.

Grammar and Language

Helping verbs

These are the verbs which are used with another verb to show tense or form a Question and help them to accomplish the required meaning, hence also called helping verbs, like, was, am etc.

Ex. - Subhadra was the sister of Sri Krishna.

I am a student of Veda Vidyalaya.

1. Now fill up the blanks with suitable helping verbs

1. You a brilliant writer. (is / are)
2. Lord Hanuman the power of wind. (has / have)
3. I sleeping, when you came yesterday. (were / was)
4. You playing yesterday when I saw you. (was/were)
5. We a tasty lunch yesterday. (had / have)
6. We travelling to Puri last year. (were / are)

Writing Skill

1. Write the meaning of any other shlokas in English of your choice.

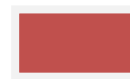
Speaking Skill

1. Recite the shlokas (Prayer for Protection) and learn more shloka.

Activity

1. Make a list of the things you would like to protect in this world.

Language Learning Activity



Question- To make sentences with singular and plural nouns, we can use the following structures:

Form 1. There is + a/an + singular noun form

Example- There is a scale in my box.

There is one kite in the sky.

Form 2. There are + number word + plural noun form

Example- There are two pencils in my box.

There are many stars in the sky.

Write more sentences using the form 1 and form 2.

Question- Radha and Shivi met in the park. They are talking about-



Hi Radha! How are you?



Hi Shivi! I'm fine.



Where were you last week?



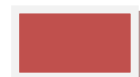
I had gone for educational trip.



Wow! Where?



I had gone to Ujjain, Maharshi Sandipani Rashtriya Veda Vidyalaya, Sandipani Aashram, Jantar Mantar and Planetarium.



Nice! What did you see there?



There are thousands of plants in MSRVVP. It is a place with perfect greenery and embraced by natural beauty and a peaceful environment.



Radha, I felt so pleasant after listening Veda Parayana there. In that institute, the study of the Vedas is excellent.



Amazing! What a good experience!



And in Sandipani ashram, there is a beautiful temple of Shri Krishna.

Continue the dialogue between Radha and Shivi-

.....

Question- A number has been given to each letter of the alphabet in the table below. Read the table and decode the message.

26	25	24	23	22	21	20	19	18	17	16	15	14
A	B	C	D	E	F	G	H	I	J	K	L	M
13	12	11	10	9	8	7	6	5	4	3	2	1
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

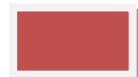
24	12	14	14	18	7
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.....

11	9	12	7	22	24	7
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.....

26	7	14	12	8	11	19	22	9	22
----	---	----	----	---	----	----	----	---	----



.....

26	5	12	18	23
----	---	----	----	----

26	20	22
----	----	----

23	12
----	----

.....

.....

.....

Question- *Identify the helping verbs in the following sentences:*

Example- She is going to the party tonight.

- They have been working hard all day.
- He will complete the project by tomorrow.
- We should arrive at the airport early.

Now, complete the following

She finished her homework already.

They studying for the exam since morning.

He going to the market to buy groceries.

We planning a trip next weekend.

Question- *Rewrite the sentences by changing the helping verb:*

Example- *She is eating lunch.*

She was eating lunch.

They have completed the assignment.

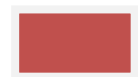
.....

He will finish the race.

.....

Conversation

Conversation – 1



Kishan – Good evening, Nitesh!

Nitesh- Good evening, Kishan!

Kishan- Whom do you pray in the morning?

Nitesh- I worship Lord Shiva.

Kishan– I worship Lord Vishnu.

Nitesh- Do you know your name is one of the names of Lord Vishnu.

Kishan– Yes, I know. Shri Krishna is one of the incarnations of lord Vishnu.

Nitesh – It seems you have a good knowledge of mythology.

Conversation 2

Nisha – Good Morning!

Ujjwal– Good evening, Nisha!

Nisha- Need a favour from you.

Ujjwal – Yes, tell me.

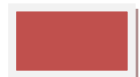
Nisha– Can you tell your friend to lend me a book.

Ujjwal- Which book?

Nisha- The one that he was reading the other day.

The one that has all the slokas of Manusmriti in it.

Ujjwal- Sure Nisha.



Lesson - 2

Scientists on Knowledge Content in the Vedas

❖ *This chapter throws light on some of the eminent scientists, who actually believed in the power of the Vedas. The connection between science and the Vedas can be seen from their perspective. The way these eminent persons turned to the Vedas to find their answers to the existential Questions, inspires us to learn more from the Vedas.*

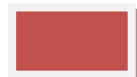
1. Time and again the Vedas have been acknowledged as the greatest knowledge source for humanity; even the scientists have accepted the vitality of Vedas. Some of the greatest scientists like Niels Bohr, Erwin Schrodinger, Nikola Tesla, and Albert Einstein have also spoken on the significance of the Vedas.

Niels Bohr

2. Danish physicist and Nobel laureate Niels Bohr was fascinated with the Vedas. His remark, “I go to the Upanishad to ask Questions,” reveals a lot about his respect for the ancient wisdom of India.

Erwin Schrodinger

3. Erwin Schrodinger, an Austrian-Irish physicist who also won the Nobel Prize for his famous wave equation, was also a keen proponent of the Vedic thought too. In his book *Meine Weltansicht* Schrodinger says, “This life of yours which you are living is not merely a piece of this entire existence, but in a certain sense the whole; only this whole is not so constituted that it can be surveyed in one single glance. This, as we know, is that sacred, mystic formula which is yet really so simple and so clear; tat tvam asi, this is you. Or again, in such words as “I



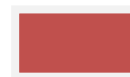
am in the east and the west, I am above and below, I am this entire world.” This is nothing but a Mundaka Upanishad mantra which proposes the connectivity of all living beings. “The unity and continuity of Vedanta is reflected in the unity and continuity of wave mechanics. “This is entirely consistent with the Vedanta concept of All in One,” Schrodinger said while referring to each particle in the universe as a wave function.

Werner Heisenberg

4. Werner Karl Heisenberg was a German theoretical physicist and one of the key pioneers of quantum mechanics. Werner Heisenberg’s uncertainty principle, which states that we cannot measure both the position and momentum of a particle at the same time, is also a reflection of the Advaitic aphorism of rope and snake; “when a snake is seen in the place of a rope, only the snake is seen as real. But is it independently real?” This view is Advaitic in essence.

Nikola Tesla

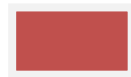
5. Perhaps the greatest example of how modern-science viz quantum physics is inextricably intertwined with the spiritual concepts of the ancient world, comes through the works and words of Nikola Tesla. The mastermind scientist and inventor, apart from knowing complex mathematical formulas possessed the subtle knowledge of the working of the universe. In his seminal book “Man’s Greatest Achievement,” Tesla says, “All perceptible matter comes from a primary substance, or tenuity beyond conception, filling all space, the ‘akasha’ or luminiferous ether, which is acted upon by the life giving ‘Prana’ or creative force, calling into existence, in never-ending cycles all things and phenomena.” The usage of words such as Prana and Akasha clearly show that the father of electricity was well-versed in the teachings of the Vedic worldview. The



relationship Tesla shared with Swami Vivekananda; a great Saint-reformist is also quite well-known. Vivekananda in one of his works states: “Mr Tesla was charmed to hear about the Vedantic Prana and Akasha and Kalpas, which according to him are the only theories modern science can entertain. Now both Akasha and Prana are produced from the Mahat or the Universal Mind. Mr. Tesla thinks he can demonstrate mathematically that force and matter are reducible to potential energy. In that case the Vedantic cosmology will be placed on the surest of foundations. I am working a good deal now upon the cosmology and eschatology of the Vedanta. I clearly see their perfect union with modern science, and the elucidation of the one will be followed by that of the other.” Tesla revolutionized science with the concepts of “Free energy”, also known as “Zero-point energy”.

Albert Einstein

6. Albert Einstein, the father of the “Theory of Relativity” and developer of Quantum Mechanics also believed in the unity of the universe. “There is no spooky action at a distance”, he is known to have said. In his book, “The World as I See It”, Einstein says “I maintain that the cosmic religious feeling is the strongest and noblest motive for scientific research”. This clearly elucidates the fact that science cannot function in isolation with nature. At first glance, the subjects of science and Vedas-metaphysics seem to be polar opposites of each other. The pioneers of Quantum Mechanics, however, believed it to be otherwise. In fact, the founding fathers of Quantum Physics, while formulating their groundbreaking theories, sumptuously dug into annals of Vedic philosophy and found their experiments to be consistent with the knowledge expounded in Vedas.



Word - Meaning

Vitality	-	strength
Proponent	-	in support of a particular idea
Glance	-	a quick or cursory look
Inventor	-	an inventor is a person who has shown something new for the first time; none before him/her has shown that entirely new thing
Reducible	-	capable of being reduced
Expounded	-	to give a detailed explanation of something
Annals	-	Historical records

Sentences

Vitality	-	The music has a freshness and <u>vitality</u> .
Proponent	-	I am a <u>proponent</u> of setting goals.
Glanced	-	She <u>glanced</u> at her watch.
Invented	-	Alexander Graham Bell <u>invented</u> the telephone.
Reducible	-	The problem of poverty is not <u>reducible</u> to one of unemployment.
Expounding	-	He's always <u>expounding</u> on what's wrong with the world.

Learning Outcome

- ❖ *We should know that the Vedas are revered, valued and believed by great men all over the world.*
- ❖ *We should know that the Vedas contain the answer to most of the Questions of the world*
- ❖ *We must understand that there is a strong relation between*



science and the Vedas.

- ❖ *We must understand that we are the part of this entire universe.*
- ❖ *We should know that Mundaka Upanishad Mantra proposes the connectivity of all living beings.*

Key Points

Scientists' views on Vedas	
Niels Bohr	<p>Danish physicist and Nobel laureate.</p> <ul style="list-style-type: none">• His remark- "I go to the Upanishad to ask Questions,"
Erwin Schrodinger	<p>An Austrian-Irish physicist, Nobel Prize for his famous wave equation, keen proponent of the Vedic thought</p> <ul style="list-style-type: none">• "I am in the east and the west, I am above and below, I am this entire world."- Mundaka Upanishad mantra.• "The unity and continuity of Vedanta is reflected in the unity and continuity of wave mechanics. This is entirely consistent with the Vedanta concept of All in One"
Werner Heisenberg	<p>German theoretical physicist</p> <ul style="list-style-type: none">• He has given- uncertainty principle, which states that we cannot measure both the position and momentum of a particle at the same time, is also a reflection of the Advaitic aphorism.
Nikola Tesla	<p>Mastermind scientist and inventor</p> <ul style="list-style-type: none">• "All perceptible matter comes from a primary substance, or tenuity beyond conception, filling all space, the 'akasha' or luminiferous ether, which is acted upon



	by the life giving ‘Prana’ or creative force, calling into existence, in never-ending cycles all things and phenomena.”
Albert Einstein	<p>The father of the “Theory of Relativity” and developer of Quantum Mechanics</p> <ul style="list-style-type: none"> • “I maintain that the cosmic religious feeling is the strongest and noblest motive for scientific research” • The founders of Quantum Mechanics found their theories aligned with concepts from Vedic philosophy, shaping their groundbreaking ideas in Quantum Physics.

Exercise

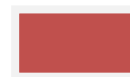
Answer the following Question

1. What is meant by *Akasha* and *Prana*?
2. Name the scientists mentioned in the chapter.
3. Who was Niels Bohr and what was his remark on *Upanishads*?
4. What does Erwin Schrodinger say in his book?
5. State Werner Heisenberg’s uncertainty principle.
6. What did Nikola Tesla say in his book *Man’s Greatest Achievement*?
7. Did Albert Einstein believe in ‘unity of the universe’? Give reasons for your answer.

Fill in the blanks with the following

Laureate, Equation, Uncertainty, Relativity, Energy

1. Niels Bohr was a Nobel_____.
2. Erwin Schrodinger won the Nobel Prize for his famous wave



- _____.
3. Werner Heisenberg's _____ Principle.
 4. Albert Einstein was the father of the Theory of _____.
 5. Tesla revolutionized science with the concepts of "Free_____".

Match the following

- | | |
|----------------------|------------------------------|
| 1. Niels Bohr | Quantum mechanics |
| 2. Erwin Schrodinger | German theoretical physicist |
| 3. Werner Heisenberg | Austrian-Irish physicist |
| 4. Albert Einstein | Danish physicist |

State whether the following statements are true or false

1. Danish physicist and Nobel laureate Niels Bohr was fascinated with Vedas.
2. "Free energy" is also known as "Zero-point energy".
3. Albert Einstein stated Uncertainty Principle.
4. Uncertainty Principle is also a reflection of the *Advaitic* aphorism of rope.
5. Nikola Tesla was the father of the Theory of Relativity.

Grammar and Language

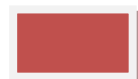
Interjection

Interjection is a word or phrase that is used to express a sudden pain or pleasure, like - Wow! Alas!

Ex. - Wow! such a lovely flower.

Alas! he was dead.

Such words are also known as exclamatory words and are



always followed by a sign of exclamation (!).

Now frame five exclamatory sentences with proper punctuation.

Writing Skill

Write the similarity between the thoughts and theories of Swami Vivekananda and Nikola Tesla, in your own words.

Speaking Skill

Speak on works of Albert Einstein.

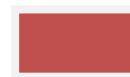
Activity

Collect some more interesting information about Albert Einstein.

Language Learning Activity

Question- Interjections

Examples of Interjections		
Interjection	Purpose	Example
Alas	To express sadness or pity	Alas! That was so unfortunate.
Ah	To express realisation or surprise	Ah, the magic show at the end was a total surprise!
Eh	To enquire or ask for something to be repeated	Eh! I didn't quite get it. Can you please repeat it?
Dear	To express pity or surprise	Oh dear! I feel really bad for what happened to you.
Hey	To express surprise or call for attention	Hey! Look out for the car.
Hurray	To express joy	Hurrah! We finally cleared the test.



Oh	To express pain or surprise	Oh! I have a really bad headache.
Ouch	To express pain	Ouch! You stepped on my toes.
Phew	To express relief, exhaustion, disgust	Phew! That was an extremely long presentation.
Uh	To express hesitation	Uh! I don't think I want to be a part of this.
Well	To introduce a remark	Well, what you just did was wonderful.
Wow	To express your admiration for something	Wow! Your new bike is amazing.
Yippee	To express joy	Yippee! Tomorrow is a holiday.

Complete the following-

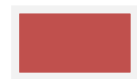
- We won the match.
- That is a beautiful dress indeed.
- That was unexpected.
- That bird is huge.

Question- The words often go in pairs are called Binomials.

Ex- flora and fauna

Pic out the correct from the box and complete the pair.

salt	white	knives	health	order
down	time	bread	now	off



..... and order

on and

..... and pepper

Black and

..... and tide

..... and butter

up and

..... and then

..... and hygiene

forks and

Question- Write words expressing the opposite gender for the words given below:

actor

horse

king

aunt

madam

wife

father

man

fox

son

host

milkman

cow

lion

master

Conversation

Conversation - 1

Dipti- Hello Pankaj!

Pankaj – Hello Dipti!

Dipti – What do you think about the Vedas?

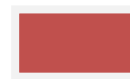
Pankaj – I think they are that kind of treasure where you find all types of gems.

Dipti- What do you mean by gems?

Pankaj- Gems are the varied subject matter we find in the Vedas.

Pankaj- Yes, I agree.

Conversation – 2



Dipali – Hello Punit! Where were you all these days?

Punit – Hello! I was on a tour.

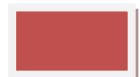
Dipali– What kind of tour?

Punit–To visit all the Veda Vidyalaya in the country.

Dipali- Wow! You have done a good job Punit.

Punit– It was my wish.

Dipali- I am inspired.

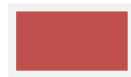


Lesson - 3

Balai

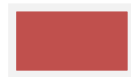
- Rabindranath Tagore

- ❖ *This is about a sensitive and empathetic boy who truly loved the nature and her gifts of trees and he gave his efforts to save one. It also portrays the bond of love between a mother and the child. Empathy and care are the emotions to be learned with a message to save Mother earth.*
1. It has been said that the story of man appears in the epilogue of the history of all forms of life in the world. And we know that among the people around us, we find tacit hints of various forms of animal life. In fact, what we call ‘human’ is the trait in us which levels and combines all the animals in ourselves - which puts the cow and the tiger in us in the same pen, the snake and the mongoose in the same cage. Like a raga, it takes all the notes within its being and weaves them into a musical form so that they can no longer fight among themselves. However, it has to be admitted that a certain note might play a prominent role in a given raga - the D in one tune, the C-sharp in another, the E in a third one.
 2. In my nephew Balai, the notes of the plant kingdom somehow appeared to be the dominant ones. Ever since his childhood days, he had preferred to be still and watchful rather than to move around. When layers of dark clouds gathered solemnly in the eastern sky, his entire soul seemed to fill with moist winds carrying the aroma of a forest during the rains. And when the rain came down in torrents, his whole body listened to its sound. When the sunbeams slanted onto the terrace in the afternoon, he would walk around bare



cheded, as if to absorb something from the sky's expanse. When the mango trees blossomed at the end of winter, an intense joy awoke in his bloodstream, raising inarticulate memories of something. In the spring his soul filled out, spread its branches and took on a deeper colour, like a forest of blossoming Sal trees. He liked to talk to himself then, weaving together all the stories he had ever heard, like the stories of the old bird couple who made their nest in the hollow of the age-old banyan tree.

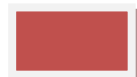
3. He was a boy who gazed all the time with his wide eyes. He did not speak very much, so he had to think a lot. Once I took him to the mountains. Deep green grass ran from our cottage front down to the foot of the hills. His heart would fill with joy at the sight. He did not think of the layer of grass as an immobile object, rather as a rolling mass in an endless game. He himself used to roll quite often down the grassy slope. At those times, his whole body would be covered by grass. As he rolled, the grass would tickle his neck, and he would laugh uncontrollably.
4. After a rainy night, when the first morning sun peeped through the mountain-tops, and its golden rays reached the deodar trees, he used to creep away, without telling anyone, to the silent shades of the deodar woods and stand there, fascinated and alone. It was an eerie experience. It seemed that he could see the people inside those huge trees. They could not speak, but they seemed to know everything. They were like ancient grandfathers, from the times of "Once there was a king".
5. It hurt him deeply when someone plucked flowers from a tree. And he also understood that this feeling was totally meaningless to anyone else. Hence, he wanted to conceal his



distress. When boys of his age threw stones at the *amla* trees to bring the fruits down, he could not say anything. He would turn away and leave the place. While walking through the garden, his friends would beat the trees with sticks just to tease him, or suddenly snap off a *bakul* branch. He did not dare cry, lest someone thought him crazy. His worst troubles arose when the grass-cutter came to cut the grass, because he had watched countless wonders in the grass, small creepers, nameless violet and yellow flowers, tiny in size, here and there a nightshade, whose blue flowers have a little golden dot at the center, medicinal plants near the fence, a *kalmegh* here and an *anantamul* there, *neem* seeds left by birds, sprouting into plants, spreading beautiful leaves. All those were cleared with a heartless weeding tool. None of them were prized trees of the garden, there was no one to listen to their protests.



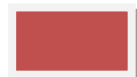
6. Sometimes he sat on his aunt's lap, hugged her and pleaded, "Please ask the grass-cutter not to cut down those plants of



mine.”

His aunt said, “Balai, don’t be silly! Those are weeds. How can you let them grow?”

7. Balai had long begun to realise that some of the pains he experienced were his alone. They were not felt by anyone around him.
8. This boy really belonged to the age, millions of years ago, when the earth’s would-be forests cried at birth among the marshlands newly sprung from the ocean’s depth. There were no animals at that time, no birds, no din and bustle of life, only rocks and mud and water all around. The plant, vanguard of all living things on the road of time, had raised its jointed hands to the sun and said, “I want to stay here, I want to live, I am an eternal traveler. Rain or sun, night or day, I shall keep travelling through death after death, towards the pilgrim’s goal of endless life.” That ancient chant of the plants reverberates to this day, in the woods and forests, hills and meadows and the life of the mother earth declares through the leaves and branches, “I want to stay, I want to stay.” The plant, speechless foster-mother of life on earth, has drawn nourishment from the heavens since time immemorial to feed her progeny, has gathered the sap, the vigour, the savour of life for the earth’s immortal store, and raised to the sky the message of beleaguered life, “I want to stay.” Balai could feel that eternal message of life in a special way in his bloodstream. We used to laugh at him a good deal. One morning, while I was intently reading the newspaper, Balai led me excitedly to the garden. He showed me a plant and asked me, “Uncle, what kind of plant is this?”
9. I looked and found a silk-cotton plant sprouting in the middle

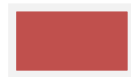


of the graveled garden path.

10. Alas! Balai made a sad mistake by showing it to me. He had noticed it when only a tiny sapling had come out of the ground like a child's first babblings. Since then, he had watered it every morning and evening, and eagerly kept track of its growth. Silk-cotton trees grow fast, but it had grown about two cubits height. Balai looked at its foliage and judged it to be an exceptional tree, just as any mother considers her child exceptional when it shows the first signs of intelligence. Balai had thought he would surprise me by showing me the plant.

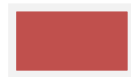
I said, "I'll tell the gardener to uproot it and throw it away."

11. Balai shuddered at the thought. He implored, "Please, Uncle, I beg you, don't uproot it."
12. I said, "That's nonsense. Can't you see, it's growing right in the middle of the path. When it grows bigger, it'll scatter cotton all around and be a big bother."
13. Losing the battle with me, the motherless child went to his aunt. He sat on her lap, hugged her, and whimpered, "Kaki, tell Kaka not to cut down the tree."
14. That was the right diplomatic move. His aunt told me, "Leave his tree alone. Please." That's what I did. I probably would not have noticed the plant if Balai had not shown it to me. But since he had, I noticed it every day. It grew shamelessly and became quite tall within a year. It also grew to be Balai's dearest plant.
15. The tree looked perennially stupid. It stood stubbornly in the same inconvenient spot and grew taller and taller every day. Anyone who saw it must have thought it an eyesore. I



proposed the death sentence a few more times. I also tried to bribe Balai by promising some very beautiful rose plants in place of that tree.

16. Then I said, “All right, if you want a silk-cotton tree, I’ll plant another sapling near the fence. It’ll look nice there.”
17. But Balai recoiled every time I suggested cutting down the tree, and his aunt said, “Come on, it really doesn’t look that bad!”
18. My sister-in-law had died when Balai was a few months old. Probably because of the shock, my older brother took a sudden desire to go to England to study engineering. The boy had grown up in my childless home, nurtured by his aunt, my wife. Around this time, my brother came back after ten years in England. He decided to provide British-style schooling for Balai. So he took him to Shimla, with the idea of later moving to England.
19. Balai wept at the time of leaving his aunt. Our home became desolate.
20. Two years passed. Through all those two years, Balai’s aunt wiped her tears secretly, wandered into the bedroom left empty by Balai, and browsed among his torn shoes, ripped rubber ball and picture books with animal stories. And she kept thinking that Balai must have outgrown all those things he had left behind.
21. At one point I found the silk-cotton tree had grown too big to be ignored any longer. I had it felled.
22. About this time, Balai wrote a letter from Shimla to his aunt, saying, “Please send me a photograph of that silk-cotton tree.”
23. He had planned to visit us before leaving for England. That



plan did not materialise, so he wanted to take a picture of his friend with him.

24. His aunt told me, “Could you please call a photographer?”

“Why?” I asked.

25. She showed me Balai’s letter, in his childish scribble.

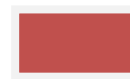
I said “I’ve had the tree cut down.”

26. Balai’s aunt refused all food for two full days. Even after that, she did not talk to me for a long time. When Balai’s father took him away from her, she had felt as if her lifeblood was being drained. And then when Balai’s uncle removed forever the tree that Balai had loved so much, her whole world felt the blow, and her heart took a wound.

27. To her, that tree had been the image of Balai - his life’s friend.

About the author

Rabindranath Tagore (1861-1941) was the youngest son of Debendranath Tagore, a leader of the Brahmo Samaj, which was a new religious sect in nineteenth-century Bengal and which attempted a revival of the ultimate monistic basis of Hinduism as laid down in the Upanishads. He was educated at home; and although at seventeen he was sent to England for formal schooling, he did not finish his studies there. In his mature years, in addition to his many-sided literary activities, he managed the family estates, a project which brought him into close touch with common humanity and increased his interest in social reforms. He also started an experimental school at Shantiniketan where he tried his Upanishadic ideals of education. From time to time he participated in the Indian nationalist movement, though in his own non-sentimental and visionary way; and Gandhi, the political father of modern India, was his devoted friend. Tagore was



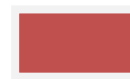
knighted by the ruling British Government in 1915, but within a few years he resigned the honour as a protest against British policies in India.

Although Tagore wrote successfully in all literary genres, he was first of all a poet. Among his fifty and odd volumes of poetry are *Manasi* (1890) [The Ideal One], *Sonar Tari* (1894) [The Golden Boat], *Gitanjali* (1910) [Song Offerings], *Gitimalya* (1914) [Wreath of Songs], and *Balaka* (1916) [The Flight of Cranes]. The English renderings of his poetry, which include *The Gardener* (1913), *Fruit-Gathering* (1916), and *The Fugitive* (1921), do not generally correspond to volumes in the original Bengali; and in spite of its title, *Gitanjali: Song Offerings* (1912), the most acclaimed of them, contains poems from other works besides its namesake. Tagore's major plays are *Raja* (1910) [The King of the Dark Chamber], *Dakghar* (1912) [The Post Office], *Achalayatan* (1912) [The Immovable], *Muktadhara* (1922) [The Waterfall], and *Raktakaravi* (1926) [Red Oleanders].

He is the author of several volumes of short stories and a number of novels, among them *Gora* (1910), *Ghare-Baire* (1916) [The Home and the World], and *Yogayog* (1929) [Crosscurrents]. Besides these, he wrote musical dramas, dance dramas, essays of all types, travel diaries, and two autobiographies, one in his middle years and the other shortly before his death in 1941. Tagore also left numerous drawings and paintings, and songs for which he wrote the music himself.

Word - Meaning

- Epilogue - a short piece that is added at the end of a book, play, etc. and that comments on what has gone before
- Tacit - expressed or carried on without words or



	speech
Dominant	- more powerful
Expanse	- a large, open area of land, water, or sky
Gazed	- to look steadily for a long time
Peeped	- to look cautiously or slyly
Meadows	- a field of grass
Shuddered	- to tremble especially with fear or horror or from cold
Diplomatic	- skillful at dealing with people
Drained	- to become empty or dry as liquid flows away and disappears
Wound	- an injury or a cut in a part of the body.

Sentences

Epilogue	- The novel's <u>epilogue</u> brought closure to the story.
Tacit	- Many farmers gave <u>tacit</u> support to their workmen.
Dominant	- Sugar has been the <u>dominant</u> crop since the end of the 18 th century.
Expanse	- The city park is a beautiful <u>expanse</u> of green in the center of town.
Gazed	- He stopped and <u>gazed</u> off at the distant hills.
Peeped	- The boy <u>peeped</u> out of at the window.
Meadows	- There was a path through the <u>meadow</u> to the village.
Shuddered	- The train slowed and <u>shuddered</u> to a halt.



- Diplomatic - The two countries agreed to establish full diplomatic relations.
- Drained - The long journey completely drained me.
- Wound - He was badly wounded.

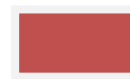
Learning Outcome

- ❖ *We must understand the importance of trees and try to save them from being cut down.*
- ❖ *We must learn to appreciate and enjoy the beauty of nature.*
- ❖ *We must understand that trees also have life, emotions and feelings and they should be cared by humans.*
- ❖ *We should learn to cultivate the emotions called compassion and empathy.*
- ❖ *We should learn to live in balance with nature.*
- ❖ *We should think about the result of some action before performing it.*
- ❖ *We should learn the beautiful art of narration.*

Exercise

Answer the following Questions

1. What is the relation between Balai and the writer?
2. Why was Balai staying with his uncle?
3. Why 'human' has been compared to 'Raga'?
4. What would Balai do after a rainy night?
5. Why didn't Balai want the grass-cutter to cut the plants?
6. How do we know that Balai's aunt missed his presence at her place?
7. What traits in Balai do you admire most?



Match the following

- | | |
|-------------|--------|
| 1. Mynah | Animal |
| 2. Raccoon | Fruit |
| 3. Firefly | Tree |
| 4. Arjuna | Insect |
| 5. Hibiscus | Bird |

State whether the following sentences are True or False

1. Proper nouns begin with capital letters.
2. Ram is a common noun.
3. In the sentence 'She is the winner', winner is the pronoun.
4. A, an, and the are adjectives.
5. Adverbs modify nouns.

Grammar and Language

1.Fill in the blanks with appropriate interjection

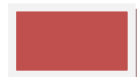
(Alas! Hurray! Hello! Ah! Oh!)

- a. _____ What are you doing there?
- b. _____ He is dead.
- c. _____ We have won the game.
- d. _____ Have they gone?
- e. _____ I got such a fright.

2.Write the opposite of the following

- | | |
|-----------------|-----------------|
| 1. land | 2. minor |
| 3. junior | 4. normal |

3.Write the meaning of the following words in Sanskrit



1. Dominant 2. Meadows 3. Wound

Writing Skill

1. Write short note on Forest.

Speaking Skill

1. Give a speech on importance of trees.

Activity

1. Collect the pictures of five rare species of plants and write their English and Scientific name.

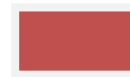
Language Learning Activity

Question- Rewrite these sentences changing the gender of the nouns:

- a) The poet received the prize from the queen.
- b) The sage blessed the people.
- c) Mrs. Shukla is a good teacher.
- d) He is a talented musician.
- e) John helped him with his homework.
- f) His favourite hobby is gardening

Question- Complete the following by adding 'full.'

- thank-
- grace-
- peace-
- meaning-
- help-
- pain-
- wonder-
- power-



hope-

Question- Suraj was coming from park. On the way he met Jai Uncle who was coming back from his vacation.

Complete the dialogues-

Suraj: Namaste uncle!

Jai Uncle: Namaste Suraj! How are you?

Suraj: I am good. Where are you coming from?

Jai Uncle: I'm coming from my vacations.

Suraj: Which place?

Jai Uncle: I went Pashupatinath Temple. And where did you go during the holidays?

Suraj:

Jai Uncle:

Suraj:

Jai Uncle:

Suraj:

Jai Uncle:

Question- Describe this picture in your own words.



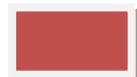
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Conversation

Conversation 1

Tanvi – Hello Rajni!

Rajni- Good evening, Tanvi!

Tanvi –Who is your favourite writer?

Rajni – Rabindra Nath Tagore.

Tanvi – What a coincidence!

Rajni- Is he your favourite too?

Tanvi – Of course.

Rajni – Good to know this, Tanvi.

Conversation -2

Mira- Hello Laxmi!

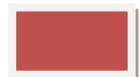
Laxmi – Hello Mira.

Mira- What is your greatest wish?

Laxmi– I wish to see Srimat Sankaracharya and receive his blessings.

Mira –I wish that your wish comes true someday.

Laxmi – Thank you Mira.



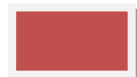
Lesson - 4

The Enchanted Pool

- C. Rajagopalachari

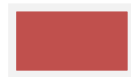
❖ *This is a narrative from the Mahabharata, which presents an incident where all four brothers of Pandavas were dead because they ignored a warning and were later revived by Yudhishtira by answering some Questions correctly. The Questions asked by the Yaksha and their answers give us immense knowledge.*

1. In the Mahabharata, the Pandavas lost everything in the game of dice to the Kauravas and had to live in the forest for twelve years. During this period, they had to move constantly from one place to another for safety and to meet their daily needs. One day in the twelfth year, the Pandava brothers wandered deep into the forest in pursuit of a deer.....
2. The sun was hot overhead and the five brothers grew more and more weary and thirsty. Yudhishtira sank down under a tree to rest and said to Nakula, “Brother, climb that tree and see whether there is any pool or river nearby.” Nakula climbed the tree, looked around and said, “At a little distance I see water plants and cranes. There must certainly be water there.”
3. Yudhishtira sent him to fetch some water to drink. Nakula was glad when he got to the place and saw that there was a pool. He was very thirsty himself and so thought of quenching his thirst first before taking water in the quiver for his brothers; but no sooner did he dip his hand in the transparent water, he heard a voice which said: “Stop! Nakula! Do not drink. This pool belongs to me. O son of



Madri, answer my Questions and then drink the water.” Nakula was surprised, but carried away by his intense thirst and heedless of the warning, he knelt down and began to drink the water. At once he began to feel terribly drowsy and he fell down; to all appearance dead.

4. When Nakula did not return for a long time, Yudhishtira sent Sahadeva to see what the matter was. Sahadeva also ignored the warning. He drank the water and at once dropped down. When Sahadeva too failed to return, Yudhishtira sent Arjuna to see whether the brothers had met with any danger. Arjuna went swiftly. He saw his brothers lying dead near the pool. Heart-broken with grief, he wanted to avenge their deaths. However, he too was overwhelmed by a monstrous thirst, which compelled him towards the fatal pool.
5. Again the warning voice was heard: “Answer my Questions before you drink the water. This pool is mine. If you disobey me, you’ll follow your brothers.” Arjuna became very angry. He cried, “Who are you? Come and stand up to me and I will kill you.” He shot sharp arrows in the direction of the voice. The invisible being laughed in scorn and said, “Your arrows can’t touch me.” Arjuna wanted to destroy this unseen foe, but first he had to quench his terrible thirst. So, he drank the water and also fell down dead.
6. After another anxious wait, Yudhishtira turned to Bhima, “Dear brother, even Arjuna, the great hero hasn’t returned. Something terrible must have happened to our brothers. Please find them quickly.” Bhima hurried away without another word. Like Arjuna, Bhima also did not heed the warning and drank the water eagerly, glaring around in defiance. And instantly his great strength seemed to slip from

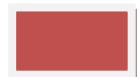


him like a garment and he also fell dead among his brothers.

7. Puzzled and worried that his brothers had not returned, Yudhishtira himself proceeded in the direction his brothers had taken. When he came near the pool, he saw his four brothers lying on the ground, to all appearance dead. He was shocked. He got into the pool to quench his thirst. At once a voice without form warned him. “Your brothers died because they did not heed my words. Do not follow them. Answer my Questions first and then quench your thirst. This pool is mine.”



8. Yudhishtira knew that these could be none other than the words of a Yaksha and guessed what had happened to his brothers. He saw a possible way of redeeming the situation. He said to the bodiless voice, “Please ask your Questions”. The voice



put Questions rapidly one after another.

It asked: “What makes Sun shine every day?”

Yudhishthira replied, “The power of God.”

“What rescues man in danger?”

Yudhishthira quickly answered, “Courage.”

“What is more nobly sustaining than the earth?”

Yudhishthira said, “The mother who brings up the children.”

“What is faster than wind?”

“Mind”, Yudhishthira replied.

“What befriends a traveller?”

“Learning.”

“Who is the friend of one who stays at home?”

“The wife.”

“Who accompanies a man in death?”

“Dharma. That alone accompanies the soul in its solitary journey after death.”

“Which is the biggest vessel?”

“The earth, which contains all within itself, is the greatest vessel.”

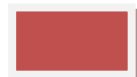
“What is happiness?”

“Happiness is the result of good conduct.”

“What is that, abandoning which, man becomes loved by all?”

“Pride - for abandoning that man will be loved by all.”

“What is the loss which brings joy and not sorrow?”



“Anger - giving it up, we will no longer be subjected to sorrow.”

“What is that, by giving up which, man becomes wealthy?”

“Desire - getting rid of it, man becomes wealthy.”

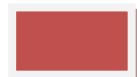
“What makes one a real Brahman? Is it birth, good conduct or learning? Answer decisively.”

“Birth and learning do not make one a Brahman. Good conduct alone does. However learned a person may be, he will not be a Brahman, if he is a slave to bad habits.

“What is the greatest wonder in the world?”

“Every day men see creatures depart to Yama’s abode and yet, those who remain, seek to live forever. This verily is the greatest wonder.”

9. Thus, the Yaksha posed many Questions and Yudhishtira answered them all.
10. In the end the Yaksha asked, “O king, one of your dead brothers can now be revived. Whom do you want revived? He shall come back to life.”
11. Yudhishtira thought for a moment and then replied, “May the cloud-complexioned, lotus-eyed, broad-chested and long-armed Nakula, lying like a fallen ebony tree, arise.”
12. The Yaksha was pleased at this and asked Yudhishtira: “Why did you choose Nakula in preference to Bhima who has the strength of sixteen thousand elephants? I have heard that Bhima is most dear to you. And why not Arjuna, whose prowess in arms is your protection? Tell me why you chose Nakula rather than either of these two.”
13. Yudhishtira replied: “O Yaksha, Kunti and Madri were the

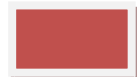


two wives of my father. I, a son of Kunti, am surviving, and so, she is not completely bereaved. So, to be fair, I ask that Madri's son Nakula, be revived." The Yaksha was pleased with Yudhishtira's impartiality and granted that all his brothers would come back to life.

14. It was Yama, the lord of Death, who had taken the form of the deer and the Yaksha, so that he might see his son Yudhishtira and test him. He embraced Yudhishtira and blessed him.
15. Yama said: "Only a few days remain to complete the stipulated period of your exile in the forest. The thirteenth year will also pass by. None of your enemies will be able to discover you. You will successfully fulfil your undertaking," and saying this, he disappeared.

About the author

Chakravarti Rajagopalachari BR (10 December 1878 – 25 December 1972), popularly known as Rajaji or C.R., also known as Mootharignar Rajaji (Rajaji, the Scholar Emeritus), was an Indian statesman, writer, lawyer, and independence activist. Rajagopalachari was the last Governor-General of India, as India became a republic in 1950. He was also the first Indian-born Governor-General, as all previous holders of the post were British nationals. He also served as leader of the Indian National Congress, Premier of the Madras Presidency, Governor of West Bengal, Minister for Home Affairs of the Indian Union and Chief Minister of Madras state. Rajagopalachari founded the Swatantra Party and was one of the first recipients of India's highest civilian award, the Bharat Ratna. He vehemently opposed the use of nuclear weapons and was a proponent of world peace and disarmament. Rajaji was a prolific writer. His most popular works



include a retelling of the Mahabharata and Ramayana in English, and Ramayana – Chakravarti Thirumagan in Tamil. He passed away on 25th December 1972.

Word - Meaning

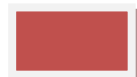
Enchanted	- placed under a magic spell
Crane	- a white bird with long legs and a long neck
Quench	- satisfy thirst by drinking something
Quiver	- case for arrows
Drowsy	- sleepy
To all appearance dead	- they seemed to be dead, but not really so
Heed	- to pay careful attention to somebody's advice or warning
Drop-down	- fall down
Heart-broken	- extremely sad
Avenge	- to do something to hurt or punish somebody in retaliation
Overwhelm	- strong emotional effect that one feels and does not know how to react
Anxious	- worried and afraid about something.
Defiance	- open refusal to obey somebody or something
Yaksha	- semi-divine being
Redeem	- to make a bad situation better
Nobly sustaining	- gently supporting



Verily	- really
Revive	- to bring back
Bereave	- deprive
Prowess	- great skill at doing something
Bereaved	- a person is bereaved if a relative or close friend has just passed away

Sentences

Enchanted	- Family members of all ages will enjoy <u>Enchanted Forest</u> .
Quench	- We drink water to <u>quench</u> our thirst.
Quiver	- Chilling wind makes us all <u>quiver</u> in cold.
Drowsy	- She soon felt relaxed and <u>drowsy</u> .
Heed	- Take <u>heed</u> of your doctor's advice.
Drop-down	- The high winds cause the apples to <u>drop down</u> .
Avenge	- The natives gained some successes, and it became necessary to <u>avenge</u> the insult of the flag.
Overwhelm	- The beggar was <u>overwhelmed</u> by the love, respect given by the kind boy.
Anxious	- I am very <u>anxious</u> about his examination result.
Defiance	- There was challenge & <u>defiance</u> in her gaze.
Redeem	- It was my chance to <u>redeem</u> myself.



Learning Outcome

- ❖ *We must look before we leap.*
- ❖ *We must always pay attention to advices and warnings meant for our safety and wellbeing.*
- ❖ *We should learn to remain calm and composed during critical situation and think wisely to find solution.*
- ❖ *We should always be impartial and selfless in our conduct.*
- ❖ *We should know that it is only righteous deeds (dharma) that help us and accompany us even after death.*
- ❖ *We should respect our parents, love our siblings and should be responsive to their needs.*

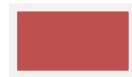
Exercise

Answer the following Questions

1. What happened to Nakula when he drank the water?
2. How did Arjuna react to the voice?
3. What was the warning given by Yaksha to Yudhishtira?
4. Who accompanies a man in death?
5. What is that, abandoning which, man becomes loved by all?
6. What makes one a real Brahman? Is it birth, good conduct or learning?
7. What do we learn about Yudhishtira when he chooses Nakula over Bhima?

Arrange the events in the order of their occurrence in the lesson

1. Arjun wanted to avenge his brother's death.
2. Yaksha stopped Nakula from drinking water.



3. Yudhisthira sank down under a tree.
4. Yaksha was happy with Yudhisthira's answers.

Grammar and Language

1.Match the following (opposite word)

Liquid	Export
Useful	Foolish
Clever	Solid
Import	Near
Far	Useless

2.Fill in the blanks

1. You stepped on my toe. (have / has)
2. He but dropped it again. (picks / picked)
3. I still it's so dirty. (cleaned / clean)
4. He and shouted in sleep. (dream / dreamed).
5. We all of you. (helped / helps)

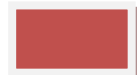
3.Write the meaning of the following words in English and Sanskrit

1. Anxious
2. Drop-down
3. Yaksha

Writing Skill

1. Write the characteristics of all five Pandavas from the reading of the text.

Speaking Skill



1. Summarize the story in your class

Activity

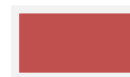
1. Enact the scene of the pool in your class with the help of your classmates.

Language Learning Activity

Homonyms

* *Homonyms are two or more words that have the same sound or spelling but differ in meaning.*

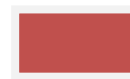
elicit - draw out	illicit - illegal	
eminent - distinguished	imminent - soon	
eye - sight organ	I - first-person personal pronoun	
facts - true things	fax - a document transmitted via telephone	
<u>fair</u> - equal	fare - price	
fairy - elflike creature with wings	ferry - boat	
faze - impact	phase - stage	
feat - achievement	feet - plural of foot	
find - to discover	fined - charged a penalty	
fir - type of tree	fur - animal hair	
flea - small biting insect	flee - run	
<u>flew</u> - did fly	flu - illness	
flour - powdery, ground	flower - blooming plant	



up grain		
for - on behalf of	fore - front	four - three plus one
forth - onward	fourth - number four	
foreword - introduction to a book	forward - advancing	

Question- Complete the following, the words are related to Veda.
Find the words from the lesson:

s	a	s			i				y
			e		t				q
s					h				u
	n		b						
		u							
					t				h
				s		e	m		d
	n		d	r			c		e
g	g	d	a		x				s



Question- Identify the Interjections in the following sentences

Oh! I was wrong.

Ah! I have broken my cycle.

Aha! It is very tasty.

Ah! His grandmother is no more.

Hurrah! We won the match.

Well done! Go ahead.

Bravo! Go on.

Hush! Grandfather is sleeping.

Conversation

Conversation - 1

Himesh– Good afternoon Balram!

Balram – Good afternoon.

Himesh- Do you know about Kauravas!

Balram- Kauravas were hundreds of brothers.

Himesh- Correct and who were the parents?

Balram – Dhritarashtra and Gandhari.

Himesh- Wonderful!

Conversation – 2

Kunal- Do you know how did we get Gita?



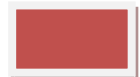
Shivam – Yes, we got it from Sri Krishna during the war of Mahabharata.

Kunal – Correct.

Shivam – Who was the first to get the wisdom of Gita.

Kunal– It was Arjuna.

Shivam – Yes, absolutely correct.



Lesson - 5

Pippalada, the Great Sage of Atharvaveda

❖ *This chapter is about the great sage Pippalada, his birth, his parents, his revenge and his creation of Upanishad. The answers that we find in the chapter are a great source of knowledge.*

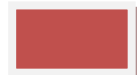
1. Pippalada was a Vedic sage and a philosopher. He is known to have visualized Prashna Upanishad, which is among the ten (mukhya) main upanishads, commented by great Acharyas. He was an (avatar) incarnation of lord Shiva, and son of sage Dadhichi, who donated his bones to (Devtas) Gods to provide them a material for making weapons and defeat the (Asuras) Demons. He was the founder of Pippalada School of thought, which taught the Atharvaveda.

Birth

2. At the time of birth his father Dadhichi gave up his life to donate his bones to Indra and helped Indra to defeat the Vritra asura. Dadhichi's wife Swarcha was pregnant with Pippalada in her womb. When Swarcha came to know about death of her husband, she cut her womb with a stone and placed the infant Pippalada under a Pippal tree. Then she committed suicide to reunite with her husband. The infant Pippalada was taken care of by Dadhichi's sister, Dadhimati. He survived by consuming the Pippala leaves and (amrit) nectar given by (Chandra deva) Moon God.

Revenge with Indra

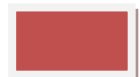
3. When Pippalada grew up and came to know about the way his parents died, he performed a heavy penance to Lord Shiva and obtained a demon to kill all the devtas. All the devtas



went to lord Shiva for protection, lord Shiva made Pippalada realize that nothing can be gained by killing the Devtas as it will not bring his parents back.

Prashna Upanishad

4. The following six sages: Kabandhin Katyaayana, Bhargava Vaidarbhi, Kausalya Ashvalayana, Sauryayanin Gargya, Shaibya Satyakama and Sukeshin Bharadvaja approached Pippalada asking him about purpose of life. They performed austerities for a year and asked six Questions. These Questions and answers later came to be known as the Prashna Upanishad.
5. The Pippalada discusses various Questions and gives answers to all such philosophical Questions.
6. As a bird goes to a tree to roost, even so, O friend, all this rests in the Supreme Atman : Earth and its subtle counterpart, water and its subtle counterpart, fire and its subtle counterpart, air and its subtle counterpart, akasa and its subtle counterpart, the eye and what can be seen, the ear and what can be heard, the nose and what can be smelt, the taste and what can be tasted, the skin and what can be touched, the organ of speech and what can be spoken, the hands and what can be grasped, the organ of generation and what can be generated, the organ of excretion and what can be excreted, the feet and what is their destination, the mind (manas) and what can be thought, the intellect (buddhi) and what can be comprehended, the ego (ahamkara) and the object of egoism, the memory (chitta) and its object, knowledge (tejah) and its object, prana and what is to be supported.
7. He, verily it is, who sees, feels, hears, smells, tastes, thinks and knows. He is the doer, the intelligent self, the purusha. He is established in the Highest, the imperishable Atman.



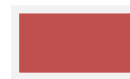
8. He, who knows that indestructible being wherein the true knower, the vital spirits (pranas), together with all the powers (deva), and the elements rest, he, being all-knowing, has penetrated all. It can be understood that humans and other living beings live like Brahma, the creator. They absorb everything into themselves during sleep and when they wake up, they re-create everything including themselves. The supreme god exists in all of us, making us go through the process of creation and absorption every day.

Word - Meaning

Visualized	-	to imagine or have a picture in your mind of somebody/something
Philosopher	-	a person who has developed a set of ideas and beliefs about the meaning of life
Weapons	-	any instrument or device for use in attack or defense in combat, fighting, or war, like a sword, rifle, or cannon
Approached	-	to come near or nearer to something or someone in space, time, quality, or amount
Austerities	-	the condition of living without unnecessary things and without comfort, with limited money or goods, or a practice, habit, or experience that is typical of this
Grasped	-	to understand something completely or hold something tightly
Roost	-	to settle down for rest or sleep, perch

Sentences

- Visualized - Visualize different kinds of bookcases in the



space.

- Philosopher - Indian philosopher Krishnamurti remarked that it is not a sign of health to become well-adjusted to a sick society.
- Weapons - The guards lowered their weapons.
- Approach - We could just see the train approaching in the distance.
- Austerities - War was followed by many years of austerity.
- Grasped - I grasped the end of the rope and pulled as hard as I could.

Learning Outcome

- ❖ *We should understand that a selfless act or a sacrifice is the highest degree of conduct.*
- ❖ *We should know that determination and hard work can make everything possible.*
- ❖ *We should know that that forgiveness is greater than revenge and retaliation.*
- ❖ *We should know that our body is made up of natural elements and is a part of nature.*
- ❖ *We should understand that there is an interrelation between Atma (soul) and Paramatma (God).*

Exercise

Answer the following

1. Who was Pippalada?
2. Who was Dadhichi?
3. What did Swarcha do after hearing about her husband's



death?

4. How did Pippalada Survive?
5. What did Pippalada do to take revenge from Devatas?
6. How did Prashna Upanishad came into existence?
7. According to Pippalada, who is 'Atman'?

Match the following

- | | |
|-----------------------|------------|
| 1. Pippalada | Dadhichi |
| 2. Pippalada's Father | Vedic sage |
| 3. Dadhichi's Sister | Manas |
| 4. Mind | Dadhimati |

Grammar and Language

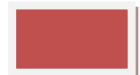
1.Fill in the blanks using the words in the brackets

(am, is, are, were, was)

1. I studying English.
2. He talking on the phone.
3. We having dinner right now.
4. They travelling yesterday.
5. It your fault.

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

1. Visualized
2. Philosopher
3. Weapons
4. Hears



Writing skill

1. Write a short note on Pippalada.

Speaking Skill

Read aloud

- | | | |
|-----------------|-------------------|--------------|
| 1. Pippalada | 2. Dadhichi | 3. Dadhimati |
| 4. Comprehended | 5. Indestructible | |

Activity

1. Collect some information about Rishi Vishwamitra and write in your notebook.

Language Learning Activity

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

Example-

1. Nectar

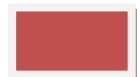
2. Destination

3. Imperishable

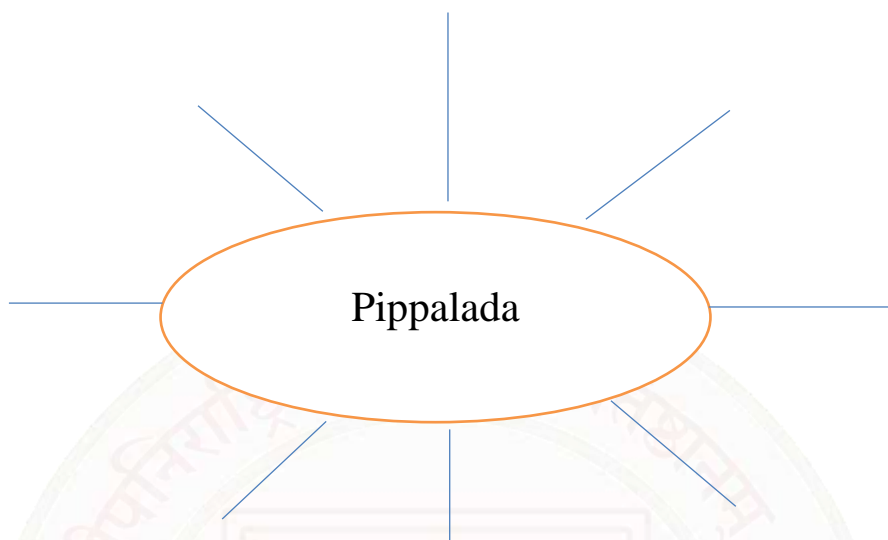
4. Incarnation

Question- Unscramble these sentences

1. was / and / a / pippalada / vedic sage / philosopher / a
2. pippalada / was / dadhimati / taken care / the infant / dadhichi's sister / of by
3. devtas / went to / the / lord / protection / all / for / shiva
4. self / the / he / intelligent / the / doer / purusha / is / the



Question- Complete the following chart about Pippalada's quality and work.



Conversation

Conversation – 1

Uncle- Do you know the name of the Guru of Sri Krishna?

Prakash – Yes Uncle, it is Sri Sandipani.

Uncle – Very well. Do you know where did Sri Krishna study?

Prakash- He studied in Ujjain.

Uncle – I am impressed by your knowledge Prakash.

Prakash– Thank you uncle.

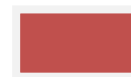
Conversation – 2

Lokesh– Hello Ritu!

Ritu – Hello Lokesh!

Lokesh– I heard about a great sage.

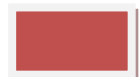
Ritu– Really! Who is he.



Lokesh– Sri Dadhichi.

Ritu-The one, who gave his bones to Indra to help them kill the rakshasas.

Lokesh – Yes, absolutely.



Lesson - 6

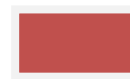
To My Countrymen

Dr. A.P.J. Abdul Kalam

- ❖ *The chapter is based on the book written by Dr. A.P.J. Abdul Kalam. Where he shows his dreams for India and also shows the possible ways to achieve those dreams and the key factor is team work and common goal of development is inspired by the common feel of patriotism. The message for the youth is to be grasped by the students.*

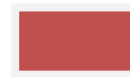
Following is an extract from Dr. A.P.J. Abdul Kalam's book 'Ignited Minds.'

1. All through this book I have spoken about the power of imagination. It lies at the heart of the creative process and is the very substance of life, allied as it is to the power to attract us to what we most desire. This power makes all the difference between the winners and the losers. I would like to see in twenty years a literate and poverty-free India. I dream of an India governed by noble leaders. I dream of a system where the work of scientists and technologists is focused on specific missions driven by goals relevant to the common man. How is this dream to be made real?
2. We need to realize that missions are always bigger than organizations, just as organizations are always bigger than the individuals who run them. Missions need effort and the mind provides the purpose. Seen this way, consider, which department or ministry will take man to Mars and build a habitat there? Can 200,000 MW of electric power be generated by isolated efforts in thermal, hydroelectric, nuclear and non-conventional sectors without an integrated effort?



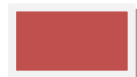
Can the second green revolution happen without agricultural scientists, biotechnologists and irrigation experts working together? Without proper diagnostic facilities in clinics and affordable drugs reaching our masses, our biotechnology laboratories and medical councils will continue to perpetuate each other's survival without serving the purpose of their existence: to set in place the most advanced medical facilities and make these available to the people at reasonable prices.

3. I have dwelt upon my own experiences that made me aware of the energy field which is created by a vision. It is a power that arises from deep within you. This power is the basis for the movement towards excellence we saw at the time of independence. I have been touched by this power on many occasions while facing a challenge. Pre-independence India reverberated with it. It helped us humble a mighty empire.
4. Jamshedji Nusserwanji Tata brought the steel industry to India even though the British rulers were not favourably disposed to the idea. Acharya P. C. Ray nurtured the chemical and pharmaceutical industries. We saw the birth of many great institutions like the Indian Institute of Science, Bengaluru, started by J. N. Tata, the Banaras Hindu University established by Pandit Madan Mohan Malaviya, and Aligarh Muslim University set up by Sir Syed Ahmad Khan. Some of the progressive maharajas too set up universities, as in Baroda. There are many examples. In all these cases, the motivation was to see India come up in the world, to demonstrate that 'India can do it'.
5. Are we in a position to continue that work, revive that spirit of enterprise? Shall we ever see cars designed and manufactured in India dotting the roads in Frankfurt or



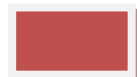
Seoul? Or Indian satellite launch vehicles place communication, weather and remote sensing satellites of other nations in orbit? Or see India build power stations for the U.S.A., Japan and China? The possibility will remain remote if we stay with the present trend of low aim.

6. Today we are witnessing good progress in the software sector but almost all of the hardware is imported. Can we rise higher on the value scale there? Can India design an operating system that will become a household name in the world of computers? Our exports consist to a large extent of low value raw material such as iron ore and alumina. Can we not convert these into a wide range of products that find an international market? We have hundreds of defence production industries but why does India not manufacture and market the main battle tank, missiles, aircrafts, guns and other defence equipment? We have the most important core competence in the form of our multifaceted manpower and basic infrastructure. What is it that we don't have?
7. Let us think what prevents us from undertaking such challenges. We have to analyse how we can give a new dimension to our style of functioning, by cutting across the individual interests of various ministries and even industries and institutions, to follow an integrated action plan. The motive force has to be love for the country. We need a vision that is shared by the entire nation.
8. In the drive for development, some states are faring better than others in the country. Bright young entrepreneurs have energized the national technology scene. Bengaluru, Chennai, Mumbai, Delhi and Hyderabad are hubs of business activities. But even though the IT sector is a very visible area



of success and has brought in some capital investment in terms of overall development, this is not enough. Even if you take up the IT area as a mission, manpower is the most important need. Those living away from the cities must also have access to a good education to join the talent pool. And this should happen fast.

9. My visits to the northeastern states – Tripura and Assam – and to Jharkhand showed me our untapped potential. Tripura's economy rests on forest products, including bamboo cultivation. It is rich in mineral wealth, as also in natural gas. But the transport facilities are in bad shape. It is difficult to travel, interact and organize business. There is isolation. In Jharkhand too there is mineral wealth besides its resources in terms of forest products and handicrafts, all of which need to be developed. In Assam, there is no shortage of resources and the state has good educational infrastructure. All the ingredients required for a developed economy are there but there is insurgency and unrest among people. A focused mission will integrate people.
10. States such as Tamil Nadu, Andhra Pradesh, Punjab and Karnataka have made me realize that much can be achieved once efforts are made to channel development funds for improvement in areas such as education and health. These and other states can become good examples of economic development.
11. Our intellectual forums, political platforms, academic institutions and chambers of commerce are full of discussion and debate. There is noise, a lot of it in fact. There are endless debates, arguments, hypotheses, theories, and yet there is little progress. However, the theme of a developed India is



not discussed in boardrooms and technology conferences. I want all of us - institutions, political parties, industries, communities, families, individuals - at every level to take full responsibility for what is good or bad in our situation, for what we possess and that which we do not. This would mean that we stop blaming others for the circumstances we find ourselves in. Taking responsibility also means willingness to exercise our abilities to the fullest. This will make us worthy of enjoying the benefits that come with effort.

12. Students should get ready to transform India into a developed nation. Ignite your minds and think big.
13. A teacher once said, “Give me a five-year old child. After seven years, no God or Devil will be able to change the child. Will all teachers be such gurus?”

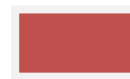
About the author

Avul Pakir Jainulabdeen Abdul Kalam BR (/ˈɑːbdəl kəˈlɑːm/); 15 October 1931 – 27 July 2015) was an Indian aerospace scientist and statesman who served as the 11th president of India from 2002 to 2007. He was born and raised in Rameswaram, Tamil Nadu and studied physics and aerospace engineering. He spent the next four decades as a scientist and science administrator, mainly at the Defence Research and Development Organisation (DRDO) and Indian Space Research Organisation (ISRO) and was intimately involved in India's civilian space programme and military missile development efforts. He thus came to be known as the Missile Man of India for his work on the development of ballistic missile and launch vehicle technology. He also played a pivotal organisational, technical, and political role in India's Pokhran-II nuclear tests in 1998, the first since the original nuclear test by India in 1974.



Word - Meaning

Habitat	-	a place to live
Affordable	-	Available within reasonable resources
Perpetuate	-	continue to exist for a long time
Mission	-	an important assignment
Dwell upon	-	think or talk about (something) for a long time
Disposed	-	want to do something, inclined
Nurture	-	help a plan or idea to develop
Revive	-	make something strong again
Demonstrate	-	show
Remote	-	far away, not likely
Core	-	the most important or central part of something
Multifaceted	-	having many parts or sides
Cut across	-	if a problem or feeling cuts across different groups of people, they are all affected by it
Access	-	use something
Channel	-	direct something such as money or energy towards a particular purpose
Dot	-	if an area is dotted with things, there are a lot of them there
Untapped	-	not yet used
Potential	-	to have a natural ability or quality
Ingredient	-	a component you need to achieve something



Insurgency	- rebellion, an attempt by a group of people to take control of their government using force and violence
Unrest	- protest or violent behaviour
Intellectual	- an intelligent well-educated person
Hypothesis	- an idea that is not yet proved (plural-hypotheses)
Enterprise	- a project that is difficult or requires effort
Ignite	- activate, burn
The heart of	- the most important part of
Substance of	- the main part of
Household name	- a name that has become very well known

Sentences

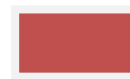
Habitat	- Some animals are in danger because their natural <u>habitat</u> is being destroyed.
Affordable	- There are few <u>affordable</u> apartments in big cities.
Perpetuate	- Fear about an epidemic is being <u>perpetuated</u> by the media.
Mission	- The navy are on a search and rescue <u>mission</u> .
Dwell upon	- Don't <u>dwell upon</u> your mistakes.
Disposed	- He is favourably <u>disposed to</u> the idea.
Nurture	- These plants will need careful <u>nurture</u> .
Revive	- The government is trying to <u>revive</u> the economy.



Demonstrate	- The latest test results clearly <u>demonstrate</u> that the vaccine works.
Remote	- There are all kinds of heroes, working silently in <u>remote</u> recesses of our country.
Core	- The earth has a <u>core</u> and a mantle around it.
Multifaceted	- He is not just a singer, he has a <u>multifaceted</u> personality.
Access	- The only <u>access</u> to the village is by boat.
Dot	- The region is <u>dotted</u> with dozens of lovely little villages.
Untapped	- The sea is an <u>untapped</u> supply of energy.
Potential	- He has the <u>potential</u> to be one of the best Vedic's.
Ingredient	- Friendship is an essential <u>ingredient</u> in the making of a healthy, rewarding life.
Unrest	- I am proposing social rest, not <u>unrest</u> .
Intellectual	- Mathematics is an <u>intellectual</u> exercise.
Hypothesis	- During the study, the researcher changed her <u>hypothesis</u> to a new assumption that fits with current data.
Enterprise	- Agriculture is the main economic <u>enterprise</u> among the people of India.
Ignite	- The paper <u>ignited</u> on contact with sparks.
Substance	- The <u>substance</u> of thought is language.

Learning Outcome

❖ *We should always think big and believe in the power of*



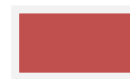
imagination.

- ❖ *We should believe in the power of positivity and law of attraction.*
- ❖ *We should know that determination, perseverance and hard work can work wonders in life.*
- ❖ *We should know that science has the power to bring all our imagination to life.*
- ❖ *We should understand the importance of literacy and education.*
- ❖ *We should learn to find the solution of a problem instead of being anxious about the problem.*
- ❖ *We should understand that better planning concrete efforts and team work are the key factors to materialize our dreams.*

Exercise

Answer the following Questions

1. What, according to Dr. Kalam, is important in life to become a winner?
2. Which is bigger, the individual or the organization?
3. It helped us humble a mighty empire. Who does the phrase 'mighty empire' refer to?
4. What is Dr. Kalam's view on the good progress we have made in the software sector?
5. Mention the states that are faring better than others in the country.
6. Which state is rich in mineral wealth and natural gas?
7. Where do you see insurgency and unrest among people?



Match the following

J. Tata	Begaluru
P.C.Ray	Banaras Hindu Universtity
Pt. M.M. Malviya	Pharmaceuticals
Sir S. A. Khan	Steel Industry
Indian Institute of Science	Aligarh Muslim University

Grammar and Language

1.Fill in the blanks

1. Ram and Gopal_____ (comes, come) to my house every Friday for playing.
2. There _____ (is, are) time to watch the movie.
3. My friends who are in the band _____ (wants, want) me to play a musical instrument.
4. My father or my brothers _____ (is, are) coming with me to play a musical instrument.
5. Everyone _____ (needs, need) time to relax.

2. Identify the types of the following sentences

Oh! I was wrong.

I have broken my cycle.

It is not very tasty to eat.

Ah! His grandmother is no more.

Did we win the match?

Go ahead with your plan.

Have a good day.

Grandfather is not sleeping now.



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

Habitat

Affordable

Perpetuate

Nurture

Demonstrate

Mission

Unrest

Intellectual

Writing Skill

1. Give a brief account of the life and works of Dr. A.P.J. Abdul Kalam.

Speaking Skill

1. Give a speech on life and works of Dr. A.P.J. Abdul Kalam.

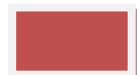
Activity

Idioms a group of words which carry a different inner meaning than the one which is understood outwardly. Such idioms are used to convey a deeper meaning regarding philosophy and truths of life.

Learn Idioms

Idiom	Meaning
A picture is worth 1000 words	Better to show than tell
Actions speak louder than words	Believe what people do and not what they say
Comparing apples to oranges	Comparing two things that cannot be compared
Costs an arm and a leg	Very expensive
Do something at the drop of a hat	Do something without having planned beforehand

Language Learning Activity



Question- It is Sunday today and children are enjoying with their friends. Let's look at the picture given below. Now, write something about the picture.



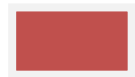
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Question- Fill the blanks with suitable antonyms.

1. hard luck -
2. hard sum -
3. light weight -
4. light colour -
5. fair work -
6. fair complexion -
7. harsh voice -
8. harsh punishment -

Question- Underline the helping verbs:

Example- 1. Present tense: She is running.



Past tense: They were sleeping.

Future tense: We will go to the party.

2. Are you coming to the meeting?

Is she feeling better today?

Have they finished their homework?

3. You can leave early if you finish your work.

She may come to the class later.

We should call the doctor if the fever persists.

4. They do not like spicy food.

She hasn't seen that movie yet.

He will not be attending the conference.

5. She must finish her project by Friday.

They should apologize for their behaviour.

You ought to be more careful next time.

6. The cake was baked by my mom.

- The car has been repaired by the mechanic.

- The letter will be delivered tomorrow.

Conversation

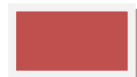
Conversation-1

Vijay - Good morning!

Ranjit – Good morning, Vijay.

Vijay– I recently read about Atal Bihari Bajpayee.

Ranjit – What did you read?



Vijay –That he dedicated his entire life for the country.

Ranjit- Yes, he was also a great poet.

Vijay- Yes.

Conversation – 2

Aunt – What do you know about Swami Vivekananda.

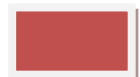
Sreya- He was a scholar and saint.

Aunt- You are right he was also social worker.

Sreya– I did not know this about him.

Aunt – That is why I told you.

Sreya-Thank you aunt.



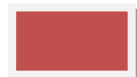
Lesson -7

The Pleasure of Books

-William Lyon Phelps

❖ *This chapter is based on a speech given by the writer W.L. Phelps in 1933 in which he shares his views on books and about their reading and regards them as true friends. This chapter is an opportunity to understand the significance of books and to develop interest in reading books.*

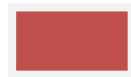
1. The habit of reading is one of the greatest resources of mankind; and we enjoy reading books that belong to us much more than if they are borrowed. A borrowed book is like a guest in the house; it must be treated with punctiliousness, with a certain considerate formality. You must see that it sustains no damage; it must not suffer while under your roof. You cannot leave it carelessly, you cannot mark it, you cannot turn down the pages, you cannot use it familiarly. And then, someday, although this is seldom done, you really ought to return it.
2. But your own books belong to you; you treat them with that affectionate intimacy that annihilates formality. Books are for use, not for show; you should own no book that you are afraid to mark up, or afraid to place on the table, wide open and face down. A good reason for marking favorite passages in books is that this practice enables you to remember more easily the significant sayings, to refer to them quickly, and then in later years, it is like visiting a forest where you once blazed a trail. You have the pleasure of going over the old ground, and recalling both the intellectual scenery and your own earlier self.



3. Everyone should begin collecting a private library in youth; the instinct of private property, which is fundamental in human beings, can here be cultivated with every advantage and no evils. One should have one's own bookshelves, which should not have doors, glass windows, or keys; they should be free and accessible to the hand as well as to the eye. The best of mural decorations is books; they are more varied in color and appearance than any wallpaper, they are more attractive in design, and they have the prime advantage of being separate personalities, so that if you sit alone in the room in the firelight, you are surrounded with intimate friends. The knowledge that they are there in plain view is both stimulating and refreshing. You do not have to read them all. Most of my indoor life is spent in a room containing six thousand books; and I have a stock answer to the invariable Question that comes from strangers. "Have you read all of these books?"

"Some of them twice." This reply is both true and unexpected.

4. There are of course no friends like living, breathing, corporeal men and women; my devotion to reading has never made me a recluse. How could it? Books are of the people, by the people, for the people. Literature is the immortal part of history; it is the best and most enduring part of personality. But book-friends have this advantage over living friends; you can enjoy the most truly aristocratic society in the world whenever you want it. The great dead are beyond our physical reach, and the great living are usually almost as inaccessible; as for our personal friends and acquaintances, we cannot always see them. Perchance they are asleep, or away on a journey. But in a private library, you can at any



moment converse with Socrates or Shakespeare or Carlyle or Dumas or Dickens or Shaw or Barrie or Galsworthy. And there is no doubt that in these books you see these men at their best. They wrote for you. They "laid themselves out," they did their ultimate best to entertain you, to make a favorable impression. You are necessary to them as an audience is to an actor; only instead of seeing them masked, you look into their innermost heart of heart.

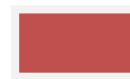
About the author

William Lyon Phelps (1865-1943) was an American educator, literary critic and author. He served as a professor of English at Yale University from 1901 to 1933. His works include: "Advance of the English Novel" and "Essays on Modern Dramatists."

Word-Meaning

Borrow	-	to take or receive something from somebody for a short period
Sustain	-	to keep somebody/something alive or healthy
Seldom	-	not often; rarely
Affectionate	-	loving
Intimacy	-	closeness
Intellectual	-	connected with a person's ability to think in a logical way and to understand things
Recluse	-	a person who lives alone, isolate, solitary
Perchance	-	by chance

Sentences



Borrow	-	He <u>borrowed</u> the book from the library.
Sustain	-	The army <u>sustained</u> heavy losses.
Seldom	-	He <u>seldom</u> offered an opinion, much less began a conversation.
Affectionate	-	He is very <u>affectionate</u> towards his children.
Intimacy	-	Building houses far apart reduces <u>intimacy</u> among neighbors.
Intellectual	-	His interest in art was evidently <u>intellectual</u> .
Recluse	-	All these years, Shyam had lived as a <u>recluse</u> .
Perchance	-	A blind man may <u>perchance</u> hit the mark

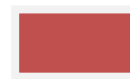
Learning Outcome

- ❖ *We should cultivate the good habit of reading.*
- ❖ *We must treat books with utmost care.*
- ❖ *We must know that books make us knowledgeable and alert.*
- ❖ *We should know that book marks are important for quick reference.*
- ❖ *We must learn to find treasure of intellectual property of authors hidden in books.*

Exercise

Answer the following Questions

1. Why has the habit of reading been mentioned as 'the greatest resources of mankind' by the writer?
2. Why has a borrowed book been compared to a guest?
3. What is the good reason stated by the writer for marking favorite passages in books?



4. Why should a man start collecting books in his youth?
5. Explain – “Books are of the people, by the people, for the people.”
6. What advantages do book-friends have over living friends?
7. Why are readers necessary for writers?

Fill in the blanks

1. A borrowed book is like a guest in the house; it _____, with a certain considerate formality.
2. Books are for use, _____, wide open and face down.
3. The knowledge that they are there in plain view is both _____
4. Books are of the people, _____
5. They "laid themselves out," _____, to make a favorable impression.

Grammar and Language

1. Match the following Idioms with their meaning

- | | |
|---|--|
| 1. Every cloud has a silver lining
you've been treating others | Get treated the way |
| 2. Get a taste of your own medicine | Ignore someone |
| 3. Give someone the cold shoulder | Be patient |
| 4. Good things come to those who
wait | Tough time is always
followed by good time. |

Question tags

Question tag is a short clause added at the end of the statement to get a verbal confirmation from the person spoken to. It becomes a Question of opposite made of the main statement.



Ex. It is a nice story, Is not It?

1.Now add tags to following sentences

1. You don't work here.
2. He speaks Sanskrit.
3. We are going to Kedarnath.
4. It was raining yesterday.
5. They have started Veda Patha.

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

1. Borrow
2. Sustain
3. Seldom
4. Affectionate
5. Intimacy

Writing Skill

1. Why are books so important in our life?

Speaking Skill

1. Speak on importance of book in your life.

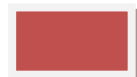
Activity

1. Read any book of your choice and speak few lines about the book you have read.

Language Learning Activity

* *Homonyms are two or more words that have the same sound or spelling but differ in meaning.*

gene - a chromosome	jean - fabric; pants	
gorilla - big ape	guerrilla - warrior	
grease - fat	Greece - country in Europe	



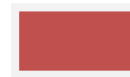
groan - moan	grown - form of grow	
hair - head covering	hare - rabbit-like animal	
halve - cut in two parts	have - possess	
hay - animal food	hey - interjection to get attention	
heal - mend	heel - back of foot	
hear - to listen	here - at this place	
hi - hello	high - up far	
hoarse - croaky	horse - riding animal	
hole - opening	whole - entire	
holey - full of holes	holy - divine	wholly - entirely
hoarse - rough voice	horse - animal	
hour - sixty minutes	our - belonging to us	

Question- In the following sets of sentences, sentences are affirmative, negative and interrogative are given- The affirmative sentence changed into negative and interrogative sentence.

- (a) All flowers are beautiful.
 All flowers are not beautiful.
Are all flowers beautiful?

Now change the following sentences into negative and interrogative sentences.

1. There is a park in front of my house.
2. All birds fly in the sky.



3. We should keep our room clean.
4. Reema has sung the song.
5. He has bought a new car.

Conversation

Conversation – 1

Teacher- How many of you like to read books?

Mina – I love reading books.

Teacher – Good to hear this, Mina.

Mina– Thank you teacher.

Teacher – Which is your favourite book?

Mina- There are so many of them but to name one, it would be Geetanjali by RN Tagore.

Teacher – Very good Mina.

Conversation – 2

Mayur– Hello Kumud!

Kumud-Hello Mayur!

Mayur–What is your hobby?

Kumud – Writing

Mayur- What do you write.

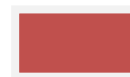
Kumud – I write poems.

Mayur- How many poems have you written by now?

Kumud- Only three poems.

Mayur – Good number. I would like to listen to one of them.

Kumud- Sure Mayur!



Poem - 1

Give Me Strength

- Rabindranath Tagore

- ❖ “Give Me Strength” is an inspirational poem by the versatile Rabindranath Tagore. The poem is in a form of a prayer and the poet is asking the Lord to provide him with strength so that he can overcome all the hurdles in life.

This is my prayer to thee, my lord—strike,
strike at the root of penury in my heart.

Give me the strength lightly to bear my joys and sorrows.

Give me the strength to make my love fruitful in service.

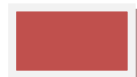
Give me the strength never to disown the poor or bend my knees
before insolent might.

Give me the strength to raise my mind high above daily trifles.

And give me the strength to surrender my strength to thy will with
love.

Word - Meaning

Strike	-	hit forcibly
Penury	-	extreme poverty
Disown	-	refuse
Fruitful	-	producing results
Insolent	-	extremely unpleasant
Trifles	-	things of little value



Sentences

- Strike - The workers went on strike to demand better working conditions.
- Penury - Living in penury, she found creative ways to make the most of what she had.
- Disown - She chose to disown the old, damaged furniture that no longer fit her home.
- Fruitful - The garden was very fruitful this year, yielding plenty of fresh vegetables.
- Insolent - Her insolent behaviour in class earned her a warning from the teacher.
- Trifles - They argued over trifles, but their friendship remained strong.

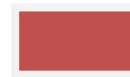
Learning Outcome

- ❖ *We should cultivate the habit of communication with God in the form of the prayer.*
- ❖ *We should know that strength is all we need to win over our troubles.*
- ❖ *We should be emotionally strong and socially responsible and mentally agile.*
- ❖ *We must learn to develop a moral character.*

Exercise

Answer the following Questions

1. What does the poet pray for?
2. What does the poet want to bear with strength?
3. What does 'bend my knees' signify?



4. What type of service does the poet want to make?
5. How does the poet want to treat the poor and the mighty?
6. What does the poet want to do with the strength finally?

State whether the following statements are true or false

1. The poem is written by R.N. Tagore.
2. The poem states a Question about existence of Lord.
3. The poem is a prayer.
4. Poet prays for strength to win the world.
5. Poet prays for strength to bring peace and prosperity to the world.

Grammar and Language

Voice

It is the way in which a sentence is said. When said directly, the sentence is in Active Voice.

Ex. Sri Krishna killed Kansa.

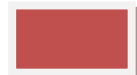
When same thing is said indirectly, the sentence is in Passive voice.

Ex. Kansa was killed by Sri Krishna.

1.Are the sentences written in Active or Passive voice?

- A. Hockey is played in India.
- B. These cars are produced in Italy.
- C. Lots of houses were destroyed.
- D. He lost his keys yesterday.
- E. Sanskrit is spoken in India.

2. Fill in the blanks using is/am/are



- a. She _____ a doctor.
b. You _____ very late today.
c. It _____ raining heavily.
d. My laptop _____ very expensive.
e. The relatives _____ arriving tomorrow.
f. They _____ ready to participate.
g. The phone _____ ringing.
h. Raju and Raman _____ best friends.
i. The flight _____ two hours late.
j. The table cloth _____ dirty.

3. Match the following

- | | |
|--------------|---------------|
| a. Look into | Helping Verb |
| b. Alas! | Question Mark |
| c. ; | Phrasal Verb |
| d. Are | Exclamation |
| e. ? | Semicolon |

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

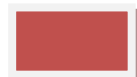
1. Strike
2. Penury
3. Disown

Writing Skill

1. Write a short note about Rabindranath Tagore.

Speaking Skill

1. Give your views about the poem 'Give me strength' in your



class.

Activity

1. Read the poem 'Paper Boat' by Rabindranath Tagore and recite it in your class.

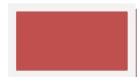
Language Learning Activity

Question- Add tags to following sentences.

For Example:

- Rita eats cake, doesn't she?
 - Rahul hides everything from us, doesn't he?
1. You don't work here.
 2. He speaks Sanskrit.
 3. We are going to Kedarnath.
 4. It was raining yesterday.
 5. They have started Veda Patha.

Question- Write note on how your family and school contribute in your strength.



My family provide unwavering support, encouragement and love.

.....
.....
.....
.....

Question- Fill in the blanks with suitable helping verbs.

(is, are, was, were, has, have, had, am)

1. "You a brilliant writer."
2. Lord hanuman the power of wind.
3. I sleeping, when you came yesterday.
4. You playing yesterday when I saw you.
5. We a tasty lunch yesterday.
6. We travelling to Puri last year.

Conversation

Conversation – 1

Anjan– Hello Ranjan!

Ranjan– Hello Anjan!

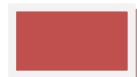
Anjan- What is real strength?

Ranjan– Real strength is not giving up in any situation.

Anjan– Correct.

Ranjan– Strength also means patience.

Anjan- Absolutely.



Conversation – 2

Niti – Good morning, Samir!

Samir –Good morning Niti!

Niti- I am feeling so low these days.

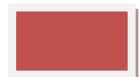
Samir- What happened?

Niti- My mother is not keeping well.

Samir- I understand your condition.

Niti- I feel tired all the time.

Samir- I pray that you get more strength to overcome your sadness.



Poem -2

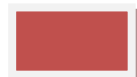
Science and the Unknowable

- Aurobindo Ghosh

- ❖ *The poem brings out the basic Question of existence of this universe and the source or root of its creation which has not been found by science. The poem has a spiritual theme*



Our science is an abstract cold and brief
That cuts in formulas the living whole.
It has a brain and head but not a soul:
It sees all things in outward carved relief.



But how without its depths can the world be known?

The visible has its roots in the unseen

And each invisible hides what it can mean

In a yet deeper invisible, unsown.

The objects that you probe are not their form.

Each is a mass of forces thrown in shape.

The forces caught, their inner lines escape

In a fathomless consciousness beyond mind's norm.

Probe it and you shall meet a Being still

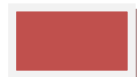
Infinite, nameless, mute, unknowable.

About the poet

Sri Aurobindo Ghosh was born on August 15, 1872 at Calcutta. His father was Krishnadhan Ghosh and his mother was Swamalata Devi. Aurobindo Ghose had an impressive lineage. Raj Narayan Bose, an acknowledged leader in Bengali literature, and the grandfather of Indian nationalism was Sri Aurobindo's maternal grandfather. Aurobindo Ghosh owes not only his rich spiritual nature, but even his very superior literary capacity, to his mother's line. His father was an M.D. from England.

Aurobindo Ghose was a multifaceted person. He was a freedom fighter, poet, scholar, yogi and philosopher. He spent his life working towards the cause of India's freedom, and for further evolution of life on earth.

Sri Aurobindo's philosophy is based on facts, experience, and personal realisations and on having the vision of a seer or Rishi. Aurobindo's spirituality was inseparably united with reason. The goal of Sri Aurobindo was not merely the liberation of the



individual from the chain that fetters him and realization of the self, but to work out the will of the Divine in the world, to effect a spiritual transformation and to bring down the divine nature and a divine life into the mental, vital and physical nature and life of humanity.

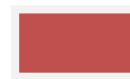
Sri Aurobindo passed away on December 5, 1950 at Pondicherry at the age of 78.

Word-Meaning

Abstract	- existing only as an idea, not as a physical thing
Carved	- to make something by cutting into especially wood or stone
Probe	- to ask Questions in order to find out secret or hidden information
Escape	- to get free
Fathomless	- extremely deep
Consciousness	- the state of realizing or noticing that something exists

Sentences

Abstract	- Ram read his <u>abstracts</u> aloud.
Carved	- The valley was <u>carved</u> out by glaciers.
Probe	- The police <u>probe</u> in to organized crime led to several arrests.
Escape	- Their <u>escape</u> plan was really easy.
Fathomless	- The silence was <u>fathomless</u> and overwhelming.
Consciousness	- The experience helped to change her social



consciousness.

Learning Outcome

- ❖ *We should understand that spiritual world is more important than the material world.*
- ❖ *We must listen to our inner conscious (soul).*
- ❖ *We should know that inner potential is more important than outer appearance,*
- ❖ *We should know that root of the matter must be known to gain full knowledge of things.*
- ❖ *We must keep trying to know the complete information about things.*

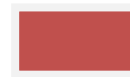
Exercise

Answer the following Questions

1. What is the form of Science and what does it do?
2. According to the poet, why cannot the world be known ‘without its depths’?
3. ‘The visible has its roots in the unseen’ – Explain.
4. Where do “the inner lines escape”?
5. What is the actual reality of the objects that we probe, according to the poet?
6. What are the characteristic traits of the ‘Being’?
7. Give a brief summary of the poem.

Choose the correct option

1. What, according to the poet, does Science have?
(a) A head (b) A brain



- (c) A soul (d) Both a brain and a head
2. What, according to the poet, does science study?
- (a) The known (b) The unknown
- (c) The known and visible (d) The unknown and invisible

Grammar and Language

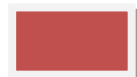
1. Unscramble the sentences

1. Hari / my name / is
2. Vedas / Susan / reads
3. play / in the garden / they
4. sings / he / songs
5. have / I / a cow
6. sit / on / we / the bench
7. do / my / I / homework
8. her / she / friend / calls
9. computer / games / likes / he
10. her / the / mother / girl / is / helping

2. Fill in the blanks with correct preposition

(for, next, on, in, behind)

1. Fruits are the basket.
2. The boy is the curtain.
3. The girl is standing to the table.
4. The present is the cupboard.
5. Wait the lunch to be served.



3. Use the words in brackets as participles in the gap

1. an _____ picture. (interest)
2. a _____ story. (break)
3. the _____ pizza. (sizzle)
4. the _____ father. (work)
5. the _____ horse. (gallop)
6. they are _____ computer. (repair)

4. Write the following words in Sanskrit

1. Infinite
2. Mute
3. Visible
4. Relief
5. Invisible

Writing Skill

1. Write an application to your school principal requesting him to arrange a Science Exhibition in your school.

Speaking Skill

1. Give a speech on - Why Science and Technology is important in our life.

Activity

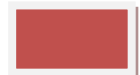
1. Collect and share some information about the world-famous ashram of Sri Aurobindo Ghosh.

Language Learning Activity

Question- Learn the idioms

Idioms

Idiom	Meaning
A blessing in disguise	a good thing that seemed bad at first



A dime a dozen	Something common
Beat around the bush	Avoid saying what you mean, usually because it is uncomfortable
Better late than never	Better to arrive late than not to come at all
Bite the bullet	To get something over with because it is inevitable
Break a leg	Good luck
Call it a day	Stop working on something
Cutting corners	Doing something poorly in order to save time or money

Question- Write the rhyming words from the poem:

Example- brief - relief,

.....

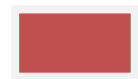
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Question- Introduction of some new inventions and technologies.

1.3D Printing: It's used in various fields, such as creating prototypes, customizing toys, or even printing food!

2. Drones: Drones used for various purposes, including aerial photography, package delivery, and search and rescue operations.



3. Smartphone Apps for Learning: There are apps for learning languages, solving math problems, exploring science concepts, and much more.

4. Renewable Energy: The renewable energy sources such as solar and wind power, how they work and their importance in combating climate change.

5. Bioluminescent Plants: Explore the concept of bioluminescence and show them examples of plants that have been genetically modified to glow in the dark.

6. Wearable Technology: The examples of wearable technology, such as fitness trackers, smartwatches, and augmented reality glasses. Discuss how these devices work and their potential impact on daily life.

7. Internet of Things (IoT): Introduce them to the concept of IoT, where everyday objects are connected to the internet and can communicate with each other. Discuss examples like smart home devices, wearable health monitors, and connected toys.

Conversation

Conversation – 1

Navin- Hello Deven!

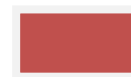
Deven – Hello Navin!

Navin – What do believe in more science or mythology?

Deven– I believe in both of these.

Navin– How is that possible?

Deven– I believe in the power of science and also believe the truth of mythology.



Navin – Alright.

Conversation – 2

Kiran– I always wonder about the creation of earth.

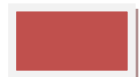
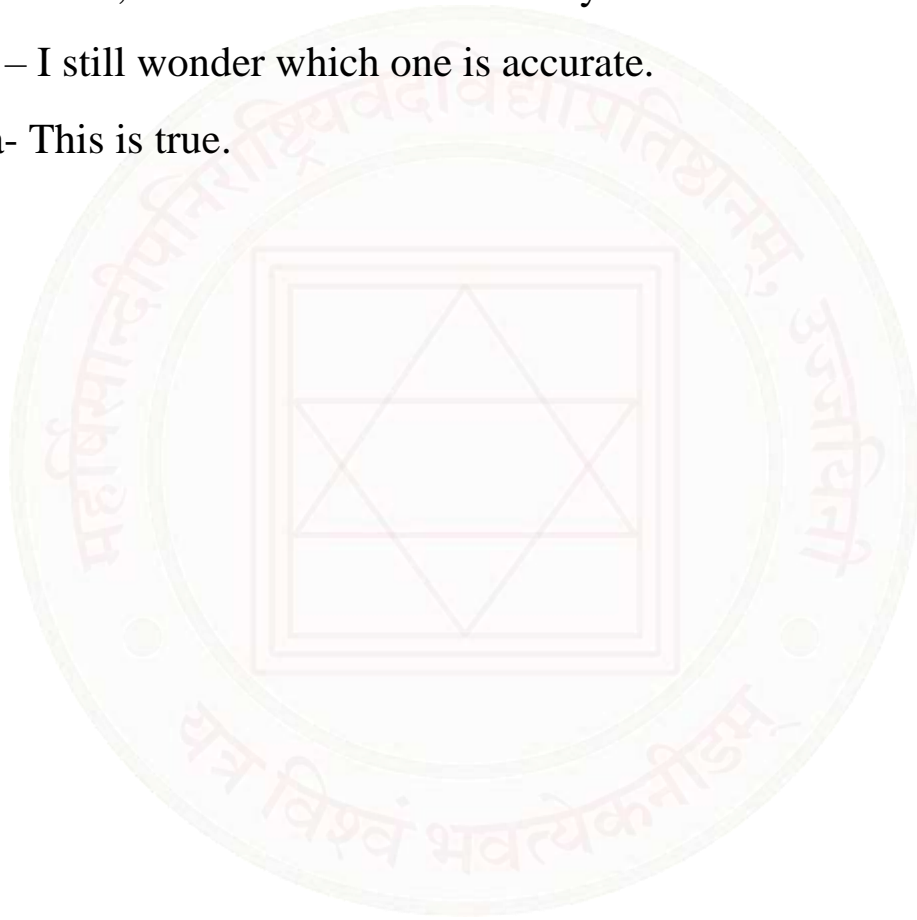
Vinita- I too wonder.

Kiran– There are theories about creation of earth.

Vinita- Yes, scientists have stated many theories on this subject.

Kiran – I still wonder which one is accurate.

Vinita- This is true.



Poem -3

Plant Tree

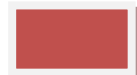
- Lucy Larcom

- ❖ *This poem shows a beautiful connection between trees and feelings of joy, peace, love and much more. It shows how significant planting a tree is and inspires to plant more. The beauty of metaphor can be seen in this poem.*

He who plants a tree,
Plants a hope,
Root lets up through fibers
blindly grope;
Leaves unfold into horizons
free.
So, man's life must climb
From the clods of time
Unto heavens sublime
Canst, thou prophesy, thou
little tree,
What the glory of thy
boughs shall be?



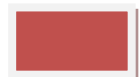
He who plants a tree,
Plants a joy.
Plants a comfort that will never cloy.
Every day a fresh reality,



Beautiful and strong,
To whose shelter throng
Creatures blithe with song.
If thou couldst but know, thou happy tree,
Of the bliss that shall inhabit thee!

He who plants a tree,
He plants peace,
Under its green curtains jargons cease,
Leaf and zephyr murmur soothingly;
Shadows soft with sleep
Down tired eyelids creep,
Balm of slumber deep.
Never hast thou dreamed, thou blessed tree,
Of the benediction thou shalt be.

He who plants a tree,
He plants youth;
Vigour won for centuries in sooth;
Life of time, that hints eternity;
Boughs their strength up rear,
New shoots, every year.
On old growths appear,
Thou shalt teach the ages, sturdy tree,
Youth of soul is immortality.

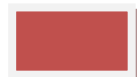


He who plants a tree,
He plants love;
Tents of coolness spreading out above,
Wayfarers he may not live to see,
Gifts that grow are best;
Hands that bless are best;
Plant! life does the rest!
Heaven and earth help him who plants a tree,
And his work its own reward shall be.

About the Poet

Poet, abolitionist, and teacher Lucy Larcom was born in 1824 in Beverly, Massachusetts. Larcom's father, a sea captain, died when she was young, and her mother moved the family to Lowell, where she ran a boarding house. Larcom began working in the Lowell textile mills with her sisters when she was just eleven years old. During this time, her poems and stories began appearing in periodicals such as the *Lowell Offering*, and she first met the poet John Greenleaf Whittier, who became an early supporter of her work. When she was 22, Larcom moved west with her sisters and became a teacher, first in Illinois and later at Wheaton Seminary in Norton, Massachusetts.

Larcom's poetry was first included in the anthology *Female Poets of America* (1849), and her collections of poetry include *Similitudes, from the Ocean and Prairie* (1853), *Poems* (1868), and *Wild Roses of Cape Ann, and Other Poems* (1881), among others. Her poems appeared in prestigious journals and magazines such as *Harpers*, the *Atlantic Monthly*, and the *New England Magazine*; her poem encouraging fellow abolitionists to settle in Kansas, "Call to Kansas," won the



New England Emigrant Aid Company prize and was printed in newspapers across the nation. As Whittier's long-time friend and correspondent, she also anonymously edited three volumes of his work.

Larcom died in 1893 in Boston, and was buried in Beverly.

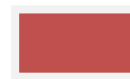
Larcom Hall on the Wheaton College Campus is named after her.

Word-Meaning

Blithe	-	cheerful and carefree
Grope	-	to search blindly or uncertainly
Clod	-	a compact mass, lump of earth or clay
Bliss	-	highest happiness
Zephyr	-	gentle wind, breeze
Slumber	-	sleep
Benediction	-	the act of praying for divine protection, blessing
Vigour	-	active, strength
Sturdy	-	hardy, Strong

Sentences

Blithe	-	A <u>blithe</u> heart makes a blooming visage.
Grope	-	She <u>groped</u> for her key in her bag.
Clod	-	Their hooves threw up <u>clods</u> of earth as they ran across the field.
Bliss	-	Joy and <u>bliss</u> can come from the little and most unexpected.
Slumber	-	She fell into a deep and peaceful <u>slumber</u> .
Benediction	-	The touch of the sun light felt like



a benediction.

- Vigour - He began working with renewed vigour.
Sturdy - This order was met with a sturdy refusal to move.

Learning Outcome

- ❖ *We must plant more and more trees and should save trees as well.*
- ❖ *We must learn from trees how to be strong at roots and yet grow free and high like leaves.*
- ❖ *We must know that trees bring joy by giving beautiful flowers and tasty fruits.*
- ❖ *Trees are very useful and they give us wood and shelter.*

Exercise

Answer the following Questions

1. What are the feelings mentioned in the poem?
2. Why planting a tree is planting a hope?
3. What does 'Beautiful and strong' means in the poem?
4. How dream is related to trees?
5. 'Vigour won for centuries'- Explain.
6. What message man should get from the bough of a tree?
7. How a person who plants a tree is rewarded?

Pick the correct option

1. The planting of a tree brings -
(a) hard work (b) disease
(c) heat (d) hope



2. The tree gives shelters to -
(a) birds (b) animals
(c) creatures (d) none
3. Who murmurs soothingly -
(a) earth (b) sky
(c) wind (d) trees
4. Youth is symbolised by -
(a) roots (b) bought
(c) shoots (d) flowers
5. Love is offered by the tree by offering -
(a) gifts (b) shade
(c) flowers (d) fruits

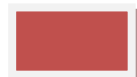
Grammar and Language

1.Fill in the blanks using a/an

1. Tommy has _____ cat.
2. This is _____ orange.
3. Can you tell me _____ answer?
4. She is _____ nurse.
5. He is _____ old man.

2. Are the following sentences written in Active or Passive voice?

1. Boys like to play soccer.
2. This room has been painted blue.
3. Cricket is played in Australia.



4. I am given a book.
5. We have lost our keys.
6. You might see dolphins here.

3. Change the statements to Questions, and vice versa

Are we in a team?

They play volleyball.

Does she go to school?

I have your phone number.

Do they repair cars?

You are old.

Do you understand English?

4. Write the following words in Sanskrit

1. Earth
2. Tree
3. Climb
4. Youth
5. Soul

Writing Skill

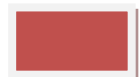
1. Collect leaves of different plants, paste them on a chart and write their names and importance.

Speaking Skill

1. Discuss about afforestation and deforestation in your class.

Activity

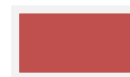
1. Plant any tree and write down its medicinal and social benefits.



Language Learning Activity

Learn Idioms

Idiom	Meaning
Pull someone's leg	To joke with someone
Pull yourself together	Calm down
So far so good	Things are going well so far
Speak of the devil	The person we were just talking about showed up!
That's the last straw	My patience has run out
The best of both worlds	An ideal situation
Time flies when you're having fun	You don't notice how long something lasts when it's fun
To get bent out of shape	To get upset
To make matters worse	Make a problem worse
Under the weather	Sick
We'll cross that bridge when we come to it	Let's not talk about that problem right now
Wrap your head around something	Understand something complicated
You can say that again	That's true, I agree
Your guess is as good as mine	I have no idea



Question- To save the environment, what can be done?

Ans- Engaging in activities related to plantation and gardening promotes a sense of responsibility towards the environment. Here are some exercises and activities related to plantation:

1. Planting a Garden: Encourage students to plant their own garden either at home or in a designated area at school and to take care of their plants by watering, weeding, and monitoring their growth.
2. Tree Planting: Organize a tree planting event in collaboration with local environmental organizations or government agencies. Get them involved in preparing the planting site, digging holes, and planting the trees.
3. Nature Walks: Take students on nature walks to observe and learn about the plants in their surroundings. Identify different species of trees, flowers, shrubs, and grasses. Teach them how to recognize plants based on their leaves, flowers, and other characteristics. Encourage them to collect leaves, flowers, or seeds for further observation and study.
4. Composting: Teach students about the importance of composting as a way to recycle organic waste and enrich the soil. Involve students in collecting, shredding, and layering compost materials. Monitor the composting process and use the finished compost to fertilize the school garden.
5. Gardening Workshops: Invite local gardeners or experts to conduct gardening workshops for students. Topics could include soil preparation, planting techniques, pest management, and harvesting. Allow students to ask questions and participate in hands-on activities, such as seed sowing or transplanting seedlings.



6. Herbal Medicine: Teach students about the traditional uses of medicinal plants and herbs. Discuss the health benefits of plants such as peppermint, lavender, chamomile, and aloe vera. Show them how to make simple herbal remedies like teas, poultices, or salves using fresh or dried herbs.

By engaging in these activities, students can develop a deeper appreciation for plants and the natural world while learning valuable skills in gardening, environmental stewardship, and scientific observation.

Question- Complete each sentence by adding the appropriate Question tag.

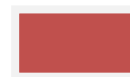
Example- You like ice cream, **don't you?**

1. She is coming to the school, _____?
2. They don't know the answer, _____?
3. He can swim very well, _____?
4. We have already finished our homework, _____?
5. It's a beautiful day, _____?
6. You won't forget to call me, _____?
7. They haven't seen the series yet, _____?
8. He didn't finish his lunch, _____?
9. You've been to Thailand before, _____?
10. They will arrive on time, _____?

*** Information**

Phonetics

Phonetics is the study of speech sounds.



A phoneme is a speech sound. It is the smallest unit of sound that distinguishes one word from another.

The 44 English phonemes are represented by the 26 letters of the alphabet individually and in combination.

The 44 English sounds can be divided into two major categories - consonants and vowels. A consonant sound is one in which the air flow is cut off, either partially or completely, when the sound is produced. In contrast, a vowel sound is one in which the air flow is unobstructed when the sound is made. The vowel sounds are the music, or movement, of our language.

There are 7 'short' vowel sounds, although children are usually only introduced to the 5 which are most commonly heard in simple CVC (consonant, vowel, consonant) words:

- /a,(æ)/ cat, ant
- /e,(e)/ peg, egg
- /i,(I)/ pin, pig
- /o,(ɒ)/ hot, orange
- /u,(ʌ)/ hut, bus

The other two 'short' vowel sounds are:

- /oo(u),(ʊ)/ bull or could
- /uh,(ə or schwa)/ zebra, doctor, corner

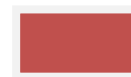
Long A Sound

The long a sound can be represented by 8 different spelling patterns:

1) a - baby	2) a_e - cake	3) ai - rain	4) ay - play
5) ei - reindeer	6) eigh - weight	7) ea - steak	8) ey - they

Long E Sound

The long e sound can be represented by 8 different spelling patterns:



1) e – be	2) e_e – eve	3) ee – meet	4) ea – beach
5) ei – protein	6) ie – piece	7) ey – key	8) y – candy

Long I Sound

The long i sound can be represented by 6 different spelling patterns:

1) i – silent	2) i_e – shine	3) ie – pie	4) igh – light
5) y – my	6) y_e – type		

Long O Sound

The long o sound can be represented by 5 different spelling patterns:

1) o – go	2) o-e – phone	3) oe – toe	4) oa – boat	5) ow – snow
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Long U Sound

The long u sound can be represented by 7 different spelling patterns:

1) u – music	2) u_e – mule	3) ue – rescue	4) eu – feud
5) ew – few	6) oo – food	7) ou – soup	

Conversation

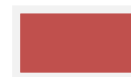
Conversation – 1

Kasturi– We should plant more trees.

Kaveri- I agree, this is the only way to give a check to pollution and save earth.

Kasturi-June 5th is celebrated as the World Environmental Day.

Kaveri – I know.



Kasturi – Just to create awareness about plants and trees.

Kaveri – Hope it works for the good of the people.

Kasturi – Hope the same.

Conversation – 2

Brother– What do you know about medicinal herbs?

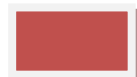
Sister – I only about basil and mint.

Brother – What are their uses?

Sister– Tulsi helps in cough and cold whereas pudina helps in stomach problems.

Brother– It seems you have good knowledge.

Sister– Thank you.



Poem – 4

Dawn

- ❖ *The poem is a translated version of the 61st suktam (hymn) in the 3rd mandala (chapter) of the Rigveda by sage Vishwamitra, which is one of the twenty hymns dedicated to the deity Usha (the dawn). The poem glorifies dawn and sings of her grandeur and benevolence. Personified as a goddess her majesty is portrayed in an enchanting metaphorical language with striking Imagery. The poetic charm of the Vedas can be learnt here which also conveys the love and the highest stature of respect for nature.*

O mighty dawn! endowed with
awareness.

Accept bard's praise, O wealthy
lady!

Thou ancient goddess, young and
wise.

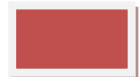
Nature ordaineth! movest all paths
full bounty!

Shine forth, O Morning! thou
auspicious goddess.

On thy bright chariot, wakening
joyful voices,

Of far-reaching dazzling land's docile horses;

Convey the hither O golden hued goddess!



Thou, Morning! turning thee to every soul,
Standest high as ensign of the immortal,
Ever and ever new wending to same goal
Like a wheel, O newly born! Hither roll.

Word – Meaning

Mighty	-	powerful
Bard	-	poet
Docile	-	quiet and easy to control
Ensign	-	a flag or standard indicating nationality

Sentences

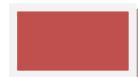
Mighty	-	King Vikramaditya ruled a mighty empire.
Bard	-	Kalidas was one of the greatest bards of ancient India.
Docile	-	Cows are known to be docile animals
Ensign	-	Colour saffron is the ensign of valour in Indian tradition.

Learning Outcome

- ❖ *We must pay our gratitude to nature for her gifts of food and shelter to us.*
- ❖ *We must offer our morning prayers daily.*
- ❖ *We should be thankful to Sun (suryadeva) for provide us with light and heat energy.*
- ❖ *We should know that following our daily routine makes us disciplined.*

Exercise

Answer the following Questions



1. Who is the goddess praised here?
2. Who is pulling the chariot?
3. Why is dawn addressed as 'wealthy lady'?
4. What are the two qualities mentioned for dawn in the beginning of the poem?
5. 'O golden hued goddess', explain.
6. Why is dawn addressed as both young and wise
7. Explain the last stanza of the poem in your own words.

State true or false

1. The poem is from Atharvaveda.
2. The hymn is by seer Vishwamitra.
3. The poem sings of morning.
4. The poem has portrayed dawn as a young lady.
5. She rides the chariot by bulls.

Grammar and Language

1.Fill in the blanks with correct options (can, could, might, is, was, were, had, must, did, does, will, must, should)

[Mohit ____the only child of his parents. They ____aged now and ____not work much but there ____a time when they ____fit and fine and ____work for a long time. They ____not want to trouble Mohit so they left for their village. Mohit ____not know about his parents and he is still working in his factory, but when he ____reach home he ____be shocked. He ____get late today but he thought that he ____not be late as old parents ____be waiting for him. He tried but ____not be at time. He had this time factor in his mind and so he ____not focus in his work and made a mistake in his job].



2. Rewrite the sentences in Passive voice

1. The teacher closes the window.
 2. The boys can play football.
 3. Jairam cleaned the room.
 4. The mechanic repairs cars.
 5. The electricians test the fire alarm.
3. Pick the adjectives from the poem and use them in your own sentences.
4. Translate the first stanza of the poem in Sanskrit.

Writing Skill

1. What is Simile and metaphor? Give examples. List out some of the examples of metaphor in the poem.

Speaking Skill

1. Name the most famous mantra created by sage Vishwamitra which is sung in household for peace and prosperity. Also, memories the mantra and recite it with your class.

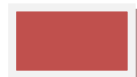
Activity

1. Draw a sketch of a poem.

Language Learning Activity

Learn Idioms

Idiom	Meaning
Easy does it	Slow down
Get out of hand	Get out of control
Get something out of your system	Do the thing you've been wanting to do so you can move on



Get your act together	Work better or leave
Give someone the benefit of the doubt	Trust what someone says
Go back to the drawing board	Start over
Hang in there	Don't give up
Hit the sack	Go to sleep
It's not rocket science	It's not complicated
Let someone off the hook	To not hold someone responsible for something
Make a long story short	Tell something briefly
Miss the boat	It's too late
No pain, no gain	You have to work for what you want
On the ball	Doing a good job

Question- Visualize and write the sentences related to the image.



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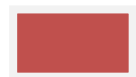
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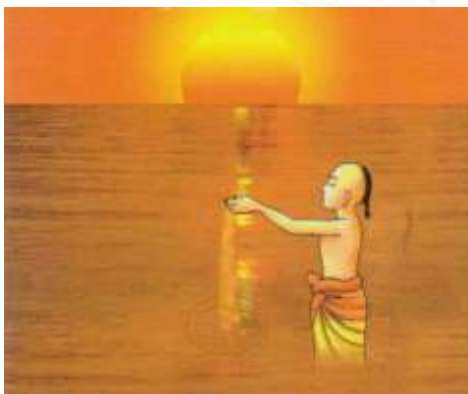
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Question- Read note on prayer and write your views.

- ❖ *Prayers are diverse and can vary based on region, tradition, and personal preference. One of the most common forms of prayer is the recitation of mantras, which are sacred sounds, syllables, or phrases believed to have spiritual significance and power.*
- ❖ *During prayer, people may also offer devotional songs, known as bhajans, and perform rituals such as lighting incense, offering flowers, and performing. These rituals help create a sacred atmosphere and invoke the presence of the divine.*
- ❖ *Prayer is not just a means of asking for blessings or favours but also a way of expressing gratitude, devotion, and surrender to the divine. It is a spiritual practice that fosters inner peace, mindfulness, and connection with the divine presence within oneself and in the universe.*
- ❖ *Prayers can help cultivate respect for different religious traditions and promote values such as gratitude, humility, and reverence for the divine. Prayers and rituals as a way to connect with their own spirituality and inner self.*



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Conversation

Conversation – 1

Sharda– Hello Harish!

Harish- Hello Sharda!

Sharda– Have you seen a sunrise ever?

Harish – Yes, I saw it on a beach.

Sharda – I saw it on hills and it looked so grand.

Harish- Yes, the moment of that saffron sun rising is really wonderful.

Sharda- True, wherever we see this it looks beautiful.

Harish- I agree.

Conversation – 2

Mother – Wake up daughter!

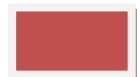
Daughter –Why do we have to wake up before sunrise?

Mother- To welcome sun to our world.

Daughter –Why do we have to welcome him?

Mother-As he gives us light and energy to survive and we should be thankful to him.

Daughter- I understood mother.



Rashtriya Adarsh Veda Vidyalaya Run and Proposed by MAHARSHI SANDIPANI RASHTRIYA VEDA VIDYA PRATISHTHAN, UJJAIN (M.P.)

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