

The royal children learnt the skills of using weapons from Dronacharya. He was one of the greatest **warriors** of his time. He had learnt the **secret** of powerful weapons from Parasurama. The Pandavas and the Kauravas were quick to learn. They soon picked up various skills. All the princes learnt the use of all the weapons.



Each of them had their own favourite weapons. Duryodhana and Bhima favoured the **mace**. Yudhisthira's choice of weapon was the spear. Arjuna was **fascinated** by bows and arrows. The **twins** Nakula and Sahadeva were most comfortable with swords.

The Guru treated all his **disciples** equally. But he liked Arjuna the most because Arjuna practised this art with great **concentration**. Soon he became the best **archer** among all. Duryodhana and his brother Dushasana did not like this at all. Silently, a feeling of dislike grew in their hearts towards the Pandavas. One day they openly criticized their Guru for showing favour towards Arjuna. They told him that they were not any less skillful in archery. As a reply to their **criticism**, Dronacharya arranged for a test to pick out the best archer among them.

On that particular day, Guru Dronacharya asked the students to gather by the woodland near his ashram. He had placed a wooden bird with a prominently painted eye on one of the trees.

The teacher called all his disciples and said, “Look my children, a wooden bird is sitting on that far-off tree. You have to hit the arrow exactly in its eye. Are you ready?” Everyone **nodded**. First the eldest Yudhisthira was invited to try his skill. When Yudhisthira was ready, Dronacharya asked, “Yudhisthira, please tell me what you can see.” Yudhisthira replied innocently, “Gurudev, I can see you, the tree, people around me and the bird!” Dronacharya replied, “All right. Leave your bow and arrow and go.” Yudhisthira was surprised, but he **obeyed** his guru. He silently walked back to his brothers without a question.

Next was the turn of Duryodhana. Dronacharya asked, “Oh! The eldest brother of Kaurava, may I know what is visible to you at this movement?” Duryodhana replied, “Gurudev, I can see the bird, the tree, the leaves, the fruits, another bird...” But before he could complete, Dronacharya said, “You can go!” Duryodhana was angry. He threw the bow and arrow to the ground and stood aside.

Similar questions were put to Bhima, Nakul, Sahadeva and others. From them too, Dronacharya got answers similar to those given by Yudhisthira and Duryodhana. Lastly, it was the turn of Arjuna. He was ready with his bow and arrow. The Guru asked him, “O Arjuna, will you tell me what is being **observed** by you?”



“I can see only the eye of the bird,” replied Arjuna without breaking eye contact with his target.

“Can’t you see the trees and the sky, or, perhaps the branch, where the bird is sitting?” his teacher asked. “No Gurudev, all I can see is the eye of the bird, and nothing else,” said Arjuna, holding his bow steadily. Now Dronacharya was very glad. He praised Arjuna for his **immense** concentration. ” With a smile on his face, Dronacharya said, “Shoot!” With a loud **twang**, the arrow sprang from the bow and struck the bird’s eye.

Dronacharya turned to the other princes. He said, “Did you all understand the reason of this test? Always remember, when you aim for something, you must look at the target and nothing else. Only with intense concentration can one strike the target. All of you saw other things like the trees, the fruits, the leaves and the people because you were not concentrating on the task given to you. It was only Arjuna who had actually concentrated. So now all of you know why Arjuna is the best student!”



Dronacharya’s test silenced the Kauravas, and all understood that Arjuna was, indeed, the best archer.

Word Trove

woodland	– forest
secret	– something that is kept hidden
rivalry	– opposition
warriors	– persons who fight in a battle or war
fascinated	– greatly attracted
mace	– a heavy weapon with a spiked metal head
disciples	– students
concentration	– ability to direct attention on a single thing
immense	– great
twang	– sound of a tightly stretched string being plucked

- criticism** – expression of disapproval
obeyed – did what was told
observed – noticed
archer – a person who shoots arrows with a bow
twins – two children born at the same time to the same mother



Let's do...

ACTIVITY 1

Let's tick (✓) the correct answer :

1. Dronacharya arranged a test to
 - (a) decide the best archer among all.
 - (b) decide who is the most intelligent boy amongst all.
 - (c) decide the most disobedient boy amongst all.
2. The Kauravas were
 - (a) five brothers.
 - (b) fifty one brothers.
 - (c) a hundred brothers.
3. Nakul and Sahadeva were most comfortable with
 - (a) bows and arrows.
 - (b) swords.
 - (c) spears.

4. "I can see only the eye of the bird," said -
(a) Dronacharya.
(b) Dushasana.
(c) Arjuna.
5. All the children gathered in the woodland near
(a) a small hut where Guru Dronacharya lived.
(b) a pond where a crane lived.
(c) a palace where their parents lived.
6. Duryodhana was
(a) the eldest brother of the Pandavas.
(b) the eldest brother of the Kauravas.
(c) the youngest brother of the Kauravas.
7. Ultimately the test revealed that
(a) Arjuna was the best archer.
(b) Arjuna was the most clever student.
(c) Arjuna was not at all a good archer.

ACTIVITY 2

Write 'T' for true and 'F' for false statements in the given boxes:

- (a) Dronacharya was one of the greatest poets of his time.
- (b) The bird was made of paper.
- (c) Dronacharya was a disciple of Parasurama.
- (d) Dronacharya was not pleased with Arjuna's concentration.
- (e) Yudhisthira was very obedient to his Guru.
- (f) All the children were learning various skills happily.

ACTIVITY 3

Fill in the chart with information from the text. One is done for you:

Name of the prince	His favourite weapon
Yudhisthira	spear
1.	mace
2.	
1.	sword
2.	
Arjuna	

ACTIVITY 4

Let's answer the following questions :

(1) Who was the Guru of Dronacharya?

_____.

(2) Where was the bird placed?

_____.

(3) What did Yudhisthira see?

_____.

(4) Why did Dronacharya like Arjuna the most?

_____.

(5) What is most important in hitting a target?

_____.

ACTIVITY 5

Write the opposite of the following words. You will find the words in the above story. The first letter of each word is given in the box :

(1) dark	b	(4) worst	b
(2) sad	g	(5) everything	n
(3) never	a	(6) invisible	v

ACTIVITY 6

Match the words in Column A with their meanings in Column B :

A	B
disciples	goal
royal	kept quiet
immense	noticed
silenced	students
target	huge
prominently	majestic
observed	distinctly

ACTIVITY 7

Let's fill in the gaps with words given in the box:

- (1) We were _____ to hear the sad news.
- (2) The players are _____ for the game.
- (3) Always try to keep yourself away from _____ animals.
- (4) _____ give me a glass of water.
- (5) Renuka _____ all her friends on her 10th birthday.

ready,
surprised,
fierce,
invited,
please

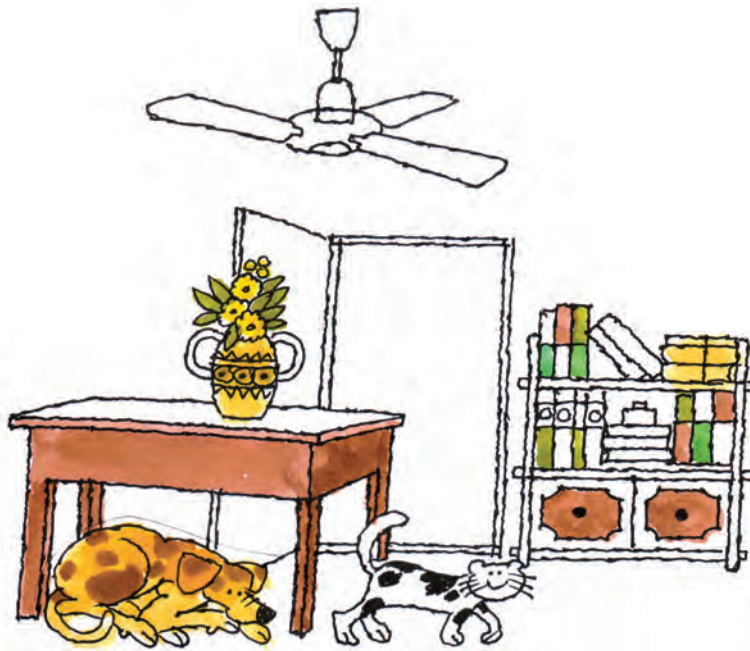
ACTIVITY 8

Let's write 'a' or 'an' or 'the' in the boxes below :

- (1) He always speaks truth.
- (2) Nila has seen Tajmahal.
- (3) Mr. Sen is honest man.
- (4) Amal is drawing map of India.
- (5) Ganga is a holy river.
- (6) Have you seen owl?
- (7) Grandfather gave me doll.

ACTIVITY 9

Let's look at the picture below:



Let's fill in the blanks with words from the box and describe the room:

- (1) There is a table _____ the centre of the room.
- (2) There is a vase _____ the table.
- (3) Some flowers are _____ the vase.
- (4) A dog is lying _____ the table.
- (5) A fan is hanging _____ the ceiling.
- (6) A book shelf is _____ the door.
- (7) A cat is walking _____ the room.

from, in, under, into, beside, on, at



Let's learn...

Look at the words below. You will find them in the text.
'**equally**', '**exactly**', '**steadily**', '**openly**', '**innocently**', '**silently**'
Such a word qualifies a **verb**.

Examples:

♣ **Yudhisthira replied *innocently*.**

Here the word 'innocently' qualifies the verb 'replied'

♣ **The Guru treated all his disciples *equally*.**

Similarly, here the word 'equally' qualifies the verb 'treated'.

Such words are called **Adverbs**.

Let us also remember that an **adverb** also qualifies an **adjective**.

Example:

♣ **Dronacharya was *very* glad.** Here the word 'very' qualifies the adjective 'glad'.



Let's do...

ACTIVITY 10

Some words are given below. Let's put a tick (✓) beside those words which are adverbs:

- | | | | |
|--------------|--------------------------|--------------|--------------------------|
| (1) silently | <input type="checkbox"/> | (6) only | <input type="checkbox"/> |
| (2) now | <input type="checkbox"/> | (7) loud | <input type="checkbox"/> |
| (3) remember | <input type="checkbox"/> | (8) near | <input type="checkbox"/> |
| (4) soon | <input type="checkbox"/> | (9) try | <input type="checkbox"/> |
| (5) aim | <input type="checkbox"/> | (10) exactly | <input type="checkbox"/> |

ACTIVITY 11

Let's fill in the blanks with the adverbs given below:

- (1) We opened the lid of the box _____.
- (2) The man was _____ poor. But he lived _____.
- (3) We should _____ try to help others.
- (4) Yesterday there was an accident _____ Renu's house.
- (5) Soldiers fight _____ for their country.
- (6) I _____ went to a zoo.

very, never, always, carefully, bravely, honestly, near



Let's work together...

Let's look at the set of pictures below. The pictures are telling us a story. It is a story from 'Betal Panchabingshati'.



1



2



3



4



5



6



7



8



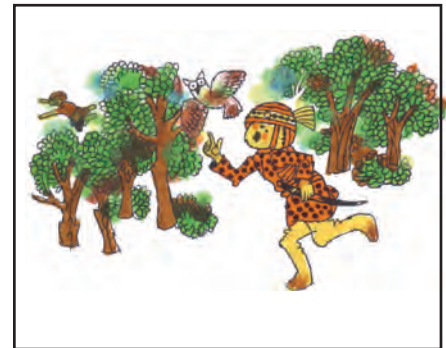
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10



11



12

Look at the sentences below. They are not in order. Arrange them serially according to the order of the pictures in page 103. One is done for you:

- ♣ A woman called Leelavati married a thief and the thief decided to give up stealing.
- ♣ Betal put forward a puzzle to Vikram.
- ♣ The businessman loved his family and reared the child well. The child grew up and took charge of the business.
- ♣ The thief died.
- ♣ Leelavati married a businessman.
- ♣ After a son is born the thief found that he had no money to support his family.
- ♣ He went back to stealing.
- ♣ Leelavati and the businessman died.
- ♣ The young boy came to a river-side to perform the last rites. Three pair of hands came out claiming the offering. The boy recognised his mother's hands.
- ♣ But the young boy could not make out which pair of hand was his father's. He recalled his mother once mentioning his real father.
- ♣ Bikram replied, "The businessman, as he loved and brought up the child." Betal flew away.
- ♣ Betal stopped the story and asked Bikram, "Now tell me which father was finally given the offering?"

Lesson - 10

A Great Social Reformer



Let's begin...

Look at these pictures and answer the question below:



- ♣ Who are these people?
- ♣ Why are they famous?

Let's match Column A with Column B :

A	B
Vidyasagar	started Young Bengal Movement
Vivekananda	stopped the evil custom of 'Sati'
Raja Rammohan Roy	spread the message of brotherhood
Derozio	started widow remarriage

The persons in column A were all great social reformers.

Now let us read about a great woman, a noted social reformer from Bengal.



Let's read...

She is Begum Rokeya, a remarkable woman whose efforts considerably changed the state of female education in Bengal. Her full name was Begum Rokeya Sakhawat Hossain. She was kind and **generous** to the **disadvantaged** women of Bengal, and extended her helping hand to the poor and the helpless. She was the **pioneer** in setting up a school for the poor Muslim girls of Bengal. She strongly believed in the need of modern education for woman.



Begum Rokeya was born in an **affluent** Muslim family.

Though she never went to school, Rokeya educated herself through her own interest and efforts. She learnt Arabic and Persian at home and also received lessons in Bengali and English. Some great books written by her, both in Bengali and English, will be remembered forever.

Word Trove

generous - giving freely

disadvantaged - in an unfavourable position

pioneer - path-breaker

affluent - having money



Let's do...

ACTIVITY 1

Complete the following sentences with information from the text :

1. Begum Rokeya was born
2. At home she learnt
3. She never went.....
4. She wrote

ACTIVITY 2

Table A and Table B have words with opposite meanings.

Let's match Table A with Table B :

A	B
(a) kind	rich
(b) poor	forget
(c) advantaged	cruel
(d) remember	disadvantaged



Let's continue...

Begum Rokeya wrote **extensively** on the need for social **reforms**. Some of her famous books include *Sultana's Dream*, *Motichur* and *Padmarag*. She wrote against social **injustice** and the **restrictions** suffered by women. Rokeya had immense faith in women's power and **proclaimed** that without the help of women a family can never stand. She questioned the gendered division of labour and felt that there should be no gender inequality.

Begum Rokeya was a strong **humanist**. She gave lessons to women on various subjects. She was the founder of *Anjuman-e-Khawateen-e-Islam* (a Muslim Women's Association). Rokeya had a deep belief in the **inherent** unity of our nation.

Word Trove

extensively - widely

reforms - positive changes

injustice - unfairness

restrictions - bindings

proclaimed - announced

humanist - a person who believes in mankind

inherent - underlying



Let's do...

ACTIVITY 3

Let's write **T** for true and **F** for false statements in the given boxes :

(1) Begum Rokeya never thought about others.

☐

- (2) Begum Rokeya demanded education for women. ☐
- (3) She wrote against social injustice. ☐
- (4) She never felt the importance of women in a family. ☐

ACTIVITY 4

Find out the word-clusters (describing word + naming word) from the above text:

- Example:**
- (i) Social reforms
 - (ii) healthy _____
 - (iii) _____ women
 - (iv) first _____
 - (v) _____ humanist
 - (vi) famous _____
 - (vii) ideal _____
 - (viii) _____ books



Let's learn...

Let's find out the meaning of the following signs :

- (i) **?** tells us that it is a question. It is a **question mark**.
- (ii) **.** tells us that we stop here. It is a **full stop**.
- (iii) **,** tells us that we stop here for a short while. It is a **comma**.
- (iv) **:** tells us that a list or a topic follows from here. It is a **colon**.
- (v) **;** indicates the break of a sentence. It is a **semicolon**.
- (vi) **'** indicates possessiveness. It is an **apostrophe**.
- (vii) **!** indicates surprise, joy or anger. It is an **exclamation mark**.

(viii) - indicates a compound word. It is a **hyphen**.

(ix) ‘` indicates direct speech. It is a **quotation mark**.

All these signs are called **Punctuation marks**.



Let's do...

ACTIVITY 5

Put the punctuation marks in the following sentences. The first one is done for you :

- (i) Vivekananda said, 'All Indians are my brothers.'
- (ii) i am rokeyas friend said the lady
- (iii) who are you oh you are wounded
- (iv) i know there are many birds like crow parrot mynah
- (v) netaji founded ajad hind fauj
- (vi) vidyasagar was a social reformer

ACTIVITY 6

Let's fill in the blanks with appropriate prepositions:

Swami Vivekananda was born ____ 1863. He was born ____ Calcutta. He belonged ____ a rich family. ____ those days our country was ____ the British rule. Vivekananda felt for the misery ____ the Indians.

ACTIVITY 7 (a)

Let's classify the personal pronouns and possessive pronouns from the passage:

Raja Ram Mohan Roy was a great social reformer. He lived in the 19th century Bengal. He worked hard for the betterment of our country. His fight was for abolishing the evil system of sati, and his contribution to the improvement of Indian education will be remembered forever. We are all proud of him.

ACTIVITY 7 (b)

*Change the personal pronouns used in Activity 8(a) into possessive pronouns.
One is done for you:*

Personal Pronouns	Possessive Pronouns
he	his

ACTIVITY 8

Use the following hints and write ten sentences about Henry Louis Vivian Derozio :

Name	Henry Louis Vivian Derozio.	
Date of Birth	18.04.1809	
Parents' names	Francis Derozio; Sophie Johnson	
Place of Birth	Entally, Kolkata.	
School	David Drummond's ' 'Dhurramtallah Academy.	
Service	Teacher of English Literature and History, Hindu College.	
Achievements	Assistant editor of 'The India Gazette', editor of 'The Calcutta Gazette', 'The East Indian' and 'The Bengal Annual' etc.	
Notable works	'To India, My Native Land', 'The Harp of India', 'The Fakir of Jungheera' etc.	
Death	26 th December, 1831	



Let's talk...

Tell your friend about the person you love the most.

- Tell her/him—
- i) the name of the person
 - ii) your relationship with the person
 - iii) why you like him/her so much



Let's work together...

Be a Stamp collector

We use postage stamps to send letters. Stamp collection is a very popular hobby.

Let's start collecting stamps.

- ♣ Take an old unused copy
- ♣ Collect used postage stamps
- ♣ Collect stamps of as many countries as you can
- ♣ Read what is written on the stamps
- ♣ Use glue and paper hinges to paste stamps in your copy
- ♣ Your stamp album is ready



Lesson - 11

The Finishing Point



Let's begin...



- ♣ What is the girl doing in the picture?
- ♣ Which is your favourite sport?



Let's read...

Razia has been awarded a prize in the Annual sports of her school. The prize is a book on Indian athletes. This book contains a chapter on the life of P. T. Usha, the Sprint Queen of India. As Razia is very eager to know about P. T. Usha, she started reading the book right away, after dinner.

Pilavullakandi Thekkeparambil Usha, generally known as P.T. Usha is indeed the most famous and successful female athlete from India. Her extraordinary performance at the track earned Usha titles like the 'Queen of Indian Running

Track' and 'Payyoli Express'.

P.T. Usha was born on 27th June 1964 at Payyoli, a village in the Payyoli district of Kerala. Though Usha was **affected** by ill health in her early childhood, her promise in sports could be clearly noticed. Against all odds, she succeeded in becoming one of the greatest athletes India has ever produced. She made her first national record (in the 100 metres **sprint**) in 1977, when she was just 13 years old.



Word Trove

affected - to become ill

sprint - a short, fast race



Let's do...

ACTIVITY 1

Let's fill in the chart with information about P.T. Usha:

Full name	
Date of birth	
Place of birth	
First national record	

ACTIVITY 2

Let's answer the following questions:

- (1) Who was the 'Queen of Indian track'?
- (2) How was Usha's health in her early childhood?

ACTIVITY 3

Let's match the following words with their meanings:

A	B
lived	sickness
displayed	indications
ill-health	honours
signs	existed
titles	showed



Let's continue...

P.T. Usha could not perform to her ability in the 1980 Moscow Olympics. Even in the 1982 New Delhi **Asiad**, she could only win silver medals in the 100 metres and the 200 metres sprint. However, at the Asian Track and Field (ATF) Championship in Kuwait a year later, Usha won the gold medal in the 400 metres race with a new Asian record. Thereafter, Usha picked up 13 gold medals at the ATF meets that were held between 1983 to 1989. She finished first in the semi-finals in the 1984 Los Angeles Olympics, but **faltered** in the finals. History repeated itself when in a nail-biting **photo-finish**, by 1/100th of a second, Usha lost the bronze medal. The same incident had happened to another great Indian athlete Milkha Singh in the 1960 Olympic Games. On both these occasions the Indian athletes could win no medals.

Word Trove

Asiad - Asian games

faltered - failed

photo-finish - close finish



Let's do...

ACTIVITY 4

Let's put a tick (✓) for the right answer and a cross (X) for the wrong answer:

- (1) Usha had a memorable entry in the 1980 Moscow Olympics. ()
- (2) 1982 New Delhi Asiad was a good experience for Usha. ()
- (3) She made a new Asian record in Kuwait. ()
- (4) Between 1983-89, Usha won more than ten golds at ATF meets ()
- (5) Usha finished first in the finals in the 1984 Los Angeles Olympics. ()

ACTIVITY 5

Let's answer the following questions :

- (1) How was Usha's performance in New Delhi Asian Games?
- (2) Two Olympic Games are mentioned in the text. When did these take place? Where were these held?



Let's continue...

In the 1986 Seoul Asiad, when Usha was just 22 years old, she became Asia's sprint queen by winning the 200 metres, the 400 metres, the 400 metres hurdles and the 4x400 metres relay race. The next five years saw her grow from strength to strength in the Asian tracks. Usha had become an **icon** for Indian women athletes and a living **legend** in Kerala, where newborn babies were regularly named after her.

Word Trove

icon - symbol

legend - famous person or story



Let's do...

ACTIVITY 6

Let's answer the following questions:

- (1) How old was Usha when she participated in the Seoul Asiad ?
- (2) Name the four events Usha won in the 1986 Seoul Asiad.
- (3) How popular is Usha in her state ?



Let's continue...

Usha retired from athletics and married V.Srinivasan in the year 1991. But she made a sudden **comeback** in the year 1998, at the age of 34 years. To everyone's surprise and delight, she won Bronze Medals in 200 metres and 400 metres races at the Asian Track Federation Meet held at Fukkowakka in Japan.

To mark her excellent services to the nation, P.T. Usha was honoured with the **Arjuna Award** in the year 1983 and the Padma Shri award in the year 1985. Apart from that, Indian Olympic Association (IOA) honoured her with the title the 'Sportsperson of the Century' and the 'Sportswoman of the **Millennium**'.

Word Trove

comeback - return

Arjuna Award - award given for excellence in sports

millennium - a thousand years





Let's do...

ACTIVITY 7

Write down why the following years were memorable in Usha's life:

1983

1985

1991

1998

ACTIVITY 8

Let's use the following words from the box to fill in the blanks :

- (1) 1980 Olympics was for Usha .
- (2) Mr. Roy has an voice.
- (3) The enemies made a attack.
- (4) Sourav was chosen for his performance.
- (5) Determined effort made Reshma a lady.



sudden, excellent, consistent, colourless, successful

ACTIVITY 9

Let's rearrange the following sentences to put them in order:

- (1) Usha was called Payyoli Express.
- (2) Usha took part in Los Angeles Olympics games.
- (3) Usha won two silver medals in the New Delhi Asiad.
- (4) Usha had ill health during childhood.
- (5) Usha received the Padma Shri Award.

ACTIVITY 10

Write complete sentences using information given in the chart below. The first one has been done for you :

Usha's Medal record in Asian Games

Silver	1982 New Delhi	100 metres
Silver	1982 New Delhi	200 metres
Gold	1986 Seoul	200 metres
Gold	1986 Seoul	400 metres
Gold	1986 Seoul	400 metres hurdles
Gold	1986 Seoul	4x400 metres relay
Silver	1986 Seoul	100 metres
Silver	1990 Beijing	400 metres
Silver	1990 Beijing	4x100 metres relay

- (1) Usha won her first medal in Asian Games in 1982, in New Delhi Asiad.
- (2)
- (3)
- (4)
- (5)
- (6)
- (7)
- (8)

ACTIVITY 11

Write five connected sentences about another famous sportsperson who has brought glory to our country. Use the following hints:

name of the sportsperson—place from where she/he comes—childhood days—events in which she/he took part – her/his achievement.



Let's recite...

You don't always have to be in the lead
If you have the heart to come from behind.
Don't give up hope, don't doubt yourself,
And a new strength is what you'll find.
The spirit of competition, the desire to succeed
Will always be important for life.
So give your all, everything you've got,
No matter the occasion, through pain and strife.
So step up to the plate, enter the race,
Never be afraid to take your turn.
Winners are people who just never quit,
And this is a life lesson we all will learn.

—Melissa Underwood



Let's work together...

Make a scrap book. Collect pictures of your school sports day.



Lesson - 12

Beyond Barriers



Let's begin...

- ♣ What do you see in the picture?
- ♣ Which colours do you see in the picture?
- ♣ What does the blue colour signify?



Let's read...

It was Sunday. Barun lay sick on his bed. He was very sad as he could not join his friends Ravi, Pinky and Osman for a picnic. Barun's mother came into the room and asked him, "How are you feeling, son?"

“They must be having such a lot of fun at the picnic, mother”, he said, sounding **miserable**.

“Don’t be sad, Barun. Here is something for you that will lift your spirits.” She gave him a book on India’s space travels.

On the cover of the book was a picture of Rakesh Sharma, the first Indian in Space. As soon as Barun started reading the book, he forgot all about his sadness. Barun came to know that Rakesh Sharma was born in 1949 in Patiala, in the state of Punjab. He was educated at St. George’s Grammar School, Hyderabad and Kendriya Vidyalaya Tirumalagiri, Hyderabad. He joined the National Defence Academy as an Air Force **cadet** in July 1966.

On 3rd April, 1984, Rakesh Sharma went on a journey to space on Soyuz T-11, a **space shuttle**. He spent seven days, twenty-one hours and forty minutes in space.

He was asked by the then Prime Minister of India, Mrs. Indira Gandhi, what India looked like from space. He replied, “Sare Jahan Se Achcha” [the best in the world.]

Word Trove

miserable- very sad

cadet- trainee

space shuttle- a vehicle sent to space.



Let’s do...

ACTIVITY 1

Let’s find out and write down facts about Rakesh Sharma:

(a) Place of birth:



- (b) Year of birth:
- (c) Name of schools attended:
- (d) Year of joining the National Defence Academy:
- (e) Total time he spent in space:

ACTIVITY 2

Write T for true and F for false statements in the given boxes :

- (a) The space shuttle was named Soyuz T-11.
- (b) Rakesh Sharma went into space in 1985.
- (c) Mrs. Indira Gandhi spoke to Rakesh Sharma.
- (d) Barun got the book on India's space travels from his mother.
- (e) Osman and Barun were friends.

ACTIVITY 3

What do you want to be? Give reasons for your choice . Write five sentences. Begin like this:

- ♣ I want to be a
- ♣
- ♣
- ♣
- ♣



Let's continue...

Barun's mother came back into the room. She asked her son, "So? Did you like the book?"

“It is a wonderful book, Mother”, Barun replied happily.
“ I am reading about Rakesh Sharma right now.”

“So you’re reading about the first Indian to go to space”, said his mother. She sat on the bed beside her son and asked him, “Have you heard about Kalpana Chawla?”

Barun closed the book and put his head on his mother’s lap. His mother **ruffled** his hair lovingly and said, “You will read all about her, but later . Now have your lunch, and take rest for a while.”



Rakesh Sharma

Barun started reading about Kalpana Chawla in the evening . Kalpana Chawla was born in 1962 in Karnal, in the state of Haryana. Nicknamed “Montu” by her family, she went to school at the age of three. Later, she studied Aeronautical Engineering from Punjab Engineering College, India.

In 1982, Kalpana went to the USA to study at the University of Texas at Arlington. In 1988, she took up the job of a research scientist at NASA Ames Research Center in Sunnyvale, California. In November 1996, Kalpana joined the STS-87 mission aboard space shuttle *Columbia*. The **mission** flew in November – December 1997 during which Kalpana spoke with the then Prime Minister of India, Mr. Inderjit K. Gujral, from the orbit.

On 16th January, 2003, Kalpana again went into space. She was on board the space shuttle *Columbia*. After a successful flight, *Columbia* was lost with its **crew** during re-entry into earth’s atmosphere, on 1st February, 2003.

A hill on Mars and a star in deep space have been named after Kalpana. Her story shows the value of hard work and sincerity that is remembered even when one is no more.

Word Trove

ruffled : made the hair uneven

mission: task

crew: team



Let's do...

ACTIVITY 4

Find answers from the text. Work in pairs:

- (a) Where was Kalpana Chawla born?
- (b) Where did Kalpana go in 1982?
- (c) What was Kalpana called by her family?
- (d) What was the name of the space shuttle that was lost?
- (e) When did Kalpana die?
- (f) What has been named after Kalpana?

ACTIVITY 5

Let's read the words:

Pinky, Ravi, Soyuz T-11, Rakesh, Kalpana, Columbia, India, USA, Haryana, California, Barun, Osman.

All these words are names. Now, fill in the table. One is done for you.

Name of Person	Name of Place	Name of Things
Pinky	India	Soyuz T-11

ACTIVITY 6

Complete the following sentences with information from the text :

1. The first Indian in space was.....
2. Kalpana took up the position.....
3. Kalpana's story shows.....
4. The Indian Prime Minister Kalpana talked to was

ACTIVITY 7

Look at the table given below:

First Man in Space	Yuri Gagarin.
First Woman in Space.	Valentina Tereshkova
First Man to Walk in Space	Alexei Leonov
First Woman to Walk in Space	Svetlana Savitskaya
First Animal in Space	Laika, the dog

Write five sentences using the information. One is done for you:

The first man in space was Yuri Gagarin.



Let's learn...

Let's read the following sentence:

"I **am reading** about Rakesh Sharma right now."

The words **am reading** show a continuous, ongoing action that takes place in the present, but has not finished yet. Such verb forms are called **Present Continuous Tense**.

♣ We use the Present Continuous Tense to talk about activities that are ongoing.

Example:

The boys **are playing** on the field.

♣ We can also use the Present Continuous Tense to talk about activities happening around in the present, and not necessarily this very moment.

Example: I **am reading** a really interesting book now.

♣ The Present Continuous Tense is also used to talk about activities about to happen in the near future, especially for future events that are already planned.

Example: Polly **is coming** for dinner tomorrow.



Let's do...

ACTIVITY 8

Fill in the blanks with the Present Continuous forms of the given Verbs in brackets:

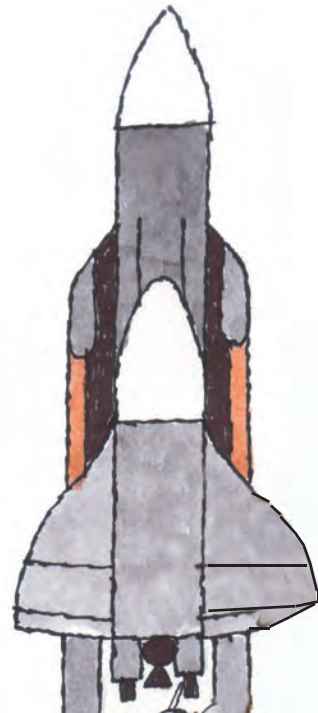
1. Rina _____ (study) for her exams at the moment.
2. Where _____ (you meet) Ravi next week?

3. Pinky _____ (come) to my place tomorrow.
4. They _____ (play) football now.
5. The company _____ (finish) their project this week.
6. She _____ (eat) oysters for lunch .
7. Rubina _____ (not go) to Kolkata next week.
8. I _____ (work) on a special report today.
9. We _____ (not cook) dinner this evening because we're eating out.
10. Barun _____ (walk) to school right now.



Let's recite...

Zoom, zoom, zoom,
I'm going to the moon.
Zoom, zoom, zoom,
I'll get there very soon.
If you want to take a trip,
Climb aboard my rocket ship.
Zoom, zoom, zoom,
I'm going to the moon!





Let's talk...

Rakesh Sharma and Kalpana Chawla wanted to become astronauts from their childhood. Tell your friend what you want to be when you grow up.



Let's do...

ACTIVITY 9

Write six connected sentences about your experience of seeing the night sky. You may use the following points:

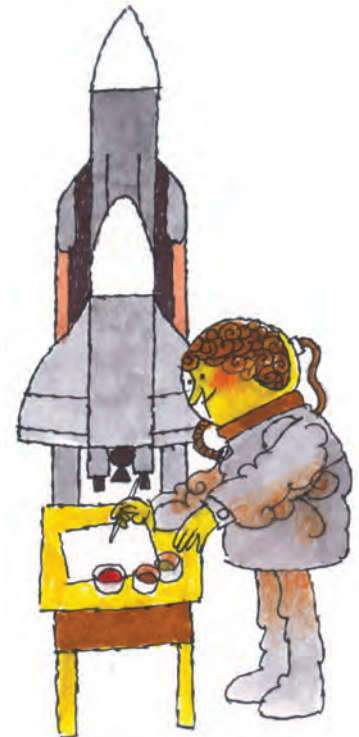
time of seeing—place from where you looked – how the sky looked – other things that you saw—sounds of the night – your feelings



Let's work together...

Make a Poster

- ♣ Take a sheet of chart paper
- ♣ Make a sketch of the space shuttle.
- ♣ Colour it.
- ♣ Display it to your class.





MY PAGE - 1

What do you feel about the book?
Please write and draw.





MY PAGE - 2

What do you feel about the book?
Please write and draw.



Teachers' Guidelines

The present textbook has been designed according to the guidelines of NCF 2005 and RTE Act, 2009. The textbook presents an integrated approach to learning. The various areas of learning are used in a combined way as resources for the holistic development of the child. Life-centric experiences are given optimum emphasis so that the child is able to co-relate, synthesize, analyze and differentiate his/her experiential learning by co-ordinating these with the lessons in the textbook. It is expected that the teacher will live “a part of his dream” (Paulo Friere, 1970) in the classroom.

The teacher's role in a modern classroom is that of a facilitator and not a knowledge-resource. The syllabus and the textbook is designed to develop knowledge among the students through constructivism. The main thrust should not be on accumulation of information alone, but on developing the skills so that the child himself /herself becomes capable of constructing knowledge. The textbook emphasizes on activity- based learning so that through actual application in practical situations the knowledge content of the students is enriched.

The students are to be initiated into the teaching- learning process following the principle of joyful learning. The joy that underlies the students' learning process is related to two things: the joy of knowing the unknown, and the joy in constructing new knowledge. The activities that the teachers will guide the students through, following the textbook, may be fashioned in an open- ended manner, thus inviting multiple responses. The responses should not be categorized as correct or incorrect, but identified as markers of learning acumen. In line with the RTE Act, 2009, “learning through activities, discovery and exploration in a child-friendly and child-centered manner” should be the goal of the teachers. The affective perceptions of the students will find fruition in the section 'Let's work together'. Such an effort will enhance the joyful spirit of learning.

Emphasis is given on developing oral- aural skills as well as on the skills of reading and writing. Language competence is developed through inductive process of learning where exposure to language items is initially provided and is followed by a variety of activities.

Specific guidelines for classroom transaction

Revision lesson

The main objectives of the Revision lesson are -

- ♣ To assess the four major skills of the learners acquired in class IV;
- ♣ To facilitate them to have easy access to the textbook of class V [of the new syllabus].

Reading of the comic strip: The teacher should form groups and distribute among them some picture-cards [photo-copies of the comic-strip given in the textbook and cut into individual pictures-cards]. The learners should discuss among themselves and arrange the picture-cards in sequence. The discussion can be initiated by asking questions like-

- ♣ What do you find in the pictures?
- ♣ Who do you think is the old woman?
- ♣ What is she trying to do? etc.

Silent reading of the comic strip follows which is to be done individually. The assessment of their reading skill [i.e. C.C.E.] can then be done through the 'While-Reading' task, Activity 1.

Activity 2, 3: The teacher should involve the learners (in pairs) to discuss the activity before actually engaging in it.

Let's talk is a group-activity eliciting response through listening to questions in English. The listening skill of the learners can be assessed through this activity and individual response (in English) can be observed.

Activity 4 and 5 are pair-activities which are to be preceded by discussion in groups.

Activity 6 is a group-activity engaging learners in a language-game for developing oral-aural skills. The weak/slow learners (who are unable to describe the objects in and around the classroom in English properly) will be helped by peers. Peer learning will become an effective tool for developing listening skill as the slow learners will follow peer-directions like-

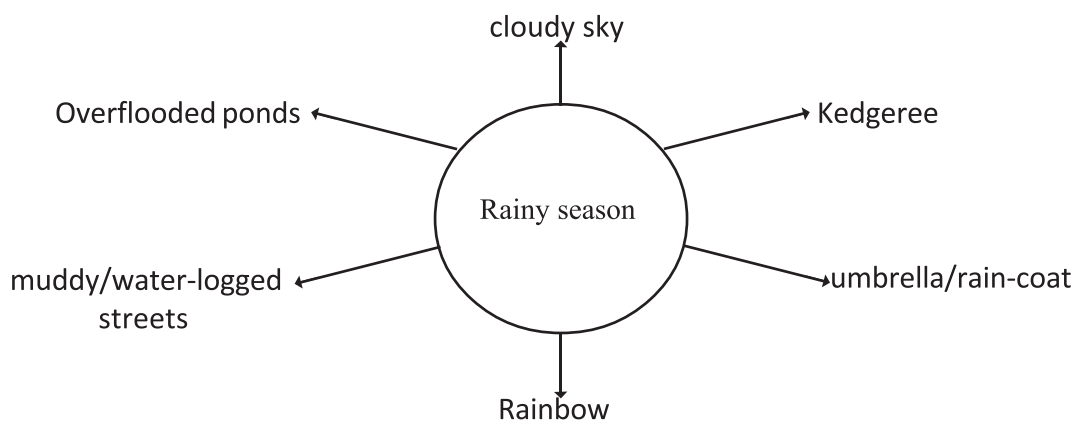
'stand up', 'go to the blackboard', 'take a chalk', 'write your name on the blackboard', etc. The teacher's role is that of a supervisor.

Activities 7, 8, 9 and 10 are pair-activities. The teacher should engage learners in discussion using English language by supplementing useful words (if necessary). Activity 11 highlights on joyful learning and integrating visual art with the use of language. Activity 11 is an individual task which is to be followed by a group activity. The teacher's role is that of a facilitator supplying suitable words and inviting the learners to speak in English.

Activity 12 is a group activity where a group challenges the other group to identify a season. The teacher will elicit information from the learners to create similar mind-maps (as given in the textbook) about other seasons. He/she will ask questions like-

- ♣ What happens to ponds and rivers when it rains?
- ♣ What happens to roads when it rains heavily?
- ♣ How do you come to school when it rains?
- ♣ How does the sky look like during the monsoons?
- ♣ What colour do you see in the sky after a heavy shower?
- ♣ What do you like to eat on a rainy day?
- ♣ In which season do we have the most rain ? etc.

The possible responses are to be demonstrated on the blackboard in a mind-map like this:



Let's recite is meant for joyful reading. A model recitation with correct pronunciation, tone and intonation should be given by the teacher. The poem is to be recited by the whole class. The main objective of this activity is to develop the learners' skill in performing art.

Let's work together is a group-activity. The main objective is to go beyond the textbook [as recommended by NCF 2005] and to involve the learners in creativity. The learners might draw various activities of a rainy day. Their drawings can be used for class exhibition.

Lesson 1:- India: Superpower in Cricket

Let's begin is pre-reading task. The teacher will motivate the learners by asking them sports-related questions, encouraging them to speak in English. The teacher will give them a model reading with

correct pronunciation, stress, tone and intonation and show them how to read a sentence in word clusters. Loud reading of the learners will be followed by silent reading for testing the reading comprehension skill of the learners. The teacher should ask oral questions to elicit oral responses before engaging them to work out Activity 1 and 2. He/she may ask them questions like-

- ♣ Why was Rahul so excited?
- ♣ What happened in 1983?
- ♣ How many people came to watch the final match? etc.

Let's learn is a group activity for developing the grammatical skill of the learners. The teacher may tell each group to identify one punctuation mark used in the reading input. Activities 6-13 are pair activities. Activity 14 is a group activity. The teacher should elicit responses by asking oral questions on the reading input. Such interactive sessions help them in developing their oral-aural skills. Some instances of such questions are given below:

- ♣ Who was Mohinder Amarnath?
- ♣ How many runs did he score in the match?
- ♣ How was his performance as a bowler? etc.

In Let's recite the teacher should, at first, motivate the learners showing the the pictures and asking them a few questions like-

- ♣ Who is this batsman in white dress?
- ♣ Can you guess who the batsman is in the second picture?
- ♣ Who is the third batsman? etc.

Let's work together is a group activity. Each group will have to prepare a scrap-book. The teacher will help them to collect pictures from old newspapers or magazines.

Lesson 2:- A Feat on Feet

The lesson should begin with a warm- up activity. The teacher is expected to motivate the students by pointing at the picture of the Mt. Everest. Teacher- student interaction will follow.

Note: The medium of interaction should be English. Single-word answers will be appreciated. Use of vernacular by any weak student may be allowed to a limited extent but he/she shall be supplied with suitable English words and expressions.

Let's read is meant for reading comprehension. The teacher should give a model reading. He/she should show the students how reading in word-cluster is required for understanding the input. Activities 1-4 should be done orally at first, eliciting responses from the groups, and then pair work is to follow. Activities 5-7 should be done in groups as listening-speaking activities, but later individual work is necessary and feedback should be taken. Activities 8 and 9 are pair activities.

Lesson 3:- Phulmani's India

A list of questions is provided for the warm-up task. The teacher may add some more questions for student motivation and for developing their oral-aural competence. After practising loud reading for developing the learners' competence in pronunciation, stress, accent and intonation, they are engaged in silent reading is done individually. Activities 1-5 are to be done in pairs. Activities 6-8 requires group work. Activities -11 are to be done individually. Activities 12-14 are group activities. The teacher should invite feedback at the end of each activity.

Lesson 4:- Memory in Marble

The teacher will motivate learners by involving them in oral-aural activity. Pictures of the Taj Mahal, Red fort can be used as TLM. Pair work is required for Activities 1-4. Activities 5 and 6 are to be done individually. Feedback is to be taken. Activity 7 and Let's work together are to be done in groups. Activity 7 should be preceded by oral-aural tasks.

Lesson 5:- My School Days

The teacher should interact with the students and elicit responses from them. They should be motivated before introducing the lesson. Activities 1 and 2 are to be done in pairs. Activities 3-5 are to be done individually and the feedback has to be taken. Activity 6 should be preceded by oral-aural activity. The teacher should ask questions on the input after the students have read the text silently. A kind of a quiz-game may be introduced for eliciting and assessing responses. Students sitting in groups will have to respond in English to the questions like-

- ♣ Can you name some teachers mentioned by Satyajit Roy?
- ♣ What subject did D. Roy teach?
- ♣ What type of a story is 'The owl and the frog'? etc.

Activities 6 and 7 are to be done in pairs. Activities 8-10 are to be done individually and feedback is to be taken.

Lesson 6: The Clever Monkey

'Let's begin' is a warm-up activity for learners' motivation. The teacher is expected to ensure that the students are involved in oral-aural activity. Silent reading should be done by the students individually. Oral-aural activity should precede Activities 1-3. The teacher can initiate the students asking questions like:

- ♣ Where would you find the fruit trees?
- ♣ Can you describe the fruit tree of the island?
- ♣ How did the monkey go to the rock? etc.

The students are to be encouraged to respond in English. Activities 1-3 should be done in pairs. Activity 6 should be preceded with listening-speaking task. Activities 7 and 8 are individual task. Feedback is to be taken. Activity 9 is role-play. The teacher will help the students to enact roles and dramatize a given situation. Pair work is to be done for Activities 10-12. Activities 13 and 14 are to be done in groups.

Lesson 7: The Rebel Poet

The teacher will motivate the students by singing the song in chorus. The inspirational song should be sung with proper pronunciation and in correct tune.

[**Note:** ‘Art education must become both a tool and a subject taught in every school’-NCF 2005]

The follow-up should be interaction between teacher-student and student-student. The teacher can initiate a conversation by asking-

- ♣ Can you think of any other inspirational or patriotic song?
- ♣ Who wrote the song?
- ♣ Do you know any patriotic poet? etc.

The teacher is expected to organize role-play using the reading input [objective: joyful reading]. Individual silent reading is necessary for engaging in activities. Activities 1-5 should be done individually and feedback is to be taken. Activities 6-8 should be done in pairs. Emphasis should be given on peer-learning. Activity 6 should be preceded with oral-aural activity [in group]. Activity 9 and Let's work together should be done in groups.

Lesson 8: Buildings to Remember

The warm-up task should be done through oral-aural activities. Silent reading of the reading input [i.e. Let's read] should be done individually. Activities 1-3 are pair work. Activities 4 and 5 should be preceded with oral-aural activities. Activity 6 is individual work. Activity 7 and Let's work together are to be done in groups.

Lesson 9: The Bird's Eye

The teacher motivates the learners by involving them in T-S and S-S interaction. Silent reading of the reading input [i.e. Let's read] should be done by the students individually. Activities 1-3 should be

done individually while reading the input. Activity 4 should be preceded by oral-aural activity [in groups]. Activities 5-7 are pair work. Activities 8-11 should be done individually. Let's work together is a group work which is to be preceded by oral-aural activity.

Lesson 10: A Great Social Reformer

The teacher will use pictures [TLM] to motivate the learners. He/she will elicit response from the students and inspire them to converse in English. Activity 1 is a group work. Activities 2-4 are to be done individually. Activities 5-8 are pair work. Feedback is to be taken. Activity 9 is group work but it should be preceded with oral-aural activity. Let's talk is a listening-speaking activity emphasizing on real-life experience.

Lesson 11: The Finishing Point

The teacher ask questions and elicits responses in English. Activities 1-4 are to be done in pairs. Activities 5 and 6 should be preceded with oral-aural tasks [in groups]. Activities 7-10 may be done in pairs. Oral-aural activity [in groups] should precede Activity 11. The teacher's role is that of a facilitator initiating students to speak in English and encouraging S-S interaction.

Lesson 12: Beyond Barriers

The teacher will interact with the class for motivating the students. He/she will show pictures of various astronauts like Rakesh Sharma, Kalpana Chawla etc. He/she elicit responses from the learners asking them questions in English and involving all the learners in the class. Activities 1-3 are to be done in pairs. Oral-aural activities should precede Activity 4. Activities 5-7 are to be done in groups. Activity 8 is for individual work. Activity 9 should be preceded with oral-aural activity. let's work together is a group activity. The objective is to allow the child go beyond the area of the text and learn and express his/her views freely, ' free from fear, trauma and anxiety' [RTE 2009, ch.5].

Continuous and Comprehensive Evaluation (CCE)

RTE Act, 2009, (Ch.5) suggests that all teachers have to ensure Continuous and Comprehensive Evaluation (CCE) of a child's understanding, knowledge and his/her ability to apply the same. It also makes it mandatory that "no child shall be required to pass any board examination till the completion of elementary education." The activities in the book take care of the child's holistic development, which includes his/her knowledge, potentiality and talent that should closely be monitored through continuous evaluations on the basis of the various activities of the child within the classroom and out side. These activities showcase the multifarious skills of the language.



