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आज़ादी का  
अमृत महोत्सव  
1947-2022

# ENGLISH PRACTICE BOOK

Veda Bhushan III Year / Prathama - III Year / Class VIII

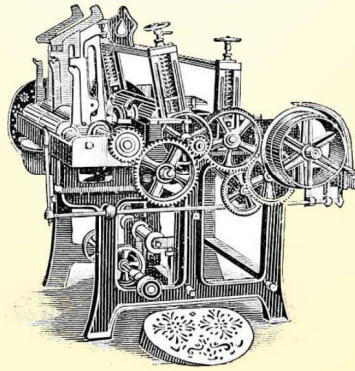
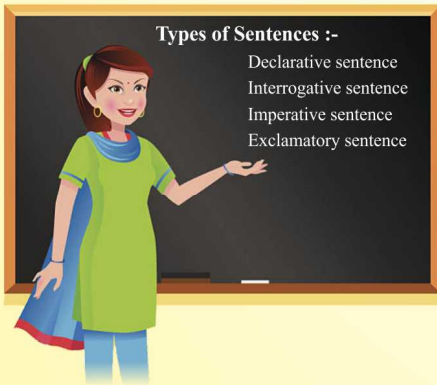
**MAHARSHI SANDIPANI RASHTRIYA VEDA SANSKRIT SHIKSHA BOARD**

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

पुराण-न्याय-मीमांसा-धर्मशास्त्राङ्ग-विस्तराः ।

वेदाः स्थानानि विद्यानां धर्मस्य च चतुर्दश ॥

Purana, Logic, Hermeneutics,  
Dharma-shastra, six Vedanga-s and four  
Veda-s are fourteen vidya-s or knowledge.  
Vedas are the source of all these  
fourteen vidyas.



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| Basics of English /Grammar |                                  |
|----------------------------|----------------------------------|
|                            | Revision of previous lessons     |
| 1.                         | Use of Preposition               |
| 2.                         | Use of Conjunction               |
| 3.                         | Articles – “A”, “An”, “The”      |
| 4.                         | Tenses- Present, Past and Future |
| 5.                         | Verb Forms                       |
| 6.                         | Sentence and its kinds           |
| 7.                         | Phrasal verbs                    |
| 8.                         | Simple Sentence Framing          |
| 9.                         | Translation                      |



# Articles

Articles are a type of determiners. They function like adjectives, as they modify the noun in the sentence. English has two articles: the and a/an. The is used to refer to specific or particular nouns; a/an is used to modify non-specific or non-particular nouns. We call the **the** definite article and **a/an** the indefinite article.

the = definite article

a/an = indefinite article

## **INDEFINITE ARTICLES: A AND AN**

**REMEMBER, USING A OR AN DEPENDS ON THE SOUND THAT BEGINS THE NEXT WORD. SO...**

*a + singular noun beginning with a consonant:*

a boy; a car; a bike; a zoo; a dog

*an + singular noun beginning with a vowel:*

an elephant; an egg; an apple; an idiot; an orphan

*a + singular noun beginning with a consonant sound:* a user (sounds like 'yoo-zer,' i.e., begins with a consonant 'y' sound, so 'a' is used);

a university; a unicycle

*an + nouns starting with silent "h":*

an hour

*a + nouns starting with a pronounced "h":*

a horse

*In some cases where "h" is pronounced, such as "historical," you can use **an**. However, **a** is more commonly used and preferred.*

A historical event is worth recording.

If the noun is modified by an adjective, the choice between a and an depends on the initial sound of the adjective that immediately follows



the article:

**a** broken egg

**an** unusual problem

**a** European country (sounds like 'yer-o-pi-an,' i.e., begins with consonant 'y' sound)

*The indefinite articles are used to indicate membership in a group:*

I am **a** teacher. (I am a member of a large group known as teachers.)

Brian is **an** Irishman. (Brian is a member of the people known as Irish.)

## **DEFINITE ARTICLE: THE**

The definite article is used before singular and plural nouns when the noun is specific or particular. **The** signals that the noun is definite, that it refers to a particular member of a group.

## COUNT AND NONCOUNT NOUNS

*The can be used with noncount nouns, or the article can be omitted entirely.*

"I love to sail over **the** water" (some specific body of water) or "I love to sail over water" (any water).

*"A/an" can be used only with count nouns.*

"I need **a** bottle of water."

"I need **a** new glass of milk."

## **Geographical places**

When it comes to geographical places, such as countries or continents, we use 'the' in some cases, and no article in others. Unfortunately, there aren't any rules to help you here – you just have to familiarise yourself with the ones that need 'the' or not.

**Do NOT use 'the' before:**



**Lakes:** Lake Geneva, Lake Placid

**Mountains:** Mount Fuji, Mount Everest.

**Continents:** Europe, Asia.

**Most countries:** England, Sweden.

**Countries/states/provinces/regions:** Oxfordshire, Catalunya, California.

**Cities, towns, villages:** London, Paris.

**Islands:** Bali, Hawaii.

**Street names:** Main Street, 5th Avenue.

*Use 'the' before:*

**Rivers:** The Nile, The Ganga.

**Mountain ranges:** The Andes, The Pyrenees.

**Deserts:** The Sahara, The Atacama.

**Oceans and seas:** The Pacific, The Mediterranean.

**Groups of islands:** The Maldives, The Seychelles.

**Some countries:** The USA, The Netherlands.

**Points on the globe:** The Equator, The North Pole.

**Geographical areas:** The Middle East, The West.

### ***OMISSION OF ARTICLES***

Names of languages and nationalities: Chinese, Russian (unless referring to the population of the place e.g. 'The Italians are known for their delicious food.').

Names of sports: cricket, baseball.

Names of subjects: Art, Mathematics.



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**Here are some more examples of definite and indefinite articles:**

Somebody calls **a** policeman!

Did you see **the** film that was on Channel 4 last night?

Would you like **a** glass of milk?

I love to swim in **the** ocean.

**The** announcement lasted for 10 minutes.



## Prepositions

A preposition is a word or group of words used to link nouns, pronouns and phrases to other words in a sentence. Some examples of prepositions are single words like in, at, on, of, to, by and with or phrases such as in front of, next to, instead of.

| Examples of Prepositions |         |             |             |
|--------------------------|---------|-------------|-------------|
| On                       | At      | In          | Over        |
| Around                   | Through | Opposite to | In front of |
| Behind                   | Beneath | Beside      | Above       |
| Below                    | Under   | Underneath  | Down        |
| Up                       | Out     | With        | Into        |
| Onto                     | Across  | After       | Before      |
| Near                     | Among   | Along       | Between     |
| Toward                   | Away    | From        | To          |
| Next to                  | By      | Until       | About       |

### *Examples of Prepositions Used in Sentences*

- I will be going **to** temple **in** the morning.
- She placed the plates **on** the dining table.
- Baskar found the cat hiding **under** the bed.



- I love sitting **on** the beach **at** night.
- Hari stood **opposite** Lakhan.
- The grocery store is right **in front of** the bus stop.
- My brother climbed **onto** the roof.
- It feels great to sit **beneath** the trees and read.

### ***Prepositions of place Examples***

*My text book is **on** the desk.*

*Did you learn English **in** India?*

### ***Prepositions of time Examples***

*We go camping **in** summer.*

*I'll call you **on** Friday.*

### ***Prepositions of direction Examples***

*We are not allowed **into** the kitchen.*

*They raced **up** the hill.*

### ***Prepositions of manner Examples***

*She shouted **at** her brother.*

*They were eating **with** their fingers.*

### ***Prepositions of reason Examples***

*He bought a dress **for** the party.*

*They passed the test **because** they all studied hard.*





## Conjunctions

Conjunctions are used to combine two or more objects, phrases or clauses. It can also be termed as connectors as they are employed in sentences to make connections. Conjunctions can normally be found in the latter part of a sentence if they are used to connect clauses. If conjunctions are used to connect objects or phrases, they can appear in the beginning, middle or end of the sentence according to the position of the objects or phrases.

### *List of Most Commonly Used Conjunctions*

| Examples of Conjunctions |              |                |
|--------------------------|--------------|----------------|
| And                      | Or           | Nor            |
| But                      | Yet          | So             |
| Because                  | Still        | For            |
| Not only...but also      | As           | When           |
| While                    | As soon as   | If             |
| Unless                   | In case      | In addition to |
| Whereas                  | Though       | Although       |
| Until                    | Before       | After          |
| Even if                  | Rather than  | So that        |
| Either...or              | As if        | Neither...or   |
| Both...and               | Whether...or | Or else        |



## Examples

1. Deepak **and** Santhosh are best friends.
2. Make sure you work hard **or** you will not be able to score good marks.
3. **Although** Anna does not cook much, she loves baking.
4. Let me know **if** you will be able to make it to the party.
5. I have to go home now **but** I really wish I could stay for some more time.
6. I am not well, **so** I decided to take a day off from work.
7. **Unless** you work out regularly, you will not see any results.
8. He had no money, **yet** he was prepared to help me.
9. I could not find the place **since/because** I lost the map.
10. **While** I was walking on the street, I found a wounded dog.



## Sentence framing

### Sentences (Rules)

I / We / You / They - Verb

He / She / It - Verb + s/es

*I read*

*She reads*

*They play*

*He plays*

*You write*

*He writes*

➤ Rules for the third person Singular (He/She/It)

| <b><i>In general</i></b><br>+ s | <b><i>Verb ending in</i></b><br><b><i>conson. +y</i></b><br><br><b><i>y+ ies</i></b> | <b><i>Verb ending in -o,</i></b><br><b><i>sh, tch, x, ss</i></b><br><br><b><i>+ es</i></b> |
|---------------------------------|--|--|
| work- works                     | study- studies   | go- goes   |
| eat- eats                       | cry- cries   | wash- washes   |
| play- plays                     | try- tries   | watch- watches   |
| swim- swims                     | spy- spies   | mix- mixes   |
| write- writes                   | fly- flies   | do- does   |



## Sentence formation

### Subject + Verb + Object (S + V + O)

| S         | V         | O             |
|-----------|-----------|---------------|
| I         | read      | Veda.         |
| Saraswati | sings     | a song.       |
| He        | handles   | the computer. |
| We        | received  | the letter.   |
| He        | ate       | an apple.     |
| She       | will cook | dinner.       |
| They      | played    | Cricket.      |
| We        | trusted   | him.          |
| Shiva     | wrote     | a book.       |
| We        | won       | the match.    |

### Sentences

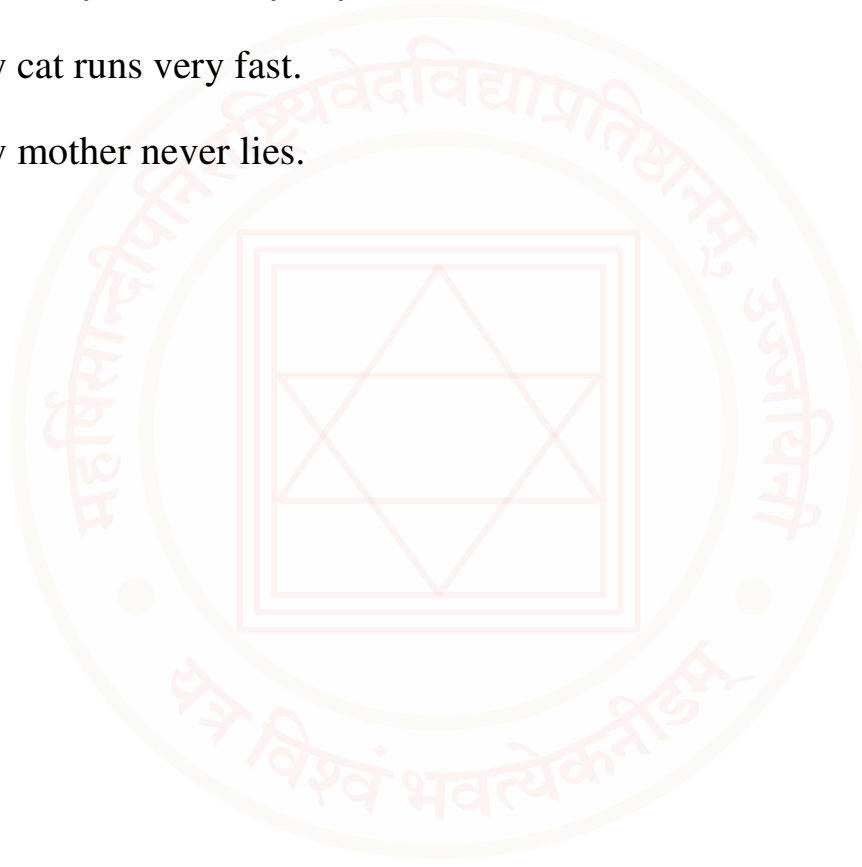
- The sun rises in the east.
- She plays with her brother.
- I play cricket.
- She loves to play basketball.
- She swims every morning.
- We drink coffee every morning.
- The children are at home.
- He gets up early every day.



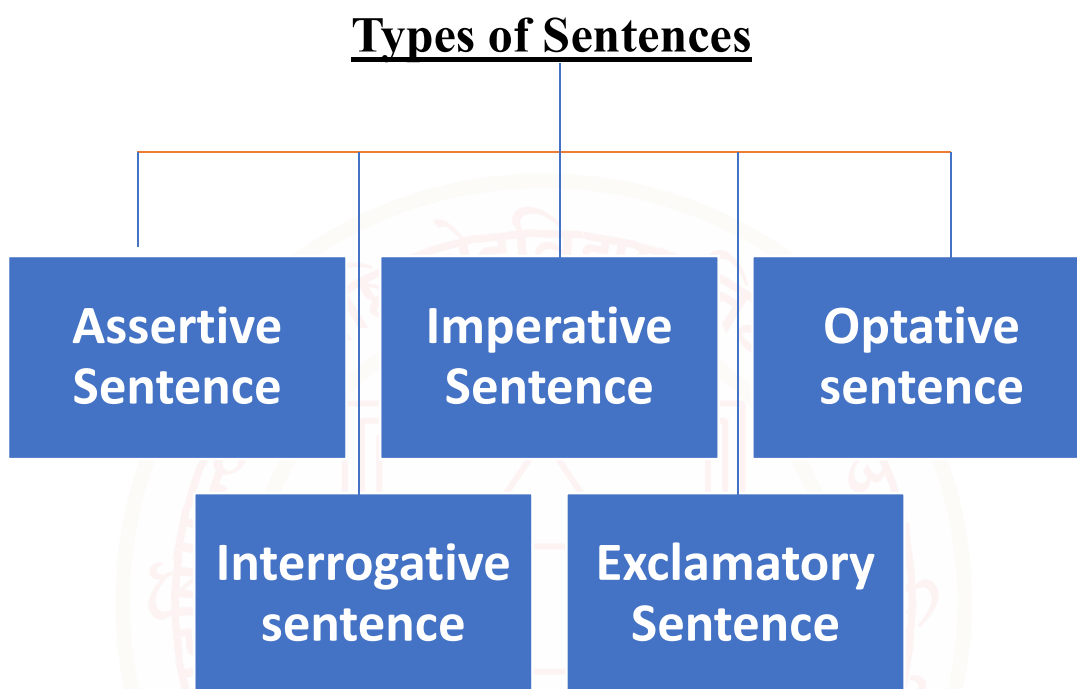
- Does he go to school?
- Does he write an e-mail?
- He goes to school.
- Hema enjoys cooking.
- Cows eat grass.
- He goes to school.
- She understands English.
- She wants to be a dentist.
- Does he play tennis?
- I like reading detective stories.
- I cook every day.
- The Earth revolves around the Sun.
- Every child likes an ice-cream.
- He catches the train every morning.
- I run four miles every morning.
- They don't go to school tomorrow.
- We go to a park every Sunday.
- His mother arrives tomorrow.
- The course starts next Sunday.
- We walk slowly.



- You go to holiday every summer.
- I don't wash the dishes.
- My father goes to gym every day.
- Does he write an email?
- It usually rains every day here.
- My cat runs very fast.
- My mother never lies.



# TYPES OF SENTENCES



## Assertive Sentence

An assertive sentence is a sentence that states a fact. Such sentences are simple statements. They state, assert, or declare something. They are also called declarative sentences. Assertive sentences usually end with a period or full stop.

Examples:

Hari is a good baseball player.

He always gives his best effort in the team.

He is a good leader.

I like him for his intensity.

He has many fans in his locality.



His mother raised him to be a gentleman.  
He is always humble and patient with his fans.  
He is a humble man.  
He plays with passion.  
His fans love him.  
He is a real fighter.

## Imperative Sentences

When you make a request, offer advice, issue a command, or give an instruction, you use the imperative mood. Sentences that use the imperative mood are known as imperative sentences.

Examples:

Bring me a glass of water.  
Don't ever touch my phone.  
Give me a pen and a pencil.  
Play with intensity and courage.  
Remember me when we are parted.  
Never forget the person who loves you.  
Take a step and don't move.  
Don't be excited about everything without reason.  
Read a lot to improve your writing skill.  
Write whenever you get a chance.  
Don't stay out at night.  
Please open the door quickly.  
You wash your hand first and then eat.  
Kindly bring the book to me.





## Optative sentences

The sentences which deal with the mood and how to express it are called optative sentences. They express keen wish, a prayer, curse etc. These sentences generally start with 'wish' and 'may.' We may also find these sentences beginning with 'let' sometimes. They can end with both full stop and an exclamation mark.

Examples:

May you live a long life!

May God bless you.

Wish you a very happy birthday.

May you be a doctor

Wish you a very happy journey

Wish you all the best for your examination

May the Almighty help us all in this pandemic

May the team India win this World Cup

May God bless you with a daughter

## Interrogative sentences

An interrogative sentence is a sentence whose grammatical form indicates that it is a question.

Interrogative questions end with a question mark.

Examples:

Is it cold outside?

Are you feeling better?

Did you like it?

Does it taste good?

What is your name?

What's the time?



Where shall we go?

How do you open this?

## Exclamatory Sentences

An exclamatory sentence makes a statement, but it also conveys excitement or emotion.

An exclamatory sentence ends with an exclamation mark (!)

Examples:

I am extremely sorry for your loss!

Hurrah! We won the match.

Congratulations! For your new car.

God! I felt scared.

Alas! She died so young.

How charming the baby is!

What a brave child he is!



## Tense Chart

| Tense   | Simple Forms                                | Continuous Forms                                  | Perfect Forms                             | Perfect Continuous Forms                                  |
|---------|---|---|---|---|
| Present | 1 <sup>st</sup> form of verb + s/es         | Is / am /are + 1 <sup>st</sup> form of verb + ing | Have / has + 3 <sup>rd</sup> form of verb | Have been / has been + 1 <sup>st</sup> form of verb + ing |
| Past    | 2 <sup>nd</sup> form of verb                | Was / were + 1 <sup>st</sup> form of verb + ing   | Had + 3 <sup>rd</sup> form of verb        | Had been + 1 <sup>st</sup> form of verb + ing             |
| Future  | Will / shall + 1 <sup>st</sup> form of verb | Will be + 1 <sup>st</sup> form of verb + ing      | Will have + 3 <sup>rd</sup> form of verb  | Will have been + 1 <sup>st</sup> form of verb + ing       |

### Tenses Examples

#### Simple Present Tense Examples

1. She **reads** English books daily.
2. **Does** he speak Sanskrit?
3. The birds **sing** a song in the morning.
4. He **loves** to play football.
5. **Does** he recite Veda mantra daily?
6. **Do** you **get** up early in the morning?
7. **Do** students chant shlokas before starting Bhojan?
8. The river **flows** towards the ocean.
9. **Does** he **speak** English?
10. **Do** they recite various stotra-s?



## Present Continuous Tense Examples

1. We **are eating** fast-food.
2. I **am reading** Veda.
3. He **is driving** an electric car.
4. I **am studying** in Veda Bhushan Third Year.
5. She **is not singing** a good song.
6. I **am breaking** security rules.
7. They **are cutting** cardboard.
8. **Is she focusing** on our study?
9. I **am meeting** the chief minister tomorrow.
10. They **are watching** an action movie.

## Present Perfect Tense Examples

1. I **have finished** my homework.
2. He **has passed** the exam.
3. She **has cleaned** her kitchen.
4. I **have completed** my Rigveda Samhita.
5. They **have read** an English book.
6. My father **has lost** the key.
7. **Have you written** a poem?

## Present Perfect Continuous Tense Examples

1. They **have been studying** hard.
2. He **has been sleeping** since afternoon.
3. She **has been going** to gymnastics.
4. A teacher **has been teaching** here since 2015.
5. We **have been learning** English lessons.
6. He **has been painting** since morning.

## Simple Past Tense Examples

1. We **played** cricket games after school.
2. I **cooked** delicious food.
3. He **understood** all the examples.
4. **Did she sleep** early in the night?
5. I **lost** my wallet in the office.
6. Hari **grew** a rose plant in a pot.



## Past Continuous Tense Examples

1. They **were buying** a new house in the city.
2. We **were going** to the library yesterday.
3. He **was doing** a great job.
4. Deepak **was studying** hard during the exam.
5. You **were watching** a movie.
6. It **was raining** yesterday evening.

## Past Perfect Tense Examples

1. She **had gone** to spoken English classes.
2. **Had** they **run** very fast in the marathon?
3. I **had done** my homework yesterday.
4. They **had not worked** for four hours.
5. He **had broken** glass.
6. I **had scored** full marks during the exam.

## Past Perfect Continuous Tense Examples

1. He **had been telling** a lie.
2. She **had been working** for four hours.
3. Yesterday, I **had been studying** very hard.
4. **Had I been writing** a letter?
5. They **had been working** in the garden.
6. I **had been cleaning** a house.

## Simple Future Tense Examples

1. He **will read** all the lessons today.
2. A Teacher **will teach** the whole students.
3. I **won't complete** my homework.
4. They **will go** to the market in the evening.
5. He **will score** good marks in the exam.
6. **Will** he **drink** a glass of water?

## Future Continuous Tense Examples

1. He **will be going** to college.
2. I **will be receiving** a letter tomorrow.
3. She **will be doing** a great job.



4. Tilak **will be becoming** a good actor.
5. My teacher **will be teaching** in a classroom.
6. I **will be losing** weight every day.

### **Future Perfect Tense Examples**

1. She **will have written** a letter.
2. They **will have built** a house.
3. I **will have worked** in this School.
4. Mahesh **will have learned** all the lessons.
5. **Will she have gotten** angry with me?
6. They **will have told** her friends.

### **Future Perfect Continuous Tense Examples**

1. He **will have been reading** a book since morning.
2. She **will have been singing** a song for two hours.
3. I **will have been working** in this company for five years.
4. Brajesh **will have been running** her business since 2018.
5. The teacher **will have been teaching** since morning.
6. I **will have been talking** for one hour.



## Phrasal verbs

|                         |  |
|-------------------------|--|
| <b>1. Back down</b>     | To stop doing something or admit you were wrong because people oppose you                        |
| <b>2. Blow up</b>       | To explode<br>To lose your temper  |
| <b>3. Break down</b>    | To suddenly stop functioning (used for machinery)  |
| <b>4. Bring up</b>      | To mention something   |
| <b>5. Bump into</b>     | To see or meet someone unexpectedly  |
| <b>6. Call off</b>      | To cancel  |
| <b>7. Check on</b>      | To make sure someone is okay or safe   |
| <b>8. Check out</b>     | To examine something to get information about it<br>To pay your bill and leave (usually a hotel) |
| <b>9. Check with</b>    | To ask someone if something is okay or permitted   |
| <b>10. Come across</b>  | To find something unexpectedly<br>To seem a certain way  |
| <b>11. Come back</b>    | To return  |
| <b>12. Come in</b>      | To enter   |
| <b>13. Come up with</b> | To think of a plan or an idea  |
| <b>14. Cut down</b>     | To make something fall by cutting it at its base<br>To do or use something less                  |
| <b>15. Drop by</b>      | To go somewhere (usually someone's home) for a casual visit                                      |



|                       |   |
|-----------------------|---|
| <b>16. Drop off</b>   | To take something or someone to a specific place  |
| <b>17. Ease up on</b> | To become less strict about something   |
| <b>18. Fall apart</b> | To break into pieces<br>To stop working well due to many problems   |
| <b>19. Fall down</b>  | To collapse and fall to the ground  |
| <b>20. Find out</b>   | To discover   |
| <b>21. Get along</b>  | To have a good, friendly relationship with someone  |
| <b>22. Get away</b>   | To escape<br>To go on holiday   |
| <b>23. Get by</b>     | To be able to live through a difficult situation  |
| <b>24. Get over</b>   | To recover from a negative experience or an illness   |
| <b>25. Get up</b>     | To stand<br>To leave your bed in the morning/after sleeping   |
| <b>26. Give away</b>  | To give something to others for free<br>To provide information about something that should be kept secret |
| <b>27. Give in</b>    | To finally agree to someone's requests after refusing for a while   |
| <b>28. Give up</b>    | To stop doing something permanently<br>To stop trying   |
| <b>29. Go ahead</b>   | To start or continue a planned activity   |





|                        |  |
|------------------------|--|
| <b>30. Go out</b>      | To leave home and go somewhere   |
| <b>31. Grow up</b>     | To develop into adulthood  |
| <b>32. Hang on</b>     | To wait for a short period of time<br>To hold something tightly  |
| <b>33. Hang out</b>    | To spend time relaxing or socialising casually   |
| <b>34. Kick out</b>    | To forcefully tell someone to leave a place  |
| <b>35. Let in</b>      | To allow someone to enter a place  |
| <b>36. Look after</b>  | To take care of something or someone   |
| <b>37. Look for</b>    | To try to find something   |
| <b>38. Look up</b>     | To search for information (usually in a book or online)  |
| <b>39. Make up</b>     | To become friendly with someone again or forgive them after a disagreement or fight                            |
| <b>40. Pay back</b>    | To repay the money you borrowed from someone<br>To take revenge  |
| <b>41. Pick up</b>     | To lift something from a surface<br>To go somewhere and collect something or someone<br>To improve or increase |
| <b>42. Put off</b>     | To delay doing something   |
| <b>43. Put on</b>      | To begin wearing something   |
| <b>44. Put up with</b> | To tolerate something  |
| <b>45. Run out</b>     | To have no more of something   |



|                      |   |
|----------------------|---|
| <b>46. Take off</b>  | <p>To leave somewhere suddenly</p> <p>To go into the air (used for aircraft)</p> <p>To remove something (like an article of clothing)</p> |
| <b>47. Turn on</b>   | <p>To cause something to start working; to activate</p>   |
| <b>48. Turn up</b>   | <p>To increase the volume, heat, or lights</p> <p>To appear suddenly</p>  |
| <b>49. Wait up</b>   | <p>To stay awake because you are waiting for something or someone</p>   |
| <b>50. Watch out</b> | <p>To be careful of danger (usually said as a warning)</p>  |



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# About Text Book



# Chapter - 1

## FOR THE SOVEREIGN NATION

### Theme of the lesson

This prayer is from Rig Veda and Atharva Veda that wishes the stability and strength of the Nation. The blessing of natural entities and the planets are wished upon the Nation for its power. It is teaching the strength and the virtues of nature to inspire us.

### Articles

The sky

The earth

The universe

The world

The king

### Noun

Sky, Earth, Universe, World, Mountains, king, People, Nature, King Varuna, Lord Brihaspati, Indra, Agni

### Preposition

In, to

### Conjunction

and



## Difficult Words

Bestow, eternal, steadfastly

## Sentences

### ASSERTIVE SENTENCE

The sky is firm, the earth is firm,

The universe is firm, the world is firm,

All these mountains are firm

The king of people is firm in nature.<sup>1</sup>

## Answer the following questions

1. Who are the Lords being mentioned here in the *Shloka*?
2. What are the natural things being mentioned in the above *Shloka*?
3. What is the wish and for whom it has been made?

## Read Aloud and Learn

The sky is firm, the earth is firm,

The universe is firm, the world is firm,

All these mountains are firm

The king of people is firm in nature.<sup>2</sup>

<sup>1</sup> ध्रुवा द्यौरध्रुवा पृथिवी ध्रुवं विश्वमिदं जगत्।  
ध्रुवासः पर्वता इमे ध्रुवो राजा विशामयम्॥ Atharva.6. 88-4

<sup>2</sup> ध्रुवा द्यौरध्रुवा पृथिवी ध्रुवं विश्वमिदं जगत्।  
ध्रुवासः पर्वता इमे ध्रुवो राजा विशामयम्॥ Atharva.6. 88-4



# Chapter-2

## Vedic Literature and Other Ancillary Text Tradition

### Theme of the lesson

The chapter shows us the expansion of Vedas with vast variety in their subject matter including almost all the topic related to this universe. Purana, Logic, Mimamsa (Hermeneutics), Dharma-shastra, six Vedanga-s and four Veda-s are fourteen vidya-s or knowledge. Vedas are the source of all these fourteen vidyas. The uniqueness in their literary style and their importance are felt by reading the chapter. This introduces us to the greatness of Vedas both with respect to their significance and their form. Vedic literature is infinite, so to know about it in the simplest manner we can view it in four parts, namely, the Samhita-s, the Brahmanas, the Aranyakas and the Upanishads. Each Veda has its own set of Upanishads. Their number is 108 or more as per tradition but 10 are considered very important upanishads. They are Isa, Kena, Katha, Prasna, Mundaka, Mandukya, Aitareya, Taittiriya, Chhandogya and Brihadaranyaka. Rig Veda has Aitareya and Kaustaki Upanishads. Sama Veda has Chhandogya and Kena Upanishads, Shukla Yajur Veda has Isavasya and Brihadaranyaka; Krishna Yajurveda has Taittiriya, Katha, Mahanarayana, Maitrayani, Shwetashwara Upanishads, Atharva Veda has Prasna, Mundaka and Mandukya Upanishads.

### Articles

The Rig Veda, the Yajur Veda,

The Sama Veda, the Atharva Veda



The texts

The Vedic knowledge

The Upanishads

a lyrical

The Aitareya Brahmana

The Upaveda

The society

The authority

## **Preposition**

In, into, of, to, about, during, for, on.

## **Conjunction**

And, for, or, but, neither- nor, so.

## **Sentences**

### ***ASSERTIVE SENTENCE***

Veda, has been divided into four parts

The Shukla Yajurveda has Satapatha Brahmana

The next class of literature is Aranyakas.

The Atharva Veda has only one Brahmana, that is Gopatha Brahmana.

### ***EXCLAMATORY SENTENCE***

O! sacred earth!

### ***INTERROGATIVE SENTENCE***

What are the fourteen (14) Vidya-s or Indian Knowledge System?

What are the vital contents in Satapatha Brahmana of the Shukla Yajurveda?



What are Vedangas?

What are Upavedas?

What are Sutras and how many classes of Sutra-s are there?

## Difficult Words

Hermeneutics, Apaurusheya, corollaries, anecdotes, Kaushitaki, Shankhayana recension, Shakala recension, Ashvalayana Brahmana, Satapatha Brahmana, Gargi-Yajnavalkya, Rajasuyayajnas, Devatadhyaya-Samhitopanisad, Gopatha Brahmana, Shamkhyana, Brihad Aranyakopanisad, Consciousness, etymology, exploration, aphorisms

## Answer the following questions

1. Name two epics or *Itihasa* of our nation.
2. What are the fourteen (14) *Vidya-s* or Indian Knowledge System?
3. What are the vital contents in *Satapatha Brahmana* of the *Shukla Yajurveda*?
4. What are *Vedangas*? Name them.
5. What are *Upavedas*? Name some *Upaveda-s*.
6. What are *Sutras* and how many classes of Sutra-s are there?
7. Give a brief introduction of Vedic Literature.

## Learn

1. Brahmana-s include history, legends, anecdotes and narration connected with Rishis, Kings and others.
2. The Rig Veda has two Brahmana-s namely; Kaushitaki (Shamkhyana) which belongs to Shankhayana recension and Aitareya Brahmana which belongs to Shakala recension. The Aitareya Brahmana, also known as Ashvalayana Brahmana is highly significant due to various Akhyana-s found in it.





3. The Shukla Yajurveda has Satapatha Brahmana, a vital one in view of its contents like Gargi-Yajnavalkya disputation (shastrartha), rituals for Vedic Kings, ceremonies like Asvamedha and Rajasuyayajnas. The Krishna Yajurveda has four Brahmanas, namely, Taittiriya Brahmana and Kathaka Brahmana. These are connected to Agnihotra, Agnyadhana and Nakshatreshti.
4. The Sama Veda has many Brahmana-s namely, Jaiminiya Brahmana, Tandya or Pancavimsa Brahmana, Sadvimsa Brahmana or Samavidhana Brahmana, Arseya Brahmana, Vamsa Brahmana, Jaiminiya Brahmana, Devatadhyaya-Samhitopanisad Mantra Brahmana or Chandogya Brahmana.
5. The Atharva Veda has only one Brahmana, that is Gopatha Brahmana.



## Chapter -3

# Lal Bahadur Shastri

### Theme of the lesson

This is a short biography of Lal bahadur Shastri, the second Prime Minister of India. Shri Lal Bahadur Shastri was born on October 2, 1904 at Mughalsarai, a small railway town seven miles from Varanasi in Uttar Pradesh. His father was a school teacher. His life and his personality are worth learning about. It can serve as a role model to many of us.

### Noun

Lal Bahadur Shastri, Mughalsarai, Sharada, Old man, One anna, Uncle, School, Varanasi, Philosophy, Economics, Political Science, Social Science, Minister, Daughter, Government, Electric fans, Railways, Cement, Steel, Parliament

### Adjective

Brave, kind, courage, vitality, old, cheap, poor

### Articles

The second Prime Minister

A hundred mangoes

A hard life

A half rupee

The Government

The first class

A car



The friend

The Indian Army

The war

## **Preposition**

Into, to, belongs, due to.

## **Conjunction**

And, for, or, but, so.

## **Sentences**

### *ASSERTIVE SENTENCE*

Lal Bahadur was born on October 2, 1904 at Mughalsarai.

He was so poor.

His monthly expenditure was just two and a half rupees.

The Government agreed to release him.

He came to the house.

He was tactful and firm.

### *NEGATIVE SENTENCE*

Even as Prime Minister, he didn't have a car of his own.

### *INTERROGATIVE SENTENCE*

Why is October 2<sup>nd</sup> a special day in the history of India?

Where did Lal Bahadur have his higher education after his studies at school?

When did Lal Bahadur resign his post as the Railway Minister? this act?

How did he respond to Pakistan's attack?



## Difficult Words

Courage, vitality, Philosophy, Economics, anxiety, intermediate, compartments, eliminate, Violent, agitations, announced, associate.

## Answer the following questions

1. Why is October 2<sup>nd</sup> a special day in the history of India?
2. Name at least two positions that Lal Bahadur held as an administrator.
3. When did Lal Bahadur resign his post as the railway minister?
4. How did he respond to Pakistan's attack?
5. Write briefly about the struggle of Indians for independence. What was the reason he gave for.

## Learn

1. Lal Bahadur was born on October 2, 1904 at Mughalsarai. His parents were Sharada Prasad and Dulari Devi.
2. After his education, he joined the Indian National Congress and participated with Nehru and Sardar Patel in the Non Co-operation Movement and Dandi March.
3. He served the country in various capacities as the Minister for Home and Transport in Uttar Pradesh, at the Centre as Railway Minister, Home Minister, and the Prime Minister.
4. Lal Bahadur Shastri became the railway minister.
5. Lal bahadur Shastri, the second Prime Minister of India.



# Chapter – 4

## Kalpana Chawla- An Astronaut

### Theme of the lesson

This chapter is about Kalpana Chawla, who was the first India born woman astronaut to go to the space. Her life, her struggle and her success will inspire us to chase our dreams and have faith on dedication towards our work. Kalpana Chawla was born on 17<sup>th</sup> March, 1962, in Karnal of present-day Haryana, India. She earned a doctorate in aerospace engineering from the University of Colorado in 1988. She began working at NASA's Ames Research Centre the same year, working on power-lift computational fluid dynamics. Kalpana Chawla died on 1<sup>st</sup> February 2003, in the Space Shuttle *Columbia* disaster, along with the other six crew members.

### Noun

Kalpana Chawla, Haryana, Aeronautical engineering, Colorado, Astronaut, space, Columbia, Orbits, Earth, Spartan satellite, Stars, Galaxy.

### Adjective

Extraordinary, inspiration, courageous, independent

### Articles

a degree

the United States

the University



an astronaut  
a Spartan satellite  
a mission  
the thermal protection system  
the shuttle  
the wing

## **Preposition**

Into, to, belongs, due to.

## **Conjunction**

And, for, or, but, so.

## **Sentences**

*ASSERTIVE SENTENCE*

## **Difficult Words**

Fascinated, aeronautical engineering, naturalized, computational, voyage, depressurized, Louisiana, plunging, explosion, mysterious

## **Answer the following questions**

1. Where was Kalpana Chawla born?
2. When was she selected by NASA?
3. How is the story of Kalpana Chawla an inspiration to millions of Indians and especially girls?
4. Describe Kalpana Chawla's first mission in space.
5. How successfully has Kalpana Chawla's chased her dream?



## Learn

1. Kalpana Chawla was born on 17<sup>th</sup> March, 1962, in Karnal of present-day Haryana, India.
2. She earned a doctorate in aerospace engineering from the University of Colorado in 1988, having previously obtained her master's degree from the University of Texas.
3. She began working at NASA's Ames Research Centre the same year, working on power-lift computational fluid dynamics.
4. Chawla's first opportunity to fly in space came in November 1997, aboard the space shuttle Columbia on flight STS-87. The shuttle made 252 orbits of the Earth in just over two weeks.
5. In 2000, Chawla was selected for her second voyage into space, serving again as a mission specialist on STS-107. The mission was delayed several times and finally launched in 2003.
6. On the morning of Feb. 1, 2003, the space shuttle returned to Earth, intending to land at Kennedy Space Center.
7. The accident was the second major disaster for the space shuttle program, following the 1986 explosion of the shuttle Challenger. Kalpana Chawla died on 1<sup>st</sup> February 2003, in the Space Shuttle *Columbia* disaster, along with the other six crew members.



# Chapter-5

## Shuka Deva and Janaka

### Theme of the lesson

This is the story about Shuka Deva, the son of Vyasa and Janaka, the king of Videha; how they became the teacher (Guru) and the student (Shishya) and what he learned from his Guru and how to live a knowledgeable and austere life along with serving the responsibilities of this world.

Indifference to spiritual matters leads to selfishness and unequal prosperity amidst plenty, misplaced priorities and finally to widespread economic disasters, depression etc. Hence, those who want the unlimited divine power to work for them in all works ought to be as earnest about meditation as they are about earning money and doing business. He who makes it his business to have communion with God first, will find imperishable inner happiness as well as outer material comforts. We must not be too busy to try to realise the presence of God. If God stops our hearts from beating, we will not have any chance for business success. Since all our success depends upon powers borrowed from God, we should give enough time to God-communion.

### Noun

Shri Shuka Deva, Guru, Bhagwan Vyasa, King Janaka, King

### Adjective

Hard

### Articles

the ruler





the royal palace

the king

a saint

a messenger

the Master

a hard test

the lamps

the palace

the world

## **Preposition**

Into, to, belongs, due to, yet.

## **Conjunction**

And, for, or, but, so.

## **Sentences**

### *ASSERTIVE SENTENCE*

King Janaka was both a king and a saint.

Shuka Deva calmly returned.

## **Difficult Words**

Province, emerald, telepathically, acquiring, triumphantly, accomplishment, millionaire, possessions

## **Answer the following questions**

1. Who was Shuka Deva and what did he decide to do?
2. What did Shuka Deva see when he entered the royal palace?



3. Why did Shuka Deva decide to return to his home?
4. How did King Janaka sense the thoughts of Shuka Deva and what did he do?
5. What was the task that was assigned to Shuka Deva?
6. What is the moral of the story? Write in your own words.

## Learn

1. Shri Shuka Deva's father was Bhagwan Vyasa.
2. King Janaka was both a king and a saint.
3. King Janaka put Shuka Deva through a process of discipline to teach him the art of living in the world without acquiring misery-making attachment to it.



# Chapter -6

## Ashtavakra and his father

### Kahola

#### Theme of the lesson

This the story of Ashtavakra who was a great scholar and was cursed by his father to have a deformed body while he was still unborn and then he lived a disciplined and knowledgeable life and helped his father.

#### Noun

Ashtavakra, Ramayana, Valmiki, Mahabharata, Gita, Uddalaka, Upanishad, Sujata, Kahola.

#### Adjective

Wise, intensity

#### Articles

an ashram

The child

the womb

the kingdom of king Janaka

a normal bodied person

the intensity

a verse

the shastraartha



the Ashtavakra Gita  
The ignorant man's  
the spiritual message  
the Gita

## Preposition

Into, to, belongs, due to, on, yet.

## Conjunction

And, but, or.

## Sentences

### ASSERTIVE SENTENCE

Ashtavakra told the king that his counselors were only seeing skin.

They have no realization of the Soul and the Supreme Soul.

### NEGATIVE SENTENCE

They did not see the *atma*.

## Difficult Words

Cursed, immersed, apprised, convincing, apologies, extempore,  
vanquisher, deformities

## Answer the following questions

1. Where do you find the narration of the life of Ashtavakra?
2. Who was the disciple of Rishi Uddalaka and what was the name of Rishi's daughter?
3. What was the curse given by Kahola to his child and why?
4. What was the challenge of *shastraartha*?



5. What mistakes did Kahola do and what happened to him?
6. Why did Ashtavakra remark the counselors of King's court as shoemakers?
7. How did Ashtavakra get relief from all his deformities?
8. Write briefly about Ashtavakra Gita?

## Learn

1. Rishi Uddalaka, mentioned in the Chandogya Upanishad, had a disciple called Kahola
2. Enraged, Kahola cursed the child to be born with eight body parts of him (feet-2, knees-2, hands-2, chest and head) deformed.
3. Ashtavakra considered Uddalaka to be his father and Shvetaketu his brother.
4. Ashtavakra grew into a spiritually advanced *Rishi* and self-realised soul. He went again to Mithila and instructed King Janaka about the Self and showed him the path to enlightenment.
5. These teachings form the content of the Ashtavakra Gita or Ashtavakra Samhita, meaning the Song of Ashtavakra, which is a classical Advaita (non-dualistic) Vedanta scripture. It was composed as a dialogue between Ashtavakra and Janaka.
6. There are 20 chapters in the Ashtavakra Gita.
7. This is the spiritual message from the very name of Ashtavakra and the Gita composed by him.



# Chapter-7

## Tansen

### Theme of the lesson

This lesson narrates the life of Tansen briefly where we come to know about Tansen's early training, his marriage and his talent as a musician. Tansen's daughter was also a good-singer and she saved Tansen's life by singing raga Megha. We can learn the devotion towards music and the power of Indian classical music.

### Noun

Singer, Gwalior, Tansen, Child, Forest, Birds, Animals, Swami Haridas, Disciples, Strangers, Travellers, Music, Musician, Emperor, Akbar.

### Adjective

Naughty, talented, good, great

### Articles

A singer

a small boy

the lamps

The story

### Preposition

Into, to, belongs, due to, on, yet.



## Conjunction

And, but, or.

## Sentences

### *ASSERTIVE SENTENCE*

Mohammad Ghaus was a holy man.

Tansen was ten years old when he went away with Swami Haridas.

Hussaini also became Swami Haridas's disciple.

### *NEGATIVE SENTENCE*

Swami Haridas did not punish him.

### *EXCLAMATORY SENTENCE*

'Strangers in the forest!' he said to himself.

### *INTERROGATIVE SENTENCE*

"How will that help us?"

## Difficult Words

Imitate, perspiration

## Answer the following questions

1. Who was Tansen?
2. How did Tansen's life change?
3. Why did Akbar ask Tansen to join his court?
4. (i) What happens if Raga Deepak is sung properly?  
(ii) Why did Tansen's enemies want him to sing the Raga?
5. Why did Tansen agree to sing Raga Deepak?
6. (i) What steps did he take to save himself?



(ii) Did his plan work? How?

7. Write character sketch of Tansen?

## Learn

1. Tansen was ten years old when he went away with Swami Haridas. He lived with him for eleven years, learning music and became a great singer.
2. Tansen went to Akbar's court in 1556 and soon became a great favourite of the emperor.
3. Tansen remained Akbar's court singer till 1585 when he died. He composed several new ragas.
4. Tansen's tomb is in Gwalior. It is a place of pilgrimage for musicians.





# Poem - 1

## Modern Machinery

RUDYARD KIPLING

### Theme of the Poem

Rudyard Kipling emphasized the importance of machines and their usefulness in his poem. Just like everything has advantages and disadvantages, machines are no exception. The poem is written in a way that it looks like a set of dialogues from machines to humans.

This poem is a narrative of the new age machines where they are telling the process of their making and their abilities to serve humanity and a warning about their fatal nature. The poem ends up with a note stating the superiority of human beings over machines, reminding us the God gifted mental and physical strength we humans must make anything possible in this universe.

### Noun

Water, Coal, Oil, Heavens, Eyes, Stars, Children, Brain

### Verb

Cut, filed, tooled, gauged, pull, push, lift, drive, print, plough, weave, run, race, swim, fly, dive, see, hear, count, write, built, pity, forgive.

### Articles

an inch

the furnace

a day

the Law

a lie



a slip

the Heavens

## **Preposition**

To, in

## **Conjunction**

And, nor

### **Answer the following questions**

1. How are the machines made?
2. What do the machines ask for their survival?
3. How long will the machines serve us?
4. What is the “Law” the machines have to abide by?
5. What can the human beings do that machines cannot?
6. “The machines are merciless” – which lines suggest this?
7. “We are nothing more than children of your brain.” Why?



# Poem -2

## The School Boy

-WILLIAM BLAKE

### Theme of the lesson

Blake makes use of some interesting and important themes in 'The Schoolboy.' He explores childhood and youth, as well as themes of education, nature, and freedom in this piece. His main character and speaker, the schoolboy, spends the poem describing the difference between freedom in the natural world and the cruel restrictions of formal education.

He believes that he would be better off learning what he needs to know of the world from nature rather than from someone's idea of what is good for him. The poem brings up questions about the effectiveness of standard education and what the right way to raise a child is. Additionally, Blake celebrates youth, and youth tied to nature, as he commonly does within his poems.

### Noun

Summer, Birds, Tree, School, Eye, Cage, Child, Winter, Spring

### Adjective

Sweet, cruel, anxious, youthful

### Articles

the birds

a summer morn

a cruel eye

The little ones



an anxious hour

the dreary shower

the springing day

## Preposition

In, on, for

## Conjunction

and

### Answer the following questions

1. What makes the school boy unhappy?
2. Why does the boy compare himself to a caged bird?
3. Why does the boy compare himself to a plant?
4. 'Nor sit in learning's bower worn through, with the dreary shower', which of the following is a close paraphrase of the lines above?
  - a. Nor can I sit a roofless classroom when it is raining.
  - b. Nor can I learn anything at school though teachers go on lecturing and explaining.
  - c. Nor can I sit in the school garden for fear of getting wet in the rain.



# Poem- 3

## Why God Made Teachers

KEVIN WILLIAM HUFF

### Theme of the lesson

In this poem he describes the topic in very simple way. God is unable to come and teach all the people so he created the teachers as man's best friend. Teachers explain the difficult things and make him understand the world in a better way as a best friend. By teachers, help man became a better person, and understood the discoveries. The teachers are also special guides to show the correct path and to choose what is right or wrong. The man can learn how to be strong and lead the life. By teachers wisdom and grace one can learn to make our world better, and wiser place. So teachers are very important in every one's life. Teachers are boon to man.

### Noun

God, Teachers, Friends, World, Person, Wisdom

### Adjective

Better, special, grace, wiser

### Articles

the wonder

a better person

### Preposition

To, in, on, for



## Conjunction

and

### Answer the following questions

1. Whom does the word 'His' refer to in the poem?
2. What do we become after discovering the beauty and the wonder of this world?
3. What should we do for our world with the help of our teachers?
4. How do the teachers help us by becoming our special friends?
5. How does God want teachers to guide us?



## Questions for Practice

### Chapter. 1 -

1. Who are the Lords being mentioned here in the *Shloka*?
2. What are the natural things being mentioned in the above *Shloka*?
3. What is the wish and for whom it has been made?

### Chapter. 2 -

4. Name two epics or *Itihasa* of our nation. What are the fourteen (14) Vidya-s or Indian Knowledge System?
5. What are Vedangas? Name them. *And* What are Upavedas? Name some Upaveda-s.
6. Give a brief introduction of Vedic Literature.

### Chapter. 3 -

7. Where did Lal Bahadur have his higher education after his studies at school?
8. Name at least two positions that Lal Bahadur held as an administrator.
9. When did Lal Bahadur resign his post as the Railway Minister? What was the reason he gave for this act?

### Chapter. 4 -

10. Where was Kalpana Chawla born? When was she selected by NASA?
11. Describe Kalpana Chawla's first mission in space.

### Chapter. 5 -

12. Who was Shuka Deva and what did he decide to do?
13. What did Shuka Deva saw when he entered the royal palace?
14. What was the task that was assigned to Shuka Deva? How many times did he perform the task and what happened each time.



15. What is the moral of the story? Write in your own words.

## Chapter. 6 -

16. Where do you find the narration of the life of Ashtavakra?
17. Who was the disciple of Rishi Uddalaka and what was the name of Rishi's daughter?
18. What was the curse given by Kahola to his child and why?
19. Why did Kahola go to Mithila?
20. What was the challenge of shastraartha?

## Chapter. 7 -

21. Who was Tansen? Why did Akbar ask Tansen to join his court?
22. What happens if Raga Deepak is sung properly?
23. What steps did he take to save himself?
24. Write character sketch of Tansen?

## Poem. 1 -

25. How are the machines made?
26. How long will the machines serve us?
27. What can the human beings do that machines cannot?
28. "We are nothing more than children of your brain." Why?

## Poem. 2 -

29. Who is the poet of the poem "The School Boy"?
30. What makes the school boy unhappy? Why does the boy compare himself to a plant?
31. What happens in the morning when the child wakes up?
32. Read the extract given below and answer the following questions

*I love to rise in a summer morn,*





*When the birds sing on every tree;  
The distant huntsman winds his horn,  
And the skylark sings with me.  
O! What sweet company.*

- a) What does the child love about summer morning?
- b) What does the child speak about huntsman?
- c) Explain 'what sweet company.'
- d) Write the name of the poem?

### **Poem. 3 -**

33. Whom does the word 'His' refer to in the poem?
34. What should we do for our world with the help of our teachers?
35. How do the teachers help us by becoming our special friends?
36. How does God want teachers to guide us?

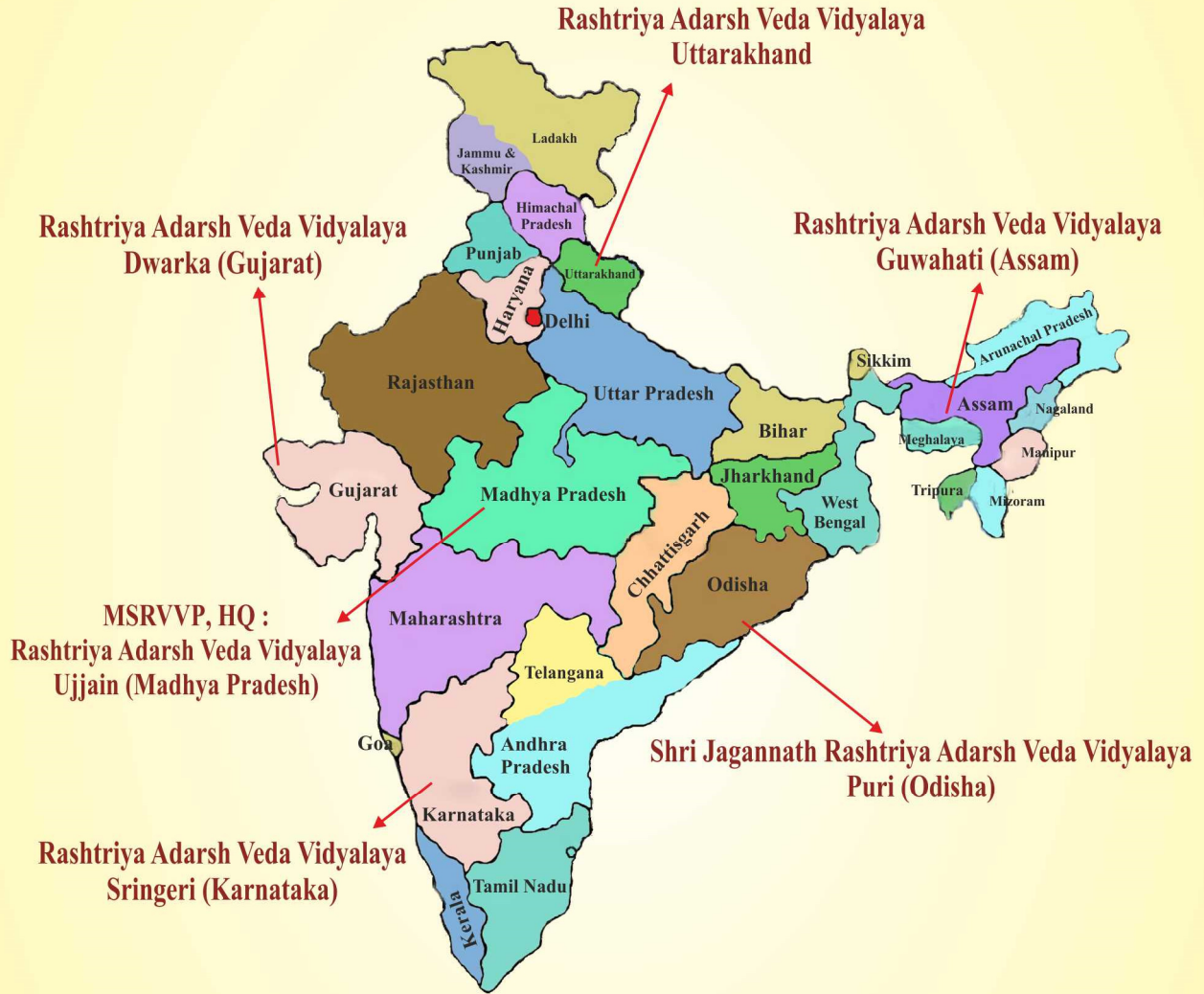
### **Poem. 4 -**

37. What does the speaker want to do near the woods?
38. "He gives his harness bells a shake. ..." Whom does "He" refer to here?
39. What do the words "My little horse" signify?
40. What is the central idea of the poem?



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