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OFFICES OF THE PUBLICATION DIVISION, NCERT

NCERT Campus Sri Aurobindo Marg New Delhi 110 016

108, 100 Feet Road Hosdakere Halli Extension Banashankari III Stage Bengaluru 560 085

Navjivan Trust Building P.O.Navjivan Ahmedabad 380 014

CWC Campus Opp. Dhankal Bus Stop Panihati Kolkata 700 114

CWC Complex Maligaon Guwahati 781 021 Phone: 011-26562708

Phone: 080-26725740

Phone: 079-27541446

Phone : 033-25530454

Phone: 0361-2674869

Publication Team

Head, Publication Division	: M. Siraj Anwar
Chief Editor	: Shveta Uppal
Chief Business Manager	: Gautam Ganguly
Chief Production Officer (Incharge)	: Arun Chitkara
Editor	: Vijayam Sankarnaranayanan

Production Assistant: Prakash Veer Singh

Cover and Layout Blue Fish

Illustrations Bhushan Shaligram



The National Curriculum Framework (NCF), 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy of Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this supplementary reader proves for making children's life at school a happy experience rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the





time available for teaching. The book attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the advisory group in languages, Professor Namwar Singh, and the Chief Advisor for this book, Professor R. Amritavalli for guiding the work of this committee. Several teachers contributed to the development of this book; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, materials and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinements.

New Delhi 20 November 2006

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Director National Council of Educational Research and Training

A Note tor the Teacher

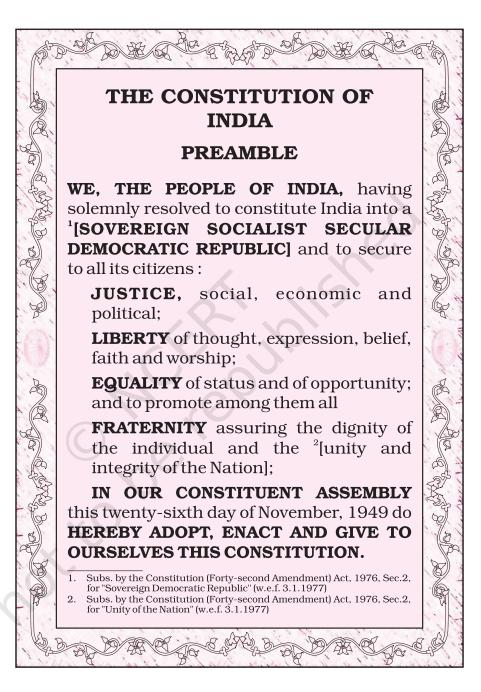
The main objective of this supplementary reader is to promote among learners the habit of reading independently with interest, understanding and enjoyment. It seeks to enable them to read independently in the sense that they would not expect the book to be taken up page by page in the classroom. They would rather read it on their own and later share and confirm their responses and appreciation with the teacher and the peer group through discussions, questions and, wherever possible, even role-play.

The book contains ten pieces. Each piece has been divided into two or three manageable sections, each section briefly summarised in point form without revealing crucial turns and twists of the storyline, thus sustaining readers' curiosity and interest. While-reading 'Comprehension Check,' given at the end of sections, is a recall of what has been read and understood so far.

This format is being tried to make comprehension easier and concentration keener. Each piece is also followed by a set of questions as aids to understanding and, at many places, topics for discussion in groups. All questions should be attempted orally before well-formulated answers are put down on paper. Discussion on related topics should be encouraged so that learners get an opportunity to go beyond the book and feel inspired to reach hitherto undiscovered vistas of knowledge and pleasure.

The stories, amply illustrated, deal with themes of cooperation, compassion, respect and love for flora and fauna, sound decision-making, science fiction, peace and harmony. It is hoped that young readers will find the book enjoyable and rewarding, and will feel motivated to read extensively on their own to become proficient readers in the years to come.







CHAIRPERSON, ADVISORY GROUP IN LANGUAGES

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R. Amritavalli, *Professor*, English and Foreign Languages University (EFLU), Hyderabad

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MEMBER-COORDINATOR

Nasiruddin Khan, Former *Reader in English*, Department of Education in Languages, NCERT, New Delhi







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