

Notes for the Teacher

UNITS 4–7

4. An Indian–American Woman in Space: Kalpana Chawla

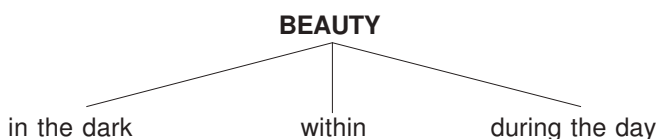


- Let children speak what they know about space and spaceships. They may also be asked to bring pictures of these, if they have any. Let them say how an aeroplane is different from a spaceship.
- There are some words of American spelling in the text. Use this opportunity to discuss the Englishes that exist around the world. Explain in simple words how writing does not adequately represent the spoken language.
- In 'Working with Language', help children by giving clues as they discuss and match the items using phrases in sentences of their own.
- In the Speaking activity, encourage children to collect examples of greetings in other languages, or to visit the post office or look at a telephone directory to find some examples. They may even wish to send greetings to each other by post.
- In the writing activity, brainstorm children to inspire them to imagine, dream and then write. Have a stimulating discussion before doing the activity.

Beauty

- The teacher reads the first stanza, and learners repeat each line. Pauses are indicated below:
Beauty is seen
in the sunlight./
The trees,/the birds,/
Corn growing/ and people working/
Or dancing for their harvest./
Cover the whole poem in the same way.

- Mark stanzas as A B C or 1 2 3. Let children indicate the relevant mark in the appropriate place in the following diagram.



5. A Different Kind of School

- This lesson addresses an important social concern for the differently-abled. Sensitise learners to problems faced by these persons. You can also give examples of differently-abled persons who have reached the heights of success.
- In 'Working with the Text', let children work in pairs to rearrange sentences. They may take time to arrange them in order. If there is more than one ordering, tell them why one is better than the other.
- Exercise 3, in 'Working with Language', is to acquaint children with the use of the dictionary. Let them create their own dictionary by arranging words and their meanings covering a few pages of the textbook, to begin with.
- In this lesson, speaking and writing are given together. Create parallel activities enabling children to talk to one another and also write.



Where Do All the Teachers Go?

- Let children read out the poem in groups of five. The first and last verse should be read out by the same person. The remaining four verses should be read out in turn by others in the group.
- Let children interview some teachers and ask them what they do at home and elsewhere. This may be attempted as a mini project.
- Tell children about your school and the English class when you were at school.

6. Who I Am

- This lesson is slightly different: do not “teach” it (by reading and explaining it); let children read it on their own, and then interact. It matters little if they cannot understand every word of it. The lesson is about personality and confidence building. Children will understand the idea of multiple intelligences, and how every child is different and unique. As they read and ‘hear’ voices of children describing themselves, and see the varied typefaces, they will appreciate differences among themselves. Draw children’s attention to the informal style of talking about oneself.
- a. ‘Visual’ is concerned with ‘seeing’. Painting, cinema, theatre are the visual arts. A person who enjoys looking at pictures, videos and movies and can create mental images of ideas can be said to have visual intelligence.
- b. ‘Verbal’ is concerned with ‘speaking’. A person who is good at language — speaking, reading, writing, etc. — can be said to have verbal intelligence.
- c. ‘Interpersonal’ is concerned with relationships among people. Understanding others and their points of view, and being cooperative are indicators of interpersonal intelligence.
- Use this opportunity to initiate an extended writing activity — describing persons, their physical and behavioural characteristics: (a) describing one of your neighbours, (b) writing what your brother/sister likes and you don’t.
- Most activities in this lesson will lend themselves to group discussions and open-ended responses to questions. Let children talk freely and frankly about themselves and others, and in the process discover their interests and talents.



The Wonderful Words

- Someone said that Pandit Nehru was doing with India what a poet does with words. Let children discuss this idea in small groups.
- Words are all we have. Write this sentence on the blackboard and highlight the importance of words and language in day-to-day life.
- Play a word game in class.

7. Fair Play

- Premchand translation — this is a story about relationships. The story can be read aloud in groups. Parts of the story may be done through role-play.
- The activity “Who says this to whom and when?” to be attempted without referring to the text. Help children recall the context in which the given utterance was made.
- Exercise B in ‘Working with Language’ exemplifies some common phrasal verbs. Extend it to include new items with ‘put’ ‘take’ ‘get’, etc. Let children use the dictionary for new items and their meaning and use.
- The activity under ‘Speaking’ involves the use of responses such as ‘Yes, I do’ ‘No, I don’t’, ‘Yes, I would, certainly’, ‘No, I wouldn’t, really’. Provide these responses and let children use them freely.



Before you read

In 1997, an Indian – American, Kalpana Chawla, was part of the international crew aboard the U.S. Space Shuttle, Columbia, becoming the first woman born in India to go into space. Sadly, the second mission in Columbia ended in tragedy.

An Indian – American Woman in Space: Kalpana Chawla



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1. A space shuttle is a spacecraft that is made for repeated space travel (unlike a rocket), for example, between earth and a space station.
2. Use a dictionary to do the tasks below.
 - (i) Find out the meanings of the following words and phrases (look up the words underlined in the phrases).
 - (a) naturalised U.S. citizen _____
 - (b) space _____
 - (c) frontiers of space _____
 - (d) aboard _____
 - (e) lift off (How is it different from 'take off'?)

 - (f) crew _____
 - (ii) Notice the spellings of these words in this lesson: *airplane*, *program*. This is how these words are spelt in American English. How are they spelt in British English?

A News Report

Tragedy in Space ***U.S. Space Shuttle Columbia*** ***breaks into flames***

In an unprecedented space tragedy, U.S. Space Shuttle *Columbia*, carrying India-born American astronaut Kalpana Chawla and six others, broke apart in flames as it streaked over Texas towards its landing strip on Saturday, 1 February 2003, killing all seven on board.

The shuttle lost contact with NASA at about 9 a.m. (19.30 hrs IST) as it came in for landing. It was flying at an altitude of over 200,000 feet and travelling at over 20,000 km. per hour when ground control lost contact with the shuttle. *Columbia* had lifted off on 16 January 2003, from the Kennedy Space Center, Florida. It had stayed in orbit for 16 days and the seven-member crew conducted 80 experiments before it began its downward journey, which ended in tragedy. This was *Columbia's* 28th space flight and the shuttle was said to be good for 100 flights.

1. KALPANA Chawla said that she never dreamed, as a child in Karnal, that she would cross the frontiers of space. It was enough that her parents allowed her to attend engineering college after she graduated from Tagore School.
2. After a Bachelor of Science degree in aeronautical engineering, against great opposition from her father, she went for a master's degree to the United States of America. She later earned her Ph.D. in aerospace engineering. Kalpana Chawla was the first Indian-American woman astronaut to blast off from the



launch pad at Cape Canaveral, Florida, and participate in a successful mission in space. Her family from India cheered along with staff at the Kennedy Space Center as they watched the *Columbia* lift off.

3. Kalpana was born in Karnal, Haryana, but was a naturalised U.S. citizen, married to flight instructor Jean-Pierre Harrison. Besides being an astronaut, she was licensed to fly single and multi-engine land airplanes, single-engine seaplanes and gliders. She was also a certified flight instructor. After

qualifying as a pilot, Kalpana began to consider another challenge: applying to NASA's space shuttle program. She was first hired as a research scientist at NASA. In 1994 she was selected by NASA for training as an astronaut.

4. When asked what it was like being a woman in her field she replied, "I really never, ever thought, while pursuing my studies or doing anything else, that I was a woman, or a person from a small city, or a different country. I pretty much had my dreams like anyone else and I followed them. And people who were around me, fortunately, always encouraged me and said, 'If that's what you want to do, carry on'."
5. Kalpana's first space mission in the space shuttle, *Columbia*, was 15 days, 16 hours and 34 minutes long. During this time she went around the earth 252 times, travelling 10.45 million kilometres! The crew included a Japanese and a Ukrainian astronaut. The crew performed experiments such as pollinating plants to observe food growth in space, and tests for making stronger metals and faster computer chips — all for a price tag of about 56 million dollars.
6. On the Saturday night when the news about the *Columbia* disaster broke, there was shock and disbelief.



The town of Karnal spent a sleepless night as thousands of households stayed glued to their television sets in the hope that Kalpana and the crew had somehow survived. A journalist wrote:

She was a heroine. It takes enormous ability to become an astronaut. You need to know a lot about everything, from biology to astrophysics to aeronautical engineering. In this age of super-specialisation, you must have encyclopaedic knowledge to be an astronaut. Her achievement is awe-inspiring.

7. For millions of young Indians, the story of Kalpana Chawla, a girl from a small town who touched the skies, had become an inspiration. In a message that she sent from aboard the space shuttle, *Columbia*, to students of her college in Chandigarh, Kalpana said, "The path from dreams to success does exist. May you have the vision to find it, the courage to get onto it... . Wishing you a great journey." There will surely be many who start off on this journey to fulfil their dreams.

*[adapted from Span
January/February 1998]*

WORKING WITH THE TEXT

A. Answer the following questions.

1. Where was Kalpana Chawla born? Why is she called an Indian – American? (3)
2. When and why did she go to the U.S.? Who did she marry? (2, 3)
3. How did she become an astronaut? What gave her the idea that she could be an astronaut? (3)
4. What abilities must an astronaut have, according to the journalist? (6)
5. Describe Kalpana Chawla's first mission in space. (5)
6. What does Kalpana Chawla say about pursuing a dream? Do you agree with her that success is possible? (7)

B. Read the newspaper report to find the following facts about the *Columbia's* ill-fated voyage.

1. Date and place of lift off: _____
2. Number of astronauts on board: _____
3. Number of days it stayed in space: _____
4. Number of experiments done by scientists: _____
5. Date of return journey: _____
6. Height at which it lost contact: _____

WORKING WITH LANGUAGE

A. Match the following.

- | | |
|--------------------------------|---|
| 1. unprecedented space tragedy | • something that causes feelings of respect and wonder |
| 2. certified flight instructor | • having knowledge of a wide variety of subjects |
| 3. space mission | • nowadays, in these times |
| 4. super specialisation | • a set of jobs to be done in space by a group |
| 5. encyclopaedic knowledge | • a person with the correct qualification to teach people to fly planes |
| 6. awe-inspiring | • a sad accident of a kind that has never happened before in space |
| 7. in this age | • great expertise in a limited field or a particular subject |

B. Use these phrases in sentences of your own, after finding out their meanings.

- | | | |
|------------------|---------------|------------------|
| 1. broke apart | 4. lifted off | 7. cheered along |
| 2. streaked over | 5. blast off | 8. on board |
| 3. spread across | 6. went on | 9. carry on |

C. We add 'un-' to make opposites.

For example, true — untrue.

Add 'un'- to the words below to make their opposites. Then look up the meanings of the words you have formed in the dictionary.

- | | |
|---------------------|----------------------|
| 1. identified _____ | 6. educated _____ |
| 2. controlled _____ | 7. interesting _____ |
| 3. attended _____ | 8. qualified _____ |
| 4. successful _____ | 9. trained _____ |
| 5. important _____ | 10. answerable _____ |

SPEAKING

In her message to students of her college, Kalpana Chawla said, "May you have the vision to find the path from dreams to success... Wishing you a great journey."

Form pairs. Use "May you..." and "I wish you/Wishing you" to wish your partner good luck and success in

- (i) a sports event,
- (ii) a quiz or a competition, and
- (iii) a test or examination.

Be sure to thank your partner when she/he wishes you in turn. You may also look up a telephone directory, or go to a post office, and get a list in English and Hindi of standard phrases that can be sent in greeting telegrams anywhere in India. Discuss which of these you might use, and when. Compare the English and Hindi phrases for expressing good wishes. Do you know such phrases in any other language?

WRITING

- A. Do you have a 'dream', or something you very much wish to do? Write a paragraph saying what you want or wish to do. Then say (in another paragraph) how you think you can make your dream come true.
- B. Given below are some words that are spelt differently in British and American English. Fill in the blanks accordingly.

<i>British</i>	<i>American</i>
1. colour	_____
2. _____	labor
3. _____	traveler
4. counsellor	_____
5. centre	_____
6. _____	theater
7. _____	organize
8. realise	_____
9. _____	defense
10. offence	_____

Beauty

What is beauty? Try to describe what beauty is, or list some of the things or persons you think are beautiful.

Now let us read a poem on beauty.

*Beauty is seen
In the sunlight,
The trees, the birds,
Corn growing and people working
Or dancing for their harvest.*

*Beauty is heard
In the night,
Wind sighing, rain falling,
Or a singer chanting
Anything in earnest.*

*Beauty is in yourself.
Good deeds, happy thoughts
That repeat themselves
In your dreams,
In your work,
And even in your rest.*

E-YEH-SHURE

WORKING WITH THE POEM

1. The poet says, “Beauty is heard in ...”

Can you hear beauty? Add a sound that you think is beautiful to the sounds the poet thinks are beautiful.

The poet, Keats, said:

Heard melodies are sweet,
But those unheard are sweeter.

What do you think this means? Have you ever ‘heard’ a song in your head, long after the song was sung or played?

2. Read the first and second stanzas of the poem again. Note the following phrases.

corn growing, people working or dancing, wind sighing,
rain falling, a singer chanting

These could be written as

- corn that is growing
- people who are working or dancing

Can you rewrite the other phrases like this? Why do you think the poet uses the shorter phrases?

3. Find pictures of beautiful things you have seen or heard of.
4. Write a paragraph about beauty. Use your own ideas along with the ideas in the poem. (You may discuss your ideas with your partner.)