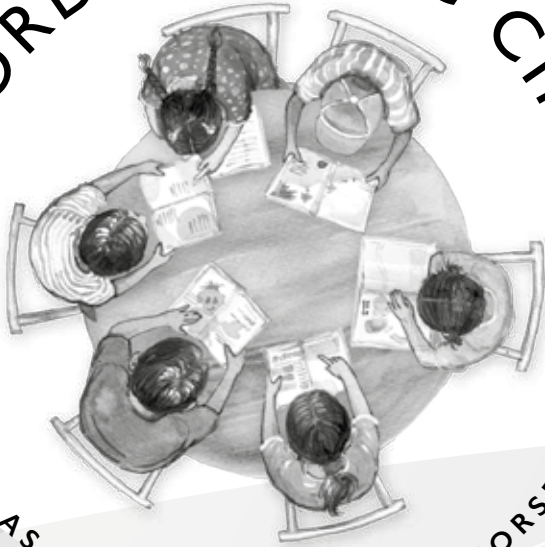


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SECOND EDITION

OXFORD READING CIRCLE



NICHOLAS HORSBURGH • CLAIRE HORSBURGH

Teaching Guide

OXFORD  
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# Introduction

The Teaching Guides of *Oxford Reading Circle* provide some guidelines for the help of the teacher in the classroom. This Teaching Guide includes:

- an introduction on how to use *Oxford Reading Circle* in class.
- suggestions for pre-reading tasks or warm-ups to the main lesson.
- suggestions for while reading tasks with in-text questions.
- suggestions for post-reading activities, based on basic concepts of literature presented progressively with respect to difficulty level within and across each grade.
- suggested answers and hints to the exercises in the book.
- additional questions related to the text.

**1. Theoretical framework:** The Teaching Guides for *Oxford Reading Circle* have been developed on the theoretical framework of Reader's Response Criticism. The reader-response-critic examines the reader's reaction and its scope to evaluate distinct ways in which readers or interpretive communities engage with a text. Reader-response suggests that the role of the reader is essential to the meaning of a text, for only in the reading experience does the literary work come alive. There is no right or wrong answer to a reading response. Nonetheless, it is important that you demonstrate an understanding of the reading and clearly explain and support your reactions.

Hence, the teaching activities focus on learners' responses, experiences, and insights.

**1.1 Group work and guided discussions** form the underlying basis of all activities in the teaching guides throughout the years. Hence, learners' shared experiences would be the centerfold of their interpretations for each text in the *Oxford Reading Circle*.

**1.2 Exploring literary texts by incorporating skills of listening, speaking, reading, and writing.** The skills of language learning have been embedded within the teaching activities. This includes the following:

- Focus on how meaning changes through pronunciation, intonation, and stress
- Exploiting poetic language to invoke learner's language awareness and creativity
- Exploiting the skills of inference and analysis to gauge a text and its purpose

**1.3 Developing pluralism and cross-cultural awareness by exploring situations, cultures, characters, and worldview.** The teaching guide focuses on the following:

- Awareness regarding festivals across the globe as covered in the stories
- A focus on target cultures and global identities
- Inculcating curiosity regarding different authors, their backgrounds, and its importance in shaping learners' worldview

## **USING OXFORD READING CIRCLE IN CLASS**

### **1. Teaching vocabulary**

It is not necessary to give the meanings of all the unknown words to the learner because getting the message/meaning of a text does not depend on understanding every word occurring in it.

It is best not to give the meanings of the essential words to the learner right away. For young learners, the following approach can be used to deal with the vocabulary items occurring in a text:

- Generally, the meaning of a word is available from the context in which it occurs. Learners should be trained in guessing the meaning of words using the contextual clues available. The meaning of some words can be given through pictures. For many verbs, actions can be used to show their meaning, for example, 'stomped'.

## 2. Before starting a text

A *pre-reading activity* is useful in securing the attention of the learners through activities that lead them to the text. Pre-reading activities should be interesting, relevant, and fun to do. For each text, a pre-reading section has been suggested. It should be used to lead a class discussion. Most pre-reading activities suggested are open-ended, i.e., they may not have a particular answer, but are useful for discussion that leads learners to the text.

Teachers may use any other interesting pre-reading activities with direct relevance to the text to be taught.

All the pre-reading activities contain a reading focus. The purpose of the pre-reading section is that learners read a text with that focus in mind.

## 3. Reading

A carefully planned reading class will go a long way in creating a love for reading in the minds of the learners. Some techniques are suggested here to help learners proceed step-by-step in the class from guided reading to becoming independent readers.

### a. Shadow reading

For young learners, read aloud each sentence of the text slowly. Ask learners to follow the sentence with a finger and repeat after you. If a sentence is longer, break the sentence into meaningful parts. Take a clear pause at each break and at the end of each sentence.

Show action wherever possible to accompany your reading aloud.

Read a text aloud at least twice. Then, ask learners to read aloud. Help them with reading where necessary. All the texts should be taught in this manner. However, in later years, the concept of silent reading is to be introduced as well as it will help with independent learning and comprehension.

### b. Chunk reading

Instead of asking learners to read a whole text all together,



for Classes 1–4, each text should be divided into *reading chunks* that can be better managed by learners. Each text has been divided into two/three reading chunks for the learner to understand with ease. Use a *focusing* question/statement before each reading chunk. Ask one/two *link* questions when learner have finished reading a chunk. The link question/statement can function as the focus for the next reading unit. This has been done for all the prose texts. Linking/reflecting and prediction questions/activities for the reading chunks are given to assist learners in dealing with the texts. Allow learners to guess answers before each reading chunk. It does not matter if their answers do not match the text.

Comprehension questions (factual, inferential, as well as extrapolative) are meant to be used to hold a *class discussion* leading towards better understanding of a text. They should not be used for rote learning and memorization of facts from a text.

Extra clues from the text/learning questions should be used during discussion to help learners grasp the context and the text better.

It is always a good idea to ask learners to go back to the text to find out the facts during a class discussion.

### c. **Comprehension of poems**

Poems for young learners reflect the rhythm of the language in a very obvious manner. Since poems are shorter in length, teachers should read aloud the poetry texts with rhythm for learners to capture the natural pronunciation of English. All the poems here have been marked for their stress pattern, which creates the rhythm. Teachers should practice the rhythm by saying each poem aloud with appropriate stress several times before doing it in class.

For each poem, apart from the rhythm, a listening focus has also been provided. As learners listen, they try to get an answer for the listening focus.

Each poem should be read aloud by the teacher at least twice. Then, learners should be asked to repeat the poem after the teacher. This is an effective listening and pronunciation activity for English stress and rhythm.

When the listening is going on, the books must be kept closed. After the second listening, learners can look at the text and listen to the teacher at the same time.

Learners should then read the poem aloud, and then silently for better comprehension.

For older learners, the teacher should ask the learner to keep their books closed and read the poem out to them.

Then the teacher could ask a global question, elicit a response which connects to their world knowledge, or ask for the theme of what has been read. See if the learner can recall phrases and words.

#### **4. Comprehension questions**

Comprehension questions should be done orally in a discussion mode and not in a question-answer mode.

Learners may write the answers after the oral work.

#### **5. Classroom procedure (group and pair work)**

Learners should be given enough opportunities to find answers in pairs and groups, and refer to the texts as many times as they want.

After reading of the text is done, follow this sequence for the questions: i. comprehension, ii. vocabulary, and finally, iii. pronunciation.



# A Legend of Rubezahl

## Pre-reading

### Learning alliteration through tongue twisters

Write the below mentioned tongue twisters on the board. Ask every learner to try them one by one, repeating them at least thrice in one go. Make sure every learner gets a chance to try it. This activity may take roughly three to five minutes.

Teacher may model the tongue twisters to show learners how it is done.

### Tongue twisters:

- She sells sea shells on the sea shore.
- If two witches would watch three watches, which witch would watch which watch?
- Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked.

Learners to focus on the repetition in the use of consonant sounds.

## While reading

Learners will be reading silently. Teacher will give the learners some time to finish reading the paragraphs before asking the questions for the paragraph. The teacher can customise these questions according to the time she/he has.

### Reading chunk (Pages 10–11)

- How was the glazier feeling at the beginning of the story?
- How did he feel a little later?
- The glazier meets a traveller. Who do you think he is?

### Reading chunk (Pages 12–13)

- Do you think Rubezahl was considerate?
- How do you think he helped the glazier?
- What do you think happened next?

## Reading chunk (Pages 13–14)

- What happened to the glazier?
- Do you think the miller was punished?

## Post-reading

### Describing characters

Character traits are ways to describe a character. When writing a story, authors usually mention them explicitly and sometimes the readers have to infer the traits of a character. Character traits are not physical descriptions; they are the behaviour or the attitude of a character. These qualities, whether positive or negative, are called character traits.

For example, Goldilocks' golden hair is not her character trait but her friendly nature is her character trait.

For the characters in *The Legend of Rubezahl*, find their character traits. Next, choose any one character and find textual evidence that displays the character trait. For example, I think the stable boy is very kind hearted to animals because he informs the donkey to eat quickly as he would soon be set to work.

Characters	Character traits
Stable boy	Kind hearted
Glazier	
Rubezahl	
The miller	

### Textual evidence for character traits

I think \_\_\_\_\_ is \_\_\_\_\_  
\_\_\_\_\_ because the events of this chapter show that  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Answers (Pages 15–16)

- A.**
1. The glazier was feeling tired because it was a sunny day and he was carrying a heavy load of glass.
  2. Rubezahl disguised himself as a mound covered with soft grass.
  3. Rubezahl's third disguise was that of a donkey.
  4. The miller had cheated many poor people over the years. He also worked his animals and servants too hard.
  5. I think the stable boy was scared and amazed at the same time.
  6. None of these are true. Ask learners for the correct statements.
- B.**
1. The miller
  2. Rubezahl (in the form of traveller)
  3. Rubezahl
  4. The glazier
  5. The stable boy
  6. Rubezahl (in the form of donkey)
- C.**
1. a. hey—form of greeting; used to express interest, surprise or anger  
hay—grass that has been cut and dried and is used as food for animals
  - b. way—manner of doing something; road or path  
weigh—measure the weight of something
  - c. bare—not covered  
bear—the animal; deal with
  - d. be—to be present  
bee—A black and yellow flying insect that can sting.
  - e. fair—Ask learners to find out the various meanings of the word using a dictionary.  
fare—The money paid to travel or buy a ticket for a show.
2. a. The donkey ate some hay.
  - b. We were on our way to weigh the suitcases.
  - c. The bear ate honey in the woods.

- d. If only I could be a bee!
  - e. We paid the fare and got our tickets.
3. bye/buy; scent/sent (Learners will give various answers.)
- D. 1.
  - astonished—very surprised
  - cruel—having a desire to cause pain and suffering
  - mischievous—enjoying playing tricks and annoying people
  - compassionate—feeling or showing sympathy for people who are suffering

Learners can be made to work in pairs or groups to discuss.

2. Children will write short paragraphs. Teacher can explain the relationship between these four words. This is a composition task. *Accept all suitable responses*, Word limit: 80 to 120 words

### **Additional questions**

1. 'Oh no! Oh no! My family will go hungry.'
  - a. Who said these words and why?
  - b. Which emotions of the speaker are evident in this line?
2. 'Why do you look so sad on this sunny day? What has given you such great sorrow?'
  - a. Who said these words, to whom, and why?
  - b. What happened after this conversation?



## The Mountain and the Squirrel

### Pre-reading

**Get to know each other:** Before the activity, teacher creates a questionnaire worksheet with 5 to 10 questions asking about the learners' likes or dislikes. Some example questions are given below:

- What month were you born in?
- What is your favourite subject?
- What is your favourite food?
- What is your favourite TV show?
- What is your favourite pop star?
- What is your favourite colour?

In the class, teacher distributes the questionnaire to every individual learner. They are given roughly two minutes to complete it.

Next, learners are instructed to walk around the class to find other learners that share some of their answers and write their names on the worksheet provided to them. For example, a learner born in the month of September goes to find others with the same answer.

After five minutes, teacher asks everyone to stop and settle back to their seats.

In the end, they will be asked to count how many people share the same things with them. The learner with the highest number wins. This strategy is a good method to build learners' inter-personal skills.

### Listening

Learners will listen to the teacher reading the poem aloud with elocution, stressing on rhyme and rhythm and if necessary, read it once/twice more.

### While reading

Learners will go through the poem independently. They will underline the unfamiliar words and look for dictionary meaning. Based on those meanings, in pairs, learners can discuss and come up with their own summary.

## Post-reading

Ask the learners to read the poem. After they finish reading, ask the given questions.

### Celebrating differences

‘Talents differ; all is well and wisely put;

If I cannot carry forests on my back,

Neither can you crack a nut.’

In the poem, *The Mountain and the Squirrel*, Ralph Waldo Emerson talks about the difference between the two characters, i.e. the Mountain and the Squirrel.

In your own words, explain the last lines. What is the gist or the main theme of the poem? Support your answer with examples from the poem.

### Clues to find the main idea

The main idea of a poem is a concise thought or phrase that explains the whole poem. Take a look at the phrase ‘talents differ’; how well does it explain the poem? If we elaborate this phrase, would it be close to forming the main idea?

### Answers (Pages 18–20)

- A. 1. The mountain speaks first.  
2. The mountain can make a very pretty squirrel track and carry the forest on its back.  
3. The squirrel says the mountain is very large and cannot be active like the squirrel. It also cannot crack a nut.  
4. The poet uses the nickname ‘bun’ for the squirrel.  
5. The squirrel and the mountain quarrel, and the squirrel says he does not think it is a disgrace to be small.  
6. Teacher would help learners identify some of their skills by asking them what are they good at. *Accept all suitable responses.*

- B. 1. squirrel/quarrel      prig/big      weather/together  
year/sphere      disgrace/place      I/spry  
track/back
2. a. track—rack, back      b. bun—fun, run  
c. nut—hut, rut      d. small—tall, fall  
e. pretty—pity, kitty

- C. 1. a. The squirrel says that the mountain carries forests on its back.  
 b. The squirrel can crack a nut while the mountain can't.  
 c. All beings have been created equally and no one is superior or inferior because everyone has different abilities and they do things accordingly.
2. a. The squirrel says these words to the mountain.  
 b. Everyone in the world is not of the same size. While somethings or beings are meant to be large, others are meant to be small and everyone does what they are meant to do.  
 c. Learners can be asked to work in pairs and come up with their own lists.
- D. 1. a. Question mark  
 b. Exclamation mark  
 c. Hyphen  
 d. Apostrophe  
 e. Quotation marks  
 f. Full stop
2. Question mark, exclamation mark, and hyphen have not been used in the poem.
3. parrot, frog, rabbit, cat, chicken, mouse, hamster, squirrel, tortoise, fox, hedgehog, owl, lizard, snake
- E. 1. Learners will work in pairs or groups to make their own list.  
 2. *Accept all suitable responses.*

### **Additional questions**

1. 'But all sorts of things and weather  
 Must be taken together  
 To make up a year  
 And a sphere'
- a. Who said this and to whom?  
 b. What do these lines mean? Write in your own words.

## The One That Got Away

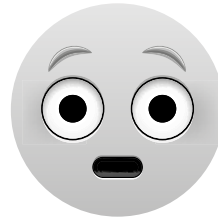
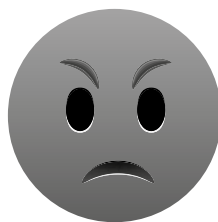
### Pre-reading

Begin the class by asking:

- How do you feel today? Take responses from a few learners.

Show learners the following images. Emoticons can also be drawn as signs on chart paper.

Randomly, ask learners to describe these images using adjectives.



Encourage learners to give a variety of adjectives for a single image. For example, in the first image, learners can say happy, joyous, merry, jolly, cheerful, glad, etc. All suitable answers will be accepted.

### While reading

Learners will be reading silently. Teacher will give the learners some time to finish reading the paragraphs before asking the questions for the paragraph. The teacher can customise these questions according to the time she/he has.



### Reading chunk (Pages 23–24)

- Was Malcolm happy or unhappy?
- Why was he unhappy?
- Do you think he could bring something interesting to show to the class?

### Reading chunk (Page 24)

- Did everyone bring something interesting?

### Reading chunk (Pages 25–27)

- What did Malcolm actually bring?
- Do you think he was clever?

## Post-reading

### Identifying plot structure

Storytellers use events and their details to tell what happens in a story. Actions or things that happen help to keep the readers fascinated. These events help to build the story.

List some of the main events of the story *The One That Got Away*. Remember these main events make up the complete story.

For example:

1. Mrs Cooper asked everyone to bring something interesting tomorrow in the class.
2. \_\_\_\_\_

### Answers (Pages 27–29)

- A.
1. Mrs Cooper asked the children to bring something interesting to class the following day.
  2. Malcolm said ‘Amen’ very quietly and walked all by himself. This shows that he was worried about what interesting thing he could take to school on Monday. It was already Thursday.
  3. Isobel was keen to bring her calculator on which she could write her name by punching in 738051 and showing it upside down.
  4. Malcolm brought a match box that had the same kind of label on the top and bottom.
  5. It was a good decision that it was the most interesting thing because one could not tell the right way up. To add to the

fun, he pretended that there was something in it that had fallen out and ran on its five legs, sharp knees, and had frilly ginger eyebrows on stalks. Everybody ran around the class to find it. *Accept all suitable answers.*

- B.** 1. a. William said these words to David.  
b. The spider had an accident.  
c. 'It' was different to other spiders of its kind because it had only five legs.
2. a. Malcolm  
b. Because he has thrown himself down on his hands and knees and was looking for something under his desk.  
c. 'It's fallen out.'
3. a. True            b. False            c. True  
d. False           e. False

Ask learners to correct the false ones.

- C.** 1. a. rolled-up comic—a comic that is rolled up.  
b. five-legged spider—a spider with five legs.  
c. pet creepy-crawlies—insects which are kept as pets.  
d. first-class match—a match that is first rate, excellent.  
e. junior-school teams—school teams of the junior school.  
f. black-trunk key—a key to the black trunk.
2. a. 01134            b. 606613            c. 543115

- D.** 1. This is a composition task. *Accept all suitable responses.*  
Word limit: 80 to 120 words.
2. *Accept all suitable responses.* Word limit: 80 to 120 words.

### Additional questions

1. 'Now tell us what is interesting about it.'
- a. Who said this and to whom?  
b. When were these words said?  
c. What answer did the person get?

2. 'It's crawling up the curtains.'
  - a. Who said these words and about whom?
  - b. Who heard these words? What did she do?
  - c. What happened after that and why?
3. Do you think Malcolm had something in the box?
4. Which pupil brought the most interesting thing to class?
5. What would you have taken to class?

## Deeba's Doll

### Pre-reading

Provide learners with rough sheets. They can also use any drafting pad they might have.

Draw a picture of your favourite cartoon. Write five sentences to describe the colour, shape, size, or any special feature of it in your own words (individual task). Teacher can provide learners with a list of adjectives.

### My favourite cartoon

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### While reading

Learners will be reading silently. Teacher will give the learners some time to finish reading the paragraphs before asking the questions for the paragraph. The teacher can customise these questions according to the time she/he has.

#### Reading chunk (Page 32)

- Why was Deeba being given presents?
- There were several people in the room. Can you guess whose present was the doll?

#### Reading chunk (Pages 33–34)

- Whose present was the doll?
- Do you think Deeba would be able to manage the doll on her own?

#### Reading chunk (Pages 34–35)

- Was Deeba able to manage her doll?
- What could be the other presents?

#### Reading chunk (Pages 35–37)

- What were the other presents?
- Who do you think growled at Deeba?

## Post-reading

### Comparing characters

Storytellers usually use people, ideas, events, places, or things to show how they are similar or different from each other. They compare to show how they are similar and contrast to show the differences.

This technique helps the readers to get to the deeper meaning being conveyed in a text by the writer. One understands the message, ideas, characters, etc. more clearly.

Read *Deeba's Doll* and list down the ways Deeba and Rafay are different from each other. Give examples from the text to support your answer.

Deeba	Rafay

### Answers (Pages 38–40)

- A.
1. They wanted to give her presents because she had stood first in class and they were proud of her.
  2. We know Rafay was proud because he was eager to show Deeba how the doll worked and he had saved money for months to buy the present.
  3. Deeba wanted the doll to learn a polite language. Rafay was 'agonised' with the sweet prattle that Deeba was trying to teach the doll.
  4. Rafay loved to play with toys with which he could attack or fire such as Tarzan, Battle warriors, or Action Men.
  5. Deeba received a talking doll from Rafay, green goggles from Aunt Anita, and a painting kit (easel, paper, water colours, paintbrush) from her parents.
  6. Rafay taught the doll to scare Deeba by teaching her to say, 'Run, run, scatter! We are under attack', followed by a loud wail, angry shouting, and lots of other instructions such as 'Duck! Duck!' KABOOO....M, gun fire sound, and 'I'll get you!' Deeba realised all this was Rafay's trick only when the doll said, 'You have been a naughty boy! Hahaha!'

7. *Accept all suitable answers.*

- B.** 1. a. Rafay says these words to his parents.  
b. He feels proud that Deeba does need his help to make the doll talk.  
c. He pressed a tiny button on the side of the doll.
2. a. The doll utters these words to Deeba.  
b. Stay down! Load your weapons, be ready to fire! One! Two! Three! AAA ... RBH! I'll get you! This language was taught to the speaker by Rafay.  
c. She burst into laughter, shrieked and ran to catch her brother, Rafay.
- C.** 1. a. Deeba got a doll for coming first in her class.  
b. The goggles were a present from Aunt Anita.  
c. Deeba's art teacher was Mrs Khan.  
d. The doll used the word 'Duck!'  
e. The doll could speak sentences.
2. a. green goggles      b. agony      c. smugly  
d. ordinary      e. interrupt
- D.** 1. Prizes are given for various reasons. Those who receive them feel happy and encouraged. Those who miss getting them feel sad at times.
- Learners will give a variety of reasons. This activity can be done in groups.
2. Learners will give various choices and reasons in their written work. This is a composition task. *Accept all suitable responses.* Word limit: 80 to 120 words

### **Additional questions**

1. 'Pretty baby! Beautiful flower!'
- a. Who is the speaker speaking to?  
b. Why was the speaker talking in a sweet language?  
c. What happened to the person who was there in the same room?
2. 'You have been a naughty boy! Hahaha!'
- a. Who said these words and to whom?  
b. Who heard these words? How did the person react?  
c. What happened thereafter?

## Paper Boats

### Pre-reading

Teach learners to make an origami paper boat (An Art and Crafts teacher can help them too).

Provide learners with rough sheets. Next ask them to write their names on those paper boats.

(Learners to be advised to keep their paper boats safe. Exercise D is an extension activity where these paper boats will be used.)

### Listening

Learners will listen to the teacher reading the poem aloud with elocution, stressing on rhyme and rhythm, and if necessary, read it once/twice more.

### While reading

Learners to form pairs. Each pair will read the poem together silently. Ask learners to mark any unfamiliar words that they do not understand. Teacher would take responses and elaborate the meanings of the unfamiliar words. Each pair would then read the poem again to gauge its meaning.

### Post-reading

#### Describing setting: Where and when?

Think about where the poem is set. Is the place imaginative or real?

Is it about the past, present, or future? What time of the day is it?

Read the poem and write about the setting, a few points giving textual details to support your answer.

### Answers (Pages 43–44)

- A.
1. The poet writes his name and the name of his village on the boats.
  2. The poet hopes that someone in a strange land will find his boats and know who he is.
  3. The poet wants the flowers from his garden to land in a new place before morning comes.
  4. The clouds also seem to have white bulging sails like ships.

5. He dreams that his paper boats float on and on under the midnight stars.
  6. Teacher will help learners identify their favourite activity. Encourage them to write a reason for their choice. *All suitable answers will be accepted.*
- B.**
1. Shiuli flowers.
  2. The blooms are in the poet's garden. He loads them in the paper boats.
  3. The poet hopes the blooms will be carried safely to land in the night.
- C.**
1.
    - a. stream—body of running water  
river—large body of water flowing to the sea  
brook—a small stream that crosses between two other bodies of water  
rivulet—a small stream
    - b. paper—sheets for writing made of wood-pulp  
cardboard—hard paper  
card—small piece of hard paper  
parchment—old manuscript
    - c. load—a burden  
weight—the heaviness of an object  
cargo—goods carried by ship or aircraft  
burden—a load
  2. a. rose   b. poppy   c. tulip   d. lotus   e. jasmine  
f. marigold
  3. a. dam   b. tearful   c. silence   d. banana. (Teacher could ask the learners the reason for selecting the answer.)
- D.**
1. Learners will be encouraged to share their experience orally (Pair work).
  2.
    - a. Take a square piece of paper (3" × 3")
    - b. Fold it from the centre.
    - c. Fold it across to form a square.
    - d. Place it as show to look like a diamond-square.
    - e. Fold one open side at A.
    - f. Fold the other 3 sides on the opposite side.



- g. Open at the centre.
- h. Open the top leads. The boat is ready to float.  
(If put in water, it will sink after some time.)

**Additional questions**

- 1. 'In big black letters I write my name on them'
  - a. Who writes his name?
  - b. What does 'them' refer to?
  - c. What else does he write on them?
- 2. 'I bury my face in my arms and dream...'
  - a. When does he bury his face in his arms?
  - b. Why does he do it?
  - c. What does he dream about? Will his dream come true?

## The Complaint

### Pre-reading

Teacher will read out loud a list of common complaints that people have. Teacher tells learners that people complain for many reasons.

Provide learners with rough sheets.

In the next step, teacher instructs the learners to note their answers on their answer sheets or note pads by guessing who complains to whom. Teacher reads the complaints again, pausing for half a second after each complaint.

In the end, once all the complaints have been read out aloud, learners swap their answers with their partners.

Through peer checking, learners check whether their guesses are the same or not. *All suitable answers will be accepted.*

Once learners have done peer checking with their partners, teacher will randomly ask learners about their responses.

Complaints		Who complains to whom?
a.	Your room is very messy.	Mom to daughter
b.	Pizza arrived very late.	
c.	This product is faulty.	
d.	Letter arrived very late.	
e.	Food at the plane is very cold.	
f.	The colour of my dress faded after the first wash.	
g.	I found a mosquito in my plate.	
h.	The mobile camera does not work.	

### While reading

Learners will be reading silently. Teacher will give the learners some time to finish reading the paragraphs before asking the questions for

the paragraph. The teacher can customise these questions according to the time she/he has.

### **Reading chunk (Pages 45–46)**

- What was the complaint about?
- Do you think Ms Reza was right in making the complaint?
- Do you think she'll get a reply to her letter?

### **Reading chunk (Page 47)**

- Did Ms Reza get a reply to her letter?
- How did she feel about not getting a reply?
- What do you think she'd do next?

Read the next letter and you'll know if you guessed correctly.

### **Reading chunk (Page 48)**

- What did Ms Reza do?
- Do you think she'd get a reply now? Why do you think so?

Read the next letter to check your answer.

### **Reading chunk (Page 49)**

- Did Ms Reza get a reply?
- Do you think she'd write back to Mr Salim?

Read the next letter and find out.

### **Reading chunk (Page 50)**

- Did Ms Reza write back to Mr Salim?
- What do you think Mr Salim would do now?

Read the last letter and check your answer.

### **Reading chunk (Page 51)**

- What did Mr Salim do?

## **Post-reading**

### **Sequence of events**

*The Complaint* shows a correspondence of letters between Ms Reza and the Manager of the Super Shower Shields. A series of letters are exchanged between both the parties, with mainly Ms Reza sending complaint letters.

- List down a sequence of events that this exchange of letters expresses. Remember that a sequence of events happens in a

series when some events happen in the beginning, some in the middle, and some in the end.

- Pair up with a partner in the class and share your list with your partner's list. Note the similarities and differences between the two lists.

### Answers (Pages 52–53)

- A.**
1. Ms Reza had purchased a shower curtain which was supposed to be of the best quality. Ten days later the bathroom was flooded due to tiny holes in the curtain.
  2. Ms Reza was complaining to Mr Salim since he was the manager and the shop refused to take back the curtain.
  3. Mr Salim addressed her as Mrs Razor, instead of Mrs Reza. Razor is another word for blade.
  4. Mrs Reza would have been happy in the end since Mr Salim was willing to let her take any curtain of her choice from the new models at the shop.
  5. Initially Mr Salim did not care to reply to her letters. Later, when she threatened that her lawyers would get in touch with him his replies were very prompt.
  6. She wrote the second letter after two weeks. The first was written on the 14 January 2017 and the second was written on the 28 January 2017.
- B.**
1. The back slash shows that the curtain could be for the shower and or bath area.
  2. 'Ex' because she would not like to buy anything from their store again. Her anger was due to the fact that she had to go through so much trouble before she realised that the problem was with the curtain. She wrote this in her first complaint letter because she was really angry.
  3. Mr Salim wrote this when he received a notice from Ms Reza's lawyers. Further action would have been to pay penalties or get involved in a court case for not listening to her complaint through various letters.
  4. Mr Salim wrote this when Ms Reza complained to him because he did not want to believe that his store had sold a defective product. He wanted Ms Reza to check with the cockroaches and children. Her comment was what question

he would suggest for asking the cockroaches and children regarding the holes in the curtain.

5. Later Ms Reza made the joke when Mr Salim said that he wanted his brand to be the 'leading brand' whereas Ms Reza calls it the 'leaking brand'.

C. 1. Ms P. Reza

4C, Able Mansions,  
Holmany Road,  
Big Town 7 February 2009

Dear Ms Reza,

Thank you for your letters. I am sorry for the delay in replying. I had gone on a tour of Singapore, Hong Kong, Malaysia, Japan, Indonesia, Cambodia, Vietnam, Laos, Taiwan, China, Sri Lanka, and other places.

Super's Shower Shield will soon become the leading brand in these countries. We are proud of our product and our service. Perhaps there are cockroaches or young children in your house? Their presence may be destroying our fine quality shower shields. Please check with them.

Yours faithfully,  
Salim Super  
Inventor Super's Shower Shield  
Established long time back

Dear Madam,

Thank you for your letter of 8 February.

I have received a letter from Messrs Markos, Markos & Markos. Please do come to our showroom at your convenience. There is no need for you to take further action. We can sort out everything in a friendly manner. I am ready to supply the new model of Super's Shining Shower Shield. We have many new models: Shanghai,

Shadow, Shape-up, Sheikh, and Shake down. You may take any one of your choice.

Yours faithfully,  
Salim Super  
Inventor Super's Shower Shield  
Established long time back

2. a. PS—Postscript—an additional remark at the end of a letter.
  - b. ex—former, something that was before.
  - c. PTO—please turn over. At the end of a page to indicate that there is something written on the next page.
  - d. Messrs.—Plural form of Mr Abbreviation for Messieurs  
Used before a company's name to show that there is more than one owner.
  - e. Ms—title used before the surname of a woman. It is a neutral alternative to Mrs or Miss
  - f. Feb—Short form of February.
- D.** 1. To the point, no mistakes, grammar, and spelling errors. Learners can point out many more differences.
2. Learners will write a letter. This is a composition task.  
*Accept all suitable responses.* Word limit: 80 to 120 words

### Additional questions

1. 'I am putting the matter into the hands of my lawyers.'
  - a. Who wrote this and to whom?
  - b. What reason was given for writing this note?
  - c. Who are the lawyers?
2. 'You may, take your pick from the new models of Super's Shield.'
  - a. What is meant by 'take your pick'?
  - b. What do the 'models' refer to?
  - c. What are names of some of the models?

## Baba Yaga

### Pre-reading

**Individual task:** Imagine you land on a deserted island. Name three things that you would take with you.

Teacher may model the answer on the board as an example.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Why have you selected those things?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### While reading

Learners will be reading silently. Teacher will give the learners some time to finish reading the paragraphs before asking the questions for the paragraph. The teacher can customise these questions according to the time she/he has.

#### Reading chunk (Pages 58–59)

- Who are the characters you found here?
- Which character(s) do you like the most?

#### Reading chunk (Pages 58–60)

- Who are the new characters in this part?
- Was Karen scared?

There will be still more characters. See how Karen behaves with them.

#### Reading chunk (Pages 60–62)

- How did Karen behave with the maid and the animals?
- Was Karen a kind girl? How do you know?
- Do you think Karen could go out of the gate?

## Reading chunk (Pages 61–62)

- Did the gate open?
- Why did everyone help Karen?

## Post-reading

### Describing conflict

Learners to be explained that in literature, conflict is a literary element that involves a struggle between two opposing forces, i.e. good versus evil, kind versus cruel, hero versus villain.

A conflict or a problem is posed by storytellers to make the stories interesting. Conflicts help to captivate the reader's attention. Most conflicts resolve with a happy end, while others have a sad or tragic end.

Karen was in a conflict in *Baba Yaga* when her step mother asked her to visit her sister in the forest.

Identify any three conflicts she faced when she met Baba Yaga. Also, write down the solution she found for the problems. You can even write the sentences from the story that reveals conflicts and sentences in which Karen finds a solution for those problems.

Conflict	Solution
'How strange,' replied Karen. 'I never knew you had a sister. And besides, we have plenty of needles at home. Why, my mother used to ...' 'I have asked you to do a simple task!' screamed the stepmother. 'And you argue with me? Wait till your father gets home!'	Karen did not want any trouble, so she decided to do as her stepmother wanted. But first, she went to see her aunt. Her aunt briefs her about the dangers that lie ahead and encourages her to go by giving her three things to take along on her journey.

## Answers (Pages 63–64)

- A.
1. Karen's stepmother was always arguing with her and often tried to get her (Karen) into trouble with her father. She wasn't very nice.
  2. Karen agreed to go to her stepmother's sister's house because she did not want to get into any trouble with her father after she was screamed at and threatened by her stepmother.



3. Baba Yaga was a wicked witch and much feared in Russia at that time.
  4. Karen showed her kindness by giving a present to the maid and speaking gently to her, giving ham to the cat, and bread to the dogs.
  5. The maid forgot about heating the water after receiving the scarf; the cat stopped spitting and scratching Karen after getting the ham and gave her a towel and comb. The towel became a river and the comb became a thick row of trees and bushes. The oil helped to smoothen the rusty hinges of the gate.
  6. Baba Yaga kicked the gate, screamed at the cat and the dogs, and yelled 'Bah!'
  7. Teacher will facilitate learners to write about an incident when they were kind and it helped them out of trouble. This is a composition task. *Accept all suitable responses.* Word limit: 80 to 120 words
- B.
1. a. The maid                      b. Karen's father  
c. Karen's aunt                d. Baba Yaga
  2. a. The cat to Karen  
b. The towel was in a small drawer in the cupboard. It was given to Karen to help her.  
c. Karen threw it on hearing Baba Yaga's footsteps and it turned into a roaring brook. This helped Karen escape.
- C.
1. needle and thread  
horse and cart  
black and white  
loss and profit  
bow and arrow  
heaven and earth
  2. a. Karen's stepmother sent her to her sister's house in the forest to fetch a needle and thread.  
b. Karen's aunt gave her some oil, a loaf of bread, and ham to take on her trip.  
c. The gate opened when she put oil on its hinges.

- d. Karen's father got very cross and spoke sternly to her stepmother when she told him where she had been (to the forest) and why (stepmother had sent her).

- D.**
1. Learners can be guided to discuss in pairs or groups.
  2. This is a composition task. *Accept all relevant and suitable responses.* Word limit: 80 to 120 words

### **Additional questions**

1. 'It's a dreadful place, but if you must go, take some things with you'
  - a. To whom were these words spoken?
  - b. Why did she say 'dreadful place'?
  - c. Name the things given to her.
2. 'I have served you for years, but you never gave me any ham.'
  - a. Who said these words, to whom and why?
  - b. What did the speaker do after saying these words?
3. For each of the following give a full explanation of who did what to whom and for what reason?
  - a. She chased her because she was this.
  - b. It gave her these because she gave it this.

## Dreams

### Pre-reading

Teacher to write the following on the board:

If I were the president of Pakistan, I would.....

If I were the teacher of this class, I would.....

If I were \_\_\_\_\_, I would.....

Ask learners to finish the sentence starters with a choice of personality of their own, for example, if I were the Prime Minister of Pakistan, I would give three holidays a week.

Let learners complete the sentences on their own. This is an oral activity and every learner will be given a chance to respond aloud.

Teacher can model the first one to give learners an idea of how they have to go about it.

### While reading

Learners will work in pairs to read the poem. They should be requested to underline all the images they find in the poem. Teacher to give one example of images.

### Post-reading

#### Identifying metaphors

Teacher to explain the following: Metaphor is a poetic device that poets use to compare two things without using 'as' or 'like', instead using 'is', 'are', 'was', 'were'. For example, in this poem '*Dreams*', 'life is a broken-winged bird/That cannot fly' and it is a 'barren field/ Frozen with snow'.

Give a different example to learners now. On the board, write the sentence given below:

The class is a fish market when the teacher is not in the room.

Next, ask learners to explain,

- What does that sentence means?
- Why do they think the 'class' is compared to a 'fish market'?

Tell them that 'fish market' is a metaphor here. It is noisy, therefore it is a fish market.

Teacher writes down the sentences given below on the board.

Ask learners to choose any one of the metaphors and fill the blank to create a metaphor of their own. Also write down the reason for their choice.

- My heart is a \_\_\_\_\_.
  - The world is a \_\_\_\_\_.
  - Her room is a \_\_\_\_\_.
  - She is a \_\_\_\_\_.
  - He was a \_\_\_\_\_.
- Why? \_\_\_\_\_

### Answers (Pages 66–68)

- A.
1. Life is broken-winged bird/That cannot fly.
  2. Die, broken-winged, go, barren, frozen.
  3. Life is barren field/Frozen with snow.
  4. My dream is to be a good person and help others.  
*Accept all suitable answers by the learner.*
  5. *Accept all suitable answers by the learner.*
- B.
1. a. Aspirations, ambitions, goals.  
b. Do not let go of your aspirations.
  2. a. Fields are usually used for the cultivation of crops.  
That cannot happen in the field described because it is frozen.  
b. Life without dreams can be mundane and boring.  
Following the same routine over a considerable period can make a person unhappy and irritable. There should always be some dream to fulfill and some new things to look forward to. *Accept all suitable answers.*
  3. For when dreams stay  
Life is a wonderful game  
That we play.  
*Accept all suitable answers.*

- C. 1. Aspiration, objective, ambition, objective, mission, target, goal, aim are the most positive words because all of these words stand for something one might work to achieve.  
Fantasy, illusion, notion, are negative because they stand for things that are not real.
2. My stay at Disneyland felt like a dream.  
She looked like a dream in the princess dress.  
The visit to the bank during rush hours was a nightmare.  
A trip into the scary house felt like living a nightmare.  
Learners will make various sentences.
- D. 1. Learners will discuss orally and randomly a few learners can share with the rest of the class.
2. This is a composition task. *Accept all suitable responses.*  
Word limit: 80 to 120 words

### **Additional questions**

Explain the following expressions:

1. Life is a broken-winged bird.
2. Life is a barren field.
3. Hold fast to dreams.

### **Group discussion**

In your opinion, why has the poet used the above expressions?

## The Thrush Girl

### Pre-reading

Ask learners to name some of their favourite animals. You may give some examples: snow leopard, giant panda, polar bear, tiger, gorillas, chimpanzees, etc. Next, learners need to list the animals, insects, or birds that are present in their surroundings.

### Think-pair-share:

Ask learners:

- In what ways are animals useful for human beings?
- Think of ways that these animals can be protected.

Learners will discuss in pairs and share their ideas with class.

### While reading

Learners will be reading silently. Teacher will give the learners some time to finish reading the paragraphs before asking the questions for the paragraph. The teacher can customise these questions according to the time she/he has.

### Reading chunk (Pages 70–71)

- Which other creatures did the girl start to understand?
- How was she able to do this?
- Did people like her?
- Do you like her? Why?

Read the rest of the story. Find what happened to the girl after this.

### Reading chunk (Pages 72–73)

- Why is the title *The Thrush Girl*?
- Do you think the girl could understand more animals and birds more than other people?

### Reading chunk (Pages 74–76)

- Why did the creatures save the girl every time?
- Why did the girl decide to go away from that place?

## Post-reading

### Describing characters

Provide a word bank to the learners.

aggressive, ignorant, brave, arrogant, decisive, violent,  
hard-working, generous, sensitive, proud, intelligent, shy,  
cheerful, relaxed, mean, clever, funny, patient, serious, impatient,  
friendly, helpful, miserable, lazy, strong, quiet, old, young,  
knowledgeable, meek, sensible, talented, determined

After reading the story, ask learners how *The Thrush Girl* has changed with time? Write character traits to describe the difference. For example, in the beginning she was **shy**, and by the end, she got **brave** with the help of the animals. Encourage learners to provide textual evidence for their responses. They may choose adjectives from the word bank provided to them by the teacher.

### The Thrush Girl

In the beginning	By the end

### Answers (Pages 76–77)

- A.
1. The grandmother taught the child how to understand thrushes, moles, and bees.
  2. The thrushes saved the girl from being burnt; the bees saved her from the man with the axe; and the moles freed her from the tower.
  3. The man with the axe was stung by the bees till he dropped to the ground.
  4. The girl went away since she did not like the people there.

5. People thought she is possessed by magic or she has turned into a witch.
6. *Accept all suitable answers by the learners.*
- B.** 1. a. The farmers said to the girl's father. (She was also listening.)
- b. They were talking about the girl. The girl had warned her father that it would rain and the other farmers were angry about it.
- c. 'The child is bewitched, we will burn her.'
2. a. The king's soldiers knocked at the girl's door and said these words.
- b. They wanted to behead her.
- c. She cried out to the bees that came in thousands and stung the man with the axe. The girl was saved and ran home.
- C.** 1. a. First cook the onions, then add the mushrooms.  
It is surprising that John likes milk more than jam.  
She became thin after falling sick with measles.
- b. He went through his recitation without a single flaw.  
The flow of water has decreased considerably.  
A bat flew at my face as I entered the cave.
- c. The thief was at a loss for words when caught red-handed.  
Jane scored less than what she expected in her test.  
Jane is a bonny lass.
- d. The farmer went to burn the dried leaves.  
Ahmed was born in Karachi.  
He was punished and forced to sleep in the cold barn.
- e. The teacher said that we must wash our hands before eating.  
The mast was broken so the ship had to be anchored.  
The most popular girl in class has fever.



2. Ask learners to use the opposites in sentences to bring out their difference in meaning.
  - a. shut—open
  - b. lock—unlock
  - c. happily—sadly
  - d. harmed—unharmmed
  - e. gain—loss
  - f. best—worst

D. 1. I think the girl is living happily in the woods with her animal friends.

*Accept all suitable answers.*

2. This is a composition task. *Accept all suitable responses.*  
Word limit: 80 to 120 words

### **Additional questions**

1. 'I can only understand the thrushes, and that is not worth the trouble.'
  - a. Who said this and to whom?
  - b. Why did the speaker feel that it was not worth the trouble?
  - c. What was the reply of the listener to these words?
2. 'Bury the potatoes deep in the ground...'
  - a. Who said this?
  - b. To whom was this spoken to and why?
  - c. Did her prediction come true?
3. Why were the people not happy with the child?
4. How did the thrushes stop the girl from being burnt in the fire?

## The Adjutant Bird

### Pre-reading

Ask learners to look at the picture on page 80.

Write three questions on the board:

- Which characters/creatures are in the picture?
- What is going on in the picture?
- How would you feel if you were the tortoise? Why would you feel that way?

**Turn and talk:** Ask learners to discuss the questions for two to three minutes with a 'shoulder partner'. Once learners are done discussing the questions with their partners, ask them to share their responses randomly with the class.

For the third question, spend a few more seconds discussing it. Write their responses on the board in words or phrases, and help them with vocabulary that describes their feelings (feel bad, angry, irritated, mad, annoyed, furious, sorry, miserable, etc.)

### While reading

Learners will be reading silently. Teacher will give the learners some time to finish reading the paragraphs before asking the questions for the paragraph. The teacher can customise these questions according to the time she/he has.

#### Reading chunk (Page 79)

- What do the monkeys do?
- What happens to the adjutant bird?
- Do you think the monkeys were right in doing what they did?

#### Reading chunk (Pages 80–81)

- How was the bird feeling?
- What do you think the bird did about it? Who did he talk to?
- Do you think that helped the bird?

### Reading chunk (Pages 82–84)

- Did the plan work?
- What do you think happened to the monkeys?
- Did they learn a lesson?

### Reading chunk (Page 85)

- What did the bird and the tortoise do?
- Do you think what they did was right? Why do you think so?
- What would you have done if you were the adjutant bird?
- Which story did you like better; this story or the story of *The Thrush Girl*? Why?

## Post-reading

### Responding to literature

‘From that day onwards, the monkeys did not bother the Adjutant Bird or the tortoise. They carried on being noisy and lively but did not play tricks on or upset the other animals.’

### Expressing your opinion

Give your opinion on the above mentioned quote from the story in 80–150 words. Start by using sentence starters like, In my opinion... ..I feel that.....It seems to me that.....I would like to say that.....etc

While writing, learners can reflect on the following question prompts to write a relevant response:

- Do you think it is alright to play tricks on others?
- Think and write about a time when you had to face a similar situation, when you played a trick, upset or hurt another person/ animal or when someone did that to you.
- How did you tackle the situation?
- Mention your feelings and thoughts at that time.

### Answers (Pages 85–87)

- A.
1. The Adjutant Bird was sleeping at the start of the story.
  2. The monkeys had troubled the tortoise in the past and he too wanted to teach the monkeys a lesson.
  3. The Adjutant Bird would have died if his wife had not been there to look after him.

4. Bobog had planned to get the monkeys on a boat with a hole in it and then sink the boat. He had planned to get the monkeys' tails tied together so that they couldn't swim when the boat sank.
  5. Bobog's plan worked well and the monkeys were frightened and miserable after the incident. After that they never played tricks on or bothered other animals.
  6. *Accept all suitable answers.*
  7. *Accept all suitable answers.*
- B.**
1.
    - a. The Adjutant Bird is being described here.
    - b. His feathers had been plucked out by the monkeys while he was asleep and he had been made fun of.
    - c. He wanted to teach them a lesson and make sure that they never troubled anyone again.
  2.
    - a. The nine monkeys are being described here.
    - b. They were on a boat which had a hole in it. They had their tails tied together so that they would be safe. But the boat began to sink because of the hole in it and they could not swim to safety because of their tied tails and they had a dreadful time.
    - c. 'Now, you horrible monkeys, see what you get for pulling out my feathers and laughing!'
- C.**
1.
    - a. The Adjutant Bird stretched his wings as if to fly off but found that he could not fly.
    - b. I'll swim off too.
    - c. The monkeys tied their tails together and sat just as he said.
    - d. 'Yes, I hear you,' answered Bobog.
    - e. What you must do is to find a boat with a hole in it.
    - f. Presently the boat drifted out from the river into the sea and the waves began to rock her.
  2. Encourage learners to use dictionaries to answer this question.
    - a. monkey—A small to medium-sized primate that typically has a long tail.  
ape—A large primate that lacks a tail.

lemur—A primate with a pointed snout and typically a long tail that lives in trees.

chimpanzee—A large ape with large ears, mainly black in colour.

- b. laugh—to make expressions of amusement
- chuckle—to laugh quietly or inwardly
- giggle—to laugh lightly and repeatedly in a silly way
- guffaw—to laugh loudly and heartily

**D.** 1. Types of birds:

pigeon, crow, sparrow, hen

Learners will give various names.

- 2. Various descriptions will be given by the learners. This is a composition task. *Accept all suitable responses.*

Word limit: 80 to 120 words

**Additional questions**

- 1. ‘May we come with you, you splendid bird?’
  - a. Who says these words and to whom?
  - b. Why and where do they want to go?
  - c. Does the bird take them along? Why?
- 2. ‘Bobog, can you hear me? I’m going to fly off now.’
  - a. Who says these words and to whom?
  - b. What are they planning to do?
  - c. What happens after this?

## The Watchmaker's Shop

### Pre-reading

On the board, write down a list of sounds (list given below). Ask learners to guess the objects that produce those sounds.

Instruct them to write their responses first on a rough sheet.

Next, ask them to give responses, randomly and orally. Make sure everyone gets a chance to respond. Set five to ten minutes for the activity.

### Alternative

Teachers can also prepare worksheets with objects written in one column and sounds to be filled in by the learners.

### List of objects and the sounds

Objects	Sounds
bells	ring
brakes	screech
canes	swish
chains	rattle
clock	tick
dishes	rattle
doors	creak
drums	beat
feet	shuffle
fire	crackle
glass	tinkles
gun	boom
heart	throbs

Objects	Sounds
kettle	sing
leaves	rustle
plane	zoom
stream	murmur
trumpet	blares
telephone	rings
water	bubbles
wind	howl

## While reading

Learners will read the poem aloud with elocution, stressing on rhyme and rhythm and if necessary, read it once/twice more.

Teacher to focus on rhythm and musicality while the learners read the poem.

## Post-reading

### Practising rhyming words

The goal of this activity is that learners find rhyming words from the poem and then practice creating their own rhyming words.

- Ask learners to find all the words that rhyme with each other in the poem.
- Fill the first column of the T-Chart.
- Next, ask learners to find three more words of their own that rhyme with the stem word (learners can use dictionary to do so).

Encourage learners to use all the rhyming words mentioned in the poem.

For example:

Rhyming words from the poem	Rhyming words on my own
shop, top	flop, hop, mop

## Answers (Pages 90–91)

- A.**
1. The watchmaker works in a queer little shop with tumbledown walls and a thatch at the top.
  2. There are clocks of all shapes and sizes. The clocks in the shop are made of silver and gold, brass and tin.
  3. The sounds are those of the clocks chiming, ticking, and telling the time.
  4. No, the watchmaker doesn't get tired of the sounds in the shop. *Accept all suitable answers.*
  5. *Accept all suitable answers by the learners.*
  6. *Accept all suitable answers by the learners.*
- B.**
1. The watchmaker
  2. Say something to greet or bid farewell.
  3. He is in his shop sitting on a long-legged seat. He goes around winding the watches and clocks so that none of them should stop ticking.
- C.** Ask learners to discuss the answers in pairs before answers.
1.
    - a. a stopwatch: It can be stopped and started at will and is used by athletes and sportspersons to time their events.
    - b. a 24-hour clock: Uses a 24-hour system where 1 a.m. is written as 0100, 1 p.m. is written as 1300 and midnight as 2400.
    - c. a sundial: An instrument which shows the time by shadows cast by the sun.
    - d. an egg-timer: A small instrument for timing the boiling of eggs.
  2.
    - a. A female parent is your mother.
    - b. A male parent is your father.
    - c. Your father's brother is your uncle.
    - d. Your mother's father is your grandfather.
    - e. Your uncle's son is your cousin.
    - f. Your brother's mother's mother is your grandmother.
  3. chat, that, patch, spot, tot, cot, hot, sap, tap, pact, tact, chop, chap, swat. (More words can be added.)



- D.** 1. Learners should be encouraged to do this activity in groups. Various lists will be prepared.
2. Learners' descriptions and reasons will vary. Open ended. This is a composition task. *Accept all suitable responses.*  
Word limit: 80 to 120 words

**Additional questions**

1. 'Has a queer little shop'
  - a. Where is this shop?
  - b. Why does the writer call it 'queer'?
2. 'I wonder he doesn't get tired of the chime.'
  - a. Whom is the writer talking about as 'he'?
  - b. 'Chime' is the sound of what?
  - c. Why does the writer feel that someone should get tired of the chime?
3. What kind of shop does the watchmaker work in?
4. How many different kinds of clocks are there in the shop?



## Raggedy-Ann and the Kite

### Pre-reading

Provide learners with rough sheets or drawing pads.

Ask learners to draw a toy that they would want to have. Give it a name and write down any special features it has, for example, it can mimic the language we speak or it can sing songs, etc. Encourage learners to write more than one feature and come up with innovative ideas.

This will be an individual activity.

Name: \_\_\_\_\_

Special features: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### While reading

Learners will be reading silently. Teacher will give the learners some time to finish reading the paragraphs before asking the questions for the paragraph. The teacher can customise these questions according to the time she/he has.

#### Reading chunk (Pages 92–93)

- Do you know how to make a kite?
- How do you think a kite is made?
- What happens to the kite the first time it is in the air?
- Do you think it is better the next time?

#### Reading chunk (Pages 94–95)

- What do you think happened to Raggedy-Ann up in the sky?
- How do you think Marcella felt?
- What do you think happened next?

### Reading chunk (Pages 95–98)

- What do you think happened to Raggedy-Ann?
- How did Marcella react to this?
- Do you think Raggedy-Ann was found?

Read the last part and see how the story ended.

### Reading chunk (Pages 97–98)

Did you like the ending of the story? Give a reason for your answer.

## Post-reading

### Analysing a story

Raggedy-Ann is a rag doll that Marcella loves a lot. She offers her doll for help when the kite could not fly properly in the air. Later in the story, we observe that she regrets her decision. Marcella faces a problem. Think about what goes wrong and how the matter gets solved.

- What is the conflict (problem) in the story?
- What do you find the most interesting in the story?
- How does Marcella respond to the problem? (Describe her feelings, thoughts, and actions)
- What happens in the end?
- What lesson do you learn?

Ask learners to individually write answers to the above mentioned and to discuss the answers with their partners. Teacher will discuss the answers in the class and provide feedback.

### Answers (Pages 99–100)

- A.
1. The children were making a kite.
  2. The kite the children made needed a longer tail and they were wondering where they could get more rags to tie to it. This is when Marcella offered to tie Raggedy-Ann to the kite.
  3. They began running in the direction where the kite and Raggedy-Ann had fallen.
  4. Raggedy-Ann fell from the sky in the fork of the tree near the robins' nest. They were scared and flew away.
  5. Marcella was extremely unhappy and distraught when she couldn't find Raggedy-Ann.
  6. *Accept all suitable answers.*

- B.** 1. a. Marcella says this to the boy with the twine.  
 b. She did not like leaving Raggedy-Ann and grew restless after the kite had been flying for five or ten minutes.  
 c. The rag to which Raggedy-Ann was tied ripped because of the wind and she was blown away.
2. a. The words are addressed to Daddy Robin.  
 b. The two robins decide that the yarn would be good to line their nest, so they start pulling and tugging at Raggedy-Ann's yarn hair. In doing so they loosened her a little bit and changed her position so that she was visible from the yard.  
 c. The next morning when Marcella is out looking for Raggedy-Ann, the robins' loud chatter made Marcella look up at the tree. She then found her doll stuck there.
- C.** 1. a. watched, see, peep, looked  
 b. talked, shouted, cry, chatter, call, said
2. a. quarrel      b. attic      c. twinkle
3. *Accept all suitable answers.*  
 a. suddenly—Saira suddenly noticed the dog behind her.  
 b. remained steady—The archer's hand remained steady while he aimed for the bull's-eye.  
 c. fell right into—The cat fell from the tree right into the garbage bin.  
 d. grew restless—Tim grew restless while waiting for his dad.  
 e. acted strangely—Danish acted strangely after lying to his mother about the history test.  
 f. never let—Aisha never let anyone touch her toys.
- D.** 1. Learners share their responses with the class orally.  
 2. This is a composition task. *Accept all suitable responses.*  
 Word limit: 80 to 120 words
- Teacher can ask learners to read out their paragraphs aloud.

### Additional questions

1. 'It was all my fault, Mamma!'
  - a. Who said these words?
  - b. What was the speaker's fault?
  - c. Was it really the speaker's fault? Explain and give reasons.
2. 'I missed you! I will never let you out of my sight again.'
  - a. Who said these words, to whom, and why?
  - b. What had the speaker felt before this incident?

# Tomkin and the Three-Legged Stool

## Pre-reading

Teacher will instruct all learners to write in their notebook a promise that they would want to make with themselves, and to not show it to others.

Before the next step, teacher takes the sheets of promises back from them. Ask them to write their names on those sheets before submitting them to the teacher. Learners must remember their promises.

Next, teacher asks learners to come in front of the class one by one, and without revealing what their promise is, they will act it out for the rest of the class to guess.

**Rule:** Learners will not say anything and only act out their promise. Learners can act out their promises, for example, read a book every day before sleeping, eat meals on time, never hurt animals, etc.

## While reading

Learners will be reading silently. Teacher will give the learners some time to finish reading the paragraphs before asking the questions for the paragraph. The teacher can customise these questions according to the time she/he has.

### Reading chunk (Pages 101–103)

- Who was the person?
- What was his dream?
- Why did he think that he'd become lonely when he became king?

### Reading chunk (Pages 104–105)

- What did Tomkin decide to do?
- Did he get a companion?
- Did the stool make itself useful?
- Did Tomkin find his kingdom after these adventures?

## Reading chunk (Pages 105–106)

- What kind of kingdom did Tomkin find?
- Did he do something to help his people?
- Who helped Tomkin?
- Do you think Tomkin would remember his promise?

Read the last part to check your answer.

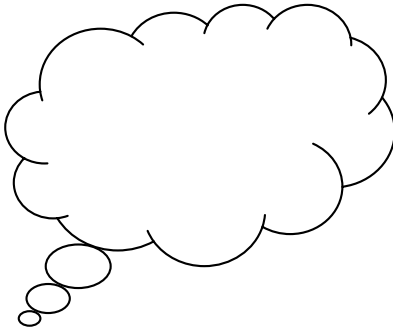
## Post-reading

### Making inference

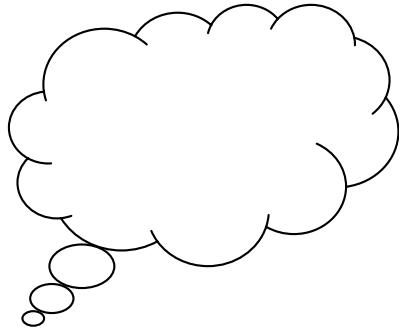
Storytellers usually do not tell everything to their readers. Sometimes they leave things for the readers to guess. Readers guess or ‘read between the lines’ to understand what could have been the matter. In most cases, storytellers write what the characters are saying but they leave it to their readers to guess how the characters in that particular situation are feeling or what they are thinking. Readers have to use contextual clues sometimes to uncover these secrets, and sometimes they figure it out through logical understanding.

### Activity:

Look at the picture on page 106. What do you think the characters are thinking? Complete the cloud for both Tomkin and the three-legged stool. Write what both the characters are thinking.



Tomkin



Three-Legged Stool

## Answers (Pages 108–109)

- A.**
1. The stool was sure that the king would not remember him.
  2. Tomkin thought it was going to rain soon because he saw a big, black cloud.
  3. Tomkin was washed off his feet with the gush of water and went gasping and tumbling down to the bottom of the hill.
  4. The stool helped Tomkin cross the river and told Tomkin to snip the cloud to make it rain.
  5. *Accept all suitable answers.*
  6. *Accept all suitable answers.*
- B.**
1. a. Tomkin the tailor says these words to the three-legged stool.  
b. The people looked sad.  
c. A bony little girl came and requested him to do something to the big, black cloud to make it rain.
  2. a. The words were addressed to Tomkin.  
b. Tomkin reached the top of the hill and the huge black cloud was just above his head.  
c. Tomkin answered that he knew what he was doing. He pulled out his scissors and cut three long slashes tight across the cloud—Snip! Snap! Rip!
- C.**
1. a. Six words for movements: hop, skip, jump, wade, spin, and kick  
b. Six words for sounds: whistled, wailed, gasped, sobbed, ripped, laughed  
Ask your learners to look up the dictionary to get the meanings of the 'movement' words and the 'sound' words.
  2. a. blanket, pullover, jacket, heater  
b. crown, hat, cap  
c. river, lake, sea  
*Accept all suitable answers.*



3. Encourage learners to refer to the dictionary to find the meanings. Sentences will vary.

Examples:

- a. He will certainly do well in his examination.
  - b. Have you ever had roasted meat?
  - c. He paused by the riverside to view the ducks.
  - d. He was swirling round like a dry leaf in the wind.
  - e. Beyond the tower is the castle.
  - f. The boy was clutching at his mother's dress, because he was afraid.
- 4.
- a. needles—very fine, slender piece of polished metal with a point at one end and a hole or eye for thread at the other, used in sewing.  
needless—not necessary.
  - b. throne—a ceremonial chair for a king or similar figure.  
thrown—past participle of throw.
  - c. waited—past tense of wait.  
weighted—held (something) down by placing a heavy object on top of it.
  - d. rain—the condensed moisture of the atmosphere falling visibly in separate drops.  
reign—the period of rule of a monarch.
  - e. hole—a hollow place in a solid body or surface.  
whole—a thing that is complete in itself.
  - f. poured—flowed rapidly in a steady stream.  
pawed—felt or scraped with a paw or hoof.

Learners may be asked to make sentences to point out the difference.

- D.**
1. Learners work in pairs. Various poems will be created following the pattern of the lines mentioned in the question.
  2. Pairs will share their responses with the rest of the class.

### Additional questions

1. 'Well! That was a good dream—the best I've ever had!'
  - a. Who said this, to whom, and when?
  - b. What did he dream about? Describe his dream.
  - c. What did the listener advise him?
2. 'But as to swimming—just throw me in and hold on tight!'
  - a. To whom were these words spoken?
  - b. Why did he talk about swimming?
  - c. Where did they have to go?

## Hooked by a Book

### Pre-reading

Teacher to write the following topic on the class board:

Which is better: reading books or watching TV?

Ask learners to work with a partner for this activity.

Make two T-charts on the board. One T-chart will have 'advantages' as the heading and the second T-chart will have 'disadvantages' as the heading. Give three minutes in the beginning to discuss with their partners the advantages of reading books and watching TV. Elicit responses from the learners.

Next, when three minutes are up, elicit responses of disadvantages of both. Once the time is up, ask learners to sum up the number of advantages each activity has and the number of disadvantages each activity has. Which has the highest advantages and which has the lowest? Take responses from random pairs. Teacher can also note down the results on the board.

Learners may even pin up their T-charts on a soft board of the class so the rest of the learners can read each other's points (in the form of a gallery walk, as an extended activity).

### Advantages

Reading books	Watching TV
Improves vocabulary	Provides world knowledge

### Disadvantages

Reading books	Watching TV
Can sometimes be boring	Makes one lazy

### Listening

Learners will listen to the teacher reading the poem aloud with elocution, stressing on rhyme and rhythm, and if necessary, read it once/twice more.

## Post-reading

### Poetry into prose

Teacher to explain the following:

Prose is an everyday kind of writing. It is written in sentences which form paragraphs and later complete passages.

Poetry, on the other hand, is written for special purposes and to convey meanings, thoughts, or feelings in a special manner. Poetry has verses, sometimes rhyming, unrhymed, or even free verses. These verses form into stanzas.

Prose is direct whereas poetry is more decorated, with rhymes, rhythm, meter, and other poetic devices.

### Activity:

Read the poem once again. Write it down in your own words, what happens in the beginning, middle, and end of the poem. Ask learners to change the form of the verse from stanzas into paragraphs.

For example:

‘Jemima sat by the telly,  
Waiting for nine o’clock.

Her programme would start very shortly,  
But then she heard a knock.’

Jemima was sitting in front of the TV. She was waiting for 9 o’clock when her programme would start. While she was waiting, she heard a knock on the door.

Write the beginning, middle, and the end of the poem in your own words. Make sure the poem turns into a prose.

**Beginning:**

**Middle:**

**End:**

## Answers (Pages 113–114)

- A.**
1. She moaned when heard the knock and said, ‘Who can that be?’
  2. Because it was very close to 9 o’ clock—the time of her favourite telly (TV) programme.
  3. What puzzled Jemima was the fact that the man did not reply to her questions; he just took out a packet from his pocket and passed it to her.
  4. The man pointed at her and vanished from the door.
  5. She was very happy with the wondrous book in the parcel.
  6. Jemima loved watching TV and reading books.
  7. *Accept all suitable answers.*
- B.**
1.
    - a. Jemima says these words when she hears a knock on the door.
    - b. She was waiting to watch her favourite programme at 9 o’clock.
    - c. She moans, rises to go, and sees who is at the door.
  2.
    - a. The man with a nose like a hook
    - b. Not to give away a secret
    - c. A wondrous book bound very neatly
- C.**
1. parcel
  2.
    - a. tore
    - b. wondrous
    - c. snapped
    - d. knock
    - e. favourite
  3. Learners will create various sentences.
- D.**
1. You can divide the class into groups of four or six and have a discussion on the prompts given. Groups can be given mini white boards or a sheet of paper to collate their points. These can displayed on the soft board and learners can be asked to take a gallery walk to view all the points.
  2. Encourage learners to come up with diverse answers. This is a composition task. *Accept all suitable responses.*  
Word limit: 80 to 120 words

### Additional questions

1. 'But then she heard a knock'
  - a. When did she hear the knock?
  - b. Where did the knock come from?
2. 'If he was Dad's friend or a crook.'
  - a. Who felt like this and why?
  - b. What was his name?
3. 'Made herself cosy on the floor'
  - a. Who made herself cosy on the floor?
  - b. How long was she on the floor?



## The Word Wizard

### Pre-reading

Teacher writes five idioms on the board related to animals (without their meanings).

1. Play cat and mouse (Meaning: to tease or fool someone)
2. Rain cats and dogs (Meaning: to rain very heavily)
3. Have bigger fish to fry (Meaning: to have more important things to do)
4. As busy as a bee (Meaning: being very busy)
5. Straight from the horse's mouth (Meaning: directly from the original source)

Ask learners to choose any one of the idioms and guess what it means. Give roughly three to five minutes for this activity.

In the end, teacher can share the meanings of these five idioms.

### While reading

Learners will be reading silently. Teacher will give the learners some time to finish reading the paragraphs before asking the questions for the paragraph. The teacher can customise these questions according to the time she/he has.

#### Reading chunk (Pages 115–119)

- What was the word wizard doing near the window of Mr Delmonico?
- What do you think Mr Delmonico was trying to do?
- Do you think Mr Delmonico would agree to get pets for the twins?

#### Reading chunk (Pages 119–120)

- Did Mr Delmonico agree to get pets for the twins?
- What do you think the Word Wizard thought as he listened to Mr Delmonico?

### Reading chunk (Pages 119–120)

- What did the Word Wizard think?
- Can you guess the presents Mr Delmonico bought for the twins?

Read up to 'I can't wait to see what's inside it' in the next page and match your guess.

### Reading chunk (Page 120)

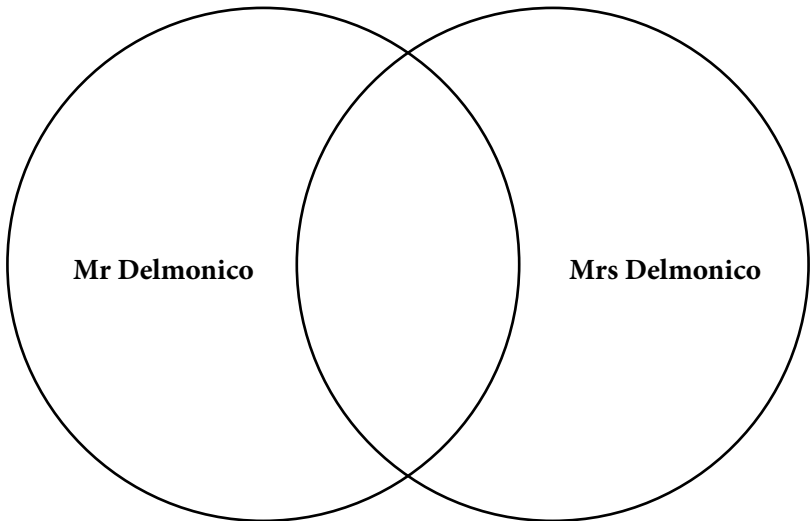
- What were the presents for the twins?
- What was inside the Monster Cracker?

## Post-reading

### Characterisation

Mr and Mrs Delmonico both love their children, Sarah and Francis. This is a similar quality in both the characters.

With the help of a Venn diagram, jot down how both Mr and Mrs Delmonico are similar and different from each other. What similarities and differences do you find in their character in the story? Also jot down the character traits with textual evidence. For example, Mr Delmonico does not like pets. We know this because he tries to give an excuse for not keeping a pet to his wife. Mrs Delmonico likes pets. She suggests that they gift a kitten or a dog to their twins as a birthday present.





Evidence from text:

**Mr Delmonico:**

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**Mrs Delmonico:**

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### Answers (Pages 121–123)

- A.
1. Mr Delmonico did not want his children to get a pet as a birthday gift. So he tried to confuse her. *Accept all suitable answers by the learner.*
  2. According to him horses have eight legs; a dog's bark is worse than its bite and it barks up the wrong tree (with so many trees in the garden it would bark up the wrong tree); with kittens it would get hay fever because they can play the fiddle and they would be all over the place.
  3. The wizard felt that Mr Delmonico was a man who uses words for the purposes of confustication, that is, he breaks words and changes the meanings.
  4. In the end the children got a monster with eight legs. It carried a violin under its chin, wore a collar and tie, and had a hundred teeth. It had horns and hairy ears, and was bald. It barked but smiled at the twins.
  5. *Accept all suitable answers.* This is a composition task.  
Word limit: 20 to 40 words
- B.
1. a. Mrs Delmonico did this when her husband made excuses for all the suggestions she gave for the twins' birthday present.
  - b. She is disappointed because none of her ideas were liked by her husband.
  - c. She suggests that they could give a pet to the twins the following year.

2. a. The wizard's idea buzzed like a mosquito and stung Mr Delmonico on his nose.
- b. It buzzed off when the twins pulled the cracker bought by Mr Delmonico from the Wizards' Bargain Store. It burst and the room filled with smoke and the smell of gunpowder.
- c. The result was a monster.
- C. 1. a. 9                      b. 26                      c. 5
- d. 48                      e. 20                      f. 94
2. astronomer—studies stars and planets  
geologist—studies earth and rocks  
botanist—studies plants  
biologist—studies forms of life  
archeologist—studies old materials and cultures
- D. 1. Learners to work in groups of four and discuss all the sayings. Each group can then give the presentation about anyone of the sayings, giving a few examples.
2. This is a composition task. *Accept all suitable responses.*  
Word limit: 80 to 120 words

### Additional questions

1. 'What a good idea! I wish I could have ideas like yours.'
- a. Who said this and to whom?
- b. Was the person being sincere while saying these words?
- c. What does 'idea' refer to?
2. 'At last we've got a pet!'
- a. Who said these words and to whom?
- b. Were they happy? Why?
- c. Describe the poet.



## Car Run

### Pre-reading

Write the title of the poem, *Car Run*, on the board.

Ask learners to guess the following questions. Make sure everyone gets a chance to participate.

- What do you think the poem is about?
- What does the title mean?

Now look at the picture on page 124.

- What is happening?
- Why do you think the car is under the tree?
- What is a 'tonga'?
- Have you ever had a 'tonga' ride?

### While reading

Learners will read the poem aloud with elocution, stressing on rhyme and rhythm, and if necessary, read it once/twice more.

Learners to pay attention to the vocabulary used in the poem. They may use a dictionary.

### Post-reading

Ask the learners to read the poem. After they finish reading, ask the questions given.

### Analysing meaning in poetry

Answer the following question after reading the poem:

- What does the poet find in the beginning?
- What does he decide in the middle of the poem?
- What problem does he face?
- How does he plan to solve the problem?
- Why does not he do what he wants?
- Is he happy with his decision? How do you know?

## Answers (Pages 127–128)

- A. 1. Balu thought the car was a bargain because he could make it look like new after removing the hay piled on it.
2. Balu thought he would change the wheels, sun-top, and apply a fresh coat of paint.
3. When the hens told him that this was their run and that he should go his way, he thought for a while and decided to let the hens remain in their house, in the car. He smiled and went his way. *Accept all suitable responses.*
4. *Accept all suitable responses.*
5. *Accept all suitable responses.*
- B. 1. a. 'Tin heap' here means a huge metal piece and 'by the way' means unimportant and not useful.
- b. He stopped his tonga.
- c. 'had seen better days'; 'may not look too pretty'; 'she's a bargain'.
2. a. Hens to Balu.
- b. They squawked and clamoured loud and told him to seek another house.
- c. No. For Balu run means he will make the car function and work, whereas for the hens 'run' is used instead of a 'home'.
- C. 1. *Hai*, 'Baap re', hollered, squawked, clamoured loud, trotted.
2. a. Anger is shown by shouting, yelling, throwing things.
- b. Excitement is shown by jumping, shouting, clapping.
- c. Sorrow is shown by crying.
- d. Concern is shown by hugging, patting.
- e. Timidity is shown by speaking softly, sitting quietly.
3. stopped, took a closer look, starting, opened, hastened out, run, leaped, trotted.
- Learners can give many other words.
4. a. hens                      b. car                      c. people
- d. soldiers                  e. robbers                f. cats/kittens
- g. wolves                    h. books/blocks

- D.** 1. Learners to make groups of four. Each group leader can list out the bargains discussed in the group. There will be a variety of lists.
2. This is a composition task. *Accept all suitable responses.*  
Word limit: 80 to 120 words

**Additional questions**

1. 'I'll soon make her good as new.'
- Who is 'her'?
  - Why did he want to make her new?
  - In which way did he plan to make her new?
2. 'And trotted off with a smile.'
- Who trotted off? In what?
  - Why was he smiling?
  - Do you think he did the right thing?

## The Story-Spirits

### Pre-reading

#### Word-map

Learners will create a word-map of the word 'spirits' individually with the given template. Teacher can model the mind map to show learners how it is done. Provide rough sheets or drawing pads for the activity. Give five to ten minutes time for all the learners to finish working on it. Ask learners to share their word-maps one by one with the class.

Definition	Synonyms
Sentence	Draw a picture

Spirits

### While reading

Learners will be reading silently. Teacher will give the learners some time to finish reading the paragraphs before asking the questions for the paragraph. The teacher can customise these questions according to the time she/he has.

### Reading chunk (Pages 130–132)

- What is a story-spirit?
- Do you think the boy told the stories to other people?

### Reading chunk (Pages 131–136)

- Did the boy tell the stories to anyone?
- How did the spirits feel?
- Do you think the boy was selfish?

### Reading chunk (Pages 136–137)

- Why do you think the old servant hacked the pieces of carpet with his sword?

## Post-reading

### Describing the main idea

Teacher to explain that the main idea of a story is what the writer wants to tell you about. The main idea can be summed up in a sentence or two. Sometimes the main idea is the reason why the story is told. For example, the main idea of the story, *Tomkin and the Three-Legged Stool*, was that leaders are helpful, or a friend (three-legged stool) in need is a friend indeed, or to never forget your friends in good times when they do not forget to help you in your bad times, etc.

- What do you think is the main idea of the story *The Story-Spirits*?
- Give textual evidence to prove your point.
- What message do you think the writer wants to convey?

### Answers (Pages 137–139)

- A.
1. There are two different kinds of spirits in the story: good and bad.
  2. The good spirits were unhappy because they were squashed with the bad spirits. The boy kept all the story spirits by only listening to them and not telling them to anybody to pass them on.
  3. The spirits planned to get rid of the man who had imprisoned them for so long.
  4. (Ask one learner to give the first sentence of the answer; then another, the next one, and so on till the answer is complete. This chain answering technique involves a number of learners in the process.)

It also relieves learners of the burden of managing a long answer individually.)

The servant stopped the spirits from hurting the young man in many ways. He did not let him drink water because the water-spirit would have choked him. He did not let him eat strawberries because the strawberry-spirit would have choked him. He pulled one end of the rice sack so that he was saved from the red-hot poker under it. Finally, he killed the snake which was hiding under the carpet.

5. The young man learned to tell stories so as not to offend the story-spirits.
  6. *Accept all suitable answers.*
  7. *Accept all suitable answers.*
- B.**
1.
    - a. The spirits from the stories flew into the wonderful bag and remained there forever.
    - b. No, not really.
    - c. The servant planned to release the spirits to save his master.
  2.
    - a. The servant said these words to himself.
    - b. He said to remember the words of the tiger, the fox, the frog, the bat, and the snake spirits so that he could protect his master.
    - c. He prevented his master from drinking water and eating strawberries on the way. When the horse halted beside a large sack of nice husks and his master was dismounting, he pulled the sack so that his master fell. Finally when the bridegroom (master) climbed the platform, he pushed him as soon as he put his foot in the carpet and killed the snake with his sword.
- C.**
1. Ask learners to use the text to get the explanations using textual clues.
    - a. fond of—be partial to something or someone
    - b. retire—to rest after working
    - c. damsels in distress—girls who are in some sort of trouble
    - d. faithful—to be devoted to someone



- e. ripe old age—very old age
  - f. selfish—to look after only your own interests
2. (This can be done as pair work.)
- a. The custom was for the bridegroom to set out in a procession to the bride's house.
  - b. The strawberry-spirit can jump down his throat and choke him.
  - c. When he gets there on his horse, he will dismount onto a bag of rice husks.
  - d. The bad spirits all chuckled with glee.
  - e. Some ran this way, others ran that way, and there was great confusion throughout the hall.
- D. 1. The list of the most unusual spirits can be put inside a bag in the classroom. This can be a fun activity.
2. This is a composition task. *Accept all suitable responses.* They can also draw the spirit. Word limit: 80 to 120 words

### Additional questions

1. 'For goodness sake, stop pushing!'
- a. Who said this and to whom?
  - b. Who was pushing?
  - c. Whom were they pushing and why?
2. 'We shall have to get rid of this selfish man who has imprisoned us here for so long.'
- a. Who was the selfish man?
  - b. Who calls him selfish and why?
  - c. Who has been imprisoned?
  - d. How long has the imprisonment been?

## Sheep

### Pre-reading

**Tongue twister:** Write the given tongue twister on the board. Model it by repeating this thrice to your learners. Ask them to try it one by one. Make sure everyone gets a chance to try it loudly.

The sixth sick sheikh's sixth sheep is sick

### Listening

Learners will listen to the teacher reading the poem aloud with elocution, stressing on rhyme and rhythm, and if necessary, read it once/twice more.

### While reading

Learners to work in pairs. Ask them to underline all action verbs given in the poem as per their knowledge.

Teacher to explain that an action verb is a verb that expresses physical or mental action. Learners will peer review each other's work.

### Post-reading

#### Finding the author's point of view

Teacher to explain that a piece of literature (whether a poem or a story) is written from the 'point of view' of the first-person narrator, the second-person narrator or the third-person narrator. Narrator is the story-teller.

The first-person is the character in the story who tells his/her own experience. Readers get to know about the story, its main events, details from the point of view of the person telling the story, i.e. the first person narrator. Pronouns like, I, me, we are usually used with first-person narration.

The second-person narrator is the narrator that involves the reader in the story as well. In this narration, the narrator addresses the reader, using pronouns like you, your, and yours.

The third-person narrator gives the point of view of someone who is outside the story. In this situation, the storyteller or the narrator is not part of the story. The third-person narrator presents

the thoughts, feelings, actions and other important details of the characters in the story. Pronouns like he, she, and they are usually used by third-person narrator.

**Activity:**

- Identify who is the narrator in the poem *Sheep*.
- Who is the main character in the poem?
- How do you know?
- What other details about the narrator are available?

Learners will elaborate the narrator's experience of keeping the sheep on the ship here.

**Answers (Pages 142–143)**

- A.**
1. The man asked the narrator to sail from Baltimore to Glasgow with eighteen hundred sheep.
  2. The man said he would pay fifty shillings to the narrator if he agreed to go.
  3. The sheep were quiet on the first night.
  4. The sheep cried loudly on the second night because they were out at sea and could not smell the familiar pastures.
  5. *Accept all suitable answers.*
  6. *Accept all suitable answers.*
- B.**
1. a. The ship had left the harbour and was out at sea.  
b. The repeated words are 'we soon'.  
c. They were soon far inside the sea and water was salty.
  2. a. poor things.  
b. The sheep are feeling homesick and scared.  
c. 'They sniffed' means to take in the smells. It also means that they were looking for familiar surroundings.
- C.**
1. a. green fields—pastures      b. said—cried  
c. open sea—out at sea      d. scared—fear
  2. eighteen hundred sheep; fifty shillings down
- D.**
1. Learners will share their responses with the class.
  2. Learners will write various accounts of a journey they have undertaken. This is a composition task. *Accept all suitable responses.* Word limit: 80 to 120 words

## Additional questions

Without referring to the poem, complete the following:

1. 'What would you do if'
  - a. You had to be on a ship. ....
  - b. You had to travel with sheep. ....
  - c. You were paid a lot of money to do something. ....



## Lazy-Bones Jones

### Pre-reading

Teacher writes the title of the story, *Lazy-Bones Jones*, on the board.

Ask learners to read the title.

- What does it tell them about the boy, Jones?
- What kind of a character do you think this boy has?
- Can you think of another word for lazy? (sluggish, lethargic, dull, inactive, slow, etc.)

Learners will give answers to this question randomly and orally. All suitable answers will be accepted.

### While reading

Learners will be reading silently. Teacher will give the learners some time to finish reading the paragraphs before asking the questions for the paragraph. The teacher can customise these questions according to the time she/he has.

#### Reading chunk (Page 144)

- What excuse would Jones make when he did not want to help?
- Did Jones volunteer in different activities?
- What did he become when he had to tidy or clean up something?

#### Reading chunk (Page 145)

- What was Mr Dougan's favourite game?

#### Reading chunk (Pages 146–147)

- Why were the children going to Danford Nature Reserve?
- How did Mr Dougan chat with the parents?

### Post-reading

These activities can be conducted once the learners have finished their reading to provide them a way to summarise, reflect, and question what they have just read.

## Analysing character traits and textual details

In the story *Lazy-Bones Jones*, Jones is a very lazy boy.

- Find details from the story to prove the given statement.
- Write about how Jones thinks, says, acts, or feels that prove him to be a lazy person.
- Also reflect on what goes wrong when he tries to finish tasks that he could not do on time.

## Answers (Pages 155–156)

- A.
1. Mr Dougan was a teacher who liked his students a lot. He was a cheerful person with a good sense of humour. He was always ready to help when students faced any problem.  
*Accept all suitable answers*
  2. His favourite game was cricket and he used examples from it when he usually addressed the children of his class.
  3. Jones went to the park and when Mr Dougan instructed the students to collect firewood, JJ went and slept under a tree rather than collect wood and return.
  4. The wood was not dry and the branches were not dead. They were green under their brown cover, therefore the children could not light the fire.
  5. *Accept all suitable answers.*
  6. *Accept all suitable answers.*
  7. *Accept all suitable answers.*
- B.
1. False
  2. True
  3. True
  4. False
  5. False
  6. True
- C.
1. ensure—make certain that (something) will occur or be the case.  
assure—tell someone something positively to dispel any doubts.

2. express—convey (a thought or feeling) in words or by gestures and conduct.  
impress—make (someone) feel admiration and respect.
3. beside—at the side of; next to  
besides—in addition to; apart from
4. infection—the process of infecting or the state of being infected.  
affection—a gentle feeling of fondness or liking
5. incident—an instance of something happening; an event or occurrence  
accident—an unfortunate incident that happens unexpectedly and unintentionally, typically resulting in damage or injury

## The Pied Piper

### Pre-reading

**Picture description:** Provide learners with rough sheets. Look at the picture on page 158. Teacher will ask learners to describe the picture using these prompts.

Describe the picture by saying:

- What is happening in the picture?
- What is the place and time?
- Who is there?
- What objects or creatures can you find in the picture?
- Describe them.
- What do you think can happen next?

Learners will do this task individually. Give roughly five minutes for the first task.

Once everyone has written down their responses in a short paragraph or five to six sentences, ask them to share their responses with their partners. Ask them to note the difference in their responses. Do they need to add or erase anything in their responses? Give another two to three minutes for this task before they are done. Encourage three to four learners to share their response, with the rest of the class (if time allows).

### While reading

Learners will be reading silently. Teacher will give the learners some time to finish reading the paragraphs before asking the questions for the paragraph. The teacher can customise these questions according to the time she/he has.

#### Reading chunk (Pages 154–157)

- Who/what is the story about?
- What did the rats in the story do?
- Who offers to help the mayor?
- What do you think he asks for in return?



### Reading chunk (Pages 158–159)

- What do you think happens to the rats of Hamelin?
- Do you think the mayor kept his word?
- Do you think the Pied Piper was happy with the mayor?
- What do you think he did?

### Reading chunk (Pages 160–162)

- What did the Pied Piper do next?
- Do you think the people were happy?
- How do you think the mayor reacted?

### Reading chunk (Pages 163–165)

- What happened to the children?
- Did you like the ending of the story?
- Suggest a different ending to the story.

## Post-reading

### Finding the moral of the story

Teacher to explain that a moral is the lesson which the storyteller means to convey. It is the message which is sometimes stated explicitly and which sometimes readers have to infer or guess on their own.

In the story, *The Turtle and the Swans*, the moral given at the end was ‘Keep your mind on the job in hand.’

In the same manner, identify the moral of the story *The Pied Piper*. Give reasons for your answer, mentioning the events or details that support the moral of the story.

Identify the moral of the story:

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Give evidence from the text to support your answer:

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## Answers (Pages 166–167)

- A. 1. The story was set in a Hamelin, a town in Germany.  
2. The mayor doesn't seem to be a nice person. He does not believe the piper when he says that he can rid the town of rats.

Later when the piper asks him for the five thousand Marks promised to him by the mayor, he refuses to pay, saying that what he did was not worth so much money and he should settle for five Marks instead. This shows he was dishonest and didn't keep his promises. He behaves rudely and also mocks the piper.

3. The piper is dressed in a strange fashion, but he seems to be a man of few words. He does what he says and keeps his promise. Before he leads the rats away, he appears polite. But when the mayor refuses to pay him, he becomes vengeful.
4. The children ran out of their houses and merrily followed the piper clapping and skipping.
5. *Accept all suitable answers.*
6. The people realised that their children were being led away by the piper and wanted to stop them, but the tune had rooted them to the ground and they couldn't move. They were sad and upset because of their children being led away. They would have regretted that they did not pay the Pied Piper and cheated him. They might have gone to look for their children.
- B. 1. a. The Pied Piper says this to the mayor.  
b. The mayor has been 'false'.  
c. I know another tune. I play it to those who do not honour their agreement. *Accept other suitable answers.*
2. a. The mayor said this when the Pied Piper asked him to make the payment for driving the rats away.  
b. He had promised to pay five thousand Marks to the Pied Piper.  
c. The Pied Piper played a tune and led all the children towards the mountain.

- C. 1. Ask learners to use dictionaries to get the meanings.
- bustling—moving in an energetic and busy manner
  - brawny—physically strong; muscular
  - flaxen—made of flax; hair colour, pale yellowish to yellowish brown
  - bargain—an agreement between two or more people or groups as to what each will do for the other.
2. a. True                      b. False                      c. False  
d. False                      e. True                      f. True

Ask learners to correct the false ones.

- D. 1. Most important lesson is to keep one's word. Learners may give many more lessons that can be learnt from this story. They can work in groups.
2. This is a composition task. *Accept all suitable responses.*  
Word limit: 80 to 120 words

### Additional questions

- 'A bargain is a bargain.'
  - Who said this? To whom?
  - Do the people keep their side of the bargain? Explain.
  - What happens next?
- 'What made you follow the music?'
  - Who is the 'you' referred to here?
  - Why is this question being asked to 'you'?
  - What is the reply?
- Describe the Pied Piper's appearance.

## Mr Nobody

### Pre-reading

**Total physical response activity:** The goal of this activity is to improve oral proficiency of learners and involve them in a physical activity at the same time.

Teacher divides the class into four teams and gives each team a name.

**Team A:** Everybody

**Team B:** Somebody

**Team C:** Anybody

**Team D:** Nobody

**Rules:** Teacher will announce the rules first. Teacher will tell a short story about Everybody, Somebody, Anybody, and Nobody. As soon as learners hear their team name, they will have to stand up and then sit down quickly. Whichever team does best will be the winner.

Teacher is advised to read the story slowly and with pauses so that learners get the time to stand up and sit down.

### Story

This is a little story about four people named **Everybody**, **Somebody**, **Anybody**, and **Nobody**.

There was an important job to be done and **Everybody** was sure that **Somebody** would do it. **Anybody** could have done it, but **Nobody** did it.

**Somebody** got angry about that because it was **Everybody's** job.

**Everybody** thought that **Anybody** could do it, but **Nobody** realised that **Everybody** wouldn't do it.

In the end, **Everybody** blamed **Somebody** when **Nobody** did what **Anybody** could have done.

### Listening

Learners will listen to the teacher reading the poem aloud with elocution, stressing on rhyme and rhythm, and if necessary, read it once/twice more.

## While reading

Teacher to introduce the vocabulary (words and meanings) shared in the beginning of the text.

Learner will read the text in groups. They would be advised to refer to the meanings of the words. After reading, the following to be discussed in the class.

## Post-reading

Ask the learners to read the poem. After they finish reading, ask the given questions.

### Responding to literature

I know a little funny man,  
As quiet as a mouse,  
Who does the mischief that is done  
In everybody's house!

Do you know of any such person who is funny? Think and write what mischief that person creates. Do you like that person or not? Give reasons for your answer by mentioning an incident in which people were troubled or annoyed by that mischievous person's naughty tricks. Word limit: 80-120 words.

## Answers (Pages 170–171)

- A.
1. Mr Nobody is compared to a mouse that does mischief quietly without being seen by anybody.
  2. (Get this answer through whole-class participation.)  
Mr Nobody breaks plates, tears books, leaves the door ajar, pulls buttons from shirts, scatters pins, puts damp wood upon the fire, soils the carpet with muddy feet, leaves finger marks on the door, leaves the blinds unclosed, and spills ink.
  3. The children of the family do all the mischief. He is probably the poet himself.
  4. Broken or destroyed: plates, books, shirts, curtains; Made dirty: carpet, door
  5. *All answers will be accepted.*

- B.** 1. fingerprints                      2. boots                                      3. papers  
4. blinds                                      5. ink    6. buttons  
7. pinks                                      8. books    9. door  
10. carpet
- C.** 1. damp                                      2. mud    3. funny  
4. squeaking                                      5. tosses    6. curtains  
7. soil    8. ajar    9. mischief
- D.** 1. Learners can work in groups, share their incidents in the mischief, and mutually decide which they think is the naughtiest to share with the rest of the class.  
2. This is a composition task. *Accept all suitable responses.*  
Word limit: 80 to 120 words

### **Additional questions**

1. What do each of the following refer to:
- a. Funny little man .....
  - b. In everybody's house .....
  - c. Kettles cannot boil .....



## Crafty Tom

### Pre-reading

Ask learners to imagine that they were absent yesterday. Think of an excuse that they would make for their absence.

Each and every learner stands up and shares their excuse with the rest of the class (individual activity). Encourage learners to come up with a variety of excuses even if they are outrageous or funny.

### While reading

Learners will be reading silently. Teacher will give the learners some time to finish reading the paragraphs before asking the questions for the paragraph. The teacher can customise these questions according to the time she/he has.

#### Reading chunk (Pages 172–179)

- Why did Tom not want to go to school?
- Why did Tom ask for a paper and pen? What did he want to write?
- What does Tom do when Sid goes to call Aunt Polly?
- How did the doctor Tom could be cured? Or what treatment did Dr Martin suggest to cure Tom?
- Describe Tom's reaction to Dr Martin's suggestion.

#### Reading chunk (Pages 180–185)

- What work did Aunt Polly give Tom?
- What reason did Tom give to Fred and Dave for not joining them to meet the gang?
- How and with what did Dave tempt Tom to let him paint the wall?
- Was Tom successful in avoiding painting the wall?

### Post-reading

These activities can be conducted once the learners have finished their reading to provide them with a way to summarise, reflect, and question what they have just read.

## Character Analysis

The play *Crafty Tom* shows two scenes where Tom finds himself in trouble. He also manages to handle the situation with his skills.

Identify and write the two conflicts. Give textual evidence of how he resolved both conflicts.

Conflicts	Resolution

## Answers (Pages 185–187)

- A.
1. 'Tom is worried about the History test.'
  2. 'The last will or Testament is not what you have to write but the test? Isn't it?' He laughs at Tom's usage of the word Testament instead of test.
  3. Doctor takes out the large syringe and needle because he knows that Tom is not really ill but is terrified of needles.
  4. Sid and Aunt Polly discover Tom's trick when Tom says the injections can wait for a day. The doctor realises Tom's trick when he sees the smudged ink on Aunt Polly's face.
  5. horrible, scamp, crafty
  6. Tom pretends that painting the wall is fun. He refuses to go with them to join the gang. Fred and Dave take turns while Tom repeatedly keeps saying, 'I want to enjoy it myself. You go and play? He makes them feel that painting the wall is really exciting.'
  7. *Accept all suitable responses.* Word limit: 20 to 30 words
- B.
1. a. Tom said this to Sid.  
b. testitis abstentious  
c. 'You are talking rot! You probably have just a stomach ache or fever.'
  2. a. Dr Martin to Aunt Polly.



- b. Dr Martin has realised that Tom has used a red pen to mark his face with spots and the ink has come on to Aunt Polly's face. He wants to scare Tom saying that his disease is infectious.
  - c. Aunt Polly wipes her face and Sid stifles his laughter.
- C. 1. a. Get a chance to do something.
- b. When there is bad/undesirable effect of something we eat or drink, for example, after eating a particular medicine one may get a rash or a loose stomach.
  - c. To be absent to avoid appearing for a test.
  - d. A series of (here injections); to get repeatedly for a number of days.
  - e. When one has no fever, body temperature is 98.4°F/36.8°C.
  - f. Something that one needs to be afraid of.
  - g. To write your last wish/desire/before dying or before you think you are going to die.
  - h. I'm finished!
  - i. To express your surprise or excitement in response to what has been said to you.
  - j. Start the work immediately.
2. a. groan                      b. nasty-looking                      c. painful  
 d. serious                      e. jumps                      f. nonsense
- D. 1. lazy, cunning, crafty, naughty. Learners will give many more words to describe Tom.
2. Learners will give a variety of written work in their effort to give a character sketch of Aunt Polly. They should include her behaviour or nature, along with her physical appearance. This is a composition task. *Accept all suitable responses.* Word limit: 80 to 120 words

### Additional questions

1. 'Gosh! That's big enough for a horse!'
  - a. Who said these words?
  - b. To whom was this said?
  - c. What is 'that's'?
2. 'Do you call this work better than playing?'
  - a. Who said this?
  - b. Who were the words spoken to?
  - c. What is the 'work' referred to here?
3. What kind of mischief do you get up to?



# Notes

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