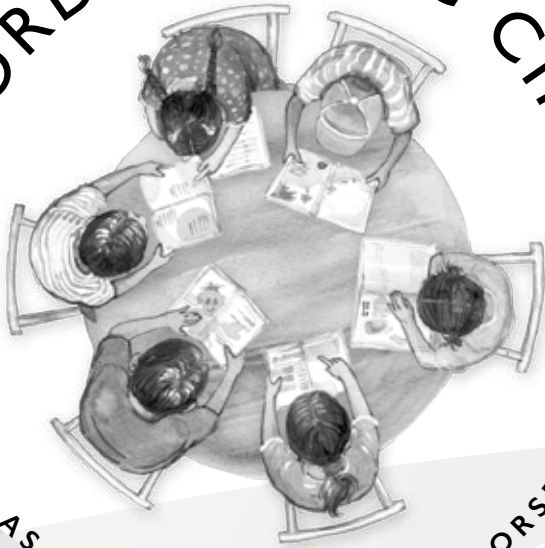


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SECOND EDITION

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 students 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 students 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 students to understand with ease. Use a *focusing* question/ statement before each reading chunk. Ask one/two *link* questions when students 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 students 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 students 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.

Mice

Pre-reading

- Have you seen a mouse?
- Do you know what they do?

Listen to the poem and find out what the poet says about the mice.

Listening

Follow the steps for listening. After listening ...

- What does the poet say about the mice?

Read the poem and see if you agree with the poet.

While reading

Learners to form pairs. Each pair will read the poem together silently. Help students recite the poem together with appropriate gestures, stress, and pronunciation. After reading the poem, the following question to be discussed in the class.

- Do you like mice? Give reasons for your answer.

Post-reading

Character description

Characters in a poem are described by using adjectives or describing words. Adjectives describe a noun, place, animal, or thing. For example, the class is clean. Trees are tall. Elephants are very large. Clean, tall, and large are adjectives.

Activity:

Complete the blanks by choosing the correct answer about mice:

- Mice are _____ (new, nice, neat)
- Their faces are _____ (round, small, tiny)
- Their tails are _____ (long, big, small)
- Their ears are _____ (blue, green, pink)
- Their teeth are _____ (white, pink, yellow)

Answers (Pages 10–11)

A. Learners will practise.

- B. 1. The poet likes mice because they have long tails, small faces, pink ears, and white teeth.
2. Some people think mice are not nice because they run around the house at night and nibble and touch things they shouldn't.
3. I think mice are nice because they are small and cute.
(Answers may vary.)
4. mice-nice; small-all; white-night; touch-much

- C. 1. a. nibble—take small bites out of
b. chew—bite food with the teeth, especially to make it easier to swallow
c. gnaw—bite at or nibble something persistently
d. crunch—crush with the teeth, making a loud but muffled sound
e. grind—reduce something to small particles by crushing it with teeth
f. suck—draw into the mouth by using the muscles of the lips and mouth
g. guzzle—eat or drink something greedily
h. gulp—swallow drink or food quickly or in large mouthfuls
i. sip—drink (something) by taking small mouthfuls
j. munch—eat (something) steadily and often audibly
2. Ask learners to use these words in sentences.

3. a. ear b. nose c. toe
d. tongue e. chest f. head
g. knee h. forehead i. finger
j. lip k. thigh l. shoulder

D. 1. **Mouse**

smaller

small head

eyes big compared to head

ears big compared to head

skinny tail

Rat

bigger

large head

eyes small compared to head

ears small compared to head

thicker tail

2. Answers will vary.

Ruby's Garden

Pre-reading

- Do you remember your first day in school? Tell the class some of the things that you did that day.
- Here's a story about Ruby's first day in school. Read the title of the story. Can you guess from the title what she did on her first day?

Read the first page to check your guess.

While reading

Introduce the vocabulary (words and meanings) shared in the text.

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

Reading chunk (Pages 12–13)

- What did Ruby do on the first day?
- What do you think the class did in the garden?
- Do you think her mum was happy that Ruby spent the day in the garden?

Read the next page to check your guess.

Reading chunk (Pages 14–15)

- Was Ruby's mum happy?
- What do you think Ruby's teacher would say about the children being in the garden for the whole day?

Read the last part of the story to find out.

Reading chunk (Page 16)

- Do you think the teacher had a 'fun' idea?
- Do you like the idea?

Post-reading

Setting

Setting is the place or time where the story takes place. For example, when Ruby's mum asked Ruby questions about her first day at

school, they were sitting in their house. The house was the setting of that scene.

Help learners guess the setting where Ruby spent the whole day at school. Was she in a garden? In a classroom? Or at a library? What does Mrs Dibbins find out from Ruby's teacher, Mrs Thomas?

Activity:

Circle the place where Ruby spent her whole day at school:

Library

Classroom

Garden

Her friends were V _____, R _____, P _____, I _____, J _____, and D _____.

Answers (Pages 16–17)

A. Learners will practise.

- B. 1. Mums and dads were at the school gate waiting for their children to come out as soon as school got over.
2. Mrs Dibbins wanted Ruby to tell her how she spent her first day at school.
3. Ruby and her mum chatted a little about school and then about Ruby's pet kitten, Minnie.
4. Mrs Dibbins was worried about Ruby spending the whole day in the garden. So she was cross when Mrs Thomas laughed at her anxiety.
5. Mrs Thomas knew that the children had not been in the garden at all. They had been inside the class and learning, as flowers. So she laughed when Mrs Dibbins was worried.
6. Answer depends on the children.

- C. 1. The children of 2B were going to draw on their second day at school.
2. If Ruby had more friends in her class with names like hers, Mrs Thomas might have called her class a jewellery shop. Jade, Amber, Opal are names of gems, as is Ruby.
3. Wander—to roam around hole—hollow space
Wonder—to be surprised whole—complete

D. 1 and 2: Answers can vary.

Farmer Ben's Boot

Pre-reading

- Do you know any rhyme on animals? Say the rhyme to the class. You may use the rhyme: *Old McDonald had a farm ...*
- Can you produce any animal sounds?
- See the picture on page 21. Can you say what the animals in the picture are doing?

Read pages 18 and 19. Find out what Zinka used to do for Farmer Ben.

While reading

Learners will form pairs. Each pair will read the story together silently. Help learners to read the story together with appropriate gestures, stress, and pronunciation. After reading, the following questions will be discussed in the class.

Reading chunk (Pages 18–19)

- What did Zinka do for Ben?
- Why did she bring only one shoe?

Reading chunk (Pages 20–22)

- Did Zinka find the other shoe?
- What do you think Zinka would do now?

Read the last part of the story to find out.

Reading chunk (Page 23)

- What did Zinka do with the shoe?
- Who had made the shoe their home?

Post-reading

Describing the farm

Farmer Ben has a farm and he has many animals there. Help learners identify the different animals and the quantities (numbers) of those animals. The description is given on page 18.

Activity:

Read page 18. Farmer Ben has a farm with many animals.

Write down the names of the animals that were on Farmer Ben's farm, and also write how many there were.

Animals on the farm	How many?

Answers (Pages 23–24)

A. Learners will practise.

B. 1. Farmer Ben had seventeen cows, forty-six sheep, thirty-nine goats, sixty-two geese, forty-nine white hens, one big red rooster, two horses, three cats, and a dog named Zinka.

2. Every morning Zinka would run to the gate to get the paper and after Farmer Ben had his cup of tea, she would get his boots.

3. The farmer looked funny because he wore a boot on one foot and a shoe on the other.

4. One of the cats told Zinka where to find the boot.

5. There were five white baby mice in the boot.

6. Some places or things that the mice can use as their homes can be old pots and pans, cupboards, lamp shades, etc.

7. Answer depends on the learners.

C. lots, thirty, couple, third, first, second, dozen, last, few, nine, six, a
Ask learners to use these words in sentences.

D. 1. Farm animals: cows, bulls, goats and sheep, hens, roosters and ducks, cats and dogs, horses

(Learners may give more names of farm animals.)

2. Answer may vary.

An Alphabet

Pre-reading

- Do you remember all your alphabets?
- Do you have a favourite alphabet?

Listen to the poem and find out what the poet says about alphabets.

Listening

Follow the steps for listening. After listening, teacher to ask:

- Does the poet describe alphabets in a fun way?

Read the poem and see if you know the words the poet has used.

While reading

Learners will form pairs. Each pair will read the poem together silently. Help students recite the poem together with appropriate gestures, stress, and pronunciation. After reading the poem, the following questions will be discussed in the class.

- Do you think the poet has made up words in the poem? Give reasons for your answer.

Post-reading

Rhyming words

Rhyming words are words that end with the same sound. In this poem, the words **pidy** / **widy** / **tidy** rhyme with each other.

Help learners find the rhyming words in the poem.

Activity:

Read the poem again. Write down all the words that rhyme with the words given below:

Beary	Dolly	Eely	Fishy	Goosy	Henny
Weary					

Answers (Pages 29–30)

- A. Learners will practise.
- B.
1. A was an apple pie. It was nice inside.
 2. The word 'twirly' tells us that eels are bendy.
 3. The word 'waddle' tells us how the goose walks.
 4. The poet asks the hen if it has any eggs.
 5. Yes, the fish was eaten because it was in a dish.
- C.
1. a. take b. egg c. waddle
d. cake e. nurse f. bake
 2. a. pity b. baby c. money
d. hairy e. donkey f. bony
g. hockey h. many
- D. 1 and 2: Answers can vary.

Constable Plod

Pre-reading

- Do you like policemen?
- Would you want to be a policeman when you grow up?
- What do policemen do?

Read the story and see if you know what policemen do.

While reading

Introduce the vocabulary (words and meanings) shared in the text.

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

- What do policemen do?
- Do you think Constable Plod was funny? Why?
- Do you like the boy in this poem? Why?

Post-reading

Character description

Characters in a story are described by using adjectives or describing words. Adjectives describe a noun, place, animal, or thing. For example, the girl is smart. The cat is brown.

Activity:

Circle the words that describe Constable Plod:

hard-working clever silly nice quick

Answers (Pages 34–35)

- A. Learners will practise.
- B. 1. Mr Plod is a police constable in a small town. He is kind but not very clever.
2. The Inspector asked the thief to tell his name, his address, his age, whether he had a wife, and whether he had any children.

3. The Inspector sent four photographs of the thief to Mr Plod. He sent them so that Mr Plod could look for the thief.
4. The Inspector was excited because he thought Mr Plod had caught the thief.
5. Mr Plod was not very clever and he did not realise that the four photographs were of the same thief.

- C. 1. **A** **B**
- | | |
|-------|--------------|
| take | a photograph |
| catch | a thief |
| tell | a story |
| ask | a question |
| make | a plan |
| have | an idea |
2. a. photographer b. policeman
c. thief d. driver
e. teacher f. carpenter
g. artist/painter

- D. 1. The police help us by catching thieves, criminals, and by keeping an eye on everyone so that they obey the laws.
2. Answer may vary.

Chicken Licken

Pre-reading

Read the title of the story.

- What do you think the story is about?

Read the first page to know what it is about.

While reading

Learners will form pairs. Each pair will read the story together silently. Help students to read the story together with appropriate gestures, stress, and pronunciation. After reading, the following questions will be discussed in the class.

Reading chunk (Page 36)

- What did Chicken Licken think was happening?
- Why did she think so?
- Do you think she was right?

Reading chunk (Pages 37–40)

- How many characters are there in the story?
- Do you think all of them believe Chicken Licken?
- What do you think happens at the end of the story?

Read page 41 to find out if your guess is correct.

Post-reading

Sequence of events

Events are things that happen in a story. These events make a story complete. For example, a huge acorn fell on Chicken Licken's head. This is an event.

Ask learners to reread the story to find out the correct order of the events.

Activity:

Who met whom?

Read the story Chicken Licken again. Rewrite the sentences in the correct order.

- a. Chicken Licken met Henny Penny.

- b. They met Goosey Loosey.
 - c. They met Foxy Loxy.
 - d. They met Gander Lander.
 - e. They met Cocky Locky.
 - f. They met Drakey Lakey.
 - g. They met Ducky Lucky.
 - h. They met Turkey Lurkey.
1. Chicken Licken met Henny Penny.
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. They met Foxy Loxy.

Answers (Pages 42–43)

- A.** Learners will practise.
- B.**
1. Chicken Licken was going to the woods.
 2. A huge acorn fell on her head.
 3. When the acorn hit Chicken Licken, she thought that the sky is coming down. Chicken Licken wanted to tell this to the king.
 4. Seven animals joined Chicken Licken. They were Henny Penny, Cocky Locky, Ducky Lucky, Drakey Lakey, Goosey Loosey, Gander Lander, and Turkey Lurkey.
 5. Foxy Loxy wanted to gobble up the animals.
 6. The animals realized that the sky was not coming down, but it must have been an acorn that hit Chicken Licken.
- C.**
1. False 2. True 3. True
 4. True 5. False
- D.**
1. The birds would have met the king if they hadn't met Foxy Loxy on the way. The king would have told them not to worry because the sky could never fall.
 2. Answer may vary.

The Boy Who Never Told a Lie

Pre-reading

- Do you always tell the truth?
- Do you know anyone who has never told a lie?

Listening

Follow the steps for listening. After listening ...

Read the poem and see which words the poet has used for the boy.

While reading

Learners will form pairs. Each pair will read the poem together silently. Help students recite the poem together with appropriate gestures, stress, and pronunciation. After reading the poem, the following questions will be discussed in the class.

- Which are the describing words?
- Write the correct describing word for each blank:
 - _____ stick
 - _____ weather
 - _____ twig
 - _____ children

Post-reading

Moral

Most stories and poems have a moral or lesson in them. In this poem, the poet conveys an important message or lesson to the readers.

Help learners identify the moral or lesson of the poem. Ask them what the message of the poem is.

Activity:

Which of the following messages do you think the poet wishes to convey?

- Go to school.
- Always be honest.
- Have curly hair.

Answers (Pages 45–46)

- A. Learners will practise.
- B. 1. The boy had curly hair and pleasant eyes.
2. The boy never told a lie.
3. Everyone liked the boy because he never lied.
4. The boy was called the honest youth later in life.
5. Answer depends on the learners.
- C. 1. a. truth b. cry
 c. school d. near
2. a. always b. pleasant
 c. near d. loved
- D. 1 and 2: Answers may vary.

The Nail

Pre-reading

- List the uses of a nail.
- What do you think the story is about?

While reading

Introduce the vocabulary (words and meanings) shared in the text. Learners will read the text in groups and be advised to refer to the meanings of the words. After reading, the following will be discussed in the class.

Reading chunk (Page 47)

- How do you think the tradesman makes a living?
- Why do you think the villagers came to the tradesman?
- Do you think the tradesman cared about his horse?

Read page 48 and 49 to find out.

Reading chunk (Pages 48–49)

- What did the tradesman care about the most?
- How do you think he treated his horse?

Read pages 50 and 51 to check your guess.

Reading chunk (Pages 50–51)

- Do you think the tradesman acted wisely?
- Do you think his wife was correct?

Read the last part of the story to find out.

Post-reading

The main idea

The main idea is the most important thought in a story. It tells us what the story is about.

Help learners identify the main idea of the story.

Activity:

Read the story, and then tick the main idea:

- a. All was lost for a nail.
- b. He was safe.
- c. The tradesman was very rich.

Answers (Pages 52–54)

A. Learners will practise.

- B.
1. On the first Monday of each month the tradesman saddled his horse and went from village to village to sell his goods.
 2. The tradesman sold small but important things that people needed like knives, ladles, string, matches, soap, salt, candle wax, wicks, small towels, ribbons, balls, and even some colourful marbles.
 3. The children wanted sweets or toys from the tradesman and the women wanted trinkets or bangles.
 4. The tradesman told the first stable boy, 'As long as the saddlebag is not missing, I am happy! It is not safe on the road at night. I must get home. The shoe will be all right for five or six hours.'
 5. When the man got to the forest it was dark and his horse fell and broke its leg. He heard some men talking and laughing and got frightened. So he ran and he tripped in the dark and his saddle bag fell in a ditch and his coins fell out. He got up and ran home.
 6. From this story, we learn that we should first take care of all problems however small they are, otherwise that might lead to worse situations. We must not pay much importance to money and not be too greedy.
 7. Answer depends on the children.

- C.
- | | | |
|----|--------------|---------------|
| 1. | a. tradesmen | b. saddlebags |
| | c. children | d. wives |
| | e. matches | f. calves |
| | g. women | h. knives |
- 2.
- | | |
|-------------------|----------------------------|
| a. The stable lad | b. A woman buying trinkets |
| c. The tradesman | d. The tradesman's wife |

D. 1 and 2: Answers may vary.

The Three Spinners

Pre-reading

- What do you think the story is about?

Read the first page to find out.

While reading

Learners will form pairs. Each pair will read the story together silently. Help students to read the story together with appropriate gestures, stress, and pronunciation. After reading, the following questions will be discussed in the class.

Reading chunk (Page 55)

- Do you think Morna knew how to spin?
- Do you think the queen was a good person?

Read pages 56 and 57, and check your guess.

Reading chunk (Pages 56–57)

- What did the women tell Morna?
- Why do you think the prince agreed to marry Morna?

Read pages 58 and 59 to find out.

Reading chunk (Pages 58–59)

- Do you think it was right for Morna to marry the prince?
- Do you think the women helped Morna because they were good or evil?

Read the last part of the story. See if your guess was correct.

Post-reading

Character description

Characters in a story are described by using adjectives or describing words. Adjectives describe a noun, place, animal, or thing.

Activity:

What did the three women look like? Match the woman to the description:

- a. The First woman had a very large lip, hung under her chin

- b. The Second woman had an enormous thumb like a cucumber
- c. The Third woman had a very broad, large foot

Answers (Pages 60–61)

A. Learners will practise.

- B.
1. Morna did not help her mother because she was very lazy.
 2. The queen asked Perla what the horrible noise was. Perla replied that her daughter was upset as she spins all day, and Perla does not have money to buy more flax for her.
 3. The queen took Morna to the castle so that she could marry her son, the prince, if she spun flax for her.
 4. No, Morna did not spin flax in the castle.
 5. The first woman had a very broad foot and she drew the thread and trod the wheel; the second had a very large under lip and she made the thread wet with her lips; and the third had an enormous thumb and she pressed the flax and beat it on the table.
 6. The prince asked Morna how her aunts were so ugly and told her to never spin again, because he did not want Morna to become ugly.

C. Ask learners to use a dictionary to find the difference in meaning in each pair of words.

1. Soar—fly high in the sky
Sore—ache or pain in any part of your body
2. There—in or at that place
Their—belonging to them
3. Road—prepared way between places for people to travel on
Rode—sat on a horse or a bicycle
4. Find—see or get something after looking for it
Fined—money that you pay because you did something wrong
5. Past—the time before now
Passed—did well enough in a test or exam
6. Week—a period of seven days
Weak—not powerful or strong

Accept other responses.

D. 1 and 2: Answers may vary.



The Rooks

Pre-reading

Read the title.

- What do you think the poem is about?
- What kind of work do the rooks do?

Listen to the poem to find out.

Listening

Follow the steps for listening. After listening ...

- Do you think the rooks work hard?
- Which words say that they do?

Read the poem. Many describing words have been used in the poem. As you read, notice those words.

While reading

Learners will form pairs. Each pair will read the poem together silently. Help students recite the poem together with appropriate gestures, stress, and pronunciation. After reading the poem, the following questions will be discussed in the class.

- Why are the rooks busy all day?
- How are the rooks different from children?

Post-reading

Close reading

The Rooks live in a nest. They build their nests on trees. Help learners to identify the lines that describe the nest.

Hint: Read the third stanza.

Activity:

Circle the objects that the Rooks use to build their nest:

Small branches

Crooked stick

Brown roots

Slender twig

Tuft of moss

Green leaves

Answers (Pages 63–65)

A. Learners will practise.

- B. 1. The rooks are building their nest in the trees.
2. The rooks build their nests with crooked sticks, twigs, and moss.
3. The rooks make a lot of noise in rainy weather.
4. The phrases that tell us that rooks are hardworking birds are: up before the break of day, up till late at night, labour busily.
5. Children are different from rooks because they take turns to talk, but rooks all talk together.
6. Answer depends on the children.

- C. 1. nightly sadly busily crookedly
 noisily rainy lately friendly
 bendy airy finely foxy
 bony chatty dusty bushy
2. Ask learners to sit in pairs to do this activity. Ask them to explain the reason for choosing each odd one.
- a. tail b. birthday c. cycle
3. a. rich b. much c. child d. torch

- D. 1. **Animal** **Noise**
 Lion Roar
 Hare Squeak
 Frog Croak
 Donkey Bray
 Goose Cackle
 Dolphin Click
 Sparrow Chirp

(Learners will give various other answers/examples.)

2. a. duck; flamingo; swan
 b. ostrich; emu; pelican
 c. peacock; macaw; kingfisher
 d. nightingale; blackbird; skylark



The Pigeon and the Ant

Pre-reading

Ask learners to sit in pairs.

- Read the introduction to the story.
- Tell your friend the story of the lion and the mouse.
- Discuss with your friend who could have helped whom in this story.

Read pages 70 and 71. Find out the characters in that part.

While reading

Introduce the vocabulary (words and meanings) shared in the text.

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

Reading chunk (Pages 66–68)

- Who are the characters?
- What do you think Anthony did with the twig?

Read the next two pages to check your answer.

Reading chunk (Page 69–70)

- What did Anthony do?
- Do you think it was a wise thing to do?
- Do you think Anthony would help the pigeon some day?

Read the last part of the story and check your guess.

Reading chunk (Page 71)

- Did Anthony help the pigeon?

Post-reading

Picture description

Show learners the picture on page 69 and ask them to guess the names of the two animals in the picture.

Activity:

Look at page 69.

There are two animals in the picture. Name them:

- a. _____
- b. _____

Answers (Pages 72–73)

A. Learners will practise.

- B. 1. The ants were carrying a large piece of cake to their nest bit by bit.
2. Anthony was not working because he was not feeling too well that day.
3. His aunt told him to go and sit by the brook because the fresh air and sunshine would make him feel better.
4. The pigeon threw a wide piece of grass to Anthony. Anthony climbed onto it. When the grass got stuck in the reeds, he climbed onto the bank.
5. Anthony smiled and wanted to wave at the pigeon to thank him for saving his life.
6. The boy dropped his bow and arrow and shouted because Anthony had bitten him.
7. From this story, we learn that we should help others and others also may be able to help however small they are.
8. Anthony was clever, helpful, friendly, and thankful.

- C. 1. father mother
son daughter
husband wife
brother sister
uncle aunt
nephew niece

2. a. in-laws—relatives by marriage
b. step-relations—not genetically related; related by marriage to one's biological parent, for example

- D. 1. It is better to work as a group so that everyone can share the task. As a result, work gets done quickly and in a better way. Accept other answers.

2.
 - a. a bow and arrow—A weapon system that is common to most cultures.
 - b. a catapult—A device used to launch a projectile to a great distance.
 - c. a spear—A wooden weapon with a pointed head used since ancient times.

(Learners will base their answers on these sentences.)
3. Always try and help others irrespective of your size; working together always proves beneficial.

My New Rabbit

Pre-reading

Sit in pairs. Look at the picture on page 75 and discuss with your partner.

- Do you think the girl is fond of animals?
- Why do you think so?

Now listen to the poem and check if your answers are correct.

Listening

Follow the steps for listening. After listening ...

- Is the girl fond of animals?
- Which animal is the girl's new pet?

Read the poem. Find out more about the new pet and how it is different from the other pets.

While reading

Learners will form pairs. Each pair will read the poem together silently. Help students recite the poem together with appropriate gestures, stress, and pronunciation. After reading the poem, the following questions will be discussed in the class.

- Which words or phrases are used to describe the rabbit?

Post-reading

Rhyming words

Explain to the learners that words ending with the same sound are called rhyming words. Write examples on the board to explain further. Read the words aloud. Help them understand the difference by making them repeat the words after you. Some examples to write on the board could be:

Are Star
Bat Cat
Sky High

Activity:

Match the words that rhyme with each other:

- a. Hutch Knows
- b. Bow-Wow Tell
- c. Nose Much
- d. Spell Mee-ow

Answers (Pages 75–76)

- A. Learners will practise.
- B.
 - 1. The poet made a rabbit hutch and gave oats to the rabbit to eat.
 - 2. The dog barks when spoken to and the cat purrs in answer.
 - 3. The rabbit does not say anything at all.
 - 4. According to Mother, the rabbit keeps quiet probably because the fairies had told him their secrets and then put a spell on him to stop him from telling others their secrets.
 - 5. Answer depends on the children.
- C. Ask learners to sit in pairs to do this activity. Ask them to explain the reason for choosing each odd one.
 - 1. sleep
 - 2. grow
 - 3. take
 - 4. then
- D.
 - 1. Dogs, cats, fish, rabbits, and small birds (parrots, lovebirds) are most commonly kept as pets. Other animals are not kept as pets because they live in the wild and cannot stay in a house. Answers may vary.
 - 2. Answer may vary.

Somu's Car—1

Pre-reading

- Do you like long drives in a car?
- Tell the class about one of your outings in a car.
- Somu went on a drive with his dad. What do you think happened: nice things or not-so-nice things?

Read the first two pages of the story to check your guess.

While reading

Learners will form pairs. Each pair will read the story together silently. Help students to read the story together with appropriate gestures, stress, and pronunciation. After reading, the following questions will be discussed in the class.

Reading chunk (Pages 77–78)

- Did a nice thing happen?
- Do you think they will be able to change the wheel?

Read page 79 to find out.

Reading chunk (Pages 79–81)

- What happened to the car?
- Do you think they will be able to take the car out of the ditch?

Read up to the end of page 83 to check your guess.

Reading chunk (Page 81–83)

- How did they manage to pull the car out of the ditch?
- Can you answer the last question in the story: 'What could they do?'

You can check your guess only when you read the next part of the story.

Post-reading

Conflict

Most stories have a conflict, or a problem that the characters face.

In this story, Somu's Dad is driving a car but it gets punctured. This is the problem that they have.

Help learners identify conflicts that Somu and his father faced.

Activity:

Identify the conflict in the given lines. Underline the sentence which shows Somu and his Dad have a problem.

Dad took the spare wheel out of the boot.

He stood there scratching his head. Somu was right.

The other tyre had a great big hole in it.

Answers (Pages 84–85)

A. Learners will practise.

- B. 1. Somu and his Dad were out for a drive away from the town. We know this because there was no garage nearby and Dad had to fix the car himself.
2. The car stopped after a loud bang because there was a puncture.
3. Dad put the jack under the car and turned the rod till the car was lifted. Then he undid the nuts on the wheel with a spanner, and then he took off the wheel.
4. When Dad leaned against the car there was a loud sound as the car fell off the jack and started rolling down the hill on three wheels.
5. Dad told Somu to always remember to put the handbrake when he was running after the car.
6. The car was brought out of the muddy field by a helpful farmer. He tied a rope to the car and used two bullocks to pull the car out of the mud and onto the road.
7. The three mistakes that Somu's dad made were – 1) He had not got the spare tyre repaired. 2) He forgot to put the handbrake. 3) He left Granny in the car.

- C. 1. a. had, hard, head, heard, heavy, hid
b. main, man, mane, mean, mine, my
c. wall, whale, wheel, while, whole, will
d. knees, nice, niece, noise, noose, nose

2. a. we b. way c. saw d. flaw
e. work f. weight g. flower

D. 1 and 2: Answers may vary.

Somu's Car—2

No pre-reading activity is necessary here as this is not a new text but the same story is being continued.

Recap

- Do you remember where Somu's car is?
- Do you think they'll be able to go home in the car with three wheels?
- Do you think someone will help them?

Read the first page and check your guesses.

While reading

Introduce the vocabulary (words and meanings) shared in the text.

Learners will read the text in groups. After reading, the following will be discussed in the class.

Reading chunk (Pages 86–87)

- Who came by to help Somu and his father?
- Do you also think a car with three wheels is a funny thing?

Read the next two pages. Find out how the lorry driver helped Somu and his father.

Reading chunk (Pages 88–89)

- How did the lorry driver try to help them?
- Do you think they will be able to push the car on to the lorry?
- Will there be more problems? Why do you think so?

Read the next page to check your guesses.

Reading chunk (Pages 90–91)

- What made the screeching sound?
- What could be Somu's plan?

Do you think Somu is a clever boy? Check your guess by reading the last page of the story.

Post-reading

Character traits

All the characters in a story have roles to perform, as well as some unique qualities. These qualities are usually adjectives or describing words. For example, in this story Granny is a quiet woman. Quiet is a character trait.

Help learners identify character traits for the other characters in this story.

Activity:

Dad and Somu meet a lorry driver and a lorry cleaner. Circle the character traits both the driver and cleaner have.

angry jolly funny kind clever

Answers (Pages 92–93)

- A. Learners will practise.
- B.
1. Somu and his Dad were stuck because their car had one punctured wheel. Even the spare wheel had a hole in it. They did not know how they were going to get home.
 2. The driver, the cleaner, Dad, Somu, the boy on the bicycle, and the farmer all pushed the car with great effort onto the lorry.
 3. The cleaner moved away from the driver because, the driver had the habit of slapping him.
 4. The lorry stopped under the bridge as the roof of the car got stuck there.
 5. Somu had a clever idea. He suggested that they should take out some air from the tyres. Then the lorry would come down and move under the bridge.
 6. Answer depends on the learners.
- C.
1. Dad is hardworking as he pushed the car onto the lorry. He is friendly and kind because he does not forget to wave to the farmer and the boy. Dad is also forgetful as he kept forgetting about Granny.
 2. a. spare—The car was repaired easily as the spare parts were available at the petrol pump by the highway.
b. muttered—Granny muttered her prayers before going for a trip.

- c. finally—Naveen finally cleared all his papers.
- d. crammed—Ravi crammed himself into the crowded bus.

D. 1 and 2: Answers may vary.



The Little Old Lady

Pre-reading

- Do you ever think that your grandparents were once boys and girls like you?
- How did they look when they were very young?
- What did they like to do at that time?
- Did they play like you do?
- Were they mischievous?

Listen to this poem about a little old lady. Find out who is thinking about the old lady in this poem.

Listening

Follow the steps for listening. After listening...

- Who is thinking about the old lady?

Now, read the poem. In the poem, the little girl thinks about two things. As you read, find out what these two things are.

While reading

Learners will form pairs. Each pair will read the poem together silently. Help students recite the poem together with appropriate gestures, stress, and pronunciation. After reading the poem, the following question will be discussed in the class.

- Would you be happy to see your grandparents young again?

Post-reading

Rhyming words

Help learners identify rhyming words from the poem. Explain that rhyming words end with the same sound. Practise by telling them to read the rhyming words loudly.

Activity:

Fill in the blanks to make words that rhyme with the given words:

- Be _ e
- Curls _ _ r l s
- Play _ a y

Answers (Pages 95–96)

- A. Learners will practise.
- B. 1. The little girl thinks that the lady is as old as old can be.
2. The old lady had curls and black hair.
3. She would skip instead of walk. She went to school and played with other little girls.
4. Answer depends on the learners.
- C. yellow-toothed big-headed
dark-skinned well-known
first-rate pickled-onion
- D. 1 and 2: Answers may vary.



The Kind Dolphins

Pre-reading

- What are the different kinds of houses that you know?
- How would you like to live in a house that is very different from the one that you stay in now?

Read the first paragraph (page 97) of the story.

- What kind of house is it?
- Do you think it is exciting/dangerous to live in a 'boat-house'?

While reading

Introduce the vocabulary (words and meanings) shared in the text.

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

Reading chunk (Pages 97–99)

- What did the kind fisherman do for the dolphins?
- Do you think the dolphins would help the kind man if he got into any problem?

Read the last part of the story to find out.

Reading chunk (Pages 100–101)

- What did the dolphins do?
- Do you think the dolphins were intelligent?

Post-reading

Moral

Most stories contain a moral or lesson. The writer of this story conveys an important message or lesson to the readers.

Help learners identify the moral or lesson of the story. Ask them what they think the writer is trying to teach them.

Activity:

What lesson does the writer convey in the story? Tick the correct answer.

- a. Eat fish
- b. Stay safe
- c. Be kind

Answers (Pages 101–102)

A. Learners will practise.

- B. 1. The fisherman lived on his boat.
2. The dolphins in this river were blind.
3. Dolphins like to eat carps and tiny shrimps.
4. The fisherman slipped on the deck and fell into the water during the storm. Then the fisherman was saved by two dolphins. One dolphin carried him on its back. They swam to his boat and put him on the deck.
5. The fisherman told his wife to ask the dolphins to tell her how the fisherman got back into the boat, because they swam to his boat and put him on the deck.

- C. 1. a. unkind—kind b. rich—poor
c. enemies—friends d. soft—loud
e. somewhere—anywhere f. narrow—broad
2. c. Japan d. Argentina
e. Germany f. Britain

Accept other responses.

- D. 1 and 2: Answers may vary.



The Lost Doll

Pre-reading

- Have you ever lost a toy?
- Can you describe that toy?

Listen to the poem to find out how the lost doll was.

Listening

Follow the steps for listening. After listening...

- What kind of doll was it?
- In what condition was it found?

Read the poem. A little girl talks fondly of a doll she lost. Find out if she still loves the doll after she finds it.

While reading

Learners will form pairs. Each pair will read the poem together silently. Teacher will help students recite the poem together with appropriate gestures, stress, and pronunciation. After reading the poem, the following questions will be discussed in the class.

- Which words or phrases are used to describe the doll before it is lost?
- Which words or phrases are used to describe the doll after it is found?

Post-reading

Character description

A character can be described in a number of ways. One such way is by using adjectives or describing words. Help learners to identify words that describe the doll.

Activity:

Circle the adjectives that describe the doll.

sweet

prettiest

ugliest

curly hair

little

red cheeks

white cheeks

naughty

scary

Answers (Pages 104–105)

- A. Learners will practise.
- B. 1. The doll had red and white cheeks and charmingly curled hair before it was lost.
2. The doll's paint had washed away, its arms were trodden off, and its hair had lost its curls when it was found.
3. Other people said the doll had terribly changed.
4. The cow is mentioned in the poem.
5. The lines repeated in the poem are: The prettiest doll in the world. As I played on the heath one day.
6. The poet still thinks it is the prettiest doll in the world because the poet liked the doll.
- C. 1. Found—lost 2. Cried—laughed
3. Curled—uncurled
- D. 1 and 2: Answers may vary.



Don't Talk

Pre-reading

- Look at the picture on page 106. Do you like the boy? Tell your friend why.
- Would you like to know more about the boy?

While reading

Learners will form pairs. Each pair will read the story together silently. Help students to read the story together with appropriate gestures, stress, and pronunciation. After reading, the following questions will be discussed in the class.

Reading chunk (Pages 106–107)

- What kind of boy was Tommy?
- Do you think Tommy would talk to his mother after this?

Read the next two pages and see if you guessed correctly.

Reading chunk (Pages 108–109)

- Did Tommy talk to his mother?
- Do you think this is good behaviour?
- Guess what happened next.

Read the last part of the story and check your guess.

Reading chunk (Pages 110–111)

- Do you like the ending of the story?
- Why?

Post-reading

Setting

Setting is the place and time where a story takes place. In this story, Tommy Smith lives with his father and mother in a beautiful house. Help learners to describe his garden. Ask them what was in the garden.

Hint: Ask them to read the second paragraph on page 106 to find answers.

Activity:

Tommy has a beautiful house and his garden is also very beautiful. Fill in the blanks to describe the garden.

- a. The beautiful garden was at the b _ _ k of the house.
- b. In the garden, there was a s _ _ _ g.
- c. There was a s _ _ _ e.
- d. There was a c _ _ _ _ _ g frame.
- e. There was even a t _ _ _ for him to play in.

Answers (Pages 111–112)

- A. Learners will practise.
- B.
1. Tommy was lucky because he had a room of his own, lots of toys, a shiny new bicycle, and even a pet cat called Smudge.
 2. The sad thing about Tommy was that he got cross very easily.
 3. One day he got cross with his mother and said he didn't want to talk to her anymore.
 4. Mrs Smith found a note for her in Tommy's room.
 5. Tommy did not go on the school trip because he did not wake up on time.
 6. Tommy learnt a lesson that if he did not talk, his mother would also not talk, and that if he chose to talk to his mother through notes, then his mother would also answer him through notes. Then he would suffer. (Accept other responses.)
 7. Answers may vary.
 8. Answers may vary.
- C.
1. I see you are empty.
 2. You are too wise.
 3. See any bees?
- D. 1 and 2: Answers may vary.

If Ever I See

Pre-reading

- Have you ever seen a bird's nest? How did it look like?
- Tell the class about it.

Listen to the poem to find out what the poet never wants to do.

Listening

Follow the steps for listening. After listening...

- Do you think the poet is correct?
- Would you ever hurt a bird or animal?

Read the poem. Find out if you agree with what the poet has to say.

While reading

Learners will form pairs. Each pair will read the poem together silently. Help students recite the poem together with appropriate gestures, stress, and pronunciation. After reading the poem, the following question will be discussed in the class.

- Would you be happy to see a free bird?

Post-reading

Rhyming words

Words that end with the same sound are called rhyming words. For example, car / bar / jar.

Activity:

Fill in the blanks to create rhyming words for the following words:

- See T _ _ e
- Nest B _ _ _ _ t
- Play A _ _ y
- Know S _
- Birds W _ _ _ s
- Fly S _ y
- Me F _ _ e
- Sad G _ _ d

Answers (Pages 114–115)

- A. Learners will practise.
- B. 1. The poet says they must not play with a bird's nest or steal young birds because it would cause them a great deal of sadness.
2. The poet says that the birds' mother would be sad if her children were to be stolen, just like the poet's mother would be sad if he were stolen.
3. If the young birds grow up and fly freely, they will be happy and sing to the poet. That, in turn, will make the poet happy if he is sad.
- C. 1. old—young 2. happiness—sorrow
3. dull—bright 4. hardest—softest
5. sad—happy 6. sad—glad
7. my—their 8. trapped—free
- D. The poet likes birds because they are free and can fly and sing, thus making him happy.

Answers may vary for the second question. For example:

I like dogs the best. They are very loving and loyal and they also play with me.

Strong Together

Pre-reading

Ask learners to bring to the class a few twigs each.

Take your twigs out. Lay them in front of you. Pick up one and try to snap it into two.

Now, take all your twigs together. Try to break them all at once.

Is it easy?

Read the title of the story. Can you understand what it means to be together?

As you read the story, you would understand this better.

While reading

Introduce the vocabulary (words and meanings) shared in the text.

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

Reading chunk (Pages 116–117)

- Who remained together?
- Do you think staying together will help the oxen?

Read pages 117 to check your answer.

Reading chunk (Pages 118–119)

- How did staying together help the oxen?

Reading chunk (Pages 120–121)

- Did they stay together?
- Is it wise to listen to such bad things about your friends?

Post-reading

Moral

Most stories contain a moral or lesson.

Help learners identify the moral or lesson of the story. Ask them to think about the message of the story.

Activity:

Teacher to discuss the moral of the story: We are strong when we stay together.

Answers (Pages 122–123)

- A. Learners will practise.
- B. 1. The farmer's house was in the middle of the farm because there was no road to his farm. Also, living near the forest frightened him.
2. Two of the oxen ploughed the land. The other two drew water from the well.
3. The oxen stayed safe by staying together and protecting each other.
4. The lion and the jackal tricked the oxen by telling each one untrue stories about the others. The oxen believed these stories and became separated from one another.
5. One by one, the oxen were killed by the lion and the jackal. They came to a sad end because they did not remain together, so it became easy to kill them.
6. We learn from this story that we should be careful of others, and not to believe in lies. We also learn that we should remain together otherwise the enemy will defeat us.
- C. 1. a. bellow b. loudly c. greater
d. oxen e. plough f. immediately
g. enough h. ground i. else
2. a. The oxen began to *quarrel* with each other.
b. The hungry lion's stomach *rumbled*.
c. The oxen went up and down the *slope* all day, *drawing* water from the well.
- D. 1. I think being clever is better than being strong. If you are clever you can think your way out of any situation and not have to use force at all. Learners will give various examples.
2. Answers may vary.

Storm Cloud

Pre-reading

- Do you like the rain?
- Do you like the thunder and lightning flashes that sometimes come with the rain?

Listening

Read the poem aloud twice. Learners to listen and repeat. Read once/twice more if necessary. Read with stress and rhythm.

After listening

Does the speaker like the thunder and lightning that came with the rain?

While reading

Learners will form pairs. Each pair will read the poem together silently. Help students recite the poem together with appropriate gestures, stress, and pronunciation.

Post-reading

Description

Adjectives are used to describe a scene in a story. These adjectives are descriptors or describing words.

Help learners identify descriptive words for the cloud in the poem.

Activity:

Circle the words that describe the cloud in the poem:

Huge Dark White Black

Brown Grey Blue Small

Answers (Pages 125–126)

- A. Learners will practise.
- B. 1. The speaker is young because of the sense of wonder he is filled with. He is a child because he is accompanied

by his parents and he gets scared by the thunder and the lightning.

2. The words are:
 - a. colour—grey, blue, hue, black
 - b. light—flash
 - c. sound—rumbled, grumbled, kerboom, crash
 3. The cloud ‘rumbled’ and ‘grumbled’ making the poet say that it was not very nice.
 4. The storm frightens the little child.
 5. Answer depends on the children.
- C. 1.

a. crash—lightning	b. bang—car
c. tinkle—telephone, bangle	d. boom—guns
e. creak—wood	f. whoosh—air
g. hiss—snake	h. squawk—parrot
i. hoot—owl/car horn	j. ring—telephone
k. tweet—sparrow	l. clang—bells
- D. 1 and 2: Answers can vary.



Walnuts and Pumpkins

Pre-reading

- Have you seen walnuts and pumpkins?
- What size are the walnuts and the pumpkins?
- Can you draw a pumpkin and a few walnuts?

Now, read the story about walnuts and pumpkins.

While reading

Learners will form pairs. Each pair will read the story together silently. Help students to read the story together with appropriate gestures, stress, and pronunciation. After reading, the following questions will be discussed in the class.

Reading chunk (Pages 127–129)

- What did Jameel think about the walnuts and the pumpkins?

Read the next page, and see what Jameel thought next.

Reading chunk (Pages 130–131)

- Do you agree with what Jameel thinks? Why?

Read the next two pages. See what happened.

Reading chunk (Pages 132–133)

- What happened to Jameel?
- What do you think Jameel thought next?

Read the last part of the story and check your guess.

Post-reading

Main idea

Every story has a main idea. It tells us what the story is about.

Help learners identify what the story is about. Explain that the main idea is usually in the beginning or at the end of the story.

Activity:

This story is based on the blessings that God has given us.

Tick the right answer by guessing the main idea of the story.

- a. Walnuts should be very big.
- b. Never question God's work again.
- c. Pumpkins should be very small.
- d. Never sleep under a tree.

Answers (Pages 135–136)

A. Learners will practise.

- B.
1. Jameel's journey was taking a long time because there were no cars, buses, or trains. So he had to walk all the way.
 2. Jameel sat under a tree to rest because he was tired.
 3. Jameel thought that huge pumpkins should grow on big trees and small walnuts should grow on small vines.
 4. Jameel dreamt that huge pumpkins were growing on big trees and small walnuts were growing on the vines nearby.
 5. Jameel was filled with joy because if a pumpkin had fallen on his head, he would have died.
 6. He said God was great and wiser than him.

- C.
1. a. journey, greatness b. walnut
c. God d. pumpkins, vines
e. surprised, dance
 2. a. exclaim: say something with surprise, amazement, etc.
Robin will exclaim with delight on hearing the good news.
b. exit: a way out of a building, house, etc.
The shop had only one exit.
c. exact: completely correct, without mistakes
Saba wanted to know the exact time.
d. expect: think that somebody or something will come or happen
I expect the work to be done.

D. 1 and 2: Answers can vary.

Two Little Kittens

Pre-reading

- List some things you have seen a kitten do.
- Tell these things to the class.

Now, listen to a poem. The speaker tells us the things that kittens do and also tells us about the weather. As you listen, check if you have experienced such weather.

Listening

Read the poem aloud twice. Read once/twice more if necessary. Read with stress and rhythm.

While reading

Learners will form pairs. Each pair will read the poem together silently. Help students recite the poem together with appropriate gestures, stress, and pronunciation. After reading the poem, the following questions will be discussed in the class.

- Did the kittens stop fighting?
- Is it ever a good idea to quarrel?

Post-reading

Rhyming words

Help learners understand that words that end with the same sound are rhyming words. Give examples and write them on the board. Help learners to come up with examples of their own.

Activity:

Complete the following table with rhyming words. Some are in the poem.

Make your own rhyming words too.

Words	Rhyme from the poem	My own rhyme
Fight	_ ight	_ ight
None	_ _ _ _ _ n	f _ n
Cat	t _ a t	_ a t

Son	_ n e	r _ n
Mice	_ i c e	_ i c e

Answers (Pages 139–140)

A. Learners will practise.

- B. 1. The kittens quarrelled about a mouse.
 2. An old woman stopped them from arguing, when she swept them out of the room with her sweeping broom.
 3. When the kittens were outside they were cold and wet because the ground was covered with snow.
 4. The message of the poem is to not fight over things, but to share them.
 5. Rhyming words: 1) none, begun – fun; 2) cat, that – fat; 3) son, one – run; 4) broom, room – loom; 5) snow, go – no; 6) door, floor – roar; 7) mice, ice – rice.

- C. 1. a. tempest—storm b. argue—quarrel
 c. grabbed—seized d. earth—ground
 e. frozen water—ice

2. Students will give various answers explaining what they have felt.

Other words that describe weather: sunny, cloudy, rainy, windy

Accept other answers as well.

- D. 1 and 2: Answers may vary.

The Emperor's Beard

Pre-reading

- Do you know any story about Birbal?

Here is a play on Birbal.

While reading

Read the play sitting in a group of six.

After reading...

Discuss in your groups:

- Do you think the title is right for this play? Why do you think so?
- How many scenes are there in the play?
- Do you think Birbal was clever? Why do you think so?

Post-reading

Role play

Role playing, or acting out a specific scene from a play, is a fun way for learners to understand what happens in the story. Divide the class in five teams and assign them to act out the three scenes of the play. Learners can be assigned roles to perform and can even be allowed to dress like the characters in the play.

An alternative could be to allow learners to mimic a character of their choice in front of the class. This would help maximize class participation.

Answers (Pages 153–154)

A. Learners will practise.

- B.
1. The ministers are talking about Birbal's closeness to Emperor Akbar at the beginning of the play.
 2. The ministers were worried that Birbal is getting more importance than he deserves.
 3. The ministers are keen to tell the emperor that Birbal is not there and that the emperor realises that Birbal is sleeping and is not in the court.

4. The ministers suggest that the culprit's head be chopped off, that he be thrown out of the country, or hung upside down from the tallest tree.
 5. The ministers suggest such severe punishments because they think that this will please the emperor. They also want to show Akbar that Birbal is not the only wise man in the court.
 6. Birbal suggested that Akber should give lots of hugs and kisses to the one who had pulled Akbar's beard.
 7. Birbal is wise because he knew that the only person who would dare pull the emperor's beard was the prince. That is why he could give the correct answer.
- C. 1. a. Arif is the speaker. He means that Birbal is like a pet animal that stays by its master's side all the time.
- b. Minister 2 is the speaker. He means to silence the others with his warning.
- c. Arif is the speaker. He means that Birbal is sleeping at home like he usually does.
- d. The Chief Minister is the speaker. He wants to express how serious he thinks the crime is.
- e. Minister 1 is the speaker. He means that he supports the other ministers.
- f. Minister 1 is the speaker. He means that Birbal's behaviour is shameful.
2. a. Lying is a disgraceful habit.
- b. My grandfather is a truly wise man.
- c. The punishment he got was severe.
- d. Arvind's mother was snoring very loudly.
- e. Ritam dared to go to the haunted house alone.
- f. We reached the station exactly on time.
- D. 1 and 2: Answers may vary.

