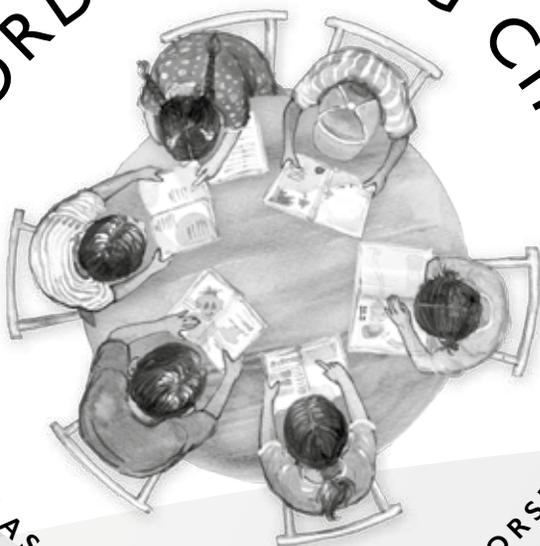


Complimentary Copy—Not For Sale

3

SECOND EDITION

OXFORD READING CIRCLE



NICHOLAS HORSBURGH • CLAIRE HORSBURGH

Teaching Guide

OXFORD
UNIVERSITY PRESS



Contents

Introduction	iv
1. The Restaurant	01
2. Majid Goes Shopping	06
3. The Jumblies—Edward Lear	10
4. The Fraid—Susan Price	12
5. A Chill—Christina Rossetti	16
6. The Turtle and the Swans	19
7. Two Legs or Four?—Dick King-Smith	23
8. At the Railway Station, Upway—Thomas Hardy	27
9. Three Languages	30
10. Up-Hill—Christina Rossetti	34
11. The Sorcerer's Apprentice	37
12. Mr Sharpe's Fish	41
13. Picnic Time—Colin Ash	45
14. Postbox Number	48
15. The Letter—Margeret G. Rhodes	51
16. Amin and the Ghul—Amabel Williams Ellis	54
17. The Green Grass Growing All Round	58
18. Why the Sea is Salty	61
19. The Eagle's Present	65
20. Hide-and-Seek—Ash Vanagar	69
21. The Seven Wise Men of Buneyr	71
22. A Child's Thought—Robert Louis Stevenson	74
23. Too Many Doctors	77



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.

The Restaurant

Pre-reading

Relay Word Race: Divide the class into two teams. The goal is that each team writes as many names of places as possible for example: school, zoo, garden, hotel, park, etc. The rule is that they cannot repeat the word their team members have used. Each team makes a vertical queue in front of the board. Only the learner in the front will be holding a marker/chalk. The first learner writes a word on the board and gives the marker/chalk to the learner next in queue and goes at the back of the line. They will keep on repeating this cycle till the time ends. The teacher can use a stop watch and give the teams two minutes. Whichever team writes the most names of places before the time ends is the winner.

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 (Paragraphs 1–2)

- What did Amna's parents do throughout the week?
- What was one recipe that her father could cook?
- What did Amna do while her parents cooked food?

Reading chunk (Paragraph 3)

- What did Amna carry in her backpack?
- How did her parents travel to work?
- What do you think are the benefits of walking?

Reading chunk (Paragraphs 4–6)

- What stories were shared by everyone at their dinner table?
- Did they enjoy listening to each other?
- Whose story would be the funniest of all?

Reading chunk (Paragraph 7)

- Where has Amna never been?
- Were her parents willing to take her there?

Reading chunk (Pages 13–14)

- What did Amna dream about? Was it a happy dream or a scary dream?
- Do you dream? What are your dreams like mostly?

Reading chunk (Page 15)

- What do you think about the ending?
- Do you think Amna gave the right answer to the waiter?
- What do you think happened next?

Post-reading

Finding the main idea

The main idea is what the writer writes about in a story. It tells you what the story is about. There should be one main idea. It is often the subject of the story. Ways to identify main idea:

- Ask the learners to look at the title of the story.
- Next, look at the picture on page 9. What is going on? Ask learners to write all the different activities that are taking place (cooking, reading, talking, sitting, standing, chopping, etc)
- The main idea in a paragraph can be found either in the first or the last sentence of that paragraph.

Activity:

Learners to attempt this activity independently.

How to find the main idea

Read the paragraph given below:

During the weekend, Amna's parents had a lot to do. On Saturdays one of them took Amna to the library and then to her gymnastics class while the other went shopping for food. Then they would do the household chores, speak to relatives on the telephone, and spend a long time preparing food. Amna's mother liked to make lots of curry and divide it up into portions so that she could heat up the food quickly every night after work. Her father liked food but he could only cook one recipe; Dad's special vegetable

surprise! He made it for Sunday lunch every week. While they cooked, Amna liked to read.

- What do you think is the main idea of this paragraph?

Clues to find the main idea: Is the entire content of this paragraph or passage connected? Can we suggest one phrase which may summarise the entire text? For example, this text talks about the routine of a family, this phrase may be called the theme of this text as it will sum up what everyone is doing.

How do we support the main idea?

Learners to be explained that every main idea is to be supported by the supporting details. As a first step, teacher will ask the following questions; the answers of these questions would support the main idea.

1. What did Amna's mother do on the weekends?
2. What did Amna's father do on Sunday?
3. While her parents did the above tasks, what did Amna do?

Answers (Pages 16–17)

- A.**
1. Amna lives with her parents in a small apartment building on a busy street close to the centre of the town.
 2. On Saturdays, Amna goes to the library and to her gymnastics class. While her parents cook food, she likes to read.
 3. Amna chose the restaurant with famous landmarks because that restaurant served food from all over the world. (She was excited when she looked at the pictures of famous landmarks on the front.)
 4. Amna's parents are surprised by what she orders at the restaurant because she eats the same 'rice and curry' everyday at home.
 5. *Accept all suitable answers.*
- B.**
1. This restaurant served food from all over the world.
 2. The phrase 'famous landmarks' means an easily recognisable object or a place such as monuments or heritage buildings that a place is famous for. Minar-e-Pakistan is a famous landmark in Lahore.

3. The restaurant served some of the famous dishes such as the British Fish and Chips and the French Chicken.
 4. *Accept all suitable answers.*
- C.
1. He sometimes plays football on Sundays.
 2. They sometimes read a book.
 3. Parvez never gets angry.
 4. Tom is usually very friendly.
 5. I sometimes take sugar in my tea.
 6. We don't go to restaurants often.
 7. My grandmother always goes for a walk in the evening.
 8. Sally usually helps her father in the kitchen.
 9. They never watch TV in the afternoon.
 10. They often have fruit for dessert.
- D.
1. *Accept all suitable answers.*
 2. Teacher can facilitate the learners by mentioning the best meal she/he had. Tell when she/he had it or what was the occasion/did anyone invite them/who was the person who cooked it for them. Elaborate by describing the taste, colours, ingredients, like the variety of herbs or spices, mention the flavour, people sharing the meal with you, etc. (The teacher can also write a few adjectives (describing words) on the board or provide them a bank of relevant adjectives they can use in pairs for their composition). Be expressive about what makes it so special. End the writing by thanking the person who cooked it for you or by mentioning the place you had it. This is a composition task. Accept relevant responses to the criteria discussed. Word limit: 50 to 80 words

Additional questions

1. Why do you think Amna ordered the same 'rice and curry' in the restaurant?
2. If you could change the ending of the story, how do you think it would end?
3. Did Amna make a wise decision of ordering 'rice and curry'? Give reasons for your answer.

Activity:

In the story, *The Restaurant*, Amna's daily life routine is outlined by the author. Also, the writer mentions what she eats in breakfast, lunch, and dinner. Write down what you usually eat in breakfast, lunch, and dinner. Also mention if there is a change in your meals on weekdays.

Majid Goes Shopping

Pre-reading

Think-Pair-Share: Ask learners to think individually and make a list of five to six things they would love to buy when they go shopping. Next, in pairs ask the learners to share their list of things with their partners. Colour the ones that are similar. For example, learner A would have a 'doll' as well as learner B in their list of names. Later, pairs can share the name of things which are similar between the two partners with other pairs.

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 (Paragraph 1)

- Does Majid like shopping?
- Do you think he is sometimes forced to go for shopping?

Now, read and find out what happened one afternoon.

Reading chunk (Paragraph 2)

- What happened one afternoon?
- Was Majid happy to go with his mother?
- Which activity does Majid like better: going shopping or reading an interesting book?

Reading chunk (Page 20)

- How did Majid feel during the shopping?
- How do you think Majid would behave next?

Read to check your guess.

Reading chunk (Page 21)

- How did Majid feel at the super market?
- What did he do to upset his mother?
- Can you guess what Majid's mother would have done with him?

Reading chunk (Page 22)

- What did Majid's mother do with him for his mischief?
- Majid, his father, and mother had a talk. Read the rest of the text to find out about their talk.

Post-reading

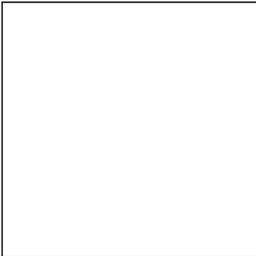
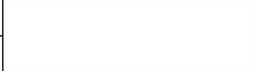
Introduction to close reading

- Who are the main characters?
- What is the author trying to tell through the characters?
- How are characters different from each other?

Ask learners to identify the main character(s). Explain that main characters are people directly involved in the main plot, who give solutions to problems, etc.

Activity:

Draw the main character from the story *Majid Goes Shopping* and write three adjectives for that character.

Main character	Adjectives to describe
	
	
	

Learners may draw any main character from the story and describe it in three words. At this point learners do not have to write perfect answers. Encourage them to describe their chosen character in terms of appearance, clothing, colour, qualities, physical descriptors, etc.

Answers (Pages 25–26)

- A. 1. Majid liked toys and reading books. He even liked visiting a toy shop or a bookshop but he did not like shopping. He did not like to go shopping for clothes, bangles, shoes, or food.

2. Majid was very naughty in the supermarket. As he did not enjoy being there, he played a prank on his mother and put lots of things into the trolley that his mother did not want to buy.
 3. Majid was chuckling because he realised the misunderstanding that had taken place. He understood 'urchin' as 'whined like her chin' and her mother 'turned into a supermarket' very amusing.
 4. *Accept all suitable answers.*
- B.**
1. Majid said this to himself after the shopping for shoes and clothes was over.
 2. Mum to Majid, at the supermarket checkout counter, when she understood the prank he had pulled by loading all sorts of unnecessary stuff into their trolley.
 3. Majid, to his Dad and Mum, when they realised that Majid had misunderstood what Mum had said.
 4. Dad, to Mum, after hearing from Mum that they had been to the supermarket.
 5. Majid said to Mum when she denied having compared him to an old woman's chin.
- C.**
1.
 - a. '..... eyeshadow'
 - b. '..... all of a sudden, you disappeared'
 - c. '..... want to leave my book and go shopping!'
 2. *Accept all suitable answers.*
 - a. When my mother saw me mistakenly getting into someone else's car, she shrieked at me to stop.
 - b. My brother warned me to be careful or the balloon in my hand would burst.
 - c. I watched as the train pulled into the station at its appointed time.
 - d. The fair was so crowded that one second my sister was beside me, the next, she suddenly vanished.
 - e. Whenever Danish gets into trouble, he relies on Beenish to think of a brilliant idea to get him out of it.

- D.** 1. *Accept all suitable answers.*
2. Discuss with the learners the right to having an opinion but also being tolerant and respectful of others opinions as well. An argument does not mean that people should become impolite to each other, in fact the other person should be allowed to express their opinion and you should speak at your turn.

Accept all suitable answers. Word limit: 50 to 80 words

The Jumblies

Pre-reading

Slide show: Show pictures of different vehicles and means of transportation (cars, ships, trains, bicycle, etc.). Ask learners to identify them and mention how people use them to travel.

Listening

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

While reading

Learners will be given time to read the poem silently and individually. They can underline the difficult words. Later on, teacher can discuss the meanings or learners can use a dictionary.

After they finish reading, ask the questions given:

- What did their friends tell the Jumblies?
- Did they listen to their friends?
- Do the Jumblies live close to their friends?

Post-reading

Understanding overall meaning of the poem

Once learners have read the poem *The Jumblies* ask them to work in groups to discuss the following questions to create an understanding of the overall meaning of the poem:

1. What is the topic of the poem?
2. What is the poet saying in the poem?
3. What do you think is happening in the poem?

Answers (Pages 28–29)

- A.** 1. They were going to a faraway land across the sea in a sieve.
2. If a sieve is put on water, it will be filled to the brim with water.
3. *Accept all suitable answers.*
4. *Accept all suitable answers.*
- B** 1. The line is said to the friends of the Jumblies.
2. The speakers are going to the sea in a sieve.
3. They do not care a button or a fig about the fact that they can be drowned while they are at sea.
4. I don't care much.
- C.** DAWN, SUNSET, EVENING, MORNING, AFTERNOON
- D.** 1. Inspire the learners to imagine as widely as possible. Encourage them to consider all complexions and physical structures. You can allude to movies such as *Harry Potter* or you can ask them to draw up images of their own fantasy creatures.
2. *Accept all suitable answers. Word limit: 50 to 80 words*

The Fraid

Pre-reading

Comparison: Make a T-Chart on a board. Ask learners to compare teacher and learners and note how they are different from each other. Give them clues such as age, height, clothes (dress and uniform), hair, etc. Write all the possible answers that they give.

Teacher	Learners

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 30)

- Who are there in this paragraph?
- Did you notice others in the picture? Who are they?
- Do you think Sue's mother would let her go?

Reading chunk (Pages 30–31)

- Did Sue's mother allow her to go and play with the little boy?
- Do you think she did the right thing?
- Do you think her mother would let her go again to play with the little boy?

Read and find out what happened next.

Reading chunk (Page 32)

- Did Sue's mother allow her again to go and play with the little boy?
- What did the monkeys do?
- Do you think Sue kept her promise this time?

Read up and see if you guessed correctly.

Reading chunk (Page 33)

- Did Sue remember her promise?
- Do you think she was afraid of darkness?
- What do you think her mother would do this time?

Find out what her mother did by reading further.

Reading chunk (Pages 34–35)

- What did Sue's mother do?
- What did the monkey do? Why?
- Do you think Sue got frightened seeing someone under a white sheet?

Now, read the last part of the text to find out what really happened.

Reading chunk (Pages 36–37)

- Was Sue afraid of the 'ghost'?
- Who got frightened after all?
- Did Sue understand what being afraid was?

Post-reading

Practising close reading

In a group of three to four, learners will discuss how characters are different from each other.

In this short story, *Fraid*, there are two main characters, Sue and her mother. Besides words, pictures also help to create meaning.

With the activity given below, help learners identify how the two main characters are different from each other.

Look at the picture on page 30 of Sue and her mother. Find five differences between the two and fill the table.

Mom	Sue

Answers (Pages 37–38)

- A.**
1. Sue lived in a place where there were no children. So she wanted to go down the road to play with the little boy who lived there.
 2. No, Sue forgot what her mother had told her and returned home after dark.
 3. Sue's mother tried to give her a lesson by covering herself in a white sheet and disguising herself as a ghost. She did this so that Sue could really get afraid.
 4. Sue never learnt her lesson because she did not get afraid when her mother tried to scare her. Instead the mother got afraid of the monkey dressed up as her.
 5. *Accept all suitable answers.*
- B.**
1. Sue, to her mother, the first time she got late coming back home.
 2. Sue's mother, to Sue, warning Sue why she should come home before it gets dark.
 3. Sue, to the bigger Fraid, when she sees another ghost.
 4. Sue, to her mother, promising to return home before dark the second time she goes to play with the boy.
 5. Sue's mother, to Sue, reminding her to come home in time the third time Sue went out to play.
 6. Sue's mother, to Sue, pretending to be a ghost and trying to scare her.
- C.**
1. Actions—think, flapping, wag, playing, follow
Things—arms, monkey, neighbour, head, mother
Description—large, angry, little, dark, strange
 2. Japan, Bulgaria, Peru, Kenya, France, Rome, Russia
- D.**
1. The teacher can facilitate the learners by first discussing what makes her/him scared or what scared them as a child, and maybe narrate an interesting ghost story of their own to help them imagine. *Accept all suitable answers.*
 2. *Accept all suitable answers. Word limit: 50 to 80 words*

Additional questions

A. Choose the correct answer:

1. Sue understood 'afraid' to be 'a Fraid' because:
 - a. she did not know the meaning of 'afraid'
 - b. she heard 'afraid' as two words: 'a Fraid'
2. Sue used to come home late because:
 - a. she used to forget about time
 - b. she was a disobedient child
 - c. she had no one to play with at home

A Chill

Pre-reading

Start the class by writing the following statement on the board:
If I were an animal, I would be a/an _____ because

_____.

Ask learners to complete it one by one (orally). The teacher can demonstrate it first to show how it is done and then encourage learners to respond.

Listening

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

After listening, name the animals, and birds mentioned in the poem.

Learners will read the poem on their own.

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.

Post-reading

Close reading of poetry

Introduce learners to the idea of being a poet, the one who writes the poem. Tell them that the name is usually written at the end of the poem.

Ask learners to read the poem again and fill in the given sheet.

A Chill

	What do they want to do?	How do they want to do?
Lambkins		
Nestlings		

In the last stanza, the poet wants to:

Answers (Pages 40–41)

- A.**
1. The lambs nestle close to their woolly mothers. The nestlings sleep beneath their mother's wing.
 2. In the third stanza the poet says that she would like to sleep in a soft sleeping place in a field or tree.
 3. *Accept all suitable answers.*
 4. Yes, the title of the poem is a good one because it talks about how babies keep away the chill at night. *Accept all suitable answers.*
- B.**
1. Nestlings are very young birds who completely depend on their mother for warmth and everything else.
 2. The word—lambkins, an affectionate term for the babies of sheep that are usually called lambs.
 3. Nestlings sleep under their mother's wing in order to stay warm through the cold night.
- C.**
1. Male: buck, ram, bull, hog, stag, cock, tom-cat, rooster, billy goat
Female: ewe, sow, mare, hen, lioness, cow, doe, nanny goat
 2. (Ask your learners to find out the rhyming words from the poem.)
through—blue though—throw
knee—be few—dew rough—bluff
 3. mother—woolly
dew—nightly
ewe—careful
night—keen
wing—mother's
sleeping place—warm, soft
 4. *Accept all suitable answers.*

- D. 1. dog—puppy
cat—kitten
horse—foal
lion/tiger/bear—cub
sheep—lamb
kangaroo—joey
goat—kid
deer—fawn
frog—tadpole
seal—pup
fox—cub
duck—duckling

Adults look after the young ones by ensuring they have a warm and safe home, enough food, and security from other animals.

2. *Accept all suitable answers. Word limit: 50 to 80 words*

The Turtle and the Swans

Pre-reading

Provide learners with rough sheets, or let them use any drafting pad they might have. Ask learners to draw a picture of their pet or an animal they love.

Next, ask them to write what they think the animal might say if it could speak. The teacher can model the exercise by drawing his/her own favourite animal on the board.

Explain that the story they are going to read about is animals and how they acted. Such stories are called fables. Write the word 'Fables' on the board and let it remain there. In the end, revisit the term for a brief explanation.

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 42–43)

Read the first four paragraphs. Find out who the three friends were.

- Who were the three friends?
- Did they talk to each other?

Reading chunk (Pages 43–44)

- Why did the lake begin to dry up?
- What did the swans plan to do?
- What did the turtle suggest?
- Do you think the swans would agree?

Read further to find the answer.

Reading chunk (Pages 44–45)

- Did the swans agree to the turtle's idea?
- Did they try the idea?
- Do you think the idea was a good one? Why/Why not?

Reading chunk (Pages 45–46)

- What was the swans' suggestion to the turtle?
- What do you think would have happened next?

Read to find out what happened.

Reading chunk (Pages 46–49)

- Did the swans and the turtle fly as planned?
- Suppose you saw the turtle and the swans flying. Would you feel the same way as the little boy?
- Do you think the story would have a happy ending?

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

Post-reading

Understanding the moral of the story

Look at the picture on page 42. There are three animals shown. This shows that the story is about animals. The animals will talk and act like real human beings. Stories that use animals to draw real life lessons are called fables.

Divide the class into groups of four. Ask each group to read the story again. Once they are done reading, give each group two questions. Ask them to write the answers in their own words. In the end, ask one of the group leaders to read out their answers.

- What characters are in the story?
- What job was the turtle doing?
- What goes wrong in the story?
- What happened to the swans?
- Why didn't the swans fall?
- What warning did the swans gave to the turtle?
- What message does the writer mention in the end?
- What does he mean?

Once all are done reading their answers out loud, ask the learners to write the lesson/moral of the story in their own words.

Answers (Pages 49–50)

- A.**
1. The valley was rich and green surrounded by hills and forests. There was also a delightful lake in the valley.
 2. The turtle was cross because it had been his clever idea to fly that way. The swans were just carrying out his plan. He wanted to be recognised and appreciated by the onlookers.
 3. *Accept all suitable answers.*
 4. *Accept all suitable answers.*
 5. *Accept all suitable answers.*
- B.**
1.
 - a. The turtle to the swans
 - b. The swans to the turtle
 - c. The turtle to the swans
 - d. The village man to the village woman
 2.
 - a. The turtle
 - b. The swans
 - c. The village man/woman
- C.**
1. *Accept all suitable answers.*
 - a. Sometimes I find it very difficult to concentrate in class.
 - b. Please hurry; otherwise you will miss your school bus.
 - c. I don't know when we will have our test. Perhaps, it will be next week.
 - d. The balls of light presented a strange sight in the night sky.
 2. (Encourage your learners to use the Oxford Children's Encyclopedia to get the list.)
Fish, frogs, tadpoles, turtles, snails, ducks, and other waterbirds live near the lake.

D. *Accept all suitable answers. Word limit: 50 to 80 words*

1. I want to live in a city where there are many shops, parks, and movie halls.

Or

I want to live in a village where there are fields and a lot of trees, and it is quiet and peaceful.

2. Yes. Once I was doing my homework, sitting in front of the television. I was doing my geometry homework and watching a programme about aeroplanes. I got so excited about the programme that instead of making angles and triangles, I began drawing aeroplanes in my book.

Additional questions

A. Tick the correct answer:

1. Life was peaceful in the valley because:
 - a. the turtle had friends.
 - b. there was enough food and water.
 - c. all the above.
2. The swans knew about the great lake:
 - a. from the other animals.
 - b. from the people of the valley.
 - c. from their flights beyond the blue mountain.

Two Legs or Four?

Pre-reading

Ask learners to look at the title of the text. Next, ask them to make a list of animals with two and four legs, for example; two legs: parrot, monkey, chicken, etc.; four legs: frog, lion, zebra, etc. Encourage them to have more than five animals in each column.

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 51–52)

- What names did the two sisters suggest for the puppy?
- Did the family agree with the names?
- What kind of name do you think Dad suggested for the puppy?

Read the next page to find out the name the puppy finally got.

Reading chunk (Pages 52–53)

- Why did Dad suggest a short name for the puppy?
- Do you think it's a good idea?
- Which name did the puppy respond to?
- Do you think it was funny that the boy and the dog both had the same name?

Read what happened next.

Reading chunk (Page 54)

- Why do you think Dad said it was going to be confusing?

Read to find out what was good and what was confusing about the name.

Reading chunk (Pages 55–56)

- What were the good things about having the same name for the boy and the dog?
- What were the problems?

Reading chunk (Pages 56–57)

- Did you find out the problem?
- Do you think this problem was solved?

Read the last part of the story.

Reading chunk (Pages 57–58)

- How was the problem solved?
- Do you think it is a funny story?

Post-reading

Taking literature beyond the class

Elicit responses from the students about what pet they have or a pet anyone has in the neighbourhood, family, or friends. Tell the students they will be conducting a research on the pets around them.

Observe the pet and interview the owner on how the pet behaves by finding about all of the following clues:

- Walks (on two legs (chicken/parrot), four legs (cat/dog))
- Eats (milk, rice, special food, etc.)
- Sounds (meows, barks, howls, etc.)
- How does it act in front of strangers?
- Is it friendly or very naughty? Wild or gentle?
- Are their pets troublemakers? When do they become like that?
- How do they feed or play with their pets?
- Any special way they act? (wag tail, jump excitedly, hide behind sofas, etc.)

Ask learners to take a photo (if possible) or draw a picture of them. Share their notes in the class the next day.

Next, answer the above questions about ‘Ben—the pet dog’ by reading the story again.

Answers (Pages 59–60)

- A. 1. Polly wanted to name the puppy Coco because she loved chocolates. Also, the colour of the puppy was like chocolate.
2. *Accept all suitable answers.*
3. Both the Bens had brown hair, short legs, and were rather fat.
4. Ben was a good puppy because he never made a mess, never chewed the curtains or covers. He ate well and slept soundly at night.
5. The puppy copied everything the boy did. If the boy laughed, the puppy barked. If the boy cried, the puppy howled. If the boy lost his temper and shouted angrily, the puppy growled.
6. *Accept all suitable answers.*
- B. 1. a. Mandy, to her parents
b. Jeremy Fisher, a frog
c. 'Jeremy' was Mandy's name for the new pup. When her family wanted to know why she gave this answer.
2. a. Which Ben was the mother talking about, the one with two legs or four?
b. Why did Polly want to name the pup Coco?
c. Why was Ben the boy not responding to his parents?
- C. 1. Do this as a group activity. Sit 4–5 learners in a group. Ask them to prepare the list by going back to the text. Some of the groups can read their list to the class while the other groups should say if the lists were correct.
- When someone said they had taken Ben to have his jabs today, it wasn't clear whether the doctor or the vet had given the injections.
 - When someone said Ben wants a biscuit, it wasn't certain which Ben wanted it.
 - When someone said Ben had been good today, it wasn't clear whether the dog or the boy had been good.

2. a. True b. False c. True
d. False e. False

Ask the learners to correct the false ones.

3. a. should b. pointed c. squatted
d. chocolate e. coloured f. favourite
g. because h. easier i. ordinary

Help the learners to get the spelling by using syllable-pronunciation, e.g., break each word into its syllables, pronounce each syllable with a small pause in between.

D. Word limit: 50 to 80 words

1. *Accept all suitable answers.*
2. *Accept all suitable answers.*

Additional questions

A. Read the lines in the text to answer the questions:

1. 'I've grown out of it. It's too short.'
 - a. Who said this?
 - b. Why do you think he said this?
2. 'As time went by, they found it was useful...'
 - a. Who does 'they' refer to?
 - b. What does 'it' refer to?



At the Railway Station, Upway

Pre-reading

Ask the learners a riddle. For e.g.:

I'm a vehicle which has an engine

You just have to sit and let the journey begin

I travel on land and move on a track

I'm not a car and never travel on sea

Guess what am I? (A train)

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. Ask the following questions after your reading:

- How many people are mentioned in the poem?
- Can you identify another word used for 'violin'?
- Is this a rhyming poem?

While reading

The learners will read the poem. After they finish reading, ask the questions given. Learners can discuss the answers in a group of four. Later on, each group would share their answer with the entire class.

- What did the child say?
- What did the man in the handcuffs do?
- What did the constable do?

Post-reading

Singing poems

Children love to rhyme. They learn more vocabulary by learning to rhyme. After learners read the poem *At the Railway Station, Upway*, ask them to find rhyming words for the following in the poem:

- Do (you/two/too)
- Own
- In
- Sang
- Me
- Word

Help learners by mentioning that the spellings are mostly different but the sound is almost the same. Pair up learners in the class and ask learners to find other words that rhyme besides the ones they have found from the poem. After some time, ask them to share their answers. Meanwhile, the teachers puts all the different rhyming words on the board.

Answers (Pages 63–64)

- A. 1. The characters are in a railway station. They are waiting for the train to arrive.
2. There are three characters in the poem.
3. The boy plays his violin because he felt sorry for the prisoner and wanted to cheer him up with his music.
4. The forth and the third last lines tell us that the constable ignores the singing and the music.

We understand this from the fact that he did not participate in it and also did not talk to either the boy or the prisoner. The young boy and the prisoner speak.

5. *Accept all suitable answers.*
6. *Accept all suitable answers.*
- B. 1. The convict might be grim because he is going to be imprisoned in some time and he would miss being a free individual.
2. The cheerful music of the boy playing the violin delighted him.
3. The convict joins the boy and breaks into a song.

- C. Across: 2. DRUM 3. TUBA 5. FLUTE
Down: 1. CYMBALS 3. TRUMPET 4. VIOLIN

D. 1. *Accept all suitable answers.* Word limit: 50 to 80 words.
You can begin by asking the learners if they enjoy travelling. They should mention who they went with, how they travelled, and if they had some fun or scary experience on the way. Ask them if they would want to go on another similar journey.

2. Some interesting story starters relevant to the question can be shared with the students. Begin:

Last month I went on a short trip _____

Additional questions

1. What kind of theme does the poem portray?
2. How does the poem portray three very different characters?
3. What is the importance of music in the poem?
4. Does the place being a railway station add any symbolic meaning to the poem?

Three Languages

Pre-reading

Animal Sounds: Play different sounds of different animals and ask learners to guess the animal.

When they guess, write the names of the sounds on the board, for example,

- Cat—meows
- Lion—roars

Tell the learners that this is the language these animals speak, like we speak English, Urdu, 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 65)

- Where did the count live?
- Was he happy with his life? Did he ever complain?

Read the next two pages and check your answer.

Reading chunk (Pages 66–67)

- Was the count glad to know what his son had learnt?
- Did he ever punish his son?
- What do you think happened to his son after he came back to the count?

Read the next two pages and check your answer.

Reading chunk (Pages 67–68)

- Do you think the count took a strict decision?
- Did the guards follow the order given to them by the count?

Read the next page to find out the answer.

Reading chunk (Pages 68–70)

- Do you think he ever found another place to stay?
- How did the three languages help the son?
- Did he go back to his father in the end?

Complete reading the story and check your answer.

Reading chunk (Page 70)

- Was the son a wise and kind person? Give reasons for your answer.
- Would you like to learn similar language as the count's son?

Post-reading

Analysing characters

In chapter four, *Fraid*, learners learnt how Sue and her mom are different from each other. In this unit, there are two main characters, the Count and his son. Ask learners how the Count and his son are different from each other.

- Next, ask them to discuss and write in groups which character they like. Do they like the count or his son?
- Also, ask them to give reasons for their answer. Tell them that the reason should be from the story.
- Ask learners that if they meet the Count, what would they advise him? Or what would they like to tell him about his son?

I like _____ because _____.

If I met _____ I would _____

Share their responses with the class (if possible).

Answers (Pages 72–73)

- A.
1. The son learnt to understand the language of dogs when they bark, the songs of birds, and the language of frogs when he was sent to the great master.
 2. The guards do not follow the count's order because they do not want to kill a charming and innocent man like the son.

3. The son finds out from the dogs around the tower that they are guarding a treasure hidden in the tower that belongs to the villagers.
 4. The son finds out from the frogs that the wise leader of the ancient city was no more and there was no one who could be the leader there.
 5. They sang out loudly that the new leader was coming.
 6. a. *Accept all suitable answers.*
b. *Accept all suitable answers.*
 7. *Accept all suitable answers.*
- B.**
1. The count's son was made to stay in his room.
 2. The son was made to stay in the room by his father, the count.
 3. The count made his son stay in the room because he believed that his son was slow and that he was not learning enough.
 4. The son played around with the books in his room.
- C.**
1. rightfully yours: legally or morally belonging to you
running the house: managing and organizing a home
claim your title: to demand something that is due to you
 2. 'some years later', 'after a year', 'walked for a long time',
'never return'
- D.** *Accept all suitable answers. Word limit: 50 to 80 words.*
1. You can begin by asking if the learner has ever seen a circus and what he/she thinks of the animals that are forced to perform. You can make them think about the living conditions that the animals face together with the lack of proper food.

Lions are wild animals. Ask them if wild animals should be caged.

You can open this discussion by a brief description of Siberian winter and why birds migrate to India during the winter there.

Ask them to now imagine themselves as birds living in such harsh climatic conditions. What would the birds say now?

2. You can take this opportunity to talk about deforestation, lack of shelter for animals. Also bring in global warming and acid rain to show how water bodies are not accommodating animals like frogs. You can also think of an impromptu skit where the learners can play these characters and come up with their own dialogues.

Additional questions

1. 'Just run away and never return'
 - a. Who said this to whom?
 - b. What would have happened otherwise?
 - c. Did the person ever return?

Up-Hill

Pre-reading

Look at the picture on page 74, and describe the place. What do you see? While learners respond, write their responses on the board. Ask the learners to draw a similar picture. They can include more animals.

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 be given time to read the poem silently and individually. They can underline the difficult words. Later on, teacher can discuss the meanings or learners can use a dictionary.

After they finish reading, ask the questions given:

- What state is the traveller of the poem in? Is he/she happy and excited, or tired and lonely?
- What do you make of the person the traveller is peaking to? Is he/she kind and helpful?

Post-reading

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

- What are the speakers of the poem talking about?
- Does the traveler get assuring answers to his questions?

Painting and poetry

In poetry, images are words that poets use to paint a mental picture for listeners or readers. Poets use all five senses to help in creating a clearer picture and understanding of what they are trying to portray. Imagery involves all five senses, i.e. sight, sound, touch, smell, and taste.

Help learners identify imagery in their school environment. Write all five senses on the board. Next, ask the learners to give examples of all these five senses and how they feel about them.

For example:

- Sight (P.E. Teacher with the whistle looks like the police)
- Sound (School alarm rings like an ambulance siren)
- Touch
- Smell
- Taste

Now ask learners to imagine that they are going through the up-hill. How would they feel? Also, find and write imagery mentioned in the poem for the following senses:

Up-Hill

Senses	Examples
Sound	
Sight	
Smell	
Touch	
Taste	

Answers (Pages 75–77)

- A.
1. There are two speakers.
 2. The journey will take an entire day, from morning till night.
 3. The traveler is worried that he/she might not be able to see the inn on the way in the darkness and would miss it then.
 4. The traveller might meet way farers along the way.
 5. *Accept all suitable answers.*
 6. The journey 'will take the whole long day' in the first stanza and he will grow 'travel-sore and weak' in the last stanza suggest that the journey might not be easy.

- B. 1 a. The people in the inn will let the traveller in straightaway.
2. Learners to carry out activity in pairs.
- C. It's hit and miss: It is sometimes good and sometimes bad.
I'll give it a miss: I don't want to try it.
They had a near miss: They just avoided something bad.
He will miss out: He won't have the chance to take part.
She doesn't miss a trick.: She always notices and takes an opportunity.
- D. *Accept all suitable answers. Word limit: 50 to 80 words*
1. You can begin discussion on this section with the concept of maps and then move on to Google maps which the learners would be able to relate to. Introduce the idea of landmarks and how other mundane things such as signboards and shops can be used as landmarks to give and understand directions.
2. *Accept all suitable answers.*

Additional questions

1. What do you think the poem is all about?
2. Do you think there is a listener?

The Sorcerer's Apprentice

Pre-reading

Hangman: Play the game hangman by drawing five dashes on the board. Ask learners to suggest the letters.

M A G I C

Once the learners have guessed the word 'MAGIC', have them take turns to come to the board and write whatever word they can think of related to magic. They can even be allowed to draw an image. After four to five minutes, discuss their answers with them.

While reading

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

Reading chunk (Pages 78–79)

- The villagers thought that the crops vanished due to magic. Do you also think so? Why?
- If you were in that village, what would you have done to help the villagers?

Read the next page. Find out who tried to help the villagers.

Reading chunk (Page 79)

- Who tried to help the villagers? Do you think he was brave?
- Do you think James felt frightened?

Read the next page and check your answer.

Reading chunk (Page 80–81)

- Was James frightened?
- Did he agree to be the sorcerer's apprentice? Why?
- Do you think the sorcerer behaved well with James?

Read the next page to find out how the sorcerer behaved with James.

Reading chunk (Page 81)

- What do you think of the sorcerer?
- Did James learn a magic spell?

Find out what happened next.

Reading chunk (Pages 82–83)

- Did James learn some magic spells? How?
- Do you think James was clever?

Post-reading

Close reading of prose

Teacher explains to learners that stories are built in three major parts of a plot. Stories have plots which have a beginning, middle, and an end. The middle of the story is based on a conflict or a problem.

Finding conflict

Ask learners to read the lines taken from the passage and answer the questions given below:

But one morning, they found all their crops were gone. Their fields were bare. 'It must be magic!' cried the villagers. 'What shall we eat this winter?' asked the women. And the frightened and hungry children cried. (page 79)

The lines above hint a 'conflict'.

- A. What do you think the conflict in this story is? (The villagers had nothing to eat this winter)
- B. Which words show that there is a problem? (crops were gone/ fields were bare/frightened/hungry/cried)
- C. Was there only one conflict? If your answer is no, give reason(s) from the text.

Answers (Pages 85–86)

- A.**
1. The crops in the village disappeared just before harvest time.
 2. James went to the sorcerer's castle to find out who had taken all the crops and ended up being his apprentice.
 3. One day, James fell asleep behind some pots. There was a big crash and James woke up. He saw the sorcerer use a magic spell to make a broom fly.
 4. The broom fetched water for the pot and swept the floor. But it kept on filling the pot and soon there was water all over the floor.
 5. *Accept all suitable answers.*
- B.**
1. James, to the villagers, the second time when all the harvest disappeared, he promises to find the culprit.
 2. Sorcerer, to his magic broom, when he discovered James using a magic spell to make the broom work, the broom beat James up
 3. James, to the raven, when James as a cat managed to chase off the sorcerer, James ran towards the village.
Ask the learners to sit in pairs and work out the answers for C and D.
- C.**
1. Ask the learners to use a dictionary to get the answers. Ask them to use the words in sentences.
 - a. bear—an animal
bare—empty
 - b. ajar—slightly open
a jar—a glass container with a wide mouth
 - c. days—twenty-four hours make one day
daze—unable to think clearly
 - d. close—nearby
close (with a 'z' sound)—shut
 2. Ask the learners to explain the choices, e.g., weekend is not a season.
 - a. weekend
 - b. star
 - c. fork

3.
 - a. perch—especially used for birds
 - b. sparkle—more intense than shine
 - c. whisker—generally used for the sparse hair on a cat/
mouse's face
 - d. harvest—includes cutting as well as gathering of
crops
 - e. disappear—in terms of animal species, indicates
extinction

D. *Accept all suitable answers. Word limit: 50 to 80 words*

Additional questions

1. 'It must be magic.' Who said this? Why?



Mr Sharpe's Fish

Pre-reading

Hot mic: Bring a ball or a plush/soft toy to the classroom. Throw/pass it to a learner who has to quickly name an animal and then pass the ball/toy to the next learner, until everyone in the class gets a turn. The rule is that no one should repeat the name of the animal already spoken out loud by another learner. Learners practise their vocabulary of animal names in this game.

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 87)

- What did Mr Sharpe buy for dinner?
 - Did he have the fish for dinner the next day?
- Read the next two pages and check your answer.

Reading chunk (Pages 88–89)

- What did Mr Sharpe get for his dinner?
- Was Mr Sharpe happy with the dinner he had?
- What do you think he did next?

Read the next two pages to find out.

Reading chunk (Pages 90–91)

- Could Mr Sharpe get fish for dinner?

Let's read the next page and see what he did after that.

Reading chunk (Page 92)

- Would you have felt like Mr Sharpe? Why?
- What do you think Mr Sharpe did next?

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

Reading chunk (Page 93)

- Do you think Mr Sharpe did a clever thing?
- Do you think Sheena would repeat what she did? Why do you think so?

Post-reading

Introduction to inference

Characterisation

Learners to be divided in to pairs and given the following instruction.

Here is a box of adjectives and a box of textual evidence given below. Place the adjectives and the textual evidence with their characters.

Adjectives

Innocent	Friendly	Liar	Excited	Angry
----------	----------	------	---------	-------

Finding textual evidence

he did not find any fish in dinner.
it had not eaten the fish.
invited her friends and served all the fish to her friends.
blamed the cat ate the fish.
he would have fish in dinner.

1. Mr Sharpe was _____ because he thought _____.
2. He got _____ when _____.
3. Sheena was _____ as she _____.
4. She was a _____ because she _____.
5. The Cat was _____ as _____.

Answers (Pages 94–95)

- A. 1. Mr Sharpe liked to eat fish.
2. Sheena told her husband that the naughty cat had eaten the fish.
3. The second time he was expecting to have fish for dinner, only to be told by his wife that the cat had eaten it; probably because he was eager to have fish and because he was puzzled how the cat kept eating up the fish that he bought for himself.
4. *Accept all suitable answers.*
5. *Accept all suitable answers.*
- B. 1. a. Sheena's second friend to Sheena.
b. Because she had smelt the tasty fish cooking and wanted it for lunch.
c. Sheena and her friends ate up all the fish that was meant for Sheena's husband.
2. a. Mr Sharpe to his wife, Sheena.
b. that of cooked fish
c. Noodles and boiled vegetables; because all the fish had been eaten up by Sheena and her friends.
- C. 1. a. False b. True c. True d. False
Ask the learners to correct the false ones.
2. Accept all suitable answers. Help learners to notice how the colours are related to human emotions.
a. Father turned red with anger when he saw that his favourite slippers had been chewed up by the puppy.
b. His face turned purple with shame when he was caught cheating in the exam.
c. Meena's face turned white with fear when she was alone at home and she heard a knock on the door.
d. Mrs Sharif asked the shopkeeper to give her exactly 2.5 meters of cloth.
e. The dog brought back a stick.

- f. Our teacher told us we would get our papers the following Monday.
3. Learners will read aloud the sentences.
- D.** Word limit: 50 to 80 words.
1. *Accept all suitable answers.*
 2. *Accept all suitable answers.*

Additional questions

1. 'Yes, it is fish, but that is for my husband ...'
 - a. Complete the utterance.
 - b. Who says this to whom?
 - c. Why does she not complete the utterance?
2. 'Look! What does that tell you?'
 - a. Who says this to whom?
 - b. What does 'that' refer to here?
 - c. What was her response?

Picnic Time

Pre-reading

Divide the class into two teams. Each team makes a queue and faces the board with a marker/chalk. The first learner writes a word on the board and gives the pen to the learner next in queue. The goal is that each team writes as many activities as possible, for example: running, shopping, dancing, etc. Teacher gives time, say about one to two minutes. Whichever team writes the most activities is the winner.

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.

Ask the learners that as they listen, find out if the things in the picture match with the description in the poem.

While reading

Learners will be given time to read the poem silently and individually. They can underline the difficult words. Later on, teacher can discuss the meanings or learners can use a dictionary.

Post-reading

Learners to read the poem aloud, and then read it silently. Ask learners to find out the two different times of the day the poem is about.

Close reading of poetry

Match the rhyming words:

1. fun book
2. brook bed
3. by cry
4. bread run

Now create some of your own rhyming words from the words given below:

- a. again
- b. gather
- c. green
- d. tea
- e. clouds
- f. chat
- g. friends
- h. home

Answers (Pages 97–99)

- A. 1. a. dancing, skipping, running
b. dreaming in your warm bed
c. lying in meadows and watching clouds
d. reading a story book
e. skipping, running
f. sharing your food, sharing jokes, chatting
g. sharing your daily bread
h. fighting, shouting
2. According to the poet, we must not fight, cry, tease others, or get late.
3. *Accept all suitable answers.*
4. *Accept all suitable answers.*
5. *Accept all suitable answers.*
- B. 1. a. thoroughly wet, small stream of water
b. sip warm tea
2. a. birds that are returning home
b. return home, go to bed
- C. 1. fun—run, by—cry
brook—book, bread—bed
2. a. clouds—passing, floating serenely by
b. birds—feathered friends
c. meadows—green
d. tea—warming

3. a. chat
- b. run, float, wend, skip
- c. warming, warm
- d. chums, friends

Accept all suitable answers.

4. a. I got drenched in the sudden downpour.
Anees likes to soak the bread in milk.
Heavy rains flooded the villages.
Imran likes to just dip his feet in the pool.
- b. Imran and Anees have been chums since they were babies.
I recognised Mr Inam as an acquaintance from long ago.
Mr Inam's companion was his nurse who stayed with him all day.
- c. I could only sip the tea since it was so hot.
Rani's mother asked him to taste the jam she was making.
Parveen was so thirsty she could drink two whole bottles of water.
The doctor asked me to swallow the tablets with water.

D. Word limit: 50 to 80 words

1. *Accept all suitable answers.*
2. *Accept all suitable answers.*

Postbox Number

Pre-reading

Look at the picture on page 101. Describe the picture in five sentences of your own. Learners can either write these short sentences in their notebooks or can orally share with the 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 100–102)

- What was Mr Broadman's problem?
- Did he think of a way to solve his problem?
- What do you think he did?

Read to find out.

Reading chunk (Pages 103–104)

- What did Mr Broadman do?
- Why did he not get any reply from the Postmaster?

Read the last part of the text and check your answer.

Reading chunk (Pages 104–106)

- Why did Mr Broadman not get any reply from the Postmaster?
- How was his problem solved finally?

Post-reading

Responding to literature

Activity:

'I am fed up with the PM and the PO,' said Mr Broadman to his wife one day. 'I am also fed up with getting mail for all those Georges!' 'Why don't you phone the Postmaster?' said his wife. 'That's a good idea,' said Mr Broadman.

Imagine you are Mr Broadman and instead of calling the Postmaster you decide to write a letter. Write a letter to the postmaster requesting him to issue you a postbox number and informing him about the problem.

Answers (Pages 107–108)

- A.**
1. Mr Broadman's problem was that there were too many people with the name George, in his town and their mail was always getting mixed up.
 2. There were two Georges and one Georgina in that town. There was also a school called St George's School and a church called St George's Church.
 3. Mr George was very angry when he wrote the second letter to the postbox number. He must have been very rude and asked why the Postmaster wasn't answering his mail.
 4. A postbox number is the number of a box in a post office or a newspaper office where you can receive all your mail without giving out your home address. You have to go and collect your mail from the postbox.
 5. The Postmaster had sent the key to Mr Broadman's postbox number
 6. *Accept all suitable answers.*
 7. *Accept all suitable answers.*
- B.**
1. a. Mr Broadman, to his wife
b. irritated with, tired of ('fed' up) Postmaster (PM), Post Office (PO)
c. His wife said 'Why don't you phone the Postmaster?'
 2. a. Mr Broadman, to the Postmaster
b. The question is asked because Mr Broadman had not received the key.
c. The Postmaster replied, 'We sent it to your postbox number.'

- C. 1. Ask your learners to read the name of the Postmaster at the end of his letter. Let them see that the word also reads: Post early.
- a. POSTMAN b. STAMP c. POSTBOX
d. LETTER e. PARCEL f. ENVELOPE
2. a. unfaithful b. unhappy
c. uncertain d. undo
3. Help the learners with a spelling rule: c takes e first then i; others take i first, then e.
- D. *Accept all suitable answers by the learner. Word limit: 50 to 80 word.*
1. *Accept all suitable answers.*
2. Make sure the learners follow a basic outline of a letter, at least with a salutation and signing off. *Accept all suitable answers.*

Additional questions

1. 'It is time to get a postbox number!'
- a. Who said this to whom?
b. Why?
2. 'Where on earth did you send it?'
- a. Who said this to whom?
b. Do you think the situation was funny? Why?



The Letter

Pre-reading

Appreciate and share: Provide each learner with half a sheet of paper and ask them to write a letter to the person sitting next to them mentioning the positive things they like them. The letter should be short, based on three to five lines. Next fold the paper and write the name of the person it is meant for. It would be even better if the teacher can teach learners how to make an envelope with the help of a paper and learners can put their messages inside the envelope. After five minutes ask the learners to exchange and later read them.

Listening

Learner 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 be given time to read the poem silently and individually. They can underline the difficult words. Later on, teacher can discuss the meanings or learners can use a dictionary.

After they finish reading, ask the questions given:

- If you were in the place of the poet, how would you write a letter?
- What would you do before posting the letter?

Post-reading

Understanding the meaning of poetry

In groups of three to four, learners will answer the following question after reading the poem:

- What is the poet doing in the poem?
- Name any five things she does before running to the post box.
- If you have to write a letter, who would you love to write to and why?

- (-) the dash is used to introduce an explanation in the middle of a sentence
- (;) a semicolon is used between two sentences which are connected in some way

Other signs

- (♠) a spade is one of the four categories in which a deck of playing cards is divided. The other three being hearts (♥) diamonds (♦) and clubs (♣)
 - (→) An arrow points your attention to the direction it is pointing to. Arrows are used all over the world (airports, roads, train stations, etc.) to channel people in the direction that the arrow is pointing in. The arrow is usually accompanied by words, e.g., EXIT, INFORMATION, GATE 3, and so on.
 - (8) 8 is a natural number after 7 and before 9.
 - (π) Pi is a Greek letter.
 - (4) 4 is a natural number after 3 and before 5.
- D. 1. It is taken at regular intervals to the post office, where it is sorted by address and pin code. Then the mail of different areas is grouped together, sent to the respective post offices, and subsequently, delivered to individual addresses.
2. Learners will list down what has been discussed in part 1.

Additional questions

1. 'I carefully blot it
To dry up the ink'
- What does 'it' refer to here?
 - Why does she need to dry up the ink?
 - Do you have to do the same when you write? Why?
 - What do the two lines tell you about the time this poem was written?

Amin And The Ghul

Pre-reading

Simon Says: Play 'Simon Says' with learners but change 'Simon says' to 'Amin says'. Give easy commands like, stand up, sit down, put your hands up, jump up, laugh out loud, touch your eyes, etc. Tell the learners that if they fail to follow Amin they will be out of the game as it happened in the story. The last person left will be declared as the winner.

Tell the class that to find out what happened in the story, which is a little different, they should be ready to read it.

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 113–114)

- What did Amin do when he saw the Ghul approaching him?
- Amin said he was stronger than the Ghul. Do you think he is telling the truth?

Read the rest of the story to get your answer.

Reading chunk (Pages 115–116)

- What thing did Amin use to protect himself from the Ghul?
- Did the Ghul understand Amin's trick?

Read to find out.

Reading chunk (Page 117)

- Where did the Ghul invite Amin to?
- Do you think Amin wanted to accept the invitation?

Read to find out more about Amin's tricks.

Reading chunk (Pages 117–118)

- What did the Ghul do to Amin at night?
- Was the Gul's attempt successful?
- What new thing did Amin find to protect himself with?
- Do you think Amin was scared at this point of time?

Read the next page to find out the last trick that Amin played.

Reading chunk (Pages 119–120)

- Who is the new character introduced in this part of the story?
- Is the Ghul's plan successful?

Post-reading

Structure of the prose

- Introduction/Exposition: Beginning of the story is where the characters and setting(s) are introduced.
- Rising Action: Where the main character faces a series of conflicts.
- Climax: The most exciting part when the problem/conflict is at its peak.
- Falling Action: The problem/conflict is coming to its solution.
- Conclusion/Resolution: The story ends and the problem is solved.

Setting of a story is the place and time where the story takes place. The setting can change with the progression of events in a story.

Activity:

‘Long ago, a young man called Amin set out from a Persian city to get work. He was so poor that he only had two things to take on his journey. These were a raw egg and a lump of salt. He had nothing to defend himself with from any of the dangers of the road.

He walked all day across a stony plain and, just as it was beginning to get dark, the poor fellow could see an enormous Ghul coming towards him. A Ghul is a very unpleasant kind of demon. This one was very ugly and as tall as a tree. There was nothing to hide behind, so Amin decided to walk straight on and try to look as bold as he could.’

Learners will read the first two paragraphs of the short story *Amin and the Ghul* and discuss the answers to the following questions:

- Where does the story take place?
- Where does he travel on?
- At what time does he walk?

Answers (Pages 120–122)

- A.
1. Amin was walking across a stony plain when he saw the Ghul. It was not possible for him to hide because there was nothing in sight to hide behind.
 2. A Ghul is an evil, man-eating demon who is tall as a tree with arms that are thick as that of a tree trunk.
 3. Amin tricked the Ghul by asking him to squeeze out water from a stone as a proof of his strength. When the Ghul failed he broke the egg in his hand and tricked the Ghul into believing that he had squeezed water out of the stone.
 4. *Accept all suitable answers.*
 5. *Accept all suitable answers.*
- B.
1.
 - a. Amin hit the rice bag under the bedcover of Amin's bed with a walking stick as big as tree trunk.
 - b. Amin was hiding in the cave during this time.
 - c. The Ghul did this because he was scared of Amin's strengths and wanted to get rid of him.
 2.
 - a. The Ghul invited Amin to spend the night at his cave where they could have supper together and then try their strengths again the next day.
 - b. Amin did not want to go because he was afraid that the Ghul could harm him.
 - c. Amin went to the Ghul's cave at night and it would be hard for him to leave because he did not know where to go and it was dark outside.
- C.
1. Learners will discuss the different meanings in a class discussion.
 - a. I sometimes hide the chocolates from my sister. We use animal hide to make bags, belts, and shoes.

- b. My best friend loves to box. I keep all my toy cars in a big box.
 - c. A mouse ran over my feet when I went to the store room. The new mouse has a shining red light when it is connected to the desktop.
 - d. My brother paid a fine for coming late to college. We all went on a picnic as the weather was fine.
 - e. I ducked to save myself from a water balloon aimed at me. I go to the lake to see the ducks swim.
 - f. My mother got a beautiful iron statue. My father irons my school uniform every day.
 - g. Shahina bought a bat for her sister's upcoming cricket match. My uncle's garden is a house to two bats.
 - h. I clubbed two discounts together to buy a new pair of trousers. Rabia took me to a club to give me a swimming lesson.
 - i. I passed by a circus tent yesterday. My cousin passed his law examination last month.
 - j. Kashif has recently joined a rowing club. My grandfather has planted flower seeds in a row.
 - k. My favourite actor wore a bow to the concert. In ancient times, the subjects were forced to bow down to their kings.
- D.**
1. You can begin by asking the learners how they imagine the appearance of the Ghul. Write words and phrases such as enormous, mammoth, intimidating, sword-like teeth, bulging eyes, wavy hair and so on the board.
 2. Learners will incorporate the features discussed in their composition. They can include relevant details of their own as well. (Word limit: 50 to 80 words.)

Additional questions

1. Do you think Amin was actually stronger than the Ghul?
2. If not, how did he defeat the Ghul in the end?
3. Use some adjectives to describe Amin.
4. Which of Amin's tricks did you like the most? Why?
5. What is the story trying to tell us?



The Green Grass Growing All Round

Pre-reading

Draw and label: Ask learners to draw a tree and label the different parts of the tree in their rough notebooks or on a page. Teacher can mention the different parts of the tree on the board.

- limb
- bough
- grass
- nest
- trunk
- leaves
- ground

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

Ask learners to work in groups of four to trace the rhyme scheme of the poem. They can create a way to sing the poem. Later on, learners will share their songs with each other as a class.

Post-reading

Ask the learners to read the poem silently. Notice the natural things described in the poem. Can you make a list of the natural things you noticed?

Introduction to mood

Mood is the poet's attitude towards the topic being discussed in the poem. It is usually expressed with different words, adjectives and can be serious, happy, sad, negative, or positive, etc.

Activity:

Ask the learners to read the poem once more. This time tell the learners to work in a group of four or six learners, and to discuss how they feel when the words are repeating. Is it easy or difficult for them to read? Is it fun or troublesome?

Inform them that the mood of the poem is happy. Ask the learners to find word(s) that express that the mood of the poem. Now read the given stanza:

There was a tree stood on the ground,
The prettiest tree you ever did see;
The tree in the wood, and the wood in the ground,
And the green grass growing all around,
And the green grass growing all around.

Which word from the above stanza shows the positive mood of the poet in the poem? Give a reason for your answer.

- tree
- prettiest
- wood
- ground

Answers (Pages 125–126)

- A. 1. 'And the green grass growing all around..'
2. *a new item*—stanza 1—tree, stanza 2—limb, stanza 3—bough, stanza 4—nest, stanza 5—eggs
3. '...the prettiest you ever did see
- B. 1. a. False b. True c. True d. False e. True
Ask your learners to correct the false ones.
- a. Arm, because it is not a part of a tree but of the human body.
b. Van, because it has four wheels and an engine which the others don't have.
c. Iron, because it is not a colour.
d. Cushion, because it is not a covering.

- e. Canal, because it is meant only for boats to travel across, not for cars or other vehicles.

Alternative answer: A canal is a waterway. The rest are on land.

- f. Spear, because it is a weapon and not a part of an animal.

3. forest—a big area with lots of trees
wood—is similar to a forest but smaller than a forest
jungle—a thick forest in a hot part of the world
grove—a group of trees or a small wood
orchard—a place with many fruit trees

- C. 1. The poem is easy to remember because the lines and expressions in it are repeated. Also, it has an easy rhyme scheme.
2. Learners will list down what has been discussed in part 1.



Why the sea is salty

Pre-reading

Guess the picture: Show photos of a grinder, a mill, meat, feast, tub, herrings, silver pieces, or coins. Ask learners to guess the name of the things.

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 127–128)

- Name the two brothers.
- Which festival are the characters celebrating?

Reading chunk (Pages 128–129)

- Did John listen to what Peter said?
- Who did John meet at the door of the Dead Man's hall? Was he a nice person?
- What is so special about the mill? Can you guess?

Read on to know more about the magic mill.

Reading chunk (Page 130)

- What did John ask the mill to grind?
- Did John share his happiness with other people? What does this tell us about his character?
- Was Peter happy to be a part of his brother's success?

Read to find out what happened after Peter took away the mill.

Reading chunk (Pages 131–132)

- What are herrings?
- How much money did John receive from Peter in all?
- Why did Peter give back the mill?
- What do you think happened to the mill?

Read the rest of the story to find out if the mill stayed with John.

Reading chunk (Pages 132–133)

- Why did the captain want to have the mill?
- What mistake did he make?

Read the end of the story to find out why the sea is salty.

Post-reading

The activity is to be done in groups of four. All students to take part.

Analysing character traits

A long, long time ago, there were two brothers, one rich and one poor. One Christmas Eve, John (the poor one) had no food in the house. He went to see his brother, Peter, to ask for something to have for lunch on Christmas Day. It was not the first time Peter had been forced to help John, and so he wasn't very glad to see his face. He said, 'If you will do what I ask you to do, I'll help you.' Poor John was full of thanks and said he would do anything.

'Well, here is the meat,' said the rich brother, 'Now, go straight to Dead Man's Hall.'

'I have given my word, so I must do as you say,' said John. He took the meat and set off. He walked the whole day, and at dusk he came to a strange gateway.

'Maybe this is it,' said John to himself. Then he saw an old man, who stood outside, sawing wood.

Compare the two brothers, Peter and John. Write two adjectives (rich, full of thanks, not very glad) that describe them as different from each other in the above extract. Mention two actions of these two characters that make them different (for example, John always begs for food from Peter. Peter always gives John food.)

	Peter	John
Action No.1		
Action No. 2		

Answers (Pages 134–135)

- A. 1. John asks Peter for some food to eat for lunch on Christmas Eve.
2. Everyone at the Dead Man's Hall wants to buy the meat because meat is rarely found there.
3. Peter gave money to John twice. Peter gives a total of six hundred silver pieces.
4. Many visitors came to John's new house to see the golden house and the wonderful, magical mill.
5. According to the story, the sea is salty because the captain who started grinding the mill for salt did not know how to work the mill. Hence, there was an overflow of salt which got deposited in the sea.
6. *Accept all suitable answers.*
- B. 1. a. Peter wasn't glad.
- b. Peter wasn't glad because he knew that John had come to ask for money or some other help from him.
- c. Peter gives John a piece of meat and asks him to go to the Dead Man's Hall.
2. a. The old carpenter standing by the gate of the Dead Man's Hall says the given words to John.
- b. He is referring to a magical mill that can grind anything that the owner of the mill asks for.
- c. The listener, John, wants it to make lights, tablecloth, meat, and several other things that were nice for Christmas.
- C. 1. a. meat
- b. grind
- c. spiteful
- d. better
2. a. *Accept all suitable answers.* e.g. sparrow, owl, dove, emu, hummingbird
- b. *Accept all suitable answers.* e.g. Albert, Aldous, Bauldin, Boccaccio, Cyril

- c. *Accept all suitable answers.* e.g. Dora, Dorothy, Gilly, Lucy, Luka
 - d. *Accept all suitable answers.* e.g. sunflower, hibiscus, tulip, rhododendron, lily
 - e. summer, spring, fall (autumn), winter
- D.** *Accept all suitable answers.* You can however encourage the learners to not think of something only for themselves. Values of sharing and compassion can be taught. Word limit: 50 to 80 words.

Additional questions

1. Did John make good use of the mill?
2. What mistake did Peter and the captain make while taking the mill?
3. Describe John's new house.



The Eagle's Present

Pre-reading

Pet or stray: Ask learners to tell the names of animals that can be kept at home as pets and those that cannot be kept at home because they are wild. Make a T-Chart on the board and write down their responses.

Pet animals	Wild animals

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 137)

- How did the eagle get trapped?
- Do you think it is nice to trap birds?
- Guess what happened to the eagle.

Read the next two pages to check your answer.

Reading chunk (Pages 137–139)

- What happened to the eagle?
- Do you like that?
- Do you think Morgan was kind?
- What do you think would have happened to the eagle after this?

Read the next two pages and see if your guess was correct.

Reading chunk (Pages 139–140)

- Did Morgan take care of the eagle?
- Can you say what might have happened after that?

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

Reading chunk (Page 141)

- Who brought the present for Morgan? Why?
- Who would you like to be; Joshua or Morgan?

Post-reading

The activity can be done individually or in groups by the learners.

Analysing characterisation

In this story, there are two boys, Morgan and Joshua. Both the boys are different from each other. Ask learners how are they different.

Next, ask them to discuss and write in groups which character they like better: Morgan or Joshua?

- Also, ask them to give reason for their answer. Tell them that the reason should be from the story.
- Ask learners that if they meet Joshua, what advice would they give him? What would they like to tell him about taking care of an animal?

I like _____ because _____

If I met _____ I would _____

Answers (Pages 142–143)

- A.
1. Joshua trapped the eagle because he wanted to keep it as a pet.
 2. He clipped its wings so that it could not fly. Therefore, it would also not need a cage. *Accept all suitable answers.*
 3. Morgan prepared the medicine and nursed the eagle back to health. The eagle thanked Morgan by giving him a dead rabbit for his dinner.
 4. *Accept all suitable answers.*

- B.** 1. a. because Morgan said that an eagle would never like to be kept inside a cage
 b. on the front doorstep of his house
 c. He captures the eagle using a mosquito net.
2. a. Morgan's requests to free the eagle.
 b. to sell the eagle to Morgan
 c. Joshua kept the eagle captive in his house.
- C.** 1. *Accept all suitable answers.*
- a. proudly—She showed her trophy proudly to all her friends.
 b. nicely—This pretty stone will do quite nicely as a paper weight.
 c. quietly—Please work quietly because the baby is sleeping.
 d. gently—Handle this delicate vase gently.
 e. untidily—Rida did her homework untidily, so her teacher made her do it again.
 f. hastily—She woke up late, so she had to dress hastily for school.
2. a. ROBIN b. EAGLE c. VULTURE
 d. SPARROW e. PEACOCK f. HERON
3. a. written in an untidy, almost illegible, way
 b. A bird that hunts and kills other birds or animals for food.
 c. embarrassed
 d. dive hurriedly and at a great speed
 e. a bird, specially a chicken
 f. (here) noticed something that is difficult to see
- D.** 1. *Accept all suitable answers.*
2. This question can be given as a homework, as it requires children to research. *Accept all suitable answers by the learner.*

Additional questions

1. 'The proud bird was now full of shame.'
 - a. Why was the bird in shame?
 - b. What did it do to itself in shame?
 - c. Why?
2. 'They looked fresh and new.'
 - a. What does 'they' mean here?
 - b. How did they come to be fresh and new?
 - c. How did the 'fresh and new' things help the bird?



Hide-And-Seek

Pre-reading

Chinese Whispers: In groups of six, ask the learners to play Chinese Whispers, using the names of the games they love the most. Each learner can take turns to initiate the whisper.

Listening

Learner 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

Ask students to work in groups of four. They would trace the sequence of 'hide and seek' in the poem.

Post-reading

Ask the learners to read the poem silently. Ask the learners how do they find the game of hide and seek?

Putting the plot in sequence

Here are a number of events that took place when Sara and her brother Naveed were playing hide and seek. Put them in sequence: what happened first, second, and so on...

- a. She heard the soft squeak of a mouse!
- b. In darkness and fear, Sara stood still,
- c. Sara pushed the door, tiptoed inside,
Then shut the door fast behind her.
- d. 'The cupboard's dark. Good place to hide.
Naveed won't find me here, ever!'
- e. 'One, two, three, four, five, ... and ... um ... six;
One hundred! Coming! You ready?'
- f. Brother Naveed, renowned for some odd tricks,
Began to count loud and steady,
- g. While Naveed stalked her throughout the house.

- h. 'Aiyeee!' she screamed, and burst out the door,
- i. Was Naveed, who'd done all the frightening!

Answers (Pages 145–147)

- A.**
- 1. 'Tiptoed', 'stood still', 'burst out of the door', 'travelling faster than lightning'
 - 2. She chose to hide in the cupboard because it was dark and her brother couldn't expect to find her there.
 - 3. 'In darkness and fear, Sara stood still' these phrases tell us that Sara was afraid.
 - 4. The soft squeak of a mouse frightened her then.
 - 5. Naveed had peeped from under the cupboard and knew where Sara was hiding. He scared her by squeaking like a mouse.
 - 6. *Accept all suitable answers.*
- B.**
- 1. a. to count, loud and steady
 - b. While counting, he jumped from six to hundred and squeaked like a mouse to scare Sara out of hiding.
 - 2. a. That Naveed was determinedly hunting for Sara while she was hiding.
 - b. hiding in a dark cupboard; scared
 - c. Naveed squeaked like a mouse; Sara got even more scared and screamed, revealing her hiding place.
- C.**
- 1. blackboard, pickpocket, postcard, playground, overcoat, bloodhound, cloakroom, nickname
 - 2. tiptoed, cupboard, throughout
 - 3. a. clap b. clop c. boom
 - d. rustle e. clink f. howl
- D.**
- 1. *Accept all suitable answers.*
 - 2. A 'den' is selected from among a group of children. While the den closes his/her eyes and counts to ten/hundred, all the other children run away and hide in a pre-decided area. Upon finishing the counting, the den announces that he/she is on his/her way, and sets out to seek the hiding children. Whoever is found first, becomes the den for the next round.



The Seven Wise Men of Buneyr

Pre-reading

Brainstorm the qualities of a wise man on the board. Who do you think is a 'wise' man? What qualities do you think wise people have? Do you know of any wise man in your family, neighbourhood, etc.?

Prediction: Ask the learners the following questions in order for them to predict the story:

- Have you ever heard of the story *Snow White and the Seven Dwarves*? What do you think is the difference or similarity between the two stories? Make a guess.
- By looking at the photo on page 148, can you guess if the seven men of Buneyr are walking on a plain land or at a hilly area?
- 'Wise' is an adjective that describes these seven men. By looking at their appearance, can you describe these seven men? What other adjectives can you use to describe them?

Revisit these questions at the end of the reading.

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 149–151)

- What did the second wise man notice when he began counting?
- When the shepherd met the seven men for the first time, how were they looking?
- Why were the seven wise men thankful to the shepherd?
- How did the seven wise men decide to repay the shepherd's kindness?

Reading chunk (Pages 152–155)

- What task was assigned to the first and second wise man by the shepherd?
- Were the first and second wise men successful in completing the tasks? What went wrong?
- How would you feel if anyone tried to hurt your mother like the first wise man did to the shepherd's mother? Would you listen to any reason?
- Guess, what task do you think the shepherd would devise for the other five wise men?

Reading chunk (Page 156)

- What do you think the shepherd means when he says 'You have repaid me for the favour I did?'
- In your opinion, what do you think were the seven men wise or not? Give reasons for your answer.

Post-reading

Understanding the moral of the story

Think-Pair-Share: Divide the class into pairs. Ask each pair to skim through the story again. Once they are done reading, ask them to discuss and write the moral of the story.

- What message do you think the writer is giving?
- Do you think that the shepherd considered the seven wise men as wise? Give reasons for your answer.

Once, all are done, ask learners to share the moral of the story in their own words.

Answers (Page 157)

- A. 1. The wise men thought that one of them was missing because when they counted, they each forgot to count themselves. Also, when they shouted for the missing one to reply, no response came back.
2. The shepherd was astonished that he could see all seven men in front of him, but the wise men declared that there were only six of them present and that one of the seven men was missing.

3. Because the shepherd was already terrified of his experience of assigning tasks to the two wise men, the sight of the remaining five men asking him the other day to assign them a task made him shiver.
 4. The seven wise men were sent away by the shepherd because by keeping them with him, he understood, it would only cause him more trouble.
 5. *Accept all suitable answers.*
- B.**
1.
 - g. The wise men decided to leave their native land.
 - d. The wise men found one of them was missing.
 - e. A shepherd helped the wise men.
 - b. The wise men decided to work for the shepherd.
 - h. One wise man hit the old lady on her head.
 - a. Another wise man wanted to kill the goats.
 - c. Some wise men wanted to work the next day.
 - f. The shepherd sent the wise men away.

Additional questions

1. What do you think the shepherd was thinking when he sent the seven wise men away?
2. What do you think about the seven wise men? Were they really wise? Give reasons to support your answer.
3. What would have happened if the remaining five men were assigned tasks by the shepherd?
4. The shepherd was a simple man. He was not described as a wise person but he was good at arithmetic. Find and make a list of people in your circle of friends, family, neighbourhood who are very good at arithmetic but have never studied in a college or university.

A Child's Thought

Pre-reading

- Look at the picture on page 158.
- Write the name of five things that you can recognise in your notebooks.
- Share the answer with the class.

Listening

Learner 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

Ask learners to work in groups of four to trace the rhyme scheme of the poem. They can create a tune to sing the poem. Later on, learners will discuss the following:

- What were the child's thoughts?
- Do you also think like that sometimes?

Post-reading

Learners will read the poem independently.

Descriptors

Authors and poets use adjectives and adverbs to describe characters, objects, places, and time. These words or phrases called descriptors help the reader to form a mental image or imagery of what the author or poet is trying to convey.

Find adjectives or adjectival phrases from the poem which the poet has used to describe the following:

1. castles
2. gardens
3. ladies
4. bower
5. horsemen

Additional questions

1. There are two 'sevens' in the poem.
 - a. Which part of the day does the first 'seven' refer to?
 - b. Which part of the day does the second 'seven' refer to?
2. 'The magic land I seek in vain'
 - a. Where was the 'magic land'?
 - b. Was it real or in the boy's imagination?

Too Many Doctors

Pre-reading

Charades: Make 10 to 20 strips of chits and write actions with adverbs. For example: brush your teeth slowly, drive a vehicle angrily, cook food happily, write something sadly, etc.

Choose a volunteer from the class to act it out and ask the rest of the class to guess.

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.

Read the play sitting in a group of six. Each of you will be one character. Before starting to read your roles, decide who will be which character.

Post-reading

Learners will work in groups to discuss the following questions:

Do you think the title is right for this play? Why do you think so?

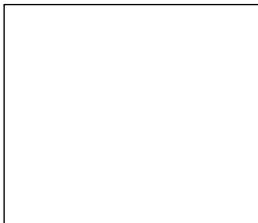
How many scenes are there in the play?

Do you think Birbal was clever? Why do you think so?

Characterisation

Choose and draw a character from the play *Too Many Doctors*.

Write three adjectives to describe that character:

Main character	Adjectives to describe
	

Answers (Pages 174–175)

- A. 1. The ministers discuss the arrangements for the upcoming trip to Fatehpur.
2. The ministers suggest that farmers, soldiers, servants, traders, tailors, and doctors have the most popular profession.
3. The chief physician is cross because Birbal believed medicine was the most common profession, whereas, according to the chief physician, it is not easy to become a doctor.
4. *Accept all suitable answers.*
5. *Accept all suitable answers.*

- B. 1. a. Birbal, when Akbar asks him if he is ready for the trip, and Birbal pretends to mistakenly assume he's being asked about his beard.
- b. Yes, he does, he only pretends to misunderstand in order to elicit a few laughs and playfully mock Akbar.
- c. Akbar laughs and clarifies that he was actually asking whether Birbal was ready for the forthcoming trip.
2. a. Akbar, to Birbal
- b. In the marketplace, he is disguised in order to check if Birbal's claim was true.
- c. He doesn't want to be recognised since he is right now doing his minister's job.

Accept all suitable answers.

- C. 1. tailor—cloth chef—food carpenter—wood
librarian—books farmer—crops vet—animals
teacher—children mechanic—cars

2. *Accept all suitable answers.*
- a. Computer engineering is amongst the most popular careers for youngsters today.
- b. Faisal is one of the most common names in Pakistan.
- c. The entire country pays homage to the brave soldiers.

- d. Charity is a noble cause for which everyone should contribute.
 - e. Shahid was telling me why he doesn't want to go to Lahore. He said he found it too crowded. 'Besides,' he added, 'I'm from Karachi, so the river holds no attraction for me.'
 - f. My mother asked me to keep matchsticks well away from the gas stove.
 - g. Everyone at the party, including my so-called friends, laughed when I fell off the chair.
- D.**
- 1. Courtiers, ministers, soldiers, cooks, physicians, tailors, cavalry, palanquin bearers, water carriers, barber, blacksmiths, farmers, servants, traders, doctors, teachers
 - 2. *Accept all suitable answers by the learner. Word limit: 50 to 80 words.*

Additional questions

- 1. When did Akbar laugh and why?
- 2. What remedies were suggested for Birbal's cut? How were these remedies supposed to help Birbal?
- 3. 'It helps to cure cuts.'
 - a. What does 'it' refer to here?
 - b. Who said this to whom?
 - c. What did the speaker believe?
- 4. 'Well, I knew it all along.'
 - a. Who said this to whom?
 - b. Why?
 - c. Do you think the speaker was right?

