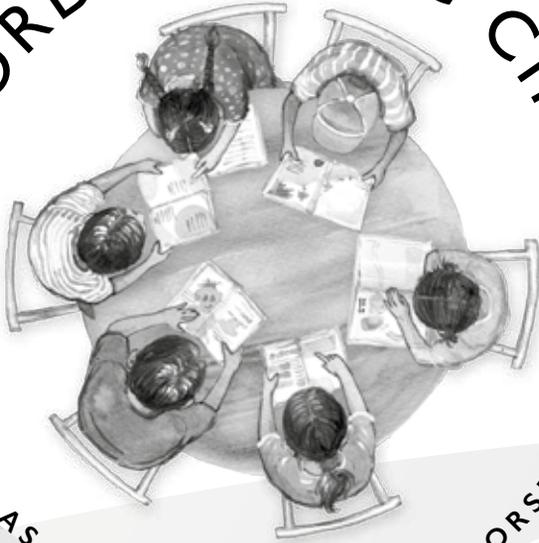


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SECOND EDITION

OXFORD READING CIRCLE



NICHOLAS HORSBURGH • CLAIRE HORSBURGH

Teaching Guide

OXFORD
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Introduction

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

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

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

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

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

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

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

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

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

USING OXFORD READING CIRCLE IN CLASS

1. Teaching vocabulary

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

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

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

2. Before starting a text

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

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

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

3. Reading

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

a. Shadow reading

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

Show action wherever possible to accompany your reading aloud.

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

b. Chunk reading

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



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

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

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

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

c. **Comprehension of poems**

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

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

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

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

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

For older learners, the teacher should ask the learner to keep their books closed and read the poem out to them. Then the teacher could ask a global question, elicit a response which connects to their world knowledge or ask for the theme of what has been read. See if the learner can recall phrases and words.

4. Comprehension questions

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

Learners may write the answers after the oral work.

5. Classroom procedure (group and pair work)

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

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

The River Bank

Pre-reading

Teacher to discuss these categories orally with the learners to encourage interaction.

Learners to be requested to create this table and fill it out individually.

Fill in this table:

| I like travelling | When and where did you travel? | Why did you like this mode of transport? |
|-------------------|--------------------------------|------------------------------------------|
| By bus/car | | |
| By train | | |
| By ship/boat | | |

Learners to pair up with each other and compare their table with a partner's while discussing which mode they like and what their partner likes.

While reading

Think-pair-share

Learners to read the given text individually. While reading the text, learners will try to track textual details to find the following:

- Who are the main characters?
- Where does the action take place?
- What is the main idea of the text?

Learners to highlight all details that point to the above mentioned areas, and share their answers with a partner. Teacher can ask pairs to share their highlighted excerpts and discuss them with the class.

Post-reading

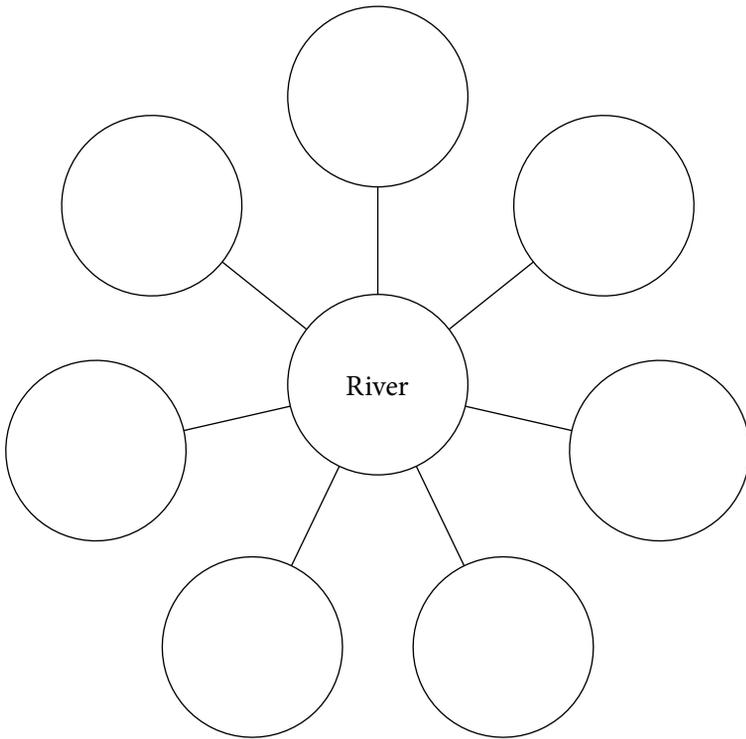
Exploring setting in a story

Teacher to explore learner's background knowledge. The following to be discussed: setting is the time of the year, climate, or season, or

a place, social, or political condition in which characters live. All of these elements in a prose or poem play an important role in creating meaning and developing the atmosphere, tone, or the mood an author or a poet wants to portray. For example, in *The River Bank*, it is spring time and the Mole is shown to be in a very joyous one.

The Mole did not enjoy spring-cleaning but he did enjoy the season. In *The River Bank*, the Mole spends a day at the river bank with the Water Rat. The author describes how exactly he feels.

Task: Identify and write the words he uses to describe the river and how the Mole feels after he watches it for the first time.



When he saw the river, the Mole was feeling:

1. _____
2. _____
3. _____

Answers (Pages 17–19)

- A. 1. Words and phrases in the first paragraph which tell us that the Mole wanted to be out in the fresh spring air are:
- spring was moving in the air above and in the earth below and around him
 - sunlight
 - warm grass
 - something up above was calling him
2. An elderly rabbit immediately tried to charge the Mole sixpence for having passed by a private road.
3. Yes, the Mole was thoroughly enjoying the spring season but not cleaning. Sentences that tell us that the Mole was enjoying the spring are:
- The sunshine struck hot on his fur, soft breezes caressed his heated brow.
 - Jumping off all his four legs at once in the joy of living and the delight of spring.
 - Birds building, flowers budding, leaves thrusting—everything happy.
4. The Mole found the boat even more attractive than Spring. He found the fittings of the boat fascinating—the oars, the cushions, the rowlocks. What appeared to be great about boats was that nothing seemed to matter as one swayed dreamily in the boat, reached one's destination or somewhere else, or even dropped down the river.
5. Answer will vary according to learner's thoughts and interpretation.
6. Answer will vary according to learner's thoughts and interpretation.
- B. 1. a. The Mole is sitting on the grass. The dark hole that he sees is the Water Rat's home.
- b. Something twinkled like a tiny star and he soon discovers it to be the Water Rat.
- c. He saw a little boat just big enough for two animals.
2. a. The Mole is asking shyly about the boat.

- b. The boat is something new for the Mole. He is not familiar with the river and the riverside life.
 - c. The Mole finds the fittings of the boat fascinating. The boat opened up before him unforeseen destinations, 'long waking dreams', making the world around him come alive, its ripples, scents, and sounds.
- C. 1. a. The word 'lowly' indicates that the Mole's house is small but it also points to the fact that the sun from its height filters down everywhere.
- b. 'Scrooged' is alliterative here and it reaffirms the vigorous effort on the part of the Mole while cleaning his house.
 - c. The Mole was stopped by an elderly rabbit as he reached the hedge at the end of the meadow. He was asked to pay a 'toll' of sixpence. But the Mole, out to enjoy the spring, pushed away the rabbit. As other rabbits peeped out of their holes to see what the row was about, the Mole said mockingly, dismissing them all, 'Onion sauce, Onion sauce' as if he was selling Onion sauce. The rabbits were left speechless.
2. a. Her performance on the sports day was thoroughly satisfactory.
- b. The children rambled busily around just before the function.
 - c. The butterflies meandered aimlessly, all over the garden.
 - d. It was an unlikely situation that the children would be required to buy tickets at the museum.
 - e. The variety of rides all around the fairground sent little Saad into a rapture.
3. Use of dash in story: p. 11, para 1, 2 p. 13, para 4 p. 14, para 1, 3

Answer will vary according to learner's thoughts and interpretation. Accept all suitable answers.

- D. Answer will vary according to learner's thoughts and interpretation. Accept all suitable answers.

Some additional assessment questions

1. *Then the two animals stood and regarded each other cautiously.*
 - a. Who are the two animals who stood and regarded each other?
 - b. Where do the two animals meet each other?
 - c. Why do they look at each other cautiously?
 - d. Is there any difference between just looking at each other and 'regarding' each other?
2. *'Look ahead, Rat!' cried the Mole suddenly. It was too late.*
 - a. Why does the Mole warn the Rat?
 - b. How does the Rat react?
 - c. What does this tell you about the Rat?
3. *'So - this - is - a - River!' 'THE River,' corrected the Rat.*
 - a. Who is the Rat talking to?
 - b. Does the listener like the River? Why?
 - c. What is the difference between 'a River' and 'THE River'?
 - d. Why does the Rat make the correction?
4. How do you think Spring was penetrating the earth and entering the Mole's home?
5. How did the Mole feel when he saw the River? What did he do?

The Months

Pre-reading

Divide the class in four teams (each team of around four to five members approximately).

Assign each team with three months each:

1. Team A: January, February, March
2. Team B: April, May, June
3. Team C: July, August, September
4. Team D: October, November, December

Assign tasks

Make a list of seasons, occasions, famous holidays/events, and festivals that happen in these months.

Make a list of clothes you wear and food you eat, fruits and vegetables that are available in these months.

Set time for the activity to start. The most entries put in by a team make them the winner.

While reading

Insightful annotations

Learners to work in pairs while reading the text. Each pair is supposed to highlight and annotate their text while they look for the following:

- How is the heading/title connected to the main text?
- Which details are important about this text?
- Are there any details that have changed by the end of the text?
- Learners may mark areas that are confusing to them and write 'I wonder' or 'I don't get it'.

Later on, learners discuss these details with their entire class and their teacher.

Post-reading

Describing imagery

Teacher to explain that *The Months* by Sarah Coleridge presents

a catalogue of the months of a year. The poet has used imagery to depict what happens in each month. You can almost feel and vividly see what is happening.

Complete the following chart with the words used by the poet to record your observations for each of the given senses. Write words from the poem that are associated with the given senses.

| Sight | Sound | Taste | Smell | Touch |
|-------|-------------|----------|-----------|-------|
| Snow | Loud breeze | Apricots | Daffodils | Thaws |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
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| | | | | |

Answers (Pages 22–23)

- A.
1. January and December are cold.
 2. Cold breeze blows in March.
 3. According to the poet, the Summer months are filled with flowers, fruits, and cooling showers (like June brings tulips, lilies, roses, and fills the children's hands with posies, and July has a hot weather which brings cooling showers, Apricots, and gillyflowers) whereas the Winter months are dull with leaves falling down and chilling December brings the sleet, blazing fire and Christmas treats.
 4. The poet seems to enjoy the months of April, May, and June more than any other months. Answer will vary according to learner's thoughts and interpretation.
 5. The poet does not like November very much. She uses the adjective 'dull' for that month.
 6. Answer will vary according to learner's thoughts and interpretation.

- B.** 1. The fruits are ripe and fit to eat by September.
 2. 'Sportsmen' here refers to someone who hunts or shoots wild animals as a pastime. So, the sportsmen will shoot birds or animals.
- C.** 1. As cold as ice
 As hungry as a wolf
 As innocent as a lamb
 As solid as a rock
 As pure as snow
2. The apple Mary bought was as round as a ball.
 I strive to be as great as Mother Teresa.
 The shop owner was as wicked as a wolf.
 The old lady was as poor as a church mouse.
 The hostel dorm did not feel as safe as home.
 Nadeem turned out to be as sly as a fox.
3. The following are the rhyming pairs:
 snow-glow-flow corn-borne-torn
 rain-again-pain fruit-shoot-loot
 shrill-daffodil-bill pheasant-pleasant-present
 sweet-feet-heat blast-fast-past
 lambs-dams-clams sleet-treat-beat
 showers-gilly flowers-bowers
- a. Roses-posies
 b. Roses-closes
 posies-cosies
- D.** 1. January—cold, people like to be out in the sun
 February—cold
 March—pleasant, fun with family and friends
 April—very hot, summer vacations, visit to grandparents' house, cousins
 May—very hot, summer camp, holiday homework
 June—warm, new class, friends
 July—rainy
 August—rainy, greenery all around

September—warm

October—pleasant, enjoyment

November—pleasant, cleaning, shopping, sweets, new clothes

December—cold, Christmas time, school holidays, festive cheer, presents

(Given above are a few pointers. Answer will vary according to learner's thoughts and interpretation. Encourage learners to come up with as many items as possible. List may vary depending on geographical location.)

2. Accept all suitable answers.

Some additional assessment questions

1. *May brings flocks of pretty lambs,
Skipping by their fleecy dams.*
 - a. What does the first line mean?
 - b. What makes the lambs skip?
 - c. What is meant by 'fleecy dams'?
2. *Dull November brings the blast,
Then the leaves are whirling fast.*
 - a. Why do you think November is dull?
 - b. What is meant by 'the blast'?
 - c. Why are the leaves 'whirling fast'?
3. *Chill December brings the sleet,
Blazing fire, and Christmas treat.*
 - a. What is sleet?
 - b. Why is there blazing fire?
 - c. What is a Christmas treat?
4. What do you think makes 'feet and fingers glow' in January?

Extension activity

Write a paragraph describing your favourite month. You may use the list you made at the beginning of the lesson and construct your paragraph around it.

The Boy who Served his Tribe

Pre-reading

Divide the class in four teams.

Assign task:

- List all the words you can think of related to the word 'Customs' (Teachers can change the word to be 'traditions' or 'culture').
- Once the list is created, group the words according to their similarities.
- Give a label to the group of words.
- Share with the class.

While reading

Inferring vocabulary

Learners to read the text individually and highlight unfamiliar words in a text, guess their meaning using context clues, as a home-task check their conjectures against a reliable dictionary, and finally, use them in their own sentences as a part of their daily usage. Keeping a vocabulary notebook is also a viable reading strategy to broaden mental lexicon. Teacher to demonstrate how contextual clues can help learners to predict or guess the meanings of unfamiliar words by giving one or two examples.

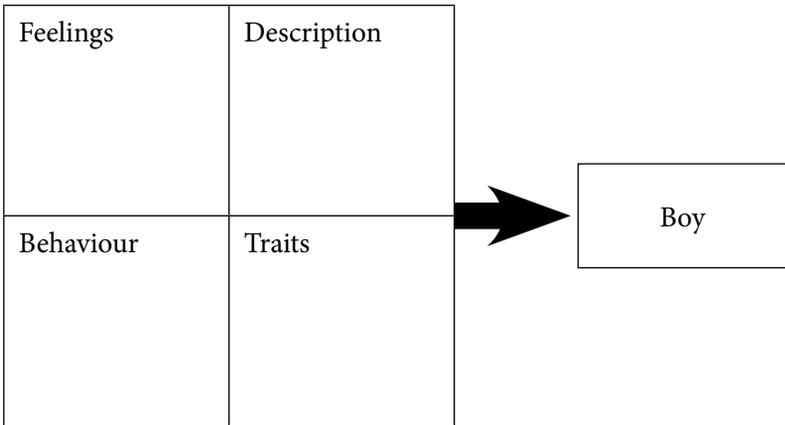
| Words | Context Clues | Inferred Meaning | Dictionary Meaning |
|-------|---------------|------------------|--------------------|
| | | | |
| | | | |
| | | | |
| | | | |

Post-reading

Describing characters

Teacher to explore learners' background knowledge about characterisation. The story may be summarised. Teacher to explain that the Chippewa family has a tradition to send their fourteen year old boys to go out and live in some lonely place, without food. This was done so they could think about their lives which lay ahead of them. Learners to discuss with teacher that this explanation is reflected in what happened with the eldest son of a family. The major character of this story is the son whose prayer gets granted and he receives a gift of corn from the Great Spirit.

Read the story again to describe his character, his feelings, his behaviour, and his character traits with examples from the text.



Answers (Pages 31–32)

- A.
1. The Chippewa people were happy and contented as 'they loved the good things of the Earth like sunshine, the forests, and the cool springs of water'.
 2. So that the Great Spirit would give a gift, a gift for the whole tribe, if pleased.
 3. The young warrior was the Great Spirit himself.
 4. The Great Spirit sent corn as food for the tribe, so that they no longer needed to spend all their time hunting animals.
 5. Answer will vary according to learner's thoughts and interpretation.

- B. 1. a. The warrior says these words to the boy.
b. On the third day, the boy is lying quietly weak from lack of food, this is when the warrior comes and says the words.
c. The boy is asked to wrestle with the warrior.
2. a. The warrior says these words to the boy.
b. The warrior assures the boy that he should not grieve for his death. If the boy wishes to see the warrior again, he should bury him and keep his grave covered with fresh, damp earth.
c. Soon after, the warrior breathes his last and the boy buries him according to the instructions he has been given.

- C. 1. harvest—corn
spend—time
hunt—animals
part—curtains
regain—strength
win—glory

2. **Group 1**

Wigwam—a North American hut made of a framework of poles covered with woven rush mats or sheets of bark

Tepee—a conical tent used by Native Americans or American Indians

Igloo—a dome shaped house made of snow

Kraal—South African village of huts enclosed by a fence

Group 2

Tribe—a group of families under a recognised chief

Clan—a group of persons with a common ancestor

Breed—people of the same kind or of same race

Race—a group of persons of common stock

Group 3

Oats—cereal grown as food for humans and horses

Barley—cereal used as food and in preparation of malt

Rye—cereal used for bread and as fodder

Corn—cereal, especially wheat and maize crop used as food

Group 4

Pray—meditate

Adore—regard with deep respect and affection; worship

Worship—respect paid to a divine being

Revere—respect and admire

D. 1. a. Myths

- Myth is a story that relates actual events to explain some practice, belief, or natural phenomenon.
- It is usually associated with religious rites and beliefs.
- Myths are accounts of gods or superhuman beings involved in extraordinary events.

b. American Indian tribes; their customs and way of life.

- The Indians were the original inhabitants of America and West Indies.
- After the arrival of the Europeans, some tribes disappeared due to wars and diseases.
- They were agriculturists and nomadic hunters. They grew a variety of crops, including maize, sweet potato, and beans. Other vegetables, as well as tropical fruits and sometimes cotton, were also grown in some areas.
- They practise shamanism, which is a form of religion that believes in good and evil spirits.
- Worship of natural phenomena is very popular among the Indian tribes.

2. Accept all suitable answers.

Some additional assessment questions

1. *Left alone, the boy sat for a while and thought.*
 - a. Who is the boy and where was he?
 - b. What does he think about?
 - c. He has to make a choice. What does he choose?
2. *'You must not be sad,' he said, 'and you must not grieve for me.'*
 - a. Who is the speaker and who is he speaking to?

- b. What does the speaker tell the listener not to be sad about?
 - c. What instructions does the speaker give to the listener soon after these words?
3. *The boy told nobody about what he was doing, not even the members of his own family.*
- a. Who is the boy?
 - b. What has he been doing every day?
 - c. Why does he want to keep it a secret?
 - d. What amazing thing does he see one day?
4. What had the boy thought of praying for, at first?
5. Describe the warrior who visited the wigwam.



The Toad's Warts

Pre-reading

Teacher to write five unique animal facts on the board.

For example:

- A snail can sleep for three years.
- Elephants are the only animals that cannot jump.
- An ostrich's eye is bigger than its brain.
- Frogs cannot vomit. If they absolutely have to do so, they will vomit their complete stomachs.
- Cats can only meow at their moms and humans.

Divide the class in four or five teams. Ask learners to discuss in teams as to why that happens. The reason does not have to be true. They can come up with funny, logical, or creative ideas.

Animal Fact: _____

Why: _____

In the end, each team shares their reasons with the class.

While reading

Insightful annotations

Learners to work in pairs while reading the text. Each pair is supposed to highlight and annotate their text while they look for the following:

- How is the heading/title connected to the main text?
- Which details are important about this text?
- Are there any details that have changed by the end of the text?
- Learners may mark areas that are confusing to them and write 'I wonder' or 'I don't get it'.

Later on, learners discuss these details with their entire class and their teacher.

Post-reading

Tracking plot of a story

Teacher to explore learners' background knowledge. Afterwards, elaboration may be given: A plot consists of a series of events that frames up to form a complete story. *The Toad's Warts* is one such story where the prawn bites Chemchongsaipa and a series of events takes place.

Read the story again and note down the series of events till the old lady shouts at the mortar and claims it to rebuild her house.

| | | |
|----------------------------------------------------|--|--|
| 1. Chemchongsaipa hits the knife at the tree trunk | | |
| | | |
| | | |
| | | |
| | | |

Answers (Pages 39–40)

- A. 1. Chemchongsaipa was moving around doing his work, sharpening his weapons when the prawn irritated, bit him. Chemchongsaipa moved towards a tree, in pain, and swung his knife around. The weapon accidentally struck the tree and cut it.

The tree dropped a fruit on purpose to hit him but it hit a cock accidentally. The cock scratched the ants' nests on purpose, who bit the snake, which in turn bit a bear, which crushed a plantain. The bat who lived on the plantain tried to flee but accidentally it flew into the elephant's ear and bit him. The elephant kicked over a stone mortar which rolled down into an old lady's house.

2. Answer will vary according to learner's thoughts and interpretation.

3. The ants were the most affected. So, they bit the snake on purpose declaring war.
 4. Answer will vary according to learner's thoughts and interpretation.
 5. Answer will vary according to learner's thoughts and interpretation.
- B.**
1. 'It's very dark in here!'—bat
 2. 'I'll suck it dry!'—elephant
 3. 'I must find something to rub on it.'—bear
 4. 'I'll build it for you.'—Chemchongsaipa
 5. 'I'll soon be in the soup!'—prawn
- C.**
- | | | |
|----------|----------|---------|
| 1. angry | 2. shock | 3. race |
| annoyed | daze | hurry |
| furious | astonish | hurtle |
| irate | stun | dash |
2.
 - a. The prawn bit the man in the leg.
 - b. The man's sharp weapon cut the tree.
 - c. The fruit from the tree hit a cock walking by.
 - d. They attacked a passing snake.
 - e. It lowered its head and dug furiously.
 - f. The plant collapsed.
 - g. It trumpeted and kicked over a stone mortar.
- D.** Answer may vary according to learner's thoughts and interpretation. Accept all answers which are supported with reasons from the text.

Some additional assessment questions

1. *The confused cock was not pleased at all.*
 - a. Why is the cock confused?
 - b. Why is the cock not pleased at all?
 - c. What does he do to show his displeasure?
2. *... it blundered about until it flew straight into an elephant's ear.*
 - a. Who is being referred to here?
 - b. Who has disturbed it and why?
 - c. Why does this creature 'blunder' about?

- d. What is the difference between this creature and most other flying creatures?
3. *She ran up to the man and stopped in her tracks.*
 - a. Who is the woman and who was the man?
 - b. How are they related?
 - c. What is she complaining about?
 - d. When do we usually stop in our tracks?
 4. What proves that Chemchongsaipa was a good person?
 5. Why did the soup not taste of prawn?

Extension activity

Can you extend the story by three more steps by narrating how the old woman went and damaged something else like the others had done before her?

(Teachers can do this orally by extending the story further and then make it into an individual writing task.)

Nurse's Song

Pre-reading

Teacher to write the first line of the poem, 'When the children's voices are heard on the green.....', on the board.

Ask learners to predict what would happen next. Also, elaborate on their idea as to why would that happen and then request learners to read the poem to know what happens in it.

- First line: When the children's voices are heard on the green.....
- Predict:
- Explain:
- Check:

Teacher may explain at this point the meaning of the phrase 'on the green'.

While reading

Insightful annotations

Learners to work in pairs while reading the text. Each pair is supposed to highlight and annotate their text while they look for the following:

- How is the heading/title connected to the main text?
- Which details are important about this text?
- Are there any details that have changed by the end of the text?
- Learners may mark areas that are confusing to them and write 'I wonder' or 'I don't get it'.

Later on, learners discuss these details with their entire class and their teacher.

Post-reading

Introducing diction in poetry

Teacher to explore learners' background knowledge. Teacher to explain that diction is a poet's choice of words to create meaning. Words have an impact on the reader. They help to make the reader feel happy, sad, joyous, melancholic, sympathetic, or even angry. These words create a vivid picture in the form of imagery. For

example, *Nurse's Song* is a poem which shows the brighter side of life.

Fill the table below by picking out words or phrases from the poem that convey a positive feeling. Why do they make you feel that way?

| Words/Phrases | How they make you feel |
|---------------|------------------------|
| | |
| | |
| | |

Answers (Pages 43–44)

- A. 1. laughter 2. heart 3. everything
4. Children 5. sun 6. play
7. light
- B. 1. The children's nurse is speaking to them in the poem.
2. 'Echoed' has an accented 'e' as an extra beat is required for maintaining the rhythm of the line. Another reason is that the poet wants us to stress on this syllable to make it stand out. Answer will vary according to learner's thoughts and interpretation.
3. Answer will vary according to learner's thoughts and interpretation.
4. Yes, I like the poem. It talks about children not wanting to go home. They want to continue their play and give their nurse excuses to extend their play time. This is something I can relate to, as it often happens when my mother calls me home in the evening. (Answers may vary according to thoughts and experiences of the learners.)

- C. 1. The children say these words to their nurse.
 2. The nurse asks the children to come home as it is getting dark.
 3. The nurse relents to let the children play a little more but asks them to come home and sleep after that.
- D. 1. Sadia could not sleep last night as it was very warm. I often fall asleep in the bus on my way to school.
 2. Besides English, we also learn Mathematics at school. My mother came and sat beside me on the bench in the park.
 3. She could feel her heart beating in her breast. My mother likes to keep abreast with the latest news.
 4. You will find a way to get your friend's phone number. After the show my father went away to his office.
 5. Please switch off the light before leaving the room. Sania's home was alight with candles on Eid
 6. The skies at night were ablaze with twinkling stars. The sky's colour was a clear and pale blue.
- E. 1. A nurse, a nursemaid, a nanny, and an ayah are all trained to take charge of young children. A governess is a female teacher who lives with the family. A babysitter may be an untrained person who takes care of young children while their parents are away. A housekeeper manages the affairs of the house.
 2. Answer will vary according to learner's thoughts and interpretation.

Some additional assessment questions

1. *My heart is at rest within my breast
 And everything else is at still*
 a. Who is the speaker here?
 b. What makes the speaker's heart rest?
 c. What is 'everything else'?
2. *'No, no, let us play, for it is yet day,
 And we cannot go to sleep;'*
 a. Who are the speakers and who are they talking to?
 b. Why can't they go to sleep?
 c. Why do they still want to play?

3. *The little ones leaped and shouted and laugh'd
And all the hills echoed.*
 - a. What makes the little ones so happy?
 - b. Till when are they allowed to play?
 - c. What they have to do after that?
4. What are the things that will make children laugh when they play? Can you think of something that made you laugh when you were playing with your friends?
5. Why are the elders calling the children away?

Extension activity

Write a dialogue between your mother/father and you, where you want to stay out a little longer and play some more while your mother/father wants you to come home and do your homework.

The Boy with an Answer

Pre-reading

Twenty questions

Teacher plays the twenty questions game with the learners.

Teacher chooses any one—a personality (alive or deceased), a place (in Pakistan or abroad) or a thing (animate or inanimate).

Next, ask the class to ask twenty questions to guess the right answer. The questions should be framed in a manner that the teacher says ‘Yes’ or ‘No’ in response. Keep track of the number of questions asked by the class. Once twenty questions are asked, ask the class to guess the right answer. The learner who guesses the right answer is the winner.

Teacher to elaborate that asking questions about a character in a story (the way learners have just done) is a way to analyse various aspects of the character’s life and personality. While learners are reading stories, they can look for answers regarding a character in a similar way.

While reading

Inferring vocabulary

Learners to read the text individually and highlight unfamiliar words in a text, guess their meaning using context clues as a home-task check their conjectures against a reliable dictionary, and finally, use them in their own sentences as a part of their daily usage. Keeping a vocabulary notebook is also a viable reading strategy to broaden mental lexicon. Teacher to demonstrate how contextual clues can help learners to predict or guess the meanings of unfamiliar words by giving one or two examples.

| Words | Context Clues | Inferred Meaning | Dictionary Meaning |
|-------|---------------|------------------|--------------------|
| | | | |
| | | | |
| | | | |
| | | | |

Post-reading

Analysing characters

Write down any three character traits of Vadim and mention the events, actions, or thoughts from the story that reveal those traits.

| Traits | Actions/Thought/Events |
|--------|------------------------|
| | |
| | |
| | |

Answers (Pages 53–54)

- A.
- Vadim was not sent to school because he was the only child and was pampered by his mother.
 - The old man passed by the village and sat to rest by the pond.

3. Because Vadim impressed him with his quick wit and intelligence.
 4. Answer will vary according to learner's thoughts and interpretation.
 5. Answer will vary according to learner's thoughts and interpretation.
 6. Answer will vary according to learner's thoughts and interpretation.
- B.**
1.
 - a. The old man says these words to Vadim.
 - b. The old man, impressed by Vadim's wit and intelligence, makes the offer to teach him.
 - c. Vadim agrees readily, urged on by his curiosity.
 2.
 - a. Vadim says these words to the old lady.
 - b. The statement is a response to the old lady's anger at Vadim's laughter as she revealed herself before him.
 - c. The speaker says he laughed wondering how the old lady blows her thousand noses when she has a cold.
- C.**
1.
 - a. a child who has no brothers or sisters
 - b. a child who is too pampered and indulged
 - c. a powerful, great king
 - d. to say something again and again in his mind
 - e. took courage, made up his mind to fight
 2.

| | | |
|----------|-----------|-----------|
| a. chief | b. thief | c. height |
| d. neigh | e. relief | |
- D.**
1. Geneva—Switzerland
The Andes—South America
The Sahara—Africa
Mt Etna—Europe (between Messina and Catania)
The Nile—Sudan and Egypt
Java—Indonesia
Grand Place—Brussels
Giza—Egypt
Bolivia—South America
 2. Accept all suitable answers.

Some additional assessment questions

1. ... *And this suited him fine.*
 - a. Who is the 'him' here?
 - b. What suited him fine?
 - c. Why has this decision been taken by his guardian?
 - d. Do you think this is a good decision? (open ended question)
2. *'In a thousand years, never have I been asked such a strange question by a devotee'*
 - a. Who says these words and about whom?
 - b. What is the question being referred to here?
 - c. How does the listener react at first?
 - d. Why does her reaction change later?
3. *'I've a good reason for doing what I did'*
 - a. What has Vadim just done?
 - b. How has the old lady reacted to what Vadim has done?
 - c. What reason does Vadim give for what he had done?
4. What were the different blessings that the old lady bestowed on the boy?
5. What was Vadim's mother's attitude towards him? What effect did this have on Vadim?

Extension activity

If you were asked to choose between wealth and wisdom, which would you choose? Why? (Teachers can make the learners participate in a class debate on 'wealth is better than wisdom' and then extend the debate into a writing activity.)

The Poet and the Jester

Pre-reading

Teacher to write three statements on the board about themselves. Two should be true and one statement should be false or a lie.

Ask learners to guess which statement is true and which one is false. Whoever guesses the right answer wins.

Next, ask the learners to play the same game in pairs. Teacher to explain that learners can question information about characters in a story in the similar manner.

While reading

Think-pair-share

Learners to read the given text individually. While reading the text, learners will try to track textual details to find the following:

- Who are the main characters?
- Where does the action take place?
- What is the main idea of the text?

Learners to highlight all details that point to the above mentioned areas, and share their answers with a partner. Teacher can ask pairs to share their highlighted excerpts and discuss those excerpts with the class.

Post-reading

Character analysis

Most of the times, authors do not explicitly write a character's trait, and leave it on the readers to infer and make their own judgment about the character. Inferring character traits is possible by reading the text closely and looking for the quotes a character says, the actions that take place, and how the character reacts in those moments.

Learners to work in pairs. They need to read the story again and infer Vadim's and Mikhailovich's character traits. They would mention the quotes from the story that reveal these character traits.

For example:

Quote from the story: ‘Vadim came before Mikhailovich and was careful to be polite. He did not want to upset the man with his jokes or sharp comments.’

What does it tell us: This tells us that Vadim is a cautious and careful person.

Learners will identify at least two quotes from the story which reveal the character traits of Vadim and Mikhailovich.

| Vadim | Mikhailovich |
|-----------------------|-----------------------|
| Quote: | Quote: |
| What does it tell us: | What does it tell us: |

Answers (Pages 65–66)

- A.
1. Mikhailovich was a close associate of the king and Vadim wanted his help to get to the king’s court.
 2. Mikhailovich was very impressed with Vadim’s use of words and fine poems.
 3. Vadim did not get a good welcome at Mikhailovich’s house as Mikhailovich did not recognise Vadim and was very annoyed at being disturbed. He ordered his guards to throw Raman out on the street.
 4. Vadim decided to visit the king to get even with the king’s friend, Mikhailovich.
 5. Mikhailovich had earlier promised to call Vadim to read his poems to the king. But he had not kept his word. Therefore, when Vadim tricked the magician, Mikhailovich could only permit himself a little smile.
 6. Answer will vary according to learner’s thoughts and interpretation.

- B.** 1. a. made a decision
 b. shocked or stunned
 c. to take revenge; to repay in kind
 d. separate
 e. have many other plans ready
 f. be shrugged without embarrassment
 g. saved from being embarrassed, humiliated
- C.** 1. a. immensely—to a great extent, extremely
 b. taken aback—shocked or surprised
 c. feeling very sore—feeling hurt
 d. crimson with embarrassment—turn red with embarrassment/extremely embarrassed
 e. trotted off—proceed away briskly
2. a. He searched far and wide for a suitable bride for his son.
 b. My mother looked high and low but could not find the ring she had lost.
 c. I dropped the marbles and they scattered here and there.
 d. I visit my grandmother now and then.
 e. Vadim repeated the magic words over and over.
 f. The children were in and out of the house the whole day.

(Answers may vary according to thoughts and experiences of the learners.)

- D.** 1. a. one skilled in magic
 b. one who practises magic arts
 c. one who produces a misleading image to the vision
 d. one skilled in keeping several objects in motion in the air at the same time by tossing and catching them
 e. one who practises the art of speaking without any visible movement of lips and in such a manner that the voice appears to come from some other person or object
 f. one who practises the art of escaping from restraints

Some additional assessment questions

1. ... *he made up his mind to get even with the king's friend.*
 - a. Who makes up his mind to get even and with whom?
 - b. Why is the person so upset?
 - c. Explain what 'get even with' means.
2. *The King was ashamed that there was no one brave enough to take up the challenge.*
 - a. Who has thrown the challenge to whom?
 - b. Why is the challenge not taken up?
 - c. Who does take up the challenge?
3. '*... Even Mikhailovich permitted himself a little smile.*'
 - a. What does Mikhailovich smile about?
 - b. Why is the smile only a 'little smile'?
 - c. Do you think Mikhailovich likes Vadim? Give reasons for your answer.
(open ended question)
4. What kind of a man was Mikhailovich?
5. Do you think Mikhailovich had really forgotten who Vadim was when Vadim visited his home?

Extension activity

What is the difference between magic and a trick? Can you bring out the difference by giving an example of each?

The Sea

Pre-reading

Divide the class in teams of three to four members.

Ask learners to draw a fish. Also ask them to:

- Give it a name.
- What does it eat?
- Where does it live? (In the sand, on seaweeds, or under rocks, etc.)
- How does it sleep?
- How often does it sleep?
- Any special feature? (Suggesting that it can live on both land and water, have three eyes, long tongue, two wings, etc.)

Learners should be encouraged to come up with creative ideas.

Next, ask them to stick the drawing on a chart paper and present it to the class. They can label the information next to the drawing of the fish. (Teacher can ask them to write a short paragraph of five to six sentences on the fish as an extension activity.)

While reading

Insightful annotations

Learners to work in pairs while reading the text. Each pair is supposed to highlight and annotate their text while they look for the following:

- How is the heading/title connected to the main text?
- Which details are important about this text?
- Are there any details that have changed by the end of the text?
- Learners may mark areas that are confusing to them and write 'I wonder' or 'I don't get it'.

Later on, learners discuss these details with their entire class and their teacher.

Post-reading

Identifying metaphor

Teacher to explain that poets use metaphors to compare a character, object, or event with another thing, and to imply a likeness or association with another. In the poem *The Sea*, the poet compares the sea to a 'hungry dog, giant and grey'. He goes on describing the sea further as if describing a dog.

Identify and list down all the words and phrases that he extends as a metaphor of dog to describe the sea. For example: rolls on, clashing teeth, etc.

Answers (Pages 69–70)

- A.
1. Because of the way it looks, sounds, and sleeps. It is hungry like a dog. The poet sees a similarity between the sea and a dog.
 2. The rumbling, tumbling stones on the beach get gnawed.
 3. During a storm, the sea becomes rough. It also makes loud noises for a long time and the sea is calm and quiet in the months of May and June. When it is wild the poet uses a number of adjectives, words, and phrases to describe it, like it moans, 'gnaws', 'snuffs and sniffs', 'roars', 'howls and hollos' with its 'clashing teeth', 'shaggy jaws'. Whereas when it is calm and peaceful, the sea does not play rather keeps his 'head between paws' and remains 'quiet' and 'lies' on the sea shore.
 4. Answer will vary according to learner's thoughts and interpretation.
 5. Answer will vary according to learner's thoughts and interpretation.
 6. Answer will vary according to learner's thoughts and interpretation.
- B.
1.
 - a. The waves of the sea are being described here.
 - b. The waves roll on the beach.
 - c. The waves come and break on the shore and slowly recede.
 2.
 - a. The waves of the sea make the stones move.
 - b. The stones are compared to bones.
 - c. The stones are being gnawed, like a dog would do to a bone.

- C. 1. His stomach was rumbling because he had not had any breakfast.
2. moans—Her soft moans of pain were faintly heard.
roars—We could hear roars of laughter from inside the children's tent.
tumbling—Razia tripped and went tumbling down the stairs.
reedy—Shazia began singing in her reedy voice.
howls—Daud could barely sleep because of the dogs' howls all through the night.
3. rolls, gnaws, moans, licking, bounds, snuffs, sniffs, shaking, howls, lies, snores.
- D. Answer may vary according to learner's thoughts and interpretation. Accept all answers which are supported with reasons from the text.

Some additional assessment questions

1. *The giant sea-dog moans, Licking his greasy paws.*
- What do you think these lines mean?
 - Why has the word 'moans' been used here?
 - What are 'greasy paws'?
2. *Shaking his wet sides over the cliffs, And howls and hollos long and loud.*
- What exactly is being said in these lines?
3. Do you find the poet's comparison of the sea with the dog realistic? Give reasons.
(Accept suitable answers.)

Extension activity

Write a list of things you see or feel or hear during a visit to a sea beach. Read it out to your class and describe each item.

(List the activities you have seen a dog indulge in. Make separate lists for a pet you may have and another for a dog that you have seen on the street.)

The Cruel Crane

Pre-reading

Word map

Learners will fill the given word map template, keeping the word 'cruel' as the key word. Once done, share their word map with the class.

| | |
|----------------------------------------------------------------------------------------|----------------------|
| Definition in your own words | Synonym |
| <div style="border: 1px solid black; padding: 5px; display: inline-block;">CRUEL</div> | |
| Use it in a sentence | Draw a picture of it |

While reading

Insightful annotations

Learners to work in pairs while reading the text. Each pair is supposed to highlight and annotate their text while they look for the following:

- How is the heading/title connected to the main text?
- Which details are important about this text?
- Are there any details that have changed by the end of the text?
- Learners may mark areas that are confusing to them and write 'I wonder' or 'I don't get it'.

Later on, learners discuss these details with their entire class and their teacher.

Post-reading

Finding the moral of the story

‘The villain, though exceeding clever,

Shall prosper not by his villainy.

He may win indeed, sharp-witted in deceit,

But only as the Crane here from the Crab!’

- Read the above lines. What do you think is the moral of the story? Write it in your own words.
- Why do you think that? Support your answer with evidence from the story.

Answers (Pages 80–81)

- A.
1. The crane stopped by the pond because he was hungry.
 2. The crane said he would take the fish to a large pond covered with all kinds of lotuses.
 3. No, the fish did not do the right thing by trusting the fish. The crane deceived the fish and ate them all one by one. The crane first took one fish in its beak and showed it the large pond. He then brought him back and let him go with the other fish. He told the others all about the pond and they believed the crane.
 4. The crab knew that the crane had tricked the fish and wanted to teach him a lesson. So, he thought of a plan and requested the crane to take him to the pond as well. He told the crane that he would not be able to hold him, so the crab should hold on to the crane’s neck instead. The crane agreed and as soon as he saw the fish bones by the pond, he threatened to cut the crane’s neck with his claws. He made the crane step down into the pond and then cut his neck. Whereas, the fish were wrong in their approach as the crane tricked them one by one. They agreed to be taken in its beak and trusted a fish which was blind from one eye. Hence, the approach of the crab was better than that of the fish.
 5. Answer will vary according to learner’s thoughts and interpretation.

6. The moral of the story is that even a trickster can be tricked by someone who is cleverer.
- B.**
1.
 - a. The crane says this to himself.
 - b. 'Make a prey of them' here refers to making the fish his prey, in tricking them as well as eating them.
 - c. The crane promises to carry the fish in his beak and take them to a large pond. The fish don't trust him so he takes one fish there first and brings him back. After the fish believe that he wishes them well, he takes them one by one and eats them.
 2.
 - a. The crane says these words to the crab.
 - b. The fish may have been stupid to believe that the crane was their well-wisher.
 - c. Yes, I agree. The fish should have given the proposition more thought and should not have trusted the crane. They should have been wary of him because they already knew that a crane thinking about a fish's welfare was unheard of.
- C.**
1.
 - a. cast it on the ground—throw it to the ground
 - b. it will be capital—it will be the best thing to happen
 - c. told them all the glories—described all the good things about
 - d. he's sharp enough in any situation—is very clever or smart
 - e. it's unheard of—not known to have happened before
 - f. lost in thought—not paying attention to anything happening around
 2. All these words are linked to eating:
bite, chew, dine, feed, graze, ingest, munch, nibble, peck at, pick—these words refer to eating at a slow pace
attack, bolt, devour, chomp, gobble up, gorge, scoff, wolf—these words refer to eating greedily or quickly
- D.** Answer may vary according to learner's thoughts and interpretation. Accept all answers which are supported with reasons from the text.

Some additional assessment questions

1. *'All right, sir! You may take us with you.'*
 - a. Who says these words and to whom?
 - b. Where are they to be taken?
 - c. Why have they agreed to be taken there?
2. *'I've thrown that fish in; let another one come.'*
 - a. Who is the speaker here and who are the listeners?
 - b. Where has the fish been thrown?
 - c. What happens next?
3. *'But how will you take hold of me to carry me along?'*
 - a. Who says this and to whom?
 - b. What makes the speaker say these words?
 - c. What plans does the speaker have?
4. What part does the willow tree play in this story?
5. Do you think the crab was evil? Why?
6. Do you like the ending of the story? Give reasons.

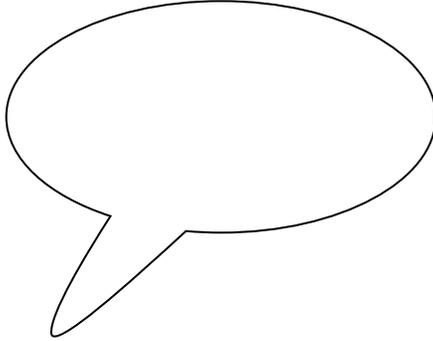
Extension activity

Write a similar story where the characters are tricked and ultimately the trickster is taught a lesson.

A Debt Made Profit

Pre-reading

Learners to look at a picture on page 82 of the textbook. In the form of speech bubble(s), learners express what they think the character would want to say.



While reading

Inferring vocabulary

Learners to read the text individually and highlight unfamiliar words in a text, guess their meaning using context clues, as a home-task check their conjectures against a reliable dictionary, and finally, use them in their own sentences as a part of their daily usage. Keeping a vocabulary notebook is also a viable reading strategy to broaden mental lexicon.

| Words | Context Clues | Inferred Meaning | Dictionary Meaning |
|-------|---------------|------------------|--------------------|
| | | | |
| | | | |
| | | | |
| | | | |

Post-reading

Identifying structure of a story

Most stories have a simple structure—beginning, middle, and end. The beginning introduces the characters, setting, problem, or conflict. The middle elaborates on the problem or the conflict, and shows us the characters tangled with each other while trying to find a solution to it. The end shows the problem resolved either in the form of a happy or a sad ending.

For the story, *A Debt Made Profit*, identify and write in your own words the story structure. Also mention what the conflict or problem is.

Beginning:

Middle:

End:

Conflict:

Answers (Pages 94–95)

- A.
1. The Tortoise did not inform his wife about the money he owed to Mister Monkey because he thought she would get distressed.
 2. The first time he saw Mister Monkey coming to his house, Tortoise told his wife that he was going to the town and that he would not be long.
 3. Tortoise owed Mister Monkey three months' salary.
 4. It was at the crack of dawn that Mister Monkey visited Tortoise's house for the final time to catch him unaware and because he knew he would be in his house.
 5. Answer will vary according to learner's thoughts and interpretation.
 6. Answer will vary according to learner's thoughts and interpretation.
 7. Answer will vary according to learner's thoughts and interpretation.
- B.
1.
 - a. Tortoise says this to himself.
 - b. Mister Monkey coming to his house every day to ask for money is 'too much'.
 - c. Tortoise decides to teach Mister Monkey a lesson with the help of his wife.
 2.
 - a. Tortoise says these words to Mister Monkey.
 - b. The speaker is referring to Tortoise, her husband.
 - c. A 'walk-about' is someone who often goes out of the house to take a stroll or run an errand.
- C.
1. 'Eat his words' means having to admit that something one said was wrong.
 2. Tortoise had been avoiding meeting Mister Monkey for a long time since he owed him money. This made Mister Monkey angry and he said these words because Tortoise had been treating him like one would a small boy by giving silly excuses.
 3.
 - a. Again came Monkey's knocks, like a machine gun.
 - b. Tortoise flew through the air like a rocket.
 - c. I would break his head like a coconut.

- d. His anger had blown itself out like a tornado.
 - e. Waving his long arms about like a windmill in a hurricane.
- D. 1. The saying ‘never a borrower or a lender be’ means that one should neither lend nor borrow money. If either of the two is done, then one is likely to lose a good relationship because if one lends money, then the borrower avoids meeting the lender thus creating an unpleasant and awkward situation. Similarly, if someone borrows money then it indicates that one is spending beyond their income and might not be liked because of that quality.
2. Answer may vary according to learner’s thoughts and interpretation. Accept all answers which are supported with reasons from the text.

Some additional assessment questions

1. *‘I have had enough of your dirty tricks. Open up, I say!’*
 - a. Who says these words and to whom?
 - b. What are the dirty tricks the speaker talks about?
 - c. Does the one spoken to finally ‘open up’?
2. *‘Now, there’s one small thing I want you to do for me.’*
 - a. Who says these words and to whom?
 - b. What is the small thing the speaker asks to do?
 - c. Is the small thing done? How?
3. *‘This time Monkey meant business. But Tortoise meant business also.’*
 - a. What does ‘business’ mean in this context?
 - b. Is the business same for both Monkey and Tortoise?
 - c. Who finally succeeds? How?
4. *‘It is a bad morning. Now I don’t want any nonsense this time.’*
 - a. Who says this and to whom?
 - b. Why is it a bad morning?
 - c. What happens next?
5. What made Mister Monkey angry?
6. Give two instances which show that Mister Monkey was embarrassed of his actions.

Extension activity

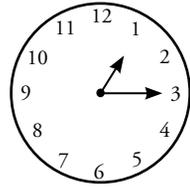
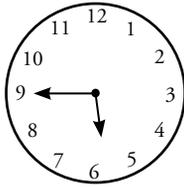
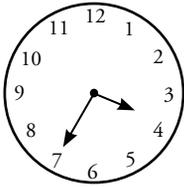
Mister Monkey says 'It's just that poverty can make one bad-tempered.' Have a class debate on this topic.

Later you can write a composition based on the points that were discussed in the debate.

The Speed Track

Pre-reading

Teacher to start with the following warm-up questions: What time is it? Complete the given blanks. Ask learners what time is shown in the pictures. What is a minute hand and what is an hour hand?



Now ask learners to draw a clock and write a time of their own choice. Once they are done drawing it, tell them to turn to their partners and ask each other, 'What time is it?'

The teacher may extend the activity to a class activity. Once learners have asked the time from their partners, they can ask the time from five other learners in the class. Ask them to note down the names of their class fellows along with the time they have in their clocks (drawn earlier). Whoever finishes the task first will be the winner.

While reading

Insightful annotations

Learners to work in pairs while reading a text. Each pair is supposed to look for the following:

- How is the heading/title connected to the main text?
- Which details are important about a character or a place?
- Are there any details about a character that have changed by the end of the story?
- Learners may mark areas that are confusing to them and write 'I wonder' or 'I don't get it'.

Later on, learners discuss these details with their entire class and their teacher.

Post-reading

Rhyming words

Learners to work in pairs to:

- find rhyming words for the given words in the poem.
- make more rhyming words of their own (or with the help of a dictionary).
 1. Dial rhymes with awhile
 2. Apace rhymes with disgrace
 3. Go rhymes with _____
 4. Done rhymes with _____
 5. He rhymes with _____

Why do you think the poet has used rhyming words?

Answers (Pages 98–99)

- A.
1. The Minute-hand moves faster than the Hour-hand.
 2. The Minute-hand's speed is a disgrace because it moves faster than the Hour-hand.
 3. The Minute-hand had to move faster and had to achieve more milestones than the Hour-hand. Both of them could not achieve the same number of milestones.
 4. The last and the second last lines show that the two Hands would meet again.

But we shall meet again, good sir,' said he,

'The road that we are following is circular, you see!'

They have to meet again as their road is circular and they would be meeting each other after every round of their journey completes.

5. Yes, the title is appropriate as the Minute and Hour hands of the clock follow a circular path. The Minute's hand is speeding along this path or track, whereas the Hour's hand creeps along. This is why the poem is appropriately titled as *The Speed Track*.
 6. Answer will vary according to learner's thoughts and interpretation.
- B.**
1. The Minute-hand says these words to the Hour-hand.
 2. The Hour-hand could never keep pace with the Minute-hand and says that the speed at which the Minute-hand moves is a disgrace.
 3. 'Each of these' refers to the twelve milestones (numbers on the dial) on the circular path of the Minute-hand.
- C.**
1.
 - a. grandfather clock—tall pendulum clock enclosed in a wooden case
 - b. 24-hour clock—This clock uses a 24-hour system.
1:00 a.m. is written as 01:00 hours.
1:00 p.m. is written as 13:00 hours, and 12:00 midnight is 24:00 hours.
 - c. digital—dealing with numbers or digits
 - d. stopwatch—watch which can be started and stopped at will for timing races
 - e. kph—kilometres per hour; unit of speed
 - f. pm—post meridian, after noon
 - g. am—ante meridian, before noon
 - h. sundial—an instrument to show the time of day by the shadow cast by the sun
 2.
 - a. chattering like a monkey
 - b. snoring like a lion
 - c. flying like a kite
 - d. soaring like an eagle
 - e. dancing like a ballerina
 - f. singing like a nightingale

g. croaking like a frog

h. wobbling like jelly

(Other suitable answers may also be accepted.)

- D.** 1. The next time that both hands of a clock are together is at 6:30.
2. There are 6,04,800 seconds in a week.
3. Answers may vary according to thoughts and experiences of the learners.

Some additional assessment questions

1. *A meeting planned at twelve o'clock to walk and talk awhile.*
- Who are going to meet at twelve?
 - How many times do they meet in twenty four hours?
 - What do you suppose they will talk about? (Open ended)
2. *'The way that I must go
Is marked with milestones all along, and there are twelve you know.'*
- Who says these words and to whom?
 - What are these milestones?
 - How far apart are these milestones?
3. *'But we shall meet again, good Sir' said he.*
- Who says these words?
 - Why is he bidding farewell?
 - Why is the speaker in a hurry?
4. Why did the Minute and the Hour-hand plan for a meeting to be held at twelve o'clock?
5. When is the Minute hand's journey 'done'?

Extension activity

Some watches and clocks have another hand. What is it used to measure? What is its speed? Why is it useful? Discuss these questions in class and if required, use the internet.

The Winged Monkeys

Pre-reading

Listen and draw

Teacher to narrate the entire description of the winged monkeys to the learners. Learners will work individually to listen to the description of the winged monkeys and draw and colour those monkeys according to teacher's description. When all drawings are ready, there can be a gallery walk.

While reading

Think-pair-share

Learners to read the given text individually. While reading the text, learners will try to track textual details to find the following:

- Who are the main characters?
- Where does the action take place?
- What is the main idea of the text?

Learners to highlight all details that point to the above mentioned areas, and share their answers with a partner. Teacher can ask pairs to share their highlighted excerpts and discuss those excerpts with the class.

Post-reading

Finding author's point of view

Teacher to explain that stories are written in first person, second person, or third person narratives. A narrator tells the story. The narrator can be first person if he/she is telling his own story. In this case, the pronoun 'I' would be mostly used. In the second person narrative, the narrator of the story is telling someone else's story and is not there in the story. The second person narrator usually uses the pronouns 'you'. The third person narrator is the most common type of a narrator and uses the pronoun 'he', 'she', 'it', or 'they'. The third person narrator has the most access to the characters in the story, their thoughts, feelings, the events, progression, and resolution.

In the story, *The Winged Monkey*, identify the type of narrator. Also mention who are the main characters.

Narrator: _____

How do you know that? Give evidence from the story.

Main characters:

Answers (Pages 109–110)

- A. 1. Dorothy and her friends were travelling to the Emerald City to find the brain of Scarecrow and the heart of Tin Woodman.
2. The Winged Monkey agreed to help Dorothy and others immediately because they had a vow to fulfill three wishes of the wearer of the Golden Cap.
3. Quelala's response was very different from Gayelette's response because he was a man wise beyond his age and Gayelette was very furious as she loved Quelala extremely.
4. Answer will vary according to learner's thoughts and interpretation.
5. Answer will vary according to learner's thoughts and interpretation.
6. Answer will vary according to learner's thoughts and interpretation.
- B. 1. a. Gayelette, a beautiful princess, who is also a powerful sorceress.
- b. Everyone loves her because she uses all her magic to help people and never hurts anyone who was good.
- c. She lives in a palace built from blocks of ruby. Her fiancé is dressed in a rich costume of pink silk and purple velvet.

2.
 - a. The King of the winged monkeys says this to Dorothy.
 - b. The speaker is describing his grandfather.
 - c. The person loved to play a trick and laugh more than he loved a good meal.
 3.
 - a. Dorothy is disappointed and loses her will to carry on.
 - b. Dorothy loses heart because her companions are convinced that they are lost and that they will never reach Emerald City on time.
 - c. Dorothy thinks of asking the field mice to help them find their way to Emerald City.
- C.**
1. Ep-pe, pep-pe, kak-ke!
Hil-lo, hol-lo, hel-lo!
Ziz-zy, zuz-zy, zik!
 2.
 - a. said—Naina said she would bring the basket.
 - b. grumbled—Waqar grumbled about the amount of homework given.
 - c. whimpered—The puppy whimpered after being hit by a stone.
 - d. answered—The cat went out of the window while Tim answered the door.
 - e. asked—Mimi was asked to draw an elephant.
 - f. declared—The two states declared war against each other.

(Accept all suitable answers.)
 3.
 - a. anxiously—She waited anxiously.
 - b. brightly—The stars shone brightly.
 - c. carefully—He opened the package carefully.
 - d. soundly—The baby slept soundly.
 - e. badly—She made the bed badly.
 - f. easily—He found the pen easily.
 - g. calmly—She answered calmly.
 - h. swiftly—She moved swiftly.
 - i. happily—We sang happily.

(Accept all suitable answers.)
- D.** Accept suitable responses.

Some additional assessment questions

1. *'I shall never get my brains.'*
 - a. Who says these words?
 - b. Why are these words said?
 - c. What do you think has happened to the brains of the speaker?
2. *'What can I do for my friends?'*
 - a. Who says this and to whom?
 - b. What does the speaker do?
 - c. Was the speaker helpful to the friends?
3. *'Why don't you use the charm of the Cap?'*
 - a. What is the charm the Cap had?
 - b. What are words of the charm?
 - c. What happens after the charm is said?
4. *'What is your command?'*
 - a. Who says this and to whom?
 - b. Why is the speaker compelled to obey the orders?
 - c. What is the command given to the speaker?
5. *'they are full of mischief and think it great fun to plague us.'*
 - a. Who says this and to whom?
 - b. Who are the 'they' being spoken about?
 - c. What mischief do they do?
6. *'They had made a chair of their hands and were careful not to hurt her.'*
 - a. Who are 'they'?
 - b. Who is 'her'?
 - c. What is being talked about here?
4. *'Why do you have to obey the charm of the Golden Cap?'*
Elaborate 'why' as given in the story. Use your own words.
5. Who were the owners of the Golden Cap before Dorothy? What did they ask the monkeys to do?

Extension activity

Think of an activity where some of you and your friends have worked together as a team (e.g., a project, a school play, working for the school exhibition etc.). What were the roles played by the different team members? Did you have any problems working together? Write your reflections.

Haggard's Crossing

Pre-reading

Ask learners to discuss the following in groups of four to five:

- If you were given the chance to speak to the ghost of a (famous) person, who would you speak to?
- Give reasons for your answer.
- Also write what questions you would ask the ghost.

Responses will be shared with the entire class.

While reading

Inferring vocabulary

Learners to read the text individually and highlight unfamiliar words in a text, guess their meaning using context clues, as a home-task check their conjectures against a reliable dictionary, and finally, use them in their own sentences as a part of their daily usage. Keeping a vocabulary notebook is also a viable reading strategy to broaden mental lexicon. Teacher to demonstrate how contextual clues can help learners to predict or guess the meanings of unfamiliar words by giving one or two examples.

| Words | Context Clues | Inferred Meaning | Dictionary Meaning |
|-------|---------------|------------------|--------------------|
| | | | |
| | | | |
| | | | |
| | | | |

Post-reading

Tracking cause and effect

The technique of 'cause and effect' in a plot shows the relationship between a cause (i.e. an event) and its effect (i.e. what happened due to the event). Jack Drummond was aware of the dangers lying at the Haggard's Crossing, yet he had no choice but to cross it.

Write down the cause behind the effects mentioned below:

Haggard's Crossing was a haunted place. Write down any three effects of this cause, for example, the people did not stop long there, etc.

Now, find another cause and write its effects from the story.

Answers (Pages 118–120)

- A.
1. Locals believed that the restless spirit of a man who had been robbed and killed at Haggard's Crossing roamed the valley. People avoided Haggard's Crossing as they believed that the spirit caused many accidents from time to time.
 2. Jack's father was a farmer and sold his vegetable to the city market.
 3. Jack always made sure that he got a lift back home on somebody's cart.
 4. Jack was an excellent banjo player. He was in demand as he enlivened parties with his music.
Jack played the banjo on his way home as he felt comforted by its sound in the dark.
 5. Answer will vary according to learner's thoughts and interpretation.
 6. Answer will vary according to learner's thoughts and interpretation. (However, one interpretation could be that the man at Haggard's Crossing was the spirit of the man who had been robbed and killed. He knew Jack as Jack had killed him.)
 7. Answer will vary according to learner's thoughts and interpretation.
- B.
1. a. Jack is speaking to the Robsons.
b. Jack lives in the village of Sindleford, which is quite a distance down from the top of the valley at Barkham.

- c. Jack is reassured by the fact that Charlie Welling and his family, from his village, have also been invited to the same party. So they would give him a lift in their cart on the way back home.
- 2.
- a. The spirit says the words to Jack.
 - b. The spirit has been waiting at Haggard's Crossing, where he had been killed, since that time.
 - c. Jack is compelled to go through Haggard's Crossing from the party at Barkham because the Wellhams who were to give him a lift by cart had already left. Also, he finds there has been a landslide on the other route to their village. So, Jack is forced to take this route.
- C.
- 1.
- a. soul—a moving spirit
May his soul rest in peace.
 - b. spirit—a supernatural being
The dead man's restless spirit roamed the valley.
 - c. ghost—soul of a dead person
The ghost rose from the grave at night.
 - d. phantom—a form without reality; apparent to the senses but with no substantial existence
The boy imagined that he saw the phantom of his dead father at his bedside at midnight.
 - e. ghoul—an evil being who robs graves and feeds on corpses
In the dark, he looked like a ghoul.
 - f. poltergeist—a noisy mischievous ghost
The poltergeist made sleeping in the house impossible.
2. Learners will attempt the activity on their textbooks.
- D. Answer may vary according to learner's thoughts and interpretation. Accept all answers which are supported with reasons from the text.

Some additional assessment questions

1. *What happy times those were, but that was before the incident.*
- a. Whose life is being referred to?
 - b. What makes life happy for this person?
 - c. What is the incident that takes place?

2. *He had no choice but to take the other road home.*
 - a. Who is the traveller and where is he going?
 - b. Why does he have no choice?
 - c. Why does the traveller not want to take the other road home?
3. *Jack strummed with all his might. He had never known an evening quite like this.*
 - a. What does Jack strum?
 - b. Where is he?
 - c. Why is the evening special for him?
4. Why might a traveller stop and rest at the crossroads?
5. What do you think happened in the barn?

Extension activity

Write out the details of what might have taken place after the strange shape spoke to Jack Drummond at Haggard's Crossing. Put up your version of the story on the board for everybody to read.

Ye Fairy Ship

Pre-reading

Create a classroom WORDLE:

Have a chart paper and place it in the middle of the class. Provide each learner with a colored marker or paint brush. In the middle of the chart paper, write the word 'SHIP' in block letters.

Each learner from the class thinks of a word that they can relate to a ship and comes forward to write on the chart paper.

Learners should not repeat the words.

Also, every learner should get a chance to write a word. Once every learner gets the chance to write a relevant word to 'SHIP', show the WORDLE to the learners.

Are there any other words that the learners think that they have missed? Fill those words in the spaces left over on the chart paper.

While reading

Insightful annotations

Learners to work in pairs while reading the text. Each pair is supposed to highlight and annotate their text while they look for the following:

- How is the heading/title connected to the main text?
- Which details are important about this text?
- Are there any details that have changed by the end of the text?
- Learners may mark areas that are confusing to them and write 'I wonder' or 'I don't get it'.

Later on, learners discuss these details with their entire class and their teacher.

Post-reading

Describing rhyme scheme

Rhyme scheme is a way of looking at poems, as rhymes help to make poems musical.

Look at this nursery rhyme, for an example:

Twinkle, twinkle, little star,
How I wonder what you are;
Up above the world so high,
Like a diamond in the sky.

The words *star/are* and *high/sky* are rhyming words. When looking at the rhyming scheme, the last word of the first verse, 'star', is given the letter A. All lines that rhyme with the word 'star' will be represented by A. Next is the third line in the poem and 'high' will be given the letter B. Therefore, all other words rhyming with 'high' would be given the letter B. The rhyme is AABB.

In the same manner, find the rhyme scheme of the first stanza of the poem *Ye Fairy Ship*.

Answers (Pages 123–124)

- A.
1. The ship was 'A-sailing on the sea'.
 2. The ship was carrying raisins and almonds.
 3. The sailors were white mice and there were twenty-four of them.
 4. The mice had rings around their necks which may indicate that they were captives and the duck was not a nice captain.
 5. The ship has been referred to as 'fairy ship'. Its captain is a duck and the sailors are white mice.
 6. The most expensive was the mast which was made of gold. Answer will vary according to learner's thoughts and interpretation.
 7. Answer will vary according to learner's thoughts and interpretation.
- B.
1.
 - a. The raisins are stored in the cabin instead of the cargo hold.
 - b. A cabin is a private room or area in a ship where the sailors stay.
 - c. The cargo is supposed to be stowed in the cargo hold.
 2.
 - a. The duck is the captain.
 - b. The captain is wearing a jacket.
 - c. I think when the captain said 'Quack', he ordered the ship to set sail.

- C. 1. As tricky as a box of monkeys
2. As blind as a bat
3. As busy as a bee
4. As fierce as a tiger.
5. As gentle as a dove
6. As playful as a puppy
7. As innocent as a lamb

Answers may vary. Accept all suitable answers.

D. Answer may vary. Accept all suitable answers.

Some additional assessment questions

1. *The sails were made of satin,
And the mast it was of gold.*
 - a. What is being referred to?
 - b. Do you think a real ship could have satin sails and gold mast? Give reasons.
 - c. Where do you think the ship is going?
2. *Were four-and-twenty white mice
With rings about their necks.*
 - a. What are the mice doing on the ship?
 - c. Do you think the mice were happy?

Extension activity

Pick out any five animals of your choice. How do you think these animals adapt to their environments? Do they have any special features that help them to adapt?



Three Men in a Boat

Pre-reading

Look at the title and picture on page 125. Answer the following questions:

- What kind of story do you think it is (funny, sad, horror, true, thriller, or adventurous)? Give reasons for your answer.
- What do you think is happening?
- What do you think will happen next?

Learners to share their responses with the entire class.

While reading

Think-pair-share

Learners to read the given text individually. While reading the text, learners will try to track textual details to find the following:

- Who are the main characters?
- Where does the action take place?
- What is the main idea of the text?

Learners to highlight all details that point to the above mentioned areas, and share their answers with a partner. Teacher can ask pairs to share their highlighted excerpts and discuss those excerpts with the class.

Post-reading

Exploring cause and effect

Remember, 'Cause and effect' is when one event causes another to happen. Effect is what happens and cause is why something happens.

Name a list of events that fall under the cause and effect headings.

| Why does it happen? (Cause) | What happens? (Effect) |
|-----------------------------|------------------------|
| We were tired. | We find a hotel/inn. |

Answers (Pages 133–134)

- A.
1. The author remembered his first trip because of all the trouble his friends and he went through to find a place to stay.
 2. Harris did not want to go to the Manor House as he didn't like the looks of the man leaning against the front door there. He said the man didn't look nice at all and thought his boots were ugly.
 3. Answer will vary according to learner's thoughts and interpretation.
 4. Answer will vary according to learner's thoughts and interpretation.
 5. Answer will vary according to learner's thoughts and interpretation.
- B.
1. a. The author was passing the hotel Stag along with his friends George and Harris. It was quite late, ten o' clock at night, a Saturday in the month of August.
b. The men were carrying a hamper, two bags, rugs, and coats.
c. They did not stay at the hotel because the author wanted a hotel with honeysuckle over the porch instead.

2.
 - a. The little boy is blessed by the three men.
 - b. The little boy takes them to his house, like a saviour angel, when they were exhausted in their attempt to find a lodging at Datchet.
 - c. The three men are able to spend the night at the little boy's house. They had hot dinner served by the little boy's mother. They had only two beds in the room. The smaller one was taken by Harris, the other shared by the author and George.
- C.
 1.
 - a. This surprised and unsettled us.
 - b. Harris exerted himself to meet the challenge or demand.
 - c. We must live without the usual comforts and conveniences.
 - d. Two feet of bare leg extending out, as the bed was too small. (feet here is a measure of length)
 2.
 - a. I said, 'Oh, don't let's go in there! Let's go on a bit farther and see if there isn't one with honeysuckle over it.'
 - b. 'Well then,' he said, 'there's the Manor House just opposite. Have you tried that?'
 - c. 'Oh well, never mind,' said George, 'two will do. Two of us can sleep in one bed, can't we?'
- D.
 1.
 - a. Good times don't last forever.
 - b. If the end result is good and favourable, all the hardships that one has gone through to achieve the goal seem insignificant.
 - c. When you are asking for something, you can't be choosy and have to accept whatever is given to you.
 - d. A person who starts work on time is sure to finish on time and get results.
 2. 'Beggars can't be choosers' is the most appropriate proverb for this story. In the beginning, the men reject the idea of staying in a hotel because there is no honeysuckle over it or the man at the front door didn't look like a nice man; but when there is no room available anywhere they don't care about these things and take whatever they get.

Some additional assessment questions

1. *'Very sorry, Sir,' said the landlord; 'but I'm afraid we can't manage it.'*
 - a. Who is the landlord speaking to?
 - b. What do they want of the landlord?
 - c. Do they get what they wanted from the landlord? Why not?
2. *This staggered us for a bit.*
 - a. How does Harris respond?
 - b. Where do the travellers go after this?
 - c. Are they allowed in?
3. *He said it seemed a spot, and he would like to die there*
 - a. Who is being spoken about?
 - b. Why will he like to die?
 - c. What is funny about the person's remarks?
4. Why did George, Harris, and the author return to the Stag to check for rooms?
5. Of George and Harris, who do you think is the more adjusting? Explain why do you think so?

Extension activity

Imagine you are making travel plans to visit a seaside or a mountain resort. Make a list of the things you need to take, the things you need to do to make the trip, and the places you need to visit when you reach there. For this, you need to find out a little about the place.



Leisure

Pre-reading

Learners to be requested to make a list of ten leisure activities. Learners will share the list with a partner and discuss the one(s) that they both like to do the most. Teacher to explain that the exercise is a preamble to finding the main idea. Main idea is a repeated idea or a common thought found throughout a text.

While reading

Inferring vocabulary

Learners to read the text individually and highlight unfamiliar words in a text, guess their meaning using context clues, as a home-task check their conjectures against a reliable dictionary, and finally, use them in their own sentences as a part of their daily usage. Keeping a vocabulary notebook is also a viable reading strategy to broaden mental lexicon. Teacher to demonstrate how contextual clues can help learners to predict or guess the meanings of unfamiliar words by giving one or two examples.

| Words | Context Clues | Inferred Meaning | Dictionary Meaning |
|-------|---------------|------------------|--------------------|
| | | | |
| | | | |
| | | | |
| | | | |

Post-reading

Finding the main idea

A poor life this if, full of care,

We have no time to stand and stare.

The last lines of the poem suggest the main idea or its gist. Explain it in your own words. What evidence do you find in the poem to support your stance?

| | | |
|--|-----------|--|
| | | |
| | Main Idea | |
| | | |

Answers (Pages 137–138)

- A. 1. The poet is asking us to stop for a while, take the time to look around and appreciate Nature's bounty.
2. We may not have time to see the beauty of the forest where squirrels hide their nuts in the grass or the streams where the water twinkles like stars at night.
3. There are no stars in the stream but the rippling water reflects sunlight and it seems to twinkle like stars.
4. Answer will vary according to learner's thoughts and interpretation.
5. Answer will vary according to learner's thoughts and interpretation. Our lives are 'poor' because we have no time to stand and stare at Nature's beauty.
6. Answer will vary according to learner's thoughts and interpretation.
- B. 1. a. In the woods might be seen places where squirrels hide their nuts for the winter.
- b. The poet is asking us to stop for a while amidst our busy life and have a close look at Nature.

2.
 - a. Beauty personified here is written with a capital B.
 - b. Beauty glances, her feet dance, her mouth enhance the smile that her eyes begin.
 - c. The poet wants us to appreciate the beauty of life that lies all around. Due to the humdrum of our everyday activities, we often ignore the real beauty of life that lies enconced in the lap of Nature.
- C.
1.

| | | |
|-----------|------------|-----------|
| a. stare | b. beneath | c. woods |
| d. boughs | e. stars | f. enrich |
 2.

| | | |
|-------|------|-------|
| a. gh | b. h | c. gh |
| d. t | e. k | |
- D. Accept all suitable answers.

Some additional assessment questions

1. *No time to wait till her mouth can
Enrich that smile her eyes began.*
 - a. What is the function that is being assigned to the eyes here?
 - b. Can you explain how a mouth can enrich a smile?
 - c. What else do you use for your mouth for?
2. *... Stare as long as sheep or cows ...*
 - a. Who is asked to stand and stare?
 - b. Why are they requested to look at things for long?
 - c. What might happen if we don't stop to look at things for long?
3. *What is this life, if full of care*
 - a. What does full of care mean?
 - b. What is a better way of leading life, according to the poet?
4. Why do some animals have all the time to stand and stare while most humans don't?
5. What do you think the poet means when he says 'And watch her feet, how they can dance'?

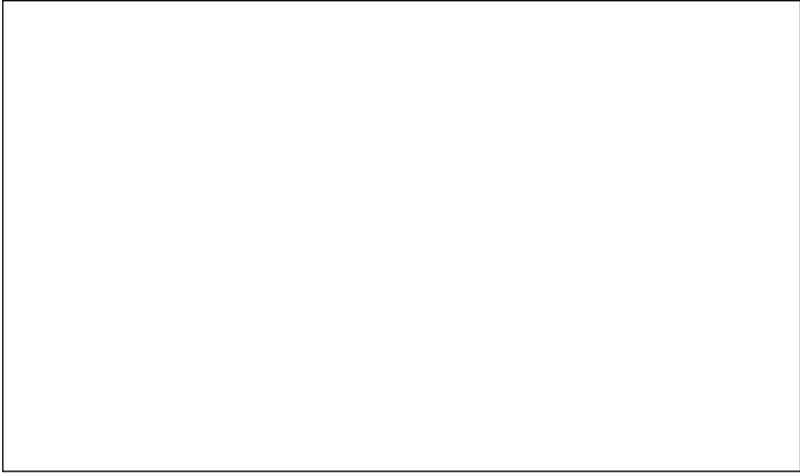
Extension activity

With a pencil, mark the rhythm of the poem and the feet. (Teacher needs to explain the iambic i.e. light heavy rhythm and the concept of feet). Now, can you make a little poem with the rough notes that you and your partner made at the beginning of the lesson?

Natasha's Doll

Pre-reading

Draw a toy:



Write five adjectives to describe it (in terms of its shape, size, color, special feature, sound, etc.)

1. _____
2. _____
3. _____
4. _____
5. _____

Now, write a short paragraph about this toy, describing it by using the adjectives used above.

While reading

Think-pair-share

Learners to read the given text individually. While reading the text, learners will try to track textual details to find the following.

- Who are the main characters?
- Where does the action take place?
- What is the main idea of the text?

Learners to highlight all details that point to the above mentioned areas, and share their answers with a partner. Teacher can ask pairs to share their highlighted excerpts and discuss those excerpts with the class.

Post-reading

Analysing character

Mention character traits of Natasha and support them with evidence from the text.

| | |
|-------------------|-------------------|
| Trait: | Trait: |
| Textual Evidence: | Textual Evidence: |
| Natasha | |
| Textual Evidence: | Textual Evidence: |
| Trait: | Trait: |

Answers (Pages 151–152)

- A. 1. Natasha's mother had died when she was eight years old. She loved her mother dearly and her death broke Natasha's heart.
2. Her mother had made a doll for her child.
3. They sent her to Baba Yaga to get rid of her for good. She was loved by her father and always completed the chores without difficulty. They sent her to Baba Yaga so that she never returns back. It was famous that whoever went to Baba Yaga's house was crushed to death.
4. Answer will vary according to learner's thoughts and interpretation.
5. Answer will vary according to learner's thoughts and interpretation.
- B. 1. a. Baba Yaga said this to Natasha.
b. Baba Yaga was sending her back home.
c. When she reached home her step mother scolded her very sharply.
- C. 1. a. Stutter—to speak with difficulty
b. splutter—make a series of short explosive spitting or choking sounds
c. mutter—say something in a low or barely audible voice
d. babble—talk rapidly and continuously in a foolish, excited, or incomprehensible way
e. murmur—a low continuous background noise.
f. mumble—say something indistinctly and quietly, making it difficult for others to hear
g. grumble—complain about something in a bad-tempered way.
h. stammer—speak with sudden involuntary pauses and a tendency to repeat the initial letters of words
- D. 1. Answer will vary according to learner's thoughts and interpretation.



How I Learned to Ride

Pre-reading

Think-pair-share

Learners are instructed to think about the quotation given below which the father says to his son.

‘He who does not once fall down from a horse will not learn to ride.’

- What does it mean?
- Do you agree with it? Give reasons for your answer.
- Discuss it with a partner in terms of its relevance to the title of the chapter ‘How I learned to ride’.
- Share your thoughts with the class.

While reading

Insightful annotations

Learners to work in pairs while reading a text. Each pair is supposed to look for the following:

- How is the heading/title connected to the main text?
- Which details are important about a character or a place?
- Are there any details about a character that have changed by the end of the story?
- Learners may mark areas that are confusing to them and write ‘I wonder’ or ‘I don’t get it’.

Later on, learners discuss these details with their entire class and their teacher.

Post-reading

Responding to literature

Think of a time when you wanted to learn something or buy something very desperately and your parents refused. Write how you felt. What did you do? Did the situation turn out in your favour in the end or did it not? How far do you think parents are right in taking a decision for their children? Comment briefly.

Answers (Pages 159–161)

- A. 1. a. Wrong—The boys had to study every day except Sundays.
b. Right
c. Wrong—The boy climbed on to his horse with the help of the master.
d. Right
e. Wrong—The master looked away for some time.
f. Right
2. The story conveys the message that success comes only after failure. So if one fails in doing something the first time, he shouldn't get disheartened but try to do that even better the next time. That way one can achieve whatever one wishes to.
3. Answers will vary. Accept all suitable answers.
4. Answers will vary. Accept all suitable answers.
- B. 1. a. The author's father says this to him.
b. His father tells him he can go learn to ride a horse but to not cry even if he falls off of it.
c. The author very bravely sits on the horse and doesn't call out even when he slides off the saddle. He is frightened but he doesn't show it.
2. a. The master says this.
b. He says this because the author says he's not hurt after falling off the horse.
c. He means to say that children often fall and seldom get hurt.
- C. 1. a. He was worried that he would fall off.
b. It was dark and unfamiliar.
c. The horse threw him off.
2. a. mane—main b. tale—tail
c. horse—hoarse d. nay—neigh
e. reigns—rains f. hair—hare
g. road—rode h. whoa—woe
- D. Answers may vary according to thoughts and experiences of the learners.

Some additional assessment questions

1. *'May I, too, learn to ride?'*
 - a. Who says this and to whom?
 - b. Why is the request being made?
 - c. Is the request granted?
2. *'He is very small, yet.'*
 - a. Who says this?
 - b. Who is being talked about?
 - c. What is he very small for? Does that stop him from doing what he intended to? Explain.
3. *'I was both happy and afraid, and tried to act in such a manner as not to be noticed by anybody.'*
 - a. Who says this?
 - b. Why is the speaker both happy and afraid?
 - c. Why does the speaker not want to be noticed?
4. How did the author get on his horse? How did he fall down?
5. Did the author learn how to ride a horse? How?

Extension activity

Write a story about your experience with an animal when you were younger.

The Lake Isle of Innisfree

Pre-reading

Learners to think about the answers to the following questions. They will discuss the questions in pairs and share responses with the class:

- Do you know of any famous lakes?
- What is an Isle?
- What kind of place do you think Innisfree is?
- Look at the pictures on pages 162 and 163. What kind of animals and sounds can you find there? Make a list of all those.

While reading

Inferring vocabulary

Learners to read the text individually and highlight unfamiliar words in a text, guess their meaning using context clues, as a home-task check their conjectures against a reliable dictionary, and finally, use them in their own sentences as a part of their daily usage. Keeping a vocabulary notebook is also a viable reading strategy to broaden mental lexicon. Teacher to demonstrate how contextual clues can help learners to predict or guess the meanings of unfamiliar words by giving one or two examples.

| Words | Context Clues | Inferred Meaning | Dictionary Meaning |
|-------|---------------|------------------|--------------------|
| | | | |
| | | | |
| | | | |
| | | | |

Post-reading

Describing rhyme and rhyme scheme

Find rhyming words in the poem *The Lake Isle of Innisfree* for the following words. Also mention the rhyme scheme.

1. Innisfree
2. Made
3. Slow
4. Sings
5. Day
6. Shore

The rhyme scheme of the poem is _____

Answers (Pages 164–167)

- A.
1. The poet wants to go to Innisfree and build a small cabin with clay and wattles. He wants to grow nine rows of beans and have a hive for the honey bees there.
 2. The poet lives in the city and is perhaps tired of the noise and grey surroundings. He dreams of living in Innisfree surrounded by Nature.
(Answers may vary according to thoughts and experiences of the learners.)
 3. The poet hears the lake water lapping night and day. He hears it deep in the core of his heart.
 4. ‘I will arise and go now’—is a definitive decision which the poet reiterates at the end of the poem. The peaceful nature images he can hear and see even amidst the hustle and bustle of the city.
 5. Answer will vary according to learner’s thoughts and interpretation.
 6.
 - a. veils of morning—The mist and fog in the morning is like a veil.
 - b. midnight’s all a-glimmer—The moon is shining and the lake sparkles with the reflection.
 - c. evening full of linnets’ wings—In the evening the sky is full of linnets on their way home to their nest.

- B.** 1. a. The poet describes morning, noon, midnight times apart from the evenings. Peace drops slowly permeating through the misty morning into the time when the cricket sings. Midnight is not dark but shining, the lake water glimmering with the reflection of the moon, the noon tinged with the purple of the sun about to set.
- b. Linnets are small brownish songbirds.
- c. The linnets are not big but many. The evenings are full with the noise of the linnets' flapping wings retreating to their nest.
2. a. The poet hears the sound of the lake water lapping night and day.
- b. 'Deep heart's core' refers to the innermost part of the self.
- C.** 1. a. arise—The leader exhorted the activists to arise and fight till the goal was reached.
- b. veils of the morning—The veils of the morning parted to show a bright and sunny day.
- c. a purple glow—The rainbow left a purple glow in the sky.
- d. water lapping—The devotees dipped their feet in the water lapping by the Ghat.
2. **Across:** 5. black, 6. roads, 8. roast, 9. asks, 10. Alps, 13. banks, 14. floor, 15. medal
- Down:** 1. claws, 2. scars, 3. boat, 4. idea, 7. parent, 10. asses, 11. petal, 12. help, 13. book

D. Accept all suitable answers.

Some additional assessment questions

1. *I will arise and go now*
- a. Where will the poet go?
- b. Where will the poet stay when he reaches this place?
- c. What will the place be surrounded by?
2. *While I stand on the roadway or on the pavements grey*
- a. What kind of place is the poet referring to here?
- b. How is it different from the other kind of place?

- c. What does he mean when he says he hears ‘it in the deep heart’s core’?
3. ... *for peace comes dropping slow.*
 - a. What brings peace to this place?
 - b. Why do you think the poet says peace comes slowly?
 - c. Who sings when this peace comes?
4. Which line shows that the poet lives in a city?
5. How do midnight and noon look like in the *Lake Isle of Innisfree*?

Extension activity

Draw a scene from nature and give it to your friend to describe. Remember to use as many adjectives as possible to describe the scene.

Fly Back to Me

Pre-reading

Think about a good thing you have done this week. Make a list of a few things, whether big or small. Share your list with a partner in the class.

While reading

Think-pair-share

Learners to read the given text individually. While reading the text, learners will try to track textual details to find the following:

- Who are the main characters?
- Where does the action take place?
- What is the main idea of the text?

Learners to highlight all details that point to the above mentioned areas, and share their answers with a partner. Teacher can ask pairs to share their highlighted excerpts and discuss those excerpts with the class.

Post-reading

Character analysis—turning point

Jerry is a dynamic character who changed since his favourite pigeon Wonder vanished. Before that, he never really cared about animals. Read the story closely and write down the change that occurred in his character.

| Jerry before Wonder vanished | Jerry after Wonder vanished |
|------------------------------|-----------------------------|
| | |

Answers (Pages 175–176)

- A. 1. It means all of a sudden, unexpectedly.
2. Wonder was a beautiful pigeon. Shades of green, blue, and fawn bright and dull blended on its breast. Its tail was black and white and its feet were pink.
3. Answer will vary according to learner's thoughts and interpretation.
4. Jerry did not bring back the bird he had shot, as his mother would be very angry if she heard about it.
5. Jerry began to fear that he may have killed Wonder, and not just any dove.
6. Answer will vary according to learner's thoughts and interpretation.
- B. 1. a. Two days had passed since Jerry's favourite pigeon Wonder had disappeared.
- b. Jerry might never see it again for it might have been killed in the passage of two days. Jerry feared that he himself could have been the culprit.
- c. Jerry refers to it as a beautiful pigeon on whose breast mingled shades of green, blue, and fawn. The colours on its neck and wings 'merged in a delightful shifting harmony' when it shook its head. Its tail was black and white like a draught-board in pattern and its feet were pink.
2. a. Jerry's mother says this to Jerry.
- b. Jerry's mother warns him that she will break Jerry's hand if she ever sees a catapult in his hand.
- c. Jerry breaks his own catapult at the end when Wonder, his pigeon, lands safely near his feet after an absence of two days. During this agonising period, Jerry goes through the fear that the dove that he had killed was actually his favourite pigeon Wonder.
- C. 1. a. anything
- b. Has Wonder come back?
- c. I don't know.
- d. You all kill people's chicken and other animals just for fun.

- e. Who do you think you are fooling?
2. a. loft—Bina had to sleep in the loft whenever they had guests in the house. (noun)
Bina lofted the ball into the air. (verb)
- b. flock—I saw a flock of pelicans near the swarm. (noun)
Everyone flocked to the beach to look at the turtle which had washed ashore. (verb)
- c. feed—Rabia went to the market to buy feed for the cattle. (noun)
I feed my pet parrot twice a day. (verb)
- d. mother—Sania's mother gave her a doll before she died. (noun)
The old women mothered the orphans after the war. (verb)
- e. present—I have a surprise present for my brother's birthday. (noun)
Kasim presented a bouquet to the chief guest. (verb)
- f. sling—Jerry took an aim and shot the bird with his sling. (noun)
Nehal slung the bundle over his shoulder. (verb)

D. Answers may vary according to thoughts and experiences of the learners.

Some additional assessment questions

1. *It was a beautiful pigeon*
- a. What is the name of the pigeon?
- b. Where does it get its name from?
- c. What makes it so beautiful?
2. *He remembered it as if it is now*
- a. Who remembers this?
- b. What does he remember doing?

- c. Has he done something that his mother would have allowed? Explain why.
3. *At least he had shown his mastery. He has made the grade*
- a. Who is being spoken about here?
 - b. What has he done?
 - c. How does he think his friends would react to this incident?
4. Why was Jerry not happy that morning?
5. How had Jerry made the catapult?

Extension activity

Write a story about how you have seen one animal helping another in a time of need.

Sea Fever

Pre-reading

Teacher to give the following prompts to generate discussion.

Do you like going to the beach? Why? Write about a time when you went to the beach. Also mention the activities you did there. Was it fun?

While reading

Insightful annotations

Learners to work in pairs while reading the text. Each pair is supposed to highlight and annotate their text while they look for the following:

- How is the heading/title connected to the main text?
- Which details are important about this text?
- Are there any details that have changed by the end of the text?
- Learners may mark areas that are confusing to them and write 'I wonder' or 'I don't get it'.

Later on, learners discuss these details with their entire class and their teacher.

Post-reading

Imagery

The poet wants to go on a voyage. He uses a variety of adjectives to help the readers vividly imagine his experience.

Complete the following with words or phrases from the poem:

| Words | Descriptive words or phrases |
|-------|------------------------------|
| sea | |
| ship | |
| mist | |
| dawn | |
| tide | |

| | |
|-------|--|
| call | |
| day | |
| cloud | |
| life | |

Answers (Pages 179–180)

- A.**
1. The speaker wants to go back to the sea.
 2. The speaker wishes to live the life of a gypsy, to wander from place to place. He wants to be on the sea and feel the sharp wind and listen to a merry yarn from a laughing fellow seaman.
 3. The speaker cannot deny the call of the seas as it is 'wild' and is 'clear'.
 4. The speaker is very eager to go to the sea as all the lines starting from 'I must go down to the seas...' are repeatedly used. Also in the second stanza he says that the 'call' is 'wild' and 'clear' and a call that cannot be refused.
 5. The speaker wishes for quiet sleep and a sweet dream after his turn at the helm.
 6. Answer will vary according to learner's thoughts and interpretation.
- B.**
1.
 - a. The wild and clear call is coming from the sea, from the running tide.
 - b. The poet thinks it is a wild call that cannot be refuted.
 - c. All that the poet requires to fulfill his call is a windy day with white clouds, the seagulls crying, the water frothy and sprayed like a mist.
 2.
 - a. The words 'vagrant' and 'gypsy' refer to the nomadic character of the sailor's life.
 - b. 'Merry yarn' is spun 'by fellow laughing-rover' or seaman in this life where the wild call beckons. Here, the gull and the whale play with the knife like sharp wind every now and then.
 - c. The poet is lured by the constant play with nature's vagaries and the exposure to the roughness of life that this life holds.

- C. 1. a. wheel's kick b. gull's or whale's way
 c. wind's song d. white sail's shaking
 e. sea's face
2. a. lonely sea b. tall ship c. white sail
 d. grey mist e. running tide f. wild call
 g. windy day h. flung spray i. blown spume
 j. whetted knife k. merry yarn l. quiet sleep
 m. sweet dream n. long trick
- D. 1. Both the poems focus on nature, but on different aspects. Both poems are about the yearning to get away from the monotony of life, one in the cabin, and the other at sea.
2. Answer will vary according to learner's thoughts and interpretation. Accept all suitable answers.

Some additional assessment questions

1. ... *a star to steer her by*
- Who is the she being referred to here?
 - Why is a star needed?
 - Where do you think the poet is when he says these lines?
2. *Where the wind's like a whetted knife*
- Where is the wind like a whetted knife?
 - Why is the wind compared to a whetted knife?
 - Where else has the wind been mentioned in the poem? Is it different there?
3. *And all I ask is a merry yarn*
- Who will tell a merry yarn?
 - Why does the poet want to hear the tales?
 - What do you think makes these 'yarns' merry?
4. Why do you think every stanza begins with 'I must down to the seas again?'
5. How is a sailor's life like that of a vagrant gypsy?

Extension activity

Imagine you are a sailor and are travelling from a port in Pakistan to Africa and you are keeping a diary of what you do every day. Write out one page of the diary, telling us what you do on one single day.

Precious Treasure

Pre-reading

Learners to be given the task to collect some basic information about Ukraine. They can use the internet or the library. The following to be discussed:

- Where is Ukraine?
- What is its capital?
- What are some neighbouring countries of Ukraine?

Teacher to request learners to look at the title 'Precious Treasure' and the picture on page 183. The following could be asked: What do you think the story is about? Make a guess. Share it with your partner.

While reading

Insightful annotations

Learners to work in pairs while reading the text. Each pair is supposed to highlight and annotate their text while they look for the following:

- How is the heading/title connected to the main text?
- Which details are important about this text?
- Are there any details that have changed by the end of the text?
- Learners may mark areas that are confusing to them and write 'I wonder' or 'I don't get it'.

Later on, learners discuss these details with their entire class and their teacher.

Post-reading

Expressing opinions about characters

Which character do I like the most and why?

| Character | My opinion | Reasons |
|-----------|------------|---------|
| | | |
| | | |
| | | |

Connecting literature to real-life situations

What do you think is the main theme of the play? Do you think there are similar stories around you?

Support your answer with an event or example from the play and connect it to an example from real-life.

Answers (Pages 202–203)

- A. 1. The Old man sold his house and land as he had retired and wanted to spend the rest of his life with his sons and grandchildren.
2. The attitude of each son and his family changed toward the Old man because it has become difficult for them to manage him for they think his habits are difficult. They also thought that he does not have table manners and he pampers the grandchildren which has a bad influence on them.
3. They decided to send him to school because he was free and had nothing to do. Besides they were tired of keeping him.
4. The metal box was very precious to the Old Man as it contained letters from his late wife.
5. Answer will vary according to learner's thoughts and interpretation.
6. Answer will vary according to learner's thoughts and interpretation.
- B. 1. a. The Old Man said this to his sons.
b. He says this because he has sold all his land and house to give equal distribution of it to his sons in his life.
c. Answer will vary. Initially they do, in the middle of the play they start getting tired and plan to send him to school but in the end, they understand that they are about to do a great mistake.
2. a. The Old Man is saying these words to Petra.
b. The speaker is referring to his late wife.
c. He says these words when his sons are about to drop him to school. He was very grieved and sad.
- C. 1. Answer will vary according to learner's thoughts and interpretation.
2. Answer will vary according to learner's thoughts and interpretation.