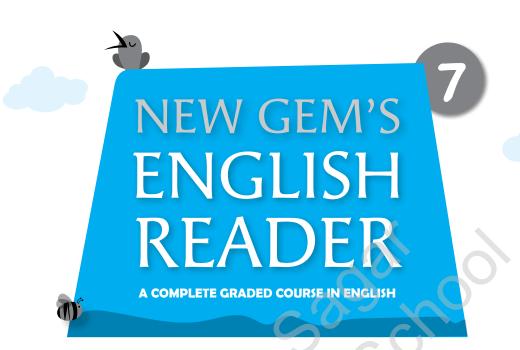
REVISED EDITION



TEACHER'S COMPANION

EXHAUSTIVE LESSON PLANS • WORKSHEETS • ANSWERS







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LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- > read a story
- learn to empathize with other children, and absorb values of good manners and good behaviour.
- demonstrate ability to recall and recount.
- > analyse the story and learn the lesson it teaches
- > read and know words that are often confused
- > collocate words and punctuate a conversation.
- > distinguish between dependent and independent clauses.
- listen to gather information to fill in the blanks
- > engage in role play.
- > make a diary entry.

Warm up

- 1. Ask the students if they have ever seen a house or garden that has been shut up?
- 2. Ask them to imagine such a house or garden or fenced in open space and state what their feelings and thoughts about such an open area or house could be.

Comprehension

- 1. Read the text in class. Point out that the extract is a story. Give them the following information: The Christians believe in Jesus Christ. Like all Gods and good men he too loved children and helped those who were in need.
- 2. Read the story out to the class. After you have read it with the correct expression ask the students to take turns to read one paragraph each until every child in the class has had a chance to read aloud.
- 3. After the reading, question the students to check their understanding of the story. Allow them to refer to the text to answer questions such as:
 - Where did the children like to play?
 - Who didn't want them to play in his garden?
 - Why didn't spring come to the Giant's garden?
 - Why did the linnet begin to sing?
 - What did the Giant see?
 - Who do you think the little boy was?
- 4. Ask the students if there are similarities between what the selfish Giant did in the beginning and the way people they know of sometimes react? Ask them whether they like to share what they have with others?
- 5. Explain the lesson to the children and make sure that every child has understood the story.
- 6. Discuss Exercises A, B and C.
- 7. Ask the students to write the answers in their notebooks.
- 8. Explain the use of symbolism when doing Exercise D as a class discussion

Word Study

- 1. Write a few words on the board that are often confused with one another. For example: fare and fair; weather and whether; there and their
- 2. Explain how we are often confused by words because of their similarity.
- 3. Ask the students to look up the exact meanings of the words in the box in Exercise E.
- 4. Help them to fill in the blanks by asking for answers through a show of hands.
- 5. Write a few collocations on the board. For example: delicious food, draw attention, save time, utter fury
- 6. Explain that collocations are usually made up of two or more words that are commonly used together. Strong collocations are word pairs that are expected to come together. For example: deeply regret, completely agree, modern art, state-of-the-art equipment
- 7. Ask the students to complete Exercise F and compare their answers with those of their partners. Step in if students have doubts



Punctuation

Set Exercise G for homework and use the same to assess the students' understanding of punctuation

Grammar Study

- 1. Write these simple sentences on the board.
 - The Giant was selfish. He was angry.
- 2. Ask the students to combine them using the conjunction 'and'.
 - The Giant was selfish and angry.
- 3. Now tell them to add the sentence 'Everyone was afraid of him' using the connector 'so'. The Giant was selfish and angry, so everyone was afraid of him.
- 4. Use the explanation from the text to explain independent and dependent clauses to the class.
- 5. Have them complete Exercise H individually and then compare their answers with those of their partners.
- 6. After they have done this, ask for the answers from a few individual students and explain why the answers are correct or incorrect.
- 7. Students complete Exercise I individually. Use it to assess their understanding of the concept.

Communication Skills

Listening

- 1. Ask the students to read the instructions for Exercise J.
- 2. Ensure that they understand what the task requires of them.
- 3. Tell them to listen attentively as you will read out the paragraph only once.
- 4. Now read out the paragraph, pausing only if the students are writing.
- 5. Read out the correct answers and ask the students to engage in self-correction.

Speaking

Write these speaking prompts on the board.

```
I suggest that . . .

The best thing to do under the circumstances would be to . . .

Why don't we think of . . .

We should ask . . .
```

Oh sir, thank you It is really good of the Giant to let us . . . We are so grateful that . . . Let us make a thank you card . . .

Ask the students to engage in a one-to-one conversation and complete Exercise K.

Writing

- 1. Explain the rules and method of making a diary entry. You could give the students this information:
 - A diary entry is a personal document that records an individual's account of a day in her/his life.
 - The date, day and time are written in the top left corner.
 - The account is in the first person.
- 2. Ask the students to discuss in class what the feelings of the Giant could be in the situation described in Exercise L. After a brief discussion ask the students to make the diary entry in their notebooks...

FOR THE TEACHER: BEYOND THE LESSON

- 1. 'The Selfish Giant' by Oscar Wilde was first published in 1888 in the anthology The Happy Prince and Other Tales.
- 2. Ask the students to enact the story in the form of a play.
- 3. The students could also determine what the snow and wind, and the spring and summer allude to in the story.
- 4. 'What Does God Want People To Do' this topic can be can be taken up for discussion in class.



Comprehension

Read an extract from the novel Black Beauty by Anna Sewell.

I was quite happy in my new place, and if there was one thing that I missed, it must not be thought I was discontented; all who had to do with me were good and I had a light airy stable and the best of food. What more could I want? Why, liberty! For three years and a half of my life I had all the liberty I could wish for; but now, week after week, month after month, and no doubt year after year, I must stand up in a stable night and day except when I am wanted, and then I must be just as steady and quiet as any old horse who has worked twenty years. Straps here and straps there, a bit in my mouth, and blinkers over my eyes. Now, I am not complaining, for I know it must be so. I only mean to say that for a young horse full of strength and spirits, who has been used to some large field or plain where he can fling up his head and toss up his tail and gallop away at full speed, then round and back again with a snort to his companions - I say it is hard never to have a bit more liberty to do as you like. Sometimes, when I have had less exercise than usual, I have felt so full of life and spring that when John has taken me out to exercise I really could not keep quiet; do what I would, it seemed as if I must jump, or dance, or prance, and many a good shake I know I must have given him, especially at the first; but he was always good and patient.

"Steady, steady, my boy," he would say; "wait a bit, and we will have a good swing, and soon get the tickle out of your feet." Then as soon as we were out of the village, he would give me a few miles at a spanking trot, and then bring me back as fresh as before. Spirited horses, when not enough exercised, are often called skittish, when it is only play; and some grooms will punish them, but our John did not; he knew it was only high spirits. Still, he had his own ways of making me understand by the tone of his voice or the touch of the rein. If he was very serious and quite determined, I always knew it by his voice, and that had more power with me than anything else, for I was very fond of him.

I ought to say that sometimes we had our liberty for a few hours; this used to be on fine Sundays in the summertime. The carriage never went out on Sundays because the church was not far off.

It was a great treat to us to be turned out into the home paddock or the old orchard; the grass was so cool and soft to our feet, the air so sweet, and the freedom to do as we liked was so pleasant – to gallop, to lie down, and roll over on our backs, or to nibble the sweet grass. Then it was a very good time for talking, as we stood together under the shade of the large chestnut tree.

A. Read the sentences and answer the questions in your notebook.

- 1. What more could I want?
 - a. Who is 'I'?

- **b.** What is 'I' talking about?
- c. Why did he think so?
- 2. "Steady, steady, my boy."
 - a. Who said these words?
 - b. To whom did the speaker say these words and why?
 - c. What would the speaker do after saying these words?
- 3. I ought to say that sometimes we had our liberty for a few hours.
 - a. Who do you think thought so?
 - **b.** When did he get his 'liberty'?
 - c. Was he happy with the 'liberty' that he got?

В.	Com	olete	these	sentences.

υ.	Complete these sentences
1.	Black Beauty was content in the new place because
2.	When Black Beauty had less exercise, he felt
3.	When spirited horses are not adequately exercised, they
4.	John made his point by
5.	John's voice had power over Black Beauty because
C.	Do you agree with Black Beauty that he needed 'liberty'? Give reasons for your answer.
	(C) (Q)
D.	Describe in your own words how Black Beauty spent his Sundays.

Word Study

A. Fill in the blanks with the words from the box. You may have to change the form of the words.

pra	ance	airy	fling	skittish	tickle	fidget	nibble
`					•••••		

1.	The cabin by the woods where Uncle Gus lived was bright and
2.	Jack becomes and irritated if he doesn't get to play in the evening.
3.	The little girl out of the room wearing her new shoes.
4.	Naina was her cookies just like a mouse.
5.	The baby was uncomfortable and kept in the pram.
6.	We our bags to the ground and dozed off.
7.	Sana burst into laughter when her sister her.
В.	Rewrite the sentences using correct word collocations for the italicized words.
1.	Chaya was in happy <i>spirits</i> when the plan was shared with her.
2.	Grandfather was always fond of talking about the aged orchard.
3.	It is not a positive time to call Ashok.
4.	An huge tree near our house was uprooted during last night's storm.
5.	Riya overslept and had to take a fast shower.
6.	The man was in big pain after he tumbled down the stairs.

6. If I do well in my final exam, _

Grammar Study

A.	Write I for independent or D for dependent fo	r tł	ne underlined clauses.			
1.	The movie was good although it was too long.					
2.	Whenever Anshu goes for a holiday, she brings lo	ts o	f gifts for her friends.			
3.	The sunflower seeds that the gardener planted have	ve b	lossomed into beautiful flowers.			
4.	Rather than helping the poor boy, his friends stoo	d t	here amused.			
5.	The dog will run away if the gate is left open.					
6.	Racing towards the finish line, Gia was determine	d to	be the first to cross it.			
В.	Match the columns to complete the sentences.					
1.	Father was late for work	a.	but he did not come.			
2.	Binny bumped his bicycle	b.	before you leave.			
3.	Selma was in tears	c.	into a signboard.			
4.	Please shut the window	d.	as his car had a flat tyre.			
5.	Although Hiten was tired,	e.	after reading the book.			
6.	We kept waiting for Amulya	f.	he offered to help clean the room.			
C.	Complete the sentences by adding independent	cla	uses.			
	Although Kalol was interested,					
2.			when the show is over			
3.	After we left,					
	Until you receive a confirmation,					
5		0001	use he was already lete for the meeting			

Communication Skills

т •		
L1S1	eni	no
		-

Listening	
A. Listen to the poem 'A Pin' by Christina Rossetti and complete these riddle (Listening text on page 23)	es.
1. A pin has a head, but has no	
2. Needles have eyes, but they cannot	
3. A hill has no leg, but has a	
4. Rivers run, though they have no	
5. A saw has teeth, but it does not	
B. Write the rhyming words from the poem for these words.	¥
1. win 3. feet	-
2. finger 4. lock	_
Speaking	
C. Imagine that your younger sibling is going to attend a summer camp. When will you give her/him? Work with your partner and role play the situation	
Writing	
D. Imagine you are a caged bird. Write a diary entry for the day when some	one opened
the cage and you experienced freedom for the first time.	

ANSWERS

MAIN COURSEBOOK

- A. 1. When the Giant saw the children playing in his garden he shouted angrily.
 - 2. As he sat at the window and looked out at his cold white garden, the Giant wondered whether the weather would change.
 - 3. The Giant's heart melted because he realized he was selfish to not let the children play in his garden.
- B. 1. The Giant said these words to the children playing in his garden because he was a selfish person who did not like other people using his things.
 - 2. Frost and Snow said these words for although Spring had arrived and all over the country flowers were blossoming and birds were chirping, the garden of the Selfish Giant still reeled under winter.
 - 3. The children said these words because they were very unhappy after the Giant drove them away from his garden. Now they had nowhere to play.
 - 4. The North Wind said these words because when it visited the garden it was covered in frost and snow. He found the place to his liking and wanted to make it colder and more suited to its taste.
 - 5. A tree said these words to a little boy who was trying hard to climb up its branches but was unable to do so because of his small size.
- C. 1. Spring did not come to the Giant's garden because he was selfish and did not allow the children to play in his garden.
 - 2. The Frost and the Snow decided to live all the year round in the garden.

 The Snow covered up the grass with her great white cloak, and the Frost painted all the trees silver. Then also invited the North Wind to stay with them.
 - 3. The Spring finally visited the garden when it saw the children playing in the garden again.
 - 4. a. His mistake was that he did not let children play in his garden.
 - b. The fact that the Giant's garden was visited by the Spring only when it saw the children playing in the garden again made the Giant realize his mistake.
 - 5. We know that the Giant sincerely felt sorry for his action as he knocked down the wall of his garden and told the children it was their garden.
- D. 1. Yes, there is a moral in this story. If a person is selfish and only thinks about their own interests, they will have to suffer for it badly. Another moral that we can draw from it is that Mother Nature loves those who love children.
 - 2. The seasons are personified in this story, so their names are capitalized.
 - 3. Spring symbolizes reward and bountifulness of nature as it gave flowers and greenery to the Giant's garden. Winter symbolizes punishment that the Giant got for being selfish.



E.	1. pr	osecuted	3. affected	5. c	ompliment	7. sympathiz	e 9. historic
	2. pe	ersecute	4. effect	6. c	omplement	8. empathize	e 10. historical
F.	1. c	2.	a	3. a	4. b	5. b	6. b
G.	GIAN	T: Why are	e you in my g	garden? I do:	n't allow anyo	ne here.	
	CHIL	DREN: We	have come to	play here.	We won't do a	any harm to you	ır garden.
	GIAN	T: No! you	ı must leave a	t once. I wi	l have no one	e here.	
	CHIL	DREN: Ok	ay! We are go	ing. Please d	on't be angry	!	
Н.	1. I	2. D	3. I	4. D	5. I	6. I 7.	, I
I.	Accep	ot any relev	vant response.	Suggestions	:		
	1. Si	nce the loc	al school does	not have a	library, all the	e schoolchildren	are members of my
	_		's library. (ma				
			•	•		emote part of th	e town, many
		-	uent it. (subo			~0.	
				-			ildren. (main clause)
		scar Wilde abordinate		his short sto	ories, one of v	which is The Sel	fish Giant.
T				d Henry	5 ports	rait	7 portrait
٦.	1. 18	indsome			_		7. portrait8. mistake, repentant
K					•	n in the MCB.	6. mistake, repentant
	_		vant response.		dutilité giver	Pili the MCD.	
L.	Acce	pt any reiev	ant response.				
				WOE	квоок		
Λ	1		(C)			5 aan	
A.		notional		3. apprais		5. cens	
D		notive	2 1:1-1	4. apprise		6. cens	sored
	1	evious			ıcky	4. lose	
C.	-	•	vant response.			<u></u>	.12.
	1. gr		*	3. expert'		5. mot	
	2. na			4. comple		6. fres	Π
D.	1. <u>Tl</u>	ne children	always say th	eir prayers (before they go	o to bed.)	
	2. <u>N</u>	atasha fell a	asleep while r	eading a boo	ok.		
	3. <u>H</u>	ave you rea	ad a book tha	t has been v	ritten by Osc	car Wilde?	
	4. Sa	lim Ali was	s an Indian n	aturalist and	ornithologist		
			o known as th			,	
	VV	TIO Was also	o miowii as ti	ic Dirainan			



- 5. Bailey and Bogart are the two kittens (that are up for adoption.)
- E. Accept any relevant response. Suggestions:
 - 1. Moinee writes beautiful poetry though she is too shy to share it with anyone.
 - 2. In spite of being unwell, Farhan went to watch the football match.
 - 3. Birds have a right to be free just like we do, so never put them in cages.
 - 4. Because we were tired, we went to bed early.
 - 5. Kavya waited for an hour in the queue before her turn came.
- F. Accept any relevant response. Suggestions:
 - 2. He thinks that a werewolf will drool over his head when he's asleep.
 - 3. He is scared that a vampire could visit him after the lights are switched off.
 - 4. He is imagining ghosts and monsters because he read a scary story before bedtime.
 - 5. He is afraid that a monster is hiding behind his bed.
- G. Accept any relevant response.

WORKSHEETS

WORKSHEET 1

- A. 1. a. 'I' refers to Black Beauty.
 - b. Through these words Black Beauty wanted to express that he missed his liberty.
 - c. Black Beauty thought so because in his first home, he had all the liberty that he wanted. But in his new home, he was bound by rules.
 - 2. a. These words were spoken by John.
 - b. John said these words to Black Beauty to calm him.
 - c. John would ask him to wait for a while as they would soon go out and get the tickle out of his feet. John would then take Black Beauty out of the village and as soon as they were out, they would race for a few miles. This would make Black Beauty calm and still.
 - 3. a. These words were thought by Black Beauty.
 - **b.** Black Beauty got his liberty on fine Sundays during summer. The carriage never went out on Sundays because the church was not far off.
 - c. Black Beauty seemed content with his liberty but he was not very happy with it. His liberty had a lot of limitations.
- B. 1. Black Beauty was content in the new place because he had a light airy stable and the best of food and everyone was good to him.
 - 2. When Black Beauty had less exercise, he felt <u>full of life and it seemed as if he should</u> jump, dance or prance.
 - 3. When spirited horses are not adequately exercised, they become skittish.



- 4. John made his point by the tone of his voice or the touch of the rein.
- 5. John's voice had power over Black Beauty because Black Beauty was fond of him.
- C. Accept any relevant response. Suggestions:

I agree with Black Beauty that he needed 'liberty'.

When Black Beauty talked about his new life, he said that he was quite happy at the new place because everyone who had to work with him was good to him. He also had a nice airy stable and the best food. But he also said that despite all the good things in his life, he longed for something; that was 'liberty'. For the first three-and-a-half years of his life, he was a free colt. But in the new place, he was bound by rules. He had to stand in a stable day and night even when he did not want to and be as quiet and steady as an old horse. He also had to wear straps and blinkers which made him uncomfortable. He could neither gallop away at full speed nor snort to his companions.

The above stated points show that Black Beauty led a restricted life and he needed 'liberty'.

D. Accept any relevant response. Suggestions:

Black Beauty experienced a few hours of liberty on fine Sundays in the summertime. He along with the other horses got a chance to play in the home paddock or the old orchard. They could feel the cool and soft grass on their feet and smell the sweet air. They loved to gallop, to lie down, roll over on their backs and nibble the sweet grass. They thoroughly enjoyed those few moments of freedom. The horses also had a good time talking while standing under the shade of the large chestnut tree.

WORKSHEET 2

- A. 1. airy 3. pranced 5. fidgeting 7. tickled
 - 2. skittish 4. nibbling 6. flung
- B. 1. Chaya was in high spirits when the plan was shared with her.
 - 2. Grandfather was always fond of talking about the old orchard.
 - 3. It is not a good time to call Ashok.
 - 4. A gigantic tree near our house was uprooted during last night's storm.
 - 5. Riya overslept and had to take a quick shower.
 - 6. The man was in excruciating pain after he tumbled down the stairs.

WORKSHEET 3

- A. 1. I 2. D 3. D 4. D 5. I 6. I B. 1. d 2. c 3. e 4. b 5. f 6. a
- C. Accept any relevant response. Suggestions:
 - 1. Although Kalol was interested, he was not sure if he would be able to accompany us.
 - 2. All of us are planning to visit grandpa when the show is over.

- 3. After we left, we realized that we forgot our keys.
- 4. Until you receive a confirmation, please do not make the payment.
- 5. Mohit was running because he was already late for the meeting.
- 6. If I do well in my final exam, I will go on a vacation to Bhutan.

WORKSHEET 4

A. Listening text

A Pin by Christina Rossetti

A pin has a head, but has no hair;

A clock has a face, but no mouth there;

Needles have eyes, but they cannot see;

A fly has a trunk without lock or key;

A timepiece may lose, but cannot win;

A corn-field dimples without a chin;

A hill has no leg, but has a foot;

A wine-glass a stem, but not a root;

A watch has hands, but no thumb or finger;

A boot has a tongue, but is no singer;

Rivers run, though they have no feet;

A saw has teeth, but it does not eat;

Ash-trees have keys, yet never a lock;

And baby crows, without being a cock.

Answers

- 1. A pin has a head, but has no hair.
- 2. Needles have eyes, but they cannot see.
- 3. A hill has no leg, but has a foot.
- B. 1. win pin

- 3. feet eat
- 2. finger singer
- 4. lock cock
- C. Accept any relevant response. Suggested outline:

make a list of things that you'll need – pack the things – remember to cross-check the things in your luggage with your list – listen to your instructor – always stay with your group – do not venture out alone – do not loiter after dark – ask your instructor if you need anything – stay safe while you enjoy

Rivers run, though they have no feet.

5. A saw has teeth, but it does not eat.

D. Accept any relevant response. Suggested outline:

I was released today – I was scared – did not know how to fly – mustered all my strength – took my first flight – felt the cool breeze for the first time – thrilled, excited and happy – miss my home – but love to fly – made new friends – tasted different food – will go to visit my old home some day



2 Govinda's Disciple

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- > understand and appreciate poetry as a literary form.
- > analyze the different elements of poetry such as imagery, figures of speech, symbolism and theme, and engage with poetic images that are related to Indian culture and climate.
- > develop a deeper understanding of personification.
- > use a web chart to describe characters
- > compare different kinds of phrases.
- > engage in creative writing.

Warm up

- 1. Draw a web diagram on the board with the word DISCIPLE in the centre. Draw another diagram with the word TEACHER in the centre. Ask the students to think of words connected with it. As they respond, write the words on the board.
- 2. Tell the students that there are certain fundamental differences between the two. A really wise teacher has no love for material objects.
- 3. Tell the students you will be reading out a poem by Rabindranath Tagore. Ask them to focus on their feelings and the things that they see in their minds as they listen to the poem.



Comprehension

- 1. Read out the poem to the class and then ask the students to read the poem as a class.
- 2. Prompt them to summarize the poem by asking them these questions:

 Who are the two people in this poem? What is each doing? What does the disciple give his teacher? Did he really want to give it to the teacher? Why was the teacher unmoved by the loss?
- 3. Explain the poem in your own words.
- 4. The students will complete Exercise A individually and check their answers with their partners'.
- 5. Have them complete Exercise B for homework. Check the notebooks to assess their understanding.
- 6. Discuss Exercise C in class and write the responses of the students on the board. After that the students may use the points from the board to write the answers in their own words in their notebooks.

Word Study

- 1. Ask the students to explain the phrases in Exercise D. After a few responses, confirm the correct answers.
- 2. Tell the students to draw parallels between
 - a. branches and people clashing together.
 - b. thunderclouds and giants hands clapping.
 - c. flowers and children in pink, yellow and white dresses.
- 3. Use the parallels drawn by the students to explain personification.
- 4. Students will complete Exercise E individually and compare their answers with their partners'.
- 5. Help the students to do Exercise F by suggesting words that they had used on the warm up.

Grammar Study

- 1. Hand out slips of paper with phrases written on them. Ask each student to read out the phrase on her/his slip. The rest of the class suggests a subject that can be joined to the phrase to make a complete sentence. For example: (a) went to the factory (my mother); (b) rang the bell (the salesman); (c) watered the garden (Sushil)
- 2. Help the students understand the different kinds of phrases.
- 3. Ask them to complete Exercise G individually. Then call out the answers, giving explanations.
- 4. Elicit answers from the class for Exercise H. Write the correct sentences on the board for the other students to read and understand.
- 5. Ask the students to work in groups of five. Go around the class as they work on Exercise I. Offer suggestions if required.



18

Writing

- 1. Exercise I can be done as a class effort, a group activity or an individual exercise. Ensure that the students use the tips given in the text before they attempt writing the poem.
- 2. Have them edit the poem/poems at least twice before they submit the final version.

FOR THE TEACHER: BEYOND THE LESSON

- 1. This poem deals with the relation between a Guru and his disciple. It is a satire on the attachment to material things even in those who pretend to be spiritually inclined.
- 2. The teacher can use the poem to talk about the relationship between a guru and her/his students. The need for communication, respect and a give and take philosophy can be spoken about in class.
- 3. The students may be asked to express their views on the poem and its underlying message.
- 4. Tagore was knighted, but he renounced his knighthood as a mark of protest against the 1919 Jallianwala Bagh massacre. This is the letter that he wrote to Lord Chelmsford, Viceroy of India.

Your Excellency,

The enormity of the measures taken by the Government in the Punjab for quelling some local disturbances has, with a rude shock, revealed to our minds the helplessness of our position as British subjects in India. The disproportionate severity of the punishments inflicted upon the unfortunate people and the methods of carrying them out, we are convinced, are without parallel in the history of civilised governments, barring some conspicuous exceptions, recent and remote.

Considering that such treatment has been meted out to a population, disarmed and resourceless, by a power which has the most terribly efficient organisation for destruction of human lives, we must strongly assert that it can claim no political expediency, far less moral justification. The accounts of the insults and sufferings by our brothers in Punjab have trickled through the gagged silence, reaching every corner of India, and the universal agony of indignation roused in the hearts of our people has been ignored by our rulers – possibly congratulating themselves for imparting what they imagine as salutary lessons.

This callousness has been praised by most of the Anglo-Indian papers, which have in some cases gone to the brutal length of making fun of our sufferings, without receiving the least check from the same authority, relentlessly careful in something every cry of pain of judgment from the organs representing the sufferers. Knowing that our appeals have been in vain and that the passion of vengeance is building the noble vision of statesmanship in our Government, which could so easily afford to be magnanimous, as befitting its physical strength and normal tradition, the very least that I can do for my country is to take all consequences upon myself in giving voice to the protest of the millions of my countrymen, surprised into a dumb anguish of terror.

The time has come when badges of honour make our shame glaring in the incongruous context of humiliation, and I for my part, wish to stand, shorn, of all special distinctions, by the side of those of my countrymen who, for their so called insignificance, are liable to suffer degradation not fit for human beings.

And these are the reasons which have compelled me to ask Your Excellency, with due reference and regret, to relieve me of my title of knighthood, which I had the honour to accept from His Majesty the King at the hands of your predecessor, for whose nobleness of heart I still entertain great admiration.

Yours faithfully, Rabindranath Tagore Calcutta, May 30, 1919



A. Underline the noun phrases in these sentences.

- 1. Tahir enjoys taking long walks.
- 2. Our grandparents bought a new house in our neighbourhood.
- 3. Manali hopes that she will be allowed to go out with her friends.
- 4. The marching band performed their routine perfectly.
- 5. Many people lost their lives in the earthquake.
- 6. The Indian athletic team won 173 medals in the 2015 Special Olympic World Summer Games.
- 7. Our mother expects us to come home early.
- 8. Yesterday's boat ride was very exciting.

B. Rewrite the sentences using phrases as directed. Do not change the meanings of the sentences.

- 1. adjective phrase
 - a. She wore a gold chain. _
 - b. Rakesh was a fearless boy.
 - c. Saira owns an expensive watch.
 - d. My grandmother lives in a small town.
 - e. The long-haired girl is my cousin.
- 2. adverb phrase
 - a. Nisha spoke very rudely.
 - b. The Hussains travelled northwards.
 - c. Rani of Jhansi fought bravely.
 - d. Describe this scene of the play briefly.
 - e. Kamna pushed the huge table slowly.

ANSWERS

MAIN COURSEBOOK

Paraphrase

What is true devotion? In his poem Govinda's Disciple, Rabindranath Tagore provides an answer to this question through a terse yet powerful narrative. It begins with a description of the setting: the great teacher Govinda sits on a rock far up the Ganges. He is surrounded by dark and rain-whipped hills. Clearly, he is alone. The only possession he is shown to have are the scriptures, which he happens to be reading.

One of his disciples, Raghunath, enters this scene of contentment, bringing a gift to his master. The rich man presents Govinda a pair of studded gold bangles. Govinda takes one of the bangles and lets light reflect off the gemstones. He is aware of how expensive the gift is, even though Raghunath has called it a token of his "poor wealth". Without warning, he lets the bangle slip from his hand and fall into the river. As Raghunath plunges into the water to retrieve the costly bangle, Govinda returns to his scriptures. The bangle is carried away by the river.

The disciple returns at sunset and begs Govinda to show him where the bangle disappeared. The latter throws the remaining bangle into the water in reply and tells him that is where it went.

The poem is a lesson in morality. Though the disciple wears the garb of morality in words, his action exhibits greed and ego. His love for material possessions and superficial faith in the master are visible in the choice of his guru dakshina: he offers gold and gems instead of genuine love. When Govinda purposefully gets rid of the first bangle, Raghunath's priority is to search for lost wealth. To show him his own folly, the wise master repeats the lesson.

It is left uncertain how Raghunath reacts to the final rejection from Govinda. We do not know whether he has grasped the meaning of his master's teachings, but as readers, we are able to learn through the example provided in the poem.

Answers

- A. 1. a 2. c 3. c
- B. 1. Govinda sat on a rock by the banks of the river Ganga. Around the place were hills covered by thick forests. The hills had deep cuts made by torrential rains.
 - 2. When Govinda threw the bangle into the river, Raghunath jumped after it in the river. This shows that to Raghunath wealth meant everything.
- C. Accept any relevant response. One possible response is suggested:
 - By throwing the golden bangle into the river, Govinda tried to teach his disciple that wealth should not be important to a person who aimed to seek spiritual knowledge .
- D. frowned the jutting bank:

It means that bank had an extended edge and it seemed as if it was frowning.



the water held and hid what it stole and ran its way

It means the golden bangles went deep down the flowing river water never to be found again

- E. 2. The sun played hide-and-seek with the clouds.
 - 3. The stars are dancing playfully in the clear sky.
 - 4. The first rays of the morning sun tiptoed through the big glass window.
 - 5. The fire that was running wild was soon brought under control.
- F. Govinda: wise, knowledgeable, patient, spiritual

Raghunath: foolish, impatient, money-minded, wealthy

- G. 1. adverb 2. noun
- 3. noun
- 4. adjective
- 5. adverb
- 6. adverb

H. Accept any relevant response. Suggestions:

Noun phrases

June showers - The early June showers brought a lot of relief after days of hot and dry weather.

a poem about flowers - I was asked to write a poem about flowers for the school magazine.

Adjective phrases

wild glee - The children had a look of wild glee on their faces when they heard that the holidays had been extended.

kind nature - We need a person with a kind nature to run this animal shelter.

Adverb phrases

before it gets dark - My mother tells me to reach home before it gets dark.

without any delay - We have to begin the work without any delay to complete it on time.

- I. Accept any relevant response.
- J. Accept any relevant response. Refer to the outline given in the MCB.

WORKBOOK

- A. 2. coughed and croaked.
 - 3. guided.
 - 4. drummed a beat
 - 5. screaming out her name
 - 6. loves.
- B. 1. T
- 2. F
- 3. F
- **4.** T
- 5. T

- C. 1. the Ganga, the jutting bank
 - 2. Our friends
 - 3. The tall, graceful lady, my grandmother



- 4. The boy in the yellow shirt
- 5. My neighbour's cat, my dog
- D. 1. It is a pity to see flowers of such beauty plucked unnecessarily.
 - 2. Mahatma Gandhi led a life of simplicity.
 - 3. Preethi wore a shirt made of silk.
 - 4. Mohsin is a boy with brown eyes.
 - 5. Apart from being a writer, Tagore was also an artist of accomplishment.
- E. Accept any relevant response. Suggestions:
 - 1. The playful children were shouting with a lot of enthusiasm.
 - 2. Red Riding Hood's grandmother lived on the other side of the forest.
 - 3. The package arrived after eleven o'clock.
 - 4. The desert stretched for miles and miles.
 - 5. I hope our grandparents come before my exams.
- F. Accept any relevant response.

WORKSHEE

- A. 1. Tahir enjoys taking long walks.
 - 2. Our grandparents bought a new home in our neighbourhood.
 - 3. Manali hopes that she will be allowed to go out with her friends.
 - 4. The marching band performed their routine perfectly.
 - 5. Many people lost their lives in the earthquake.
 - 6. The Indian athletic team won 173 medals in the 2015 Special Olympic World Summer Games.
 - 7. Our mother expects us to come home early.
 - 8. Yesterday's boat ride was very exciting.
- B. 1. a. She wore a chain made of gold.
 - b. Rakesh was a boy without fear.
 - c. Saira owns a watch that is expensive.
 - d. My grandmother lives in a town which is small in size.
 - e. The girl who has long hair is my cousin.
 - 2. a. Nisha spoke in a rude manner.
 - **b.** The Hussains travelled towards the north.
 - c. Rani of Jhansi fought in a brave manner.
 - d. Describe this scene of the play in brief.
 - e. Kamna pushed the huge table at a slow pace.

3

Bravo Manju!

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- > comprehend the story with special focus on character building.
- learn new words.
- > select the correct homophones.
- > demonstrate the ability to recognize the elements of dictionary entries.
- > define and classify simple, compound and complex sentences.
- > listen to gather information and complete sentences.
- > express opinions through role play.
- > write a composition.

Warm up

- 1. Ask a few students to hop on one leg up to the blackboard. This will generate laughter and lighten the mood in the class. Once they come up ask them whether it was easier to hop than to walk, if it took them longer, if it tired them, etc.
- 2. Their answers will help you to explain how challenging life can be for a differently abled person.
- 3. Ask them to share their experiences with a differently abled person. Prompt them to suggest ways of reducing the difficulties they face.
- 4. After a few responses, commence the reading of the lesson.



Comprehension

- 1. Ask the students to read the lesson silently. After one reading, choose five or six proficient readers to read out a few paragraphs of the text. The first one reads the first four paragraphs, the second one the next four and so on. Point out the meanings of unfamiliar words given in the glossary on each page.
- 2. The story is simple. Ask the students to volunteer to come up to the front of the class and recount the story in their own words. Fill in the gaps or ask the class to fill in the gaps as the students tell the class the story.
- 3. Have the students complete Exercise A individually and Exercise B as pair work. Call out the answers.
- 4. Discuss the questions in Exercise C. Ask the students to write the answers in their notebooks. Correct the answers.
- 5. Discuss Exercise D as a class. Divide the class into two. Ask one side to answer the first question and the second side to answer the second question. Validate the answers.
- 6. Strive to sensitize the students to the difficulties faced by the differently abled. Help them adopt a positive attitude towards them and to treat them with dignity.

Word Study

- 1. Ask the students to use the dictionary to look up the exact meanings of the words in Exercise E. Ask them to write the meanings and make sentences with the words given.
- 2. Write these word pairs on the blackboard: there, their; feat, feet; course, coarse; pour, pore
- 3. Ask the students to read the word pairs out loud. Ask them if they find any similarities and differences in the words.
- 4. Set Exercise F for individual work. Encourage the students to engage in self-correction by consulting a dictionary.

Dictionary

Ask the class to work in pairs and complete Exercise G. Call out the correct answers after five minutes.

Grammar Study

1. Write these simple sentences on the board.

Manjula helped her mother. Manjula opened the trunk.

- 2. Ask the students how much information is present in each of these sentences. (Only one piece of information in each.) Explain that these are simple sentences. They have only one complete thought each.
- 3. Ask them to make up simple sentences of their own. After ten to fifteen responses, ask

- them to combine the two sentences on the blackboard. Write the words and, so, but, if, when, etc. on the blackboard to help them.
- 4. The sentence that will be formed is Manjula helped her mother and opened the trunk.
- 5. Explain that this sentence has two pieces of information and that the two simple sentences have been joined together with a conjunction. A compound sentence has more than one thought; it can have two or three thoughts. Ask them to make a few compound sentences.
- 6. Now write this sentence on the blackboard.

Since the trunk was heavy, Manjula helped her mother to open it.

- 7. Explain that *since the trunk was heavy* is a dependent clause. It is not a complete thought and cannot stand by itself. However, *Manjula helped her mother to open it* is a complete thought, a simple sentence and hence, an independent clause. When an independent clause is joined to one or more dependent clauses, it forms a complex sentence.
- 8. Ask the students to make complex sentences and then have them complete Exercise H individually and Exercise I as pair work. They may read out their sentences to the class at the end of ten minutes.

Communication Skills

Listening

- 1. Students are required to translate aural information into written information. The process involves choosing the right sentence structure and tense to fill in the blanks.
- 2. Allow them to read the sentences given in Exercise J before you begin reading out the text.
- 3. Explain to the students that you will read the text only once and they should listen carefully.
- 4. Read the text out slowly and clearly. Once they have finished filling in the blanks, call out the answers. Allow the students to engage in self-correction and assess themselves.

Speaking

Ask the students to come up to the front of the class one by one and express their opinions as suggested in Exercise K. Write these prompts on the board.

In my opinion the best thing is to . . . I suggest that . . .

Perhaps the dates have been changed because . . . I feel we should check what . . .

It seems to me that the misunderstanding can be cleared if . . .

Ask the students to use the prompts to engage in expressing their opinions.

Writing

1. Before the class begins writing the composition to complete Exercise L, give the class five minutes to share their ideas about Manjula Parelkar. Then ask them to identify the key parts of the composition.



- What should the introduction consist of? (List their answers on the board Manjula's physical appearance, her background, her aspirations.)
- How is the body going to be different from the introduction? (Here Manjula's internal struggle due to her circumstances can be dealt with in detail.)
- The conclusion encapsulates Manjula's struggle and determination.
- 2. Ask the students to brainstorm, collect ideas and make a rough draft.
- 3. Allow them to swap their essays with their partners and engage in proofreading and peer correction.
- 4. Have them submit a final draft a clean, revised copy of their composition.

FOR THE TEACHER: BEYOND THE LESSON

Tell the students about

Sudha Chandran: She met with an accident when she was just sixteen. A small wound in her ankle was plastered. However, it became infected and could not be cured. Her leg had to be amputated. Sudha overcame her disability by getting a prosthetic 'Jaipur Foot'. She became one of the most acclaimed classical dancers of the country. She performed internationally too and has been an inspiration to many!

Girish Sharma: He lost a leg in a train accident but he became a badminton champion. He can cover the entire badminton court effortlessly on his single strong leg. He did not let his disability come in his way.

Javed Abidi: He has been a wheelchair-user since he was fifteen. Nerve damages in his spinal cord do not allow him to walk. He studied hard, went abroad to finish his education and pursued his dreams of becoming a journalist. He has been actively engaged with disability rights for years, and is the director of the National Centre for Promotion of Employment for Disabled People in India as well as the founder of the Disability Rights Group.

Ask students what they learn from the lives of these people and how the lesson has affected them.

Comprehension

Read this passage about Dr A P J Abdul Kalam's childhood.

Avul Pakir Jainulabdeen Abdul Kalam was born into a middle-class Tamil family of Rameswaram. His father was Jainulabdeen and his mother was Ashiamma. His father was neither wealthy nor was he highly educated. His mother's generosity could be seen when she fed many people every day irrespective of their caste and religion. His father avoided unnecessary comforts and luxuries; but he always kept in mind to provide all the necessities for his family.

Kalam's father would start his day by reading the *namaz* at 4 a.m. and then walk for about four miles to their coconut grove. He would return for breakfast with about a dozen coconuts thrown over his shoulder. Kalam tried to emulate his father in his life and works.

When Kalam was around six years old, his father along with the help of Ahmed Jallaluddin undertook a project to build a wooden sailboat for the pilgrims to travel between Rameswaram and Dhanuskodi. The sailboat was turning out well when a cyclone hit Sethukkarai and destroyed the boat along with washing away some parts of Sethukkarai. This force of nature made Kalam realize the unfathomable energy of the sea.

By then, Ahmed Jallaluddin and Kalam had become close friends. During their long walks, they would extensively discuss spiritual matters. Despite his own schooling being limited, Jallaluddin always encouraged Kalam to excel in his studies and took pride in his success. Jallaluddin always spoke to Kalam about educated people, scientific discoveries, medical science and literature. Kalam's exposure to the outside world was through Jallaluddin. He encouraged Kalam to read as much as he could and as books were scarce, Kalam borrowed books from Jallaluddin.

Another person who greatly influenced Kalam was his first cousin, Samsuddin. He was the only distributor for newspapers in Rameswaram and catered to around 1,000 people of the region. The newspapers would keep the population of Rameswaram in touch with the Independence movement.

When the World War II broke out in 1939, Kalam was eight years old. Rameswaram was unaffected by the war for sometime. But when India joined the allied forces, a state of emergency was declared and trains were not allowed to stop at the Rameswaram station. As a result, newspaper bundles were thrown out of moving trains. Samsuddin could no longer function alone and hired Kalam. This was how Kalam earned his first salary.

A. Tick the most appropriate options.

_	T/ 1			1	•	
1.	Kal	am.	7X/2C	born	ın	2

	middle-class	Tamil	family
d.	THIUUIC-Class	1411111	iaiiiiiv.

c.	prominent	Muslim	family.

1.	influential	f:1
D.	mmuemuai	raiiiiv.

d.	family	of intel	llectuals



2.	2. Kalam's parents can be best described as			
	a. strict and controlling.		c.	being clueless.
	ь. understanding and kind.		d.	down-to-earth and unbiased.
3.	3. When World War II broke out, Kalam			
	a. was about to join the army.	_	c.	was eight years old.
	b. was working for his uncle.	_	d.	went to school at
				Ramanathapuram
4.	4. Kalam earned his first salary by			
	a. working for Samsuddin.		c.	working for Jallaluddin.
	b. helping his father make the boat.		d.	working for a bookseller.
В.	3. Complete the following sentences.			
	1. Kalam's father avoided			
				~\(\rangle\), \(\rangle\)
2	2. Kalam's father undertook a project to			201 0
	Tamanio famer direction a project to			0.9
3	3. During their long walks, Kalam and Jallaludd	in		
J.	5. During their long waiks, Italam and Janahudd	.111		9
/2	4 Sameuddin's husiness was of			C
4.	4. Samsuddin's business was of			
C.	C. Kalam tried to emulate his father in his lift own words.	e a	ınd	l works. Explain this statement in your
D.	Describe Jallaludin's character in your own	W	oro	ds.



Word Study

A. Read the sentences and tick the correct meanings.

1.	Danny had innate talent for music.
	a. Danny was a quick learner.
	b. Danny had natural talent for music.
2.	The leader of the protesting group spoke amicably to the police chief. a. The leader of the protesting group spoke furiously to the police chief. b. The leader of the protesting group spoke in a friendly manner to the police chief. ———————————————————————————————————
3.	Sandhya vividly remembers the view from the hotel's window. a. Sandhya clearly remembers the view from the hotel's window. b. Sandhya has a hazy memory of the view from the hotel's window.
4.	Ruth realized the unfathomable energy of the sea during the cyclone. a. Ruth realized the low energy of the sea during the cyclone. b. Ruth realized the immeasurable energy of the sea during the cyclone.
5.	Myra tried her best to realize her mother's dream. a. Myra tried her best to fulfil her mother's dream. b. Myra tried her best to understand her mother's dream.
В.	Fill in the blanks with the correct words from the brackets.
1.	If Joey can display his skills, then it will (ensure/insure) his position in the football team.
2.	Eagles (sore/soar) high up in the sky.
3.	We are planning to spend the evening sitting by the (creek/creak).
4.	Nayan (wails/whales) like a baby if he is scolded by his father.
5.	Kirat (rude/rued) the day when he decided to move to the city.
	The lawyer said that there was a (breech/breach) of contract by the company.
7.	Sheetal was wearing a pretty (summary/summery) dress.

A. Write simple, compound or complex for these sentences. 1. The teacher met the principal in the hallway near the auditorium. 2. The book that Alice read is on the shelf. 3. Riya and Richa went for a walk after they had lunch. 4. The train was late so Arun waited at the station. 5. The cat meowed at the dog. 6. Haroon was ready to leave for school, but Haider was still sleeping. B. Combine these sentences to form compound sentences. 1. Swathi left before Hetal reached the station. He could not meet her. (so) 2. Marvin rushed to the store. It was closed. (but) 3. The weather was not cold. Mariyam packed her woollens. (yet) 4. The little girl saw the stranger. She got scared. (and)

C. Tick the most appropriate options.

- 1. Jim paced anxiously up and down the corridor (unless/while) Jack was sitting calmly.
- 2. Atuno enjoys running for a mile every morning (whereas/or) Sheila likes to go for a run in the evening.
- 3. Andy lost the match (since/although) he tried his best.

5. Arya reached the station on time. The bus was late. (but)

- 4. The weather was lovely (though/since) it had rained the previous day.
- 5. We could have gone for a walk (if/while) it wasn't raining.

Listening

- A. Listen to a conversation between two players at a training centre. Then answer these questions. (Listening text on pages 44 and 45)
- 1. Why was Bina sad?
- 2. How did Jutika console Bina?
- 3. Why was Bina sure that she will never win?
- 4. What did Jutika say about self-pity?
- 5. Why did the doctor say that Jutika would never be able to play again?

Speaking

- B. Use these phrases to express your opinions in the given situations.
 - I may be wrong, but I believe . . .
- I would suggest that . . .

• It seems to me that . . .

- As far as I am concerned . . .
- 1. You are appreciating someone's talent.
- 2. Your friend is looking pale.
- 3. You are discussing a recently released movie.

Writing

()-\			

ANSWERS

MAIN COURSEBOOK

- A. 1. True 2. True 3. False 4. False 5. False 6. True
- B. 1. a. Mrs Parelkar said these words to her daughter Manjula.
 - **b.** Manjula needed to buy colours and paints to learn painting. Yes, she bought what was needed.
 - c. The next day Manjula painted her first painting and showed it to her mother.
 - 2. a. Mrs Parelkar said these words to Mr Parelkar.
 - **b.** Mrs Parelkar responded so to Mr Parelkar because he said that Manjula must learn something more useful, like cooking or stitching. He thought that she would never become an artist with hands like hers.
 - c. Mr Parelkar's words hurt Manjula and discouraged her from painting. She returned to her room. She bundled up the watercolours and the three brushes and tucked them away into the farthest corner of her cupboard.
 - 3. a. Amol said these words to Manjula.
 - b. Amol was referring to the prize of the On-the-Spot Painting Competition in his school.
 - c. Amol was confident of Manjula's talent and wanted to remind Manjula that she could win a prize in the competition. He hoped to change her mind about participating in it.
- C. 1. Manjula had just two fingers on each hand.
 - 2. Manjula received a set of artist's watercolours, a book 'Painting, Step by Step' and three watercolour brushes.
 - 3. Manjula decided to give up painting when she overheard her father saying that she could not be an artist because of her hands. He had suggested that she take up something useful like cooking and so she offered to help her mother.
 - 4. Her mother reminded her of her potential and encouraged her to fight. Amol, her brother, placed a newspaper cutting on her table. The report was about Richard Belanger, a boy with artificial feet who played football. Amol hoped that it would inspire Manjula to continue painting.
 - 5. Amol, Manjula's brother, kept the newspaper cutting on her table hoping that the inspirational story of Richard Belanger would encourage her to continue painting.
 - 6. Richard Belanger had artificial feet and yet, he played football against the odds. His story was similar to Manjula's whose hands were different. His success restored Manjula's faith in her abilities and encouraged her to fight to learn painting.
- D. 1. No, Manjula's handicap did not affect her daily life. She could paint, help in the kitchen, go to the market and shop, and help her mother in the house like any other person.
 - 2. Manjula's family was not well off. One gets to know this because she hesitated to ask her mother for painting materials thinking that they would be costly. Her father too was not willing to spend money on the expensive watercolour sheets.



- E. 1. scrubbing: rubbing a surface hard with a brush
 - 2. scraping: dragging a hard, sharp object to remove dirt
 - 3. wiping: rubbing a cloth or piece of paper to dry or clean
 - 4. brushing: using a tool with bristles, hair or wire to clean
 - 5. sweeping: using a brush to clean litter or dust

F. 1. aisle

3. bald, bawled

5. principal's

2. whether, weather

4. forth

G. 1. e

2. c

3. d

4. b

5. a

H. 1. complex

3. simple

5. simple

2. complex

4. complex

6. compound

- I. Accept any relevant response. Suggestions:
 - 2. Manjula freed her hands and she opened the window for the trapped pigeon.
 - 3. Akhil owns a motorcycle that is red in colour.
 - 4. Rohit is very talented, yet he does not develop his skills.
 - 5. It was likely to rain heavily, as predicted by the Meteorology Department.
- J. This text is about <u>Helen Keller</u> who became <u>deaf and blind</u> at the young age of <u>nineteen</u> months. As she grew, she 'spoke' to her parents using <u>sixty different signs</u>. For example, she would shiver if she wanted <u>ice cream</u>. Her parents found a teacher named <u>Anne Sullivan</u> who began by teaching that everything had a <u>name</u>. One day the teacher put the young girl's one <u>hand</u> under water and spelled the word <u>water</u> on her other hand. The teacher taught this young girl many things, even how to use a <u>typewriter</u>. Over a period of time, this girl was able to learn many languages, such as Latin, Greek, <u>French</u> and <u>German</u>. As a college student, she even wrote an autobiography called <u>The Story of my Life</u>. With the earnings from this book, she bought a house for herself.
- K. Accept any relevant response. Suggestions:
 - 1. I guess that he is not well.
 - 2. There is a possibility that there was a problem in the schedule.
 - 3. In my opinion, they could be good friends if they tried.
- L. Accept any relevant response. Refer to the suggested outline in the Coursebook.

WORKBOOK

A. 2. a

3. d

4. e

5. b

B. 2. determined

3. disbelief

4. nostalgic

5. aware

- C. 1. No one will <u>meddle</u> in the committee's decision to award the <u>medal</u> to Varun.
 - 2. Afrin has a <u>flair</u> for writing children's poetry.
 - 3. The nurse tried to locate the old man's vein.



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- 4. Do you think revising a lesson every day will lessen the burden of the children during the examination time?
- 5. Wait for the teacher's <u>cue</u> before getting into the <u>queue</u>.
- 6. The young mountaineer had the assent of her instructor to go ahead with the ascent to the mountaintop.
- D. 1. simple

3. simple

5. complex

2. compound

4. complex

6. compound

- E. Accept any relevant response. Suggestions:
 - 1. Kiran laughed but Zayan frowned at the joke. Kiran laughed till tears rolled down her cheeks.
 - 2. The magician frightened the girl.

The girl ran off crying because the magician frightened her.

3. Maryam did not like the movie.

The movie had Maryam's favourite actors but she did not like the movie.

4. Afzal loves cars and he has an impressive collection.

Afzal loves cars although he cannot drive.

5. Charu did well in the exam.

Charu was ill yet she did well in the exam.

F. Accept any relevant response. Suggestions:

compound: Manjula was born with two fingers only on each hand so she could not do some things with ease.

complex: Since Manjula was born with two fingers only on each hand, she was all the more determined to prove herself.

G. Accept any relevant response.

WORKSHFFTS

WORKSHEET 1

A. 1. a

d

3. c

4. a

- B. 1. Kalam's father avoided unnecessary comforts and luxuries.
 - 2. Kalam's father undertook a project to build a wooden sailboat for the pilgrims to travel between Rameswaram and Dhanuskodi.
 - 3. During their long walks, Kalam and Jallaluddin would extensively discuss spiritual matters.
 - 4. Samsuddin's business was of newspaper distribution.
- C. Accept any relevant response. Suggestions:

Kalam's father was not highly educated yet he was wise enough to understand and provide for his family's needs. He was also a hardworking man. This is known from the fact that



he started his day early at four and walked for miles before returning for breakfast. It was his resilient spirit that encouraged him to rebuild the boat after it was damaged in the cyclone. Kalam tried to emulate his father throughout his life. Just like his father, he also led a simple life, having only what he needed. Kalam also believed in hard work. Although earning money for a living was not required of Kalam when he was young, he still worked with his cousin Samsuddin to earn his first salary.

D. Accept any relevant response. Suggestions:

Jallaluddin was one of the persons who greatly influenced Kalam's life. Jallaluddin had limited schooling but encouraged Kalam to excel in his studies. Jallaluddin would take pride in Kalam's achievements and never showed any trace of resentment for being deprived of further education. He always spoke to Kalam about educated people, scientific discoveries, medical science and literature, showing that he was well-informed. His knowledge came from his books which he generously shared with Kalam.

WORKSHEET 2

- A. 1. b 2. b 3. a 4. b
- B. 1. ensure 3. creek 5. rued 7. summery
 - 2. soar 4. wails 6. breach

WORKSHEET 3

- A. 1. simple 3. complex 5. simple
 - 2. complex 4. compound 6. compound
- B. 1. Swathi left before Hetal reached the station so he could not meet her.
 - 2. Marvin rushed to the store but it was closed.
 - 3. The weather was not cold yet Mariyam packed her woollens.
 - 4. The little girl saw the stranger and she got scared.
 - 5. Arya reached the station on time but the bus was late.
- C. 1. while 2. whereas 3. although 4. since 5. if

WORKSHEET 4

A. Listening text

JUTIKA: You look sad. What happened?

BINA: I couldn't win last week's badminton tournament. I was ill and could not practise.

JUTIKA: Don't worry. There's always next time.

BINA: No, I will never win because I am weak.

JUTIKA: Why would you say something like that?

BINA: I know it. I can never train as hard as other players.

JUTIKA: Self-pity is your worst enemy.

BINA: You won't understand my situation as you always win.



JUTIKA: Yes, of course I do. I had broken my wrist and the doctor said that I would never be able to play again. But here I am on the court every day.

Answers

- 1. Bina was sad because she could not win the previous week's badminton tournament.
- 2. Jutika told Bina that there's always next time.
- 3. Bina was sure that she will never win because she thought that she was weak and she can never train as hard as other players.
- 4. Jutika said that self-pity is the worst enemy.
- 5. The doctor said that Jutika would never be able to play again because she broke her wrist.
- B. Accept any relevant response. Suggestions:
 - 1. I may be wrong, but I believe the family is reunited in the end.
 - 2. It seems to me that you are an expert in computers.
 - 3. I would suggest that you visit a doctor.
 - 4. As far as I am concerned, this was the worst movie that I watched.
- C. Accept any relevant response. Suggested guidelines:

where do you stay – where is your home – how long have you been away – how did you spend your day in your home – how do you spend your days now – what do you miss about home – people you miss – any special thought you wish to write about



LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- read a story and learn about life skills and forming opinions.
- understand the lesson and attempt the comprehension questions.
- interchange words with phrases or suitable words, use prefixes and punctuate sentences.
- > learn about adjective, adverb and noun clauses along with 'if' clauses.
- listen and form opinions, demonstrate their ability to recall the heard text and to make inferences.
- write an informal letter.

Warm up

- 1. Ask the students if they have heard of ghosts, doppelgangers and poltergeists.
- 2. Ask them how these differ from each other. After a few responses, tell them:
 - A ghost is an apparition of a dead person. It is believed to appear typically as a hazy image.
 - A doppelganger is a spirit that some people believe looks like someone who is alive.
 - In folklore, a poltergeist (German for 'noisy ghost') is a type of ghost supposedly responsible for physical disturbances, such as loud noises and objects being moved or destroyed.

Comprehension

Make worksheets like the one given for each page of the story and give it out in class before the students read the lesson.



Character 1:

Character 2:

Event 1:

Event 2:

Event 3:

Ask the students to pair up and complete the worksheet as they read the lesson.

- 2. After fifteen minutes, read the story out and elicit responses to the worksheets of each page from the students. Validate their answers or offer suggestions if required.
- 3. By the end of the lesson, the events of the story will be clear to the students. Check their comprehension by asking students to answer the questions in Exercises A, B and C.
- 4. Employ the same strategy for Exercise D. Guide the students by giving them hints such as:

Do you think the countryman meant to help the stranger?

What do you do when you are not sure of something?

Is it normal for us to jump to conclusions without ascertaining the facts?

5. Use the story to encourage the students to have an open mind in all circumstances.

Word Study

- 1. Ask the students to look up a thesaurus and find synonyms of the word 'good'.
- 2. Allow them to work in pairs to complete Exercises E and F.
- 3. Ask them to share their answers with the class. Offer suggestions where necessary.

Punctuation

- 1. Explain the use of commas as listed in the text.
- 2. Have the students complete Exercise G individually.
- 3. Call out the correct answers. Ask the students to engage in self-assessment.

Grammar Study

- 1. Make a deck of cards with sentences containing the four clauses written on them.
- 2. In a lecture method, explain the four clauses and methods of identifying each one as illustrated in the text.
- 3. Give out the cards to the students. Each student will take one.
- 4. Ask the students to identify the clause in the sentence on each of their cards.
- 5. Then the students will read out their sentences to the class in turn and identify their clauses.
- 6. The rest of the class will either agree or disagree with each student's answer.
- 7. Settle any disputes that arise by giving explanations.
- 8. Ask the students to complete Exercise H individually and compare their answers with their partners'. You could call out the correct answers.
- 9. Set Exercise I for homework and use it for internal assessment.



Communication Skills

Listening

- 1. Before beginning the reading, ask the students to read the instructions given for Exercise J. Tell them to listen attentively as you will read out the paragraph only once.
- 2. Read out the paragraph pausing only to allow the students to mark their answers.
- 3. Read out the correct answers and ask the students to engage in self-correction.

Speaking

- 1. Ask the students to work in pairs. Encourage them to use the words given in Exercise K to give the instructions.
- 2. After five minutes have elapsed, ask them to come up in pairs and enact the conversation in front of the class. Assess the speaking skills of the students.

Writing

- 1. Draw the attention of the students to the informal letter-writing format given in the text.
- 2. Read out the instructions given in Exercise L.
- 3. Have the students brainstorm and refer to the main events they noted in their worksheets while reading the lesson before they attempt the letter-writing.
- 4. Allow ten minutes to pass and then ask them to write a rough draft. Encourage pair work at this stage.
- 5. Once the students are ready, tell them to write the letter in their notebooks.

FOR THE TEACHER: BEYOND THE LESSON

- 1. Ask the students to form small groups and narrate any ghost stories they may know.
- 2. Share this reading list in class.
 - Dracula by Bram Stoker
 - The Canterville Ghost by Oscar Wilde
- the *Goosebumps* series by R L Stine
- A Season of Ghosts by Ruskin Bond

Comprehension

Read an extract from the novel Robinson Crusoe written by Daniel Defoe. Robinson Crusoe is a sailor who is shipwrecked on an island when his ship sinks. This passage describes how he builds a house and makes his life comfortable after being stranded on the island.

I began to think of making myself a safe place to live. I had not seen any other people or wild animals. I knew that I must live near fresh water. I must build a house that would keep out the rain and the heat of the sun. It should be a high place so that I could watch for ships.

I walked about my island until I found a place that was just right. It was on the north side of a hill, a little flat place, covered with grass. Since it was in the north, the hot sun would never shine on it too much. Behind it was a wall of rock. If I built my house against the rock, nothing could come at me from behind the house. In front of this rock, the ground was flat for space and then sloped down to the sea.

At one place in the rock wall, there was the opening into a cave. I made up my mind to build my house right in front of this cave. I drew a half circle before the rock wall, about ten yards out from the rock and twenty yards across.

Then I cut down many small trees. I cut off their branches and made them sharp at one end. I drove them into the ground on the line I had made. I put them very close together.

I put a second row of trees inside the first, and about six inches from it. Between them, I put big ropes that I had taken from the ship. When it was done, I had a fence that neither man nor animals could get through.

Now, I began to carry up all the things I had taken from the ship. The first things I brought up were the sails which I used to make my tent.

In this tent, I put my bed and everything which the rain would have destroyed. The other things I put inside the fence.

A. Fill in the blanks with the correct options.

- 1. The island seemed to be ______ (isolated/occupied).
- 2. Crusoe decided to build his house ______ (in front of/inside) the cave in the wall of rock.
- 3. Crusoe used the tree branches to build a _____ (cover/barrier).
- 4. The purpose of the fence was to provide ______ (shelter/security).
- 5. From the things that Crusoe had taken from the ship, the ______ (sails/ropes) were used to build the tent.

В.	Number these sentences in the correct order.							
	Crusoe built a fence.							
	Crusoe made a tent.							
	Crusoe was shipwrecked.							
	Crusoe walked about the island searching for the right place.							
	Crusoe thought of making a safe place for himself to live in.							
	Crusoe cut down many small trees.							
	Crusoe came across a cave in a wall of rock.							
C.	Complete the following sentences.							
	Crusoe knew that he must live							
2.	If Crusoe built his house against the rock,							
3.	3. When Crusoe decided to build his house in front of the cave, he drew							
4.	4. Crusoe cut off the branches of the trees and							
5.	The fence was put up so that							
D.	Which were the three important factors that Crusoe considered before building his house?							
E	Describe the place where Crusoe decided to build his house.							
	District the place where the stand his near							

Word Study

A. Write words on the blanks that mean the following. Choose from the box.

	foaming	rattled	self-possessed	treacherous	perplexed	ghastly
1. calm an	nd confident					
2. dangero	ous					
3. talked o	continuously					
4. distaste	ful				~	
5. confuse	d and anxio	us				
6. saliva co	oming out o	f the mou	ıth			

- B. Tick the correct synonyms within brackets for the underlined phrases.
- 1. Birds move from one place to another (emigrate/migrate) to improve their chances of survival.
- 2. There is a treacherous bog in the open and uncultivated land (moor/forest).
- 3. The announcement about my father's promotion is about to happen (eminent/imminent).
- 4. Mr Lama was discussing his physical weakness (frailty/pain) with his friend.
- 5. The cousins were smiling (happy/grinning) when they saw the huge picnic basket.
- C. Add the prefixes un, in or dis to the words in the box. Then, fill in the blanks with them. You may have to change the form of the words.

	active ability	audibic	compandic	
	answer a	gree like	affect	
1. Maya	waking up ea	rly in the r	norning.	
2. Gunjan apologized for	her	to p	provide the ne	ecessary details.
3. The call went	I thir	ık I will ca	ll back in a w	hile.
4. Tora did not	with h	er parents.		
5. Hibernation is a period	when animals ar	re		
6. Jigme's voice was	be	cause the r	nicrophone w	rasn't working.
7. Partho was	by the c	haos in the	neighbourho	ood.
8. Harry and Binita have	proved that they	are		

A. Underline the noun clauses in these sentences.

- 1. Ali Baba knew where the forty thieves hid the treasure.
- 2. The teacher announced that she needed volunteers for the science exhibition.
- 3. Madhav thought that the Indian cricket team would win the 2015 ICC World Cup.
- 4. Whoever goes with me will get an ice cream treat.
- 5. Sarah believed that Farhana would be elected as the head girl.

B. Combine each pair of sentences using an adjective clause.

- 1. The gladiators had to fight wild animals. The wild animals were kept in cages.
- 2. Meryl wrote a book. It has been published.
- 3. Shubham Jaglan is a ten-year-old ace golfer. He is from Haryana.
- 4. Polly has a parakeet. It is a year old.
- 5. Sarita's parcel arrived this morning. It is on the table.
- 6. Some students were late. They were asked to stay back.

C. Complete the sentences using adverb clauses.

- 1. Ramesh wanted to meet his teacher _____
- 2. We saw a dancing monkey _____
- 3. The teacher praised Pema _____
- 4. Gayathri is happy _
- 5. Mother went off to sleep _____
- 6. You will find the loose change _____

Communication Skills

Listening

- A. Listen to an extract from a short story about an imaginary creature found in Benares (now Varanasi) and answer these questions. (Listening text on page 58)
- 1. Where did the Yakka live?
- 2. Describe her appearance.
- 3. Who was the Yakka's victim?
- 4. Why did the Yakka spare the teacher?
- 5. What did the Yakka do when she left to collect food?

Speaking

B. Imagine your uncle is dropping you off at school for the first time. You have to give him directions for the route from your house to the school. Role play the situation with your partner.

Writing

	you had an eerie encounter. Write a letter to your friend telling her/him
about the	e incident.

ANSWERS

MAIN COURSEBOOK

- A. 1. d
- 2. b
- 3. d
- 4. d
- B. 1. a. The companions were the old man and his son.
 - **b.** The narrator referred to the unusual circumstances of him and his companions eating in the dark.
 - c. The speaker was accustomed to eating in the dark because he was a sailor on a ship.
 - 2. a. The old man said these words.
 - b. The boy saved the children from a burning house.
 - c. Ever since the son had been injured in the burning house, the family led a retired life and did not even see a friend.
- C. 1. The narrator got lost because he took an unfamiliar route with several turnings. It was also very foggy. Although the countryman had told him to avoid the house, the narrator decided to go to the house because he was tired and cold.
 - 2. The narrator hesitated to enter the house because there was no light shining from the inside and it was silent. Also, the countryman's warning about the house had made the narrator cautious.
 - 3. No, it was evident from their discomfort that the narrator's hosts did not have dinner in the dark every day. They did so that day because they did not want the son's disfigured face to startle/shock the narrator.
 - 4. The narrator discovered what the old man's son looked like when the screen in front of the fire accidentally fell over. In the flickering light of the fire, the narrator saw the disfigured face of the son. The old man told him that his son had been injured a few years ago, saving children in a burning house.
 - 5. The family did not have company often because the family led a retired life. They avoided people because the villagers were scared of the old man's son.
- D. 1. The countryman discouraged the narrator from going to the house because he believed that there was something scary in the house.
 - 2. The villagers believed that there was something strange in the house probably because someone in the village had seen the old man's son and had been scared by his disfigured face. The news would have spread in the village and soon turned into exaggerated stories and rumours. No, they were not correct in their belief because the old man's son was not scary, but brave, gentle and generous.
- E. Accept any relevant response. Suggestions:
 - 1. interesting
- 2. enjoyable
- 3. sate
- 4. pleasant
- 5. delicious

- F. invisible, unjust, uneasily, disentangle, undo
- G. In 1795, three men, Paul Revere, a metal smith, Samuel Adams, the governor of Massachusetts, and William Scollay, a local developer, buried a time capsule under the



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cornerstone of the eighteenth-century State House building in Massachusetts.

On 6th January 2015, officials opened the time capsule.

The contents included an engraved silver plate, a copper medal depicting George Washington, five folded newspapers, the seal of the Commonwealth, some cards, at least 24 coins including half-cent, one-cent, half-dime, 10-cent and 25-cent coins, a silver plate made by Paul Revere, and a title page from the Massachusetts Colony records.

The museum head of objects conservation, Pam Hatchfield, used equipment such as a porcupine quill, a bamboo tool and her grandfather's dental tool to open the box.

She looked at the papers inside and said, "They are in an amazingly good condition."

- H. 1. The narrator was greeted by a tall, bony old woman who was holding a candle. adjective
 - 2. I really cannot understand what he's trying to say. noun
 - 3. Dilnaz will run in the race because her friend Jude is running too. adverb
 - 4. The Nature Park is the place where tomorrow's rally will be held. adverb
 - 5. I know that Sanskrit is an ancient language. noun
 - 6. This story has been written by W W Jacobs whose favourite subject was marine life. adjective
 - I. Accept any relevant response. Suggestions:
 - 1. If the narrator had not spotted the house, he would have had to spend the night lost in the cold.
 - 2. If the narrator had not taken another route, he would not have gotten lost.
 - 3. If the narrator had not met the countryman, he would not have known that the villagers feared the house.
 - 4. If the countryman had not warned the narrator, he would not have hesitated to go to the house.
 - 5. If the night had not been foggy, the narrator would have perhaps found his way back.
- J. 1. adventure

- 3. a spiral staircase

2. three

4. candle

- 6. no dust or cobwebs
- K. Walk a little on the Ashok Chowk road. You will see the city museum on your right. After that, turn right at the crossing. You will now be on Gunhill Road. Walk on till you see the kids' park on your left. Don't take a left turn at the crossing. Keep going on the Gunhill Road and you will see AB Colony on your left and a green factory on your right.
- L. Accept any relevant response. Suggested outline:

lost – cold, tired and hungry – entered the house despite the warning – so strange – woman was rude but the old man was very kind – told me that dinner would be in the dark! – the son's eyes were bad but didn't see him – he came in the dark – I could eat but they struggled - the countryman's warning echoed in my head - was ready to run - just then, screen fell – jumped out of my skin – his face – managed to calm my nerves – old man told me the story - good people - brave boy - lonely family - glad to have met them

WORKBOOK

- A. 2. grandly 3. sadly 4. misery 5. faint
- B. ashore, unlikely, incorrect, unfair, unacceptable, dismiss, uneasy
- C. 1. age 2. spell 3. period 4. moment 5. era
- D. 1. noun 2. adverb 3. adverb 4. adverb 5. adjective
- E. 1. A tall, bony old woman, holding a candle, opened the door.
 - 2. Ajeeta expected that she would get a prize in the debate competition.
 - 3. It seemed likely that it would be cold in Shimla.
 - 4. My brother promised that he would help me pack my bags.
 - 5. Abhijeet was determined that he would catch the train.
- F. 1. The carpet that we bought last year, looks old and dirty.
 - 2. Jean du Pont, who is a French student, lives in New Delhi.
 - 3. Atif is reading Jack London's famous book The Call of the Wild.
 - 4. Mansi is taking guitar lessons from Abhinav who is a good music teacher.
- G. Accept any relevant response. Suggestions:
 - 1. The goalie missed the ball when he got distracted by the screaming spectators.
 - 2. Mahi passed the exam because she worked hard.
 - 3. Ken is saving money so that he can buy a pair of headphones.
 - 4. Mischa and Varun took shelter at the bus stop in order to avoid getting drenched in the rain.
 - 5. The document was delivered last night before 8.00 p.m.
- H. Accept any relevant response. Suggestions:
 - 1. If I were a calendar, I would make all days Sundays.
 - 2. If I were a dewdrop, I would slide down leaves.
 - 3. If I were a dolphin, I would offer rides on my back to children.
 - 4. If I were a musician, I would tour the world and perform in all the countries.
 - 5. If I were a poet, I would write poems about what the world could be if people respected each other.
 - I. Accept any relevant response.

WORKSHEETS

WORKSHEET 1

- A. 1. isolated 2. in front of 3. barrier 4. security 5. sails
- B. _6_ Crusoe built a fence.
 - __7_ Crusoe made a tent.



- __1_ Crusoe was shipwrecked.
- __3_ Crusoe walked about in the island searching for a right place.
- 2 Crusoe thought of making a safe place for himself.
- __5_ Crusoe cut down many small trees.
- 4 Crusoe came across a cave in a wall of rock.
- C. 1. Crusoe knew that he must live near fresh water.
 - 2. If Crusoe built his house against the rock, nothing could attack him from behind.
 - 3. When Crusoe decided to build his house in front of the cave, he drew a half circle on the ground before the rock wall, which was about ten yards away from the rock and twenty yards across.
 - 4. Crusoe cut off the branches of the trees and made them sharp at one end.
 - 5. The fence was put up so that no man or animal could get through.
- D. The three important factors that Crusoe considered before building his house were that he needed to live near fresh water, the house should keep out the rain and the heat of the sun, and it should be high place so that he could watch for ships.
- E. Crusoe decided to build his house at a place on the north side of a hill. It was a little flat place that was covered with grass. Since it was in the north, the hot sun did not shine on it too much. Behind it was a wall of rock. The ground in front of the rock was flat for space and then sloped down to the sea.

5. perplexed

WORKSHEET 2

A. 1. self-possessed	3. rattled
----------------------	------------

ghastly 2. treacherous 6. foaming

3. imminent B. 1. migrate 5. grinning

4. frailty 2. moor

C. 1. dislikes 7. unaffected 3. unanswered 5. inactive

2. inability 4. disagree 6. inaudible 8. incompatible

WORKSHEET 3

- A. 1. Ali Baba knew where the forty thieves hid the treasure.
 - 2. The teacher had announced that she needed volunteers for the science exhibition.
 - 3. Madhav thought that the Indian cricket team would win the 2015 ICC World Cup.
 - 4. Whoever goes with me will get an ice cream treat.
 - 5. Sarah believed that Farhana would be elected as the head girl.
- B. 1. The gladiators had to fight wild animals that were kept in cages.
 - 2. The book that Meryl wrote has been published.
 - 3. Shubham Jaglan, who is a ten-year-old ace golfer, is from Haryana.
 - 4. Polly has a parakeet that is a year old.



- 5. Sarita's parcel that arrived this morning is on the table.
- 6. The students who were late were asked to stay back.

C. Accept any relevant response. Suggestions:

- 1. Ramesh wanted to meet his teacher before he left for the day.
- 2. We saw a dancing monkey when we were playing on the beach.
- 3. The teacher praised Pema because she is always punctual.
- 4. Gayathri is happy when she plays her piano.
- 5. Mother went off to sleep while she was reading a book.
- 6. You will find the loose change where I keep the toffees.

WORKSHEET 4

A. Listening text

About fifty miles from the city of Benares (now Varanasi), in India, there once lived, in a great dark cave, a creature called a Yakka. She had the face of a horse and the body of a woman. She was strong and fierce as a tigress.

One day the Yakka caught a school teacher who was travelling alone towards Benares. She carried him off with great swiftness into her cave. When she saw that he was young and handsome, she asked him whether he would marry her if she spared his life. And the teacher thinking that of the two evils this would be lesser, agreed to become her husband.

Afterwards the Yakka grew more and more humane and gentle. She tried various ways to improve her mind. However, she always feared that her husband would run away if he could, so she used to roll a huge stone in front of the entrance to the cave whenever she went to collect food. And this way the poor teacher was kept a prisoner.

Answers

- 1. The Yakka lived about fifty miles from the city of Benares, in India, in a great dark cave.
- 2. She had the face of a horse and the body of a woman. She was strong and fierce as a tigress.
- 3. The Yakka's victim was a school teacher who was travelling alone towards Benares.
- 4. The Yakka spared the teacher because he agreed to marry her.
- 5. The Yakka used to roll a huge stone in front of the entrance to the cave so that her husband would not run away.

B. Accept any relevant response. Suggested outline:

take a right from the first traffic signal – take a left from the supermarket – keep going straight – cross the chemist shop – school on the right

C. Accept any relevant response. Suggested outline:

where were you on that day – what was spooky about the incident – do you think it was out of the ordinary – were you scared out of your wits – have you shared about the incident with anyone





Scratching the Tiger's Back

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- read and appreciate another poem by an Indian poet, Keki N Daruwalla.
- > explore the use of imagery in the poem.
- > gather information, form opinions and respond to questions asked.
- > choose the correct phrasal verbs to complete sentences.
- > classify countable and uncountable nouns.
- > paraphrase the poem.

Warm up

- 1. Ask the class to think of words that come to their mind when they think of a tiger. Write their responses on the board. Suggestions:
 - fierce, endangered, golden, majestic, regal, proud, powerful, glossy, orange, mighty, dangerous, beautiful, striped, wild, glowing, roaring
- 2. Write the title of the poem on the board. Ask the students to predict what the poem could be about. After a few responses, ask them to read the poem.

Comprehension

- 1. Explain the poem to the class. Point out the use of personification (afternoon and winter sun turn slow) and metaphor (charged with electricity) in the poem.
- 2. Use the words on the board to remind them of their responses in the warm up. Contrast



them with how the poet has tried to portray the two opposing characteristics of the tiger. Ask them: What does black and gold represent? (evil and good) What does the tiger mean by saying 'you can scratch my back'? (I am gentle and do not kill just for the fun of killing.)

- 4. Select five students and ask them to complete the sentences in Exercise A for the class.
- 5. Select three other students to answer the questions in Exercise B in class.
- 6. Exercise C may be done as a class discussion.

Word Study

The class may be asked to use a dictionary to complete Exercises D and E individually. At the end of ten minutes, call out the answers.

Grammar Study

- 1. Explain countable and uncountable nouns.
- 2. Divide the class into two teams. Each team names a countable and an uncountable noun in turns till the team that incorrectly names a countable or uncountable noun three times loses.
- 3. Set Exercises F and G for homework and use it for assessment.

Writing

- 1. Divide the class into three sections. Each section will read out one stanza of the poem.
- 2. Ask each section of the class to paraphrase the stanza read out by them. Encourage group work at this stage. Let them read out the paraphrased stanzas to the entire class.
- 3. Ask the students to consolidate the paraphrase and write it in their notebooks. (Exercise H)

FOR THE TEACHER: BEYOND THE LESSON

The poem offers an excellent opportunity to hold a class discussion on the endangered tiger. Tell them that the regal creature has been under the threat of extinction. Encourage them to learn more about tigers and the dangers that they face using these weblinks:

> rsgr.in/nger7thb1 rsgr.in/nger7thb2 rsgr.in/nger7thb3



7. Babita found two golds coins in an old shoebox.

8. Sheryl left a loaf of breads on the dinner table.

Grammar Study

A.	Identify the underlined nouns as countable or uncountable. Write C for countable or U for uncountable.
1.	The cat drank a bowl of milk.
2.	We found an <u>aluminium</u> box in the garage
3.	Mithya went to the chocolate <u>factory</u> .
4.	No news is good <u>news</u> .
5.	Jatin has made some new <u>friends</u> .
6.	Mayank enjoys listening to music.
7.	Wisdom is something that you cannot buy.
8.	Take a deep <u>breath</u> before you dive
В.	Rewrite these sentences correctly.
1.	Leila has long and lustrous hairs.
2.	The children on the beach were busy playing with sands.
3.	Daya's feets were hurting as he had to stand for a long time.
4.	This persons is responsible for taking orders.
5.	Mother has prepared soups for supper.
6.	Healths is wealth is a well-known saying.

ANSWERS

MAIN COURSEBOOK

Paraphrase

It is rather sad or unfortunate that the tiger is known only as a ferocious animal that attacks and kills. However, there are times when even a tiger wants to laze around and have someone scratch his back. His mood often depends upon whether he has had his meal. When he's hungry, he is active and has the energy to go out in the forest and hunt for his prey. But there are times when he has already eaten, his stomach is full and he is not eager to attack. At these times he is so satisfied with his meal that he feels tired after a hunt and lazily retires to his den and doesn't want to go anywhere. His entire body gives an impression of being tired and doesn't have the otherwise fiery look that characterizes his body. The dullness of his skin and stripes conveys his reluctance to do anything except relax. He behaves in a relaxed and lazy manner at such times. The afternoon of a winter's day seems much longer than it actually is and time seems to run slower than it usually does. Everything seems peaceful.

On autumn evenings, there is a moment when the rays of the setting sun fall on the leaves, and these reflect the golden colour of the sunlight. This makes the tigers look brighter and they look golden. But they also cast a shadow which is black. Seen in this black and gold shadow, the tiger does not look frightening. Even if the fear still lingers, there will be nothing to worry about since the tiger will be on the opposite side of the river and not close to you. You will not be affected by the sight of the tiger and you will not have nightmares in which the tiger will appear as a print of black and gold daggers.

If out of fear you still dream of him, he will not be charging in these dreams, he will not be trying to kill anyone. He will enter your dreams softly without roaring and he will not disturb your peaceful sleep. All he will say is that he's fine because he has had a good meal in the afternoon and so he is not looking for more meat. He will explain that he is just another creature created by God like all of us. Just as everyone has both bad and good qualities in them, the tiger is also a combination of both good and evil depicted by his gold and black stripes. He assures us that tonight he will not harm anyone. With this assurance, he announces that we can scratch his back in order to make him feel good.

Answers

- A. 1. The tiger is known for being a fierce animal.
 - 2. The poet uses the word 'regrettably' because <u>he believes that people are mistaken about the tiger</u>.
 - 3. 'At times the tiger is not charged with electricity' means that <u>sometimes the tiger is not energetic and fierce</u>.
 - 4. The stripes on the tiger are referred to as 'black and gold daggers' because our fear



- or nightmares could make the fur of the tiger appear as a print of black and gold daggers.
- 5. The tiger is similar to human beings because both <u>are creations of God and both have</u> evil and good in them.
- B. 1. When the tiger is not worried about his meals, he feels lazy and does not like to move.
 - 2. When the tiger feels lazy, he doesn't do anything and so time goes by slowly.
 - 3. When the tiger feels lazy, he lies down and doesn't like to do anything. His lack of energy makes him look mellow. The fur that glows and the stripes that look like daggers when he is looking for his meals, don't seem that scary when he's resting.
- C. 1. The tiger seems to be begging for affection. His repeated request for someone to scratch his back shows that he does not like to be feared and wants someone to treat him with kindness and affection. He should not be seen merely as a fierce animal which likes to hunt all the time.
 - 2. The poet is trying to say that all beings behave similarly. The tiger seems to be begging for all to understand that like human beings both good and evil dwell in him. Both animals and human beings need love, care and affection. The poet is encouraging us to think of the tiger as more than just a ferocious animal which we need to fear. The tiger needs as much of our care as cats and dogs.
- D. stay in, stay over, stay away, stay out, stay up, stay put, stayed on
- E. A 2006 survey revealed that the number of tigers in India had gone down to an alarming low figure of 1411. A scientific survey was again <u>carried out</u> in 2014 to check the tiger population. The aim was to <u>find out</u> how the recent conservation efforts have <u>acted upon</u> the tiger population of India.

Even though humans haven't given up deforestation and poachers continue to <u>carry on</u> with illegal trading, India's tiger count has gone up by 30 per cent.

- F. 1. tiger C; attack U
 - 2. times, tiger C; electricity U
 - 3. tiger's, body, print C; black, gold U
- 4. Keki N Daruwalla, poems C
- 5. Keya, gift, cartons C
- 6. Ananya Vinay, 2017 US Spelling Bee competition C
- G. Accept any relevant response. Suggestions:

Owls hunt for food at night; Last night I could not get any sleep.

The project was a success at the exhibition; All of us want success in life.

The necklace is made of stone; He was punished for throwing a stone at the dog.

H. Accept any relevant response. Refer to the paraphrase given on the previous page.

WORKBOOK

A. 2. check into

- 4. broke through
- 6. carry out

3. run away

5. call on



PHRASAL VERB	MEANING	SENTENCE
drop in	to visit casually, without informing before	Balwant <u>dropped in</u> for tea when he was returning from work.
figure out	to find an answer	The manual will help us <u>figure out</u> how to assemble this machine.
get away with	to escape blame and punishment	Jerry thought he could get away with eating the cheese until Tom surprised him.
give away	to reveal a secret	The police interrogated the robber till he gave the names of his accomplices away.
keep up	to move at the same rate as someone else	Mohit increased his pace to keep up with the group.

- C. 2. C
- 4. U
- 6. C
- 8. C
- 10. C

- 3. U
- 5. U
- 7. C, U
- 9. C, C

- D. 1. a/the, some, the, a
- 3. the/some

5. an, a, the

2. a, the

- 4. Some
- E. 1. How many photographs did you click?
 - 2. Some plants do not need much water.
 - 3. Did you drink some tea?
 - 4. The manager did not share any information with me.
 - 5. There isn't any food left in the refrigerator.
- F. Accept any relevant response.

WORKSHEET

- A. 1. U
- 3. C
- 5. C
- 7. U

- 2. U
- 4. U
- 6. U
- 8. C

- B. 1. Leila has long and lustrous hair.
 - 2. The children on the beach were playing with sand.
 - 3. Daya's feet were hurting as he had to stand for a long time.
 - 4. This person is responsible for taking orders.
 - 5. Mother has prepared soup for supper.
 - 6. Health is wealth is a well-known saying.
 - 7. Babita found two gold coins in an old shoebox.
 - 8. Sheryl left a loaf of bread on the dinner table.



A Grain as Big as a Hen's Egg

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- employ the strategy of skimming and scanning a piece of prose.
- > follow the sequence of ideas expressed by the author.
- > make inferences based on the text.
- identify binomial expressions.
- > consult a dictionary to find the meanings of words.
- > select a verb that agrees with the subject.
- > listen to make inferences and frame polite questions.
- > write a formal letter.

Warm up

- 1. Ask the students to read the lesson title and make a prediction of the kind of text they are about to read. Give them these options:
 - a factual piece, a parable, a comedy
- 2. Read out the introduction to the lesson and then ask the students:

What is a parable? (a short story that teaches a moral or spiritual lesson)

What can this parable be about?

When do you think the events in this parable could have taken place?

3. The students make their predictions which help them to anticipate what the lesson could be about. This prepares them and arouses their interest.



Comprehension

- 1. Instruct the students to first read the statements listed in Question 2 of Exercise A.
- 2. Tell them to skim through the text to find the answer and mark it in the book, with a pencil. After five minutes, call out the correct answers and ask the students to engage in self-correction.
- 3. Tell the students to read the first page of the story silently and find the answers to the questions you write on the board. The questions are:

What did the children find? Who bought it from the children? Why did he buy it?

What did the king do with it? Why couldn't the wise men find out where such corn had grown?

Who could possibly know about the corn? Whom did the king want to see?

Who was brought to see the king? What was his appearance?

- 5. Once the students have answered these questions, divide the class into two teams.
- 6. Instruct Team A to formulate similar questions for the story on page 36 of the Coursebook and Team B for pages 37 and 38.
- 7. After ten minutes, each team poses the questions to students of the other team.
- 8. Intervene only when a correction is required.
- 9. Students complete the remainder of Exercise A individually and compare answers with their partners'.
- 10. Hold a class discussion for Exercises B and D.
- 11. Have the students write out the answers to the questions in Exercise C in their notebooks. The students have already answered most of the questions during the 'while-reading' task.

Word Study

- 1. Write these binomial expressions on the board.
 - pick and choose, more or less, step by step, loud and clear, in and out, high and dry
- 2. Explain that like collocations, binomial expressions help in the fluency of written and spoken English.
- 3. They can complete Exercise E as classwork.

Dictionary

Exercise F may be done individually. The students may check their answers with their partners.

Grammar Study

- 1. In a lecture method, explain the rules of subject-verb agreement.
- 2. Divide the class into two teams with an equal number of students in each team.



3. One team thinks of subjects and the second team supplies the verbs for the subjects.

For example: Team A Team B David swims Krishan and Raja read Tree branches sway A river flows

Rivers

4. The students will have fun looking for tricky subjects. After a while, let Team B think of subjects while Team A supplies the verbs.

flow

- 5. Exercise G can be done as pair work. Call out the answers after five minutes.
- 6. Set Exercise H for homework and assess the students' understanding of subject-verb agreement.

Communication Skills

Listening

- 1. Suggest to students that they use prior knowledge and recall the story they have just read. Recommend they read the instructions given in Exercise I.
- 2. Read out the descriptions one at a time. Pause for a few moments to give the students time to write their answers after they hear each description.
- 3. Assess their ability to recall by asking them to check their answers with their peers and state whether they could identify the characters correctly.

Speaking

1. Formulate the beginnings of a few polite questions and write them on the board. For example:

Could you please tell me . . . Where can I find . . .

Would you know whether . . . Is it possible for me to . . .

- 2. Prompt the students to identify when such phrases are used.
- 3. Demonstrate the difference between polite and impolite ways of asking for information. For example:

Tell me . . . Where is . . . When is . . . How is . . .

4. Ask the students to engage in pair work. They will frame a few questions according to the situations given in Exercise J and share them with the class.

Writing

1. Lead the students through the process of brainstorming the differences between a formal and informal letter. Examine the format of the formal letter given on page 41 of the Coursebook and the informal letter on page 30.



- 2. Give them hints regarding the content of the letter. Tell them the names of a few classic stories such as *Treasure Island*, *The Adventures of Tom Sawyer* and *Around the World in Eighty Days*.
- 3. Select two students to come up to the board and write the letter collaboratively.
- 4. Invite the class to recommend changes in the letter written by the two students. If you agree with the recommendations, encourage the two students to modify the letter.
- 5. Set Exercise K for homework and use it for internal assessment.

FOR THE TEACHER: BEYOND THE LESSON

- 1. Download a picture of Leo Tolstoy from the Internet and show it to the class.
- 2. Tell them that he was a Russian novelist who lived in the early nineteenth century and is best known for his novels *War and Peace* and *Anna Karenina*.
- 3. Many films and television series have been based on books written by Leo Tolstoy. Among them are: Anna Karenina (2012 British film), War and Peace (2015 British TV series) and Frozen Land (2005 Finnish film).
- 4. Introduce the class to the names of a few other Russian writers and their works. For example:

Crime and Punishment by Fyodor Dostoyevsky, The Cherry Orchard by Anton Chekhov, The Signal by Vsevolod Mikhailovich Garshin

5. They could also look for Russian literature in English at

rsgr.in/nger7thb4

6. Introduce them to Russian Fairy Tales by W R S Ralton at

rsgr.in/nger7thb5



Worksheet

Read the parable and answer the questions that follow.

King Solomon lived three thousand years ago. He built a great temple in Jerusalem, and was famous for his wisdom.

One day King Solomon was sitting on his throne, and his great men were standing around him. Suddenly the door was thrown open and the Queen of Sheba came in.

"O King," she said, "in my own country, far, far away, I have heard much about your power and glory, but much more about your wisdom. Men have told me that there is no riddle so cunning that you cannot solve it. Is this true?"

"It is as you say, O Queen," answered Solomon.

"Well, I have here a puzzle which I think will test your wisdom. Shall I show it to you?"

"Most certainly, O Queen."

Then she held up in each hand a beautiful wreath of flowers. The wreaths were so nearly alike that none of those who were with the king could point out any difference.

"One of these wreaths," said the queen, "is made of flowers plucked from your garden. The other is made of artificial flowers, shaped and coloured by a skilful artist. Now, tell me, O King, which is real and which is not?"

The king, for once, was puzzled. He stroked his chin. He looked at the wreaths from every side. He frowned. He bit his lips.

"Which is the true?" the queen again asked.

Still the king did not answer.

"I have heard that you are the wisest man in the world," she said, "and surely this simple thing ought not to puzzle you."

The king moved uneasily on his golden throne. His officers and great men shook their heads. Some would have smiled, if they had dared.

"Look at the flowers carefully," said the queen, "and let us have your answer."

Then the king remembered something. He remembered that close by his window there was a climbing vine filled with beautiful sweet flowers. He remembered that he had seen many bees flying among these flowers and gathering honey from them.

So he said, "Open the window!"

It was opened. The queen was standing quite near to it with the two wreaths still in her hands. All eyes were turned to see why the king had said, "Open the window."

The next moment two bees flew eagerly in. Then came another and another. All flew to the

flowers in the queen's right hand. Not one of the bees so much as looked at those in her left hand.

"O Queen of Sheba, the bees have given you my answer," said Solomon.

And the queen said, "You are wise, King Solomon. You gather knowledge from the little things which common men pass by unnoticed."

A.	Tick	the	most	ap	pro	priate	options.
----	------	-----	------	----	-----	--------	----------

1.	King Solomon built a temple in	
	a. Egypt.	c. Cyprus.
	b. Jerusalem.	d. England.
2.	Queen of Sheba went to King Solomon	
	a. to visit his kingdom.	c. to test his wisdom.
	b. to invite him to her palace.	d. as the enemies had attacked her.
3.	King Solomon moved uneasily on his golder	n throne because he
	a. was breathless.	c. knew answer.
	b. was anxious.	d. was puzzled.
P	Complete the following sentences.	2° ~ ()`
	In each hand, the Queen of Sheba held	
	The challenge for King Solomon was	
3.	When King Solomon was puzzled, he	
4.	Queen of Sheba teased King Solomon by say	ving
5.	The bees flew among	
C	Why did King Solomon want the window	anened?
.	why the reing solomon want the window	opened.
D.	What was the Queen of Sheba's response	when King Solomon answered her question?
2.	what was the Queen of execute response	when thing obtained michael not question

Word Study

A. Fill in the blanks with the words from the box and complete the expressions.

	earth goings figures swim fleedies side see
1.	The landlord keeps an eye on the comings and of the tenants.
2.	Sheila was ready to move heaven and to get a role in the movie.
3.	For Natalia, the test is a sink or situation.
4.	The twins were standing side by making it all the more difficult to differentiate between them.
5.	The plan has been executed, now we just have to wait and
5.	Aisha's presentation had all the facts and about deforestation in India.
7.	Sujatha gets pins and in her legs if she stands for too long.
3.	Circle the incorrect homophones. Rewrite the sentences using the correct words.
1.	Srijana's scarf complimented her dress well and made her look stunning.
2.	People with course manners seldom have any friends.
3.	The officials have decided to raise the old buildings due to safety issues.
4.	There was a growing descent among the workers regarding the new law.
5.	When I woke up, the air was sweet with the smell of freshly mode grass.
5.	Carol's favourite banned is performing in Nehru Park today.
7.	We were taught about adjective claws in our grammar class.

Grammar Study

A. Tick the correct verbs within the brackets.

- 1. Satvinder (don't/doesn't) like playing board games.
- 2. Almost everybody (enjoys/enjoy) a hot cup of chocolate milk.
- 3. One of Nita's sisters (is/are) going on a trip to Ladakh.
- 4. There (was/were) twenty bicycles parked in the school shed.
- 5. Neither Arti nor Aarav (is/are) interested to go for a swim.
- 6. Some of the grain stored in the granary (has/have) been damaged by the rats.
- 7. The government (has/have) announced relief package to all the drought-affected areas.
- 8. The camera lens (needs/need) to be cleaned.

1. Monika and her sisters is at school.

- 9. Illa and Ekta (goes/go) to the library every Saturday.
- 10. A glass of lemonade with ice cubes (is/are) a healthy way to quench our thirst on a sunny day.

B. Rewrite the sentences with correct subject-verb agreement.

- Mathematics are Meena's favourite subject.
 The man who saved the drowning cat live in the house around the corner.
 Everybody in the class have completed their assignment.
 None of Arun's friends were interested in going for the movie.
- 6. 100 meters are a long distance to swim for a novice swimmer.
- 7. Many students has answered the question correctly.
- 8. Mithya's dogs barks when they are hungry.

Worksheet

Communication Skills

Listening

A.	Listen	to	the	story	and	fill	in	the	blanks.	(Listening	text on	paş	ge 77	7)
----	--------	----	-----	-------	-----	------	----	-----	---------	------------	---------	-----	-------	----

Huggie Erskine was a	,		who
had neither a	nor any	To add	to his problems, he
was not allowed to marry Lau	ira Merton, the girl he lo	ved. Her father t	old him to return
only when he had			of his own.
decided t	o visit his	Alan Trevo	or, who was a
well-known portrait	In the studio,	Huggie saw a _	
-looking	figure who was posing as	a	for Trevor.
Later on, feeling sorry for this	s old	he gave him a _	
and some pennies. It was more			old beggar was most
but grate	fully accepted it.	9	
Later that night,	learnt from	t	hat the beggar was
none other than Baron Haush	oerg, a	_ Trevor also me	entioned that the
multimillionaire was	about him. F	Huggie was	То
think that he had given a pou			
The next morning	had a visitor na	amed Monsieur (Gustave Naudin.
He handed Huggie an envelo	pe in which there was a _		for ten thousand
pounds. It was a	present to Huggi	e Erskine and La	ura Merton from an
old beggar.			

Speaking

- B. Frame polite questions to seek information about
- 1. how to visit a friend who is in a hospital.
- 2. asking for a specific book in a bookshop.

Writing

C. Imagine you are the president of a sports club. In your notebook, write a formal letter to the stadium manager requesting her/his permission to allow you to use the stadium for a football tournament.

ANSWERS

MAIN COURSEBOOK

- A. 1. a. The oldest man
- 2. b. The older man
- 3. c. The old man

- 2. a, b, e
- B. 1. a. The second old man said these words.
 - b. He had never bought any grain or anything else.
 - c. He had never bought any because in his time money was not yet in use.
 - 2. a. The third old man said these words.
 - b. 'It' is the grain.
 - c. The speaker compared 'it' to the grain he used to eat in his young days.
 - 3. a. 'The thing' is land.
 - b. The land belonged to God.
 - c. A man could call his labour his own.
- C. 1. The children found a large grain in the ravine.
 - 2. A traveller bought the grain from the children for a penny and sold it to the king as a curiosity.
 - 3. The wise men discovered that the object was a grain when a hen flew in and pecked at it till she made a hole in it.
 - 4. The king wanted to know when and where such a grain was grown but the wise men could not answer his question. They suggested that peasants be questioned about it and so the king wanted to meet a very old peasant.
 - 5. The old man described the object as 'a fine grain' because it was large and tasty.
 - 6. The king asked the last peasant these questions -
 - When and where was such corn grown?
 - Had he bought or sown such grains?
 - Where was his field where he grew corn like that?
 - Why did the earth bear such grain then and does not anymore?
 - Why did his grandson walk with two crutches, his son with one while he did not need any?

The peasant answered the king's final two questions by saying that humans had ceased to live by their own labour. Instead, they depended on others' labour. In the old times, humans lived on what they produced and did not want what others had.

- D. 1. The children did not realise the value of an unusual grain of corn like the one they had found and sold it to the traveller for a small amount. The traveller, however, instantly recognized its value and took it to the king who saw its worth.
 - 2. In the old man's time, people only owned their labour, not land or grain. They had no concept of money, and hence, did not buy or sell goods. If they bought grain, they



would be buying the produce of God's land and another person's labour which would be a sin.

- 3. The first old man was the youngest but the weakest of all three men. His father was healthier than him but weaker than his own father, who was unusually fit for his age. This indicates that as the generations progressed, health issues became more common and quality of life decreased.
- E. 1. leaps and bounds
- 3. sooner or later
- 5. back and forth

- 2. thick and thin
- 4. to and fro

6. make or break

- F. 1. e
- 2. a

2. is

- 3. d
- **4.** c
- 5. are

- G. 1. are H. 1. is
- 2. is, has
- 3. has 3. are
- 4. is

4. has

5. is

- I. 1. the third peasant
- 3. the second peasant
- 5. the first peasant

2. the traveller

- 4. the wise men
- J. Accept any relevant response. Suggestions:
 - 1. Do you know where I can find a list of all the stops on the hop-on hop-off tour?
 - 2. Do you know where I can find the principal or when she'll return to her office?
 - 3. I would like to visit my uncle Mr Qureshi. Could you please tell me where I can find him?
- K. Accept any relevant response. Refer to the formats given in the Coursebook. Suggested outline:

Subject: Request for latest catalogue of Classic Stories – On behalf of XYZ school, I request you to - We would like to place an order - However, we need more information about -Please send the catalogue to the aforementioned address

WORKBOOK

- A. 1. tear
- 3. outs

5. cons

2. thin

4. again

6. sweet

B. 1. breathless

3. selfless

5. harmless

2. motionless

- 4. cloudless 3. setting

5. style

- C. 1. character 2. plot
- - 4. theme

- D. 1. is
- 3. is
- 5. is

7. is

- 2. are
- **4.** are
- 6. is

- 8. is

- E. 1. has
- 3. were
- 5. were
- 7. is

- 2. is
- 4. jump
- 6. like
- 8. pair

F. Accept any relevant response.

WORKSHEETS

WORKSHEET 1

A. 1. b 2. c 3. d

- B. 1. In each hand, the Queen of Sheba held a beautiful wreath of flowers.
 - 2. The challenge for King Solomon was to determine which wreath was made of real flowers and which was made of artificial ones.
 - 3. When King Solomon was puzzled, he stroked his chin, looked at the wreaths from every side, frowned and bit his lips.
 - 4. Queen of Sheba teased King Solomon by saying that she had heard that he was the wisest man in the world and surely that simple question should not puzzle him.
 - 5. The bees flew among the flowers of the climbing vine, gathering honey.
- C. King Solomon wanted the window opened because he remembered that close by his window there was a climbing vine filled with beautiful sweet flowers where he had seen many bees flying among those flowers and gathering honey. He knew that when the window would be opened, the bees would fly to the real flowers and he would have the answer.
- D. When King Solomon answered the question of the Queen of Sheba, she said that he was a wise king and that he gathered knowledge from the little things which common men passed by unnoticed.

WORKSHEET 2

A. 1. goings 3. swim 5. see. 7. needles

2. earth 4. side 6. figures

B. 1. Srijana's scarf complemented her dress well and made her look stunning.

2. People with coarse manners seldom have any friends.

3. The officials have decided to <u>raze</u> the old buildings due to safety issues.

4. There was a growing dissent among the workers regarding the new law.

5. When I woke up, the air was sweet with the smell of freshly moved grass.

6. Carol's favourite band is performing in Nehru Park today.

7. We were taught about adjective <u>clause</u> in our grammar class.

WORKSHEET 3

A. 1. doesn't 3. is 5. is 7. has 9. go 2. enjoys 4. were 6. has 8. needs 10. is

B. 1. are 3. lives 5. was 7. have

2. is 4. has 6. is 8. bark



WORKSHEET 4

A. Listening text and answers

Huggie Erskine was a <u>handsome</u>, <u>young man</u> who had neither a <u>job</u> nor any <u>money</u>. To add to his problems, he was not allowed to marry Laura Merton, the girl he loved. Her father told him to return only when he had <u>ten</u> <u>thousand</u> <u>pounds</u> of his own.

<u>Huggie</u> decided to visit his <u>friend</u> Alan Trevor, who was a well-known portrait <u>painter</u>. In the studio, Huggie saw a <u>miserable</u>-looking <u>pathetic</u> figure who was posing as a <u>beggar</u> for Trevor. Later on, feeling sorry for this old <u>man</u>, he gave him a <u>pound</u> and some pennies. It was more or less all the money that he had. The old beggar was most <u>surprised</u> but gratefully accepted it.

Later that night, <u>Huggie</u> learnt from <u>Trevor</u> that the beggar was none other than Baron Hausberg, a <u>multimillionaire</u>. Trevor also mentioned that the multimillionaire was <u>enquiring</u> about him. Huggie was <u>stunned</u>. To think that he had given a pound to one of the richest men in <u>Europe!</u>

The next morning <u>Huggie</u> had a visitor named Monsieur Gustave Naudin. He handed Huggie an envelope in which there was a <u>cheque</u> for ten thousand pounds. It was a <u>wedding</u> present to Huggie Erskine and Laura Merton from an old beggar.

- B. Accept any relevant response. Suggested guidelines:
 - 1. ask for direction ask for address
 - 2. name of the book price of the book
- C. Accept any relevant response. Suggested outline:

address the stadium manager – request for permission – purpose of use – mention the details of your requirement such as time, date



LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- > predict the contents of a poem by reading the title.
- critically appreciate and summarize a lyrical poem written by the Romantic poet Wordsworth.
- answer factual and inferential questions.
- > read, identify and pronounce homonyms.
- use prior knowledge to recall the degrees of adjectives.
- write an essay.

Warm up

- 1. Invite the students to name some insects. Write their responses on the board.
- 2. Ask them to describe these insects.
- 3. Tell them the poem they are about to read is titled 'To a Butterfly' and have them predict what the poem could be about.
- 4. Make them aware that William Wordsworth wrote the famous poem 'Daffodils'.

Comprehension

- 1. Read the poem out loud for the class and then ask the students to read the poem silently.
- 2. Point out the lyrical quality of the poem. The line 'I know not if you sleep or feed' is an expression of the poet's wonder and adds a touch of the mysteriousness to the butterfly. Explain that the poet welcomes the butterfly and finds a nostalgic connection between



- it and his childhood days. Encourage students to find the line that shows the affection between the poet and his sister.
- 3. Discuss why the poet feels the childhood days were longer than the days in the present. (They were filled with joy and delight, and spent in the warm outdoors with no cares at all.)
- 4. Instruct the students to attempt Exercises A and B as pair work and then call out the answers.
- 5. Discuss Exercises C and D and ask the students to write the answers to the questions in Exercise C in their notebooks.

Word Study

- 1. Draw the attention of the students to the differences and similarities of homophones, homographs and homonyms. Refer to the table given in Exercise E.
- 2. Prompt them to list more examples. Ask the students to make sentences as outlined in Exercise F.

Grammar Study

- 1. Write the words *shining*, *shinier* and *shiniest* on the board.
- 2. Help the students recall the rules of positive, comparative and superlative adjectives.
- 3. Invite the class to form groups of five and attempt Exercise G. They may share their sentences with the class.
- 4. Remind the students regarding the use of similes in poems. Ask them to make a few similes with the words as – as and like. (as white as snow, like two peas in a pod)
- 5. After a few responses, ask them to offer the answers for the sentences in Exercise H. They may also write them in their notebooks.

Writing

- 1. Before the students begin Exercise I, lead them to discuss how animals living in forests suffer due to deforestation.
- 2. Suggest that they can surf the Internet and source ideas from articles and posters to write about the decline in the population of butterflies due to lack of greenery.
- 3. Set the task for homework and use it for internal assessment.

Grammar Study

- A. Fill in the blanks with as as or not as as. Use the correct form of the words given within brackets.
- not as adventurous as Varun. (adventure) 1. Oliver is ____
- 2. Mr Gandhi loved his children ______ his ideals. (much)
- 3. A tortoise is ______ a hare. (fast)
- 4. No other girl in the class is _____ Kiran. (tall)
- 5. John's grades are getting _____ Tarun's. (good)
- 6. Ruskin Bond is _____ Shakespeare. (old)
- geography. (interesting)
- ____ she could. (loud)
- 9. The baby bawled as ______

 0. A brook is ____ 10. A brook is ______ a river. (big)
- B. What could the elderly man be saying to his grandson? Fill in the speech bubble using as - as or not as - as.



ANSWERS

MAIN COURSEBOOK

Paraphrase

'To a Butterfly' has all the traditional features of Wordsworth's poetry. It shows his special connection with nature, and how he finds beauty and meaning when he interacts with it alone. The subject here is a solitary butterfly that is perched upon a yellow flower and the speaker is Wordsworth himself.

The poem is addressed to the butterfly with affection. However, there is a difference between the moods of the two sections. In the first stanza, Wordsworth contemplates the perfect stillness of the butterfly and anticipates with delight how it will take flight when the breeze teases it. The sole focus of this section is on the simple pleasure that one derives from the loveliness and innocence of nature.

As we move on to the second stanza, the setting of the poem is revealed to us, and the poem takes on a more personal tone. Wordsworth is sitting in his family orchard. The trees belong to him, and the flowers were planted by his sister. The close relationship between Wordsworth and his sister, Dorothy, is reflected in this nostalgic part of the poem. Why does he want the butterfly to tarry in his orchard, to rest when it is exhausted, and to visit as often as it likes? The butterfly has become a personification of his childhood, the cheerful summer days spent enjoying sunshine and music, when life was less complicated and unburdened with adult concerns.

'To a Butterfly' goes beyond the poet's appreciation of the much beloved insect. It is a celebration of the relation between the purity of nature and the joy of childhood.

Answers

- A. The poet sat for <u>half an hour</u> watching a butterfly sitting on a <u>yellow</u> flower. The butterfly was absolutely **still**, **as** unmoving as <u>frozen seas</u>. The poet observes that the butterfly moves again only when the <u>breeze</u> blows. He thinks that the butterfly is **joyful** that the breeze has found her among the trees and is <u>calling</u> her.
- B. 1. False
- 2. True
- 3. True
- 4. False
- C. 1. The poet is entranced by the grace of the butterfly who has been sitting motionlessly on the flower.
 - 2. The poet is unsure whether the butterfly is sleeping or feeding on the flower because it is as motionless as a frozen sea.
 - 3. The poet is inviting the butterfly to rest in the garden and treat it as a safe home.
 - 4. The poet misses the long sunny days of his childhood when he had a lot of time to do what he wanted.
- D. These lines tell us that the poet is no longer a child -



'And summer days, when we were young'

'Sweet childish days, that were as long/As twenty days are now.'

E. Accept any relevant response. Suggestions:

homophone: so, sow; days, daze; sun, son

homograph: read, tear, dove homonym: light, well, leaves

F. Accept any relevant response. Suggestions:

The flowerpots toppled over in the strong wind.

Wind the antique clock in the kitchen.

Let's try to get seats in the first row.

Will you be able to row the boat?

The two friends quickly made up after the row (rhymes with cow) they had.

There is a tear in your shirt.

A tear rolled down his cheek.

Let's lead the team by example.

Pencils are made of lead.

Girish is hosting a live show on the news channel.

Where do you live?

G. Accept any relevant response. Suggestions:

The day is sunny.

It is windier than usual.

The flowers are the prettiest I have ever seen.

It is the coldest day of the season.

The man seems to be more comfortable walking in the snow than the horse.

The man is warm in his coat and scarf.

- H. 2. Last June was as hot as this June.
 - 3. Is this pudding as delicious as the chocolate mousse?
 - 4. The first book of the Harry Potter series is as interesting as the last book.
- I. Accept any relevant response. Suggested outline:

butterflies indispensable to agriculture on account of pollination – as butterfly population declines, agriculture suffers – deforestation, smuggling, fewer flowers, pesticides are causes for decline in butterflies – many species extinct, many more endangered – need awareness – discourage children from catching them – stringent anti-smuggling laws – decrease in pesticide usage – butterflies aren't only pretty, they're useful



WORKBOOK

A. 1. sighed

- 3. sealing, ceiling
- 5. grate

- 2. troop, troupe
- 4. versus, verses
- B. Accept any relevant response. Suggestions:
 - 1. In spite of being ill, Megha learned the poem for the Recitation Contest. My grandfather was a learned man with an impressive library.
 - 2. Mr Dhulia has really **aged** over the years. The competition is for children **aged** 8 to 12.
 - 3. Ajay dove to catch the ball.

My school releases a dove every year to start off the Independence Day celebration.

- My brother moped about the house the entire weekend.
 He bought a moped with his salary and gave me the first ride on it.
- 5. Has the **content** of the book been finalized? Some people are **content** with what they have.
- C. 1. b, a
- 2. a, b
- 3. a, b
- 4. b, a
- 5. a, b

- D. 1. more expensive
- 4. larger

7. more intelligent.

2. far

- 5. talented, most talented
- 8. more strenuous.

3. deeper

- 6. most
- E. 1. Last summer was as hot as this one.
 - 2. Samar is as talented as Sharad.
 - 3. Mount Abu is as beautiful a tourist destination as Jaisalmer.
 - 4. River dolphins are as endangered as tigers are.
 - 5. While facing the robbers, Joymati was as brave as her friend.
- F. Accept any relevant response.

WORKSHEET

A. 2. as much as

5. as good as

8. as interesting as

3. not as fast as

6. not as old as

9. as loudly as

4. as tall as

- 7. as carefully as
- 10. not as big as

B. Accept any relevant response.



Harold: Our Hornbill

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- read to understand the text and make appropriate choices to demonstrate their understanding.
- look for specific information.
- use the apostrophe correctly.
- > recall and demonstrate the ability to use auxiliary verbs and modals.
- > listen and identify correct words.
- > state their opinions and support them.
- use a graphic organizer to write a composition.

Warm up

- 1. Question the students about any pets they may have or might have had.
- 2. Allow them to describe their pets.
- 3. Lead them into a discussion about pets with questions such as: What are the most endearing qualities of your pet? Has it ever done something naughty? How does it show you its affection? How do you feel after you have spent some quality time with your pet?

Comprehension

1. Ask the students to take turns to read the lesson. A student can read two or three sentences out loud and then let the person sitting next to her/him read the next two or three sentences. Continue in this manner till the end of page 46. Stop them and ask them to



- read and answer Questions 1, 2 and 3 of Exercises A and B. Students will find the answers in the paragraphs they have read. Allow them to search for the answers for two minutes.
- 2. Have them volunteer to answer the questions. Listen to the answers and correct them where necessary.
- 3. Let them read the rest of the lesson and continue in the same way till all the questions are answered.
- 4. Exercise C can be done as pair work in class.
- 5. Discuss the questions in Exercise D in class. Lead the students to the answers of the first two questions by telling them to look for them at the end of pages 46 and 48 of the Coursebook.
- 6. Once again, for Question 3, ask the students to look for specific words and phrases on pages 46, 47 and 48 of the Coursebook.

Word Study

- 1. Ask students to work on Exercises E and F in groups of four. After some time, read out the correct answers and have students check their own answers. Encourage a discussion about the answers for Exercise F.
- 2. Exercise G may be completed as pair work. Suggest that the students locate where the phrases occur in the text and then, relate the context to the feelings of the bird.

Punctuation

- 1. The correct use of the apostrophe can be explained in a lecture method so that the students use prior knowledge and recall the punctuation rules.
- 2. Write a few phrases on the board and ask the students to volunteer answers. For example: Grimms tales, theyll go, residents parking, Alices wonderland, princess castles
- 3. Once you are satisfied that the students can use the apostrophe, set Exercise H as classwork.

Grammar Study

- 1. Divide the class into four teams. Write the auxiliary verbs *is, was, has, have, are* and *were* on the board. Each team uses an auxiliary verb to form a sentence. The team that makes a mistake gets a point. After five minutes declare the team with the lowest points the winner.
- 2. Students complete Exercise I in pencil. Call out the correct answers and ask them to correct their own work.
- 3. Ask the class to read the explanation of modals given on page 51 of the Coursebook.
- 4. Check if they remember the use of modals by asking the four teams to make sentences using modals to express permission, certainty, possibility, ability and necessity. The team that makes a mistake gets a point. After five minutes, declare the team with the lowest points the winner.
- 5. Instruct the students to complete Exercise J in pairs.



Communication Skills

Listening

- 1. Allow the students to prepare themselves for the listening task by reading the instructions given in Exercise K.
- 2. Remind them to read the sentences and listen for the correct information as you read out the paragraphs.
- 3. When the students finish the exercise, ask them to exchange their textbooks and correct each other's work.

Speaking

- 1. Students engage in pair work. Ask them to attempt Exercise L.
- 2. Grade them as you go around the class.

Writing

- 1. Draw the graphic organizer given in Exercise M on the board.
- 2. Invite the students to come up to the board one by one and fill in the graphic organizer.
- 3. Tell the class to use adjectives to describe the characters. For example:

Ruskin: observant, playful; Grandfather: innovative, affectionate; Harold: naughty, delightful; Aunt Ruby: irritable, strict

4. Suggest that they may look up the thesaurus or the dictionary for more appropriate words.

FOR THE TEACHER: BEYOND THE LESSON

- 1. The lesson could be used as a springboard to interest the students in birdwatching.
- 2. Some common Indian birds are the bulbul, the parakeet, the sparrow and the muniya.
- 3. The students could use the Internet to identify the birds in their environment.

Comprehension

Read an extract from The Adventures of Toto by Ruskin Bond.

Grandfather bought Toto from a tonga driver for the sum of five rupees. The tonga driver used to keep the little red monkey tied to a feeding trough, and the monkey looked so out of place there that Grandfather decided he would add her to his private zoo. Toto was a pretty monkey. Her bright eyes sparkled with mischief beneath deep-set eyebrows, and her teeth were a pearly white but her hands looked dried up. Her fingers were quick and wicked and her tail added to her good looks. Grandfather believed a tail would add to anyone's good looks, and it also served as a third hand. She could use it to hang from a branch; and it was capable of scooping up any delicacy that might be out of reach of her hands.

Grandmother always fussed when Grandfather brought home some new bird or animal. So it was decided that Toto's presence should be kept a secret from her until she was in a particularly good mood. Grandfather and I put her away in a little closet opening into my bedroom wall, where she was tied securely to a peg fastened into the wall.

A great treat for Toto during cold winter evenings was the large bowl of warm water given to her by Grandmother for her bath. One day Toto nearly succeeded in boiling herself alive. A large kitchen kettle had been left on the fire to boil for tea. Toto decided to remove the lid and finding the water just warm enough for a bath, she got in, with her head sticking out from the open kettle. This was just fine for a while, until the water began to boil. Toto then raised herself a little; but, finding it cold outside, sat down again. She continued hopping up and down for some time, until Grandmother arrived and hauled her, half-boiled, out of the kettle.

One day, at lunch time, when we entered the room we found Toto stuffing herself with rice. My grandmother screamed and Toto threw a plate at her. One of my aunts rushed forward and received a glass of water in the face. When Grandfather arrived, Toto picked up the dish and made her exit through a window. We found her in the branches of the jackfruit tree, the dish still in her arms. After she finished eating, she threw the dish down from the tree, and chattered with delight when it broke into a hundred pieces. Obviously Toto was not the sort of pet we could keep for long. So Grandfather found the tonga driver, and sold Toto back to him for only three rupees.

A. Answer with reference to the context in your notebook.

- 1. . . . her tail added to her good looks . . .
 - a. Who is 'her'?
 - **b.** What was Grandfather's belief about a tail?

- 2. So it was decided that Toto's presence should be kept a secret . . . a. Why was it decided that Toto's presence should be kept a secret? **b.** How was the secret kept? 3. Obviously Toto was not the sort of pet we could keep for long. a. Why does the narrator say so? **b.** What did Grandfather finally do with Toto? B. Complete these sentences. 1. Grandfather bought Toto from _____ 2. Grandmother always fussed when _____ 3. Toto's presence was decided to be kept as a secret until _____ 4. A great treat for Toto during winter was ____ 5. Grandmother had to haul Toto out because C. Describe any one incident to show that Toto was extremely mischievous and one incident to show that she behaved just like a human being.
- D. Do you think Toto's behaviour was inappropriate?

b. make something

b. to anger someone

b. to verify something

Word Study

A. Circle the correct meanings of the words in capitals.

- 1. RAVAGE a. damage something
- 2. PACIFY a. to calm someone
- 3. AUTHENTICATE a. to view something
- 4. SANCTION a. to approve b. to bless
- 5. PARAMOUNT a. somewhat important b. most important

B. Replace the underlined words with their antonyms. Rewrite the sentences.

- 1. Selma's predictions are always inaccurate.
- 2. Malala Yousafzai is known for timidly standing up for women's education.
- 3. Xavier is always rude to his teachers.
- 4. Everyone was happy and gloomy in the party.
- 5. Wearing a helmet while riding a bike is voluntary.
- 6. The five children were pushing a cart out of the shed.
- 7. The detective said that the robber had shaky hands.

C. Make sentences of your own using these phrases.

- 1. out of place _____
- 2. sparkled with mischief _____
- 3. kept the secret _____
- 4. put the monkey away _____
- 5. in her arms _____
- 6. chattered with delight _____

Grammar Study

A.	Circle the correct	t auxiliary verbs.	
1.	Where	everyone gone?	
	a. have		b. has
2.	Sheila	hoping that she w	vould pass the exam with flying colours.
	a. is		b. was
3.	I	visiting my grandparer	nts this weekend.
	a. am		b. is
4.	We	watched the movie l	before.
	a. will		b. have
5.	The rain	not quite starte	ed when we left the house.
	a. had		b. is
6.	The boys in the p	olayground	shouting.
	a. were	2	b. had
В.	Use suitable mod	lals to make sentences tha	at express the following.
1.	ability	20, 10	
2.	permission	0 60	
3.	possibility	5	
4.	obligation	2	
5.	advice	•	

Communication Skills

Listening

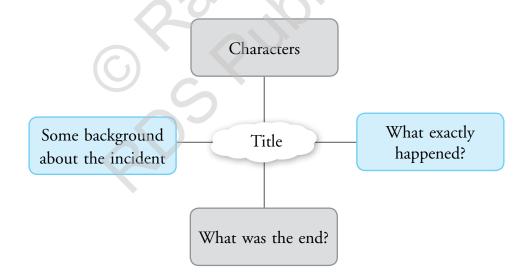
- A. Listen carefully to a poem by Ruskin Bond and answer these questions. (Listening text on pages 96 and 97)
- 1. Who is called the forest's sentinel in the poem?
- 2. With whom is the forest sentinel's cries compared?
- 3. 'If men must speak', what must the owls do and why?
- 4. What assurance does the poet get when the owl cries?

Speaking

- B. Read these statements. Do you agree or disagree with them? Discuss with your partner.
- 1. Some wild animals can also be kept as pets.
- 2. Zoos are the safest place for animals.

Writing

C. In your notebook, write about a short and amusing incident that took place in your school. Use this graphic organizer to expand on details and describe the incident.



ANSWERS

MAIN COURSEBOOK

- A. 1. b 2. b 3. b
- B. 1. a. Harold grew bigger.
 - **b.** Harold's father built the room in the hollow of a tree trunk which he closed with a wall made of earth, sticks and dung.
 - c. The room was built so that Harold's mother could lay an egg and Harold could be born.
 - 2. a. Harold was awakened.
 - b. A civet cat had disturbed him.
 - c. The civet cat was large, yellow and furry.
 - 3. a. Harold was still young when the narrator and his grandfather found him. Also, Harold had been injured when he tumbled out of the tree hollow. The narrator and his grandfather took on the duties of Harold's parents so that Harold could survive and grow strong.
 - b. The duties were to provide Harold with shelter and food.
 - c. Harold was nervous around them at the beginning but soon got used to them and accepted them as his parents.
 - 4. a. Harold was willing to share his food with the narrator and his grandfather.
 - b. Harold offered the narrator beetles and other insects.
 - c. Harold liked fruit, insects, green leaves, dates and rice balls.
 - 5. a. Harold chuckled an hour before it began to rain.
 - b. Harold's chuckle changed to a whistle when storm clouds gathered and the wind blew strong.
 - c. Harold's whistle indicated excitement.
- C. 1. Harold's nest was in the hollow of a tree trunk. It was closed by a wall made of earth, sticks and dung.
 - 2. Harold fell out of his nest in the midst of a fight between his parents and a civet cat who had broken the wall of his room.
 - 3. Harold had a rouge pot on his person which he used regularly. The rich yellow fluid that the rouge pot produced was used by Harold to rub all over his feathers and the back of his neck.
 - 4. Harold would use his beak to catch the rice balls the narrator threw towards him, toss them in the air and then let them drop into his open mouth.
 - 5. Harold used to start chuckling an hour before it began to rain. Aunt Ruby was always getting caught in the rain and so, found this habit irritating.
- D. 1. Harold's physical appearance was not important to the narrator and his family who acted as his parents while he was young, weak and injured.



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- 2. The narrator wished that Harold had tennis balls to catch and all the rain he wanted in heaven. This shows that the narrator and Harold had shared a very affectionate bond that lasted even after the narrator grew up and Harold passed away.
- 3. Ruskin Bond has ascribed human characteristics to the hornbill in the story. The words and phrases that indicate this are 'early attacks of nerves', 'asserted his tenancy rights', 'summon me', 'much time and thought to his personal appearance', 'start chuckling to himself', 'in fits of laughter' and 'roaring with pleasure'.
- E. 1. synonyms illuminated, brightened; antonyms darkened, dimmed, dull
 - 2. synonym encouraging; antonyms bleak, dreary
 - 3. synonyms hoarse, rough, husky; antonyms soothing, mellow
 - 4. synonyms creepy, weird, ghostly, spooky; antonym ordinary
 - 5. synonyms rowdy, noisy; antonyms quiet, sombre
- F. 2. anger

- 4. impatience, hunger
- 3. hunger, welcoming
- 5. excitement, anticipation
- G. Accept any relevant response. Suggestions:

Any infected bedsheets need to be dispensed with.

The baby likes to toy with the chimes hanging over her crib.

The magician perfected the trick a day before the show.

He was caught in the downpour and returned home drenched to the skin.

- H. 1. Do you think it's a good idea to visit Mr Gogoi's house and say hello to him?
 - 2. If it's a story by Ruskin Bond, its setting could be the hills, rivers or valleys.
 - 3. Some feel that everyone's understanding of apostrophes isn't up to the mark.
 - 4. It was my grandmother's idea that my mother hosts the mothers' get-together.
 - 5. It's my responsibility to see that the dogs' kennels are cleaned regularly.
- I. A spot-billed pelican <u>has</u> been sighted after more than a decade. The Punchakkari wetlands on the outskirts of the capital city of Thiruvananthapuram <u>are</u> playing host to the spot-billed pelicans. These paddy fields <u>are</u> a major landing site for several migratory birds and home to many resident birds. The large swimming bird with webbed feet <u>has</u> a pink sub-mandibular pouch and a short, broad tail. It <u>was</u> first sighted and photographed on 18 January by S Kumar Karamana, a bird enthusiast, during his visit to Punchakkari. Mr Kumar, who <u>is</u> also a wildlife photographer, visited the wetlands again on 19 January and <u>was</u> able to sight the bird and photograph it. The previous sightings of the bird here were in 2002 and 2004.
- J. Accept any relevant response. Suggestions:

Students must ask questions to fulfil their role.

We cannot allow problems to defeat us by giving up.

One should encourage students to ask questions.



K. 1. large

- 3. Africa and Asia
- 5. female

2. forty

- 4. brown or black and white
- 6. both male and female

- L. Accept any relevant response. Suggestions:
- 1. No, I do not agree that everyone must keep pets at home. While adoption of animals needs to be appreciated and teaches children responsibility, not everyone is suitable to keep pets. For example, if the pet has to stay alone for long hours, it suffers.
- 2. I agree that we are not doing much to protect endangered animals. While we talk often about how sparrows have disappeared from New Delhi or how vultures are almost extinct, there aren't enough sanctuaries in the country or adequate measures being taken to protect their population and natural habitat.
- M. Accept any relevant response. Suggestions:

Young Ruskin – affectionate, observant, generous

Harold - vain, loud, playful

Grandfather – kind, alert, generous

Aunt Ruby - irritable, lack of humour, prone to bad luck

WORKBOOK

- A. 1. crowded
- 2. cages

- 3. actively
- 4. fight

- B. Accept any relevant response. Suggestions:
 - 1. We found the kitten walled up in her uncomfortable room in the abandoned house.
 - 2. The parrot felt no urge for freedom and remained perched in its cage even after we opened it.
 - 3. Heavy rains had affected the boundary wall of an old building so much so that soon the wall gave way.
 - 4. Everybody ran from the road into the **sanctuary of the verandah** when it started raining cats and dogs.
 - 5. Eating was a serious business in the school and teachers kept a sharp eye on the students' lunch boxes.
- C. 2. vulnerable
- 3. eager

- 4. friendly
- 5. playfulness

11. Will

- D. 1. have
- . was
- 5. Have
- 7. had
- TUATA

- 2. are
- 6. Is
- 8. Do
- 10. am

- E. 1. Will
- 4. am
- 0. 10
- 0. 20
- •11

- 2. should
- 3. Could4. must
- Can
 can
- 7. might
- 9. will
- 8. would 10. should

F. Accept any relevant response.



WORKSHEETS

WORKSHEET 1

- A. 1. a. The 'her' mentioned in the line is Toto, the monkey.
 - **b.** Grandfather believed that a tail would add to anyone's good looks, and it also served as a third hand.
 - 2. a. Toto's presence was decided to be kept as a secret because the narrator's grandmother would always fuss when Grandfather brought home some new bird or animal.
 - **b.** Grandfather and the narrator put Toto away in a little closet opening into his bedroom wall, where she was tied securely to a peg fastened into the wall.
 - 3. a. Toto was a very mischievous monkey. She couldn't get along with any of the family members. So, Toto could not be kept for long at the house.
 - b. When Toto was getting out of control, Grandfather sold her back to the tonga driver from whom he had bought her.
- B. 1. Grandfather bought Toto from a tonga driver for the sum of five rupees.
 - 2. Grandmother always fussed when Grandfather brought home some new bird or animal.
 - 3. Toto's presence was decided to be kept as a secret until the narrator's grandmother was in a good mood.
 - 4. A great treat for Toto during winter was the large bowl of warm water given to her by Grandmother for her bath.
 - 5. Grandmother had to haul Toto out because <u>Toto was taking a bath in a kitchen kettle</u> that had been left on the fire to boil for tea.
- C. Accept any relevant response. (Suggestion)

One day, at lunch time, Toto was found stuffing herself with rice. When Grandmother screamed, Toto threw a plate at her. When one of the narrator's aunts rushed forward, Toto threw a glass of water at her face. When Grandfather arrived, Toto picked up the dish and made her exit through a window. She climbed a tree and after she finished eating, she threw the dish down from the tree, and chattered with delight when it broke into a hundred pieces. This incident shows that Toto was mischievous.

During cold winter evenings Toto enjoyed bathing in a large bowl of warm water given to her by Grandmother. She would test the temperature with her hand, then gradually step into the bath. Once comfortable, she would take the soap in her hands or feet, and rub herself all over. When the water became cold, she would get out and run as quickly as she could to the kitchen fire in order to dry herself. If anyone laughed at her during this performance, Toto's feelings would be hurt and she would refuse to go on with her bath. This incident shows that Toto behaved like human beings.

D. Accept any relevant response. Suggestions:

Toto was a mischievous monkey. Her behaviour was appropriate for a monkey. A monkey is a wild animal and can, therefore, not be domesticated. Toto was not used to the manners and mannerisms of human beings.



WORKSHEET 2

- A. 1. a 2. a 3. b 4. a 5. b
- B. 1. Selma's predictions are always accurate.
 - 2. Malala Yousafzai is known for boldly standing up for women's education.
 - 3. Xavier is always courteous to his teachers.
 - 4. Everyone was happy and cheerful in the party.
 - 5. Wearing a helmet while riding a bike is compulsory.
 - 6. The five children were pulling a cart out of the shed.
 - 7. The detective said that the robber had still hands.
- C. Accept any relevant response. Suggestions:
 - 1. Everything was out of place when I reached the house.
 - 2. Urmi's eyes sparkled with mischief when she thought about the prank.
 - 3. Gayathri kept the secret until Hetal persuaded her to give it away.
 - 4. Shaheen put the monkey away with the rest of her stuffed animals.
 - 5. The mother held the baby in her arms.
 - 6. The ladies chattered with delight after a hard day's work.

WORKSHEET 3

- A. 1. b 2. b 3. a 4. b 5. a 6. a
- B. Accept any relevant response. Suggestions:
 - 1. Would you be able to drop off this letter?
 - 2. May I please come in?
 - 3. Mother might forget to pay the bill.
 - 4. You ought to take care of your sister.
 - 5. You should take the medicine on time.

WORKSHEET 4

A. Listening text

The Owl

At night, when all is still,

The forest's sentinel

Glides silently across the hill

And perches in an old pine tree.

A friendly presence his!

No harm can come

From the night bird on the prowl.

His cry is mellow,

Much softer than a peacock's call.



Why then this fear of owls Calling in the night? If men must speak, Then owls must hoot – They have the right. On me it casts no spell: Rather, it seems to cry, "The night is good – all's well, all's well."

Answers

- 1. An owl is called the forest's sentinel.
- 2. The forest sentinel's cries are compared to a peacock's calls.
- 3. 'If men must speak', then the owl must hoot because just as humans have the right to speak, owls have the right to hoot.
- 4. To the poet, the owl's cry seems to assure that everything is fine with the night.
- B. Accept any relevant response. Suggested outlines:
 - 1. Agree Yes, I agree love, care and protection medicines when sick Disagree - No, I do not agree - out of their natural habitat - harmful to make them dependent
 - 2. Agree Yes, I agree protected in cages and enclosures people can observe them from a safe distance
 - Disagree No, I disagree no one can enjoy life in cages inhuman to capture any animal in an enclosure
- C. Accept any relevant response.



Rain in Summer

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- > appreciate poetry and demonstrate their understanding of the poem.
- > improve and apply vocabulary.
- > analyze the elements of the poem.
- > recall direct and indirect objects.
- imagine and write about a personal experience.

Warm up

- 1. Draw a web diagram on the board with the word MONSOON in the middle.
- 2. Invite the students to come up to the board and fill in words associated with monsoon.
- 3. Suggest the use of adjectives.
- 4. They may consult a dictionary or thesaurus if they desire.
- 5. After ten to fifteen responses, ask them to open the textbooks.

Comprehension

- 1. When they read out the title of the poem, have them predict what the poem will be about.
- 2. Then ask them to read the poem as a class.
- 3. Read it out for them with the correct pronunciation and diction.
- 4. Stop after every few lines and ask the students to paraphrase what you have just read.



- 5. Point out the use of onomatopoeia (clatters; tramp of hoofs) and personification (struggles out/from the throat of the overflowing spout; fields of grain/as they bend their tops).
- 6. Once you are satisfied that the students have understood the meaning of the poem, set Exercise A as pair work.
- 7. Call out the correct answers.
- 8. Discuss each question in Exercise B with the class. Lay special emphasis on the use of the figures of speech.
- 9. Instruct the students to write out the answers in their notebooks as classwork.
- 10. For Exercise C, hold a class discussion on the joy that rain can bring. As an extension, the students may also talk about the problems faced due to excessive rain.

Word Study

- 1. Help students improve their vocabulary by looking for words in the poem that mean the same as the given words and phrases in Exercise D. Call out the correct answers and ask them to engage in self-correction.
- 2. Exercise E may be done as individual work and the use of the dictionary may be permitted. Students may engage in peer correction.
- 3. Students will read the lines of the poem given in Exercise F aloud and mark the rhyming words. Following the given example, they will identify and write the rhyme scheme.

Grammar Study

- 1. Write the sentence 'The little boy ran towards the basketball court' on the board.
- 2. Check the students' ability to recall the concepts of the subject, verb and object of a sentence by asking them to point out the main parts of the sentence.
- 3. Invite them to come up to the board and write more sentences. They also have to point out the main parts of the sentences they have written.
- 4. After eight to ten responses, tell the class about the use of indirect objects.
- 5. You may check their understanding by asking them to repeat the activity for direct objects.
- 6. Set Exercise G for individual work and use it for internal assessment.

Writing

- 1. Before the students begin Exercise H, tell them about Shillong. You may bring photographs of Shillong to the class to enrich their imagination.
- 2. Prompt them to use the Internet to read more about Shillong.
- 3. Brainstorm with them regarding the contents of paragraph 1. For example:

walking back home – could see steep hillside – sudden rain – drenched – summer so enjoyed the walk – poured and poured



4. Restrict your participation in the brainstorming of paragraph 2 to a silent observer. You may write these phrases on the board when the students need help.

> beautiful - stream of water in lane - clattered on tiled and tinned roofs of houses vapours rose - formed small waterfalls in hillside - stood under sheltering trees admired - incessant rain

- 5. After the brainstorming session, ask them to write a rough draft of the paragraphs. Tell them to swap their compositions with those of their partners and correct each other's work.
- 6. Let them edit and proofread after incorporating the suggestions given by their partners and rewrite the paragraphs for homework.

FOR THE TEACHER: BEYOND THE LESSON

- 1. Divide the class into two. Ask one side to collect three poems on winter and the other to collect three poems on summer.
- 2. They may even write a poem themselves.
- 3. Ask them to share their poems with the rest of the class.
- 4. Encourage a discussion about how each poem evokes different feelings and creates a variety of imagery.



A. Circle the objects in these sentences.

- 1. Hanif hit the ball.
- 2. Our village was the first to be hit by the cyclone.
- 3. The cat ran after the mouse.
- 4. The chef gave away free food.
- 5. Seerat ran to the store.
- 6. Payal received a gift.
- 7. Mother was talking on the phone.
- 8. The girls are studying at the library.

B. Underline the subjects in the sentences. Write the direct and indirect objects on the blanks.

1.	Leela played hockey with her friends.	
	direct object	indirect object
2.	Aunt Gita taught piano to little children.	
	direct object	indirect object
3.	Hillary gave her cat a soft ball.	
	direct object	indirect object
4.	Jill invited her classmates for her brother's wedd	ing.
	direct object	indirect object
5.	My brother took me to the water park.	
	direct object	indirect object
6. Hamid directed the school play for the Silver Jubilee celebrations.		
	direct object	indirect object
7.	Jack bought a watch with his pocket money.	
	direct object	indirect object
8.	Pervez baked a cake for his friends.	
	direct object	indirect object

ANSWERS

MAIN COURSEBOOK

Paraphrase

Rain is generally perceived as a blessing for several reasons. It brings respite from the summer heat and is beneficial for farming. This excerpt of H W Longfellow's 'Rain in Summer' captures how it affects different places and people in a positive way.

The poem can be broadly divided into two focal points. The first part depicts broad streets, narrow lanes and gutters, indicating life in a town. Here, the rain changes the landscape and cheers up the people. One example is the sick old man, whose spirits lift at the sight of the newly formed brooks and pools. The other example is that of schoolchildren, for whom the falling rain is a source of fun, even though their paper boats are engulfed by the miniature 'oceans'.

The latter half takes us to the countryside, where the rain performs a more vital role. We move beyond the enjoyment of children and the emotional comfort of the old man. For the parched plain, the silently suffering oxen and the hopeful farmer, rainwater is a necessity. The poet draws attention to this with vivid imagery and moving descriptions – The arid plain resembles the skin of a leopard; the happiness in the hardworking oxen's eyes seems to suggest they are thanking God for his mercy; the farmer can only think of the prosperity the rain would fetch him, and he feels no shame in it because, after all, his livelihood is important to him. In this way, this extract of the poem offers a realistic representation of the various ways the rain is valued.

Answers

- A. 1. a 2. c 3. d 4. a
- B. 1. The adjectives beautiful, welcome and incessant have been used to describe the rain.
 - 2. These comparisons bring out the sound and movement of the rain 'clatters along the roofs'
 - 'like the tramp of hoofs'
 - 'like a river down the gutter roars/the rain'
 - 3. The plain looks dusty and hot before the rain.
 - 4. The farmer welcomes the rain because he knows that his crop will flourish in the rain and bring him more prosperity.
 - 5. a. The mimic fleets belong to the schoolboys.
 - **b.** The treacherous pool is the puddle of rainwater on the street. It has been called treacherous because the paper boats drown in the water.
 - 6. a. They are the farmer's crop.
 - b. Numberless indicates that the rain is heavy and seemingly endless.
- C. In this poem, every person and every animal feels joyful in the rain. They welcome it



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because the rain brings something special or needed to each of them.

- D. 1. numberless
- 2. brooks
- 3. commotion
- 4. lustrous

- E. 1. commotion
- 2. turbulent
- 3. lustrous
- 4. fiery
- 5. swift

F. abccb

- G. 1. The sick man can feel the cool breath.
 - 2. The oxen silently inhale the clover-scented gale.)
 - 3. The committee gave the (Man of the Match award) to Shikhar Dhawan.
 - 4. My grandmother bought me a new bicycle.)
 - 5. My mother knitted me a (sweater.)
 - 6. The teacher asked the students some simple questions.
 - 7. Akhil lent Mahesh his (laptop.)
 - 8. Mrs Patnaik gives (drawing lessons) to her granddaughter.
 - 9. Persis feeds grains to the sparrows every day.
- H. Accept any relevant response. Refer to the phrases suggested in the Coursebook.

WORKBOOK

- A. 2. clatter
- 3. furrow
- 4. commotion
- 5. incessant

- B. ababcc
- C. 1. The poet compares the sound made by the rain falling on the roofs to the thudding of the hoofs of horses.
 - 2. The patchy plain is compared to the yellow and spotted skin of the leopard.
- D. 1. The rain clatters on the roof.
 - 2. Grandma put the baby to sleep.
 - 3. The school children distributed (blankets) to the (slum dwellers.)
 - 4. Mrs Wahi asked the students to submit their (notebooks)
 - 5. My father plays (golf) every Sunday.
 - 6. Open the cap of this bottle carefully.
- E. 1. We have asked the carpenter to make us a new (study table.)
 - 2. Can you please help Amy with her (homework?)
 - 3. Soshana lent Sasha her bicycle.
 - 4. Grandma gave Aditi a bear hug.
 - 5. Mother helped Sally select some (scarves.)
 - 6. Hardeep's aunt gives (French tuition) to students of ninth grade.
- F. Accept any relevant response.

WORKSHEET

- A. 1. Hanif hit the(ball.)
 - 2. Our village was the first to be hit by the (cyclone)
 - 3. The cat ran after the (mouse.)
 - 4. The chef gave away free (food)
 - 5. Seerat ran to the(store.)
 - 6. Payal received a (gift.)
 - 7. Mother was talking on the (phone.)
 - 8. The girls are studying at the(library)
- B. 1. Leela played hockey with her friends.
 - direct object hockey

indirect object – friends

2. Aunt Gita taught piano to little children.

direct object - piano

indirect object - little children

3. Hillary gave her cat a soft ball.

direct object - soft ball

indirect object - cat

4. Jill invited her classmates for her brother's wedding.

direct object – classmates

indirect object - brother's wedding

5. My brother took me to the water park.

direct object - water park

indirect object - me

6. Hamid directed the school play for the Silver Jubilee celebrations.

direct object - school play

indirect object - Silver Jubilee celebrations

7. Jack bought a watch with his pocket money.

direct object - watch

indirect object – pocket money

8. Pervez baked a cake for his friends.

direct object - cake

indirect object – friends





LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- > read a story and look for specific information.
- > read between the lines to make inferences regarding a person's character.
- > enrich their vocabulary and use epithets and idioms.
- revise tenses.
- > listen to form opinions.
- > frame dialogues to suit a situation.
- > write a formal letter.

Warm up

- 1. Draw a web diagram on the board. Write the word RAILWAY at its centre and ask the students to think of words they associate with it. For example:
 - platform, signal, flag, tracks, steam engine, coach, freight train, passenger train
- 2. Tell them to read the title of the story and look at the illustrations. Ask them to predict what the story could be about.
- 3. After a few responses begin the reading of the story.

Comprehension

- 1. Instruct the students to read the text silently.
- 2. Later they may be asked to role play the story in groups of six.



3. Read out the text and stop the reading periodically to ask questions related to the text and check the understanding of the students. For example:

Where had Semyon served earlier? Why did the station-master help Semyon?

How did Semyon make himself useful at the station? How did Semyon take care of his section?

What kind of a person was Vasily? Why was Vasily dissatisfied?

- 4. Once you are satisfied the students have understood the story, ask them to complete Exercise A individually. Call out the answers.
- 5. The questions in Exercise B may be discussed by the class as a whole and the exercise be given for homework.
- 6. Read out the questions of Exercise C. Students can work with their partners to formulate the answers to the questions. They may make notes and practise speaking out their answers.
- 7. Ask the students to come up in pairs turn-wise to the front of the class and answer any one question. The task may be used for internal assessment of speaking skills.
- 8. A class discussion may be held on Exercise D. Ask the students to volunteer the answers. Make suggestions if necessary.

Word Study

- 1. Explain the meaning of an epithet.
- 2. Ask the students to work in pairs and complete Exercises E, F and G.
- 3. Let them share their answers with the rest of the class.
- 4. As an extension, ask them to think of idioms with the word 'close'. For example: a close call, close to the mark, close shave, too close for comfort, up close and personal

Grammar Study

1. Illustrate the tenses with examples on the board in a tabular form. For example:

	SIMPLE	CONTINUOUS	PERFECT	PERFECT CONTINUOUS
Present	I play	I am playing	I have played	I have been playing
Past	I played	I was playing	I had played	I had been playing
Future	I will play	I will be playing	I will have played	I will have been playing

- 2. Ask volunteers to come up to the front of the class and act out an action such as run, skip, jump, sing, walk and write.
- 3. The rest of the class guesses the action. They frame sentences using the action word in the different tenses by looking at the table on the board.
- 4. Remind the class about the rules governing the different tenses.
- 5. Let them complete Exercise H individually and check their answers with their partners'.



- 6. Offer help wherever required.
- 7. Exercise I can be done as classwork.

Communication Skills

Listening

1. Prepare the class for Exercise J by giving them examples of a dialogue and asking them what the dialogue conveys. For example:

How lovely! (joy); I am sorry. (apologetic)

- 2. Read out the dialogues given in the listening text.
- 3. Allow the students to consult their partners if they are in doubt.
- 4. Call out the correct answers and ask the students to engage in self-correction.

Speaking

- 1. Explain the instructions given in Exercise K.
- 2. Divide the students into groups of four.
- 3. They work out the dialogues first and then enact situations 2 and 3 in pairs.
- 4. Go around the class and offer suggestions where needed.

Writing

- 1. The students have already written a formal letter.
- 2. Ask them to refer to page 41 of the Coursebook for the format of the formal letter.
- 3. Encourage them to frame grammatically correct sentences based on the points given in Exercise L in groups of five.
- 4. Remind them that the task requires them to use different tenses.
- 5. The group leaders may share their sentences with the rest of the class.
- 6. When the contents of the letter have been finalised, set the task for homework.

Comprehension

Read this short story Bulka by Leo Tolstoy.

I had a small bulldog. He was called Bulka. He was black; only the tips of his front feet were white. All bulldogs have their lower jaws longer than the upper, and the upper teeth come down behind the nether teeth, but Bulka's lower jaw protruded so much that I could put my finger between the two rows of teeth. His face was broad, his eyes large, black, and sparkling; and his teeth and incisors stood out prominently. He was gentle and did not bite, but he was strong and stubborn. If he took hold of a thing, he clenched his teeth and clung to it like a rag, and it was not possible to tear him off, any more than as though he were a lobster.

Once he was let loose on a bear, and he got hold of the bear's ear and stuck to him like a leech. The bear struck him with his paws and squeezed him, and shook him from side to side, but could not tear himself loose from him, and so he fell down on his head, in order to crush Bulka; but Bulka held on to him.

I got him as a puppy, and raised him myself. When I went to the Caucasus, I did not want to take him along, and so went away from him quietly, ordering him to be shut up. At the first station I was about to change the relay, when suddenly I saw something black and shining coming down the road. It was Bulka in his brass collar. He was flying at full speed toward the station. He rushed up to me, licked my hand, and stretched himself out in the shade under the cart. His tongue stuck out a whole hand's length. He now drew it in to swallow the spittle, and now stuck it out again a whole hand's length. He tried to breathe fast, but could not do so, and his sides just shook. He turned from one side to the other, and struck his tail against the ground.

I learned later that after I had left he had broken a pane, jumped out of the window, and followed my track along the road, and thus raced through the greatest heat.

A.	Correctly	rewrite	these	sentences	that	describe	Bulka

- 1. Bulka was a small bull.
- 2. Bulka was black in colour, except for his four paws which were white.
- 3. Bulka's jaw was unusual the upper jaw protruded longer than the lower jaw.

COMPANION - A COMPLETE RESOURCE FOR TEACHERS

4.	His face was thin which made his eyes look huge.				
5.	His teeth and incisors were not sharp.				
6.	Bulka's size made him weak, but he was gentle and obedient.				
В.	Tick the most appropriate options.				
1.	The narrator compared Bulka to a lobster because he a. had sharp claws c. was stubborn b. clung to things tightly d. was small in size				
2.	The narrator compared Bulka to a leech because he a. refused to leave the narrator's side c. enjoyed sticking to things b. did not like water d. refused to let go of the bear's ear				
3.	Bulka's sides were shaking because he a. was panting. b. was unfit. c. was unwell. d. couldn't breathe.				
4.	The narrator's relationship with Bulka was of a. kinship. b. affection. c. jealousy. d. compassion.				
C.	What was the first thing Bulka did when he reached the narrator at the station? What does that tell us about why he raced in the heat?				
D.	Describe in your own words what Bulka did after the narrator left for the station.	_			
		_			

Word Study

A. Look at the words given in column A. Use them with the words in column B to form epithets. Fill in the blanks with the epithets you have formed.

A	В	С
hot red huge	haired	Harry was famous for his funny antics.
pot sweet mouth	smelling	The air refreshed our exhausted minds.
big swift known	footed	Achilles was a legendary Greek hero.
coal cotton one	eyed	Hannah scared her sister by telling her stories about the monster.
long tall cross	handled	Mita used the knife to cut the melons.

B. Match these idioms with their meanings.

- 1. dime a dozen
- 2. against the clock
- 3. back to square one
- 4. dark horse
- 5. fixed in your ways

- a unwilling to change from a usual way of doing things
- b. something that is commonly found
- c. someone whose achievements surprise everyone
- d. doing something quickly to meet a deadline
- e. having to start all over again

C. Fill in the blanks with the idioms given above.

- 1. Astha was running ______ to complete her assignment.
- 2. We are ______ because of one minor error.
- 3. These days fast-food restaurants are ______ in every colony.
- 4. Being ______ is a big obstacle for any kind of development.
- 5. Nobody expected Jaya to win, but she proved to be the ______ in the tournament.

Worksheet

Worksheet

Worksheet

Worksheet 3

Worksheet

Worksheet

Worksheet

Grammar Study

A.	Fill in the blanks with the simple present tense form of the verbs given in the brackets.			
1.	The next train the station at 5 p.m. (leave)			
2.	Nisha the newspaper while having her breakfast. (read)			
3.	Our mother us birdwatching every year. (take)			
4.	Mervin for an hour before leaving for school. (study)			
5.	Clover is a spirit bear that at the B C Wildlife Park near Kamloops, British Columbia. (live)			
6.	A lion only when it is hungry. (hunt)			
В.	Rewrite each sentence into two sentences as directed within brackets.			
1.	. The principal asked the teachers to discuss and make lesson plans for their books.			
	(present continuous tense, present perfect tense)			
2.	My grandmother looked for a book on gardening.			
	(past continuous tense, past perfect tense)			
3.	The ship will sail tonight.			
	(future continuous tense, future perfect tense)			
4.	Sarita writes dialogues for the school plays.			
	(present perfect tense, past perfect tense)			
5.	Naved writes poetry in his free time.			
	(present perfect continuous tense, past perfect continuous tense)			

Communication Skills

Listening

A.	Listen to some of the famous quotes by Leo Tolstoy and fill in the blanks. (Listening text on page 117)
1.	Everyone thinks of changing the, but no one thinks of changing
2.	The two most powerful warriors are and
3.	The sole meaning of life is to serve
4.	Truth, like gold, is to be obtained not by its, but by washing away from it all that is not
5.	lifts man from his personal life into the universal life.
6.	If you want to be, be.
7.	does not depend on outward things, but on the way we see them.
8.	If you take pains and learn in order to get a, the work will seem hard; but if you your work, you will find your reward in that.

Speaking

- B. Work with a partner and enact the following situations.
- 1. You and your friend are visiting a sick friend in a hospital. Ask about her/his health and give her/him updates about the school work she/he has missed.
- 2. Informing your parents about an upcoming sports event in your school.

Writing

C. Imagine you are the Chief Secretary of your locality. In your notebook, write a formal letter to the sports minister requesting her/him to help the underprivileged children of your locality to get free coaching at the stadium.

ANSWERS

MAIN COURSEBOOK

- A. 1. d 2. d 3. d 4. c
- B. 1. a. Semyon said these words.
 - **b.** These words convey that Semyon hadn't had a trouble-free past and had experienced sorrow sometime or the other.
 - c. Semyon was referring to his days as a soldier.
 - 2. a. Arina was Semyon's wife.
 - **b.** The neighbour was Vasily.
 - c. Semyon felt that something didn't seem right with Vasily because he was generally indifferent and was constantly rude and angry.
 - 3. a. Semyon said these words. 'Them' is the Chief and the traffic inspector.
 - b. Semyon said these words after they left his hut and went to Vasily's hut.
 - c. Semyon thought that there would be trouble between 'them' and Vasily because the Chief had come for an inspection and he was specifically looking for Vasily. The Chief remembered that the traffic inspector had made a note against Vasily. Semyon could foresee that there would be a confrontation between the Chief and Vasily.
- C. 1. Semyon Ivanov was an ex-soldier who had served as an assistant to an army officer and was living in Kursk with his wife. Semyon was travelling in a train when he met the station-master who had been an officer in his regiment. The station-master offered to help him find work and offered him the position of a track-walker.
 - 2. A track-walker went over the track twice a day, examining and tightening up nuts and water-pipes. The drawback of being a track-walker was that he had to take the inspector's permission in every little thing that he wanted to do.
 - 3. Vasily was angry because he thought he was underpaid and was fined for growing cabbages without taking permission from the inspector.
 - 4. The sleepers were carefully examined, spikes driven in, nuts tightened, posts painted and yellow sand sprinkled at the level crossings in preparation for the inquiry.
 - 5. When the Chief's trolley approached Semyon's hut, he ran out and reported in soldierly fashion.
- D. 1. a. No, Vasily was hot-tempered. He walked off when Semyon expressed an opinion contrary to his. Vasily also had held on to a grudge with the inspector since spring.
 - **b.** Yes, Vasily told the truth. He complained to the Chief about the incident with the inspector.
 - 2. We know that the Chief was an important man from the way he arrived. He was carried on a six-wheel trolley whose handles were worked by four men.
 - 3. Semyon was more patient and tolerant than Vasily. He was also calmer and at peace as compared to Vasily who held onto grudges, complained constantly and was bitter. While



Vasily wanted justice and fairness, Semyon had made peace with what he was getting.

E. 2. broad-shouldered

4. Cold-blooded

3. sure-footed

5. six-sided

- F. 1. e
- 2. c

3. d

- **4.** a
- 5. b

- G. 1. So far our car hasn't given us any problem.
 - 2. Life in a village is a far cry from life in a city.
 - 3. As far as one can see, Anya seems a talented illustrator.
 - 4. All parents hope that their children will go far in life.
 - 5. People came from far and wide to attend the Environment Day rally.
- H. Dear Pushkin,

It <u>has been</u> a few days since I <u>came</u> here. I am sure you <u>have got</u> used to your new job in Moscow.

You won't imagine how surprised I was when the station-master and I <u>recognized</u> each other. He <u>spoke</u> to the Chief on my behalf. He indeed <u>has been very kind</u> to me.

Well, now my work <u>has begun</u>. I am <u>doing</u> different kind of jobs, mainly I <u>check</u> the rail tracks. I even <u>took</u> care of the kitchen for some time.

Another track-walker Vasily <u>lives</u> close to my hut. Although we <u>have met</u> many times, we often <u>disagree</u> with each other in our discussions.

I <u>am waiting</u> for the day when you <u>will visit</u> me. Probably by the time you come here, I would have become an experienced track-walker.

Your friend,

Semyon

- I. 1. The next Asian Games will be held in Jakarta, Indonesia in 2018.
 - 2. The practice for the inter-school event <u>begins</u> on next Monday.
 - 3. Sheena's parents will be celebrating / are celebrating their twenty-fifth wedding anniversary this Sunday.
 - 4. Aamna will visit her cousins if she gets leave from office.
- J. 1. helpfulness

3. enthusiasm

5. concern

2. hope

4. rudeness

6. organized

- K. Accept any relevant response. Suggestions:
 - 2. SEMYON: Vasily is so strange and hot-tempered.
 - ARINA: Why do you find him so?
 - SEMYON: He barely says a word and when he does, he walks off in the middle of the

conversation!

ARINA: Did you say something that displeased him?



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SEMYON: I expressed my opinion, which contradicted his.

ARINA: It's not right to walk off just because someone disagrees with you.

3. INSPECTOR: Semyon, some important people from St Petersburg are coming for an

inquiry in a few days.

SEMYON: Do we need to prepare for it?

INSPECTOR: Certainly, we do. Make sure the bolts are tight and the spikes are driven in.

Examine the sleepers and paint the posts. Also, sprinkle yellow sand at the

level crossings.

SEMYON: Yes, Sir!

INSPECTOR: The Chief will come to inspect in a week. Inform Vasily too and put

everything in order.

L. Accept any relevant response. Suggested outline:

Subject: Recommendation for track-walker – Semyon Ivanov – former soldier from my regiment – I know him to be hard-working – sincere – disciplined – looking for work – post of track-walker open – I recommend Semyon for the job – You will not be disappointed with his work – His wife is in Kursk – accommodation for them would be appreciated – Yours sincerely

WORKBOOK

- A. 1. d drawback 4. a screwdriver 7. f station-master
 - 2. e crowbar 5. c track-walker
 - 3. g taxpayer 6. b hot-tempered
- B. Accept any relevant response. Suggestions:
 - soft-petalled flowers
 long-legged Ravi
 - 3. well-dressed boy 5. red-streaked hair
- C. 1. under the weather 4. burning the midnight oil 7. blessing in disguise
 - 2. at the drop of a hat 5. missed the bus 8. a piece of cake
 - 3. beating about the bush 6. sit on the fence
- D. 1. past continuous 5. simple present
 - present perfect
 future perfect
 - 3. present perfect continuous 7. past perfect
 - 4. future continuous 8. simple future
- E. Accept any relevant response. Suggestions:
 - 1. My grandmother is hosting a birthday party for my friends today evening.
 - 2. She has laid out a grand spread which I am sure we will enjoy.

- 3. We will be enacting a short skit to thank her.
- 4. I am sure we will relish each and every dish prepared by her.
- 5. I am going to cut a cherry-topped cake once all my friends have come in.
- 6. Grandmother will be playing the role of a perfect host this evening.
- F. Accept any relevant response.

WORKSHEETS

WORKSHEET 1

- A. 1. Bulka was a small bulldog.
 - 2. Bulka was black in colour, except for the tips of his front two paws which were white.
 - 3. Bulka's jaw was unusual the lower jaw protruded longer than the upper jaw.
 - 4. His face was broad and his sparkling eyes were large and black.
 - 5. His teeth and incisors were very sharp and helped him to cling to things very tightly.
 - 6. Although Bulka was small and gentle, he was strong. He was also very stubborn which sometimes made him disobedient.
- B. 1. b 2. d 3. a 4. b
- C. The first thing that Bulka did when he reached the narrator at the station was lick his hand. This gesture tells us that Bulka felt deep affection for the narrator and had raced in the heat because he did not want the narrator to leave him behind.
- D. After the narrator left the house, Bulka broke through a window and followed the narrator's track on the road to the station where he was waiting for his train. When Bulka reached the station, he licked the narrator's hand and then stretched himself out in the shade, panting and tired.

WORKSHEET 2

- A . 1. red-haired 5. long-handled
 - 2. sweet-smelling 4. one-eyed
- B. 1. b 2. d 3. e 4. c 5. a
- C. 1. against the clock 3. dime a dozen 5. dark horse
 - 2. back to square one 4. fixed in your ways

WORKSHEET 3

- A. 1. leaves 2. reads 3. takes 4. studies 5. lives 6. hunts
- B. 1. The principal is asking the teachers to discuss and make lesson plans for their books.

 The principal has asked the teachers to discuss and make lesson plans for their books.
 - 2. My grandmother was looking for a book on gardening. My grandmother had looked for a book on gardening.



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- 3. The ship will be sailing tonight.
 - The ship will have sailed by tonight.
- 4. Sarita has written dialogues for the school plays. Sarita had written dialogues for the school plays.
- Naved has been writing poetry in his free time.Naved had been writing poetry in his free time.

WORKSHEET 4

A. Listening text and answers

- 1. Everyone thinks of changing the world, but no one thinks of changing himself.
- 2. The two most powerful warriors are patience and time.
- 3. The sole meaning of life is to serve <u>humanity</u>.
- 4. Truth, like gold, is to be obtained not by its growth, but by washing away from it all that is not gold.
- 5. Art lifts man from his personal life into the universal life.
- 6. If you want to be happy, be.
- 7. Happiness does not depend on outward things, but on the way we see them.
- 8. If you take pains and learn in order to get a <u>reward</u>, the work will seem hard; but if you <u>love</u> your work, you will find your reward in that.
- B. Accept any relevant response. Suggested outline:
 - 1. how are you feeling today everyone misses you at school how do you spend your day a new teacher has joined details about the new teacher lessons done wish you a fast recovery
 - 2. inter-school sports meet next month selected to represent the school for an event parents are invited practice will be starting from next week
- C. Accept any relevant response. Suggested outline:

there are talented underprivileged children in the locality – parents can't afford a coach – vouch for their talent – if proper guidance is provided, each of them will shine – request for the minister's intervention



LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- > use previous knowledge and connect the two parts of the stories together.
- recognize the significance of dialogues and use them to grasp the events in the story.
- > demonstrate their understanding of the written text.
- > solve a crossword puzzle with similes and use them in sentences.
- define different types of reference books.
- > discover how infinitives, participles and gerunds are different from each other.
- listen to identify onomatopoeic words.
- > use expressions of regret in a conversation.
- write a newspaper report.

Warm up

- 1. Ask the class what a railway signal is used for. You could show them a picture of a railway signal.
- 2. Lead them to discuss the meaning of the red (stop), amber (caution) and green (go) colours on a traffic light and a railway signal.
- 3. After a few responses, prompt them to recall the red and green flags that Semyon was given when he joined as a track-walker in the previous lesson.
- 4. Lead the class to make a connection between the railway signal and the flags.



- 5. Ask the students to summarize the story as it took place in the last lesson.
- 6. Draw a flowchart on the board and invite volunteers to come up and fill in the sequence of the story they have read so far.

Comprehension

- 1. Let them read part 2 of the story silently.
- 2. Ask volunteers to create another flowchart of the events in this part of the story.
- 3. Allow the entire class to offer suggestions and fill in any gaps that may be left.
- 4. Ensure that the entire class has understood the sequence of events as they occur in the story.
- 5. Point out the relevant dialogues that unfold the story.
- 6. Exercises A and B may be attempted individually by the students.
- 7. Discuss the questions in Exercise C and set it for homework.
- 8. Hold a class discussion on the questions in Exercise D.

Word Study

- 1. Remind the students about the use of similes in poems and prose pieces.
- 2. Invite them to use previous knowledge and share some similes with the class.
- 3. Set Exercises E, F and G as individual work.
- 4. Call out the answers and ask the students to engage in self-correction.

Dictionary

- 1. The students may be familiar with the names of the reference books given in the box in Exercise H.
- 2. They could be given the option of attempting the exercise before checking the meanings in the dictionary.
- 3. Once they have pencilled in their answers, they may engage in self-correction by looking up the dictionary.

Grammar Study

- 1. Explain the concepts of infinitives, participles and gerunds in a lecture method.
- 2. Write a few examples of each on the board and ask the students to identify them. For example:

INFINITIVE: I decided not *to read* the book. I am trying *to remember* where I left the chocolates.

PRESENT PARTICIPLE: *Talking* nineteen to the dozen, she forgot to get off the bus. PAST PARTICIPLE: *Forgotten* passwords create many problems.



GERUND: He was tired of writing letters. Respecting others gains respect from them.

- 3. After the students have understood the differences, set Exercises I, J, K and L as pair work.
- 4. Call out the answers and address any doubts the students may have.

Communication Skills

Listening

- 1. Explain onomatopoeia to the students through examples such as trot-trot, whoosh and bang.
- 2. Ask them to think of words that convey sounds similar to the noises they describe.
- 3. After a few responses, read out the text and ask them to complete Exercise M.
- 4. Call out the correct answers.

Speaking

- 1. Invite two volunteers to come up to the front of the class and play the roles of Semyon and Vasily.
- 2. Ask them to role play the situation given as an example for Exercise N.
- 3. Ask the class to work in pairs and role play the rest of the given situations.

Writing

- 1. Draw the attention of the students to the format of a newspaper report as given on page 73 of the Coursebook.
- 2. Ask them to brainstorm in groups of five and decide upon what the contents of the report in Exercise O would be. Encourage them to make notes and record these points.
- 3. Have them share their ideas with the rest of the class.
- 4. Instruct them to write the first draft, edit it and then make a fair copy for you to correct.

Comprehension

Read this extract from The Railway Children by E Nesbit.

Here in the deep silence of the sleeping country the only things that went by were the trains. They seemed to be all that was left to link the children to the old life that had once been theirs. Straight down the hill in front of Three Chimneys the daily passage of their six feet began to mark a path across the crisp, short turf. They began to know the hours when certain trains passed, and they gave names to them. The 9.15 Up was called the Green Dragon. The 10.7 down was the Worm of Wantley. The midnight town express, whose shrieking rush they sometimes woke from their dreams to hear, was the Fearsome Fly-by-night. Peter got up once, in chill starshine, and, peeping at it through his curtains, named it on the spot.

It was by the Green Dragon that the old gentleman travelled. He was a very nice-looking old gentleman, and he looked as if he were nice, too, which is not at all the same thing. He had a fresh-coloured, clean-shaven face and white hair, and he wore rather odd-shaped collars and a top-hat that wasn't exactly the same kind as other people's. Of course the children didn't see all this at first. In fact the first thing they noticed about the old gentleman was his hand.

It was one morning as they sat on the fence waiting for the Green Dragon, which was three and a quarter minutes late by Peter's Waterbury watch that he had been given on his last birthday.

"The Green Dragon's going where Father is," said Phyllis; "if it were a really real dragon, we could stop it and ask it to take our love to Father."

"Dragons don't carry people's love," said Peter; "they'd be above it."

"Yes, they do, if you tame them thoroughly first. They fetch and carry like pet spaniels," said Phyllis, "and feed out of your hand."

"I say," Phyllis suggested, "let's all wave to the Green Dragon as it goes by. If it's a magic dragon, it'll understand and take our loves to Father. And if it isn't, three waves aren't much. We shall never miss them."

So when the Green Dragon tore shrieking out of the mouth of its dark lair, which was the tunnel, all three children stood on the railing and waved their pocket-handkerchiefs.

And out of a first-class carriage a hand waved back. A quite clean hand. It held a newspaper. It was the old gentleman's hand.

After this it became the custom for waves to be exchanged between the children and the 9.15 Up.

A.	Write true or false.
1.	The Fearsome Fly-by-night sometimes woke the children up at night.
2.	The old gentleman was the children's neighbour.
3.	The children waved their handkerchiefs to send their love to the old gentleman.
4.	The children's father lived with them in the country.
5.	The old gentleman read the newspaper in the train.
В.	Answer with reference to the context in your notebook.
1.	the daily passage of their six feet began to mark a path
	a. Whose feet began to mark a path?
	b. Complete the sentence – 'The daily passage' implies that they regularly
2.	"If it were a really real dragon" a. Who said these words? b. What is 'it'? What did the speaker want it to do?
C.	Underline sentences and phrases in the extract that tell you the following.
1.	The country was quiet and not much happened there.
2.	The trains reminded the children of the city.
3.	When Peter named the midnight train, the night was cold.
4.	The old gentleman dressed in an unusual manner.
5.	The 9.15 train emerged from a tunnel close to where the children stood.
D.	Why did Peter name the midnight train 'Fearsome Fly-by-night'?
Е.	Why did the children wave their handkerchiefs at the train?

Word Study

A. Find words in the wordsearch that will complete the given similes.

P	Q	W	Е	R	L	U	V	В	Н
D	G	С	В	W	A	L	Н	N	M
R	D	A	L	I	M	X	О	A	I
U	Z	F	Н	N	В	С	R	L	A
M	W	О	В	K	J	U	N	Q	F
R	U	В	I	Е	S	G	Е	X	M
N	V	X	С	V	Y	I	Т	P	J
О	L	I	K	I	Т	Т	Е	N	U
V	I	N	Е	G	A	R	R	T	Y
D	О	О	R	N	A	I	L	X	Z

		•
1	25	innocent as a

- 4. as dead as a
- 7. as tight as a _____

- 2. as quick as a _____
- 5. as red as
- 8. as sour as _____

- 3. as mad as a _____
- 6. as playful as a _____

B. Fill in the blanks with similes from the box.

as cold as a glacier as dry as dust as hard as a rock like an angel as black as coal as tough as a tiger

- 1. Asif's throat was ______ after walking for a mile.
- 2. Swathi went into the competition _____
- 3. The drink that was served was _____
- 4. The pudding was kept in the freezer, so it became
- 5. Mithu sings just _____
- 6. Anu's hair is brown, but her eyes are _____

Grammar Study

A.	Fill in the blanks with the present or past participle form of the verbs within brackets.
1.	The girl (carry) a bag asked the directions to the principal's office.
2.	The completely (freeze) ice cream looked too tempting.
3.	The lyrics of the song (sing) by the choir were written by my mother.
4.	The students (study) in Class VII are practising for the dance competition.
5.	The blue pair of shoes (wear) so often by Ena belonged to her elder sister.
В.	Replace the gerunds with infinitives and rewrite these sentences.
1.	Amrita likes jogging.
2.	Victoria prefers swimming.
3.	Bela doesn't like studying all the time.
	Fill in the blanks with the gerund or the infinitive form of the verbs within brackets.
	"Stop (talk) and start (read)," the teacher told the class.
2.	The class were asked (write) a composition within twenty minutes.
	We couldn't open the lock. Someone suggested (break) it open.
	Would you mind (switch) on the fan?
5.	Simi and Fali were tired of (stand) in the queue.
6.	The doctor advised the patient (stop) drinking tea or coffee.
7.	Atif is often not interested in (study).
8.	Partho enjoyed (swim) in the sea.
D.	Underline the verbs with -ing. Write participle or gerund for them.
1.	Knowing the truth, Lali apologized.
2.	Irom was praised for saving the old man's life.
3.	Smelling the gas, Mr Shastri rushed to the kitchen.
4.	Gayathri is fond of playing the guitar.
5.	Sachin played with a winning spirit.
6.	Amy enjoys watching birds in the sky.

Communication Skills

Listening

- A. Listen carefully to the sentences read aloud by your teacher. Write the onomatopoeic words used in the sentences. (Listening text on page 132)
- 1. _____

6. _____

2. _____

7. _____

3. _____

Q

4. _____

0

5. _____

10.

Speaking

- B. Work with your partner. Read the situations given below. How would you express regret in these situations?
- 1. stamping on someone's foot accidentally
- 2. delay in informing a friend about a class test
- 3. forgetting to take your class project to school

Writing

C. Write a newspaper report about how the alertness of a few students helped to avoid an accident on the road outside your school.

ANSWERS

MAIN COURSEBOOK

- A. 1. b, c 2. a, c 3. a
- B. 1. Semyon knew that Vasily was going somewhere because he had a stick in his hand and a small bundle on his shoulder.
 - 2. Vasily was going to Moscow to complain about the Chief to the head office.
 - 3. Semyon knew it was six o'clock because he heard the hooter of the factory.
 - 4. Instead of running to his hut, Semyon turned back because he realized that he could not go to his hut and return in time.
 - 5. Semyon thought that he wouldn't be able to keep standing up because the deep cut on his arm was bleeding profusely, and he could not see the train or hear the noise.
 - 6. The train engineer stopped the train when <u>Vasily held the blood-stained scarf high in</u> the air.
- C. 1. When Semyon met Vasily during his rounds, Vasily was very pale and his eyes had a wild look. When the Chief had gone to Vasily's hut for the inspection, they had argued and the Chief had slapped Vasily.
 - 2. Semyon collected sticks from a big marsh in the forest at the end of his section. He made flutes out of them.
 - 3. Vasily was squatting on the line to loosen the rail. His plan was that the rail would move to the side when the six o'clock train passed by which would cause a fatal accident to occur.
 - 4. Semyon did not have any tools with him which he could use to repair the rail. So, he started running towards his hut to fetch his tools.
 - 5. Train no. 7 was due at two minutes past six o'clock. It was a passenger train.
- D. 1. c. Both Semyon and Vasily helped to save the lives of the train passengers. Semyon soaked the scarf in his blood to make a red flag and almost lost his own life. Although Vasily was responsible for trying to cause an accident, he also helped to avoid the accident. If he had not held up the flag, the train engineer would not have stopped the train and Semyon's efforts would have been futile.
 - 2. a. Vasily wanted to cause an accident to get revenge for his humiliation and also to get the head office's attention.
 - **b.** Vasily realized that what he had done would result in the loss of all the lives on the passenger train. He rushed back and held Semyon's flag high to fix what he had done.

E. ACROSS

- 1. tough
- 3. still
- 6. cheerful
- 7. agile
- 8. different

DOWN

- 2. obstinate
- 4. straight
- 5. quick



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8. crashing

F.	1.	as cheerful as a lark.				
	2.	as quick as lightning.				
	3.	as different as chalk fr	om cheese.			
	4.	as obstinate as a mule				
	5.	as straight as an arrow	7			
G.	1.	e 2. d	3. a	4. b		5. c
Н.	1.	An almanac	3. A thesaurus		5. A directo	ory
	2.	An atlas	4. An encyclop	aedia		
I.	2.	He advised Vasily to g	rive up.			
	3.	However, Vasily decide	ed <u>to go to Moscow.</u>			
	4.	As a young boy Semyo	on made flutes <u>to sell i</u>	n the market fo	r two kopek	s a piece.
	5.	That particular day, Se	emyon went to the for	est to cut some	sticks.	
	6.	When Semyon saw Va	sily loosening a part o	f the rail, he sho	outed at him	to come back.
	7.	The brave Semyon wa	ved the red-stained fla	g to stop the tra	in.	
J.	1.	Lifting 3.	woven	5. Hidden		
	2.	Stopping 4.	Driven	6. spoken	J'	
K.	1.	writing 3.	to score	5. shopping		
	2.	switching 4.	to stop	6. Cycling		
L.	1.	shocking – participle				
	2.	watching – gerund	O'O' X			
	3.	playing – participle; liv	ving – gerund			
	4.	winning – gerund; par	rticipating – participle			
	5.	playing – gerund				
	6.	smoking – gerund				
M.	1.	clanging 3.	jingling	5. pattering	7. sc	reeching

N. Accept any relevant response. Suggestions:

2. creaking

4. flapping

- 1. I wish I had not been selfish and lent you my notes when you needed them.
- 2. If only I hadn't booked my flight tickets for that day, I would have visited you in the hospital. I am sorry I couldn't.

6. clacking

- 3. I don't know how I could have forgotten but I am really sorry for not inviting you to my birthday party.
- O. Accept any relevant response. Suggested outline:

Train no. 7's close shave – at 6 o'clock yesterday – near Moscow – loosened rail – almost derailed – could have killed passengers – saved by two track-walkers, Semyon and Vasily –

Vasily is responsible for loosening the rail – angry at authorities

Train engineer said – saw a man holding a red flag high – another was lying on the tracks – immediately stopped the train – a passenger said – everyone got off – the red flag was a scarf soaked in Semyon's blood – lost consciousness

Semyon awarded for bravery - Vasily suspended - jailed - awaiting hearing at court

WORKBOOK

- A. 2. pancake 4. grave 6. merry 8. large
 - 3. snug 5. bright 7. silk
- B. 1. toothpick 3. post 5. life
 - 2. oak 4. day 6. ghost
- C. 1. Walking 3. speaking 5. Delighted 7. Standing
 - 2. Filled 4. finishing 6. approaching 8. stopped
- D. 1. Karan enjoys playing the flute. gerund
 - 2. Grandpa is watching television. participle
 - 3. Knitting happens to be my grandma's favourite hobby. gerund
 - 4. Nobody seems to be inside so no point knocking at the door. participle
 - 5. Cycling early in the morning is a refreshing experience. gerund, participle
 - 6. Nikki and her sister enjoyed watering the plants. gerund
 - 7. Hoping to meet again, I said bye to my friend. participle
 - 8. Plucking flowers is not allowed in the park. gerund
- E. Accept any relevant response. Suggestions:
 - 1. Maria stopped the horse to give instructions to the boy.
 - 2. She also paused to pat the horse and check its reins.
 - 1. The bird swooped low to warn the squirrel about the storm.
 - 2. The squirrel hastened towards the tree to seek shelter in its hollows.
 - 1. The boys ran to meet the waves.
 - 2. They did not hesitate to get their clothes wet.
- F. Accept any relevant response.

WORKSHEETS

WORKSHEET 1

- A. 1. true 2. false 3. false 4. false 5. true
- B. 1. a. The feet of the three children began to mark the path.
 - **b.** 'The daily passage' implies that they regularly <u>visited the railways.</u>



- 2. a. Phyllis said these words.
 - b. 'It' was the 9.15 train. Phyllis wanted the train to take their love to their father.
- C. 1. in the deep silence of the sleeping country
 - 2. They seemed to be all that was left to link the children to the old life that had once been theirs.
 - 3. in chill starshine
 - 4. he wore rather odd-shaped collars and a top-hat that wasn't exactly the same kind as other people's
 - 5. the Green Dragon tore shrieking out of the mouth of its dark lair
- D. Peter named the train 'Fearsome Fly-by-night' because it was a midnight train and made a shrieking sound as it passed by quickly which often woke them up.
- E. The children waved their handkerchiefs at the train because they believed that the train was going to the place where their father was. They missed him and wanted the train to take their love to him.

WORKSHEET 2

A.	P	P Q W E R		L	U	V	В	Н		
	D	G	С	В	$\overline{\mathbb{W}}$	A	L	H	N	М
	R	D	A	L	I	M	X	О	A	I
	U	Z	F	Н	N	В	C	R	L	A
	M	W	О	В	K	J	U	N	Q	F
	R	U	В	I	E	S	G	E	X	М
	N	V	X	С	V	Y	I	T	P	J
	О	L	Ι	(K	I	Т	Т	Е	N	U
	V	I	N	Е	G	A	R	R	Т	Y
	D	О	О	R	N	A	I	L	X	Z

- 1. as innocent as a lamb
- 2. as quick as a wink
- 3. as mad as a hornet
- 4. as dead as a doornail

- 5. as red as rubies
- 6. as playful as a kitten
- 7. as tight as a drum
- 8. as sour as vinegar

- B. 1. as dry as dust
- 3. as cold as a glacier
- 5. like an angel

- 2. as tough as a tiger
- 4. as hard as a rock
- 6. as black as coal

WORKSHEET 3

A. 1. carrying

3. sung

5. worn

2. frozen

- 4. studying
- B. 1. Amrita likes to jog.
 - 2. Victoria prefers to swim.
 - 3. Bela doesn't like to study all the time.
- C. 1. talking, reading

5. standing

2. to write

6. to stop

3. breaking

7. studying

4. switching

8. swimming

D. 1. gerund

3. gerund

5. participle

2. participle

4. gerund

6. participle

WORKSHEET 4

A. Listening text

- 1. The clucking of hens is something that is not heard in cities.
- 2. Enid croaked the answer as she was unsure about it.
- 3. We could hear the tires screech outside our house.
- 4. The little girl slurped her drink happily.
- 5. Frankie fell on the ground with a thud.
- 6. The excited children were squealing in the playground.
- 7. Tweety was tweeting in her birdhouse.
- 8. The ant was squashed by the little boy.
- 9. Maya was sleepwalking when she banged her head against the wall.
- 10. Strong winds rattled the windows.

Answers

- 1. clucking
- slurped
- 7. tweeting
- 10. rattled

- 2. croaked
- 5. thud

8. squashed

- 3. screech
- 6. squealing
- 9. banged
- B. Accept any relevant response. Suggested outline:
 - 1. apologize may say politely "Hope I didn't hurt you"
 - 2. apologize may say "slipped my mind" offer to help
 - 3. apologize may ask to be excused this time promise to bring it the next day
- C. Accept any relevant response.





The Pied Piper of Hamelin

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- > know more about plague and about legends.
- > read a poem and understand the narrative.
- > appreciate the unrealistic elements in the story.
- > appreciate that the rhythm is even, constant and simple.
- > summarize the poem and understand the use of onomatopoeia.
- > replace infinitive clauses with noun, adjective and adverb clauses.
- > construct a happy ending for the poem.

Warm up

- 1. Show the children a picture of a rat.
- 2. Ask them if they are aware of a disease associated with rats.
- 3. Tell them about 'plague' a disease spread by the bacteria Y Pestis, said to thrive on rodents, especially rats.
- 4. Tell them they will read a narrative based on a legend.
- 5. Inform them that a legend is a traditional story sometimes regarded as historical though not authenticated.
- 6. Ask them if they know any legends. For example:

The legend of King Arthur, the stories of Krishna



Comprehension

- 1. Encourage the class to read the poem out loud.
- 2. Once they have read it, read it out stanza by stanza.
- 3. Ask the students after
 - a. STANZA 1 to describe the location of the narrative and the atmosphere of the area.
 - b. STANZA 2 to make a list of the ways the rats caused mayhem.
 - to make a note of the action taken by the townsfolk and the mayor.
 - c. STANZA 3 to describe the Pied Piper.
 - d. STANZAS 4, 5 and 6 to describe the rats and their actions.
 - to make a note of the action of the Mayor.
 - to describe the action of the Pied Piper.
 - to make a note of the result of the Piper's actions.
 - to understand and enumerate the moral of the poem.
- 4. Discuss the points noted by the students with the class as a whole.
- 5. Set Exercise A as pair work. Call out the answers and clear any doubts.
- 6. Exercise B may be discussed in class and set for homework and internal assessment.
- 7. Allow the class to discuss the issues raised in Exercise C.
- 8. Lead them by asking questions such as: Is it better to forgive or to take revenge? Were the children at fault? Who was responsible for not fulfilling the promise? Could this story be based on facts? What were the magical elements in the story? Does it have a message?

Word Study

- 1. Students are familiar with onomatopoeia. Remind them of the figure of speech by eliciting examples.
- 2. Set Exercises D and E for pair work. Call out the answers.

Grammar Study

- 1. Explain the infinitive phrase to the students in a lecture method.
- 2. Ask students to make sentences using infinitive phrases. For example:
 - He decided to throw the ball. This is an interesting book to read for pleasure.
- 3. Tell them that if 'to' is followed by a pronoun, noun or noun phrase, it is a prepositional phrase, not an infinitive phrase. If the word 'to' in the sentence is followed by a root-form verb, it is always an infinitive.
- 4. Tell them that an infinitve phrase can function as a noun, adjective or adverb in a sentence. This is why they can often and easily replace noun clauses, adjective clauses and adverb clauses.



- 5. Give them these hints to recognize what function the infinitive phrase is playing.
 - a. If the infinitive ends a sentence and follows a verb, it functions as a noun.
 - b. If the infinitive ends a sentence but cannot be moved to the beginning of that sentence without adding additional words, it functions either as a noun or an adjective. Remember that the infinitive phrase functions as a noun when it is preceded by a verb and as an adjective when a noun precedes it.
 - c. If the infinitive ends a sentence and can be moved to the beginning of that sentence by adding a comma, it functions as an adverb. This is true even if the infinitive follows a noun.

We have decided to fight for our rights. (functions as a noun)

This is music to listen while jogging. (functions as an adjective)

To check their answers, they consulted the dictionary. (functions as an adverb)

8. Ask the students to complete Exercises F, G and H as a class.

Writing

- 1. Read out the writing task as given in Exercise I.
- 2. Ask the students to form groups of five and create another ending.
- 3. Go around the class offering suggestions. Remind them to make notes while discussing.
- 4. Tell them to use adverbs and adjectives to make their narration interesting.
- 5. After ten minutes, set the task for homework.

FOR THE TEACHER: BEYOND THE LESSON

'The Pied Piper of Hamelin' was made as an American ninety-minute musical film in colour. It was first broadcast in the United States as a Thanksgiving Day special on 26 November 1957. The film was given a happy ending where the children return to Hamelin.

The earliest known record of this story is from the town of Hamelin (Hameln), Lower Saxony, Germany. It is depicted in a stained glass window created for the church of Hamelin, which dates to around 1300 CE. This weblink can be used to see and know more about this place.

rsgr.in/nger7thb6

Grammar Study

A. Replace the noun clauses with infinitive phrases.

- 1. Maria is sure that she will win a prize.
- 2. The principal had decided that tomorrow will be a holiday.
- 3. Vineeta always imagined that she was a detective.
- 4. It is important that you are punctual for meetings.

B. Replace the adjective clauses with infinitive phrases.

- 1. This is the coat that you should wear.
- 2. Here is the book for your review.
- 3. Kanyakumari is a place that you should visit.
- 4. Junk food is something which you must avoid.

C. Replace the infinitive phrases with adverb clauses.

- 1. The stranger returned to help the inspectors.
- 2. Urvashi bought a card to gift her friend.
- 3. We will stop on the way to have some food.
- 4. Mother picked up the phone to call Aunt Isabella.

ANSWERS

MAIN COURSEBOOK

Paraphrase

'The Pied Piper of Hamelin' is a long poem about the fantastical tale of a piper who lures away rats and children with his magical pipe. Here, parts of it have been compressed into prose so that the moral message of the story can be conveyed to the reader.

Five hundred years before the speaker of the poem and Willie lived, the pleasant town of Hamelin in Brunswick, Germany suffered a serious rat infestation. The harassed townsfolk appealed to their Mayor for help. It was then that the Piper came to the rescue. He offered to get rid of the rats on the condition that he was paid a thousand guilders. He played his pipe and drew out the pests, and they followed him all the way to the river Weser, where they drowned.

Instead of rewarding the Piper as agreed, the Mayor and the corporation thanked him with a glass of wine. Here, things take a sinister turn. The insulted Piper played his bewitching music once more, and this time he took away the children of Hamelin. They entered a cavern with him and were never seen again. In the closing lines of the poem, the speaker warns Willie that one should keep one's promises.

Browning's most famous poems often have a chilling air to them. 'The Pied Piper of Hamelin' too carries this distinct feature. The tragedy brought upon by the Piper's revenge is magnified by the poet's glowing description of the children's beauty and innocence. It serves as a reminder of the precious things that could be lost because of greed, falsehood and treachery.

Answers

- A. 1. The words 'pleasanter spot' mean a more pleasant spot than this.
 - 2. According to the poet, it was a pity that the townsfolk of a pleasant town suffered from rats.
 - 3. The rats were attracted by the sound of the Piper's pipe.
 - 4. The words 'muttering', 'grumbling' and 'rumbling' indicate the way the rats came out of the houses.
 - 5. The Mayor did not fulfil his promise because he was ungrateful and thought that he did not have to pay the Piper for a task he had already done.
- B. 1. The people of Hamelin were worried because rats infested their town and were a nuisance.
 - 2. The rats fought the dogs, killed the cats, bit babies, ate the cheeses out of the vats, licked the soup from the cooks' spoons, split open the kegs which stored salted sprats, made nests inside hats and created a racket.
 - 3. When the Piper blew his pipe for the first time, all the rats in the city came out and followed him through the streets till the river, where they jumped in and drowned.

- 4. The Piper had been promised a thousand guilders in return for ridding the town of rats. When the Mayor refused to pay the Piper, he blew his pipe a second time to attract the children of the town and teach the people of the town a lesson. The Piper led the children, dancing and joyful, into a cavern and they were never seen again.
- 5. When barley is scattered, fowls come running out to satisfy their hunger. The children had the same enthusiasm as they heard the Piper playing his pipe and came running out at the same time.
- 6. The poet advises Willie to always keep his promises.
- C. 1. No, the Pied Piper was not justified in taking away the children because they were not responsible for cheating him and should not have paid the price for the actions of the Mayor and the corporation.
 - 2. The message of the poem is that we should always keep our promises.
 - 3. Accept any relevant response. Suggestion: Another title of the poem could be 'How the town of Hamelin suffered'.
- D. wooden shoes clattering; noun wooden shoes little hands clapping; noun little hands
- E. Stanza 2 Rats fought the dogs, killed the cats, bit the babies, ate the cheeses, licked the soup, split open kegs, made nests inside men's hats, spoiled the women's chats with shrieking and squeaking.
 - Stanza 3 Into the street the Piper stepped, Then like a musical adept, To blow the pipe his lips he wrinkled, His green and blue eyes twinkled.
 - Stanza 4 Three shrill notes the pipe uttered, Out of the house the rats came tumbling.
- F. 1. The Pied Piper was told that he must destroy all the rats in the town.
 - 2. We are hoping that Sana becomes the Head Girl of her school.
 - 3. The police tried hard that the case of the bank robbery be solved.
 - 4. The director believed that Mr Dasgupta was a deserving candidate.
 - 5. The court told Mr Shenoy that he had to vacate the house.
- G. 1. Here is a practice test paper for you to solve.
 - 2. This is the girl to marry.
 - 3. Can you suggest which bus to board?
 - 4. This is the film to watch.
- H. 1. Adarsh reached the venue early so that he could buy the front row seats for the concert.
 - 2. Seema bought a pen in order to gift it to her friend.
 - 3. Zaina gave Rishi a set of cricket gear so that he could pack it.
 - 4. Tanya picked up the phone in order to call her friend.
 - 5. Grandfather switched off the television because he wanted to sleep.
- I. Accept any relevant response. Suggested outline:



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6. c

The townsfolk trailed behind – Piper climbed halfway – children scrambling after him – a large cavern – children followed him – rock started to close – the parents ran up – banged on the rock, tried everything – approached the Mayor – he refused to give the promised amount – people came up with a solution – "We will find him, and we will pay him!" – Pied Piper standing in the doorway – walked back to the hill – cavern opened – the children came out still singing and dancing – "Oh! What a lovely time we had at the Piper's party!" – the parents thanked him – Piper accepted the coins gladly

WORKBOOK

- A. 2. e 3. a 4. b 5. f
- B. Accept any relevant response. Suggestions:
 - 2. The walls were so thin that we could hear the click, clack of shoes in the next flat.
 - 3. Although I was hungry, I did not eat the chips because I was afraid that the **crunch**, **crunch sound** will disturb others in the audience.
 - 4. In the boathouse, we enjoyed hearing the gentle swish, swoosh of paddling when a boat passed by.
 - 5. I wake up every morning and listen to the pleasant tinkle, tinkle of the chimes outside my window.
 - 6. As the game began, the room was filled with the pop, pop of bursting balloons.

C. ababaccc

D. 1. Manish wished that he had some more time.

Manish wished to have some more time.

2. The teacher expected that her students will finish their project on time.

The teacher expected her students to finish their project on time.

3. After watching the first half of the music competition, it seemed more likely that Advaita would be the winner.

After watching the first half of the music competition, it seemed more likely for Advaita to win.

4. Varun always promises that he would clean his room, but never does it.

Varun always promises to clean his room but never does it.

5. Neha decided that she would visit Greece.

Neha decided to visit Greece.

- E. 1. Anima is the person to contact in case of an emergency.
 - 2. Please give me some water to drink.
 - 3. Chaitya does not have any fancy clothes to wear to the party.
 - 4. I asked Hoinu to give me a book to read.
 - 5. Mala has a blue cardigan to wear with her new dress.



- F. 1. I have a pet dog who guards the house.
 - 2. My teacher has given me notes that I have to study today.
 - 3. Ganesh has five children who he has to provide for.
 - 4. Tom's aunt gave him some money which he can use to buy chocolates.
 - 5. I have work that needs to be finished today.
- G. 1. The guests arrived as we were to leave for the market.
 - 2. Maisnam took the knife to cut the fruit.
 - 3. Neena ran too fast for me to catch her.
 - 4. The government formed a committee to look into the issue in greater detail.
 - 5. Ayub slept late to avoid getting up early the next morning.
- H. 1. Rubina started early so that she could reach the office on time.
 - 2. Rahul switched off the light because he wanted to go to sleep.
 - 3. Mithun put his hands on his eyes in order to protect them from dust.
 - 4. Sheena could not wait any longer as it was too late.
 - 5. The insect could not be seen with the naked eye since it was too small.
- I. Accept any relevant response.

WORKSHEET

- A. 1. Maria is sure to win a prize.
 - 2. The principal had decided tomorrow to be a holiday.
 - 3. Vineeta always imagined herself to be a detective.
 - 4. It is important to be punctual for meetings.
- B. 1. This is the coat for you to wear.
 - 2. Here is the book for you to review.
 - 3. Kanyakumari is a place for you to visit.
 - 4. Junk food is something to avoid.
- C. 1. The stranger returned so that he could help the inspectors.
 - 2. Urvashi bought a card for her friend as a gift.
 - 3. We will stop on the way for some food.
 - 4. Mother picked up the phone in order to call Aunt Isabella.



LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- > form an understanding of Shakespeare's plays by reading a prose version of an extract from *The Tempest*.
- > demonstrate the ability to recall details from a selection.
- > make inferences from given information.
- identify who, what, when and why in a story.
- > scan to find the meanings of phrases and use suffixes to create new words.
- > employ active and passive voice to make sentences.
- > listen to identify emotions.
- > use language and tone of voice to express different emotions.
- > write a short story by using given content.

Warm up

- 1. Write these names on the board:

 the Harry Potter series of books, Alladin and the Magic Lamp, Alice in Wonderland
- 2. Ask them what these stories have in common. (magic/fantasy)
- 3. Allow them to speak about magic for two or three minutes.
- 4. Inform them that the lesson they are about to read involves magic.

Comprehension

- 1. Instruct the students to read the story. One student can begin the reading and read three to four sentences out aloud.
- 2. The second student can take over from where the first student stops. In this manner they may read aloud the entire story.
- 3. Once the reading is completed, ask them to read the questions given in Exercises A, B, C and D.
- 4. Now let the students who have not yet had a chance to read, read the story aloud in the same manner as earlier.
- 5. After the second reading, allow the class to discuss the story and express their opinions about the events in the story.
- 6. Students may attempt Exercise A individually. Call out the answers later.
- 7. Allow the students to complete Exercise B as pair work and then share their answers with the rest of the class.
- 8. Hold a class discussion on the questions in Exercises C and D. Exercise C may be done for homework after the discussion.

Word Study

- 1. Instruct the students to complete Exercise E as pair work. Encourage the use of a dictionary.
- 2. After five minutes, elicit answers through a show of hands.
- 3. Ask the students to volunteer to come up to the board and add suffixes to the words given in Exercise F.
- 4. As a student writes the word, the rest of the class decides whether the spelling is correct.

Grammar Study

- 1. Explain active and passive voice along with the conversion rules in a lecture method.
- 2. Divide the class into two teams. One team constructs a sentence in the active voice. The other team converts it into the passive. The two teams switch roles after five minutes.
- 3. Once the class is comfortable with the concept, set Exercises G and H as individual work.
- 4. Use the exercises for internal assessment.
- 5. Exercise I may be done by the class together. Listen in and offer suggestions.

Communication Skills

Listening

1. Explain Exercise J to the students by reading out the instructions given in the text.



- 2. Read the words out slowly. Pause after each word so that the students have the time to apply previous knowledge and decide who the emotion belongs to.
- 3. At the end, call out the correct answers and ask the students to explain why a certain word fits a certain character.

Speaking

- 1. Allow the students to work in pairs and role play the situations as described in Exercise K.
- 2. Walk around the class offering suggestions and correcting as necessary.

Writing

- 1. Divide the students into groups of four.
- 2. Let them note the events of the story in a chronological order and highlight the ones that include Ariel. The students will then fill in the gaps with imagined details. They may take the help of the given outline.
- 3. Instruct two or three groups to read out the points they have noted.
- 4. Ask the groups to convert the points into sentences in the first person.
- 5. Once again, listen to a few groups read out the story.
- 6. Set Exercise L for homework.

FOR THE TEACHER: BEYOND THE LESSON

Divide the class into four groups for a collaborative project.

Group one will collect pictures of Shakespeare, the covers of some of the books of his plays, his plays being enacted or the Globe where the plays were performed, etc. They will give captions to the pictures. Group two will write the outline of any two of his plays. Group three will write his biography. Group four will research the period he wrote in and prepare a short write up. The four groups will then assemble their work and display it in class.

See the end of this Companion for information on Shakespeare.

Read an extract from an adaptation of Shakespeare's play The Merchant of Venice.

Antonio was a rich and prosperous merchant of Venice. His ships were on nearly every sea, and he traded with Portugal, Mexico, England and India. Although proud of his riches, he was very generous with them, and took delight to use them in relieving the wants of his friends, among whom, his relation, Bassanio, held the first place.

Bassanio, like many other merry and gallant gentlemen, was reckless and extravagant, and finding that he lost all his fortune and had no money left to pay his creditors, he went to Antonio for further help.

"To you, Antonio," he said, "I owe the most in money and in love, and I have thought of a plan to pay everything I owe if you will but help me."

"Say what I can do, and it shall be done," answered his friend.

Then said Bassanio, "There is a lady richly in Belmont, and eligible men from all over the world come to ask for her hand in marriage, not only because she is rich, but because she is beautiful and good as well. She seemed pleased with me when we last met, and I am sure that I could win her heart if I had the money to go to Belmont, where she lives."

"All my fortunes," said Antonio, "are at sea, and so I have no ready money; but luckily my credit is good in Venice, and I will borrow for you what you need."

There was living in Venice at this time a rich moneylender, named Shylock. Antonio despised and disliked this man very much, and treated him with the greatest harshness and scorn. Deep in his heart, Shylock cherished a desire for revenge on the rich, smug merchant because Antonio hurt his pride and injured his business.

So when Bassanio came to him to ask for a loan of three thousand ducats to Antonio for three months, Shylock hid his hatred, and turning to Antonio, said, "Harshly as you have treated me, I would be friends with you and have your love. So I will lend you the money and charge you no interest. But, just for fun, you shall sign a bond in which it shall be agreed that if you do not repay me in three months' time, then I shall have the right to a pound of your flesh, to be cut from what part of your body I choose."

"No," cried Bassanio to his friend, "you shall run no such risk for me."

"Why, fear not," said Antonio, "my ships will be home a month before the time. I will sign the bond."

Thus, Bassanio left for Belmont to win Portia's heart with Antonio's help.

A. Answer with reference to the context in your notebook.

- 1. "To you, Antonio, I owe the most in money and in love."
 - a. Who said these words and to whom?

- b. Why did the speaker say these words?
- c. What reply did the speaker receive to these words?
- 2. "I will borrow for you what you need."
 - a. Who said these words and to whom?
 - b. Why did the speaker offer to borrow for the listener?
 - c. Who did the speaker borrow from?
- 3. "You shall run no such risk for me."
 - a. Who said these words and to whom?
 - b. What 'risk' is the speaker talking about?
 - c. Did the person addressed in this line undertake the risk?

B .	Com	olete	these	sentences.
	COLLE			

D.	Complete these sentences.
1.	Bassanio had to borrow money from Antonio because
2.	Antonio had to borrow because
3.	When Antonio said that his credit was good in Venice, he meant
4.	The amount that Antonio asked Shylock as a loan
5.	Bassanio left for Belmont to
C.	Describe Antonio in your own words.
	0.0
	(G)
D.	Did Shylock really want to be friends with Antonio? Why/Why not and how do
	we know?

- 1. Mother baked a (delicious / long) cake for my birthday.
- 2. The passengers in the bus were disturbed by Mukta's (huge / loud) banter.
- 3. Outside our hotel window is a (scenic / sumptuous) view.
- 4. Do not (delay / waste) time.
- 5. It was a long and (winding / starry) road to our cousin's place.

B.	Tick	the	meanings	of	the	itali	cized	word	s.
ν.	TICIL	tile	incamings	OI.	tile	Itali	CIZCU	WOIG	J •

1. Rita used her wealth to relieve the wants of her friends. a. buy gifts for her friends c. help her friends in need d. fund their education **b.** throw parties for her friends 2. Scientists from all quarters of the globe were present in the conference. a. every corner of the world c. every city in a country **b.** every building in the locality d. only foreign countries 3. Bassanio told Antonio, "Portia looked on me with such favour." a. looked happy c. looking for a favour d. looked with approval **b.** denied any favour 4. The group had to keep the secret because they were bound by oath. a. tied to an oath c. fixed to an oath **b.** compelled by a promise d. free to do according to one's will

C. Complete the table by adding the suffixes ence or ance to these words. Make the necessary changes in the spellings.

words	-ance	-ence
persevere	perseverance	
violent		
elegant		
excellent		
extravagant		
correspondent		

Worksheet

Worksheet

Worksheet

Worksheet 3

Worksheet

Worksheet

Worksheet

Grammar Study

A.	Write A against the	sentences	that	are	in	the	active	voice	or]	P against	those	that	are	in
	the passive voice.													

1.	The gardener planted sunflower seeds in the garden.
2.	Sunflower seeds were planted in the garden.
3.	The Egyptians built the Pyramids.
4.	The Pyramids were built between 2670 BCE and 664 BCE.
5.	Spanish is the official language of Chile.
6.	Spanish is spoken in Chile.
7.	Buckingham Palace has been visited by many visitors.
8.	We will visit Buckingham Palace.
9.	We knew Lalitha would finish the project before the deadline.
10.	The project will be finished before the deadline.
11.	Instructions will be given to you by the teacher.
12.	You will receive the instructions before the examination.
В.	Change the voice of these sentences and rewrite them.
	The members elected Mr Wadia the chairman of the committee.
2.	The milk was drunk by the cat.
3.	Manik painted his room bright yellow.
4.	The police took the thieves by surprise.
5.	The collision dented the bumper of Mrs Borah's car.
6.	Little Meira was chased down the street by Pema's dog.

Communication Skills

Listening

A. Listen carefully as your teacher reads aloud some sentences. Write true or false. (Listening text on page 172)

Speaking

- B. Role play these situations with your partner. One of you can speak harshly and the other can say the same thing in a gentle manner. The rest of the class can give their opinions about each of the conversations.
- 1. returning a damaged product to a shopkeeper
- 2. asking your sibling if you can borrow her/his favourite video game
- 3. stopping someone who is playing loud music in public transport

Writing

C. A story can be written from the perspectives of the various characters in it. In your notebook, write a short story from the perspective of your favourite character in The Tempest. Remember that the story will be in first person – 'I'.

ANSWERS

MAIN COURSEBOOK

- A. 1. a 2. b 3. c 4. a 5. c
- B. 1. a. Ariel was invisible to everyone except for Prospero.
 - b. Ariel was invisible because he was a spirit.
 - c. Ariel was not invisible to Prospero because he was a magician.
 - 2. a. Ariel's master was Prospero.
 - **b.** Antonio and the King of Naples were on the ship.
 - c. Ariel had raised a fearful storm to wreck the ship.
 - 3. a. These words were spoken by Prospero to Ferdinand.
 - b. Prospero tested the strength of Ferdinand and Miranda's love by speaking harshly to Ferdinand and making him do difficult work.
 - c. Prospero was convinced of their love. This made him very happy and he allowed Ferdinand to marry Miranda.
 - 4. a. Ariel sung these words.
 - **b.** Ariel will live a merry, free life now.
 - c. Prospero had set Ariel free and so the spirit could live merrily now.
- C. 1. Antonio and the King of Naples were guilty of robbing Prospero of his dukedom and setting them out on a rotten boat to perish at sea.
 - 2. Gonzalo placed water, food, clothes and Prospero's book on magic in the boat.
 - 3. Ariel lead the prince to Prospero by singing a song.
 - 4. Ariel and Prospero pitied Antonio and the King of Naples because they were hungry, weary and remorseful of what they had done to Prospero.
 - 5. Prospero presented Ferdinand to his father, the King of Naples, as a gift. He was overjoyed to see his son alive.
 - 6. The three things that Prospero did before leaving the island were to bury his books of magic deep in the earth, along with his magic wand, and set Ariel free.
- D. 1. We know that Miranda did not know about Ariel because Prospero thought she would be alarmed to see him talking with the empty air and made her fall asleep before speaking to Ariel.
 - 2. Prospero smiled because he knew that Miranda and Ferdinand would fall in love.
 - 3. This tells us that the island was uninhabited by human beings besides Prospero and Miranda.
 - 4. Prospero put Ferdinand to work because he wanted to test the love between him and Miranda.

E. 1. a

2. a

3. b



- F. 1. difference 3. intelligence 5. assurance 7. performance
 - 2. disturbance 4. allowance 6. appearance 8. conference
- G. 2. Ariel was given the most important tasks by Prospero.
 - 3. Ferdinand was timidly told by Miranda that she was no goddess.
 - 4. Gonzalo was thanked by Prospero for saving his and Miranda's lives.
 - 5. International Women's Day was celebrated by all the men in my family on 8 March.
- H. 1. Prospero's younger brother Antonio exiled him from his kingdom.
 - 2. Miranda asked Prospero if he was responsible for the tempest.
 - 3. Prospero put Miranda to sleep with an enchantment.
 - 4. 28 women of the Special Tiger Protection Force patrol the Pench National Park.
 - 5. Riyaz arranged the books on the shelves neatly.
 - 6. Our mother gifted a sewing machine to the helper in our house.
 - 7. We cuddle and pamper our young cat.
- I. NASA shortlists Coimbatore girl Shraddha Prasad for a one-way trip to Mars.

Coimbatore girl Shraddha Prasad has been shortlisted by NASA for a one-way trip to Mars.

William Shakespeare wrote The Tempest.

The Tempest was written by William Shakespeare.

24 children received the National Bravery Award on Republic Day 2015.

On Republic Day 2015, the National Bravery Award was received by 24 children.

J. MIRANDA - timidity, anxiety, kindness, pity, delight, alarm, mercy

GONZALO - kindness

FERDINAND – astonishment, alarm, joy

PROSPERO – vengeance, kindness

ARIEL – joy, pity, delight

ANTONIO - remorse, repentance, fear, sorrow

KING OF NAPLES - remorse, repentance, fear, sorrow, joy

- K. Accept any relevant response. Suggestions:
- 1. You are so careless! You never do anything properly! Where is the bread? Why didn't you get it?

What was the problem, child? Why didn't you get the bread?

2. You lazy children should feel ashamed. The government provides free education and you still beg on the roads. You ought to be studying.

You know, education is free in government schools. Please start studying instead of begging on the roads.

3. You don't know how to drive! Show me your licence immediately! Pay this fine!



Your driving was rash, sir. You're putting other people's lives in danger. I hope you realize that now but I will have to fine you. Can I see your licence please?

L. Accept any relevant response. Refer to the outline given in the Coursebook.

WORKBOOK

- A. raised himself out of poverty, lively performance of the young children, treated with great care and compassion, buried himself in the Harry Potter series of books
- B. 1. acceptance 3. resemblance 5. insurance
- 7. alliance
- 9. residence

- 2. dependence 4. assistance
- 6. patience
- 8. guidance
- 10. dominance

- C. 1. A 2. P
- 3. A
- 5. A
- 6. P 7. P
- D. 1. Generous donations were given for the Jammu and Kashmir flood victims by our school.
 - 2. Young ones of kangaroos are carried by them in their pouch.
 - 3. Some tasty halwa was prepared by Maya's mother.
 - 4. I don't want to be disturbed by anyone.
 - 5. The book is being read by the editor.
 - 6. The letter was posted by whom?
 - 7. Sumati's friends applauded her.
 - 8. Golf was being played by some of the visitors.
- E. Accept any relevant response.

WORKSHEETS

WORKSHEET 1

- A. 1. a. These words were spoken by Bassanio.
 - b. Bassanio expressed his gratitude to Antonio through these words. Bassanio said that it was Antonio to whom he owed the most because Antonio had lent him money and also it was Antonio whom Bassanio most loved.
 - c. Antonio replied to these words by asking Bassanio what he could do for him.
 - 2. a. Antonio said these words to Bassanio.
 - b. Antonio offered to borrow for Bassanio because Antonio did not have money at that point of time as all his ships were at sea. However, as he had good credit in Venice, he could borrow for his friend.
 - c. Antonio borrowed the money from Shylock, the moneylender.
 - 3. a. Bassanio said these words to Antonio.
 - b. The 'risk' is the signing of the bond. The terms in the bond said that if Antonio did not repay the loan in three months' time, then Shylock would have the right to a pound of Antonio's flesh, to be cut from any part of his body Shylock chose.
 - c. Yes, Antonio undertook the risk by signing the bond.



- B. 1. Bassanio had to borrow money from Antonio because he was reckless and extravagant and had lost all his fortune.
 - 2. Antonio had to borrow because all his ships were at sea.
 - 3. When Antonio said that his credit was good in Venice, he meant that he had a good name in Venice which would help him borrow for Bassanio.
 - 4. The amount that Antonio asked Shylock as a loan was three thousand ducats.
 - 5. Bassanio left for Belmont to win Portia's heart and ask for her hand in marriage.
- C. Accept any relevant response. Suggestions:

Antonio was a rich and prosperous merchant of Venice. He was generous to his friends and helped his friends who were in need. He helped Bassanio when he needed money. He also had a trusting nature which showed when he signed the bond despite its extreme conditions.

D. No, Shylock did not really want to be friends with Antonio. Antonio had treated Shylock with harshness and scorn and Shylock wanted revenge because he had hurt his pride and injured his business. Shylock was a dishonest person who hid his feelings when he said that he would lend Antonio the money and charge no interest. His true motives showed in the bond that he asked Antonio to sign. The bond cruelly stated that if the money was not returned in three months' time, Shylock would have the right to a pound of Antonio's flesh, from whichever part of his body he chose.

WORKSHEET 2

A. 1. delicious

2. loud

3. scenic

4. waste

5. winding

B. 1. c

2. a

3. d

4. b

C. violent – violence

elegant – elegance

excellent - excellence

extravagant – extravagance

correspondent – correspondence

WORKSHEET 3

- A. 1. A
- 3. A
- 5. A
- 7. P
- 9. A
- 11. P

- 2. P
- 4. P
- 6. P
- 8. A
- 10. P
- 12. A
- B. 1. Mr Wadia was elected the chairman of the committee by the members.
 - 2. The cat drank the milk.
 - 3. Manik's room was painted bright yellow (by him).
 - 4. The thieves were taken by surprise (by the police).
 - 5. The bumper of Mrs Borah's car was dented by the collision.
 - 6. Pema's dog chased little Meira down the street.



WORKSHEET 4

A. Listening text

- 1. Prospero was a brave knight.
- 2. Miranda was sixteen years old when this story took place.
- 3. Ariel was the chief of the animals in the island.
- 4. Prospero could raise a storm with his magic power.
- 5. Prospero spent most of his time studying books on philosophy.
- 6. Ferdinand was Gonzalo's daughter.
- 7. Prospero was harsh with Ferdinand as he was testing him.
- 8. Prospero forgave Antonio and the King of Naples.
- 9. Everyone left the island except Prospero.
- 10. Ariel was finally set free.

Answers

- false
 false
 true
 false
 true
 false
 true
 false
 true
 true
- B. Accept any relevant response. Suggestions:
 - rude You have given me a damaged product. I want my money back.
 gentle This product that I bought from you is damaged. Can you please have a look at it?
 - rude Give me your video game.
 gentle Would you mind lending me your video game?
 - 3. rude Stop your music. Is this your personal vehicle? gentle Can you please lower the volume of the music?
- C. Accept any relevant response. Suggested guidelines:

name of your favourite character – their role in the story – reasons for their thoughts and actions in the story – how did those thoughts and actions affect everyone – conclusion



LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- read and enjoy a poem.
- > use a variety of descriptive phrases to express emotions and feelings.
- demonstrate the ability to use question tags.
- restate the main idea of the poem.

Warm up

- 1. Write the title of the poem on the board.
- 2. Inform them that the Indian names for the laburnum includes *Amaltas* (Hindi), *Garmalo* (Gujarati), *Sonali* (Bengali), *Konrai* (Tamil), *Bahava* (Marathi) and *Chahui* (Manipuri).
- 3. Show them a picture of the laburnum. They may discuss the tree's appearance and its flowers.

Comprehension

- 1. Read the poem out to the class.
- 2. Point out the use of the metaphors and descriptive words.
- 3. Discuss the literal and non-literal meanings of phrases like 'crystallized sunbeams', 'burst out', 'thundery grey sky', 'drops gold', 'a joy that comes for free'.
- 4. Paraphrase the important parts of the poem in simple language to aid understanding.
- 5. After you have paraphrased the poem for the students, elicit explanations for the lines given in Exercise A. After a few responses, ask the students to write the meanings in their notebooks.



- 6. Exercise B may be discussed at length and completed as pair work by the students.
- 7. Hold a class discussion on the questions given in Exercise C.

Word Study

- 1. Exercise D may be done by the class as a whole. After four or five responses for each given phrase, students may choose the ones they like the best and write them in their notebooks.
- 2. Exercise E can be done individually. After five minutes, call out the answers and ask the students to engage in self-correction.

Grammar Study

- 1. Explain to the class that there are two kinds of verbs: finite and non-finite.
- 2. Verbs that change their form with the subject are finite verbs.
- 3. They show time (tense) and are limited by the number, person and gender of the subject.
- 4. A finite verb may be the single main verb in a sentence.
- 5. There are three kinds of non-finite verbs: the infinitive, the participle and the gerund.
- 6. The infinitive is formed by placing 'to' before the verb.
- 7. The gerund and the present participle are formed by adding '-ing' to the verb.
- 8. However, the gerund is a verbal noun and the present participle is a verbal adjective.
- 9. Verbs ending with '-en' and '-ed' form the past participle.
- 10. After the explanation, ask the class to volunteer answers for Exercise F.
- 11. Exercise G may be done as pair work.
- 12. Call out the answers and ask the students to consult you in case they have any doubts.
- 13. Let the students complete Exercise H individually. Use it for assessment.

Writing

- 1. Instruct the students to make groups of six and write out the main idea of the poem.
- 2. Each student in the group then writes the thought/idea presented in one verse.
- 3. Students compile the summary, edit it and write it in their notebooks. (Exercise I)

FOR THE TEACHER: BEYOND THE LESSON

Ask the students to think of other flowering trees. For example: the *gulmohar*, the *champa*, *neeli gulmohar* (jacaranda) and *semal* (cotton tree of India). Encourage them to express their feelings and thoughts about the trees using descriptive phrases.

Grammar Study

A.	Identify the	finite and	non-finite	verbs in	the sentences.	Remember	there can	be both
	finite and n	on-finite ve	erbs in a so	entence.				

- 1. Mohan wants to buy some books from the book fair. wants - finite, to buy - non-finite
- 2. Anita waited for her friends at the bus stop.
- 3. We talked to the teacher about our plan.
- 4. Kanu walks to school every day.
- 5. Ehtesham enjoys reading sports magazines.
- 6. The fighting dogs caused a ruckus at night.

B. Identify whether the underlined verbs are infinitives, participles or gerunds.

- 1. Maya planned to take a bus to the museum.
- 2. Kashif tried to decipher the words written on the wall.
- 3. Travelling helps a person to understand different cultures.
- 4. We were planning to go for a swim at the club.
- 5. It was sheer luck that the burning building was empty.
- 6. Reading books is Varun's hobby.
- 7. Hanif was about to write a letter to his aunt.
- 8. Jogging every morning is good for health.

ANSWERS

MAIN COURSEBOOK

Paraphrase

Beauty comes in many forms. Some are obvious and pleasing at first sight. Others are more subtle, but also more lasting and valuable. In 'The Laburnum', Meera Uberoi presents the laburnum tree as an example of such quiet yet powerful beauty.

The laburnum is initially portrayed in the first two stanzas as a tree about which there's nothing special. Neither its height nor its leaves are worthy of note. It grows alone, and prefers not to draw attention to itself unlike the cawing crows. Why, then, should anyone notice it?

In the summer light and on rainy days, the laburnum sheds its ordinariness. The sunlight reflected by the yellow flowers casts a golden beam, and the glory of the tree begins to unfold for all to see. Even when the surroundings turn gloomy and dark under the thundery grey sky, the tree continues to shine with bright topaz light that dazzles passersby. The leaves, previously described as 'so ordinary' in the second stanza, are like falling gold when blown about by a strong breeze.

Up to this point, the poem focuses on the unexpected realization – and therefore greater impressiveness – of hidden beauty. The final quatrain lends even more significance to the majesty of the laburnum by highlighting its usefulness. The tree gives solace and comfort to the beggar who lives in the street. It makes him smile, and though this gift may come for free, we certainly cannot put a price on it. The laburnum thus becomes a symbol of enduring hope.

Answers

- A. 1. the only laburnum tree in the area
 - 2. There is nothing special about the tree.
 - 3. The grey sky is thundering and is making everything gloomy.
 - 4. The yellow tree seems to glow even in the grey monsoons.
 - 5. The yellow flowers of the laburnum drop on people passing by.
- B. 1. Like crows, the tree is unremarkable and ordinary but unlike the loud crows, the tree does not attempt to bring attention to itself.
 - 2. In summer, sunlight makes the laburnum tree vibrant. In the monsoon, while everything else is dark and gloomy, the laburnum tree is yellow and bright. On windy days, the yellow flowers of the laburnum tree fall on passersby as if dropping gold.
 - 3. a. The tree is untouched by the gloominess of the thundery grey sky.

- **b.** It is untouched because the laburnum tree's flowers are yellow and bright even under the grey sky.
- 4. The tree spreads joy to whoever sees it. The beggar down the street looks at it and smiles because the happiness he feels is for free.
- C. 1. The joy that comes from merely looking at the vibrant laburnum tree is for free.
 - 2. The laburnum does not need to advertise itself because although its height and leaves are ordinary, its flowers are dazzling and attract attention.
- D. Accept any relevant response. Suggestions:
 - 1. flying 2. splitting 3. exciting 4. long 5. hurrying 6. gentle
- E. 1. fast 2. bad 3. fresh 4. penned 5. sudden
- F. 1. F 2. N, F 3. N, N 4. F 5. N 6. N, F, N
- G. 1. There is no hurry to <u>complete</u> the work. Take your time. (infinitive)
 - 2. <u>Sleeping</u> is her favourite pastime. (gerund)
 - 3. She gifted me a beautiful travelling bag. (participle)
 - 4. Children should be encouraged to read more and more. (participle, infinitive)
 - 5. It's a pleasure to see the glistening dewdrops early in the morning. (infinitive, participle)
- H. 2. The teachers congratulated the school team on winning the football cup.
 - 3. Shivam finds great pleasure in reading poetry.
 - 4. The girls had every hope of winning the kabaddi match.
 - 5. Stella loves playing cricket with her friends.
- I. Accept any relevant response. Refer to the paraphrase given on the previous page.

WORKBOOK

- A. abcb daea
- B. Accept any relevant response. Suggestions:
 - 1. bright light 2. clear sky 3. gentle breeze 4. old song 5. loyal friend
- C. 1. (recipe) 2. (oceans)
- 3. (furniture) 4. (climate)
- D. 1. F 3. NF
- 5. NF, F 7. F, NF
- 2. NF 4. F, NF
- 6. NF 8. F

6. gerund

- E. 1. participle 3. participle
- 5. infinitive 7. participle

8. infinitive

- 2. infinitive4. participleF. Accept any relevant response. Suggestions:
 - 1. The video of the **dancing** dog became very popular on the Internet.
 - 2. My parents want to sail coast to coast around the world.



- 3. The rising sun was spectacular today morning.
- 4. I switched off my alarm, wanting to sleep a little longer.
- 5. Cooking is a great stress reliever for me.
- 6. The breaking of rules will invite punishment.
- G. Accept any relevant response.

WORKSHEET

- A. 2. waited finite
 - 3. talked finite
 - 4. walks finite
 - 5. enjoys finite, reading non-finite
 - 6. fighting non-finite; caused finite
- B. 1. infinitive
- 3. gerund
- 5. participle
- 7. infinitive

- 2. participle
- 4. infinitive
- 6. gerund
- 8. gerund



The Milkman of India

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- > comprehend straightforward factual information.
- follow the main points of an extended expository text and practise note-taking.
- improve their vocabulary by using analogies.
- > categorize texts by genre.
- > use direct and indirect speech when conversing and writing.
- > learn to recognize situations where they need to ask for information formally or informally.
- > plan and write an interview.

Warm up

- 1. Write the word MILK on the board.
- 2. Instruct students to come up to the board and write words they associate with milk.
- 3. Tell them they are about to read about the Milkman of India and elicit responses on who it could be. After a few responses, commence the reading of the lesson.

Comprehension

1. Ask students to make notes for paragraph 1 as you read the lesson out loud. For example: Year, Name of college, Location of college, Event



- 2. Check that they have been able to take down the correct information by eliciting responses.
- 3. Read the rest of the lesson stopping now and then to ask questions and checking on the students' understanding of the facts presented in the lesson.
- 4. You could ask them to make notes on other paragraphs also.
- 5. At the end of the reading, encourage the students to reread the lesson silently and mark out the important points with a pencil.
- 6. Exercises A and B can be done individually. Call out the answers after ten minutes.
- 7. Questions 1, 2 and 3 of Exercise C can be discussed in class and completed as pair work.
- 8. For Question 4, volunteers may come up to the board and complete the timeline of the milestones in Dr Kurien's life. The same may then be copied by the class.
- 9. Hold a class discussion for Exercise D.

Word Study

- 1. Explain the meaning of an analogy. Give them some examples of analogies.
 - The man I met in the market seemed to be as old as the hills.

 She is sharp like the claws of a tiger!
- 2. Ask them to complete Exercise E as pair work and Exercise F in groups of four.
- 3. Let them share their answers with the class.

Dictionary

- 1. Explain the meaning of fiction and non-fiction as given in the Coursebook.
- 2. Elicit examples of both kinds from the students.
- 3. Draw their attention to the lesson they have just read and ask them if it is based on facts or imagination. Their answer will lead you to explain that it is a piece of non-fiction.
- 4. Let them go back to the lessons they have read so far in the Coursebook and ask them to classify each one of them as fiction or non-fiction.
- 5. Allow them to use a dictionary to complete Exercise G individually.
- 6. Elicit answers through a show of hands.

Grammar Study

- 1. The best way to refresh the students' memory of direct and indirect speech is by asking them to play a game.
- 2. Before starting the game, explain the rules of conversion as given on pages 96 and 97 of the Coursebook.
- 3. Write a few sentences on the board. For example:

I must go. I don't want to meet you. I have an ice-cream cone.

Where is the pencil? Please pass me the salt. Please stand here till I ask you to sit.



- 4. Ask the class to form four teams. Each team must change the sentences into indirect speech as a group. The team that gets most of the sentences correct in indirect speech wins.
- 5. Ask all the teams to make sentences in direct speech and exchange their list with another team's. Once more they change the sentences from direct to indirect speech and share their answers with the class.
- 6. After two or three rounds of this game, set Exercises H and I as individual work.
- 7. Use them for internal assessment.

Communication Skills

Listening

- 1. Read out the instructions for Exercise J along with the sentences.
- 2. Read out the quotes slowly and clearly. Pause now and then to allow the students time to write their answers. Read out the correct answers.

Speaking

- 1. Use formal and informal expressions to ask the students for information regarding their homework, games, classes, attendance, reasons for absence from school, etc.
- 2. Point out which phrases were used formally or informally.
- 3. Draw their attention to the examples given in the text.
- 4. Instruct them to role play the situations given in Exercise K.
- 5. Go around the class listening and offering suggestions.

Writing

- 1. Discuss Exercise L with the class as a whole.
- 2. Allow students to form groups of four and follow the instructions given in the exercise.
- 3. Let each group share their 'plan of action' with the rest of the class. They must share the questions, quotations and responses that they have decided upon.
- 4. Now ask them to role play the interview in pairs.
- 5. Set the task for homework.

Comprehension

Read an article about Rajendra Singh, the 'Water Man of India'.

Rajendra Singh is an environmental activist from Alwar, Rajasthan and is known as the Water Man of India. He was born in 1959 and has dedicated his life to empower the rural communities of India. In 1974, an important event occurred in his life. Young Rajendra Singh met Ramesh Sharma, a member of Gandhi Peace Foundation who opened up Rajendra's mind on village improvement. Highly motivated, Rajendra Singh started cleaning up the village. He opened a village library too.

Rajendra Singh has been working tirelessly through his organization, Tarun Bharat Sangh. The organization has helped the rural communities by assisting them in their water harvesting efforts and various other projects.

Rajendra Singh won the Ramon Magsaysay Award in 2001 for his work on community-based water harvesting and water management. While electing him for this award, the Ramon Magsaysay board recognized his efforts of using ancient methods in order to bring dried-out water bodies to life.

The prestigious Stockholm Water Prize was awarded to him in 2015 for his contribution towards improving water security in rural India. He was also recognized for his courage and determination to improve the living conditions of those who needed it the most. Sweden's King Carl XVI Gustaf, Patron of the Stockholm Water Prize, presented him the award.

A. Rewrite these sentences correctly.

- 1. Rajendra Singh is an animal rights activist.
- 2. Rajendra Singh was born in Gujarat.
- 3. Rajendra Singh is known as the Rain Man.
- 4. Rajendra Singh was awarded the Nobel Peace Prize for his work on water harvesting and management.
- 5. Rajendra Singh won the Ramon Magsaysay Award in 2015.

B. Complete the following sentences.

1. Rajendra Singh has dedicated himself

2.	Tarun Bharat Sangh is
3.	The Ramon Magsaysay board recognized
4.	A word that means 'helping' in the article is
	The word that can be replaced with the word 'distinguished' in the article is
C.	Which event opened up Rajendra Singh's young mind?
D.	Why was Rajendra Singh awarded the Ramon Magsaysay Award in 2001 and the Stockholm Water Prize in 2015?

Worksheet

Worksheet

Worksheet

Worksheet 2

Worksheet

Worksheet

Worksheet

Word Study

A.	Complete the following analogies with the approximation	ppropriate options.	
1.	ancient : old as contemporary :		
	a. new	b. evolution	
2.	letter : communicate as microscope :		
	a. test	b. examine	
3.	author: book as carpenter:		
	a. chair	b. maker	
4.	flag: nation as stars:		
	a. sky	b. rank	
5.	cow: mammal as lizard:		
	a. reptile	b. amphibian	
В.	Tick the options that best describes the relat	ionships in these analogies.	
1.	lion : carnivorous as cow : herbivorous		
	a. food habit	b. behaviour	
2.	scissors: cloth as axe: wood		
	a. classification	b. function	
3.	heart : cardiologist as skin : dermatologist		
	a. specialist	b. treatment	
4.	poor : rich as never : always		
	a. synonyms	b. antonyms	
5.	bull : cow as male : female		
	a. gender	b. family relationship	
C.	Make sentences with these words to bring ou	nt their different meanings.	
1.	command		
2.	sink		
3.	long		

A. Rewrite these sentences in indirect speech.

- 1. Maya said, "My decision is based on careful consideration of all the factors."
- 2. "Let's go and play volleyball," said Ankur to his friend Manish.
- 3. The student said, "Let's plant more trees to save the environment."
- 4. The teacher said, "Students put down your papers."

B. Change these sentences into direct speech.

- 1. Karu said that he had bought a new pair of shoes the previous day.
- 2. We requested the librarian to add more books to the fiction section.
- 3. My friend asked me whether I had brought magazines for him.
- 4. Neeraj asked Balwant to pass him the book.

C. Change the sentences as directed.

- 1. Sruthi wondered, "Where did the kitten go?" (direct to indirect)
- 2. Dino asked what she thought of his new tie. (indirect to direct)
- 3. Mother asked, "Are you ready?" (direct to indirect)
- 4. My aunt wanted to know whether dinner was ready. (indirect to direct)

Worksheet

Worksheet

Worksheet

Worksheet 4

Worksheet

Worksheet

Workshee

Communication Skills

T .					
1.1	SI	te	nı	n	O
					5

	T									
	Listen to your teacher carefully and fill in the blanks. (Listening text on page 185)									
1.	is an audio-autobiography of Dr Verghese Kurien.									
2.	Dr Kurien always regarded himself as an of the farmers.									
3.	Dr Kurien helped to stop of the farmers.									
4.	TheBoard played a significant role in shaping the Indian Dairy Cooperative Movement.									
5.	Dr Kurien attained from different institutions of the world.									
Spe	lking									
В.	How does one speak politely and ask for information in these situations? Role play with your partner.									
1.	You call up the receptionist at a museum to ask the timings.									
2.	Your car broke down and you need a lift to the nearest service centre.									
3.	You need directions to a medical store.									
Wri	ing									
	Imagine you interviewed Rajendra Singh for your local newspaper. Frame at least 10–12 suitable questions and their responses.									
	(C)									

ANSWERS

MAIN COURSEBOOK

A. 1. c 2. c 3. c

- B. 1. a. Pestonjee Edulji was the owner of Polson Dairy.
 - **b.** Pestonjee was fooling the farmers by selling products at higher prices and paying them less for their produce.
 - c. Verghese Kurien helped the farmers by suggesting that they organize themselves into milk cooperatives and eliminate middlemen like Pestonjee who exploited them.
 - 2. a. Tribhuvandas Patel said these words to Verghese Kurien.
 - b. Verghese Kurien was needed in Anand because he was helping the farmers form their own cooperatives. He was even helping them in the selection of the machinery.
 - c. Tribhuvandas Patel's request was that Verghese Kurien stay back in Anand and help the farmers form their cooperative and not be exploited by middlemen.
- C. 1. Dr Kurien gave an uninterested response to the interviewer because he was not interested in pasteurization and wanted to study Metallurgy and Nuclear Physics. Abroad, Dr Kurien studied Mechanical Engineering as the main subject and Dairy Engineering as the minor subject.
 - 2. The Amul advertising campaign has the tagline Utterly Butterly Delicious Amul. Its mascot is the Amul Girl who loves butter and has clever catchphrases. The campaign is significant because, created by Sylvester daCunha in 1966, it was an instant success and continues to be successful till date. The Amul Girl is one of the most famous mascots India has seen yet.
 - 3. Operation Flood or the White Revolution was one of the world's largest rural development programmes. Launched in 1970 and established in a village, it helped dairy farmers direct their own development and manage the resources they created. Operation Flood was inspired by a suggestion that Lal Bahadur Shastri had made to Dr Kurien during his 1964 visit. He had suggested that Dr Kurien replicate the Amul model across the country.
 - 4. 1946 Joined Michigan State University
 - 1949 reached Anand
 - 1950 joined the Kaira cooperative as General Manager
 - 1955 Jawaharlal Nehru inaugurated the dairy plant at Anand
 - 1957 Amul was registered
 - 1964 Lal Bahadur Shastri visited Amul at Anand and suggested that Dr Kurien replicate the Amul model across the country
 - 1965 awarded Padma Shri
 - 1966 awarded Padma Bhushan, Sylvester daCunha was entrusted with the advertisement campaign of Amul



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- 1970 Operation Flood was launched
- 1999 awarded Padma Vibhushan
- D. 1. Achievements of the Amul pattern included establishing an institute of national importance in a village, instead of at the city level; bringing India out of milk-deficiency; inspiring other developing countries to replicate the model
 - 2. The term White Revolution is very suitable for the pattern that Dr Kurien began because it did not only revolutionize the lives of milk farmers in India but throughout the world. The revolution solved the problem of milk deficiency in India to the extent that the country became the largest producer of milk. The White Revolution redefined the role of milk in the country.
- E. 1. rock
- 2. fish

- 3. mouse
- 4. nails
- F. Accept any relevant response. Suggestions: inspiring, hard-working, enterprising, persevering, determined, honest
- G. Fiction: drama, fable, play, fantasy, parable, fairy tale

Non-fiction: autobiography, encyclopaedia, journal, biography

Both: mystery, historical, folk tale

The Milkman of India is a non-fictional narrative, belonging to the genre of a biography.

- H. 1. Verghese Kurien said to the interviewer, "I want to study metallurgy and nuclear physics."
 - 2. The government official informed Kurien, "You have to work in a government creamery in Anand."
 - 3. Tribhuvandas Patel introduced himself to Kurien, "I am the leader of the farmers."
 - 4. "You are not paying us enough for our produce," the farmers complained to Pestonjee.
 - 5. "I am impressed by the way Amul is sourcing milk from the farmers," Prime Minister Lal Bahadur Shastri said to Kurien.
- I. The interviewer asked the young man what he knew about pasteurization.

The young man's uninterested response was that it had something to do with milk.

The interviewer exclaimed that he was correct and informed him that he was selected for a scholarship in dairy engineering.

A shocked Kurien said that he did not know anything about dairy engineering.

The interviewer responded that if he wanted to study abroad, that was the scholarship that was available.

Verghese Kurien said to himself that it seemed that he had no other option.

J. 1. 1949, succeed, farmers

3. empowerment, tool

2. good, fortunate, common

- 4. development, land, women
- K. Accept any relevant response. Suggestions:
 - 1. I'd like to know where I can find living accommodation at Anand at a reasonable cost.
 - 2. Could you please give me some information regarding the science exhibition being organized by your school?



- 3. Do you think you will be able to help us find good family accommodation in Srinagar for a week?
- L. Accept any relevant response. Suggestions:

Dr Kurien – Milkman of India – graciously accepted our request for an interview – a generous amount of time for a detailed insight – open and warm – indeed inspiring and legendary

Q: What inspired you to take up India in a milky white storm in the 60s?

Dr KURIEN: Lal Bahadur Shastri had first given me the idea – I followed it up but the estimate was beyond the government's budget – then I thought of getting countries to donate their surplus milk to India

Q: The Amul Girl is a favourite all around the country. Please tell us more about the advertising campaign.

Dr KURIEN: the credit goes to Sylvester daCunha and his wife – I was doubtful about butterly in the tagline – but I'm glad that I trusted daCunha

Q: You were sent to Anand by the government. Did you ever think of leaving?

Dr KURIEN: I was unhappy there – wanted to get out as quickly as possible – at the end of 1949, I almost did – however, Tribhuvandas Patel stopped me – for that, I shall always be grateful to him

Q: How did your interest in the dairy business develop?

Dr KURIEN: I am in the business of empowerment. Milk is just a tool in it.

WORKBOOK

- A. 1. b 2. b 3. a 4. a 5. b 6. a
 B. 1. lamb 2. clear 3. hatter 4. nutty 5. rabbit
- C. 1. Shirin said that she needed to ask Rachita something.
 - 2. The weatherman said that a thunderstorm was expected the next day.
 - 3. Everyone remarked that the movie was very interesting.
 - 4. The police officer asked where Nadir lived.
 - 5. Binita suggested they take the camera.
- D. 1. "I feel proud of the contributions of the National Dairy Development Board and Operation Flood," Dr Kurien warmly praised.
 - 2. Dr Kurien argued, "Strict quality controls must be applied to every gram of dairy product exported from this country."
 - 3. "To move forward, we need to discard much of the past," suggested Dr Kurien.
 - 4. Dr Kurien exclaimed, "I am delighted and honoured to have been invited to deliver the speech."
- E. 1. Akshay requested his mother to buy a raincoat for him.
 - 2. The princess said, "It gives me great joy to be with little children."



- 3. Nirmala asked me whether/if I was going to school with her.
- 4. Rajeev told Manoo, "I want to eat sprouted lentils for breakfast."
- 5. Pervin asked Shanti where she had put the silver spoons.
- 6. Mr Hazarika said, "My flight from Shanghai was comfortable."
- F. Accept any relevant response.

WORKSHEETS

WORKSHEET 1

- A. 1. Rajendra Singh is an environmental activist.
 - 2. Rajendra Singh was born in Rajasthan.
 - 3. Rajendra Singh is known as the Water Man of India.
 - 4. Rajendra Singh was awarded the Ramon Magsaysay Award for his work on water harvesting and management.
 - 5. Rajendra Singh won the Stockholm Water Prize in 2001.
- B. 1. Rajendra Singh has dedicated himself to empower the rural communities of India.
 - 2. Tarun Bharat Sangh is <u>Rajendra Singh's organization which has helped Indian rural</u> communities by assisting them in their water harvesting efforts and various other projects.
 - 3. The Ramon Magsaysay board recognized <u>Rajendra Singh's efforts of using ancient methods in order to bring dried-out water bodies to life.</u>
 - 4. The word that means 'helping' in the article is assisting.
 - 5. The word that can be replaced with the word 'distinguished' in the article is prestigious.
- C. In 1974, an important event took place in young Rajendra's life. He met Ramesh Sharma, a member of Gandhi Peace Foundation who opened up Rajendra's mind on village improvement. Mr Sharma's motivation led Rajendra to start cleaning up the village and opening a village library too.
- D. Rajendra Singh was awarded the Ramon Magsaysay Award and the Stockholm Water Prize for his efforts to improve the quality of life in rural India. The Ramon Magsaysay Award was presented to him in 2001 for his work on community-based water harvesting and water management. The Stockholm Water Prize was presented to him in 2015 for his contribution towards improving water security in rural India.

WORKSHEET 2

A. 1. a

2. b

3. a

4. b

5. a

B. 1. a

2. b

3. a

4. b

5. a

- C. Accept any relevant response. Suggestions:
 - 1. Saira has good **command** over German.

Mohan was able to command his team because of his leadership skills.

- 2. The dirty dishes were kept by the **sink**.

 Our hearts began to **sink** when we realized that the chance of any survivors was bleak.
- 3. The snake that was found in our garden was ten feet **long**. Mother told us that we could stay as **long** as we wanted at our aunt's place.

WORKSHEET 3

- A. 1. Maya stated that her decision was based on careful consideration of all the factors.
 - 2. Ankur suggested to his friend Manish that they should go and play volleyball.
 - 3. The student urged that they should plant more trees to save the environment.
 - 4. The teacher asked the students to put down their papers.
- B. 1. Karu said, "I bought a new pair of shoes yesterday."
 - 2. We said to the librarian, "Please add more books to the fiction section."
 - 3. My friend asked me, "Did you bring magazines for me?"
 - 4. Neeraj requested Balwant, "Please pass me the book."
- C. 1. Sruthi wondered where the kitten went.
 - 2. Dino asked, "What do you think of my new tie?"
 - 3. Mother asked if I was ready.
 - 4. My aunt asked, "Is the dinner ready?"

WORKSHEET 4

A. Listening text and answers

- 1. The Man Who Made the Elephant Dance is an audio-autobiography of Dr Verghese Kurien.
- 2. Dr Kurien always regarded himself as an employee of the farmers.
- 3. Dr Kurien helped to stop victimization of the farmers.
- 4. The <u>National Dairy Development</u> Board played a significant role in shaping the Indian Dairy Cooperative Movement.
- 5. Dr Kurien attained fifteen honorary degrees from different institutions of the world.
- B. Accept any relevant response. Suggested phrases: Could you please . . . ? Would you please . . . ?
- C. Accept any relevant response. You may ask them to read the article in Worksheet 1 (on page 176) again. Suggested outline:
 - ask about his childhood where does he come from did the place have a role to play in his motivations who inspired him what does his organization do how have his efforts been recognized worldwide his success with ancient methods



Colonel Fazackerley Butterworth-Toast

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- > read and enjoy the humour in a poem and understand its message.
- > understand characters and the craft of writing a poem.
- > use alliterative language and synonyms.
- revise reported speech.
- > articulate ideas and communicate them in the form of a debate.

Warm up

- 1. Write these words on the board.
 - spectre, phantom, wraith, spirit, banshee, poltergeist
- 2. Question the students regarding the meanings of these words.
- 3. They may consult a dictionary if necessary.
- 4. A lively discussion on ghosts and reactions to ghosts can ensue.
- 5. Tell them to pay attention to the poem you are about to read out and decide what kind of a poem it is.

Comprehension

1. Read the poem out to the class.

- 2. Watch for reactions to the poem. There may be a few smiles and giggles. Encourage their understanding with smiles of your own.
- 3. Ask the students to read the poem out as a class.
- 4. Ask questions about the poem.

Who bought the castle? Who was in the castle? What was the first event?

- 5. Draw 'Cause and Result/Effect' boxes on the board.
- 6. Invite the students to come up and fill the cause slots with the antics of the ghost meant to scare the Colonel and the result/effect slots with the reactions of the Colonel.
- 7. Once the students have summarised the poem, ask them if they found it funny.
- 8. Elicit reasons for their opinions.
- 9. Lead them to talk about the different perspectives of the ghost, the Colonel and those who had probably seen the ghost earlier.
- 10. Ask them the meaning of the line 'And then with a smile that was hard to define'. Encourage multiple responses. Point out that the most likely meaning is that the Colonel had decided to react in a particular way so that the ghost would be disgusted and leave.
- 11. Set Exercises A and B as pair work.
- 12. Let the students share their answers of Exercise A with the class. Correct the answers of Exercise B.

Word Study

- 1. Explain the meaning of alliteration as given in the text. Give examples of alliteration: beaded bubbles, round rabbit, she sells sea shells
- 2. Ask the class to complete Exercises C and D individually. They may use a dictionary.
- 3. Ask a few students to share their answers with the class.

Grammar Study

- 1. Divide the class into two groups.
- 2. Each group asks the other group questions that can be answered with Yes, I do or No, I don't.
- 3. After two or three minutes, write the question tags 'aren't they', 'isn't it', 'does it', 'doesn't it', 'has it', 'haven't you', etc. on the board.
- 4. Students formulate questions using these question tags.
- 5. Allow the class to play the game for five minutes and then set Exercise E as individual work.
- 6. Call out the answers after two or three minutes.
- 7. If the students enjoyed playing the game of direct and indirect speech in the last lesson, they may play the game once again.
- 8. This will reinforce the concept in a fun manner.



- 9. Exercise F may be completed individually, checked with their partners' answers and then shared with the class.
- 10. Exercise G is to be done as pair work. Offer suggestions and corrections where required.

Writing

- 1. Explain the instructions given for Exercise H.
- 2. This task may be done by the class as a whole.
- 3. Students may use the board to write points for and against the topic.
- 4. Once a sufficient number of points have been gathered, they may complete the exercise for homework.

FOR THE TEACHER: BEYOND THE LESSON

1. Tell the students about limericks. Give them an example or two. You may share these by Edward Lear.

There was an Old Man of Hong Kong,
Who never did anything wrong.
He lay on his back,
With his head in a sack,
That innocuous Old Man of Hong Kong.

There was an Old Man on the Border,
Who lived in the utmost disorder;
He danced with the cat, and made tea in his hat,
Which vexed all the folks on the Border.

There was an Old Man who said, "Hush!

I perceive a young bird in this bush!"

When they said, "Is it small?"

He replied, "Not at all!

It is four times as big as the bush!"

2. Ask them to write their own limericks and display them in class.

Grammar Study

	A.	Circle	the	most	ap	pro	priate	opti	ions.
--	-----------	--------	-----	------	----	-----	--------	------	-------

1	Cilvia	102700	cal	lacting	stamps,
1.	Siivia	ioves	COL	lecting	stamps,

- a. doesn't she?
 - b. isn't she?
- c. wouldn't she?
- d. does she?

- 2. The play wasn't funny,
 - a. isn't it?
- b. aren't it?
- c. was it?
- d. is it?

- 3. Nitu and Neelam are going home from school,
 - a. aren't they?
- **b.** wasn't they?
- c. can they?
- **d.** are they?

- 4. Varun is a florist,
 - a. can't he?
- **b.** weren't he?
- c. aren't he
- d. isn't he?

- 5. You don't remember her,
 - a. don't you?
- b. didn't you?
- do you?
- d. did you?

- 6. You haven't heard from them,
 - a. did you?
- **b.** have you?
- c. could you?
- d. don't you?

B. Complete the conversation using question tags.

GEORGE: You're Toby, -

TOBY: Yes, I am.

GEORGE: This is your first time here,

TOBY: I hope I enjoy it here.

GEORGE: You like reading books,

TOBY: Yes, I do.

GEORGE: Then I'm sure you will like this book club.

C. Use the verbs in the box in the correct forms to change the sentences into indirect speech.

declare ask thank exclaim

- 1. Babita woke up in the morning and said, "I hope it rains today!"
- 2. My mother said to me, "Please type this letter for me."
- 3. The inspector said to Suman, "Thank you for helping us."

- 4. The lion said, "I am the king of the jungle."
- 5. The teacher said to Rimpi, "Why are you late?"

D. Change these sentences into direct speech.

- 1. Nina exclaimed that it was a delightful party.
- 2. He asked where Hugo went.
- 3. Our teacher told us to reach the stadium on time.
- 4. My mother asked if I had seen her book.
- 5. The commander exclaimed with sorrow that they lost the battle.

ANSWERS

MAIN COURSEBOOK

Paraphrase

Colonel Fazackerley bought a castle unaware that it had a ghost. When he was drinking his wine before dinner the first evening, the ghost shot out of the chimney and gave him a warning. In reply, the Colonel congratulated him and asked if he was going to a Fancy Dress Ball. The ghost gave a loud cry, but Colonel Fazackerley simply asked him to join him for a drink and tell him how he acted that way.

The ghost, with a strange glow, floated about the room, went through walls and glass, shot up and down the chimney. The Colonel laughed in amusement and invited the ghost to his house-warming party. Hearing this, the ghost did not know what to do. He shook himself, his chains and bones filled the castle with noises. But the Colonel continued to be entertained and the ghost, who saw that his efforts had failed, vanished from the castle forever. The Colonel said that it was a pity that the ghost could not be called back and with a mysterious smile, went in for dinner.

Answers

- A. 1 This poem is about <u>Colonel Fazackerley Butterworth-Toast who refused to be scared by a ghost.</u>
 - 2. When Colonel Fazackerley bought the castle, he wasn't told that it was haunted by a ghost.
 - 3. The ghost tried to scare the Colonel by <u>making horrible sounds</u>, shooting out of the <u>chimney</u>, floating between the ceiling and the floor, and passing through walls.
 - 4. The Colonel invited the ghost for a drink.
 - 5. The ghost was furious that Colonel Fazackerley was not afraid.
- B. 1. The Colonel treated the ghost like an old friend. He was not scared of the ghost. Instead, he was amused.
 - 2. The ghost reacted furiously to the Colonel's attitude. When the Colonel refused to be afraid, the ghost tried more antics to scare him before giving up and vanishing.
 - 3. Colonel Fazackerley was a jolly man who refused to be scared by the ghost. He found humour in the ghost's antics and extended a friendly hand towards him. He praised the ghost for his work and wanted to have a conversation with him about it while generously offering him a drink.
 - 4. The ghost worked hard at scaring the Colonel. He believed in his ability to horrify people but he was impatient and took offense at getting a different reaction from the Colonel. His displeasure made him give up.
 - 5. These words and phrases describe the ghost's movements: a furious flash, flare, shot out, shivered, floated, walked, shake, rattled, clattered
- C. Accept any relevant response. Suggestions:
 - 1. The lazy lizard lunched luxuriously in the lovely lounge.
 - 2. The curious cat clawed at the cake before it could be cut.



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COMPANION-ACOMPLETE RESOURCE FOR TEACHERS

- D. 1. fears 2. ghosts
- 3. Be cautious
- 4. understand
- 5. clanged

- E. 1. didn't he?
- 2. do they?
- 3. didn't she?
- 4. can't she?
- 5. aren't they?
- F. 1. Colonel Fazackerley enquired whether the ghost was going to a Fancy Dress Ball.
 - 2. Colonel Fazackerley remarked that he wished he could think how the ghost did it.
 - 3. Colonel Fazackerley confessed that he was feeling quite weak with laughter.
 - 4. Colonel Fazackerley **insisted** that the ghost say that he will come and he will give them a turn.
 - 5. Colonel Fazackerley **exclaimed** that it was a pity.
 - 6. Colonel Fazackerley **said** that he did not know the ghost's name, so he could not call him back.
- G. Accept any relevant response. Refer to the example given in the Coursebook.
- H. Accept any relevant response. Suggested outlines:

FOR: Ghosts are fact – many sightings – has to be some reason, some root cause in rumours of so many haunted places – compelling evidence – photographs – Einstein's Many Worlds Theory – no evidence to prove that ghosts do not exist

AGAINST: Ghosts are fiction – hauntings always conjured for ulterior motives – photographs proved to be trickery or glitches – technology makes it easy to trick – fear – thrills – motive and cause to propagate belief – supported by films and literature – in science, everything is a theory till proven – no evidence to prove that ghosts exist

WORKBOOK

- A. 1. Wow!
- 2. Oh no!
- 3. Ouch!
- 4. Hurray!
- 5. Hush!
- B. Sight: . . . flash and a flare, in his phosphorus cloak, trickles of merriment Sound: mumbles and moans, rattled his chains, clattered his bones
- C. 1. abccb abab
 - 2. Kubla Khan measureless to man

Western wave was broad bright

- D. Accept any relevant response. Suggestions:
- 1. The chimpanzee and the charming children ate cheese.
- 2. The tiny tomatoes are in the tin on the table.
- 3. The slithering snakes sunned themselves in the sun.
- 4. Polly the parakeet likes to play with Pansy the pigeon.
- 5. Let's bake banana bread before the babbling babies' bedtime.
- 6. Jerry the jackal jumped with joy.
- E. 1. b 2. e
- 3. a
- 4. h
- 5. g
- 6. c
- 7. d
- 8. f

F. Accept any relevant response. Suggestions:

- 2. You will have dinner, won't you?
- 3. You can't be upset with me for too long, can you?
- 4. The squirrel looks angry, doesn't he?
- 5. We can live in harmony, can't we?
- 6. You do agree with our cause, don't you?
- G. When Micko saw the whitish-blue raindrop-like Earth through a window, it exclaimed that it was a beautiful planet. Micko said that it must see what it was like on its surface and then pressed a button in the panel before it.

As Micko watched the screen, it shouted that it was wonderful. It exclaimed that the planet Earth was an exciting place and nobody had told it before.

It spoke into a communicator near the button, saying that that was Micko reporting from the spaceship Xeto.

It added that that planet was very exciting and requested to be granted permission to visit it.

- H. 1. "I am feeling quite weak with laughter," the Colonel said.
 - 2. Somi said, "My father is busy in the workshop."
 - 3. The students said to the teacher, "Please explain the lesson again."
 - 4. Vijaya said, "I have lost my pencil box."
 - 5. Leander Paes said, "It was great to play with Martina Hingis."
 - 6. Arjun asked, "Can anyone in the class speak Spanish?"
 - 7. "I am not feeling well," said Karthik.
 - 8. Shilpa asked me, "Will you accompany me to the library?"

3. a

I. Accept any relevant response.

WORKSHEET

4. d

6. b

5. c

A. 1. a 2. c
B. aren't you, isn't it, don't you

C. 1. Babita woke up in the morning and exclaimed that she hoped it rained that day.

- 2. My mother requested me to type that letter for her.
- 3. The inspector thanked Suman for helping them.
- 4. The lion declared that he was the king of the jungle.
- 5. The teacher asked Rimpi why she was late.
- D. 1. Nina said, "What a delightful party!"
 - 2. "Where has Hugo gone?" he said.
 - 3. Our teacher said, "Reach the stadium on time."
 - 4. My mother asked, "Have you seen my book?"
 - 5. The commander exclaimed, "Alas! We lost the battle!"





Learning to be a Lady

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- read a musical play.
- follow a conversation to understand the main points.
- understand text that includes words and grammatical sentence structures they are unfamiliar with.
- improve their vocabulary.
- > use idioms in sentences.
- punctuate dialogues.
- learn to identify adverb clauses of time, place and manner.
- > listen to interpret and understand accents.
- > practise language to express support.
- > write a conversation.

Warm up

- 1. Read out the title of the lesson and ask them: What can this lesson be about?
- 2. After three or four responses, read out the information given about the play in the text.
- 3. Hold a class discussion on dialects from different parts of India and how pronunciation differs from one region to another.



Comprehension

- 1. Select two proficient readers to read out the parts of Pickering and Higgins. A third can read out the directions for the play and act as a narrator.
- 2. Read the part of Eliza for the class as they may find it difficult to pronounce the words as they have been spelt in the play.
- 3. After the reading, question the students about the play.

Who was Eliza? Why did she speak with the peculiar accent?

What was Professor Higgins attempting to do? Why did he get so exasperated?

Who was Pickering? What was his role?

Do you sympathise with Professor Higgins or Eliza?

- 4. The students' answers will tell you whether they have understood the play.
- 5. Allow them to form groups of four and enact parts of the play. Walk around and offer suggestions if necessary.
- 6. After fifteen minutes, read out the questions in Exercise A and elicit answers from the students.
- 7. Exercise B may be discussed with the class and set for homework.
- 8. Hold a class discussion for the questions in Exercise C.

Word Study

- 1. The students should be familiar with the meaning of the word 'extract'. However, read out the explanation from the text as given in the instruction line of Exercise D.
- 2. Instruct students to complete Exercise D individually. They may consult the dictionary if necessary.
- 3. Exercise E may be completed as pair work. Elicit answers from the students through a show of hands. Give explanations if necessary. Once again encourage the use of the dictionary if any dispute arises among the students.

Punctuation

- 1. Draw the attention of the students to the dialogues and the punctuation marks used in the text.
- 2. Remind them of the exercises they have done on direct and indirect speech in the previous lessons.
- 3. Suggest that they read the rules given on page 111 of the Coursebook regarding punctuating direct speech.
- 4. Have them complete Exercise F in class.
- 5. Write out the correct punctuated sentences on the board and ask the students to engage in self-correction.



Grammar Study

1. Write these sentences on the board.

Before we get the tickets, we must plan our trip.

We will go where our dreams take us.

He lives as though there is no tomorrow.

- 2. Ask the students to identify the subordinating conjunctions in the sentences. (*before, where, as though*)
- 3. Once they have done that, ask them what the subordinating conjunctions tell them: time (when before), place (where where) or manner (how as though)?
- 4. Draw their attention to the table on page 112 of the Coursebook. Have them construct sentences using the conjunctions given in the second column.
- 5. After a few responses, explain the clauses in a lecture method to reinforce the concept.
- 6. Ask students to complete Exercises G and H individually.
- 7. Call out the answers to Exercise G and correct their answers to Exercise H.

Communication Skills

Listening

- 1. Instruct the students to read the words spoken by Eliza in the text silently to prepare themselves for the listening task.
- 2. In this manner, they will familiarise themselves with the unfamiliarly spelt and pronounced words.
- 3. Read out the listening text for Exercise I. After they have written out their answers, call out the words with the correct pronunciations and ask them to engage in self-correction.

Speaking

1. Before setting the task, ask students to think of phrases that they would use to encourage someone. For example:

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I am sure you can . . . Don't worry, you will be able to . . . There is no doubt that you can . . . You have often . . .
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2. After a few responses, ask the class to work in pairs on Exercise J. Go around the class offering help where required.

Writing

- 1. The class may form groups of four and prepare a conversation as directed in Exercise K.
- 2. After five minutes, ask the groups to share the conversations they have written with the rest of the class.



3. Offer suggestions or encouraging words as necessary.

FOR THE TEACHER: BEYOND THE LESSON

- 1. 'My Fair Lady' is a musical play based on George Bernard Shaw's play Pygmalion, with lyrics by Alan Jay Lerner. Shaw wrote the play in early 1912 and it premiered at the Hofburg Theatre in Vienna on 16 October 1913, in a German translation.
 - Pygmalion was named after a Greek mythological character who fell in love with one of his sculptures, which then came to life.
 - Pygmalion remains Shaw's most popular play and it has been adapted numerous times, most notably as the musical play 'My Fair Lady' and the film of that name. Shaw mentioned that the character of Professor Henry Higgins was inspired by several British professors of phonetics.
- 2. Tell the class about the 1964 movie 'My Fair Lady'. Ask them to do some research on it. They can try and obtain its music or the film itself. Listen to the song 'Wouldn't it be loverly' and other songs from the film. You may also screen the movie.
- 3. Try to obtain a copy of Shaw's Pygmalion. It is easily available on the Internet. Read out an extract from Pygmalion corresponding to the extract the students have read in the Coursebook. Encourage them to compare the two. Ask them what difference the added lyrics make to the narrative.

Worksheet 1

Worksheet

Worksheet

Workshee

Comprehension

Read an extract from Edith Nesbit's The Story of the Amulet.

There were once four children who spent their summer holidays in a white house, happily situated between a sandpit and a chalkpit. One day they had the good fortune to find in the sandpit a strange creature. Its eyes were on long horns like snail's eyes, and it could move them in and out like telescopes. It had ears like a bat's ears, and its tubby body was shaped like a spider's and covered with thick soft fur – and it had hands and feet like a monkey's. It told the children - whose names were Cyril, Robert, Anthea and Jane - that it was a Psammead (pronounced as Sammy-ad) or sand-fairy. It was old, old, old, and its birthday was almost at the very beginning of everything. And it had been buried in the sand for thousands of years. But it still kept its fairylikeness, and part of this fairylikeness was its power to give people whatever they wished for. Cyril, Robert, Anthea, and Jane now found their wishes come true; but, somehow, they never could think of just the right things to wish for, and their wishes sometimes turned out very oddly indeed. In the end their unwise wishes landed them in what Robert called 'a very tight place indeed', and the Psammead agreed to help them out of it in return for their promise never, never to ask it to grant them any more wishes, and never to tell anyone about it, because it did not want to be bothered to give wishes to anyone ever any more. When the children were meeting the Psammead for the last time, Jane said politely -

'I wish we were going to see you again some day.'

And the Psammead, touched by this friendly thought, granted the wish. The book about all this is called Five Children and It, and it ends up in a most tiresome way by saying –

'The children did see the Psammead again, but it was not in the sandpit; it was – but I must say no more – '

The reason that nothing more could be said was that I had not then been able to find out exactly when and where the children met the Psammead again. Of course I knew they would meet it, because it was a beast of its word, and when it said a thing would happen, that thing happened without fail. How different from the people who tell us about what weather it is going to be on Thursday next, in London, the South Coast, and Channel!

The summer holidays during which the Psammead had been found and the wishes given had been wonderful holidays in the country, and the children had the highest hopes of just such another holiday for the next summer.

A. Tick the most appropriate options.

_	771	1 •	1		. 1	1
1	I he	white	hause	7X/2 C	citilated	between
1.0	1110	WILLC	House	was	situated	DCLWCCII

a.	a	sandpit	and	a	chalkpit.
a	а	sanapit	and	а	Changer.

h.	the green	house	and	the	purple	house.	
v.	the green	House	anu	tric	purpic	mouse.	

	c. the snakepit and the chalkpit.			
	d. Mr Springer and Mrs Martin's house	e		
2.	The creature found by the children wa	S		
	a. a tiny monster		c. a fairy	
	b. a ghost		d. a tooth fairy.	
3.	'A very tight place' means		·	
	a. a place which is extremely small.		c. a small room.	
	b. a narrow path.		d. a difficult situation.	
4.	The name of the book was			
	a. Five Children in it.		c. Five Children.	
	b. Five Children and It.		d. Five Children in the Sandpit.	
5.	The summer holidays when the children	en found	the Psammead was	
	a. tiresome.		c. scary.	
	b. full of horror.		d. wonderful.	
R.	Complete these sentences.			
	The names of the children were			
	The power of the Psammead was		6	
	The Psammead had been buried	0		
	When the children were meeting the P	sammeac	for the last time, Jane wished	
			, , , , , , , , , , , , , , , , , , , ,	
5.	The narrator is sure that the children is	met the F	Sammead again	
\mathbf{c}	Describe the second in some O			
U.	Describe the creature in your own w	orus.		
	5			
D.	Why did the Psammead ask the child	dren nev	er to ask it to grant more wishes?	

Word Study

A.	Match	the	idioms	with	their	meanings.

- 1. all hell broke loose
- 2. all that jazz
- 3. bare one's soul
- 4. snowed under
- 5. call it quits
- 6. eat one's words
- 7. fall on deaf ears
- 8. hang by a thread

- a. to reveal one's innermost feelings
- **b.** to have a lot of work
- c. terrible, chaotic things happened
- d. to take back what one said
- e. to be ignored
- f. similar things
- g. to be in a dangerous situation
- h. to leave something

В.	Fill in	the	blanks	with	the	idioms	from	Exercise	A.	You	may	have	to	change	the	form
	of son															

- when Kiran realized that someone stole her bicycle.
- in the office and most of them had to work 2. Everyone was _____ all weekend.
- after he completed fifty years in the industry. 3. The actor _
- 4. Hiten was busy talking about his work, his hobbies and _____
- 5. Bonita never pays attention to my requests. Every word _____

C. Make sentences with these phrases.

- 1. on the sea front _____
- 2. one of the corners ____
- 3. in search of _
- 4. tidied up everything _

D. Identify the figures of speech in these sentences.

- 1. The dried leaves looked at the gardener with despair.
- 2. Mayank ran like the wind to reach his school on time.
- 3. The brown-eyed boy bought a blue bicycle.
- 4. Selena was sitting on a park bench munching wafers.
- 5. The angry clouds brought along rain and thunder.

Grammar Study

A. Match the columns.

- 1. Madurai is the place
- 2. We will stop
- 3. People usually visit the stores
- 4. Arunav decided to go
- 5. Anna takes a camera

- a. where he was asked to.
- **b.** wherever she goes.
- c. where my mother was born.
- d. where they get discounts.
- e. wherever we see a petrol station.

R	Make sentences	usino	the	conjunctions	28.	25	though.	20	if	and	like
D.	Wake Schitchees	using	tile	conjunctions	as	as	mougn,	as	ш	anu	IIIXC

- 2. as though _____ 3. as if _____
- 4. like _____

C. Identify the underlined clauses. Write T for adverb clause of time, P for place or M for manner.

- 1. Karthik was running as though he was taking part in a race.
- 2. Your house is in the neighbourhood where my cousins play every evening.
- 3. Usama is happy as long as he is not hungry.
- 4. A mysterious incident occurred during our visit to Mt Abu.
- 5. My brother throws his bag wherever he takes it off.

D. Complete these sentences using adverb clauses of time.

- 1. Be sure to practise your dialogues _____
- 2. Lata likes to read a book _____
- 3. Revathy left for her guitar class _____
- 4. Martha finished baking the birthday cake _____
- 5. There was silence _____

Worksheet

Communication Skills

Listening

A.	Listen carefully as your teacher reads out a poem. Fill in the blanks to complete it. (Listening text on pages 206 and 207)							
	Some I'll never give,							
	Though old and worn, their binding torn,							
	Upon my, they'll always,							
	Alive, still read, still fresh each dawn,							
Their moments never gone.								
	Familiar, these tales							
	Have been with me since I was ten,							
	And as I turn their once again							
	I feel and love their old refrain.							
	Great, great, still stand the test							
	Of time that's passing by so fast							
	These good never fail							
	To give me, to me.							
	We who love books will always be							
	The lucky ones, our set free.							

Speaking

- B. Work in pairs. Given below are some situations. Use appropriate words/phrases to support and encourage one another.
- 1. Your friend will sing before an audience for the first time.
- 2. Your friend is good at writing stories but is shy to share them with others.

Writing

C. Imagine you are a dentist. One day, you were visited by a very interesting patient. In your notebook, write an imaginary conversation with a friend telling her/him about the incident.

ANSWERS

MAIN COURSEBOOK

- A. 1. a. Eliza was trying to say 'a cup of tea'.
 - b. She was longing for anything from the tea-table.
 - 2. a. The poem 'The Owl and the Pussycat' was a charming one.
 - **b.** Pickering made the suggestion because he thought that Eliza's struggle would reduce with a simpler poem.
 - 3. a. Eliza said these words to Higgins.
 - b. A marble had been swallowed.
 - c. Higgins unsympathetically told Eliza that he had more marbles.
 - 4. a. Higgins said these words to Eliza.
 - b. Higgins had more marbles.
 - c. They needed more marbles because Eliza had swallowed one.
- B. 1. Higgins was trying to teach Eliza to speak English correctly.
 - 2. Higgins placed a burner in front of Eliza as she practised pronouncing the letter h so that whenever she dropped her aitch, the burner's flame would remain stationary.
 - 3. Higgins pointed out that some people had a peculiar habit of not only dropping a letter but also using it where it should not be. This perplexed Pickering.
 - 4. Pickering asked Higgins to be reasonable in Scene 5 because Higgins was continuing his lessons with Eliza at three o'clock in the morning.
 - 5. Eliza said 'The rain in Spain stays mainly in the plain' correctly and succeeded. Higgins and Pickering were disbelieving at first and then jubilant.
 - 6. Higgins was a tough taskmaster. He was relentless and expected perfection. These tendencies led him to be unreasonable and insensitive. Higgins was also arrogant and had a distinct air of superiority. Eliza had a lot of perseverance, patience and met Higgins' toughness with respect and determination. She had faith and was willing to work hard at being better, even while she was angry and feeling insulted.
 - 7. Higgins did these exercises with Eliza, in this order:
 - Higgins placed a burner in front of Eliza to help her pronounce her aitch correctly.
 - Eliza tried to pronounce the 'k' sound in 'kind of you' and 'cup of tea'.
 - · Higgins placed marbles in Eliza's mouth and had her repeat a poem.
 - Eliza had to say 'The rain in Spain stays mainly in the plain' correctly.
- C. 1. Higgins was insensitive and oblivious to another person's misery. These traits came into light when Eliza swallowed a marble and instead of being worried that she might choke, Higgins offered to put more in her mouth.
 - However, Higgins was kind too as he wanted to help Eliza. His tough layers stripped



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away and his gentleness came through when he spoke encouragingly to Eliza at three in
the morning.
Eliza was able to speak correctly after Higgins spoke encouragingly to her, gently reminding her of what she was dealing with. She responded to his kindness.
A lady is someone whose words reflect the clarity in her mind and are evidence to her good schooling. Higgins was teaching Eliza to speak correctly like a lady and so, the extract is titled 'Learning to be a lady'.

D. 1. d	2. a	3. b	4. (

E. 1. Eliza's room had many odds and ends.

2.

3.

- 2. The librarian is at odds with the school principal.
- 3. The spectators cheered the boy who participated in the marathon against all odds.
- 4. It's the first film for its actors but it seems the odds are in their favour.
- F. 1. Higgins said, "Good morning," and then he sat down.
 - 2. "Eliza and Pickering," said Professor Higgins, "did you hear me?"
 - 3. Eliza responded, "Good morning."
 - 4. "Good morning," Pickering said too.
- G. 1. T 2. M 3. T 4. P 5. P 6. M
- H. Accept any relevant response. Suggestions:
- 1. Read this play whenever you have time.
- 2. Eliza looked as if she had seen a ghost.
- 3. Please keep the newspaper where the TV remote is.
- 4. Nadia has not been well since she returned from her vacation.
- 5. The young boy laughed as if there was no tomorrow.
- 6. My father wanted to know where his spectacles were.
- I. 1. never2. hold3. horrible4. days5. handsome6. habit7. pain8. happen
- J. Accept any relevant response. Suggestions:
 - 1. A: I am afraid I will fall.
 - B: It's okay to fall while you're learning to balance. Don't worry, you won't hurt yourself if you cycle around a grassy area.
 - A: I'm still afraid.
 - B: The pleasure you will get by cycling with your friends in the evening is worth the effort of overcoming the fear. Just get on the bicycle and try. It won't take you much time to learn.
 - 2. A: My speech is ready but I'm afraid of reading out in front of the entire school.
 - B: All the students look up to you. The teachers also have faith in you. You should have faith in yourself!

- A: What if I do not read it out correctly? What if they laugh? What if my speech is badly written?
- B: Being on the stage in front of so many people it takes courage to do that. If they laugh, shame on them. You needn't worry about that though. Your speech is excellent and you've practised reading it out well.
- K. Accept any relevant response. Refer to the example given in the Coursebook.

WORKBOOK

A. Accept any relevant response. Suggestions:

The extract is from the script of a play titled My Fair Lady.

My Fair Lady is a musical play, with lyrics written by Alan Jay Lerner.

The musical play is an adaptation of the play Pygmalion.

The playwright George Bernard Shaw wrote Pygmalion.

- B. Accept any relevant response. Suggestions:
 - 1. The International Space Station is itself a major **breakthrough** in space exploration. We will need to **break through** the window to get the poor cat out of the basement.
 - 2. This article provides an important **insight** into how technology can also adversely affect our everyday life.

This part of town seems isolated. No person or vehicle is in sight.

- 3. The eagle-eye view of the terrain from the castle's **lookout** tower was breathtaking. **Look out** for weeds and worms as you loosen the soil in the flower bed.
- 4. He turned up late for the meeting, looking unpresentable with **windswept** hair and a crushed shirt.

The wind swept the fallen leaves to our verandah and into our house.

- 5. The cashier asked whether I wanted my pizza as **takeaway** or to eat in the restaurant. Please **take away** and recycle these empty boxes and stacks of newspaper.
- 6. She reads a poem every day.

Everyday chores like shopping and housework take most of my time.

- C. 1. We will buy a house when the time is right. T
 - 2. Wherever Shehnaz goes, she makes friends. P
 - 3. He will come after the holidays have started. T
 - 4. He will find us wherever we are. P
 - 5. Moina was very unhappy after she received the letter. T
 - 6. Let us wait where Mummy asked us to. P
- D. Accept any relevant response. Suggestions:
 - 1. We go out to play as soon as our homework finishes.
 - 2. There was silence after the judge banged the gavel.



- 3. I shall wait for you at the main gate when the library closes.
- 4. Gayatri can come whenever she wishes to.
- 5. Will you sit here while I wash my hands?
- 6. The doctor comes before the nurses take the lunch break.
- E. Accept any relevant response. Suggestions:
 - 1. Rushad visited the place where he found the scribbled note.
 - 2. Wherever we travelled, we were welcomed.
 - 3. Farah found the book where she least expected to.
 - 4. You can keep the cushion where you find it the most comfortable.
 - 5. Milk should be kept where it is cool.
 - 6. Papa will stop the car wherever he sees a public restroom.
 - 7. Do you know a shop where they sell coconut milk?
- F. Accept any relevant response. Suggestions:
 - 1. Sara smiled as sweetly as I have ever seen her smile.
 - 2. The boys acted like they had never eaten cake before.
 - 3. Grandfather feels as if he is twenty years old again.
 - 4. The driver drove like a maniac.
 - 5. Namita ran as fast as she could.
 - 6. Mohee screamed as though she had seen a ghost.
 - 7. You are talking to me like I am two years old.
- G. Accept any relevant response.

WORKSHEETS

WORKSHEET 1

A. 1. a 2. c 3. d 4. b 5. d

- B. 1. The names of the children were Cyril, Robert, Anthea and Jane.
 - 2. The power of the Psammead was to grant people their wishes.
 - 3. The Psammead had been buried in the sand for thousands of years.
 - 4. When the children were meeting the <u>Psammead</u> for the last time, Jane wished <u>that they</u> would meet the <u>Psammead again some day.</u>
 - 5. The narrator is sure that the children met the Psammead again <u>because it always kept its</u> word.
- C. The Psammead was a very old sand-fairy that had been buried for thousands of years. Its eyes were on long horns like snail's eyes, and the horns could move in and out like telescopes. Its ears resembled that of a bat and its short, plump body was shaped like a spider's and covered with thick soft fur. The Psammead's hands and feet were like that of a monkey.



	D. The children kept wishing for things, but they never wished for the right things. Eventually all their unwise wishes landed them in a tight spot. That is when the Psammead said that it would help the children for the last time if they promised never to wish for anything. It also told them never to tell anyone about it, because it did not want to be bothered to give wishes to anyone any more.					
WO	RKSHEET 2					
A.	1. c	3. a	5. h	7. e		
	2. f	4. b	6. d	8. g		
В.	1. All hell broke loose	3.	called it quits	5. falls on deaf ears		

2. snowed under 4. all that jazz

C. Accept any relevant response. Suggestions:

Sahil's family bought a property on the sea front.

We saw a spider hiding in **one of the corners** of the room.

Juno went into the woods in search of fireflies.

Monica tidied up everything before her sister arrived.

D. 1. personification 3. alliteration

5. personification

2. simile 4. onomatopoeia

WORKSHEET 3

A. 1. c 2. e

3. d

4. a

5. b

B. Accept any relevant response. Suggestions:

- 1. Mohan tried to run as fast as he could.
- 2. Fiza looked as though she didn't sleep well.
- 3. It looked as if Drishti was about to burst into tears.
- 4. Kate was running like she was being chased.

C. 1. M

2. P

3. T

4. T

5. P

D. Accept any relevant response. Suggestions:

- 1. Be sure to practise your dialogues before you go for the audition.
- 2. Lata likes to read a book until she goes off to sleep.
- 3. Revathy left for her guitar class after she finished her lunch.
- 4. Martha finished baking the birthday cake while her mother was sitting with the guests.
- 5. There was silence when the chief guest entered the auditorium.

WORKSHEET 4

A. Listening text and answers

Some books I'll never give away,



Though old and worn, their binding torn, Upon my <u>shelves</u> they'll always <u>stay</u>, Alive, still read, still fresh each dawn, Their <u>magic</u> moments never gone.

Familiar <u>friends</u>, these <u>timeless</u> tales Have been with me since I was ten, And as I turn their <u>pages</u> once again I feel and love their old refrain.

Great <u>verse</u>, great <u>thoughts</u>, still stand the test Of time that's passing by so fast . . . These good <u>companions</u> never fail To give me joy, to <u>nourish</u> me.

We who love books will always be The lucky ones, our minds set free.

- B. Accept any relevant response. Suggested phrases:
 - 1. you can do it don't be scared focus
 - 2. people will appreciate feedback will help you improve will give you confidence
- C. Accept any relevant response. Suggested outline: what was interesting about the patient what effect did she/he have on you what did she/he do how did you react how did it end



Friends and Flatterers

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- > read a poem and show that they are able to understand the main parts of the poem.
- associate what is being read with personal experiences.
- > ask and answer questions about the poem.
- identify the figures of speech used in the poem.
- > match phrases with their meanings.
- identify adverb clauses of reason, purpose and comparison.
- > write a descriptive essay.

Warm up

- 1. Tell the students to work with their partners and write
 - a. a synonym for WELL WISHER.
 - b. an antonym for the word FRIEND.
 - c. two qualities that a friend should have.
 - d. one quality that a friend should not have.
- 2. Have them share their answers with the class and hold a class discussion on their answers.

Comprehension

1. Read the poem aloud to the class.



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- 2. Ask the class to read the poem out loud collectively.
- 3. Divide the class into six sections. Ask each section to formulate questions based on one stanza. For example:

Who is not a friend? When do they show their real colours?

Why are they not ready to help you? In which circumstances do they remain your friends?

- 4. Let them pose their questions to the other sections. Listen to their questions and answers.
- 5. Allow them to discuss the poem for about five minutes, then step in and explain the poem again.
- 6. Allow them to relate their own experiences with the various kinds of friends they've had.
- 7. Exercise A may be done by the students individually. Call out the answers after three minutes.
- 8. Discuss the questions in Exercise B with the class and ask them to write the answers in their notebooks.

Word Study

- 1. Hold a class discussion to revise the various figures of speech and discuss the lines in Exercise C. Students should be able to identify the figures of speech used in them. However, elicit answers from the class through a show of hands and explain why the first one is a simile (use of like) and the second one is alliteration (repetition of same sound).
- 2. Instruct students to complete Exercise D individually. They may consult their partners if necessary.
- 3. Call out the answers. Give explanations if necessary.

Grammar Study

1. Write these sentences on the board.

Because it was late, we decided to leave.

Lest we forget to post it, hold the letter in your hand.

She speaks even more softly now than she did before.

- 2. Ask the students to identify the subordinating conjunctions in the sentences. (*because*, *lest*, *than*)
- 3. Once they have done that ask them what the subordinating conjunctions tell them: reason/cause (why/what caused them to leave because), purpose (why/what was the reason for the action lest) or comparison (how than).
- 4. Draw their attention to the table on page 116 of the Coursebook. Have them construct sentences using the conjunctions given in the second column.
- 5. After a few responses, explain the clauses in a lecture method to reinforce the concept.
- 6. Ask students to complete Exercises E, F and G individually.



- 7. Call out the answers to Exercise E and allow them to self-assess.
- 8. Use their answers to Exercises F and G to assess their understanding.

Writing

- 1. Write these words and phrases on the board: sincerity, lack of pretence, appreciation, similarities and differences between friends
- 2. Allow the class to discuss what friendship means to them. Ask them to use the words and phrases you have written on the board.
- 3. After a discussion of five minutes, tell them to make notes with their partners about an important, beautiful friendship they have experienced or know about.
- 4. Let them share the notes they have made with the rest of the class.
- 5. After about ten minutes, ask them to write their essay for classwork. (Exercise H)
- 6. Use it for internal assessment.

FOR THE TEACHER: BEYOND THE LESSON

Many poems on the theme FRIENDSHIP can be found on the Internet. Ask the students to look up these weblinks that have poems on FRIENDSHIP and illustrate one of them on a chart.

rsgr.in/nger7thb7 rsgr.in/nger7thb8



Worksheet

Worksheet

Worksheet

Worksheet

Worksheet

Worksheet

Worksheet

Grammar Study

A. Underline the adverb clauses and identify their types. Write R for reason/cause and

	P for purpose.
1.	Gargi went to the dentist because of a toothache.
2.	Xavier nudged aside his sister in order to get the front seat.
3.	Yanna could not tell the truth because she was scared.
4.	Darius held on to his brother lest he be lost in the crowd.
5.	We left early so that we could reach on time.
6.	Olga did not laugh since she did not want to embarrass David.
В.	Complete these sentences with adverb clauses as directed within brackets.
1.	Gauri coached the football team well
	(comparison of manner)
2.	You must thank them
	(reason)
3.	The black car was
	(comparison of degree)
4.	The audience started laughing
	(reason)
5.	Ainu suggested moving the flower vases
	(purpose)
6.	Martin had grown
	(comparison of degree)
7.	The new computer is not working
	(comparison of manner)
8.	(purpose), they started
	working harder.

ANSWERS

MAIN COURSEBOOK

Paraphrase

Who is a real friend? One who gives company only in good times, or one who is there through thick and thin? Shakespeare answers this question in 'Friends and Flatterers'. The poem consists of six quatrains, the first four giving examples of false friends, and the last two describing a faithful friend.

For his first argument, Shakespeare paints the picture of a wealthy man generous with his money. Such a man would attract 'friends' in droves. They'll flatter him because words are cheap. They'll call him generous and fit to be a king. However, once he has lost his wealth due to some misfortune, these so-called friends will disappear. They will not offer financial aid to him; in fact, they'll avoid his company altogether.

A true friend, on the other hand, is one who helps in need. He will readily share both the joy and sorrow of those whom he loves. This is a sure way of separating one's loyal friend from a fake one.

Answers

A. 1. c 2. d 3.

- B. 1. If one is wasteful, flatterers would describe her/him as being royal and say that she/he should have been a king.
 - 2. According to the poet, a friend is someone who helps when we are in need. If we are feeling sad, a friend will weep and as long as we are feeling troubled, a friend will not rest either.
 - 3. While a friend will not part from us when we are grieved, a flatterer will not be with us when we need help. A flatterer would only be found in our company if we are rich, happy and successful. A friend, on the other hand, sticks with us through thick and thin.
 - 4. a. If we have lost money and are not as rich as we are accustomed to be, nobody but a friend will be willing to help us out with what we need.
 - b. 'He' is a friend. The expression 'if thou wake' refers to the time that we can't sleep because of worrying.

C. 1. simile 2. alliteration

D. 1. d 2. e 3. b 4. a 5. c

E. 1. because of 2. that 3. as 4. since 5. because

- F. Accept any relevant response. Suggestions:
 - 1. We breathe in order to live.
 - 2. Write it down lest you forget.



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- 3. Work hard so that you emerge victorious.
- 4. Thangamma walked quickly as he wanted to reach on time.
- 5. The travellers took a longer route so that they could see the ocean.
- G. Accept any relevant response. Suggestions:
 - 1. My friend Denzil can run as fast as the wind.
 - 2. Trupti came earlier than the rest of the class.
 - 3. Plants breathe as we do.
 - 4. The students did the experiment as quickly as the teacher.
 - 5. Mrinal is not as tall as her sister.
- H. Accept any relevant response.

WORKBOOK

- A. 1. daisy. 2. arrow. 3. hammer. 4. furnace. 5. eel
- B. 1. Taking a walk along the beach is as soothing as rain.
 - 2. Not having eaten anything since morning, I was feeling as hungry as a horse.
 - 3. This picture book is as colourful as a rainbow.
- C. Friend: faithful, sincere, mate

Flatterer: deceives, scornful, exaggerates

D. 1. "I may be late to class tomorrow." the teacher said

Maybe, it will rain in the evening.

2. Ramesh knocked out his opponent in the final round.

We are playing a knockout tournament.

3. We checked out of the hotel in the morning.

I saw my friend standing at the checkout counter in Big Bazar.

4. We have arranged a get-together at Rima's place.

The manager asked us to get together and complete the work on time.

- E. Accept any relevant response. Suggestions:
 - 1. Papa rushed home from office because he did not want to miss the coin-toss of the cricket match.
 - 2. Lalita is unable to walk since she twisted her ankle.
 - 3. Pawan was unhappy because his trip got cancelled.
 - 4. Monica helped the old woman as she seemed lost.
 - 5. Aman did not buy the shirt since it was expensive.
- F. Accept any relevant response. Suggestions:
 - 1. Danny Boyle came to India so that he could find inspiration for his new film.



- 2. Indira worked hard as she wanted to complete her project on time.
- 3. Rubina started early lest she got late for the interview.
- 4. We eat in order to survive.
- 5. Get up early in the morning so that you make the maximum use of daytime.
- G. Accept any relevant response. Suggestions:
 - 1. The movie was more enjoyable than the filmmaker's last movie.
 - 2. Maya loves cycling as much as skipping.
 - 3. The blue whale is bigger than all creatures.
 - 4. Lata's new dress was as pretty as her necklace.
 - 5. The salary Harish got was more than he expected.
- H. Accept any relevant response.

WORKSHEET

- A. 1. Gargi went to the dentist because of a toothache. R
 - 2. Xavier nudged aside his sister in order to get the front seat. P
 - 3. Yanna could not tell the truth because she was scared. R
 - 4. Darius held on to his brother lest he be lost in the crowd. P
 - 5. We left early so that we could reach on time. P
 - 6. Olga did not laugh since she did not want to embarrass David. R
- B. Accept any relevant response. Suggestions:
 - 1. Gauri coached the football team well as the principal expected her to.
 - 2. You must thank them as they helped you with the problem.
 - 3. The black car was faster than the red car.
 - 4. The audience started laughing because the actor slipped and fell on the actress.
 - 5. Ainu suggested moving the flower vases so that the children could use the shelf for their books and toys.
 - 6. Martin had grown taller than his father.
 - 7. The new computer is not working as smoothly as it should.
 - 8. As Sameer and Fahad wanted to excel in their exams, they started working harder.



Getting Ready for Adventures

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- > identify the main events and characters in the story.
- > find specific information in the story.
- > show an understanding of the sequence of events.
- > identify the meaning of phrasal verbs and phrases in context.
- > consult a dictionary.
- recognize prepositions, prepositional phrases and their usage.
- > listen with sustained concentration to distinguish facts from fiction.
- use a visual cue to collectively summarize a portion of the story.
- write a notice.

Warm up

- 1. Ask the students to write words they associate with ADVENTURE. For example: thrill, experience, daring, chance, bravery
- 2. Lead them into a discussion on what adventure is, how they would prepare for an adventure and what they would expect from one.

Comprehension

1. Read out the introduction to the story as given in the text.



- 2. Have the students take turns to read the story aloud with some variety in pace and emphasis.
- 3. After the reading, have some of them describe the incidents in their own words.
- 4. Ask them to jot down the sequence of events.
- 5. Once they are familiar with the text, ask them to complete Exercise A on their own.
- 6. Choose two or three students to come to the board and draw the flowchart and fill it in.
- 7. Allow the rest of the class to offer suggestions and corrections.
- 8. Exercise B can be completed as pair work and shared with another pair for peer correction.
- 9. Discuss the questions in Exercises C and D. Exercise C may be done in the notebook for homework. A class discussion on Exercise D will suffice.

Word Study

- 1. Students should be able to use prior knowledge to complete Exercise E.
- 2. Ask them to work on these individually. They may consult a dictionary if needed.
- 3. Call out the answers and have them engage in self-correction.
- 4. The students may work on Exercise F as a class.
- 5. First elicit the meanings of the word and phrases given in italics.

 conferred the honour (gave the honour), eccentric gentleman (a gentleman who has odd and unusual ideas), pompous (showy/grand), in quest of (searching for),

 the boon which you wished (the blessing that you desired)
- 6. Then ask them to make sentences and share them with the class.

Dictionary

- 1. Refresh the students' memory regarding 'guide words'.
- 2. Tell them to work in pairs and complete Exercise G.

Grammar Study

- 1. Ask the students to study the table given on page 125 of the Coursebook.
- 2. Divide them into three sections. Each section uses one preposition given in the first column with the phrases given in the second column and makes sentences. For example:

I had lunch at noon. We saw the movie at night.

- 3. After five minutes, let them complete Exercise H individually. Call out the answers.
- 4. Explain prepositional phrases and let them complete Exercise I as pair work.

Communication Skills

Listening

1. Explain to the students that they need to listen attentively to the sentences that you will



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- read out and distinguish facts from fiction in Exercise J.
- 2. Read out the sentences. Pause after each sentence to give them time to write their answers.
- 3. Let them share their answers with their peers and engage in self-correction.

Speaking

- 1. Students have already jotted down the sequence of the events after reading the text. They also have the flowchart that they can consult to complete the game in Exercise K.
- 2. Once the students have correctly identified the depicted scene, remind them about these tools and begin the summarizing game.

Writing

- 1. Draw the attention of the students to the format of a notice.
- 2. Ask volunteers to come up to the board and draft a notice on the given event.
- 3. After three or four students have done this (with the help of the class), ask them to complete Exercise L for homework and use it for internal assessment.

FOR THE TEACHER: BEYOND THE LESSON

- 1. Give the students a background of Miguel de Cervantes. He is one of Spain's most famous writers, who created one of the world's greatest literary masterpieces, Don Quixote, in the early 1600s. He was born in Toledo near Madrid in 1547. He became a soldier in 1570 and was badly wounded in the Battle of Lepanto. In 1575, the ship that de Cervantes was sailing on was attacked. Captured, he spent five years in prison. He was freed in 1580 and returned home. De Cervantes achieved literary success in his later years when he published the first part of *Don Quixote* in 1605. It instantly became a bestseller around the world, eventually being translated into more than sixty languages. De Cervantes published the second part of the story in 1615. He died in 1616.
- 2. Ask the students to read J M Barrie's *Peter Pan*, another fantastical story.

Worksheet

Worksheet 1



Worksheet

Comprehension

Read about an incident that takes place during Don Quixote's quest for adventures.

As Don Quixote and Sancho Panza were riding along a country road, they saw a huge cloud of thick dust coming towards them. Don Quixote declared, "This is the day, Sancho, on which will be seen the boon my fortune is reserving for me; this, I say, is the day on which as much as on any other shall be displayed the might of my arm, and on which I shall do deeds that shall remain written in the book of fame for all ages to come. Well, then, all that is churned up by a vast army composed of various and countless nations that comes marching there." Sancho looked back and saw another cloud of dust, so he said that there were two armies. This pleased Don Quixote, who thought the two huge armies were coming to fight in the middle of the plain.

Actually, the clouds of dust were raised by two large flocks of sheep, which could not be seen due to the dust. But since Don Quixote seemed sure that they were armies, Sancho believed him and asked what they should do. Don Quixote said that the army marching towards them was led by King Alifanfaron, who wished to marry the daughter of King Pentapolin. King Pentapolin did not approve of the wedding. Don Quixote said he would help King Pentapolin who was in the right, and Sancho agreed. He asked Sancho to go with him to the top of a hillock to watch the two advancing armies.

The sheep still could not be seen because of the dust. Don Quixote, in his imagination, saw the two armies and began to describe the arms, colours and weapons in detail. Sancho said that he could not see anyone but Don Quixote asked him how it was possible that he did not hear the sounds of horses, trumpets and drums. "I hear nothing but a great bleating of lambs and sheep," said Sancho; which was true, for by this time the two flocks had come close.

Don Quixote accused him of being too afraid to see or hear anything. He declared that he would single-handedly bring victory to one side. Saying this, he galloped swiftly down the hillock. Sancho shouted out to him, crying, "Come back, Senor Don Quixote; I vow to God they are lambs and sheep you are charging! Come back!" But Don Quixote called out to the imaginary army of King Pentapolin, and charged at the flock of sheep. The shepherds tried to stop Don Quixote from attacking their sheep and finally started shooting stones at him with their slings. Don Quixote was not discouraged, till big stones struck him and stunned him and he fell off the horse. Thinking that he was dead, the shepherds hastily left with their flocks.

Sancho meanwhile was wishing that he had never met Don Quixote. He went down to Don Quixote, and said that he had tried to stop him from attacking a flock of sheep. In his reply Don Quixote said that it was the work of his enemy, the Enchanter. He could make things seem different, and had changed the armies into flocks of sheep because he



was afraid of Quixote's victory! Sancho found this difficult to believe. Finally Don Quixote arose slowly and they left the scene of the strange battle.

A. Answer with reference to the context in your notebook.

- 1. "I hear nothing but a great bleating of lambs and sheep."
 - a. Who said these words and to whom?
 - b. Was the speaker correct? What reply did the speaker get?
- 2. "Come back, Senor Don Quixote!"
 - a. Who said these words and why?
 - b. Did the speaker pay attention to these words?
- 3. It was the work of his enemy, the Enchanter.
 - a. Whose words are these?
 - b. How did the speaker describe the Enchanter?

B.	Comp	lete	the	fol	lowing	sentences.

1.	As Don Quixote and Sancho Panza were riding along a country road,
2.	Don Quixote asked Sancho Panza how
3.	Don Quixote declared that he would single-handedly
C.	"I shall do deeds that shall remain written in the book of fame for all ages to come." What did Don Quixote mean by these words?
D.	What reason did Don Quixote give for the battle? Whose side was he on?
E.	Why did the shepherds hurt Don Quixote?

Word Study

A. Which phrasal verbs from the box can replace the underlined words and phrases? Write on the blanks.

bailed out on bank on taken aback asked around cut out for breezed into clamped up carved out

- 1. We can always <u>rely on</u> Haroon to get our work done.
- 2. Balbir said that he had asked the people in his colony for help.
- 3. All his friends stopped supporting him when the news broke.
- 4. Sachi was <u>shocked</u> when she saw the plight of the children in Africa.
- 5. Saina Nehwal has made her name in the world of badminton.
- 6. Everyone <u>refused to speak</u> when the principal asked them the question.
- 7. None of these children is suited for hard labour.
- 8. Dibakar quickly entered the room and began to talk to the guests.
- B. Look at this picture of Don Quixote and Sancho Panza. Make sentences with the given phrases.



- wandered across the country
- 2. in his imagination
- 3. galloped swiftly
- 4. charged at
- 5. difficult to believe
 - _____

Grammar Study

A. Fill in the blanks with the correct prepositions from the box.

across on	in within hear by under since at
1. There is a huge swimming p	oool our residential complex
2. Anuj was found standing	the cashier's counter.
3. Apun had come to the party	a car.
4. Naomi usually goes home _	bus.
5. Mr Doley sat down	the sofa.
6. Mother wanted us to stay _	home.
7. Nimi has not slept	yesterday.
8. The cat ran	the street.
9. Sheena found the pen that s	he had lost the bed.

B. Circle the prepositional phrases in these sentences. There may be more than one phrase in a sentence.

- 1. After dinner, the Guptas went for a long drive.
- 2. Over the hills and across the fields is a beautiful cottage.
- 3. We met most of our classmates at the book fair.
- 4. Most of the people around the world are familiar with Bollywood.
- 5. Athiya always visits her grandparents during her vacations.
- 6. There was a snake inside the closet.
- 7. Jamie must have arrived between 6 p.m. and 8 p.m.
- 8. Tisca is away from her family for the first time.
- 9. We felt the ground beneath us shaking.
- 10. Devika aced the test despite being ill.

Worksheet

Worksheet

Worksheet 4



Worksheet

Worksheet

Worksheet

Communication Skills

Listening

A. Listen carefully to some statements about Don Quixote. Write True or False. (Listening text on page 227)

Speaking

B. Work in a group. Summarize any one of the incidents that occurred when Don Quixote was out on his quest for adventures.

Writing

C. Imagine you are the Secretary of the Social Service Society of your school. The club has planned a visit to an old-age home. Draft a notice to inform the students that you need volunteers for the visit.



ANSWERS

MAIN COURSEBOOK

- A. 1. Don Quixote put on his armour and helmet, saddled his horse and took off on his adventurous journey.
 - 2. He came across a castle, which was actually an inn, where the innkeeper humoured him and provided him a meal.
 - 3. Don Quixote realized that he was not a knight and persuaded the innkeeper to bestow him with the honour.
 - 4. Don Quixote, while guarding his armour at night, got into a fight with one of the guests.
 - 5. The innkeeper rescued him and performed a ceremony which knighted him as Don Quixote de la Mancha.
- B. 1. a. Don Quixote said these words to the innkeeper, Senor Castellano.
 - b. Don Quixote said these words in response to the innkeeper's offer of any accommodation that Don Quixote might like, apart from a bed.
 - c. Don Quixote believed that he was a knight who was destined to die fighting in a battle. So, for him the field of battle was the most attractive bed.
 - 2. a. The castle was actually an inn.
 - b. Don Quixote eventually watched his armour in a horse trough by the well located in the courtyard of the inn.
 - c. He wanted to be knighted the next morning.
 - 3. a. Don Quixote spoke to the innkeeper.
 - b. The innkeeper offered Don Quixote the honour of knighthood.
 - c. The innkeeper organized a small ceremony, with the inn's guests and servants as witnesses, in which he knighted Don Quixote.
- C. 1. Don Quixote was an eccentric man who was enthusiastic about reading and then, about having an adventure. This enthusiasm was so strong that it was infectious and charming. Don Quixote was a polite, courageous and humble man who wanted to do things honestly and properly, was willing to fight for his ambitions and remained modest although he believed he was a knight.
 - 2. Mr Quixote rode towards the inn, believing that it was a castle, because he wanted to have an adventure.
 - 3. Mr Quixote's helmet had been tied with ribbons and could not be taken off without cutting the ribbons. As he did not want the ribbons to be cut, he left the helmet on.
 - 4. Mr Quixote thought he needed to be dubbed a knight before he could lawfully go looking for an adventure.
 - 5. The innkeeper advised Mr Quixote to ride home and get money before setting off to find an adventure. This shows that the innkeeper was kind, thoughtful and caring.



D.

E. E.

6.	The guests and servants were called to witness the ceremony. The innkeeper stood over
	Don Quixote and pretended to read a chapter from his accounts book while
	Don Quixote knelt down. The innkeeper then hit Don Quixote's neck with his hand,
	slapped his back with the flat side of his sword and declared him a knight.
1.	Mr Quixote believed that a knight wore armour and a helmet, held a sword and rode
	on a horse to seek adventures and fight in battles.
	M. O. S. and B. B. M. and J. L. and J.

11 1111 Quinote	beneved that a mingin	wore armour and a men	net, nera a ovvora ana r	Juc		
on a horse to	seek adventures and	fight in battles.				
was limited,	he started believing in world. That is why h	tales of knights. Since he the fantasies till they gree could not differentiate	ew more familiar for hi	m		
1. b	2. b	3. c	4. c			
Accept any relevant response. Suggestions:						
1. My cousin was conferred the honour of the National Bravery Award by the prime minister.						
2. Mr Bean's ac	ting as an eccentric g	entleman in the movie v	was really very good.			
3. I find grand	3. I find grand big-scale Indian weddings pompous and wasteful.					

- 4. One day, the traveller set off **in quest of** the hidden treasure about which he had read in a book.
- 5. It was such a pleasant surprise to receive the boon which I wished for on my birthday.
- G. extend extension, extensive, exterior, external, extinct extract extract *v.tr* /ik-strakt/1 remove or take out, esp. by effort or force (anything firmly rooted) . . . extractable *adj*.
- H. 1. in, at
 2. into
 3. through
 4. across
 5. between
 6. from
 8. on
 - I. 1. Several of the wagoner's friends came running into the barnyard.
 - 2. Yet Don Quixote stood bravely at his post.
 - 3. Don Quixote stood with closed eyes beside his armour.
 - 4. The innkeeper pretended to read a chapter from the book.
 - 5. Don Quixote knelt down in the dust of the barnyard.
 - 6. The innkeeper stood over him and mumbled some words without meaning.
 - 7. Who says you can go around the world in eighty days?
 - 8. "Come into my parlour," said the spider to the fly.
 - 9. We rowed the boat across the lake.
 - 10. The story of Don Quixote was inspired by the author's own life.
- J. 1. false 2. true 3. false 4. true 5. true 6. false 7. true 8. false
- K. Accept any relevant response. Suggestions:

As one of the guests of the inn, a mule driver, tried to get water from the trough, he



moved Don Quixote's armour.

This offended Don Quixote who knocked the mule driver out with a blow to the head.

Several of the mule driver's friends came running into the barnyard.

Don Quixote saw them and readied himself for a fight.

The innkeeper, seeing all of this, came to Don Quixote's rescue.

. . .

Don Quixote stood up thinking that he was finally a knight.

L. Accept any relevant response. Suggested outline:

Trip to the city museum

City museum will be showing a documentary about – on (date) – at (time) – we will be leaving the school in a bus at (time) – interested students may pick up permission forms from (name), (class) and submit them to the same

WORKBOOK

- A. 1. give up 3. agree with
- 5. eased off
- went through 9. brightens up

- 2. wake up
- 4. blew up
- 6. evened out
- 8. leak out
- 10. moved in

- B. 1. f
- 2. d
- 3. e
- 4. b
- 5. 0
- 6. a

- C. 1. into
- 3. on
- 5. under
- 7. before
- 9. in

- 2. in, at
- 4. since
- 6. in
- 8. on, in
- 10. at

- D. 1. Don Quixote charged at the windmills.
 - 2. Turn right at (the second light) to reach the stadium.
 - 3. Where are you going today after work?
 - 4. This house has been lying vacant for (three years.)
 - 5. The fishermen swam against the tide.
 - 6. This poem is by an anonymous poet,
 - 7. It is always cooler near the coast.
 - 8. The squirrel climbed up the tree.
 - 9. Our grandparents live just down the road.
 - 10. The cat hid behind (the curtain.)
 - 11. Kavita placed the gift inside (a cardboard box.)
 - 12. Can you differentiate between the two pictures?
- E. 1. Don Quixote saw a little inn by the roadside.
 - 2. The train is about to pass through the tunnel.
 - 3. Look for the missing pair of socks in the drawer.
 - 4. Mala went and sat beside the pastor's wife.

- 5. Did you give the envelope to the manager?
- 6. A peace agreement was signed between the two countries.
- 7. There is a lot of work, but I can manage on my own.
- 8. You can go in and see your friend now. He's out of danger.
- F. Accept any relevant response.

WORKSHEETS

WORKSHEET 1

- A. 1. a. These words were spoken by Sancho Panza to Don Quixote.
 - **b.** Yes, Sancho Panza was correct. In response Don Quixote accused him of being too afraid to see or hear anything.
 - 2. a. These words were spoken by Sancho Panza. He requested Don Quixote to return because he was sure that Don Quixote was charging at lambs and sheep.
 - b. No, Don Quixote did not pay heed to Sancho Panza's words of warning. Instead, he called out to the imaginary army of King Pentapolin, and charged at the flock of sheep.
 - 3. a. These words were spoken by Don Quixote.
 - b. Don Quixote described the Enchanter as someone who could change the appearance of different things.
- B. 1. As Don Quixote and Sancho Panza were riding along a country road, they saw a huge cloud of thick dust coming towards them.
 - 2. Don Quixote asked Sancho Panza how it was possible that Sancho Panza did not hear the sounds of horses, trumpets and drums.
 - 3. Don Quixote declared that he would single-handedly bring victory to one side.
- C. Through these words Don Quixote wanted to express that he would perform heroic deeds that would make his name immortal and as famous as the decorated knights.
- D. Don Quixote said that the army marching towards them was led by King Alifanfaron, who wished to marry the daughter of King Pentapolin. The King did not approve of the wedding, so Don Quixote said he would help him to fight the battle.
- E. The shepherds tried to stop Don Quixote from attacking their sheep. But when he did not stop, they started shooting stones at him with their slings.

WORKSHEET 2

- A. 1. bank on
- 3. bailed out on
- 5. carved out
- 7. cut out for

- 2. asked around
- 4. taken aback
- 6. clamped up
- 8. breezed into

- B. Accept any relevant response. Suggestions:
- 1. Don Quixote wandered across the country in search of adventures.
- 2. Don Quixote was always a chivalrous knight in his imagination.



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- 3. Don Quixote galloped swiftly across the plain.
- 4. Don Quixote charged at the flocks of sheep.
- 5. For Don Quixote, it was difficult to believe in reality.

WORKSHEET 3

- A. 1. within 4. by 7. since
 - 2. near 5. on 8. across
 - 3. in 6. at 9. under
- B. 1. After dinner, the Guptas went for a long drive.
 - 2. Over the hills and across the fields is a beautiful cottage.
 - 3. We met most of our classmates at the book fair.
 - 4. Most of the people around the world are familiar with Bollywood.
 - 5. Athiya always visits her grandparents during her vacations.
 - 6. There was a snake inside the closet.
 - 7. Jamie must have arrived between 6 p.m. and 8 p.m.
 - 8. Tisca is away from her family for the first time.
 - 9. We felt the ground beneath us shaking.
 - 10. Devika aced the test despite being ill.

WORKSHEET 4

A. Listening text

- 1. Don Quixote is a short story.
- 2. The setting of the story is in Spain.
- 3. Don Quixote wanted to become a knight because he was bored and wanted to do something different.
- 4. Having fun was the only motive of Don Quixote.
- 5. Don Quixote was eccentric. This means he was strange.
- 6. Don Quixote can be considered a well-meaning person.

Answers

- 1. False 2. True 3. False 4. False 5. True 6. True
- B. Accept any relevant response.
- C. Accept any relevant response.

The Nightingale and the Glow-worm

LESSON PLAN

For additional content, see the DVD and the App.

Learning Objectives

The students will

- read and interpret a narrative poem.
- > draw inferences from the fable in the poem.
- understand character by identifying the presented logic and the response it gained.
- > illustrate their understanding of the poem.
- refresh their memory of coordinating and subordinating conjunctions.
- paraphrase the poem.

Warm up

- 1. Explain that a fable is a story in which animals and lifeless things speak and act like human beings.
- 2. Ask the class to think of some fables. For example:

The ant and the grasshopper / ant gathers food in summer / grasshopper sings / does not listen to ant's advice to gather food / in winter / grasshopper has no food

- 3. The Panchatantra stories are fables that the students might recall. One has been given at the end of this section.
- 4. After a few responses, draw the attention of the students to the title of the poem.
- 5. Ask them to describe a glow-worm and a nightingale, and their chief attributes. (The glow-worm shines and the nightingale sings sweetly.)



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Comprehension

- 1. Ask the class to read the poem silently.
- 2. Ask them a few questions such as:

Can the story be true? Can a nightingale really sing all day?

How did the glow-worm escape? Was he a flatterer?

Which lines in the poem tell you the poem is a narrative?

- 3. The answers to the questions will be able to tell you whether the students have been able to understand the poem.
- 4. Draw parallels between the flattery of the glow-worm and the reaction of the nightingale to the behaviour of human beings.
- 5. Discuss the moral of the story:

God made all creatures equal and gave them each a specific attribute.

- 6. Exercise A may be done as individual work. Call out the answers.
- 7. Discuss Exercises B and C and ask the students to write the answers in their notebooks. Use them for internal assessment.

Word Study

- 1. Explain that the poem is written in octosyllables; that the poem has eight syllables in each line.
- 2. Show them the pattern by writing one line on the board and marking the syllables in it. For example: When, look ing ea ger ly a round

 1 2 3 4 5 6 7 8
- 3. Ask them to work with their partners and work out the division of syllables in the other lines.
- 4. Work out the rhyme scheme of the poem with them to complete Exercise D.
- 5. Elicit the meanings of the lines given in Exercise E from the class.
- 6. Offer suggestions as required.

Grammar Study

- 1. Remind the students that they learnt to use coordinating and subordinating conjunctions while studying clauses.
- 2. Ask them to look at the tables given on pages 112 and 116 of the Coursebook.
- 3. They may discuss coordinating and subordinating conjunctions with their peers and use them in sentences.
- 4. After five minutes, tell them to complete Exercise F individually. Call out the answers.





Exercise G is simple and guided. Allow the students to complete it for homework and correct their notebooks.

FOR THE TEACHER: BEYOND THE LESSON

Read this Panchatantra tale to the students. They will be familiar with the story.

Teenu was a tiny mouse. He lived in a forest. One day Teenu came out of his hole to play. Suddenly he heard a roar. He was very scared and did not know what to do. Just then Teenu felt a lion's paw catch him. The lion was very angry.

"Why did you wake me up, you silly little mouse?" the lion roared.

"I am very sorry, O King. Please let me go. Maybe I will help you some day," Teenu said.

"How funny!" said the lion. "How can a tiny thing like you help me? I am the king of the jungle. Anyway, I'll let you go."

Teenu thanked the lion and ran away. After many days Teenu went for a walk. He saw the lion caught in a net. Teenu ran to the king.

"I will help you, O King!" he said.

Teenu started cutting the ropes of the net. He cut all the ropes with his sharp teeth.

"Thank you, little mouse. You have saved my life," said the lion.

"You are welcome, my friend," said the mouse with a smile.

Ask them to divide themselves in four groups. Each group will illustrate the story on a chart paper. They may choose another Panchatantra tale that they find interesting. Suggest that they can attempt to create a comic strip of the tale they choose. These illustrated tales can be put up on the class board.

This weblink might help them to find inspiration and the required material:

rsgr.in/nger7thb9



Grammar Study

A. Underline the conjunctions and circle the phrases that each conjunction connects.

- 1. Kasturi won the game but that did not surprise anyone.
- 2. The guide confirmed that there were no rats or snakes in the cave.
- 3. Jaya is rich yet she is not contented with her wealth.
- 4. Mother went out for some work so I had to take care of my baby sister.

B. Fill in the blanks with after, when, while, until, as long as and I	before.
--	---------

- . _____ computers were invented, typewriters were widely used in offices.
- 2. Mehul fell silent ______ Jill walked into the room.
- 3. We left for a walk ______ we had our evening tea.
- 4. Mother went for shopping ______ we were sleeping.
- 5. Father will agree to it ______ we don't stay out late.
- 6. The guards pledged to stand at the gate ______ the commander returned.

C. Join the two sentences using conjunctions given within brackets.

- 1. Diya is slow. She is sharp. (although)
- 2. Our parents will reach home late. My brother will cook dinner. (since)
- 3. Ayan decided not to leave. It was raining. (because)
- 4. You might see Colleen. Tell her to meet the manager. (if)
- 5. 90% of the public expected him to win the election. 10% did not believe he would. (whereas)
- 6. Hemant will fall ill. He has to stop his unhealthy habits. (unless)

ANSWERS

MAIN COURSEBOOK

Paraphrase

We each have our part to play on earth; we make our own contributions to how life functions on the grand scale. By using a nightingale and a glow-worm, William Cowper underlines the importance of maintaining this balance.

The poem begins by establishing how valuable the nightingale is in his own way. He sings all day long to cheer up the villagers. When it's evening, he stops singing and begins to feel hunger pangs. At this point, the seemingly harmless bird assumes the more dangerous role of a predator. He spots a glow-worm shining in the dark far below him, and so flies down from the hawthorn top to eat it.

Aware of the nightingale's intention, the glow-worm stalls him with a short but eloquent and meaningful speech. The glow-worm argues that if the nightingale admired his light as much as he enjoyed the latter's singing, then the bird would not think of eating him. It was God's plan to give the two of them their respective purposes: the darkness of the night would be brightened by his light and the nightingale's music. Neither is thus disposable. Impressed by the speech, the nightingale praises him with a song and leaves to search for food elsewhere.

Although it can be said that the nightingale only wanted to feed himself and the glow-worm is his natural prey, the moral of the poem gives a different perspective to their interaction. The moral is about suppressing one's selfish needs, about not hurting others unnecessarily. We should instead respect each other and coexist in peace.

Answers

A. 1. b, c

- B. 1. The glow-worm told the nightingale that if they admired each other, they would not harm each other because the same divine power had created them and given them their talents.
 - 2. a. The glow-worm could shine and the nightingale could sing.
 - b. The gifts were to be used to beautify and cheer the night.
 - c. God had given them these gifts.
 - 3. The nightingale did not eat the glow-worm because he agreed with the glow-worm's logic.
- C. The message in the poem is that all creatures are equal. All have unique talents and contributions that makes the world an even more beautiful place.
- D. aabbccddeeffgghhaaiiccjjkk
- E. 1. The nightingale saw something shining on the ground, which was far below, and knew that it was a glow-worm.



	2. The nightingale would redoes not want to spoil to		-	s much as the glow-worm		
F.	1. While 3. o	or	5. Although	7. unless		
	2. if 4. b	pecause	6. but	8. since/if		
G.	Accept any relevant responsi paraphrase given on the pro-		tline given in the	e Coursebook and the		
		WORKE	воок			
A.	Accept any relevant responsible, west, white, away	se. Suggestions:				
B.	1. e 2. d	3. b	4. c	5. a		
C.	1. or, and; pai <u>n</u> t	3. and, but, o	or; c <u>l</u> o <u>c</u> k	5. and, but; <u>glov</u> e		
	2. though; candle	4. or, but; br	ain (
D.	1. but 2. so	3. or	4. but	5. and 6. or		
E.	1. Although 3. A	Although	5. unless	7. Until		
	2. if 4. b	pecause	6. before	8. when		
F.	Accept any relevant respons	se.				
		~'0				
		WORKS	HEET			
A.	1. (Kasturi won the game) but (that did not surprise anyone.)					
	2. (The guide confirmed) that (there were no rats or snakes in the cave.)					
	3. (Jaya is rich) yet(she is not contended with her health.)					
	4. (Mother went out for some work)so(I had to take care of my baby sister.)					
В.	1. Before	3. after		5. as long as		
	2. when	4. while		6. until		
C.	1. Although Diya is slow, s					
	2. Since our parents will reach home late, my brother will cook dinner.					
	3. Ayan decided not to lear	·				
	4. If you see Colleen, tell h	ner to see the man	ager.			
	5. 90% of the public expect he would.	cted him to win th	e election wherea	s 10% did not believe		

6. Hemant will fall ill unless he stops his unhealthy habits.

Literary Appreciation Answers

Personification

Accept any relevant response. Suggestions:

At seven, when dusk slips over the mountains,

The trees start whispering among themselves.

They have been standing erect and tall,

But now they stretch their arms over the house.

I look down over the farms: In the fields of grain, the wind plays The harvest that is enjoying the sun And I fling to the air my arms, For I know it is calling out my name.

Rhyme Scheme

ababcc

Simile

obstinate, straight, quick

Accept any relevant response. Suggestions: as colourful as holi colours, as carefree as children

Onomatopoeia

1. squeaking

slurping

5. chiming

2. screeching

crackling

6. crashing

Alliteration

Accept any relevant response. Suggestions:

Divers dive deep to watch dolphins dance.

Fred's feet fidget around feathers and fruits.

Round rabbits are rarely found reading.

The chattering chimpanzee stopped its chase and chomped on cheese.

The Elizabethan Age Shakespeare and the Theatre

The Elizabethan Age (1560 - 1603) is named after Queen Elizabeth I. It was a time of political stability and prosperity. Learning and literature thrived. The Queen herself was fond of theatre and London was the heart of England, reflecting all the vibrant qualities of the Elizabethan Age. Its dramatists and poets were among the leading literary artists of the day and theatre flourished.

Shakespeare lived and wrote during this time. The age of Shakespeare was a great time in English history. His 37 plays and 154 sonnets are considered the most important and enduring ever written.

This timeline represents all the significant events in Shakespeare's life.

- 1564 Shakespeare was born on 23 April in Stratford-upon-Avon.
- 1571 1578 Attended King Edward IV Grammar School in Stratford-upon-Avon
- 1582 Married Anne Hathaway in November
- 1583 Their daughter Susanna was born in May.
- 1585 Their twins, Judith and Hamnet were born in February.
- 1585 1592 No record of Shakespeare's life but it's believed that at some point in the late 1580s, Shakespeare made his four-day ride to London.
- 1592 Records indicate that by this time Shakespeare had established himself as a writer and he appeared as an actor and as a playwright.
- 1594 Shakespeare wrote *Romeo and Juliet*. In this year came the event that changed the course of literary history Shakespeare joined Richard Burbage's acting company 'The Lord Chamberlain's Men' and became its chief playwright for the next two decades. The company (which became known as The King's Men in 1603), became very successful and often performed in front of the Queen of England, Elizabeth I.
- 1596 Hamnet died at the age of 11. Shakespeare was devastated by the death of his only son.
- 1598 Shakespeare wrote *Much Ado About Nothing*, one of his best-loved comedies.
- 1599 Shakespeare's company erected Globe Theatre in London's Bankside district.
- 1600 Shakespeare wrote *Hamlet*, possibly in response to the death of his son.
- 1605 Macbeth first performed at the Globe Theatre
- 1610 1611 Shakespeare retired from London and moved back to his hometown of Stratford-upon-Avon. He continued to write plays, with *The Winter's Tale* (1609 11), *Cymbeline, King of Britain* (1609 10) and *The Tempest* (1611) largely composed in Stratford.



Shakespeare's life as a playwright concluded with his creation of *All Is True* (1613) and *The Two Noble Kinsmen* (1613 - 14).

• 1616 Shakespeare died on 23 April. He was buried two days later in Holy Trinity Church, Stratford-upon-Avon. One can still view his grave and read the epitaph engraved on the stone.



SHAKESPEARE'S BIRTH PLACE



SHAKESPEARE'S GRAVE



COSTUMES OF THE ELIZABETHAN ERA

Good friend, for Jesus' sake forbear
To dig the dust enclosed here.
Blessed be the man that spares these stones,
And cursed be he that moves my bones.

William Shakespeare's death on 23 April 1616 coincides with the death of another great literary figure Spain's Miguel de Cervantes.

SHAKESPEARE'S THEATRE

The theatre experience in Shakespeare's time was very different from today – crowds would eat and talk through the production and plays would be performed in the open air. The very first theatre in Elizabethan London was built by an entrepreneur called James Burbage with his partner John Brayne and was aptly called 'The Theatre'.

• 1599 The Globe Theatre was built from the timbers of 'The Theatre'. The design of the Globe Theatre was magnificent, based on the design of the old Roman amphitheatres. It could house more than 1500 people. Up to 3000 people would flock to the theatre and its grounds on a day. A trumpet was sounded to announce to people that the play was



about to begin at the Globe Theatre. A crest displaying Hercules bearing the globe on his shoulders together with the motto *Totus mundus agit histrionem* (*The whole world is a playhouse*) was displayed above the main entrance of the Globe Theatre. This phrase was slightly re-worded in the William Shakespeare play *As You Like It* – **All the world's a stage** – which was performed at the Globe Theatre.

- **1613** Globe Theatre burned to the ground when a cannon shot during a performance of *Henry VIII* ignited the thatched roof of the gallery.
- **1614** Globe Theatre was rebuilt, made from the materials of a stolen theatre that Shakespeare's theatre company dismantled at midnight and floated across the River Thames.
- 1644 Globe Theatre demolished.
- 1989 Foundations of The Globe rediscovered.
- 1993 Led by the vision of the late Sam Wanamaker, workers began construction of the new theatre near the site of the original.
- 1996 The latest Globe Theatre was completed.
- **1997** Queen Elizabeth II officially opened the theatre on 12 June 1997 with a production of *Henry V*.

Today, the Royal Shakespeare Company (RSC) is the world's leading producer of Shakespeare and is headquartered in the Bard's hometown of Stratford-upon-Avon.

SOME TRIVIA

The Elizabethan era saw a growth in the English language. At the same time, there was no standardization of English. Formal dictionaries and grammar textbooks did not exist. Shakespeare wrote for an audience over 400 years ago. Think about how word meanings and expressions change over a relatively short time; four centuries bring with them a lot of alterations.

One issue often overlooked is that Shakespeare's plays were written as dramatic literature – meant to be performed and heard aloud, not silently read.

Shakespeare's effect on the English language

- 12,000 words entered the language between 1500 and 1650 (about half of them still in use today).
- Shakespeare coined 2,035 words (Hamlet alone has 600 new words).

hurry, generous, impartial, road, critical, frugal, dwindle, extract, horrid, vast, excellent, eventful, assassination, lonely, suspicious, indistinguishable, well-read, zany, countless

Shakespeare phrases are now our clichès

into thin air, in a pickle, budge an inch, cold comfort, flesh and blood, foul play, cruel to be kind, pomp and circumstance, catch a cold, heart of gold, method in his madness, too much of a good thing, break the ice, dead as a doornail, good riddance, love is blind, wear my heart upon my sleeve, wild-goose chase, the world's my oyster, for goodness' sake



CONTEMPORARIES OF SHAKESPEARE

IN ENGLAND

Christopher Marlowe – The brilliant young poet and playwright Christopher Marlowe is famous for writing the play *The Tragical History of Doctor Faustus*, published in 1604. Marlowe is known as Shakespeare's only literary peer in England.

Sir Walter Raleigh – The swashbuckling and charming courtier was also an explorer, soldier, statesman and one of Queen Elizabeth's favourite subjects. He tried to set up the first English colony in America in Roanoke Island (in present North Carolina), which he named Virginia.

Richard Burbage – The famed Elizabethan actor, artist and theatrical entrepreneur, gained unprecedented acclaim by playing many of the major Shakespearean characters, including Othello, Hamlet, Lear and Richard III.

Sir Francis Bacon – He was a philosopher, lawyer, statesman and a champion of modern science. He advocated that the goal of learning should be to give 'practical knowledge' for 'the use and benefit of men'. This idea went on to become the foundation of modern scientific inquiry.

Sir Francis Drake – He was a sea captain, navigator and explorer. He led a successful English expedition to Panama in which he raided several Spanish settlements in the area and returned with looted gold and silver. He circumnavigated the globe between 1577 – 1580. He was second-in-command of the English fleet that defeated the Spanish Armada in 1588, thereby making England the leading military and commercial power in the western world.

IN ITALY

Galileo Galilei – The Italian scientist and scholar constructed a telescope and after observing the heavens, he expressed his support for the Copernican theory, that the earth and planets revolved around the sun. As his views challenged the doctrine of Aristotle and the Catholic Church, he was convicted of heresy and imprisoned.

IN SPAIN

Miguel de Cervantes – One of the greatest among Spanish writers, Cervantes was born in 1547 in the old kingdom of Toledo, Spain. In January 1605, *Don Quixote* was published in Madrid. It was an immediate success. Later in 1615, Cervantes published the second part of *Don Quixote*.

IN INDIA

Tulsidas – The poet-saint, reformer and philosopher wrote wonderful poems and *dohas* in Awadhi and Braj Bhasha – dialects of Hindi. One of the most famous representatives of the Bhakti movement of India, he wrote the epic *Ramacharitamanas*, a retelling of the Sanskrit *Ramayana* in Awadhi.

