WOW! ENGLISH
COURSEBOOK
Teacher Manual
Susan Iannuzzi | Vaishali Mudgal
LESSON TARGETS

Getting Started and Listening
• Listen for directions
• Recall information

Pronunciation: Silent Letters
• Rules of breaking words into syllables
• Break words into syllables and pronounce them correctly

Language Ladder: Types and Order of Adverbs
• Identify the types and order of adverbs
• Use adverbs in sentences

Reading
• Grasp meaning of words, phrases and sentences in context
• Ask and answer comprehensive and inferential questions based on the text
• Silent reading

Understanding
• Infer the central message of the text
• Make inferences based on comprehension of the text
• Discuss and engage with the text

Vocabulary: Prefixes
• Identify and understand the meaning of different types of prefixes
• Use words with prefixes in sentences

Practicing Grammar: Types and Order of Adverbs
• Use adverbs correctly in sentences
• Identify errors in the use of adverbs and rectify them
• Create adverb poster

Speaking: Making Inference
• Describe a picture
• Infer the content of the picture and connect it to real life

Writing: Informal Letter
• Identify the features of an informal letter
• Write an informal letter

Plug In: Commas
• Learn the rules of using commas
• Use commas to make lists and indicate pause

Poem Appreciation: Mending Wall
• Recite
• Identify poetic devices used in the poem and connect the poem to self
• Discuss the central message of the poem

Enrichment
• Formal and Informal Language
## SUGGESTED TEACHING PLAN

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<thead>
<tr>
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<td></td>
<td>1</td>
</tr>
</tbody>
</table>
Ask students to draw a map of their neighbourhood with their house in the centre. Ask them to draw lines from their house to the houses of their neighbours to show how strong their bond is with them. The thicker the line the stronger the bond. Ask them to discuss with a partner why some neighbours are better friends than others.

**Teaching Trail**

- Introduce the theme care and concern. Ask: How and when do neighbours take care of?
- Ask students to read the text given on Page 7.
- Discuss whether they agree or disagree with it. They must also give reasons for their opinion.

**Activity 1**

1. Read the question and discuss the answers.
2. Have students share their views with the class.

**Listening Text**

First, walk North from Point X. The first house on your left will be the Kapoor’s Residence. Next to it is Alex Supermarket. From there, take the first right turn. You will come across a bus stop on your right. Just opposite the bus stop is Moon Light Cafe. On the next crossing, turn left. On your right will be Dr Gauri’s Clinic. Next to it is Helpline Pharmacy. Moving ahead you will come across Leaves and Petals Florist on your left.

**Answer Key**

- Taking food to a neighbour; talking to neighbours
- A good neighbour is friendly, helpful, kind, etc.

**Getting Started**

Look at the following pictures. What do you gather from the given pictures? What kind of neighbours are they? Being neighbourly means being good neighbours. Are you a good neighbour? What makes one a good neighbour?
Communication: Listening
Effectively, using clear and articulate speech, speaking confidently

Critical Thinking: Making
Connections, Making Decisions

Reading Café

Rules to divide a word into syllables
- Separate compound words, prefixes, suffixes and root words. (writ/er)
- Separate two middle consonants. (din/ner)
- Do not separate vowels or consonants that produces single sound. (th, wh, oa, ie)
- Separate before an –le. (a/ble)

Teaching Trail
- Explain syllables with examples given on Page 8 and 9.
- Explain the rules to divide a word into syllables from Reading Café. Write some four to five syllable words (adventurous, sentimental, photography, examination) on the board and ask students to give their syllable break-up.
- Read the words in the exercise on page 9 so students pronounce them correctly. Ask students to break the words into syllables, count the number of syllables and write them in the respective columns.
- Discuss the words and ask students to check if they have identified the number of syllables correctly.

Activity 2
Divide students into groups of 5. Ask them to make a list of 7 to 10 multisyllabic words. Ask them to move around syllables to form as many words as they can in 5 minutes. The words can be silly or meaningful. Let them share the words with the class.

Differentiated learning:
Level 1: Make a list of silly words.
Level 2: Make a mixed list of silly and meaningful words.
Level 3: Make a list of meaningful words.

Answer Key
4-syllable words: ability, electrician, February, alligator
5-syllable words: university, personality, abominable, acceleration
Language Ladder

Adverbs modify verbs in a sentence. They can add meaning to a verb in three ways.

Adverbs of Manner
Rohini \textit{walks} \textit{quietly}. expresses how an action takes place

Examples: impatiently, peacefully, slowly, neatly, etc.

Rohini \textit{walks} \textit{in the park}. expresses where an action takes place

Examples: into town, in bed, far away, north, etc.

Rohini \textit{walks} \textit{every evening}. expresses when or how often an action takes place

Examples: every Monday, after lunch, at night, rarely, etc.

Adverbs of Place
These adverbs are placed after the verb. If the verb is transitive, the adverb of place is placed after the object.

The Laurence family \textit{lives nearby}.

The child \textit{kicked the ball} \textit{out of the field}.

Adverbs of Time
These adverbs are usually placed at the end of the sentence.

She \textit{walks} to school \textit{every day}.

They \textit{will perform} \textit{tomorrow}.

You can use these three types of adverbs in the same sentence, just make sure they are in the correct order.

Verb | Manner | Place | Time
--- | --- | --- | ---
He drives | impatiently | into town | every Monday.
She sleeps | peacefully | in her bed | after lunch.
He writes | slowly | in his notebook | at night.

Pre-reading

My Good Neighbour Recipe

Ingredients:
- a dollop of happiness
- a sprinkling of kindness
- a handful of understanding
- 4 scoops of sharing
- lots of smiles
- a pinch of good listening
- 2 litres of cheerfulness

Method:
Mix all the ingredients together and you will have a good neighbour.

Suggest a few more ingredients to make the recipe better.
What is happening in the story? Does it resonate with any situation around you? How?

"How do you do? Are you sick?"

Laurie opened the window, and croaked out as hoarsely as a raven...

"Better, thank you. I've had a bad cold, and been shut up a week."

"I'm sorry. What do you amuse yourself with?"

"Nothing. It's dull as tombs up here."

"Don't you read?"

"Not much. They won't let me."

"Have someone come and see you then."

"No. Will you come, please?" cried Laurie.

"I'll come, if Mother will let me. I'll go ask her."

What is happening in the story? Does it resonate with any situation around you? How?

Teaching Trail

- Write on the board: I still need answers to the question...
- Ask students to read the story silently and write one question that comes to their mind after reading one page. Tell them to use the sentence starter written on the board. They can write the questions at the end of the page.
- As they read the text:
  - Write on the board: I still need answers to the question...
  - What did Jo do when she found out Laurie had a bad cold and at home?
  - Laurie's servant announced to Laurie that a lady had come to see him. What does this tell us about Laurie's status?
  - What gifts did the March sisters send for Laurie?
  - What did Jo want to tell the old gentleman?
  - Why did Jo want to be friends with Laurie?

Page 11

Comprehension Questions

- Describe Jo as she walks into the room.
- Describe the two houses. How were they different?
- What did Jo want to tell the old gentleman?
- Why did Jo want to be friends with Laurie?

Page 12

Comprehension Questions

- What does 'It's dull as tombs up here' mean?
- Laurie's servant announced to Laurie that a lady had come to see him. What does this tell us about Laurie's status?
- What gifts did the March sisters send for Laurie?
- What did Jo do when she found out Laurie had a bad cold and at home?
Laurie coloured up, but answered frankly, “Why, you see I often hear you calling to one another, I like to see all of you sitting around the table with your mother. Her face is right opposite, and it looks so sweet behind the flowers, I can’t help watching it. I haven’t got any mother, you know.” And Laurie poked the fire to hide a little twitching of the lips that he could not control.

“Well, you should come to our house. You’ll have jolly times with us all. Wouldn’t your grandpa let you?”

“I think he would, if your mother asked him. He’s very kind, though he does not look so, and he lets me do what I like, pretty much, only he’s afraid I might be a bother to strangers,” began Laurie, brightening more and more.

“We are not strangers, we are neighbours, and you needn’t think you’d be a bother. We want to know you, and I’ve been trying to do it this ever so long. We haven’t been here a great while, you know, but we have got acquainted with all our neighbours but you.”

Laurie turned red again, there was so much good will in Jo it was impossible not to take her blunt speeches as kindly as they were meant.

“Do you like your school?” asked the boy, changing the subject, after a little pause, during which he stared at the fire and Jo looked about her, well pleased.

“Don’t go to school, I’m a businessman—girl, I mean. I go to wait on my great-aunt, and a dear, cross old soul she is, too,” answered Jo.

Jo didn’t mind having a laugh at Aunt March, so she gave him a lively description of the fidgety old lady, her fat poodle, the parrot that talked Spanish, and the library where she revelled.

Laurie enjoyed that immensely, and when she told about the prim old gentleman who came once to marry Aunt March, and in the middle of a finespeech, how Poll had tweaked his wig off to his great dismay, the boy lay back and laughed till the tears ran down his cheeks, and a maid popped her head in to see what was the matter.

Then they got to talking about books, and to Jo’s delight, she found that Laurie loved them as well as she did, and had read even more than herself.

“If you like them so much, come down and see ours. Grandfather is out, so you needn’t be afraid,” said Laurie, getting up.

“I’m not afraid of anything,” returned Jo, with a toss of the head.

When they came to the library, where she clapped her hands and pranced, as she always did when especially delighted. It was lined with books, and there were pictures and statues, and distracting little cabinets full of coins and curiosities, and Sleepy Hollow chairs, and queer tables, and bronzes, and best of all, a great open fireplace with quaint tiles all round it.

“What richness, you ought to be the happiest boy in the world,” she said impressively.

“A fellow can’t live on books,” said Laurie, shaking his head as he perched on a table opposite.

Before he could more, a bell rang, and Jo flew up, exclaiming with alarm, “It’s your grandpa!”

“Well, what if it is? You are not afraid of anything, you know,” returned the boy, looking wicked.

“The doctor to see you, sir, ” and the maid beckoned as she spoke.

“Would you mind if I left you for a minute? I suppose I must see him,” said Laurie.

“Don’t mind me. I’m happy as a cricket here,” answered Jo.

Laurie went away, and his guest amused herself in her own way. She was standing before a fine portrait of the old gentleman when the door opened again, and without turning, she said decidedly, “I’m sure now that I shouldn’t be afraid of him, for he’s got kind eyes, though his mouth is grim, and he looks as if he had a tremendous will of his own. He isn’t as handsome as my grandfather, but I like him.”

Comprehension Questions

• How did Laurie know which sister who?
• Is Laurie’s family different from Joe’s family? How?
• What did both Laurie and Jo like?
• How did Jo’s visit change Laurie’s mood?

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Comprehension Questions

• Why did Jo think that Laurie was the happiest boy in the world? What was his response?
• Was Jo really afraid of Laurie’s grandfather?
• What did Jo conclude about Laurie’s grandfather’s from the portrait?
Comprehension Questions
• Jo’s Grandfather?
• Why did Mr. Laurence like Jo?
• What change did Mr Laurence notice in his grandson?

Differentiated Learning
Level 1: Paraphrase the story in your own words and share in groups.
Level 2: List the key traits of the character you like the most in the story.
Level 3: Choose any one part of the story and re-write it with a twist.
**Critical Thinking:** Gathering information, Making predictions, judgements and inferences

**Communication:** Speaking confidently, Using clear and articulate speech

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**Activity 4**

Divide students into groups of 6. Each member should pick one page of the story and write 4 questions on a slip of paper. They should mix the slips and keep them in the centre. Then they have to pick one slip at a time and discuss the answer in their groups.

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**Variation**

Instead of discussing the answers, students can create a flipbook as a whole class activity that will contain all the questions and answers.

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**Teaching Trail**

Read questions. Ask students to share their response to the questions before they write them down.

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**Understanding**

1. Answer the following questions briefly.
   a. What was Jo doing when she saw Laurie?
   b. Why did Jo decide to talk to Laurie?
   c. “Here I am, bag and baggage.” What “bag and baggage” did Jo bring with her to Laurie’s house?
   d. How did Jo describe Mr Lawrence?
   e. What did Mr Lawrence realise when he saw Laurie talking with Jo?

2. Think and answer in detail.
   a. “There was colour, light, and life in the boy’s face now.” How do the words: ‘colour’ and ‘light’ help describe Laurie?
   b. “And Laurie poked the fire to hide a little twitching of the lips that he could not control.” What does this sentence tell you about Laurie’s feelings? Why do you think he feels this way?
   c. What does the description of the Marches’ and the Laurences’ estates tell you about them?
   d. Jo said that all her sisters and her mother would welcome Laurie to their house and they would keep him amused. What do you do to cheer a friend up when he/she is feeling down?
   e. How has the author described Mr Laurence’s appearance?

3. Using the following organiser, share what you understand about the characters in the story you read.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Adjectives that define them</th>
<th>Clues from the text that say so</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laurie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr Laurence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Vocabulary**

Prefixes

Look at the following pictures.

<table>
<thead>
<tr>
<th>Tie</th>
<th>Untie</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image of tied rope]</td>
<td>[Image of untied rope]</td>
</tr>
</tbody>
</table>

He tied the rope to hold the boards together. She untied them as the work was done.

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**Answer Key**

1. a. Jo was looking up at the window of Laurie’s house when she saw him.
   b. Jo decided to talk to Laurie because she thought he was lonely shut up in the house. She thought Laurie needed the company of somebody young and lively.
   c. Jo brought Meg’s home-made blancmange and Beth’s cats with her to Laurie’s house.
   d. Jo said that Mr. Lawrence had kind eyes, a grim mouth and a tremendous will of his own but he wasn’t as handsome as her grandfather.
   e. Mr. Lawrence realized that Laurie was lonely and needed company.

2. a. The words ‘colour’ and ‘light’ refer to the happiness and liveliness in Laurie’s face. Laurie was shut up in his house all alone for a week due to bad cold. When Jo came to see him, he felt cheerful. They laughed together and chatted like old friends.
   b. This sentence tells us that Laurie was sad and missed his mother. He enjoyed seeing the March sisters with their mother chatting and playing. He longed for such togetherness.
   c. The description of the Marches’ estate tells us that they were not as rich. The Laurences’ estate was large and well-kept with lovely decoration and plenty of servants to look after things. Yet, the Laurences’ house seemed lonely and lifeless as there was no children playing in the ground, no motherly faced smiling out of a window and few people going in and out.
Using 'un' with a word changes the meaning of the word. 'Un' is a prefix since it attaches itself to the front of a word and gives it a different meaning.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning of the prefix</th>
<th>Word</th>
<th>Prefix + Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>un-</td>
<td>opposite of something</td>
<td>sophisticated</td>
<td>unsophisticated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>believable</td>
<td>unbelievable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>interested</td>
<td>uninterested</td>
</tr>
<tr>
<td>dis-</td>
<td>something with reversing force or negative force</td>
<td>agreement</td>
<td>disagreement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>continue</td>
<td>discontinue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>honour</td>
<td>dishonour</td>
</tr>
<tr>
<td>mis-</td>
<td>refers to something bad or wrong</td>
<td>behave</td>
<td>misbehave</td>
</tr>
<tr>
<td></td>
<td></td>
<td>lead</td>
<td>mislead</td>
</tr>
<tr>
<td></td>
<td></td>
<td>print</td>
<td>misprint</td>
</tr>
</tbody>
</table>

Write more words with each prefix you learnt. Also make a sentence with each word.

**Vocabulary**

Prefixes

Look at the following pictures.

- tie
- untie

Using 'un' with a word changes the meaning of the word. 'Un' is a prefix since it attaches itself to the front of a word and gives it a different meaning.

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<thead>
<tr>
<th>Characters</th>
<th>Adjectives that define them</th>
<th>Clues from the text that say so</th>
</tr>
</thead>
</table>
| Jo         | Cheerful, kind, friendly, fearless | “So you’re not afraid of me?”
|            |                             | “Not much, sir.”
|            |                             | Talks to Laurie, makes him laugh |
| Laurie     | Lonely, friendly, eager to make friends | “Yes, but you will come again, I hope?” |
| Mr. Laurence | Wealthy, kind, generous, understanding | His house was lined with books, and there were pictures and statues, and distracting little cabinets full of coins and curiosities, and Sleepy Hollow chairs, and queer tables, and bronzes, and best of all, a great open fireplace with quaint tiles all round it. |

**Teaching Trail**

- Ask students: What is the opposite of ‘fair’(unfair)? What is a word for ‘not connected’(disconnected)?
- Write the responses on the board and introduce the concept of prefixes.
- Explain the meaning of each prefix with examples as given on page 17 and 18.
- Ask students to give you more words with the given prefixes. Write them on the board.
- Ask students to complete the exercise independently.

**Activity 5**

Put up chart papers around the room for each prefix. Ask students to move around and write one word with the prefix on the chart paper. They must not write words already there. Then divide the class into groups of 5. Have each group choose 2 words from each chart paper and use them in their sentences. The sentences must be linked to and around care and concern for neighbours.
Communicating: Linguistic
Critical thinking: Making connections
Collaborating

• Recapitulate the different types of adverbs.
• Read the questions and explain what is to be done.
• Give time to students to independently do the exercise. They should rewrite the sentences in their notebooks.
• Have them exchange their book/notebooks and check their partners work.

Practising Grammar

Types and Order of Adverbs

Let’s Catch Up
Adverbs modify verbs in a sentence. They can add meaning to a verb in three ways.

1. Choose the correct word.
   a. She (correct, correctly) explained the topic. The answer seemed (correct, correctly) to me.
   b. The receptionist is (quick, quickly) at work during mornings. She (quick, quickly) changed the receipts.
   c. The stillness of the statue was (awful, awfully). The statue stood there (awful, awfully).
   d. She sang a (melodious, melodiously) song. The other contestant couldn’t sing as (melodious, melodiously).
   e. It was (dangerous, dangerously) to travel to a hill station by car during the monsoon. Drivers drive (dangerous, dangerously) on wet roads.
   f. My professor was a very (sensible, sensibly) person. He acted (sensible, sensibly) in every situation.
   g. Talk (soft, softly). The teacher has important news to share and she is very (strict, strictly).
       But it is true that she has a (soft, softly) corner for studious students.

2. Correct the incorrect words in the following sentences and write them in the space provided.
   a. It was sure a mild wound.
   b. Ishika behaves more gentle with her mother than with her father.
   c. Does your bicycle run well enough to participate in the race?
   d. One feels safely enough to move alone in this town.
   e. You can see those mountains clear from my binoculars.
   f. Our team played energetic last Sunday.
   g. Western music often sounds odd to rural Asians.
   h. I felt bad for losing my new watch.

3. Rewrite the sentences after putting the adverbs in the correct order.
   a. They were speaking softly yesterday in the room.
   b. She worked in the garden hard last weekend.
   c. He met his family in Delhi last Monday in a cafe.
   d. The team played in the tournament very well.
   e. The crowd loudly roared at half-time in the stadium.
   f. The lion attacked the deer in the morning ferociously.

Critical Thinking: Making judgments; Problem solving; Reflecting, evaluating and concluding
Communicating: Articulating

<table>
<thead>
<tr>
<th>Words with prefix ‘dis’</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disappear</td>
<td>The rabbit disappeared behind the bushes.</td>
</tr>
<tr>
<td>Disobey</td>
<td>My dog always disobeys my orders.</td>
</tr>
<tr>
<td>Disapprove</td>
<td>I strongly disapprove of having a television in the bedroom.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Words with prefix ‘un’</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unavoidable</td>
<td>Accidents become unavoidable when you are careless.</td>
</tr>
<tr>
<td>Unable</td>
<td>Rajat was unable to convince Rita to go for a movie.</td>
</tr>
<tr>
<td>Unavailable</td>
<td>The professor was unavailable for a month.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Words with prefix ‘mis’</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misuse</td>
<td>If you misuse your phone, I will take it away from you.</td>
</tr>
<tr>
<td>mispronounce</td>
<td>My name is very unique and often people mispronounce it.</td>
</tr>
<tr>
<td>misread</td>
<td>Dinesh misread his lines while performing in a play.</td>
</tr>
</tbody>
</table>
• Have students make adverb posters in groups of 5. Ask them to include a list of all three types of adverbs, with their examples used in sentences and a picture that represents the adverbs.

Activity 6

- Speaking
  Get into pairs. Observe the given picture and discuss the following.
  - What do you think happened?
  - What is the girl doing? Why is she doing it?
  - What is the boy doing?
  - What else do you gather/understand from the picture?
  - If you were in the girl’s place, would you have done the same thing? Why?

  Share your view in the class.

- Writing
  Your neighbour Tarun has recently moved to a different city with his family. He is your best friend and you miss him every day. You are also happy that he got a chance to explore a new city and you’re excited to know which places he had visited. Write a letter to him about your feelings about his relocation. Before you begin take a quick glance at the format of the letter.

<table>
<thead>
<tr>
<th>Address</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

  Opening: You can write how you are doing, ask the receiver about his health. Then come to the purpose of writing the letter.

  Body: The actual message you want to convey by your letter.

  Ending: |

  Skills in focus
  Communication: Using clear and articulate speech, Speaking confidently, Providing expression and enthusiasm, Listening actively
  Creativity: Generating Original Ideas

Activity 7

- Someone helping an old person to cross the road. (kind and helpful person)
- Someone sitting worried in a hospital. (worried about a relative)
- Two people sitting together but looking angry and away from each other. (had a fight)
Hang sentence starters all around the class. Have students sit in groups of 3. Ask them to use the sentence starters to make a list of 3 things (one per group member) without using any commas. Enjoy the dangerously hilarious sentences with the class.

Some sentence starters:

I like... I find inspiration in...
Let’s build... I find motivation in...
These trees are...
• Write on the board:
  > I am most passionate about cooking my kids and my cat.
  > Ask the students what they think of the sentence. Now, ask them to add commas to the sentence to make sense.
  > Your final sentence should be: I am most passionate about cooking, my kids, and my cat.
• Ask: Do you notice how not using a comma can be dangerous?
• Explain the use of the comma using the text on Page 21.
• Let students attempt the exercise independently.

**Plug-In**

**Commas**

Commas serve two major purposes:

- They list things.
- They indicate pauses in a sentence.

**Commas in listing things:**
You need copies of your electricity bill, bank statement, passport and ID card.
James will have to fetch the logs, hammer, nails and a chair for me.

**Commas as pauses in sentence; before coordinating conjunctions:**
She was hesitant to take the risk, however small.
I was going to cook, but I felt sick.
There was nobody in the house, so I came back.

Give more examples of:

<table>
<thead>
<tr>
<th>Sentences with commas used for listing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sentences with commas used for pauses before coordinating conjunctions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Answer Key**

Answers may vary. Sample answer:

Sentences with commas used for listing:

1. You need water, milk, sugar, tea leaves and a pan to make tea.
2. Bring some biscuits, chips and lemons from the market.
3. The places we will visit today are the zoo, the park, the museum, a monument and a science fair.

Sentences with commas used for pauses before coordinating conjunctions:

1. The teacher was very angry, for the students were too loud.
2. I was going to read more, but I fell asleep.
3. No one came to play, so Varun came back.
Teaching Trail

- Read the title of the poem. Ask students why people build walls. Write on the board.
- Read the poem to the students.
- Ask students to read the poem with their partners and underline all the reasons the poet has given to build a wall.

As they read, ask them to identify 1 personification, 1 simile and metaphor used in the poem. (Simile: like an old-stone savage armed; Personification: Something there is that doesn’t love a wall, Metaphor: And some are loaves and some so nearly balls)

Ask relevant comprehension questions after the poem is read aloud:
- Which two things causes the gaps in the wall?
- How do the two people fix the wall?
- Why does the speaker think that a wall is not necessary?
- Give two words to describe the neighbour.
- What does the line ‘moves in darkness as it seems to me’ mean?

After the poem has been read and the exercise has been completed, introduce the poetic device discussed on page 24.

Explain the poetic device using examples and let the students attempt the exercise independently.

Celebrating Poetry

Mending Wall
— Robert Frost

Something there is that doesn’t love a wall,
That sends the frozen-ground-1swell under it,
And spills the upper boulders in the sun;
And makes gaps even two can pass abreast.
The work of hunters is another thing:
I have come after them and made repair
Where they have left not one stone on a stone,
But they would have the rabbit out of hiding,
To please the yelping dogs. The gaps I mean,
No one has seen them made or heard them made,
But at spring mending-time we find them there.
I let my neighbour know beyond the hill;
And on a day we meet to walk the line
And set the wall between us once again.
We keep the wall between us as we go.
To each the boulders that have fallen to each.
And some are loaves and some so nearly balls
We have to use a spell to make them balance:
"Stay where you are until our backs are turned!"
We wear our fingers rough with handling them.
Oh, just another kind of out-door game,

Poem Appreciation

Answer the following questions.
1. What do you think is something that ‘doesn’t want the wall’?
2. Where is the wall? What happens to it time and again?
3. How does the speaker feel about the gaps in the wall?
4. Who initiates mending the wall and when?
5. What lines does the poet use that express humour?
6. Is there a practical purpose that the wall serves in the farms? Why do you say so?
7. What is the poet trying to say through the poem?
8. What question does the poet have about the wall?

Poetic Devices

There’s irony in the poem. Let’s understand what irony is.

Irony is a literary device. It is used to express that expectations of a situation and reality are different. In other words, something that is said is not what is meant and has a different and underlying meaning.

For example, walls are built to protect or secure something that is inside. However, in the poem, the wall has no clear purpose since there is no living or moveable thing that is being protected from moving in or out. There are only pine and apple trees, which can’t move in or out.

Remember irony is a literary technique in which the stated thing is the opposite of what is expected.

Match the following to make ironic sentences.

| a. I had a lovely day; | i. Dwarffy. |
| b. The giraffe is named | ii. when she saw me watching movies. |
| c. “I am glad you are studying hard,” said my mother | iii. got run over by the same ambulance. |
| d. The police station | iv. I got fired and crashed my car. |
| e. The man who called the ambulance | v. got robbed yesterday. |
Ask students to draw concentric circles and write their name in the centre circle. Based on emotional and physical proximity, students should write the names of people who are allowed within various distances. For example, close friends and family’s name will come in the first circle outside the centre circle.

**Integrated Learning**

Apples produce in Jammu and Kashmir are exported worldwide. Find out how apples are cultivated, stored and preserved.

### Answer Key

1. The something that doesn’t want the wall is personification for nature that makes the ground swell in winter so that the boulders fall down and there are gaps.

2. The wall is between the speaker’s property and his neighbour’s. The wall gets broken by different forces like the ground becomes swollen which causes cracks in the soil that scatters the stones from below as well as hunters who strip away the stones to look for a rabbit.

3. The speaker feels that the gaps in the wall are too wide. He wonders why they need repair or even why they need a wall.

4. The narrator of the poem initiates mending the wall by letting his neighbour know that there are gaps.

5. When the boulders are irregularly shaped they do not stay, the narrator jokes, “we have to make a spell to make them balance”. The spell that the narrator uses is “stay where you are until our backs are turned.”

6. There is no practical purpose that the wall serves. The narrator has an apple orchard and the neighbour grows pine trees. The apple trees will never cross and eat the cones of the pine trees or vice versa. Neither of the neighbours graze cows so there is no need to worry that the animals will intrude into the other’s property.

7. The poet wants to say that the wall is unnecessary, rude and unfriendly to have. They grow trees which will never cross each other’s property. He believes fence are for places where one thing can move to another’s property.

8. The poet wants to know why there is a need to build a wall.

### Poetic Devices

<table>
<thead>
<tr>
<th>a. I had a lovely day;</th>
<th>iv. I got fired and crashed my car.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. The giraffe is named</td>
<td>i. Dwarfy.</td>
</tr>
<tr>
<td>c. “I am glad you are studying hard,” said my mother</td>
<td>ii. when she saw me watching movies.</td>
</tr>
<tr>
<td>d. The police station</td>
<td>v. got robbed yesterday.</td>
</tr>
<tr>
<td>e. The man who called the ambulance</td>
<td>iii. got run over by the same ambulance.</td>
</tr>
</tbody>
</table>
Critical Thinking:
Analysis, Reasoning, Making judgments and inferences
Communication:
Articulating, Valuing Contributions

Teaching Trail
- Discuss situations and examples of formal and informal language.
- Read aloud the expressions in the first column and ask students to say whether they are used in formal or informal letters.

Enrichment

Language in Formal and Informal Letters
You've learnt to write letters in previous grades. Formal and Informal letters make use of different language as they are meant for different purposes. Share what language you would use for formal and informal letters.

<table>
<thead>
<tr>
<th>Expressions</th>
<th>Formal or informal letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thank you for sending me the details.</td>
<td></td>
</tr>
<tr>
<td>Bye for now.</td>
<td></td>
</tr>
<tr>
<td>I look forward to meeting you.</td>
<td></td>
</tr>
<tr>
<td>Thanks for your letter.</td>
<td></td>
</tr>
<tr>
<td>It was nice to hear from you.</td>
<td></td>
</tr>
<tr>
<td>Regards,</td>
<td></td>
</tr>
<tr>
<td>Yours sincerely,</td>
<td></td>
</tr>
<tr>
<td>Love,</td>
<td></td>
</tr>
<tr>
<td>I hope you are well.</td>
<td></td>
</tr>
<tr>
<td>I am writing to ask you for a favour.</td>
<td></td>
</tr>
<tr>
<td>If you have any queries, please feel free to contact me.</td>
<td></td>
</tr>
<tr>
<td>I must apologise for replying late.</td>
<td></td>
</tr>
<tr>
<td>How are you?</td>
<td></td>
</tr>
<tr>
<td>I am writing to request for the price list of books.</td>
<td></td>
</tr>
</tbody>
</table>

Share where do you use the following features:

<table>
<thead>
<tr>
<th>Features</th>
<th>Formal or informal letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>begins with dear</td>
<td></td>
</tr>
<tr>
<td>makes use of contractions</td>
<td></td>
</tr>
<tr>
<td>makes use of abbreviations</td>
<td></td>
</tr>
<tr>
<td>makes use of simple and short sentences</td>
<td></td>
</tr>
<tr>
<td>makes use of linkers, connectors, etc.</td>
<td></td>
</tr>
<tr>
<td>may use slang</td>
<td></td>
</tr>
<tr>
<td>is polite</td>
<td></td>
</tr>
<tr>
<td>has paragraphs</td>
<td></td>
</tr>
<tr>
<td>uses exclamation marks</td>
<td></td>
</tr>
<tr>
<td>ends with yours sincerely/yours faithfully</td>
<td></td>
</tr>
<tr>
<td>ends with love, your daughter/your son</td>
<td></td>
</tr>
<tr>
<td>ends with a signature</td>
<td></td>
</tr>
<tr>
<td>ends with a signature and a full name</td>
<td></td>
</tr>
</tbody>
</table>

Answer Key

Expression: Formal or Informal letter

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
<th>Formal</th>
<th>Informal</th>
<th>Formal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal</td>
<td>Formal</td>
<td>Informal</td>
<td>Formal</td>
<td>Formal</td>
</tr>
<tr>
<td>Formal</td>
<td>Formal</td>
<td>Informal</td>
<td>Formal</td>
<td>Formal</td>
</tr>
<tr>
<td>Formal</td>
<td>Formal</td>
<td>Informal</td>
<td>Formal</td>
<td>Formal</td>
</tr>
</tbody>
</table>

Features: Formal or Informal letter

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
<th>Informal/formal</th>
<th>Formal/informal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal</td>
<td>Formal/Informal</td>
<td>Informal</td>
<td>Formal/informal</td>
<td>Informal</td>
</tr>
</tbody>
</table>

Similarly Different
Read the story ‘Being Neighbourly’ to your friends and family. Discuss with them the similarities and differences between your experiences, thoughts and lifestyle with that of Jo’s experiences, thoughts and lifestyles.
Activity 1
1. a. Jo was going out on a snowy afternoon to dig paths all-round the garden near the hedge that separated the two houses.

b. The Marches’ house was an old, brown house looking rather bare and shabby, robbed of the vines that in summer covered its walls and the flowers, which then surrounded it. The Laurences’ was a stately stone mansion, indicating every sort of comfort and luxury, well-kept grounds and lovely things inside the house.

c. Mother had sent her love, Meg had sent blancmange that she had made herself and Beth had sent her cats.

d. Laurie got to know about the March family by watching them through his window when they sat with their mother in the evening or played outside.

e. Yes, Jo was a business girl. She introduced herself as a business girl because she worked as a companion for her great-aunt March. She read to her, helped with small chores and earned money for this.

2. The Marches home, despite having a bare and shabby appearance had life in it. The March family was poor but a close-knit family. The sisters played on the lawn and there were visitors to the house. They sat around the table with their mother and had a great time. They laughed a lot, had jolly times and a cozy life together.

3. | Statements | Examples from the text | My inference |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jo felt Laurie’s grandpa did not know what was good for him.</td>
<td>Jo felt Laurie’s grandpa did not know what was good for him.</td>
<td>She jumps to conclusions without analysing details carefully.</td>
</tr>
<tr>
<td>Mr. Laurence considered Jo to be a doctor for Laurie.</td>
<td>Jo seemed to understand Laurie well enough and they both chatted like old friends, there was colour, light and life on Laurie’s face, vivacity in his manner and genuine merriment in his laugh.</td>
<td>Jo cheered Laurie and made him feel and look better.</td>
</tr>
</tbody>
</table>

Activity 2
1. | New word | Meaning |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ending</td>
<td>unending</td>
</tr>
<tr>
<td>understanding</td>
<td>misunderstanding</td>
</tr>
<tr>
<td>agree</td>
<td>disagree</td>
</tr>
<tr>
<td>match</td>
<td>mismatch</td>
</tr>
<tr>
<td>avoidable</td>
<td>unavoidable</td>
</tr>
<tr>
<td>place</td>
<td>misplace</td>
</tr>
</tbody>
</table>
2. a. disconnected  
   b. unaware  
   c. misspelt  
   d. misfortune  
   e. dishonest  
   f. unfit

3. a. The Principal is busy in a meeting, so is unavailable for any discussion.
   b. I was really disappointed by the performance of the team.
   c. The route map was quite confusing and misleading.
   d. It was the misprint on the poster that led to all the confusion.

Activity 3

1. a. Our school basketball team practices every evening.  
   Adverb of time.
   b. The lady backed out of the room gracefully.  
   Adverb of manner.
   c. I saw three kittens playing outside.  
   Adverb of place.
   d. I have looked for my book everywhere, but to no avail.  
   Adverb of place.
   e. I am sure he'll return my bag soon.  
   Adverb of time.
   f. The grandpa ambled slowly towards the pram.  
   Adverb of manner.

2. a. usually  
   b. never  
   c. always  
   d. equally  
   e. fast

3. a. next Monday.  
   b. angrily.  
   c. Today  
   d. nearby  
   e. really  
   f. inside

4. a. You did the work nicely.  
   b. She performed gracefully.
   c. The teacher explained patiently.  
   d. The coach is treating all players fairly.
   e. Despite walking slowly, the tortoise won the race.

5. a. Swati walks briskly in the park every evening.
   b. The old man called his wife feebly from his room.
   c. The cricket team meets happily in the park every Wednesday.
   d. The boys were shouting loudly in the class.

Activity 4

Open-ended question

Activity 5

1. a. Some boulders that have fallen are like loaves of bread and others round. Therefore it is very difficult to balance them to make a wall.
   b. The neighbour has pine trees growing and the speaker has an apple orchard.
   c. The speaker wonders what he wants to keep inside the wall or and what he doesn't want to allow inside.
   d. The old stone savaged armed is used to describe the neighbour. Like a savage, he doesn't want to think, only is ready to fight for what belongs to him.

2. a. We are the speaker and his neighbour.
   b. ‘Them’ refers to boulders.
   c. The spell is “stay where you are, until our backs are turned.”
   d. The speaker and his neighbour had to use the spell because the boulders have different shapes and it is not easy to balance them so that the wall will not fall.
3. The wall is ironic in the poem because even though it separates the speaker and the neighbour’s properties, yet it brings them together to repair or mend the wall every year.

**Activity 5**

1. a. Solferino  
   b. ‘A Memory of Solferino’  
   c. the International Committee for Relief  
   d. The Geneva Convention  
   e. the Red Crescent

2. a. iv. to describe the history and purpose of the Red Cross  
   b. iii. an injured person  
   c. i. war  
   d. ii. countries that use ICRC  
   e. iii. almost two hundred.

3. a. The worst part of the battle scene was that of over 40,000 victims being either left to die or lying dead due to lack of medical attention.  
   b. The Geneva Convention is a document that formalized the International Committee for Relief to the Wounded created in 1863 and was signed by 13 nations in 1864.  
   c. The responsibilities of the Red Cross is to identify people who give their time and compassion to help victims of war and protect them, to help people to prevent and prepare for emergencies during peacetime and to provide relief and aid to people who are affected by natural disasters.  
   d. The Red Cross is neutral as it does not take sides in hostilities or engage at any time in controversies of an ideological, political, religious or racial nature.  
   e. The principles of ICRC are humanity, impartiality, neutrality, independence, voluntary service, unity, universality.