WOW! ENGLISH aims to make learning English language fun and rewarding. The series progressively helps learners connect language to life. It covers major language areas such as vocabulary, grammar, reading, writing and phonemic awareness.

The learning process is organised in ten themes which pupils can easily relate to. The use of colourful illustrations stimulates thinking and encourages participatory learning.

THE COURSE PACKAGE

Textbook
- Thematic Lessons and Poems
- Concept elaborations
- Wide range of skill builder activities ranging from LSRW to life skills, phonics, free reading and HOTS

Workbook
- Textbook linked extended exercises
- Varied and interesting tasks (creative, logical, comprehension)
- Focused skill strengthening

Teachers Support Kit
- Teacher support manual with activities to support concepts and skills incorporated in the textbook
- Includes guidelines, assessments, answers and checklist
- Ebook for teachers with audio-visual features

TOEFL® YOUNG STUDENT SERIES (TOEFL® Junior™ and TOEFL® Primary™ tests coupon included)

Designed to set the foundation for the successful development of English language skills, the TOEFL Young Students Series features age-appropriate assessments, products and services — including the TOEFL® Junior™ and TOEFL® Primary™ tests — to help guide younger students to the next steps of learning.

BBC MUZZY

Developed by the British Broadcasting Corporation, BBC MUZZY uses a natural immersion approach to language learning that mimics the process we all use to acquire our native tongue. The unique MUZZY design is effective for visual/spatial, verbal, kinesthetic, musical and logical/mathematical learning.
Susan Iannuzzi | Vaishali Mudgal

TEACHER’S RESOURCE KIT
Dear Educator

We are delighted to bring to you this Teacher Resource Book for Wow English! This resource book is specially designed for the convenience of the teachers. It provides a wide range teacher support tips and activities for skill based hands on learning. The book contains reproduced pages from the textbook to assist efficient absorption of tips and strategies. Surrounding these pages are suggestions, strategies and answers for the respective topic. The lesson plans are designed to provide step-by-step guidelines for effective classroom teaching and learning in tandem with the content prescribed in the textbook.

The suggested activities and games aim at making learning of the concept more engaging and facilitate lasting retention. They are practical and easy to carry out and can be edited or adapted as per the students’ needs and classroom requirements.

We wish you an enriching, engaging and rewarding teaching experience with the Wow English series.
An Overview

Language learning becomes a natural outcome when we create a language rich environment. The ultimate aim of language acquisition is to prepare self-reliant learners.

Wow English, the ELT series, is based on an approach which progressively leads learners to connect the language to life. It includes a pragmatic presentation of the aspects of the language in adherence to the guidelines of the National Curriculum Framework (NCF) 2005. In addition, the international principles of learning are followed in planning the progression of the various elements in a unit, to ensure that the student gains the most.

Language is a child’s vehicle to the world. The purpose of teaching a language to the child is to equip him/her with the **skills to listen, read, write and express effectively**. This series has been designed to stimulate a child’s thinking abilities and encourage participatory learning. The programme aims to enable the child to become a **self-reliant learner**, adept at proper use of the language and good communication.

Age and language-appropriate thematic literature has been selected to stimulate content-based academic learning. This approach is beneficial to young learners because it provides contextual knowledge and cultural information. It offers opportunities to acquire language skills by the use of **integrated** and thematic curriculum.

**Create a Supportive Learning Climate**

In order to groom the students into fluent and confident learners, we need to focus not just on developing a desire for academic enquiry through a pedagogically sound teaching plan but also, provide a safe and supportive learning environment.

To be comfortable in expressing themselves fully; they don’t want to be scared of making a mistake, and they should be dealt with the utmost compassion.

Practicing a language out loud might expose their weaknesses to their peers and teachers. This might make them hesitate to speak in front of everyone and really hone their language skills. Encourage them to speak up and correct errors carefully (sometimes it’s best to let things slide if the overall sentence is correct).

Though as a teacher, you feel the need to draw attention to certain language errors, yet be mindful of being critical and judgmental. Students need to feel safe and supported in order to express Give them time to form their answers, and patiently wait for a response – don’t move on to another student when you can see that they’re thinking about the best way to answer your question. It is imperative that you reward good work and effort to encourage students to keep learning. As their teacher, it’s your responsibility to create a supportive climate in which they can learn, practice and flourish without fear.
**Remember**  
Recall or retrieve from the learnt facts and concepts

- Can you recall...?  
- Where is...? Who is...?  
- Can you list four...?  
- How would you describe...?  
- How could you explain...?  
- Which of these is true...? false...?

**Understand**  
Construct meaning from the given information and explain ideas or concepts

- What is the main idea of...?  
- Can you find an example of...?  
- How would you summarize...?  
- What might happen next...?  
- How do you explain...?  
- What ideas or facts show...?

**Analyse**  
Break down the ideas and concepts into parts and draw connections among ideas

- Why do you think...?  
- What is the relationship...?  
- Can you compare...? contrast...?  
- What idea is relevant to...?  
- How would you categorize...?  
- What can you infer...?

**Evaluate**  
Judge and justify a stand or decision

- Which is more important?  
- Is there a better solution to...?  
- Can you defend...?  
- What are the pros of...? cons...?  
- Why is... of value?  
- How would you feel if...?

**Apply**  
Carry out procedures or use information in new situations

- What would happen if...?  
- How could you clarify...?  
- Who do you think...?  
- Which approach would you...?  
- How would you use...?

**Create**  
Combine ideas to produce a new or original work

- What is an alternative...?  
- Could you invent...?  
- Can you compose a...?  
- What is your theory about...?  
- How can you imagine...?  
- What could you design to...?
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5. Inspiring People 82
6. Myths and Legends 98
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LESSON TARGETS

Getting Started and Listening
- Listen for details
- Recall information

Say it Right: Silent Letters
- Rules to pronounce silent letters
- Pronounce words with silent letters
- Identifying words with silent letters

Grammar: Modal Verbs
- Understand rules of modal verbs
- Explore types of modal verbs
- Use modal verbs in sentences

Reading: The Last Leaf
- Grasp meaning of words, phrases and sentences in context
- Infer thought, feelings and traits of characters through actions and dialogues;
- Chorus reading

Understanding
- Re-tell the story from a different character’s point of view
- Make inferences based on comprehension of the text
- Discuss and engage with the text

Vocabulary: Medical Specialists
- Identify and list different types of medical specialists
- Understand what each specialist does

Practising Grammar: Modal Verbs
- Use modal verbs correctly in sentences
- Identify errors in the use of modal verbs and rectify them

Speaking: Non-verbal Communication
- Understand the importance and use of non-verbal communication
- Speak confidently using appropriate non-verbal communication skills

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

Plug-In: Quotation Marks
- Learn the rules of using quotation marks
- Use quotation marks for direct speech correctly

Poem appreciation: There is Another Sky
- Recite and comprehend the meaning of the poem
- Identify the poetic devices used in the poem
- Discuss the author’s purpose and theme of the poem

Enrichment
- Personality development
## SUGGESTED TEACHING PLAN

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**Communication: Articulating Thoughts, Listening Effectively**

**Creativity: Generating original ideas**

**Logical thinking: Analysis**

**Activity 1 - Stick it out**

Give each student 3 ice cream sticks. Tell them to write three things they hope for; one on each stick. Then ask them to mark the sticks 1, 2 or 3 based on what they hope the most and the least, with 1 being the most and 3 the least. Tell students to keep the sticks with them and make the things written on them their goals in life. Tell them to remind themselves of these goals time and again and devise a plan to achieve them.

**Teaching Trail**

- Write the words ‘I hope’ on the board. Ask students to complete the sentence ‘I hope....’
- Ask them to pair up and tell their sentence to their partners.
- Introduce the theme hope by reading the text given in the introduction.
- Discuss the answers to the questions given in the introduction.

**Teaching Trail**

- Read the question.
- provide dictionaries to students
- let students attempt the question independently

**Answer Key**

1. shine faintly with wavering light
2. a hope or ambition of achieving something
3. something most loved or most important to you
4. make something or someone seem less at fault or bad
5. comfort or consolation in a time of great distress or sadness
6. a time set or situation that makes it possible to do something

**Listening Text**

Dear Diary,

Our school organised a marathon today. A dozen of students from each class participated in it. Other students and the teachers stood around the track, cheering us on. It was like we were in the Olympics. I saw Riya and Lily ahead of me. I kept running comfortably till I realised that almost five more students had overtaken me. Then I shot off. I kept running past other runners until there was only Riya left in front of me. Riya was one of the best athletes of the school but I didn’t lose hope. On and on, I ran. My legs and lungs hurt but I couldn’t stop. Towards the end of the race I came close to Riya and somehow managed to run past her! A minute later, I was declared the winner of the marathon. I could hardly breathe but it didn’t matter. I felt like a hero.

Zara

**Answer Key**

1. false 2. true 3. true 4. false 5. false 6. true
The Last Leaf

Listening

Listen to the diary entry and write "T" for true and "F" for false statements. Correct the false statements.

a. All the students ran in the marathon.  

b. The narrator felt that she was running in the Olympics.  

c. Riya and Lily were ahead of the narrator in the beginning.  

d. The narrator lost hope of winning as Riya was one of the best athletes in the school.  

e. The narrator's legs and lungs started hurting, so she quit the race.  

f. Zara is the name of the narrator.

Say it Right

Silent Letters

English language has many words in which all the letters are not pronounced. For example, the sound of the letter 'y' in the word 'pneumonia' is silent. Let's practise the pronunciation of such words.

<table>
<thead>
<tr>
<th>silent letters</th>
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<tr>
<td>island</td>
<td>be</td>
</tr>
<tr>
<td>column</td>
<td>miss</td>
</tr>
<tr>
<td>miscellaneous</td>
<td>mis</td>
</tr>
<tr>
<td>pneumonia</td>
<td>rned</td>
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</tbody>
</table>

Find five words with silent letters in this word grid. Now, read these words aloud. Think of some other words with silent letters and discuss them in the class.

Teaching Trail

- Introduce the concept of silent letters by read the text on page 8.
- Explain the rules of silent letters given in Reading Café. Remind students that there are always exceptions to every rule in English.
- Ask students to give a word for each rule.
- Discuss the words with silent letters and write them on the board.

Activity 2 - Shout it Out

Compile a list of words with silent letters. Add some words that do not have silent letters. Tell students that you will read aloud a list of words. They have to identify the words with silent letters and write in their notebooks. Read your list. When students have written all the words tell them to make sentences with at least five silent letter words (in pairs).

Differentiated Learning

**Level 1:** Ask students to pronounce simple words with silent letters.

**Level 2:** Ask them to identify the silent letter in the words.

**Level 3:** Ask them to spell the word after Level 2 students have identified the silent letters.

Variation

Instead of words you can read aloud simple sentences which contain words with silent letters. For example, stop cracking your knuckles.

Answer Key

castle; subtle; muscle; receipt; asthma
• Write on the board: ‘Hope is a thing with feathers.’ by Emily Dickinson.
• Ask students to explain what the quote means to them.
• Students read aloud the words on the leaves. Discuss the question.

Pre-reading
Look at the words given on the two leaves. Which leaf carries words that stand for hope?
Think of two more words of each kind.

The second leaf carries words denoting hope. More words could be optimist and positive.
Comprehension Questions

• Where was Sue’s and Johnsy’s studio?
• Why and when did they come to New York?
• Who visited New York in November?
• What happened to Johnsy?
• Why did the doctor give Johnsy one chance in ten to live?
• What was Johnsy counting?

Creative Writing:

Let’s read a story about how hope affects our strength to fight diseases.

At the top of an old three-story brick house, Sue and Johnny had their studio. They had met in the restaurant of an Eighth Street hotel. Both were artists who had recently come to New York to make their living. That was in May.

In November, a cold, unseen stranger, whom the doctors called pneumonia, visited the city, touching one here and one there with his icy finger. He touched Johnsy and she lay, scarcely moving, on her painted iron bed, looking through the small window at the blank wall of the opposite building.

One morning the doctor invited Sue into the hall. “She has about one chance in ten to live,” he said as he shook the thermometer. “And that one chance depends upon her desire to get better. But your friend has made up her mind that she is going to die. Is she worrying about something?” asked the doctor.

“No,” replied Sue.

“Well, perhaps it is a result of her illness. But when a patient begins to feel sure that she is going to die, then I subtract fifty per cent from the power of medicines. If you can succeed in making her interested in something, then I can promise you a one in five chance for her instead of one in ten,” suggested the doctor.

Will Johnny survive? Why do you say so?

After the doctor had gone, trying not to show her sadness, Sue went into Johnny’s room, whistling. Johnsy lay under the bedclothes, with her face towards the window. Sue heard a low sound, several times repeated. Sue went quickly to the bedside. Johnny’s eyes were wide open. She was looking out of the window, and counting backwards.

“Twelve,” she said, and a little later, “eleven,” and then “ten,” and “nine,” and then “eight,” and “seven.” Sue looked out of the window. What was Johnsy counting? There was only a gate, empty yard, and the blank wall of the opposite house. An artist’s place where artists paint their paintings.

Page 10

Reading

Comprehension Questions

• How do we know Sue and Johnny were good friends?
• What did Johnsy think would happen when the last leaf fell?
• Why was Johnsy so hopeless?
• Which word in the last paragraph means the same as whispered?
Comprehension Questions

• What did Sue ask Johnsy to promise?
• Where did Sue have to go? Why?
• How do we know Mr. Behrman liked the two girls?
• Why was Mr Behrman angry after listening to Sue?

Page 13

Comprehension Questions

• What did Johnsy see when she looked out of the window the next morning?
• Did the last leaf give any hope to Johnsy?
• Why was Johnsy sure that the last leaf would fall?
• What gave so much hope to Johnsy?
Comprehension Questions

• Was Sue responsible for Johnsy’s changing condition? How?
• Which patient did the doctor have to see?
• What happened to Mr Behrman?
• What was Behrman’s masterpiece?

Integrated Learning

Pneumonia is a deadly disease. Many children below the age of 5 years die of pneumonia, mostly those who do not get proper nutrition. In adults getting a flu shot can prevent this. The good thing is that it can get better in 2 weeks.

Ask students to find out about the causes, symptoms and treatment of pneumonia.

Differentiated Learning

Level 1: Ask them to retell the events of the story without focusing on the character’s thoughts and emotions.

Level 2: Ask them to retell the story in own words by focusing on character’s actions, emotions and thoughts.

Level 3: Ask them to retell the story in their own words and build a relationship between the 3 characters.

Activity 4

Divide the class into 3 groups. Assign one character from the story to each group- Sue, Johnsy and Behrman. Tell students to re-tell the story from that character’s point of view. Tell them to think about the setting, characters, problem, events and the solutions of the story.

Critical Thinking: Problem solving, evaluating Making predictions, judgements and inferring

Communication: Speaking confidently, Using clear and articulate speech

Answer Key

1. a. The people of the city were falling sick due to pneumonia.
   b. Sue was a caring, kind and cheerful person. She looks after and cheers Johnsy and tells Mr. Behrman about her.
   c. The doctor said that Johnsy had about one chance in ten to live, but she had made up her mind that she was going to die. She did not want to get better, so medicines would not work so well.
   d. Mr. Behrman painted the last green leaf on the wall the night the last leaf fell. It was his masterpiece, and gave Johnsy the will to live.
e. Johnsy implied that she had been foolish to think that when the last leaf fell, she would die. The last leaf painted on the wall gave her the hope to live.

f. Yes, the leaf that Mr Behrman painted just before he died was his masterpiece so real looking that it gave Johnsy the will to live.

2. Open-ended question.

3. a. The second paragraph begins with these words: In November, a cold, unseen stranger, whom the doctors called pneumonia, visited the city ...

b. Sue and Johnsy are introduced to the readers as artists who had recently come to New York to make their living.

c. We are told that he had always wanted to paint a masterpiece, but had not painted anything for many years.

d. Sue told Johnsy in the end that Old Mr Behrman died in the hospital this of pneumonia.

Skills in focus

Communication: Articulating: oral and written

Teaching Trail

- Ask students if they know the names of different types of doctors. Write answers on the board.
- Read the text about physicians given on Page 15.
- Explain the crossword. Ask students to attempt the questions independently.

Answer Key

Across:
1. ophthalmologist  5. dentist  
6. cardiologist  7. nephrologist  
8. psychiatrist  

Down:
2. paediatrician  3. optician  4. oncologist

Some other medical experts are:
Dermatologist – one who treats skin problems
Neurologist – one who treats brain, spinal cord and nerves diseases
Teaching Trail

- Recapitulate the concept of modal verbs.
- Read the questions and explain what is to be done.
- For Exercise 2, Ask students to correct the sentences and write them in their notebooks.
- Give time to students to independently complete the exercise.

Critical Thinking:
Analysis, reasoning, Making judgments; Reflecting, evaluating and concluding

Communication:
Articulating Clearly

17

Practising Grammar
Modal Verbs

Let’s Catch Up

Modal Verbs are auxiliary verbs or helping verbs. They are called helping verbs because they support
the main verb. Pure modal verbs are: can, could, may, might, must, shall, should, will and would.

1. Fill in the blanks with the correct modal verb from those given in the brackets.
   a. There is plenty of cheese in the pantry. You ____________ (must/have/need/may) buy any.
   b. Keep the lunch ready. I ____________ (can/should/may) come home for half an hour only.
   c. You ____________ (can’t watch/couldn’t watch/may not watch) the television at this odd hour.
   d. You look tired. ____________ (must/should/can) I clean up the bed, so you go to sleep?
   e. ____________ (might/may/should I) borrow your bike? I have an urgent errand to run!

2. Read the following passage. Underline the modal verbs that have been used incorrectly.
   I can never forget my grandfather. He might get up really early every morning. He will have been
   more than seventy then. He will practice yoga for at least an hour every morning, even if he was a
   little unwell. “Yoga would keep all the ailments away”, he would say.

3. Use the following modal verbs in sentences such that they express the function given in brackets.
   a. should (give suggestion)  b. might (prediction)
   c. must (necessity)  d. can (ability)
   e. may (possibility)  f. should (offering help)

Non-Verbal Communication

Eye contact indicates a person’s interest in a topic or situation.
Crossed arms indicate barrier in communication. The person is not interested in the conversation.
Feet tapping can indicate a readiness to leave.
Dilated pupils, nodding head or smiling show interest in a person or topic. Facial expressions indicate moods.
Arm movements express interest in a subject. They also engage the receiver in the conversation.
When people have their feet crossed, it can mean they are at ease.

Teaching Trail

- Introduce non-verbal communication by reading the text and examples given on Page 16.
- Divide the class into groups of four.
- Read the question and explain what students need to speak about.
- Two members of the group should discuss one picture and the other two members the next one.
  Then they should share their points with each other.
- Have a class discussion about the question on page 17.

Activity 5 - Problem Mixer

Ask students to write any one problem they are facing on a slip of paper. They do not have to write
their names. Collect all the slips and mix them. Distribute the slips to students again. Students should
now give a solution to the problem using modal verbs.

Answer Key

1. a. needn’t  b. may  c. may not watch  d. Should  e. May

2. I can never forget my grandfather. He might get up really early every morning.
   He will have been more than seventy then. He will practice yoga for at least an hour every
   morning, even if he was a little unwell. “Yoga would keep all the ailments away”, he would say.

3. a. Children should wash their hands before eating.
   b. We might have a holiday this Friday.
   c. You must have a passport to travel out of India.
   d. Sheela can play the guitar.
   e. May I come in?
   f. Should I call the police?
Critical Thinking:  
Problem solving, Making decisions, Reflecting, evaluating and concluding,  
Creativity: Using strategies to narrow the list of ideas

Skills in focus

Teaching Trail

- Introduce the elements and structure of an informal letter using the details on Page 17.
- Ask students to read the letter carefully and notice the use of personal pronouns. Explain that in an informal letter can use informal language as well.
- Ask students to write the letter in class.

Activity 6 - Peer

In pairs, ask students to exchange notebooks and read their partner’s letter. Once they have finished reading, they should return their partner’s notebook and write a reply to their letter.

Teaching Trail - Plug-In

- Write the sentence on the board: Rohit stood up and said How about offering a reward for the best game.
- Ask students to read the sentence and say what is missing.
- Introduce quotation marks using the definition given on Page 18.
- Read the given examples and rules.
- Ask students to find five sentences from the story that uses quotation marks.
- Ask them to complete the task and write the correct answers in their notebooks. Discuss answers after they have finished.

Writing

We write informal letters to our family members or friends or relatives. An informal letter is written to convey personal messages. They usually entail a personal touch in writing.

Let’s take a look at what comprises an informal letter.

- A-38, Bank Square  
- Happy Street, Joy Town  
- the address of the person who is writing the letter

- 18 February 2019  
- the date on which the letter is written

- Dear Mary  
- the salutation

- I hope you are doing well. I have been wishing to write to you for a long time. But since my exams were approaching, I could not find the time. I wanted to tell you that I will be coming home during the autumn break.
- the message that the writer wants to convey

- I am excited about spending my holidays with you.

- I hope to see you very soon. Take care.
- a closing used to finish a message

- Your sister  
- Anne

Now, use all these elements and write an informal letter to your friend telling how Johnny lost her hope and got it back.
Plug-In

Read the sentences given below:
- Dhruv asked me, “Have you read the book that I gave you?”
- “Nehru’s speech ‘Tyra with destiny’ is really inspirational,” said Manav.

Inverted Commas/Quotation Marks ("...") are the punctuation marks used in writing to show where a speech or quotation begins and ends. We use single inverted commas (‘...’) at the beginning and end of the titles of books, songs, or plays, and a phrase that is being discussed.

- Remember that the end punctuation of the sentence is included within inverted commas.
- The first word within the inverted commas is capitalised.
- If the quote comes before the phrase introducing it, it ends with a comma and the next word is not capitalised.
  
("Please give me a glass of water," called Rashid)
- In a broken quotation, the second part of the quote begins with a lowercase letter.
  
("Yes," Deepa added, "she wants to attend the party!")

1. Find errors in the use of inverted commas in the following sentences:
   a. My father’s friend called up and said, “Tell him to get the client’s file for the meeting tomorrow.”
   b. Mohini asked, “Did you complete the project?”
   c. Mother called out, “Have you shut the front door?”
   d. “The grass on the other side appears greener,” the teacher said.
   e. “What a lovely day it is!” said the tourist.

2. In the following sentences, add inverted commas where required:
   a. Come down for dinner, Mother said.
   b. The shopkeeper asked, “How can I help you?”
   c. Can you help me with hanging the picture?” asked Uncle Podger.
   d. The dentist said, “Open your mouth wide.”
   e. Shrishti asked, “Will you attend my birthday party?”

Critical Thinking: Analysis, Reasoning, and inferring, Solving problems, resolving conflicts

Collaboration: Asking questions, group work, Suggesting/accepting new ideas;

Activity 6 - Role Play

Divide students into 4 groups. Give each group a comic strip. Ask the groups to identify the characters in the comic strip and take on their roles. Tell them to act out the comic strip. The other members of the group should see if the acting matches the content of the strip. Then, they should together write a story using the content from the comic strip.

Guide students to use quotation marks for dialogues in their story.

Variation:

Instead of using the content of the comic strip students can write their own stories on a similar theme or idea.

Answer Key

1. a. My father’s friend called up and said, “Tell him to get the client’s file for the meeting tomorrow.”
   b. Mohini asked, “Did you complete the project?”
   c. Mother called out, “Have you shut the front door?”
   d. “The grass on the other side always appears greener,” the teacher said.
   e. “What a lovely day it is!” said the tourist.

2. a. “Come down for dinner,” mother said.
   b. The shopkeeper asked, “How can I help you?”
   c. “Can you help me with hanging the picture?” asked Uncle Podger.
   d. The dentist said, “Open your mouth wide.”
   e. Shrishti asked, “Will you attend my birthday party?”
Critical Thinking: Analysis, Reasoning, and inferences  
Communication: Articulating  
Creativity: Generating original ideas

Teaching Trail

- Read the title of the poem. Ask students what the title suggests about the poem.
- Read the poem with correct stress and intonation. Ask students to read it silently.
- Ask students to notice the words the poet has used to describe the forest, field, garden, sky, sunshine, and flowers. Ask them: Which of these are words of hope?

Reading

Ask relevant comprehension questions: Whom does Emily Dickinson write this poem to?
- What is the poem about?
- Which word in the poem means peaceful?
- How does the poet describe the garden and the forest?
- Why has the poet repeated ‘never mind’ in lines 5 and 6? (Use the text on Page 20 to explain the meaning and important of repetition as a poetic device)

Poem Appreciation

1. Answer the following questions:
   a. What kind of sky does the poet mention in the first two lines?
   b. If the “little forest” and “brighter garden” refer to home, what do you think the “green leaf”, “unfading flowers” and “bright bee” refer to?
   c. The poem depicts the everlasting importance of home. Justify.
2. The poet addresses her elder brother, Austin, who is away from home and this poem is sent as a part of a letter. Read the poem again to find out how the poet pacifies a dismal brother.
3. When you are feeling low, and need to be motivated, what would be your own source of motivation? Write a short poem or a quotation by yourself or find a suitable quote from the Internet to pep yourself up.

Poetic Devices

Read the following lines from the poem:

‘Never mind faded forests, Austin,  
Never mind silent fields…’

Did you notice that the phrase ‘Never mind’ is repeated?

This is a poetic device called ‘repetition’. This is done to lay stress on the words, and make the meaning clearer!

Repetition is a poetic device that repeats the same words or phrases a few times to make an idea clearer and more memorable.

Find at least two instances, of repetition in the poem other than the example provided.

Activity 7: Theme Corner

Write 3 themes on separate sheets of paper and paste them in 3 corners of the room. Ask students to go through the poem and go to the corner that best describes the theme of the poem. Tell students to write why they think this is the theme on a slip of paper. Have three boxes on your desk (labelled 1,2,3) for the three themes. Ask students to put their slips in the appropriate box. discuss the answers and explain that there are multiple themes in this poem.

Themes: 1. A sister’s request to her brother to come back  
2. Importance of home  
3. A sister’s love for her brother
### Answer Key

1. a. The poet mentioned a serene and fair sky.
   b. They refer to the inhabitants of the garden.
   c. The poem depicts the everlasting importance of home. The speaker suggests that everything else will fade away, but home remains bright and welcoming all the time.

2. The poet tells her brother that he should not mind the faded forests or the silent fields where he is. Although it is dark and gloomy home is a bright and beautiful place where there is always serenity sunshine and unfading flowers.

3. Open ended – Ask students to do this for homework.

**Poetic devices:**

‘Here is’ in line 7 and 9. ‘There is’ in lines 1 and 3.

### Enrichment

**Personality Development**

What is personality? Have you ever thought of it? Personality is a combination of your usual mood, the way you typically act and how you react to situations. Everyone has a different personality.

Let's look at different personality traits. Combinations of different personality traits build your personality.

- **Nervous**
- **Confident**
- **Secretive**
- **Honest**
- **Curious**
- **Shy**
- **Tidy**
- **Mischievous**
- **Stubborn**
- **Share feelings**
- **Generous**
- **Responsible**

We can work on some of our personality traits and develop our personality. Here are some tips for personality development:

- **Understand your strengths**
- **Challenge yourself**
- **Show leadership**
- **Be consistent in all you do**
- **Don’t give up**
- **Dress well**
- **Be friendly**
- **Accept your weaknesses**
- **Don’t doubt your abilities**
- **Don’t be afraid of failing**
- **Be patient**

What personality traits do you possess? What traits would you like to change or add to your personality? Take your turn and discuss in the class. You can begin with:

- I am ...
- I can improve my personality by ...

### Critical Thinking:

- Analysis, Reasoning, Making judgments inferring

### Communication:

- Articulating, Valuing Contributions

### Teaching Trail

- Read the text and ask students to list their personality traits from those given.
- Ask them to write down what they would like to change. They should look at the tips on personality development to write how they can change.
- Ask students to share what they have written about themselves using their notes.

### Interview

Ask students to identify a few people who have gone through challenging situations and were able to overcome them because of hope, others’ support and determination. Tell them to prepare a list of questions they would like to ask the person before the interview. Tell them to fix an appropriate time with the interviewee and to make notes/record answers during the interview. Ask students to write the interviewee’s story and share it in class.

### PROJECT WORK
**Workbook Answer Key**

**Activity 1: Understanding**

1. a. Sue and Johnsy were artists.
   
   b. Sue and Johnsy lived at the top of a three-storey building in New York.
   
   c. The doctors named the “cold, unseen stranger” that has “touched” Johnsy pneumonia.
   
   d. Yes, Johnsy believed her fate was tied to the vine outside her window. She believed that when the last leaf fell, she would die.

2. a. The doctor gave Johnsy one chance in ten to live and that one chance depended upon Johnsy’s desire to get better. He said that without that desire, even the effect of medicine would be reduced by fifty percent.
   
   b. Mr Behrman was an old man - a painter who lived on the first floor. He was angry and called Johnsy foolish to believe that she would die if leaves fell from a vine. He scolded Sue for permitting such ideas.
   
   c. Mr Behrman died in the hospital due to pneumonia. He caught pneumonia because he spent all night in the cold and rain to paint a green leaf on the wall.
   
   d. Yes, Mr Behrman had finally painted his masterpiece. The green leaf that he painted looked so real that it gave courage and hope to Johnsy and made her think that she should live. It saved her life.

3. a. Johnsy said these words to Sue.
   
   The speaker thinks that she had been bad because she wanted to die.

4. a. Sue lied to Johnsy because she cared for her. She knew that if she told her the truth, Johnsy would lose hope and the will to live.
   
   b. This tells us that Johnsy was getting better because she had regained her lost hope and the will to live.

**Activity 2: Vocabulary**

1. a. paediatrician  
   b. cardiologist  
   c. dentist  
   d. ophthalmologist  
   e. psychiatrist  
   f. optometrist  
   g. nephrologist  
   h. oncologist

2. opthamos in ophthalmologist – eye  
   kardia in cardiologist – heart  
   pediatric in paediatrician – holder of children  
   opsis in optometrist – to view  
   onkos in oncologist – tumour  
   nephros in nephrologist – kidney  
   psyche in psychiatrist  - mind

**Activity 3: Grammar**

1. a. shall - willingness  
   b. will - talk about future  
   c. Will - request  
   d. should - advice  
   e. should - prediction  
   f. May - permission  
   g. might - prediction  
   h. must - necessity  
   i. could - possibility (past)  
   j. can - ability
2. a. must   b. might   c. can   d. Can   e. Could
   f. may   g. could   h. should   i. could

3. a. He should have passed the exam if he had studied more.
   b. You will not lose any more weight, you are already underweight.
   c. It is raining outside at the moment, so he could stay inside.
   d. Would you mind if I sit here?
   e. He must have called me, but he lost my number.
   f. They should not have cut down the tree in their backyard, it gave them shade in the summers.
   g. That man cannot be a musician, he is tone-deaf.
   h. His life must be easy, he has five children and no job.
   i. There should be something wrong with his bike, it’s making a strange sound.

4. Sample answers – answers may vary.
   a. I shall go to school with you.
   b. My friend will give me the car keys.
   c. They should win tonight, they are a better team.
   d. The shopkeeper might give us 20% discount.
   e. He could lift a 100 kilos in his youth.
   f. Could you please help me solve this problem?
   g. You should eat an apple every day.
   h. She may be able to help me with this project tomorrow.
   i. May I have another cup of tea?

Activity 4: Writing

1. Open ended question  2. Open ended question

Activity 5: Celebrating Poetry

1. a. The poem was written as part of a letter which the writer sent to her brother Austin pleading to him to come back home. Yes, it conveys the message effectively.
   b. Yes, the title is appropriate. It urges the reader to keep a positive attitude and remind him that there is another place for him in the world.

2. a. i. Austin is Emily Dickinson’s brother.
   ii. Emily Dickinson wrote the poem.
   iii. ‘Faded forests’ conveys the idea of a place being lifeless and dull. ‘Silent fields’ gives the feeling of being sad and lonely.
   iv. The poetic device used in the words ‘never mind’ is repetition.
   v. The poetic device used in the words ‘faded forests is alliteration.

   b. i. The home where Emily and Austin grew up is referred to as the brighter garden.
   ii. Frost refers to sadness and sorrow.
Activity 6: Comprehension

1. a. surrounded    b. loud    c. deep    d. exhaustion    e. strength

2. | Idiom                        | What do you think it means                         | Meaning as found on the Internet                  |
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<td>sinking feeling</td>
<td>Accept all appropriate responses.</td>
<td>a feeling of dread that something bad is going to happen</td>
</tr>
<tr>
<td>glimmer of hope</td>
<td>Accept all appropriate responses.</td>
<td>a small sign that something may improve, succeed or turn out for the best</td>
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<tr>
<td>to keep his (your) chin up</td>
<td>Accept all appropriate responses.</td>
<td>to improve one's mood especially when sad or discouraged</td>
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3. a. Mayank was in a jungle.
    b. These words tell us where Mayank was - Mayank was standing alone, surrounded by the trees and darkness.
    c. Mayank heard the sound of his feet falling on the leaves, owls screeching from the treetops and the loud beating of his heart.
    d. Mayank was trying to hear his father's voice.
    e. The light from the torch he turned on gave him a glimmer of hope.
    f. Mayank could not remember how many times he had shouted for his father.

4. a. ii    b. i    c. iii

5. a. Mayank was calling out to his father because they had got separated in the jungle. He did not stop because stopping would mean giving up.
    b. Mayank's trembled from exhaustion. He had shouted for his father countless times.
    c. Accept all appropriate responses.
    d. Yes, Mayank saved his father. The fact that he used a rope and the words: “There was nothing to fear now,” show that Mayank saved his father.
LESSON TARGETS

Getting Started and Listening
• Listen for details
• Recall information
• Comprehend and form codes

Say it Right: Sound Change due to Suffixes
• Understand what suffixes are and what each suffix means
• Identify sound changes due to suffixes and pronounce words with suffixes correctly

Grammar: Types of Verbs and Subject Verb Accord
• Identify and differentiate between the different types of verbs – transitive verbs and intransitive verbs; finite and non-finite verbs
• Understand the rules of using different types of verbs
• Use subject verb accord correctly in sentences

Reading: The Necklace
• Grasp meaning of words, phrases and sentences in context
• Make inferences and draw conclusions
• Silent reading and helping each other in understanding the text

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

Vocabulary: Idioms
• Identify and find the meanings of different idioms
• Use idioms in sentences

Practicing Grammar: Types of Verbs and Subject Verb Accord
• Identify and use different types of verbs correctly in sentences
• Write sentences using correct subject verb accord

Speaking: Asking for Favours Politely
• Importance of asking for favours politely
• Role play - asking favours politely

Writing: Diary Entry
• Identify the structure and elements of a diary entry
• Write a diary entry and review it

Plug-In: Ellipses
• Identify and learn the rules of using ellipses
• Use ellipses correctly in sentences

Poem Appreciation: Winter: My Secret
• Learn about the poet
• Recite the poem and understand the main idea
• Discuss the central message, tone and theme of the poem

Enrichment
• Use formal and informal language
## SUGGESTED TEACHING PLAN

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Skills in focus

- **Communication**: Articulating Thoughts, Listening actively, Asking questions
- **Creativity**: Improving and Developing Ideas
- **Collaboration**: Suggesting / accepting new ideas

**Teaching Trail**

- Read the introductory passage and introduce the theme of the unit.
- Ask students to share their thoughts on having secrets.

**Activity 1 - Secret Message**

Divide students into groups of 4. Ask them to generate their own secret codes using their course books. This can be done by replacing the words of the message with the location of the words in the book.

For example, if your message is: “Sue painted flowers.” You need to look for the word Sue. This is on Page 14, line 4 and it is the fourth word in the line. So the code for Sue is 14.4.4. Similarly the word painted is on Page 14, line 15 and it is the third word in the line. The code then is 14.15.3, and flowers is on Page 19, line 11, word 3. So our code is 14.4.4 14.15.3 19.11.4.

Tell students they have to write a secret message that they would like only their group to know. The message could be anything. Then tell the groups to share their message with other groups. Other groups have to try to decode the message.

**Teaching Trail**

- Ask students if they know what a code is. (words, or symbols used to write/say something – usually secret).
- Read the question. Point out that dots and dashes in front of each letter are the code for that letter.
- Students can write their secret code using the dots and dashes. Demonstrate with an example on the board.
- Let students attempt the question independently.

**Listening Text**

I reached home after playing in the park. It was almost dark. Mom was red with anger and blasted me like never before. I quietly went to my room and started studying. The doorbell rang. It was Dad. He was in a hurry and asked us to close all the doors and the windows immediately. He gathered me and Mom in the hall, and switched off all the lights. After some time, the lights were on and there was a rich chocolate cake on the table. Mom and Dad whooped together, “Happy birthday, Paras!” I actually thought they had forgotten about my birthday. It was quite a surprise for me!

**Answer Key**

1. Paras came late.
2. She was angry because Paras came home late.
3. Father rang the doorbell.
4. The speaker saw a rich chocolate cake was on the table.
5. Father gathered everyone in the hall to celebrate Paras’ birthday.
The Necklace

Listening

Listen to the passage and answer the following questions:
1. Who came late?
2. Why was Mom angry?
3. Who rang the doorbell?
4. What did the speaker see on the table?
5. Why did Father gather them in the hall?

Say it Right

Some 'magical' suffixes change the pronunciation of the words they are added to.

For Example:
The suffix '-ian' changes how we pronounce the letters 'c' and 'y' as in electric-c-ion, and Egypt-t-ian.
The suffix '-ion' changes how we pronounce the letter 't' as in attrac-t-ion.
The suffix '-ious' changes how we pronounce the letter 'c' as in vis-c-ious.

Read some examples:

| -ian words | magician | Egyptian | musician |
| -ion words | affection | correction | action |
| -ious words | spacious | malicious | gracious |

Write more such words in each column. Read them aloud.

Communication: Listening actively, Using clear and articulate speech, Speaking confidently

Critical Thinking: Making Connections, Making Decisions

Reading Café

A suffix is a group of letters added at the end of a word to make a new word. The main word (to which a suffix is added) is called a root word.

- The suffix -ious means characterised by'. For example, studious means a person who spends a lot of time studying.
- The suffix –ion means action or process. For example, the meaning of creation is the act/process of creating. This suffix is generally used with words of Latin origin.
- The suffix –ian means relating to. For example, the word historian means an expert in history.

Teaching Trail

- Introduce suffixes and explain the meanings of different suffixes as given in Reading Café.
- Introduce the concept of how a suffix changes the pronunciation of a word by reading the text on page 23.
- Demonstrate the change in pronunciation using the words given as examples.
- Ask students for more examples, write them on the board and demonstrate/ask students to demonstrate changes in pronunciation.
- Tell them to complete the task independently.
- Discuss the answers. Ask students to check/correct their answers.

Differentiated Learning: Divide the class into three groups based on their learning capabilities. Assign different tasks to the groups.

Level 1: Ask the students to pronounce and spell words with the given suffix correctly.

Level 2: Ask the students to add the given suffix to root words correctly.

Level 3: Ask the students to add the right suffix to root words and explain the change in meaning.

Variation

You can ask students to contribute to your word list.

Activity 2 - Listen to Me

Create -ion, -ian and -ious placards. Place them in three corners of the room. Prepare a list of words with these suffixes for yourself in advance. Shout out the words one by one and ask students to run to the correct suffix station. Be a part of the group and at times run to a wrong station to add a twist to the activity.
Collaboration: Solving problems
Creativity: Listing ideas
Communication (Written): Using appropriate tone and vocabulary for the intended audience

**Teaching Trail**

Transitive and Intransitive Verbs
- Introduce and explain the meanings of subject and object in a sentence.
- Pick a few sentences from the text and ask students to identify the subject and object.
- Using the meaning and example given on Page 24, introduce and explain transitive and intransitive verbs.
- Ask students to think of a few more sentences with transitive and intransitive verbs.
- Write a few sentences in first person, second person and third person.
  » He talks to his neighbours every day.
  » Deepa likes to bake.
  » We went to the bakery.  You will be leading the group.
- Ask students to identify the subject, verb, person and tense. For example, in the sentence - He talks to his neighbours every day. - the subject is he, the verb is talks, the sentence is in the third person singular and the tense is simple present.

**Subject-Verb Accord**
- Introduce subject-verb accord using the sentences written on the board.
- Read the examples and definition from the book.
- Explain the aspects of subject-verb accord given in the table on page 25.
- Write examples on the board for each aspect.

**Finite-Non-Finite Verbs**
- Then write on the board some sentences with non-finite verbs.
  » Swimming makes us healthy.  I try to paint everyday.
- Ask students to identify the subject, verb, and object. Point out that in the first sentence, the verb is makes and the subject of the sentence is Swimming. In the second sentence, to paint is the object of the verb try.
- Explain infinitives with the help of the text. Point out that infinitives can be either nouns or adjectives.
- Elicit from students the difference between finite and non-finite verbs.

**Language Ladder**

**Types of Verbs**

**Transitive Verbs**
Read the given sentence.

- the throw ↓ noun/noun phrase as object
- NOUN/NOUN phrase as subject

**Intransitive Verbs**
- the verb went is followed by the adverb happily.
- Since an object can only be a noun/pronoun/noun phrase, happily cannot qualify as an object.

**Finite-Non-Finite Verbs**

**Verbs can be categorised into finite and non-finite verbs.**

**Finite Verbs**
- show the action done by the subject:
  - Go.
- change with the person of the subject:
  - He goes.  ‘You’ go.
- change with the number of the subject:
  - He goes.  They go.
- change with the tense of the sentence:
  - Go → went → gone

**Open ended question.**
Sample answers: -ion words: evaporation, examination, adoption, celebration; -ian words: electrician, librarian, magician, musician; -ious words: religious, glorious, hilarious, victorious

He talks to his neighbours every day.
Deepa likes to bake.
We went to the bakery.
You will be leading the group.
Activity 3 - Box It!

Make verb cards with words that can be used both transitively and intransitively. Put them in a bowl or in a pile on your desk. Ask students to pair up and pick a verb card from the pile. Tell them to write two sentences such that the verb is used transitively in one sentence and intransitively in the other, on two separate slips of paper. Then tell them to write two more sentences with the same verb used as a finite verb and a non-finite verb respectively. Tell them to use different colours to write the sentences. Make 4 boxes and label them transitive, intransitive, finite and non-finite. Ask students to drop their sentences in the respective box. Pick and read slips from each box and ask students if the verbs have been used correctly.

<table>
<thead>
<tr>
<th>Non-Finite Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infinitives: to + Verb — subject/object (noun)</td>
</tr>
<tr>
<td>To sing is my passion. (‘To sing’ is the subject)</td>
</tr>
<tr>
<td>I love to sing. (‘to sing’ is the object)</td>
</tr>
<tr>
<td>Gerunds: verb + ing — subject/object (noun)</td>
</tr>
<tr>
<td>Singing is my passion. (‘Singing’ is the subject)</td>
</tr>
<tr>
<td>I love singing. (‘singing’ is the object)</td>
</tr>
</tbody>
</table>

| Present Participles: verb + ing — adjective |
| Please get me my walking stick. |
| Past Participles: 3rd form of the verb — Adjective: |
| Pick up the broken glass. |

Subject-Verb Accord

Read the sentences given below.

<table>
<thead>
<tr>
<th>singular subject</th>
<th>singular verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah loves watering the plants in the garden.</td>
<td></td>
</tr>
<tr>
<td>The boys study in their room.</td>
<td></td>
</tr>
</tbody>
</table>

If the subject of any sentence is singular, the verb will be singular too, and if the subject is plural, the verb will be plural too. This is known as subject-verb accord.

Some important aspects of subject verb accord:

<table>
<thead>
<tr>
<th>Use singular verb (ending with -s)</th>
<th>Use plural verb (not ending with -s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>when words like each, every, anybody are used.</td>
<td>when words like few, several, both and all are used.</td>
</tr>
<tr>
<td>Each of the participants has two minutes.</td>
<td>Both sisters paint beautifully.</td>
</tr>
<tr>
<td>when two singular nouns joined by ‘and’ refer to the same person or thing.</td>
<td>when two or more nouns are joined by, ‘and. Deepak and Rohit are on the school quiz team.</td>
</tr>
<tr>
<td>My mentor and my teacher is Mrs Gill.</td>
<td></td>
</tr>
<tr>
<td>when the subject looks like a plural noun but is actually singular and also with collective nouns.</td>
<td>when two plural nouns are joined with or, nor, not only, but also, either, or, neither, nor. There are no tables or chairs in the hall.</td>
</tr>
<tr>
<td>The news is that our team has won!</td>
<td></td>
</tr>
</tbody>
</table>

For example:
- Either Gita or her brothers were here.
- Either Gita or her brother was here.

Pre-reading

Discuss the following in class:
- How would you use the secret code that you created earlier?
- Why do people keep secrets?
- What could you hide in a secret hiding place?

Skills in focus

Critical Thinking: Making judgments and inferences
Communication: Asking questions

Teaching Trail

- Read the questions and discuss them in the class.
- Tell students to share their thoughts. Let each question be answered by multiple students. See how they respond to others’ responses.
Reading

Let’s read the story ‘The Necklace’.

She was one of those pretty and charming girls born into a family of artisans. It was difficult for her to get married into riches. She was married to a clerk in the Ministry of Education.

She suffered endlessly, feeling herself born for every delicacy and luxury. She suffered from the poverty of her house. When she sat down for dinner at the round table, opposite her husband, who took the cover off the soup-tureen, exclaiming delightedly, ‘Aha! Delicious! What could be better?’ She imagined delicate meals, gleaming silver, delicate food served in marvellous dishes.

She always wanted to be rich. But she had no clothes, no jewels, nothing. And these were the only things she loved; she had a rich friend, an old school friend whom she refused to visit, because upon returning, she would weep whole days, with grief, regret, despair, and misery.

One evening her husband came home with an ‘exultant air, holding a large envelope in his hand. “Here’s something for you,” he said.

The envelope had an invitation from The Minister of Education, for Monsieur and Madame Loisel at the Ministry. Instead of being delighted, she flung the invitation across the table, murmuring, “What do you want me to do with this?”

Comprehension Questions

• Why was it difficult for Madame Loisel to get married into riches?
• Was she happy with her marriage?
• What did she imagine while her husband ate the delicious soup?
• What did the envelope contain?

Open ended questions

• Use ‘exultant air’ in a sentence of your own sentence.
• Why do you think Madame Loisel flung the envelope away?

Teaching Trail

• Tell students to read the first page of the story silently. Ask them to raise their hands if they have any query regarding any word, phrase or event in the story.
• Before the text is read pronounce and explain difficult words
• Once they have finished, ask the comprehension questions and the questions given beside the text.

Skills in focus

Creativity: Generating Original Ideas
Critical Thinking: Analysis, Reasoning, Making Connections; Determining relationships;
Communication: Listening Actively, Asking and answering questions

Activity 4 - Question Time

Distribute the ‘I Wonder’ worksheet to each student. The worksheet should be divided into three parts: Before Reading, During Reading and After Reading. Before you start with the text, tell students to fill in the ‘Before Reading’ part by looking at the title and pictures of the text. Also allow time to fill in the ‘During Reading’ part while reading the story. Ask them to finally fill in the ‘After Reading’ part after they have read the story. Ask them to share their ‘After Reading’ part and compare it with their classmates. Did almost all wonder about the same thing?

I Wonder...

Write what you wonder before, during and after reading the text. Use the words in the question mark to get you started.

Name: ___________________________

Text title: _______________________

I Wonder...
"Why, darling, I thought you'd be pleased. You never go out, and this is a
great occasion," said Mr. Loisel.
I had tremendous trouble in getting it. It's very select, and very few go
to the dance. You'll see all the really big people there.
She asked him out of curiosity, and said impatiently, "And what do you
suggest I wear to such an affair?"
He stopped when he saw that his wife was beginning to cry. He was
heartsick. "What would be the cost of a suitable dress?" he asked.
She replied with some hesitation, "I don't know exactly, but I think I
could do it in four hundred francs.
He had been saving money to buy a new suit case. But he gave her the
money. Madame Loisel bought a pretty gown for herself. Still, as the day
of the party drew near, she seemed sad and anxious.

When her husband inquired, she said she
didn't have any jewels and her new dress
would look plain without jewellery.
He asked her to go to Madame Forestier and
request her to lend her some jewellery.
She gave a cry of delight. The next day
she went to see her friend and said, "I am
supposed to go for a dinner tonight. I don't
have any ornaments to go with my dress. I
wonder if I could borrow some from you. It
will be just for a few days."
Madame Forestier went to her dressing-table,
took up a large box, brought it to Madame
Loisel, opened it, and said, "Choose, my dear!"
She checked and discovered, in a black
satin case, a superb diamond necklace. Her
heart began to beat "savagely. Her hands
"trembled as she lifted it. She placed it around
her neck and was "ecstatic to see her image in
the mirror.
"I would be very grateful if you could lend me
this necklace," said Madame Loisel. Madame
Forestier agreed happily.

The day of the party arrived. Madame Loisel was a success. She was the
prettiest woman present, smiling, and above herself with happiness. All
the women stared at her, inquired her name, and asked to be introduced
to her.
When it ended, sadly, they walked up to their own apartment. She was
exhausted. When she looked at herself in the mirror, she gave a sudden
cry. The necklace was no longer round her neck!
She told her husband who was shocked, too. They searched everywhere.
They could not find it anywhere. They tried to think back as to what
could have happened to the necklace.

Madame Loisel asked, "Could you possibly go back and check?" So,
Loisel walked the way back from where they came to look for the
necklace. He went to the police station hoping for a chance of getting it
back. But all his efforts were futile.
On returning home, Loisel told her to write to her friend and tell her that
she incidently broke the "clasp of the necklace and that they are getting
"unhanded. He intended to get some time.
They decided to buy a replacement. In a shop at the Palais-Royal, they
found a string of diamonds which seemed to them exactly like the one
they were looking for. It was worth forty thousand francs. They were
allowed to have it for thirty-six thousand.
Loisel possessed eighteen thousand francs left to
him by his father. He intended to borrow the rest.
He did borrow it, getting a thousand from one
man, five hundred from another, some from
here, and some from there. He went to get
the new necklace and put it on upon
the jeweller's counter thirty-six thousand francs.
Then Madame Loisel took back the necklace
to Madame Forestier.

The Loisels settled down to pay the money
that they had borrowed to buy the necklace.
They dismissed all their helpers and moved
into a smaller house. Madame Loisel came
to know the heavy work of the house, the
hateful duties of the kitchen. She washed
the plates, and scrubbed the bottoms
Comprehension Questions

• How did the incident change Madame Loisel’s appearance?
• How did the Loisel’s life change after the incident?
• Why was Madame Forestier not able to recognise her friend?

Open ended questions

• What would you do on learning about the necklace if you were Madame Forestier?
• Do you think what happened to the Loisel was just bad luck or was someone to blame for it?

Integrated Learning

Diamond is one of the hardest natural substances known to man. Talk about diamonds in class. Ask students to find out about how diamonds are formed in nature, how they are processed and made ready to be sold by jewellers. Ask students to find out: What makes diamonds so valuable? What are the uses of diamonds other than in jewellery?

Critical Thinking: Problem solving, Reflecting, evaluating and concluding; Making judgements and inferences

Communication: Speaking confidently, Using clear and articulate speech

Activity 5 - Debate

Hold a debate session on either of the topics given below. Ask students to support their opinion with details from the story.

• Lying is acceptable in some situations.
• Having money and living a luxurious life is extremely important to be happy.

Understanding

1. Answer the following questions:
   a. What is the theme of the story?
   b. Monsieur Loisel tried his best to please his wife. What did Monsieur Loisel do to delight his wife?
   c. Do you think Madame Loisel was right in not telling Madame Forestier about losing her necklace?
   d. Why was Madame Forestier unable to recognize Madame Loisel?
   e. Did Madame Loisel change by the end of the story? How?
   f. Could Madame Loisel have played a better role in the story? How?
   g. How did Madame Forestier change the lives of Monsieur Loisel and his wife?

2. Read the story and find words that mean the opposite of those given below.
   ugly (para 1) dull (para 2) joy (para 3) depressed (para 4)
   calm (para 8) fast (para 9) composed (para 13) awful (para 15)

3. Choose any five adjectives from the word box, to describe Mathilde Loisel, and give evidence from the story to support your choice.

Variation: You can also choose to have a panel discussion and elect students from other classes as well to be a part of the panel.
Answer Key

1. a. The story is about greed and secretiveness. If Madame Loisel had been happy with what she had and worked hard to better her life, she would not have suffered. The moral – be happy with what you have.

b. Monsieur Loisel managed to get an invite for the party after considerable trouble just to please his wife. He gave his wife the money he had saved to buy a new suitcase so that she could buy a new dress for the party.

c. If she had told the truth, she would not have had such a difficult life. Accept other opinions from students.

d. After years of hard work, Madame Loisel had become like all the other women of poor households – strong, hard and coarse. Madame Forestier was unable to recognise her because she had changed so much over all the years.

e. Yes, Madame Loisel did change by the end of the story. She looked poorer and older than before. Besides that she had learnt to value and respect what she had instead of running after luxury and worldly pleasures that were out of her reach.

f. Yes, Madame Loisel could have played a better role in the story by not being greedy and dissatisfied with what she possessed. She could have felt happy and content with whatever she had.

g. Madame Forestier and her necklace had a tremendous impact on the lives of Monsieur Loisel and his wife. They had to move to a smaller house and had to burn the candle at both ends to repay the loan they had taken to replace the necklace. But Madame Forestier did not play an active role in the story, it was Madame Liosel whose actions and decisions made her life miserable.


3. Sample answers

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>ungrateful</td>
<td>Her husband managed to obtain an invitation to a party after considerable trouble just to please her and she threw it away with disdain.</td>
</tr>
<tr>
<td>beautiful</td>
<td>The first line of the story describes her as a pretty and charming girl.</td>
</tr>
<tr>
<td>greedy</td>
<td>She loved only jewels, clothes, and wanted to live a life if luxuries.</td>
</tr>
<tr>
<td>discontent</td>
<td>Even after she had bought an expensive dress for the party, she wanted more. She got sad and anxious as she wanted to wear a piece of jewellery with that dress.</td>
</tr>
<tr>
<td>selfish</td>
<td>She did not even hesitate to use the money her husband had been saving to buy herself a dress.</td>
</tr>
</tbody>
</table>

4. a. Inference: It is true that Madame Loisel did not lead a life of luxury and opulence in beginning of the story, but she did not live in poverty either.
   Evidence: She was born in the family of artisans and married to a clerk. Though not being particularly well-off, she could afford conveniences like keeping a house help, have running water, etc.

b. Inference: No, Madame Loisel was not thankful to her husband for the invitation to the party, at the Ministry of Education.
   Evidence: She flung the invitation across the table murmuring, “What do you want me to do with this?”

c. Inference: Yes, Monsieur Loisel helped Madame Loisel in returning their debt.
   Evidence: Monsieur Loisel worked in the evenings and often at night.
**Teaching Trail**

- Ask students what they know about idioms.
- Call a few volunteers to write on the board an idiom they know.
- Read the idioms in the box and explain what each idiom means.
- To let the cat out of the bag: to reveal a secret
- To keep something under your hat: to keep a secret, to something in your mind
- To keep something yourself: to withhold an idea or information from everyone
- To spill the beans: to reveal a secret
- My lips are sealed: I will not tell anyone about this.
- To not breathe a word: to not disclose any information
- To keep something to oneself: to withhold an idea or information from everyone
- The secret is safe with me: to assure someone that you will not tell anyone about a secret
- Read the questions and explain what is to be done.
- Discuss the answers.

**Activity 6 - Dialogue**

Divide the class into pairs. One student from each pair has to write dialogues between Madame and Monsieur Loisel using the idioms given on page 31. Then they share their dialogues with their partners. The partners must re-write the dialogues using the meanings of the idioms.

**Variation**: Instead of dialogues students can write a short story.

**Communication**: Articulating: oral and written

**Critical Thinking**: Analysing, Inferring

---

**4. Answer the questions given below and make inferences with the help of evidences from the story.**

<table>
<thead>
<tr>
<th>Question</th>
<th>My Inference</th>
<th>Evidence from the story</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Did Mathilde Loisel live in poverty at the beginning of the story?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Was Madame Loisel thankful to her husband for the invitation to the party at the ministry?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Did Monsieur Loisel help Madame Loisel in returning their debt?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Vocabulary**

Here are some ways to talk about keeping a secret.

<table>
<thead>
<tr>
<th>Idioms</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To stop someone from letting a secret out, we can say:</td>
<td></td>
</tr>
<tr>
<td>Don't let the cat out of the bag.</td>
<td></td>
</tr>
<tr>
<td>Keep it under your hat.</td>
<td></td>
</tr>
<tr>
<td>To keep something under your hat: to keep a secret, to something in your mind</td>
<td></td>
</tr>
<tr>
<td>To keep something yourself: to withhold an idea or information from everyone</td>
<td></td>
</tr>
<tr>
<td>To spill the beans: to reveal a secret</td>
<td></td>
</tr>
<tr>
<td>My lips are sealed: I will not tell anyone about this.</td>
<td></td>
</tr>
<tr>
<td>To not breathe a word: to not disclose any information</td>
<td></td>
</tr>
<tr>
<td>To keep something to oneself: to withhold an idea or information from everyone</td>
<td></td>
</tr>
<tr>
<td>The secret is safe with me: to assure someone that you will not tell anyone about a secret</td>
<td></td>
</tr>
</tbody>
</table>

**1. Fill in the blanks with the help of the idioms in the word box:**

<table>
<thead>
<tr>
<th>behind closed doors</th>
<th>to dish the dirt</th>
<th>as quiet as a mouse</th>
<th>to cover their tracks</th>
<th>let the cat out of the bag</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2. Make sentences using the remaining idioms given in the box above.**

**Answer Key**

1. a. poker faced        b. behind closed doors
   c. Don’t give the game away / Don’t let the cat out of the bag (Both correct)
   d. as quiet as a mouse  e. to cover their tracks
2. dish the dirt – They love gossip – they love to dish the dirt about their classmates.
   let the cat out of the bag – We wanted to give Dad a surprise party, but Grandma let the cat out of the bag when she said, ‘Where’s the present?’
   hold your tongue – Learn to respect your elders and hold your tongue when they speak to you.
Communicating:
- Linguistic
- Critical thinking:
  - Making connections
  - Collaborating

Skills in focus
- Critical Thinking:
  - Analysis
  - Making judgments
  - Reflecting
  - Evaluating
  - Concluding

Communication:
- Articulating clearly

Teaching Trail
- Recapitulate the concept of types of verbs and subject verb accord.
- Read the questions and explain what is to be done.
- Give time to students to independently complete the exercise.
- Discuss answers.

Answer Key
1. a. drove – transitive, car
   b. expand – intransitive
   c. cleaned – transitive, house
   d. flocking – intransitive
   e. lived – intransitive
   f. sank – transitive, ships
   g. blew – transitive, whistle
   h. started – intransitive

2. a. Yesterday, at the concert, the singer sang .................
   i. a lovely song ii. very melodiously iii. all through the evening
   b. The boy on the podium ran ........................................
   i. really fast ii. a three-legged race iii. regularly on the track

3. Accept all appropriate responses.
4. a. have  b. contains  c. was  d. are  e. is

5. a. To move – to infinitive
   b. travelling – gerund
   c. to find – to infinitive
   d. playing – gerund
   e. rolling – participle

Teaching Trail
- Let students read the sentences given on Page 33.
- Point out that phrases like ‘I wonder if you could’, ‘I would be grateful if you could’, Could you...” are polite ways of asking for favours.
- Ask why it is important to ask for favours politely.
- Divide the class into groups of 6. A pair in each group should pick one situation and enact it. Group members should help each other.
- Ask the groups to then enact the situations for the class.
**Critical Thinking:** Problem Solving, Making decisions and determining relationships, Reflecting, evaluating and concluding,

**Communication:** Using personal voice, Using appropriate tone and vocabulary

---

**Teaching Trail**

- Introduce the elements and structure of a diary entry.
- Give time to students to make notes for their diary entry. Tell them to jot down points they would like to include in their diary. Then tell them to review their points by clubbing, omitting or re-wording the points.
- Ask students to write the diary entry as homework.

---

Tell students to share their diary entry with their partners. Encourage them to review their partner’s work using the checklist.

<table>
<thead>
<tr>
<th>Areas</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses first person pronouns.</td>
<td></td>
</tr>
<tr>
<td>Uses informal language</td>
<td></td>
</tr>
<tr>
<td>Includes a date, salutation and name at the end</td>
<td></td>
</tr>
<tr>
<td>Uses past tense</td>
<td></td>
</tr>
<tr>
<td>Describes feelings using feeling words</td>
<td></td>
</tr>
<tr>
<td>Writes a clear introduction and conclusion</td>
<td></td>
</tr>
<tr>
<td>What I like the best:</td>
<td></td>
</tr>
<tr>
<td>One thing that needs improvement:</td>
<td></td>
</tr>
</tbody>
</table>
Ellipses (singular: ellipsis) are used:

- when a speaker or writer has paused or trailed off in speech or thought.
  - I was ... shocked, to say the least.
  - How amazing ...

- when words, sentences or a section of text is omitted on intention from a quoted passage.
  
  An extract from the famous Freedom At Midnight Speech by Jawaharlal Nehru:
  
  At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom.
  
  Written with ellipsis:
  
  At the stroke of the midnight hour ... India will awake to life and freedom.

- to shorten a passage without changing the meaning.

  So, Loisel walked all the way back along their route, looking for the necklace.
  
  So, Loisel walked all the way back ... looking for the necklace.

  One Sunday, as she had gone for a walk to freshen herself after the labours of the week, she caught sight of Madame Forestier, still young and still beautiful.
  
  One Sunday ... she caught sight of Madame Forestier, still young and still beautiful.

- If the sentence ending with ellipsis uses an end point other than full stop, we use three dots and the end point (question mark/exclamation mark).

  - The boy saw his friend and cried, “Hello ...! Can I come with you?”
  - The stranger asked, “You are Miss ...?”

Rewrite the sentences using ellipses where needed.

1. I don't think we have met earlier, Mr ...?
2. He couldn't find any fault ... in the paragraph.
3. ‘I have a dream that one day even the state of Mississippi ... will be transformed into an oasis of freedom and justice.’ (Martin Luther King Jr.) (Use ellipses for omission.)
4. He tasted all the flavours, including chocolate, mango, pista, strawberry, black currant, before he decided upon which ice-cream to take.
5. If you spent so much time in the bookshop, I am sure you bought something interesting!

**Answer Key**

1. I don’t think we have met earlier, Mr ...?
2. He couldn’t find any fault ... in the paragraph.
3. ‘I have a dream that one day even the state of Mississippi ... will be transformed into an oasis of freedom and justice.’
4. He tasted all the flavours ... before he decided upon which ice-cream to have.
5. Ellipsis not required
Critical Thinking: Analysis, Reasoning, and making inferences, Reflecting, evaluating and concluding
Communication: Articulating
Creativity: Generating original ideas

Teaching Trail

- Ask students to silently read the poem.
- Tell them to think about the secret the poet is talking about. Is there a secret at all?
- Explain the poem line by line.
- Talk about the poet.
- Link for reference: https://www.poetryfoundation.org/poets/christina-rossetti

Reading

- Ask students to read the poem at an appropriate pace, with proper pauses, stress and intonation. Ask relevant comprehension questions after the poem is read:
  - Who is I in the poem?
  - Whom is the speaker talking to in the poem? (Who is you on the poem?)
  - What does the title suggest about the poem? Is it appropriate? Why?
  - What is the mood of the poem?
  - What does one want on a nipping and biting day?
  - Which lines tell us that the speaker will not tell her secret?

Activity 9 - Secretly

The second stanza shows how the speaker wears layers of cloth to hide herself and her secret. Like everyone, she does not want to reveal it (wear my mask for warmth). The speaker uses metaphor and figurative language to convey a range of information. Ask students to find lines/words in the poem that directly convey the speaker’s intentions, that indirectly convey the speaker’s intentions, that indirectly refer to people who snoop around trying to reveal her secrets.

Answer Key

1. a. The speaker of the poem is a woman as there are references to female clothing such as ‘shawl’ and ‘veil’ in the poem. Also, the poet is a woman.
   b. Yes, the poet is trying to show how the speaker, a woman, is in complete possession of her secrets, and will not reveal them at any cost. She knows how to protect her possessions and herself from the outer world.

2. Open-ended question. 3. Open-ended question.
Formal and Informal Language

There are two ways to address people—formal language and informal language. Which of these we use depends on various factors:

- place
- relationship between the speaker and the listener
- age difference between the speaker and the listener
- speaker’s intentions

Let us read some examples of each for further clarity:

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are you doing?</td>
<td>What’s going on?</td>
</tr>
<tr>
<td>I am writing to inform you...</td>
<td>Just a note to say...</td>
</tr>
<tr>
<td>I regret to inform you of...</td>
<td>I’m sorry to tell you that...</td>
</tr>
<tr>
<td>I look forward to meeting you next week.</td>
<td>See you next week.</td>
</tr>
<tr>
<td>I was hoping that you could...</td>
<td>Could you...?</td>
</tr>
<tr>
<td>I would be grateful if you could reply early.</td>
<td>Please get back to me ASAP.</td>
</tr>
<tr>
<td>I am afraid I will not be able to attend.</td>
<td>Sorry, I can’t make it.</td>
</tr>
<tr>
<td>I hope to hear from you at your earliest convenience.</td>
<td>Call back soon!</td>
</tr>
<tr>
<td>I apologise for any inconvenience this may have caused you.</td>
<td>I’m sorry for what happened.</td>
</tr>
</tbody>
</table>

Imagine a situation where you broke the glass of a window pane of your neighbour’s house while playing cricket in your garden. Now you have to collect your ball. Write a short dialogue on how you would approach the neighbour and ask for the ball. Will you use formal language or informal language?

Critical Thinking: Analysis, Reasoning, Making judgments, inferring

Communication: Articulating, Valuing Contributions

**Teaching Trail**

- Discuss how the way we speak and write will differ depending on
  - place – A school council meeting
  - Relationship between speaker and listener – Classmates / teacher – student
  - Age difference – A little child and you
  - Speaker’s intentions – Asking for permission / playing together

- Ask for and elicit examples of each of the above.
- Ask students to read the text to see the difference between formal and informal language.
- Ask:
  - In which situations should we use formal language? Informal?
- Let students complete the exercise individually.

**Secret Box**

Discuss with students that there are safe and unsafe secrets. Safe secrets are secrets that do not put you into danger or trouble, but may be something about you or a friend that you do not want to share with others. Unsafe secrets should be revealed to an adult, as they could harm you or put your life in danger. Discuss examples of both kinds of secrets.

Keep two boxes labelled safe and unsafe secrets. Elicit from students two idioms that will best describe the content of the boxes. Ask students to write one situation for each box on two different slips of paper and put them in the respective box. As a whole class, discuss the situations and decide which are safe and which are unsafe.
Activity 1: Understanding

1. a. Madam Loisel was unhappy with her life because she wanted to live a luxurious life and be rich, but was married to a poor clerk.
   b. Mathilde Loisel refused to visit her rich friend because it would only remind her of what she did not have, and she would weep whole days with grief, regret, despair and misery after she returned from her visit.
   c. Monsieur Loisel gave the money to his wife to buy a pretty gown for herself for the party.
   d. Mathilde visited Madame Forestier to borrow some jewellery that she could wear with her dress to the party.

2. a. The necklace got lost. The Loisels bought a new diamond necklace for which they had to spend all their savings and borrow some money too. They also shifted to a smaller house with no help.
   b. After the ball Mathilde had to buy an expensive necklace to return to her friend. So, she had to move to a smaller house and do all the heavy work of the house and duties of the kitchen. Her clothes were poor, and she bargained for fruits and vegetables.
   c. Madame Forestier did not recognize Mathilde when they met after 10 years because Mathilde looked weary like all the strong, hard and coarse women of poor households. She had also grown old and maybe looked older than her age.
   d. Yes, Mathilde could have avoided all the suffering by not being dissatisfied with whatever she had. Her sufferings were the result of her greed for riches and luxury. It led her to borrow an expensive necklace from a friend. In order to repay for the lost necklace, the Loisels lost all their savings and went into debt. Had they confessed to her friend, she could have given her the money, and avoided suffering.

3. a. i) The envelope had an invitation from the Ministry of Education.
   ii) Mathilde was annoyed, and she flung the invitation across the table.
   b. i) Madame Forestier said these words.
   ii) The necklace that Mathilde returned to Madame Forestier is being talked about here.
   iii) These words are of extreme importance, they tell us how futile and meaningless the Loisels’ suffering had been. They also show how cruel life can be – Madame Loisel wanted luxury, but she lived a life of struggle and poverty.

4. a. Madame Loisel understood how it is to live a poor life and do all the household errands. She experienced the life of poverty and realized how fortunate she had been before to have a comfortable life.
   b. This shows how much Monsieur Loisel loved his wife. He easily and without another thought sacrificed his needs for his wife’s demands.
Activity 2: Vocabulary

1. a. behind closed doors.  
b. cover his tracks.  
c. let the cat out of the bag  
d. gave the game away  
e. not breathe a word  

2. take it to the grave – never ever reveal a secret  
keeping our ears to the ground – trying to find a secret  
open secret – something that is supposed to be a secret but still is known by everyone  
keeping me in the dark – trying to keep something hidden  
low profile – avoid attracting attention to oneself

Activity 3: Grammar

1. a. I  
b. T  
c. I  
d. T  
e. T  
f. I  
g. I  
h. I

2. a. in the kitchen  
b. outside  
c. in a hurry  
d. well  
e. since he got married  
f. past my bedtime

3. a. a marathon  
b. their car  
c. his hand  
d. your name  
e. his homework  
f. a beard

4. a. Either the coach or the players are late for the match.  
b. Either the diners or the cashier is making a mistake in the calculation.  
c. Several people are coming for the movie.  
d. The captain of the team is late for the match.  
e. Each of you is making a mistake in the calculation.

5. a. to drink – to infinitive  
b. driving – gerund  
c. to make – to infinitive  
d. waiting – participle  
e. praised – past participle  
f. flooding – gerund  
g. Making – gerund  
h. looking – gerund  
i. to wait – to - infinitive  
j. lying – gerund

Activity 4: Writing

Open ended question

Activity 5: Celebrating Poetry

a. i. Veils, cloaks and shawls are used to protect oneself from the cold.  
ii. Secrets protect a person from being laughed at and from people who cannot be trusted.  
iii. These words suggest that if the speaker reveals her secret then it will make her weak and uneasy allowing others to take advantage of her weakness.

b. i. nipping and clipping; buffeting, astounding  
ii. Christina Rossetti is the poet of this poem.  
iii. It signifies the speaker’s secretive nature. She uses secrets like a mask to protect herself from the outside world.
Activity 6: Comprehension

1. a. different  b. firm  c. worried  d. gulped  e. disbelief

2. Aryan at the dining table – scared, nervous, distracted
   Father after hearing about the writing career – accepting, appreciative
   Mother after reading the poem – proud, happy

3. a. The narrator’s brother was nervous and distracted and sweating heavily. He did not eat his food, stared at his plate.
   b. Aryan was nervous because he wanted to tell his father about his writing, but did not know how to say it.
   c. Aryan decided to take up a job as a writer in a magazine.
   d. Aryan received a bank cheque for his poems and stories that had been published in magazines.
   e. In the last paragraph, all the tension that had built up in the previous paragraphs was released, and there was an air of relief and cheerfulness in the room.

4. a. he was nervous  b. Father’s strict tone
   c. he sank into silence  d. everyone stopped eating because everyone was surprised

5. a. Aryan was nervous about sharing the news about his career choice because he was worried about his father’s reaction. He knew that his father would be disappointed and unhappy.
   b. Yes, Aryan’s parents were happy about their son’s decision. The lines ‘The mother looked proud and happy after reading the poem.’ and ‘Father ... gave a slight nod,’ and that he said he would love to read more of what his son had written, tell us that they were proud and happy.
   c. The narrator’s father did not react to the poem he read, but gave a slight nod. This shows he was strict. We know he was concerned because he asked why the son wanted to be a writer when he was studying to become a doctor.
   d. Open ended question – accept all reasonable answers.
LESSON TARGETS

Getting Started and Listening
• Imagine life without friends
• Appreciate the value of true friendship
• Listen to details

Say it Right: R-controlled Vowel Words
• Rules to pronounce R-controlled vowel words
• How to pronounce ‘ir’, ‘er’ and ‘ur’ words
• How to pronounce ‘or’ and ‘ar’ words
• Identifying exceptions to these rules

Language Ladder: Phrases and their Kinds
• Understand phrases
• Differentiate between noun phrase, verb phrase, adjectival phrase and adverbial phrase
• Use these different kinds of phrases in sentences

Reading
• Grasp meaning of words, phrases and sentences in context
• Infer character traits through actions and dialogues
• Understand how situations change with time
• Silent reading

Understanding: Kabuliwala
• Understand the dual meanings of phrases
• Make inferences based on comprehension of the text
• Understand the deeper meaning of friendship
• Understand the concepts of justice and injustice
• Understand the historical and societal context of the narrative
• Infer the author’s message conveyed through the story

Vocabulary: Compound Words
• Identify and differentiate between closed, open and hyphenated compound words
• Form compound words

Practicing Grammar: Phrases and Their Kinds
• Identify the different kinds of phrases used in sentences
• Add phrases to different types of sentences

Speaking: A Strange Friends
• Understand how our friends can be very different from us
• Speak about how you would make friends with a grown up, a baby, a pet or a specially abled person

Writing: E-mails
• Learn the do’s and don’ts of formal and informal e-mails
• Frame an e-mail

Plug-In: Present Perfect Tense versus Simple Past Tense
• Learn when to use present perfect tense and when to use simple past tense
• Use the correct tense forms of the given verbs in sentences

Poem Appreciation: A Time to Talk
• Critically analyse the poet’s thoughts about friendship
• Identify the rhyme scheme of the poem or write if it’s free verse
• Discuss the author’s purpose and theme of the poem

Enrichment
• Knowing a Newspaper
<table>
<thead>
<tr>
<th>S. no.</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
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<td>• Activity 1: Qualities of Friends</td>
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<td>Listening: Listen to a Passage</td>
<td>• Listening for Details • Exercise (Page 41)</td>
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<td>3</td>
<td>Say It Right: R-controlled Vowels</td>
<td>• Reading and pronunciation • Exercise (page 41-42) • Activity 2: Spot the r-controlled vowel words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Grammar: Phrases and Their Kinds</td>
<td>• Understand and use phrases • Activity 3: Think and Convert</td>
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<td>5</td>
<td>Pre-reading Reading</td>
<td>• Activity 4: Character Peek-a-Boo • In-Text Comprehension Practice</td>
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<td>Understanding</td>
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<td>7</td>
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<td>• Activity 6: Word Fun • Exercise (Page 49)</td>
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<td>1</td>
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<td>8</td>
<td>Practising Grammar: Phrases and Their Kinds</td>
<td>• Exercise (Page 49-50)</td>
<td>Activity 3 (Page 31-32)</td>
<td>1</td>
</tr>
<tr>
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<td>Speaking: A Strange Friend</td>
<td>• Activity 7: Talking about Unique Friends • Exercise (Page 50)</td>
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<td>• Formatting and writing an e-mail • Activity 8: Checklist • Exercise (Page 52)</td>
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<td>11</td>
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<td>• Differentiate between present perfect and simple past • Exercise (Page 53)</td>
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<td>12</td>
<td>Celebrating Poetry: A Time to Talk</td>
<td>• Read and comprehend a poem • Exercise (Page 55)</td>
<td>Activity 5 (Page 35)</td>
<td>2</td>
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<td>13</td>
<td>Enrichment</td>
<td>• Activity 9: Knowing your Newspaper</td>
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<td>14</td>
<td>Project Work</td>
<td>• Friendship Ship</td>
<td></td>
<td>Homework</td>
</tr>
</tbody>
</table>
Communication: Listening actively, using clear and articulate speech

Critical Thinking: Reflecting, evaluating and concluding, Making decisions and determining relationships

Teaching Trail

- Write the word ‘Friendship’ on the board and ask students to use descriptive words for it.
- Ask students to exchange their answers with each other.
- Read the introductory text and direct the discussion towards the importance of having friends in one’s life.

Activity 1: Qualities of Friends

Give each student a post it note. Ask them to write a sentence on the quality they admire the most of any one close friend of theirs. The sentence could also be about a relative, a pet, or anyone they are close to and feel a deep bond of friendship with. Ask students to create a ‘Qualities of Friendship’ corner by sticking the notes on the bulletin board in their class.

Teaching Trail

- Ask students to sit in pairs.
- Ask them to identify the games in the pictures and read the questions carefully.
- Allow them to share their answers with their partners.

Orville and Wilbur Wright were two brothers. They were very interested in flying. They flew kites. They watched how birds flew. They began to dream that one day people would fly too. The boys grew up but did not forget their dream. They read all about flying and then they built an aeroplane. They took it to a place called Kitty Hawk. There were strong winds at Kitty Hawk. It was a good place to test an aeroplane. Orville Wright took the pilot seat and the plane began to fly. Their aeroplane worked! In December 1903, Orville Wright became the first man to fly.
Kabuliwala

Listening

Listen to the passage and answer the following questions:

1. Who is the passage about? Name them.
2. What was the brothers’ dream?
3. Where did the brothers test their aeroplane?
4. Why was it a good place to test the aeroplane?
5. Who became the first man to fly and when?

Say it Right

R-Controlled Vowels

R-controlled vowels are exceptions to vowel rules as they are pronounced neither long nor short.

<table>
<thead>
<tr>
<th>Vowels</th>
<th>e</th>
<th>i</th>
<th>u</th>
<th>o</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>R-controlled examples</td>
<td>fern, germ, jerk</td>
<td>bird, dirt, girl</td>
<td>burn, hurt, urn</td>
<td>corn, fork, horn</td>
<td>farm, park, market</td>
</tr>
</tbody>
</table>

When the vowels e, i, and u are followed by an r; they are usually pronounced as a long ‘a’ (ar). When the vowel o is r-controlled, it is pronounced as ‘aw’ as in look. An r-controlled u has a long ‘u’ sound, like ‘u’ in ‘poor’.

Learning Link

Sometimes an r-controlled o is also pronounced as a long ‘a’ particularly when the word begins with the letter w. For example: word, work.

1. Read the following sentences and underline the r-controlled vowels in the words.
   a. He tore apart the contract into little pieces.
   b. I love the shirt that you have got for my birthday.
   c. I burnt the school skirt accidentally.
   d. The herd of cattle burst through the gate as soon as it was opened.
   e. The art firm selected her at the first go.

Activity 2: Spot the r-controlled vowels

Provide five different coloured sheets to students. Ask them to label each sheet using a different vowel. Divide students into groups of 5. Ask the groups to spot as many r-controlled words as they can in their textbook and write them in the respective sheets. They must find words with all the five vowels. Have the groups read aloud the lists they have made, and the other groups should decide if the list is correct or not.

Communication: Speaking confidently, using clear and articulate speech

Answer Key

1. The passage is about Orville and Wilbur Wright.
2. The brothers dreamt that one day people would also fly like birds.
3. The brothers tested their aeroplane at Kitty Hawk.
4. Strong winds at Kitty Hawk made it a good place to test an aeroplane.
5. In December 1903, Orville Wright became the first man to fly.

Answer Key

1. a. He tore apart the contract into little pieces.
   b. I love the shirt that you have got for my birthday.
   c. I burnt the school skirt accidentally.
   d. The herd of cattle burst through the gate as soon as it was opened.
   e. The art firm selected her at the first go.
2. curl, turn, bank, fork, birth, storm, nerve, dinner, return, smirk

Teaching Trail

- Introduce the concept of pronouncing r-controlled vowels by reading the explanation given on Page 41.
- Explain how the vowels in these words have neither the short nor the long sound.
- Ask students to think of more r-controlled words with ar, er, ir, or, and ur.
- Write the words that students come up with on the board.
- Ask students to complete the exercise independently.
Critical Thinking: Understanding and applying a concept
Creativity: Generating original ideas
Communication (Written): Expressing thoughts with words and images, showing reflection of growth through word choice

Teaching Trail

- Explain what a ‘phrase’ is, using the example given on Page 42.
- Go on to explain the meaning of each kind of phrase using the examples given on Page 42.
- Write on the board: garden, read, unique, softly. Ask students to convert the words to a noun phrase, a verb phrase, an adjectival and an adverbial phrase respectively in sentences of their own. They can write the sentences in their notebooks.

Activity 3: Think and Convert

In pairs, ask students to think of a noun, a verb, an adjective and an adverb and make sentences using a noun phrase, a verb phrase, an adjectival phrase and an adverbial phrase in place of the words. Pairs could then share their sentences with the class.
Critical Thinking: Reflection, making judgements and inferences

Communication: Speaking confidently, providing expression and enthusiasm

Critical Thinking: Reflecting, evaluating and concluding, Making decisions and determining relationships, Making predictions, judgements and inferences

Creativity: Generating ideas

Communication: Listening actively – Answering questions

Reading

M y little daughter Mini cannot live without ‘chattering. That Mini stays quiet for any length of time is unnatural, and I cannot bear it long. One morning, for instance, my little Mini said, “Father! Ramdayal, the door-keeper, calls a crow a kow! He doesn’t know anything, does he?”

And then, starting off anew, while I sat, still preparing some reply to this last, saying, “Father! What relation is Mother to you?”

At this, with a grave face, I contrived to answer, “Go and play with Bhola. Mini! I am busy!”

The window of my room overlooks the road. The child had seated herself at my feet near my table, when all of a sudden she ran to the window, crying, “A Kabuliwala! A Kabuliwala!” Sure enough in the street below was a Kabuliwala, passing slowly along. He wore the loose soiled clothing of his people, with a huge turban; there was a bag on his back, and he carried boxes of grapes in his hand.

Mini began to call him loudly. The Kabuliwala turned, and looked up at the child. She was overcome by terror and disappeared. She had a blind belief that inside the bag, which the big man carried, there were perhaps two or three other children like herself. The peddler meanwhile entered my doorway, and greeted me with a smiling face.

The story is set in the 19th century. Do you see any Kabuliwala in the present times too?

Teaching Trail

- Let students read one or two paragraphs by turn.
- As the text is read:
  - pronounce and explain difficult words.
  - take breaks and ask comprehension questions. given beside the text.
- Discuss the well-known sayings on Page 43.
- Read aloud the questions. In groups of 4, ask students to discuss the answers to the questions.
- Encourage them to discuss which saying they can relate to and why.

Comprehension Questions

- What kind of questions did Mini ask her father?
- How did he respond?
- What was the Kabuliwala dressed like?
- Why was Mini afraid of his appearance?
- What did Mini think was in his bag?
- How did the peddler enter their home?
Comprehension Questions

• Why didn't Mini accept the nuts and raisins from the Kabuliwala?
• What was Mini’s father surprised to find a few days later?
• Why did Mini’s father give the Kabuliwala an eight-anna bit?
• What kind of jokes did the two friends crack in each other’s company?
• What would the Kabuliwala say that made Mini burst into peals of laughter?

Comprehension Questions

• How did Mini’s mother feel about the Kabuliwala?
• Why did Mini’s mother ask Mini’s father to keep a watchful eye on the friendship between Mini and the Kabuliwala?
• Why did the Kabuliwala get into a fight?
• Why was Mini not amused about the Kabuliwala’s going to the ‘father-in-law’s house’?

Comprehension Questions

• What was Mini’s household excited about years later?
• Why had the Kabuliwala come to visit Mini after all these years?
• Why was the Kabuliwala sad?
• What did the Kabuliwala want to give Mini?

Comprehension Questions

• What had the Kabuliwala preserved all these years?
• Why did the Kabuliwala look shocked when he saw Mini?
• What did the Kabuliwala realise after he met Mini?
• What did Mini’s father give the Kabuliwala?
• Why did Mini’s father feel satisfied at the end of the story?
Ask students to make a list of three characteristics of each character in the story: Mini, the Kabuliwala, the narrator or Mini’s father and Mini’s mother. Ask them to write these traits on different slips of paper. On the other side of the slip, ask them to give evidence from the story for each trait they have written.

Activity 4: Character Peek-a-Boo

Activity 5: Changing Perspectives

There are two things that strike us about the story most: one is the social divide between the Kabuliwala and Mini’s family. The second is the unjust way that the Kabuliwala was sent to jail without any trial. What are your thoughts on these? Find out what social divide means, how it impacts people in daily life and if it is good to have a social divide in society.

Critical Thinking: Reflecting, evaluating and concluding, Making decisions and determining relationships, Making, judgements and inferences
Communication (Oral): Asking questions to clarify unknown topics, Speaking confidently, Using clear and articulate speech
Communication (Written): Using personal voice in writing, Expressing thoughts with words and images

Understanding
1. Answer the following questions:
   a. The story begins with the mention of Mini as a chatty girl. Briefly state some of her other characteristics.
   b. What was Mini’s blind belief about the big man’s bag?
   c. Describe Mini’s first encounter with the Kabuliwala.
   d. Why was Mini’s mother wary of the Kabuliwala?
   e. Why was the Kabuliwala sentenced to jail?
   f. What was Kabuliwala’s reaction on seeing Mini in her bridal attire? What thoughts gripped his mind?

2. Kabuliwala is a story of human relationships. Elaborate.

3. Find the words from the story that mean the same as the words given below.
   a. shocked  b. happily  c. wrongly  d. wedding  e. celebrations
1. a. Mini is friendly and mixes easily with others. She is a curious girl who wants to learn about the things around her, she has a lot of has questions about the how and why of everything.

b. Mini’s believed that there were two or three other children like herself inside Kabuliwala’s bag.

c. The first meeting between Mini and Kabuliwala was when Mini called him loudly and he looked at her. She was frightened and ran inside. The Kabuliwala came to her doorway, she peeped from the door and looked at him and his bag. He offered her some nuts and raisins, but she refused to take them.

d. Mini’s mother was wary of the Kabuliwala because she was a faint-hearted lady. She did not trust the Kabuliwala. She feared that he would somehow harm her daughter.

e. The Kabuliwala was sentenced to jail because he had struck a neighbour with a knife. The neighbour owed him some money for a Rampuri Shawl that he had bought from the Kabuliwala. But he falsely denied having bought it and this started a quarrel between the two.

f. The Kabuliwala was shocked when he saw Mini in her bridal attire because he realised that she had grown up and he could revive his old friendship with her. He thought that his own little daughter at home must have grown up like Mini. She would not be little girl anymore, and he would have to make friends with her again.

2. Kabuliwala is a story of human relationships that exist at various levels such as the relationship between a father and his daughter, Mini; the relationship between Kabuliwala and Mini. The kabuliwala sees his daughter in Mini while Mini sees a friend she can share jokes with. The story revolves around the relationships these characters share. We also see a glimpse of the relationship between a daughter and her protective mother. The story ends with Mini’s father recognising the Kabuliwala’s relationship with Mini and his daughter back in Afghanistan.

3. a. staggered  b. cheerfully  c. falsely  d. marriage  e. festivities

4. | Qualities       | Evidence                                                                 |
<table>
<thead>
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<th></th>
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<tr>
<td>shabby</td>
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</tr>
<tr>
<td>kind-hearted</td>
<td>Mini’s sari was stuffed with almonds and raisins, the gifts that Kabuliwala brought for her. Also, he gave the eight-anna bit to Mini.</td>
</tr>
<tr>
<td>bad-tempered</td>
<td>He had struck a neighbour with a knife that he carried in the course of the quarrel.</td>
</tr>
<tr>
<td>poor</td>
<td>He was a peddler selling dry-fruits and once a year, in the middle of January, he returned to his country and as the time approached he would be busy, going from house to house collecting his dues.</td>
</tr>
<tr>
<td>loving father</td>
<td>You have a little girl, I too have one like her in my own home, I think of her and bring fruits to your child. Saying this, he put his hand inside his big loose robe, brought out a small and dirty piece of paper. With great care he unfolded this and smoothed it out with both hands on my table. It bore the impression of an ink – smeared hand laid flat on paper.</td>
</tr>
</tbody>
</table>

5. | Incident | Evidence from the story | Inference |
|---------|------------------------|-----------|
| Mini didn’t understand the father-in-law joke cracked by the Kabuliwala in the beginning. | We had kept these things away from our child. She must have been a trifle confused but she was ready with a reply, “Are you going there?” | Mini was innocent to not understand the joke but prompt in her reply.
Write the words air, water, and food on the board. Ask students to think of at least two, if not more, nouns and adjectives they can form from these words by adding words to them. Write the suggestions they come up with on the board. For example, airtight, airborne, airmail, airport, waterborne, watertight, waterproof, waterway, foodies, foodstuffs, seafood, etc.
**Answer Key**

1. | Closed compound words | Open compound words | Hyphenated compound words |
   | earthquake | post office | half-sister |
   | fireworks | middle class | well-being |
   | moonlight | six pack | mass-produced |
   | upstream | grand jury | get-together |

2. a. fireworks       b. post office       c. earthquake
   d. six pack         e. well-being        f. half-sisters

---

**Critical Thinking:**

- Revise the concept of noun, verb, adjectival and adverbial phrases
- Read the questions and explain what is to be done.
- Give students time to independently complete the exercise.
- Ask students to attempt Q4 of the exercise on page 50 in their notebooks.

---

**Teaching Trail**

**Phrases and Their Kinds**

1. Choose one word from each of the help boxes given below and form a compound word. Then, write them in the appropriate column in the table that follows.

<table>
<thead>
<tr>
<th>Closed Compound Words</th>
<th>Open Compound Words</th>
<th>Hyphenated Compound Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>fire, grand, well, mass, moon, half, post, six, up, earth, middle, get</td>
<td>pack, office, stream, light, being, produced, sister, works, quake, jury, together, class</td>
<td></td>
</tr>
</tbody>
</table>

2. Now, use the compound words from the previous exercise to complete the following sentences.
   a. There was a ban on __________ during Diwali in Delhi.
   b. I have to buy postage stamps. Can you guide me to the ________________?
   c. An ________________ is a natural disaster that occurs in Japan frequently.
   d. The actor worked hard on his body and now boasts of a ________________ torso.
   e. My grandmother is unwell. I am going to look after her ________________.
   f. Cinderella had two evil ________________.

**Practising Grammar**

Let's Catch Up

<table>
<thead>
<tr>
<th>Kinds of Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun Phrase: It replaces a noun and is a combination of a noun and associated words.</td>
</tr>
<tr>
<td>Verb Phrase: It acts as a verb in a sentence and comprises an auxiliary verb and an action verb.</td>
</tr>
<tr>
<td>Adjectival Phrase: It replaces an adjective and comprises one or more adjectives and some related words.</td>
</tr>
<tr>
<td>Adverbial Phrase: It modifies the verb in a sentence, and contains an adverb and related words.</td>
</tr>
</tbody>
</table>

1. Underline the phrases in the following sentences and write their kinds in the space provided.
   a. Deepak was caught cheating in the examination. 
   b. These children are really keen on football.
   c. The children played an old melody.
2. a. I went to the village, to visit my uncle.
   b. I go for a walk almost every day.
   c. This level is too difficult to clear. (No adverbial phrase in this sentence.)
   d. Visit the library as often as required.
   e. The judge arrived at a decision with much consideration.

3. a. a white coloured peacock.
   b. island without any inhabitants
   c. girl with the blue eyes
   d. tales which were full of adventure
   e. road full of mud

4. a. All Sheru had was an old rickety bus.
   b. Samar ran to catch the bus with great speed.
   c. It will be better to install solar panels in the long run.
   d. He is a wealthy, kind and generous man.
   e. Our new teacher, with her friendly disposition, is my favourite.

Communication: Using clear and articulate speech, Speaking confidently, Listening actively
Creativity: Generating original ideas

Teaching Trail

- Read the introduction for the Speaking section aloud.
- Tell students that friendships are often unique and need not be with a person of our own age but with one who shares our interests.
- Give time to students to prepare their presentations based on the questions given on page 50.
- In pairs, ask students to talk about the friend they would like to have and why.

Activity 7: Talking about Unique Friends

Divide the class into groups of four. Ask two students in every group to pretend to be unusual friends and the other two students to strike up a conversation with them. Ask them how they would make friends, what things they could do together and what they would find interesting about their unique friendship.
**Critical Thinking:** Reflecting, evaluating and concluding

**Communication (written):** Using appropriate tone and vocabulary for the intended audience

---

**Teaching Trail**

- Explain the elements, structure and the do’s and don’ts of writing e-mails.
- Ask students to carefully note the format of the sample e-mail and write their own e-mails.
- Remind students that they will be writing a semi-formal e-mail as Rahamat, the Kabuliwala to Mini’s father.
- Ask students to write their e-mails individually.

---

**Writing**

With the changing times, ways to communicate have evolved. From pigeons to postcards, we have now arrived in an era of digital communication. E-mail is the new way for all formal and informal communication. E-mail stands for Electronic Mail.

<table>
<thead>
<tr>
<th>Formal E-mails</th>
<th>Informal E-mails</th>
</tr>
</thead>
<tbody>
<tr>
<td>companies</td>
<td>family</td>
</tr>
<tr>
<td>government departments</td>
<td>relatives</td>
</tr>
<tr>
<td>service providers</td>
<td>friends</td>
</tr>
<tr>
<td>offices</td>
<td></td>
</tr>
<tr>
<td>principal/teachers at school</td>
<td></td>
</tr>
</tbody>
</table>

---

Ask students to exchange their e-mails with their partners and check each other’s work. The following checklist could be given on the board:

<table>
<thead>
<tr>
<th>E-mail address of the recipient and cc is filled correctly</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject line is brief, clear and to the point</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Body of the e-mail contains at least three paragraphs</td>
<td>Yes/No</td>
</tr>
<tr>
<td>The salutation, courteous leave-taking and signature are correct</td>
<td>Yes/No</td>
</tr>
<tr>
<td>The introduction consists of 1 or 2 lines</td>
<td>Yes/No</td>
</tr>
<tr>
<td>The main body of the mail explains the matter in detail in 3 to 5 lines</td>
<td>Yes/No</td>
</tr>
<tr>
<td>A suitable conclusion is written in 1 to 2 lines</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>

---

**Activity 8: Check list**

- Think of how you would meet.
- What could be your favourite pastime together?
- What would you like the most about your unusual friend?
• Revise and explain the rules of when to use the simple past tense versus the present perfect tense from Page 53.
• Ask students to make sentences of their own using both simple past and present perfect tense in their notebooks.
• Write the sentences on the board and recapitulate the structure of sentences in the both tenses.
• Allow students to individually complete the exercise using appropriate verb tenses.

**Plug-In**

**Present Perfect Tense vs Simple Past Tense**

Note the different tenses used in the given examples. Can you tell the difference between the following expressions?

- I have lived in Delhi. (present perfect tense of live)
- I lived in Delhi. (simple past tense of live)

Both talk of an action completed in the past. So, what is the difference between them?

<table>
<thead>
<tr>
<th>Simple Past Tense: go – went (1Ind form of the verb)</th>
<th>Present Perfect Tense: go – have gone (Have/Has + IIIrd form of the verb)</th>
</tr>
</thead>
<tbody>
<tr>
<td>An action that started and finished in the past: I lived in Delhi (I don’t live there now).</td>
<td>An action that started in the past and the time of its completion is uncertain or the action is unfinished. I have lived in Delhi (for ten years).</td>
</tr>
<tr>
<td>With a time word showing a specific time in the past (yesterday, last evening, ago): I ate my dinner two hours ago.</td>
<td>With a time word showing the action is just concluded (this evening, just): I have just eaten dinner.</td>
</tr>
<tr>
<td>When we make a negative statement using ‘never’: I have never been out of India.</td>
<td>When we form questions using ‘ever’: Have you ever eaten sushi?</td>
</tr>
</tbody>
</table>

Fill in the blanks with the appropriate tense of the verb given in the brackets.

- a. We ______________________ on a picnic yesterday. (go)
- b. We ______________________ the rug. It looks practically new. (wash)
- c. My great-grandfather ______________________ two sisters. (have)
- d. Oh no! I ______________________ my homework notebook. (forget)
- e. We ______________________ Myanmar last week. (visit)
- f. We ______________________ from our vacation and am at home now. (return)
- g. Kanan ______________________ baking a cake. (never try)
- h. ______________________ you ______________________ Andrea since morning? (see)
- i. I ______________________ six letters this week. (write)
- j. Shraddha ______________________ in Mumbai when she was young. (live)

**Answer Key**

- a. went
- b. have just washed
- c. had
- d. have forgotten
- e. visited
- f. have returned
- g. has never tried
- h. Have, seen
- i. wrote
- j. lived
**Teaching Trail**

- Ask students what they think ‘A Time to Talk’ means.
- Read the poem aloud with expression and pause when needed to emphasise a thought.
- Ask students which words in the poem they think imply friendship, leisure and social niceties?
- Discuss the answers to the questions in the exercise.

**Reading**

Read the poem slowly and joyfully. Ask simple yet relevant comprehension questions:

- What are the poet’s views on friendship?
- Who has come to meet the poet?
- Does the poet have no work or lots of work to do? Which 2 lines in the poem tell you the answer to this?
- Why does the poet/farmer plod and not sprint?
- Is the poet/farmer polite or rude? How do you know?

**Answer Key**

1. a. F b. F c. F d. F e. T
2. a. The poet does not stand still when his friend calls him from the road.
   b. The poet is a farmer by profession. He uses a hoe to dig his grounds.
   c. The poet does not reply to his friend from where he is. He walks to the stone wall to talk to him because he always has time to talk to his friend.
   d. The poet stops working and walks up to the stone wall to acknowledge his friend’s visit.
   e. The poem teaches the importance of friends in life. Even if you are busy with your work, you should meet a friend who has come to you. You should cherish and treasure the time spent with your friends to keep your friendship strong.
The Friendship Ship

Ask students to research some of the best stories and poems on friendship. They could choose any one poem and one story and make a small booklet giving details about them. They could write the titles, the author’s and poet’s name, a brief synopsis of each and what it was that endeared these particular titles to them. Ask them to also write what made them choose each poem or story.
**Activity 1: Understanding**

1. a. Mini’s father is the narrator of the story.
   
   b. She believed that he had two or three children like herself in the bag.
   
   c. Kabuliwala bribed Mini with nuts and almonds and became friends with her.
   
   d. For the Kabuliwala the term ‘father-in-law’s house’ meant jail.

2. a. Mini and Kabuliwala laughed and talked together. They shared many quaint jokes which afforded them much amusement.

   b. Kabuliwala was put in jail because he had struck a neighbour with knife as the neighbour owed him money for a Rampuri shawl that he had bought from Kabuliwala. The neighbour falsely denying having bought the shawl and this resulted in a quarrel between the two.

   c. Kabuliwala could not give the few things he had brought for Mini because Mini’s father did not allow him to meet her personally. He did not accept money from Mini’s father because he too was a father of a little girl and he thought of Mini as his daughter.

   d. Mini’s father had to curtail some of the festivities for Mini’s wedding as he gave some money to Kabuliwala to go back to his own country and meet his daughter. The love and affection for his own daughter and the thought that Kabuliwala being separated from his daughter made him help the Kabuliwala.

3. a. i. Mini’s mother asked this question to Mini.
   
   ii. Yes, the speaker is worried. We know this from the way the dialogue has been said.
   
   iii. The eight-anna bit was given by Mini’s father to Kabuliwala, and he gave it back to Mini.

   b. i. Kabuliwala said these words to Mini.

   ii. The speaker said these words when he was being taken away by the policemen.

   iii. The old father-in-law refers to the jail. No, Mini does not understand this as her parents have never told her about the meaning of father-in-law.

4. Sample answer. Accept all appropriate responses.

<table>
<thead>
<tr>
<th>Statement</th>
<th>What I know</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Kabuliwala looked a little surprised at the sight of Mini in her bridal attire.</td>
<td>The Kabuliwala came from prison after eight years to meet Mini and looking at Mini all grown up he was shocked.</td>
<td>The Kabuliwala thought Mini to be the old little girl and did not expect her to be grown up.</td>
</tr>
<tr>
<td>Mini’s father was amazed to see Mini laughing and talking with the Kabuliwala. Mini had never found so patient a listener.</td>
<td>Mini was afraid of and feared Kabuliwala so Mini’s father was amazed to see her fear gone and that she had become friends with Kabuliwala. Mini was a very talkative child and Kabuliwala would listen to whatever she had to say.</td>
<td>Mini had overcome her fear of the Kabuliwala and became friends with him. Mini got a listener as she was an extremely talkative child and enjoyed chattering.</td>
</tr>
</tbody>
</table>
Activity 2: Vocabulary

1. | web | page |
   | hot | dog  |
   | table | cloth |
   | first | aid  |
   | foot | print |
   | grass | hopper |
   | skate | board |
   | key | hole |
   | long | term |
   | high | tech |
   | deep | fried |
   | time | saving |

2. | Open | Closed | Hyphenated |
   | web page | footprint | long-term |
   | hot dog | grasshopper | high-tech |
   | first aid | skateboard | deep-fried |
   | table cloth | keyhole | time-saving |

Activity 3: Grammar

1. b. Subject: English sentences; Object: one noun phrase
   c. Subject: Every one of them; Object: the bell to ring
   d. Subject: Walking bare feet; Object: the green grass
   e. Subject: The children; Object: Aunt May’s dog

2. b. am going  c. are invited  d. is being built  e. are, going
   f. should have been done

3. b. The old man was quite upset when he lost his wallet.
   c. The plant in the garden is five feet tall.
   d. The villages that we visited were all uninhabited and vacant.
   e. I picked up the luggage and realized it was heavier than I thought.
   f. The problem was harder than it looked. I had a tough time solving it.

4. a. We will meet at 9 o’clock right at this place.
   b. They drove towards the hills a while ago.
   c. I have looked all over the place, but still haven’t found the things I am looking for.
   d. I need you to come over here at this moment.
   e. I will be with you as soon as possible.
   f. They always behave in a professional manner.

Activity 4: Writing

1. Open-ended question
2. Open-ended question
Activity 5: Celebrating Poetry

1. a. The narrator’s friend calls him from the road.
   b. The narrator does not stand still and look around the hills.
   c. The narrator is digging his land on the hills.
   d. The narrator leaves his work and walks up to his friend for a talk when he calls him.
   e. a b c a d b
   f. Robert Frost is the poet.
   g. The poet conveys that if a friend comes to visit you then you should welcome him and talk to him even though you are busy with work. Friends are important in life.
   h. Open-ended question

Activity 6: Comprehension

1. thee
   flatters
   pity
   misery
   scant
   bountiful
2. a. iii. praise someone for your own benefit
   b. iv. faithful friends
   c. ii. have a lot of money
   d. iv. you will find a lot of flatterers
3. similar meaning to flatter – glorify, fawn
   Opposite to flatter – castigate, condemn
4. a. Faithful friends are hard to find
   b. Faithful friend from flattering foe
5. a. It appears that the poet is a little sad. He remembers his own experiences while writing the poem. The speaker writes like a wise old man who has learnt form his experiences
   b. Open Ended question.
   c. The fifth stanza tells us about the qualities of real friends. A true friend is someone who will always help you in your need. He will be sad if you are in sorrow. He will stay awake with you. He will always be there in your all grief.
   d. He is referring to the words of a flattering friend. A flattering friend uses words which are meaningless just to praise you. They have no weight or substance just like the wind.
LESSON TARGETS

Getting Started and Listening
- Recognise that travel makes for new experiences
- Research parting traditions in different cultures
- Listen to details

Say it Right: Sentence Stress
- Understand the difference between stressed and unstressed words
- See how content words are stressed while structure words are unstressed
- Know that there are always exceptions to the rule

Language Ladder: Clauses
- Understand clauses
- Surmise that coordinating conjunctions are followed by coordinating clauses
- Differentiate between the main or principal clause and the dependent or subordinate clause
- Types of subordinate clauses: noun clause, adjective clause, and adverbial clause

Reading: Lakshadweep: A Tryst with the Unexplored
- Grasp the meaning of words, phrases and sentences in context
- Appreciate the uniqueness of Lakshadweep with its pristine waters and tiny islands
- Explore holiday destinations for marine and water sports enthusiasts
- Silent reading

Understanding
- Make inferences based on comprehension of the text
- Words, phrases and their meanings

Vocabulary: Homophones, Homographs and Homonyms
- Identify and differentiate homographs, homophones and homonyms

Practising Grammar: Clauses
- Identify subordinate clauses within sentences
- Identify noun clauses in a sentence and see if it functions as a subject or an object
- Change phrases into noun clauses
- Join sentences using subordinate clauses

Speaking: Plan a Holiday
- Make travel plans, decide upon a destination
- Discuss all you will need to carry and about sightseeing spots

Writing: Itinerary
- Read and understand all that goes into a travel itinerary
- Chalk out an itinerary for a three day trip to the Lakshadweep Islands

Plug-In: Spell Well
- Learn the rules of attaching prefixes and suffixes to words
- Identify spelling mistakes in sentences and correct these

Learning Text Styles: Advertisement
- Understand how to make informational advertisements/posters
- Appreciate the different styles used in advertisements and tourist brochures/posters
- Identify persuasion techniques in print advertisements
- Learn the language features like imperative emotive language to get readers interested

Enrichment
- Travel Etiquette
<table>
<thead>
<tr>
<th>S.no.</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting Started</td>
<td>• Activity 1: Parting Traditions</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Listening: Listen to a Passage</td>
<td>• Listening for Details</td>
<td>• Exercise (Page 58)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Say It Right: Sentence Stress</td>
<td>• Reading and pronunciation</td>
<td>• Activity 2: To Be or Not to Be Stressed</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Activity 2: To Be or Not to Be Stressed</td>
<td>• Exercise (Page 59)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Grammar: Clauses</td>
<td>• Understand independent clauses joined by coordinating conjunctions</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Note the difference between a principal and a subordinate clause</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Learn the different types of clauses: noun clause, adjective clause &amp; adverbial clause</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Activity 3: Let’s Get Together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Pre-reading Reading</td>
<td>• Class Discussion on the Pros and Cons of Travel</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In-Text Comprehension Practice</td>
<td>• Exercise (Page 55)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Understanding</td>
<td>• Activity 4: What Makes My Island Unique</td>
<td>Activity 1 (Page 39-40)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise (Page 65)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S.no.</td>
<td>Topic</td>
<td>Task</td>
<td>More to Do (Workbook)</td>
<td>Teaching Periods</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
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<td>------------------</td>
</tr>
</tbody>
</table>
| 7     | Vocabulary: Homophones, Homographs and Homonyms | • Activity 5: Have you Seen the Scene?  
• Exercise (Page 65-66) | Activity 2 (Page 41) | 1                 |
| 8     | Practising Grammar: Clauses                | • Exercise (Page 66-67)                                              | Activity 3 (Page 42-43)| 1                 |
| 9     | Speaking: Plan a Holiday                   | • Exercise (Page 67)                                                 |                       | 1                 |
| 10    | Writing: Itinerary                         | • Format and writing an Itinerary  
• Exercise (Page 68) | Activity 4 (Page 44-45)| 2                 |
| 11    | Plug-In: Spell Well                        | • Understand how to correctly spell words with suffixes  
• Exercise (Page 69) |                       | 1                 |
| 12    | Learning Text Styles: Advertisement        | • Observe, Read and Understand  
• Activity 6: Ecstatic Exploration  
• Exercise (Page 70) |                       | 2                 |
| 13    | Enrichment                                 | • Understand Travel Etiquette  
• Activity 7: Railway Rules  
• Exercise (Page 72) |                       | 2                 |
| 14    | Project Work                               | • Design a Travel Advertisement/Travel Brochure using Persuasive Language |                       | Home Work        |
Communication (Oral):
Listening actively, using clear and articulate speech
Creativity: Generating Original Ideas, Seeking appropriate modes

Skills in focus

Teaching Trail

- Read Seneca’s quote aloud and initiate a discussion as to what it implies.
- Read the introduction and ask students if they have travelled to different places and if they learnt some new customs.
- Ask students to research some unique parting traditions that are not Indian.

Activity 1: Parting Traditions

Divide students into groups of four and ask each group to enact a particular parting tradition. The other students can guess which culture or state of India it belongs to or whether it’s a western tradition. For example, touching the feet of elders, shaking hands, bowing the head slightly with their right hand placed on their heart, a simple Namaste, saluting, placing the right hand on the forehead while bowing slightly, or hugging a person while moving the head to the left and then the right.

Teaching Trail

- Tell students that different cultures have different forms of greeting and parting gestures.
- Read the text under Getting Started.
- Ask students to research different greeting and parting gestures followed in different countries.

Jai: How was your trip?
Tarun: Oh. We had a great time.
Jai: That’s great! How did you find Egypt?
Tarun: Quite interesting! It was a cultural shock, though. A weekend that we spent in an oasis in the desert was really amazing.
Jai: I can quite imagine. I have always wanted to make a trip to a desert myself. Could you visit the famous Pyramids?
Tarun: Yeah! They were pretty crowded, but the visit was worth it. Even though there are quite a few locals ready to take advantage of your lack of knowledge about the Pyramids.
Jai: Oh! I can very well imagine. It’s always the same at tourist spots, isn’t it? Did you have a chance to go diving?
Tarun: Yes, for sure. We went to a camping site at the Red Sea. There was this little beach, totally unexplored and pristine. It was more like a private beach.
Jai: That’s awesome; sounds absolutely brilliant. You really had a whale of a time, then. How was the food? I’ve never heard of a specific Egyptian cuisine.
Tarun: Well, in that field, we have nothing to write home about, but yes we did enjoy some very good seafood while at the beach. But it’s like you can’t have it all.

Listening Text

"Travel and change of place impart new vigour to the mind." — Seneca

Travelling to new places not only adds to our knowledge and experiences, it also improves health and enhances creativity. Travelling is a sure shot way of exploring cultures, building bonds and making memories.

Getting Started

What do you mean by parting traditions? A parting tradition is a habit, custom or greeting used by people to say ‘goodbye’. Every culture, family or even a person could possibly have a unique parting tradition. It can be understood as a highly personalized greeting. What parting gesture do you use when you leave your home? Use the Internet and find out about a parting greeting or tradition that is not Indian.
**Answer Key**

- had a great time
- ready to take advantage of
- you can’t have it all
- It was a cultural shock
- had a whale of a time
- was worth it
- nothing to write home about

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**Lakshadweep:**

A Tryst with the Unexplored

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**Teaching Trail**

- Introduce the concept of stressed and unstressed words in sentences.
- Explain how content words like nouns, verbs, adjectives, adverbs and negative contractions are usually stressed upon.
- Explain why structure words like articles, pronouns, prepositions, conjunctions and auxiliary words are unstressed.
- Ask students to attempt Q1 by reading it aloud and thinking about what exactly is being emphasised in each sentence.
- Ask students to carefully look at the two columns in Q2 on page 59.
- Tell them to focus on the stressed words in each sentence and match it to what is meant to be conveyed in the second column.
- Ask students to write sentences of their own and underline the words that are to be stressed depending on what the sentence wishes to convey.

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**Activity 2: To Be or Not to Be Stressed**

Ask students to turn to their partner and say something to them in a complete sentence. The other student needs to point out which word he/she has stressed upon and why.

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**Variation**

Write some simple sentences on the board. Ask students to try and identify which words need to be stressed. For example, Stand in a **straight** line, Submit your projects by **tomorrow**. **Don’t** run in the corridors etc. What **neat** handwriting!
• Explain that two principal clauses are essentially stand-alone sentences that can be joined together using coordinating conjunctions.

• Write the coordinating conjunctions on the board. Remind students of FANBOYS – the acronym to remember coordinating conjunctions.

• Ask students to make sentences using some of these in their notebooks.

• Explain the difference between principal and subordinate clauses.

• Explain the differences between the noun clause, adjective clause and the adverbial clause.

2. I requested you to bring a register – No one else requested you to bring a register.
I requested you to bring a register – I requested you and not ordered you to bring the register.
I requested you to bring a register – I requested you and not Ravi to bring the register.
I requested you to bring a register – I requested for a register and not a notepad.

1. a. Why haven’t you done your home assignment?
b. Please go and complete the task.
c. We aren’t ready to present the dance recital.
d. What a lovely garden you have!
e. We shall be going for a picnic next weekend.
f. Salil has a huge St. Bernard.

2. a. Why haven’t you done your home assignment?
b. Please go and complete the task.
c. We aren’t ready to present the dance recital.
d. What a lovely garden you have!
e. We shall be going for a picnic next weekend.
f. Salil has a huge St. Bernard.

Teaching Trail

Skills in focus

Critical Thinking: Gathering information to solve a problem, Proposing multiple solutions to a problem

Collaboration: Organising and gathering team materials

Communication (Written): Showing reflection and growth through word choice

Activity 3: Let’s Get Together

Divide students into groups of 9. Distribute slips of paper with one principal clause and one subordinate clause written on each to 6 students in each group. Three of students in each group will have 3 different subordinate clauses on their slips of paper. Let students look at their slips together, discuss and decide which 3 sentences can be made using the clauses given to them. Have each group display their three sentences and check if they have correctly grouped the principal and subordinate clauses and used suitable conjunctions in these. Different groups could be given different subordinating conjunctions so as to create noun, adjective and adverbial clauses.
Pre-reading
Discuss with the class. Is travelling fun or a hassle? When does travelling become fun for you? When does it become a hassle for you?

Reading
What makes islands and beaches such a great getaway? Why do countless people flock to tropical islands and beaches? Well, the only way to find out is to see these islands for yourself. The world’s most visited and popular tropical islands are in Mauritius, Hawaii, and Maldives. But why look so far when we have a tropical paradise in our own backyard?

Off the western coast of India, some 200 km away from the Malabar Coast, lie the Lakshadweep Islands. The name of this group of Islands comes from Sanskrit. It means “one hundred thousand islands”. But do not let the name mislead you; the Lakshadweep group of islands contains only thirty-nine islands. Out of which, only eleven are inhabited. These islands are a diver’s paradise with lots of mysteries and unbelievable underwater surprises.

One fact that’s peculiar to many people is that out of those eleven islands, only seven are open to tourists and only three of these to foreign nationals. On top of that, tourists need to take a special permit to visit them.

This may seem strange considering that tourism is a major source of income on these islands. The islands are home to corals of varied species, shapes and colours. Apart from that, the waters sustain a rich marine life. Tourism is restricted to preserve these coral species and other marine creatures endemic to these islands. Another cause of worry is the fear of pollution that tourists might cause.

How to get to the Lakshadweep Islands
Most of the islands of Lakshadweep are well connected through ships, which ply from the mainland. Visitors can also get flights from Kochi, Kollam and Trivandrum to the Agatti Island, which is a tourist attraction in itself. Known as the 'Gateway to Lakshadweep', the island is just over 5 km long.

Critical Thinking: Reflection, making judgements and inferences
Communication: Speaking confidently, providing expression and enthusiasm

Teaching Trail
- Read the introduction and initiate a discussion on the pros and cons of travel.
- Ask what the fun parts of travel are and what becomes a hassle during travel.

Comprehension Questions
- What is the origin of the meaning of Lakshadweep?
- How is the name misleading?
- What is peculiar about the islands?
- Why is tourism restricted in Lakshadweep?
- How does one get to Lakshadweep?

Page 61

Comprehension Questions
- What does SPORTS stand for?
- What is the climate like in Lakshadweep?
- What puzzles visitors to Lakshadweep the most?
- What is Kavaratti famous for?
- What are the activities sports lovers can enjoy in Kavaratti?
- What is the Wall of Wonder?
Comprehension Questions

• What is Kadmath known for?
• What are some unique species that divers can see?
• What makes the sea cucumbers unique?
• What is the high point of walking around the Bangaram island?
• How do the natives of Bangaram entertain tourists?

• What is the most fascinating aspect of Kalpeni?
• What is the similarity between the Minicoy Island and the Maldives?
• What is the Minicoy Island’s chief attraction?
• For whom is the Thinikkara Island a paradise?
• What kind of memories do visitors to Lakshadweep take home with them?
**Integrated Learning**

Although the world has many beach destinations to offer to tourists, visiting Lakshadweep is a once-in-a-lifetime experience. Would you agree? Have a discussion in class as to what makes Lakshadweep stand out from other tourist spots.

**Understanding**

1. Answer the following questions:
   a. From where does the Lakshadweep group of islands derive its name? Why is its name misleading?
   b. Lakshadweep islands are a tropical paradise in the backyards of India. Give examples of the scenic beauty of the islands to elaborate on the statement.
   c. Name the island:
      i. known for its diving sites-
      ii. that has the tallest lighthouse-
      iii. that offers special water sport-
   d. Based on your reading of the travelogue which island would you prefer to visit? Justify your choice.
2. Find the words that mean the same as the following:
   a. place of perfect happiness
   b. delightful
   c. something beautiful that causes intense admiration
   d. something unusual and striking
4. Describe the change in the colour of water as you approach the Minicoy Island. What do you think is the cause of this change in colour?

**Vocabulary**

Homographs, Homophones and Homonyms

For example: live (rhymes with give) - live (rhymes with five)
lead (rhymes with red) - lead (rhymes with seed)

Homophones are words that have the same sound but different spelling.

For example: pair - pear - seen - scene

Homonyms are a combination of homographs and homophones. They have the same spelling and the same sound but different meaning.

For example: bank (dipping land beside a river) - bank (a financial institution)

**Skills in focus**

- Critical Thinking: Reflecting, evaluating and concluding, Making decisions and determining relationships, Making predictions, judgements and inferences
- Communication (Oral): Speaking confidently, Using clear and articulate speech, Providing expression and enthusiasm
- Communication (Written): Using personal voice in writing, Expressing thoughts with words and images

**Activity 4: What Makes My Island**

Divide the class into 4 groups. Assign 1 island to each group. Let each group discuss what is most unique about that particular island. Allow them to take turns to share their thoughts with the class.

**Answer Key**

1. a. The name of the Lakshadweep group of Islands comes from Sanskrit. Its name is misleading as it means ‘one hundred thousand islands’ but actually it contains only thirty-nine islands, of which only eleven are inhabited.

   b. The Lakshadweep islands are a tropical paradise in the backyards of India. These islands are a divers’ paradise with baffling mysteries and unbelievable underwater surprises. One can easily see 15 to 20 meters in water and get a lovely view of the coral reef and the myriad marine life in Kavaratti Island. Bangaram, with its sandbanks, is a great place to spot a variety of sea birds in action and hermit crabs scurrying into their holes. Kalpeni is a paradise of beauty with the green ocean on one side and the blue ocean on the other. As one approaches Minicoy island, the blue-black waters of the deep sea look as if they have melted into sky blue which soon blends into aquamarine and finally the pure green of the lagoon.

   c. i. Kadmath    ii. Minicoy    iii. Thinnakara
d. Open-ended question
2. a. paradise       b. lovely      c. exquisite      d. strange
3. The waters of Lakshadweep islands sustains a kaleidoscope of marine life. Kavaratti island has a lovely view of the myriad marine life. The Wall of Wonder is a massive wall of soft corals with giant sea turtles crawling all over it. A diver can see shoals of barracudas, scores of tiny fish and big fish with striking colours, sea cucumbers, blue tangs, different colours of surgeon fish and butterfly fish, sting rays, flame angelfish, around Kadmath island. Bangaram island is a great place to spot a variety of sea birds and hermit crabs. The sea bed near Kalpeni island is littered with sponges, bristle worms, brittle stars and even a long-spined black sea urchin may be encountered. Lakshadweep islands have a plethora of marine life in all colours imaginable.
4. Minicoy island is very close to Maldives. The shades of the sea water change as one goes closer to the island. The blue black water of the deep sea looks as if it has melted into sky blue which soon blends into aquamarine and finally the pure green of the lagoon.

Skills in Focus

Communication: Using appropriate vocabulary

Activity 5: Have you seen the scene?

Make three columns on the board. In one write the words: bow, bow, minute, minute. In the second column, write our, hour, here, hear. In the third write bark, bark, kind, kind. Ask students to identify the difference in each set of words. The first column contains homographs which are words that are spelt the same way but pronounced differently and have different meanings. The second column contains homophones or words that are spelt differently but pronounced the same and have different meanings. The third column has homonyms that are spelt and pronounced the same way but have different meanings.

Practising Grammar

Let’s Catch Up

A clause that makes complete sense on its own is called a main clause. A clause that depends on the main clause to make complete sense is called a subordinate clause.
There are three types subordinate clauses: noun clause, adjective clause, adverb clause.

1. Identify the subordinate clause in the following sentences and write its kinds.
   a. You will miss the train unless you take the short route.
   b. The man whom I had come to visit is out of town.
   c. I left my bag where I was sitting.
   d. The warning was issued so that no one was harmed due to the cyclone.
   e. The garland that I bought is smelling bad.

Teaching Trail

• Ask students to make the same columns in their notebooks with the same words as written on the board.
• Then, ask them to think of two more pairs of words to put in each column and note the differences between each.
• Explain the concept of homographs, homophones and homonyms as shown on page 65.
• Ask students to attempt Q1 and Q2 of the exercise on pages 65 and 66 in pairs.
Revise the concept of principal and subordinate clauses and the three types of subordinate clauses including noun clause, adjective clause and adverb clause.

Read the questions and explain what is to be done.

Give students time to independently complete the exercise.

Ask students to attempt Q4 of the exercise on page 67 in their notebooks.

---

**Answer Key**

1. a. ore  
   b. aisle  
   c. due  
   d. lessen  
   e. buoys

2. a. accent  
   b. produce  
   c. desert  
   d. bat  
   e. down  
   f. frequent  
   g. content

---

**Teaching Trail**

1. a. unless you take the short route – adverbial clause  
   b. whom I had come to visit – adjective clause  
   c. where I was sitting – adverbial clause  
   d. so that no one was harmed – adverbial clause  
   e. that I bought – adjective clause

2. a. She asked if I would help her. O  
   b. He performed what I taught him. O  
   c. What you wish to do is not my problem. S  
   d. I will never understand why you dropped out of the team. O  
   e. Wherever you go, I will follow you. S

3. a. It gives me no happiness to have to travel in a hot rickety bus.  
   b. She wants that she should top the class.  
   c. Promise that you will come again.  
   d. No one can guess when he will come.  
   e. I predicted that the weather would change.

4. a. I went to school by the car as the bus had already left.  
   b. The place looks so beautiful that I couldn't take my eyes off.  
   c. I won't be able to help you if you do not tell me everything.  
   d. Shivani won't go home until she completes her project.  
   e. In spite of hurting his ankle, Dhruv completed his race.
Communicating: Using clear and articulate speech, Speaking confidently, Listening actively

Creativity: Generating Original Ideas

Teaching Trail

• Read the introduction aloud.
• Divide students into groups of five. Ask them to choose one dream destination that they would all like to visit.
• Give time to students to prepare their presentations based on the instructions given on page 67.
• Ask each group to share their plans using their notes with the class.

Writing

The word ‘itinerary’ is derived from the Latin word ‘itinerat’ which means ‘to travel’.

Let us study an example of an itinerary.

Starting Point: New Delhi
Place of Visit: Agra
Time Period: 21 to 23 September, 2019

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>21 Sept. 2019</td>
<td>5:30 a.m.</td>
<td>departure from New Delhi station by Shatabdi Express</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8:30 a.m.</td>
<td>arrival at the Agra Station</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9:00 a.m.</td>
<td>check-in into the Taj Tourist Lodge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9:30 a.m.</td>
<td>visit to Taj Mahal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12:30 p.m.</td>
<td>lunch at the Royal House</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:30 p.m.</td>
<td>visit to the market</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7:30 p.m.</td>
<td>reach the hotel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9:30 p.m.</td>
<td>dinner at the hotel</td>
</tr>
<tr>
<td>Saturday</td>
<td>22 Sept. 2019</td>
<td>9:00 a.m.</td>
<td>breakfast</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9:30 a.m.</td>
<td>visit to Sikandra</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:00 p.m.</td>
<td>lunch at the Dhaba</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2:00 p.m.</td>
<td>visit to Fatehpur Sikri</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7:00 p.m.</td>
<td>arrival at the hotel in Agra</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9:00 p.m.</td>
<td>dinner at the hotel</td>
</tr>
<tr>
<td>Sunday</td>
<td>23 Sept. 2019</td>
<td>8:30 a.m.</td>
<td>breakfast and check-out</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10:00 a.m.</td>
<td>visit to the Lac Market</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12:30 p.m.</td>
<td>return journey by Shatabdi Express</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3:30 p.m.</td>
<td>reach new Delhi Station</td>
</tr>
</tbody>
</table>

Climate: It is the ebb of the monsoon season, so it is best to carry an umbrella. Carry walking shoes as the trip involves a lot of walking.

Organisers: Ojas Travels and Tours, Near ISBT, Kashmiri Gate, Delhi. Phone: +9199xxxxx88

On the basis of the travelogue you have read, write an itinerary for a three day tour to Lakshadweep.

Critical Thinking: Reflecting, evaluating and concluding

Communication (written): Using appropriate tone and vocabulary for the intended audience

Teaching Trail

• Explain the structure of an itinerary as shown on page 68.
• Ask students to carefully note the format of the itinerary.
• Ask students to chalk out their own itineraries for a three day trip to Lakshadweep based on the given format.
• Tell them to add details of specific sightseeing spots they are especially interested in visiting.
Critical Thinking: Analysis, Reasoning, and inferring, Testing out solutions

Communication: Showing reflection and growth through word choice

Teaching Trail

• Read the introduction on page 69.
• Explain that there are variations in spelling different words when adding suffixes.
• Read out the rules and samples of each kind.
• Allow students to individually complete the exercise keeping the spelling rules in mind.

Answer Key

1. a. hobbies   b. married
   c. grayer   d. stayed
   e. sprays   f. visited
   g. supplied   h. grassier

2. a. theories   b. married
   c. puppies   d. no error
   e. delays   f. valleys
   g. luxurious   h. merciless

Critical Thinking: Analysis, reasoning, and inferences

Creativity: Generating original ideas, Seeking appropriate modes

Teaching Trail

• Ask students to look at pictures and read the content.
• Ask them what they thought about the presentation of the advertisement.
• Ask them to reflect upon the audience that the advertisement is intended for.
• Initiate an open-ended discussion regarding the quality of the advertisement in terms of visual appeal and informational relevance.
• Explain the kind of language and techniques used to create an advertisement as conveyed on page 71.

Reading

Ask simple yet relevant comprehension questions: What is the advertisement poster trying to convey?
• Is the text of the advertisement in sync with the visuals provided?
• Do you think the advertisement is effective in terms of persuasion and appeal?
• What do you feel is missing in terms of information?
• What would you have added to the advertisement if you were to make it even more appealing?
Collaboration: Organising and gathering team materials, suggesting/accepting new ideas, asking questions to the group and the teacher.

Teaching Trail

- Instruct students to look at the pictures carefully.
- Ask them what they understand by the term Travel Etiquette.
- Based on the visuals on page 72, encourage them to pose questions to the whole class which can then be answered popcorn style.
- Ask them to share their views on railway travel in India today.
- Pose questions as to what would help to make railway journeys less stressful for children, elders and the differently abled.
- Allow them to attempt the exercise on page 72 in their notebooks.

Activity 6: Ecstatic Exploration

Divide students into groups of 5. Assign each group a different experience for tourists to experience. For example, a wildlife safari, a cave exploration, an underwater experience, a hiking trail, mountain climbing, a nature walk through the forests, an exploration of an ancient monument, or even a toy train ride through the hills. Ask them to design a simple brochure with facts and appealing details as shown on page 70.

Activity 7: Railway Rules

In pairs, let students chalk out a list of 10 rules to follow while travelling by train. Allow students to share their views with the class.

Enrichment

Travel Etiquette

Look at the picture below, what does it convey?

Discuss how the actions shown above could be disrespectful and rude to others?

Think and Write

- Have you ever been a disrespectful traveller?
- What did you do that caused inconvenience to others?
- How could the situation have been improved?
- Have you ever faced inconvenience because someone else was not following travel etiquette?
- How could the situation have been improved?

PROJECT WORK

Research

Ask students to design an advertisement of their own based on the one place they dream of visiting or an experience they would most like to have. They could conduct their own research, add visuals and relevant information to create their own advertising posters. They need to use persuasive techniques and emotive language to spark the interest of tourists. Students could then bring these to class and make a presentation of the same.
**Workbook Answer Key**

**Activity 1: Understanding**

1. a. Sanskrit  
   b. one hundred thousand  
   c. seven  
   d. Agatti island  
   e. Kavaratti  
   f. Jeseri, Mahi  
   g. Minicoy  
   h. Thinnakara

2. a. False  
   Only three inhabited islands of the Lakshadweep group are open to foreign tourists.  
   b. False  
   Most of the Lakshadweep islands are well connected through ships.  
   c. True  
   d. False  
   Kadmath is a small elliptical shaped island, 8 km long and 500 m wide.  
   e. True

3. Kavaratti – crystal clear waters, aquarium, planetarium  
   Kadmath – Sting Ray City, Shark Alley, Coir Rope Factory  
   Bangaram – sea birds, folk dance, folk music  
   Kalpeni – green ocean on one side and blue on the other, hosiery factory and lighthouse  
   Minicoy – close to Maldives, tallest lighthouse in Lakshadweep  
   Thinnakara – little human habitation, teardrop shaped, shipwreck, snorkeling.

4. a. Tourism is the primary source of income on the Lakshadweep islands, yet it is restricted to preserve the coral species and other marine creatures endemic to these islands. Another cause of worry is the fear of pollution that tourists might cause.  
   b. The waters of Lakshadweep islands sustains a kaleidoscope of marine life. Kavaratti island has a lovely view of the myriad marine life. The Wall of Wonder is a massive wall of soft corals with giant sea turtles crawling all over it. A diver can see shoals of barracudas, scores of tiny fish and big fish with striking colours, sea cucumbers, blue tangs, different colours of surgeon fish and butterfly fish, sting rays, flame angelfish, in Kadmath island. Bangaram island is a great place to spot variety of sea birds and hermit crabs. Kalpeni reveals a clutch of cuttlefish eggs, green and sparkling in the sunshine. The sea bed littered with sponges, bristle worms, brittle stars and even a long-spined black sea urchin may be encountered. Lakshadweep islands are a plethora of marine life in all colours imaginable.  
   c. Open-ended question  
   d. Open-ended question

**Activity 2: Vocabulary**

1. a. there – they’re  
   b. here – hear  
   c. toad – towed  
   d. except – accept  
   e. bare – bear  
   f. whether – weather
2. a. The wound is deep and will take time to heal.
   b. She hoped that she would get a moped if she came first in the class.
   c. My dad will be here in a minute.

3. Answers may vary. Accept all appropriate responses.
   b. bear – There is one bear in the zoo. You will have to bear the consequences.
   c. fair – The girl is very fair. It is not fair to throw food outside the window.

Activity 3: Grammar

1. a. they had arrested the thieves.  
   b. there is a strong wind blowing.  
   c. will bring you a chocolate.  
   d. I smile  
   e. she had not eaten for days.  
   f. You will not get a toffee  

2. b. She could not write what she wanted to.
   c. There is a reward for whoever will bring the lost dog.
   d. She said that she will go to market today.
   e. I am packing extra food for when we reach the place.
   f. He wondered whether he would win the lottery.
   g. His mother will buy what he has left out of the list.

3. b. This is the car whose window is broken.
   c. The man whom you met yesterday is a fire fighter.
   d. I hope the bus that I have to board is on time.
   e. The plan that we submitted was accepted by the committee.
   f. This is the box whose key I have lost.
   g. My brother who is studying in Delhi, will be here tomorrow.
   h. They were playing in the playground which is near the gate.

4. b. She started to paint before she was a lawyer.
   c. She ate an ice cream because she felt hot.
   d. We read the book as it was so interesting.
   e. I will buy a suit as soon as there is a sale.
   f. There will be no more traffic jams now that the road has been repaired.
   g. You will get to eat the dessert once you finish your vegetables.
   h. I can’t believe my luck, it started to snow when I left the house.
**Activity 4**

Open ended question

**Activity 5: Comprehension**

1. a. lush  b. picturesque  c. heritage  d. preserved  e. barely

2. Answers may vary. Accept all appropriate responses.

3. a. Stockholm Highlights tour is available daily from May to September and the timings are from 9 am to 12 am.
   b. SEK or Swedish Krona is the currency of Sweden.
   c. One can go on the Uppsala walk all around the year.
   d. The streets of the medieval town of Uppsala were paved more than five hundred years ago.
   e. On the Vikings and Beaches tour one can see the Viking ships.
   f. Fee for entrance tickets to Viking Ship Museum is included in the Vikings and Beaches trip.
   g. One can see the Northern lights from November to March.
   h. Viking tours can organize winter activities, Kayaking and food tours as well.

4. a. three hours  b. Uppsala
   c. public transport used on the tour  d. June to September, 4 pm
   e. Abisko

5. a. The prettiest town anywhere, Uppsala, is known for its grand buildings and rich heritage. One can visit World Heritage sites and famous landmarks like the Uppsala Cathedral, Disagarden, open air museum, and listen to legends of Svea Kings.
   b. The chances of seeing the northern lights in Abisko during a three-day period is 88%. Abisko has the world’s best conditions for seeing the northern lights. The surrounding mountains keep the skies clear and there’s barely any pollution.
   c. Answers may vary. Accept all appropriate responses.

6. |                  | At 11 pm               | At 4 pm                      |
<table>
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<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Tour</strong></td>
<td>Stockholm Highlights</td>
<td>Vikings and Beaches</td>
</tr>
<tr>
<td><strong>Things you would see</strong></td>
<td>Valleys, traffic free trails and fjord</td>
<td>Viking ships and beached</td>
</tr>
<tr>
<td><strong>Fee you would pay</strong></td>
<td>150 SEK</td>
<td>250 SEK</td>
</tr>
</tbody>
</table>
LESSON TARGETS

Getting Started and Listening
• Appreciate people who have achieved great things in life against all odds
• Talk about people who have been an inspiration in your life
• Listen to an informative passage

Say it Right: Root Words
• Identify root words and how they are pronounced
• Use a dictionary to find root words and their meanings

Language Ladder: Nouns and Determiners
• Understand countable nouns and the rules for forming their plurals
• Note the measures used for uncountable nouns
• Understand the different types of determiners

Reading: Paralympics: Sports for the Disabled
• Grasp the meaning of words, phrases and sentences in context
• Appreciate the will and determination of people who have overcome their physical limitations and gone on to excel in sports

Understanding
• Make inferences based on comprehension of the text
• Respond to the text

Vocabulary: Words Related to Sports
• Identify the various sports-related words

Practising Grammar: Determiners and Nouns
• Differentiate between countable and uncountable nouns
• Identify incorrect determiners and replace these with the correct ones
• Convert singular nouns into plural nouns

Speaking: A Telephonic Conversation
• Role play conversations based on different scenarios
• Understand how to initiate and continue formal conversations

Writing: Article
• Understand and replicate the structure and features of an article
• Write an informative article as per the given guidelines

Plug-In: Prefixes and Suffixes
• Learn the different prefixes and suffixes and their meanings
• Add appropriate prefixes and suffixes to the given words to complete the sentences meaningfully

Celebrating Poetry: Don’t Quit
• Read the poem with appropriate rhythm and intonation
• Appreciate the message the poem
• Critically analyse the poet’s thoughts about failure and success

Enrichment
• Identify common pictograms
<table>
<thead>
<tr>
<th>S. no.</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting Started</td>
<td>• Activity 1: Against All Odds</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2     | Listening: Listen to an informative Passage | • Listening for Details  
• Exercise (Page 74) |                       | 1                 |
| 3     | Say It Right: Root Words      | • Reading and pronunciation  
• Activity 2: Rooted Out  
• Exercise (Page 75) |                       | 1                 |
| 4     | Language Ladder: Nouns and Determiners | • Differentiate between countable and uncountable nouns  
• Learn about the different types of determiners  
• Activity 3: Divide and Rule |                       | 1                 |
| 5     | Pre-reading Reading           | • Class Discussion on people with disabilities who have athletic capabilities  
• In-Text Comprehension Practice |                       | 4                 |
| 6     | Understanding                 | • Activity 4: Trial  
• Exercise (Page 79) | Activity 1 (Page 49-50 ) | 2                 |
| 7     | Vocabulary: Words Related to Sports | • Exercise (Page 79) |                       | 1                 |
| 8     | Practising Grammar: Nouns and Determiners | • Exercise (Page 80) |                       | 1                 |
| 9     | Speaking: Role Play: Telephonic Conversation | • Activity 5: Hello Hello! |                       | 1                 |
| 10    | Writing: Article             | • Format and writing an Article  
• Exercise (Page 81)  
• Activity 6: Checklist | Activity 4 (Page 54) | 2                 |
| 11    | Plug-In: Prefixes and Suffixes | • Understand the meaning of prefixes and suffixes and make words  
• Exercise (Page 82) |                       | 1                 |
| 12    | Celebrating Poetry: Don’t Quit | • Read and Understand  
• Activity 7: Meaningful Matters, Speak to Me!  
• Activity 5 (Page 55) | Activity 5 (Page 55) | 2                 |
| 13    | Enrichment                   | • Understand & Create Pictograms  
• Activity 8: Picturing Pictograms  
• Exercise (Page 85) |                       | 1                 |
| 14    | Project Work                  | • Write an article on the advent of the Paralympics and any two inspiring disabled sports personalities |                       | Home Work        |
Teaching Trail

- Read the introduction aloud and ask the students about some personalities who have inspired them and how they have done so.
- Discuss the achievements of the people in the pictures.
- Ask students to find out (as homework) famous musicians, sportspersons or motivational speakers whose disabilities have not got in the way of letting them achieve their goals.

Teaching Trail

- Ask students to look at the pictures carefully.
- Invite students’ responses and initiate a discussion about the things common in the given personalities.
- Tell the students about who has inspired you the most in life and why.

Activity 1: Against All Odds

Divide students into groups of four and ask each group to mention three facts about a famous personality who has gone on to achieve his or her dreams despite being differently abled. The other groups can guess which personality is being spoken about. For example, She is a young Indian woman. She was thrown out of a moving train in a robbery bid and her leg had to be amputated. Even with a prosthetic leg, she has scaled mountains in every continent.

Answer: Arunima Sharma
Paralympics: Sports for the Disabled

Listening

Listen to these passages and fill in the blanks to complete the information about two paralympians.

<table>
<thead>
<tr>
<th>Passage 1</th>
<th>Passage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rajinder Singh</strong> Rahelu is from Mehsampur in Jalandhar district. He won a bronze medal in the year <strong>2004</strong> in the weight category of <strong>56-kg</strong> in <strong>Athens</strong> Paralympics. In the same weight category, he also won the <strong>2002 Asian Bench Press Championship</strong>. He also won a silver in the Glasgow Paralympics. He was honoured with the <strong>Arjuna Award</strong> in <strong>2006</strong>. He finished fifth in the <strong>2008 Beijing Paralympics</strong>.</td>
<td><strong>Malathi Krishnamurthy Holla</strong> won over <strong>300 medals</strong> in her career. Games she took part in are the <strong>shot put</strong>, <strong>discus</strong>, <strong>javelin</strong>, <strong>wheelchair race</strong> and <strong>obstacle race</strong>. She was honoured with the <strong>Arjuna Award</strong> in <strong>1996</strong> and the Padma Shri in <strong>2001</strong>. She also won a <strong>gold medal</strong> in <strong>200m shot put</strong>, <strong>discus</strong> and <strong>javelin</strong> at <strong>World Master's Game</strong> in the <strong>year 1989</strong>.</td>
</tr>
</tbody>
</table>

Say it Right

*Root Words*

Many words in the English language have been derived from Latin and Greek. We add a prefix or suffix to these words to form several new words. These words are called root words.

<table>
<thead>
<tr>
<th>Root Word</th>
<th>Pronounced as</th>
<th>Meaning</th>
<th>Examples</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>inter</td>
<td>in-ter</td>
<td>between</td>
<td>intersect, interject</td>
<td></td>
</tr>
<tr>
<td>tele</td>
<td>te-li</td>
<td>far</td>
<td>telephone, television</td>
<td></td>
</tr>
<tr>
<td>script</td>
<td>skript</td>
<td>write</td>
<td>scripture, manuscript</td>
<td></td>
</tr>
<tr>
<td>chrono</td>
<td>kro-no</td>
<td>time</td>
<td>chronological, synchronise</td>
<td></td>
</tr>
<tr>
<td>cosmos</td>
<td>kau-s-mo</td>
<td>universe</td>
<td>cosmos, cosmonaut</td>
<td></td>
</tr>
</tbody>
</table>

Teaching Trail

- Introduce the concept of root words.
- Ask students to guess the meaning of the words: cardio, astro and auto.
- Guide them towards what the words convey and let them infer the correct meaning.
- Ask students to read the table of root words on page 74, their meanings and the different words formed using them.
- Allow them to add a couple of more words to each root word in the table if they can think of a couple.
- Give students dictionaries and ask them to attempt the exercise in pairs.
- Ask students to individually make sentences with at least 5 of the words given in the exercise in their notebooks.

Listening Text

**Passage 1**

Rajinder Singh Rahelu is from Mehsampur in Jalandhar district. He is a power lifter. In 2004, in Athens Paralympics, he won a bronze medal in 56-kg category. He also won the 2002 Asian Bench Press Championship in the same weight category. He won silver in the Glasgow Paralympics. He finished fifth in the 2008 Beijing Paralympics. He was honoured with the Arjuna Award in 2006.

**Passage 2**

Malathi Krishnamurthy Holla has won over 300 medals in her career. She took part in shot put, discus, javelin, wheelchair race and obstacle race. She was honoured with the Arjuna Award in 1996 and the Padma Shri in 2001. She won a gold medal in 200m shot put, discus and javelin at the 1989 World Master's Game, Denmark.

Communication: Using clear and articulate speech, Speaking confidently

Critical Thinking: Gathering information to solve a problem, Proposing multiple solutions to a problem, Testing out solutions

Activity 2: Rooted Out

Ask the students to think of one word that includes a root word they know. Allow them to tell their partner the word they have thought of. Let each student guess both the root word and its meaning in pairs.
### Variation

Give the students some more words on the board and let them guess the root word and its meaning. For example, cryptic, normality, claustrophobia, megabyte, intravenous etc.

### Critical Thinking:

Gathering information to solve a problem, Understanding and applying a concept

### Teaching Trail

- Explain the rules of converting singular countable nouns into plurals as shown on page 75.
- Ask students to think of a few more words in each group that use the rule of adding s, es, ies, and other irregular nouns that are an exception to the common rules like goose, woman, man, louse, dice, ox, etc.
- Ask students to make a note of the singulars and plurals of these irregular nouns in their notebooks and add to the list if they can think of some more.
- Explain the use of definite and indefinite articles as well as when to use the, a and when to use an.
- Ask the students to make 2 sentences with each type of determiner based on the table on page 76.

### Answer Key

<table>
<thead>
<tr>
<th>Word</th>
<th>Root</th>
<th>Pronounced as</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ambidextrous</td>
<td>ambi</td>
<td>am-bee</td>
<td>on both sides</td>
</tr>
<tr>
<td>generation</td>
<td>gener</td>
<td>gene-rate</td>
<td>produce</td>
</tr>
<tr>
<td>narrator</td>
<td>narrate</td>
<td>nar-rate</td>
<td>give a spoken or written account for</td>
</tr>
<tr>
<td>prejudice</td>
<td>pre</td>
<td>prae</td>
<td>before</td>
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<tr>
<td>candle</td>
<td>cand</td>
<td>kaend</td>
<td>to shine</td>
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<tr>
<td>accelerate</td>
<td>celer</td>
<td>seler</td>
<td>swift</td>
</tr>
<tr>
<td>circumference</td>
<td>circum</td>
<td>sir-kum</td>
<td>around</td>
</tr>
<tr>
<td>corporation</td>
<td>corpo</td>
<td>kor-poe</td>
<td>body</td>
</tr>
<tr>
<td>captivating</td>
<td>captive</td>
<td>kap-tive</td>
<td>a prisoner</td>
</tr>
<tr>
<td>inclusion</td>
<td>include</td>
<td>in-cloud</td>
<td>contain as part or whole</td>
</tr>
</tbody>
</table>

### Find the root words in the following words and state their meanings. Take help from the dictionary where needed.

<table>
<thead>
<tr>
<th>Word</th>
<th>Root</th>
<th>Pronounced as</th>
<th>Meaning</th>
</tr>
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<td>inclusion</td>
<td>include</td>
<td>in-cloud</td>
<td>contain as part or whole</td>
</tr>
</tbody>
</table>

### Language Ladder

**Nouns: Numbers**

**Learning Link**

The nouns that can be counted per head are countable nouns. They are measured by their number as singular and plural. The nouns that cannot be counted per head are called uncountable nouns.

**Countable Nouns**

- add ‘s’ to the words ending with *’y,* *sh,*
  - bus-buses, fox-foxes
- add ‘s’ to the words ending with *’y’ or *’s’
  - wolf-wolves, thief-thieves
- add ‘s’ to most words ending with *’y’
  - wolf-wolves, thief-thieves
- add ‘s’ to words ending with *’y’
  - boy-boys, key-keys
- add ‘s’ to words ending with *’y’
  - baby-babies, cherry-cherries
- add ‘s’ to words ending with *’y’
  - puppy-puppies
- add ‘s’ to words ending with *’y’
  - buffalo-buffaloes
- add ‘s’ to words ending with *’y’
  - hero-heroes
- add ‘s’ to words ending with *’y’
  - cliff-cliffs, chef-chefs
- add ‘s’ to words ending with *’y’
  - roof-roofs, oak-oaks
- add ‘s’ to words ending with *’y’
  - train-trains, school-schools
- add ‘s’ to words ending with *’y’
  - boy-boys, key-keys
- add ‘s’ to words ending with *’y’
  - puppy-puppies
- add ‘s’ to words ending with *’y’
  - buffalo-buffaloes
- add ‘s’ to words ending with *’y’
  - hero-heroes
- add ‘s’ to words ending with *’y’
  - cliff-cliffs, chef-chefs
- add ‘s’ to words ending with *’y’
  - roof-roofs, oak-oaks
- add ‘s’ to words ending with *’y’
  - train-trains, school-schools
- add ‘s’ to words ending with *’y’
  - boy-boys, key-keys
- add ‘s’ to words ending with *’y’
  - puppy-puppies
Activity 3: Divide and Rule

Divide the class into 6 groups and assign each group a different set of determiners. Ask each group to make five sentences using the determiners given to them. The group that completes making their sentences first wins the game.

Critical Thinking: Reflection, making judgements and inferences
Communication: Speaking confidently, providing expression and enthusiasm

Teaching Trail

• Read the introduction and ask the students to carefully observe the pictures.
• Initiate a discussion on whether differently abled people are treated with compassion and empathy or do people show them sympathy. Ask them which attitude is better and why.
• Discuss the athletic endeavours of some people who have disabilities but have overcome them.
• Ask the students how they think such people feel about their achievements.
• Do they think these people have an inner strength and fortitude that even most able people do not possess? Why and how?

Pre-reading
What is a physical disability? How does it change the life of a person?
Look at these pictures below. Do you think the people with disabilities are treated normally or given the respect they deserve?

Can people with disabilities have athletic abilities? What do you know about the sports that such people play? Discuss.

Reading
Paralympics – Sports for the Disabled

Many human beings are born with a disability while some become disabled due to accidents in life. Paralympics is sports for such people. Having a disability does not mean that one becomes completely dependent on others. People who are disabled or differently abled usually have a strong will that carries them forward in life. They even excel in various fields, including sports! In fact, the Paralympics are games which are based on the same philosophy and are organised for such people. Paralympics take place at the same time and in the same country as the Olympics. Sports personalities who participate in these games are called Paralympians.

Origin of the Special Olympics

The idea of Paralympics originated in the year 1948, when Dr Ludwig Gottmann organised a sports competition for his disabled patients. The idea was to use sports to help his patients in building physical strength and self-respect. He believed that a person’s strength rises from his will and not just physical ability. He hoped that in this way the disabled would find their place in the world. He is credited with being the founder of Paralympics.

It was in 1960 that, for the first time, twenty-three countries participated in the Paralympics held in Rome. With time, more countries began to participate and the number has grown in leaps and bound.

The Present Day Paralympics

By 2016 Rio Paralympics, the number of such participating countries had risen to one hundred and sixty. There has been a shift in people’s perception of the disabled. It has changed from disability to physical ability. Irrespective of the disability – an artificial leg or arm or eye or the need of

Teaching Trail

• Let the students read one paragraph turn by turn. Stop each student and let the next student in the row start from there to ensure they are all engaged in the text and answering of questions asked during the reading.
• As the text is read:
  » Pronounce and explain difficult words and phrases.
  » Ask comprehension questions and discuss the questions given beside the text.
Comprehension Questions
• Who is eligible to participate in the Paralympics?
• Where did the idea of holding the Paralympics originate from?
• When did the Paralympics gain international recognition and response?
• What was Ludwig Guttman’s purpose?
• How has people’s perception of the disabled changed over time?
• Is the word Paralympics a countable noun?

Comprehension Questions
• Which sport does Mariyappan Thangavelu take part in?
• What are his greatest achievements?
• What did Deepa Malik overcome to excel in shot put?
• What has been Devendra Jhajharia’s remarkable achievement?
• What prominent changes to the structure of sports building and academies have been made the world over?
• How have the Paralympics changed people’s perceptions?

Integrated Learning
There are so many people in the history of the world who have achieved marvelous things despite being with serious disabilities. Can you think of one such famous personality in the history of western classical music, a famous inventor and a writer? Discuss what made Beethoven, Louis Braille and Helen Keller famous and why?

Some Outstanding Paralympians
Mariyappan Thangavelu is an Indian Paralympian. He was born on 28 June, 1995. At the age of five, he suffered permanent disability in his right leg when he was run over by a drunken bus driver; the bus crushed his leg below the knee, causing it to become ‘amputated’. He continued going to school. He did not expect the other students to love him or take care of him.

He participates in the high jump. In the 2016 Rio Paralympics, he represented India in the high jump. He is India’s first Paralympian to have a won gold medal. In 2017, he was honoured with the Padma Shri award for his outstanding performance in sports. He was also awarded the Arjuna Award in the same year.

Another outstanding Paralympian is Deepa Malik. She began her sports career at the age of 38. She was paralysed from her chest below due to the treatment she took for spinal tumour. She ‘braved’ over 183 surgeries in fourteen years. It is hard to expect someone like her to move into sports. She’s the first Indian woman to win a medal at the Paralympics. She won a silver medal in shot put with the best performance of 4.61 meters. She was awarded the Arjuna Award in 2012.

A discussion about Indian achievers at the Paralympics cannot be complete without the mention of Devendra Jhajharia. Devendra ‘hails’ from Churu District in Rajasthan. At the tender age of eight years he touched a live electric cable while climbing a tree. The doctors were able to save the boy, but they had to ‘amputate’ his left hand. This didn’t sink his spirits and later, at the age of seventeen, he was spotted as a talent in javelin throwing, at the school sports day function.

Devendra is the only Paralympian from India to have won two gold medals in javelin throw – in the 2004 Summer Paralympics at Athens and later at the 2016 Summer Paralympics at Rio De Janeiro.

Changes Brought About by the Paralympics
Paralympics has changed the way people think about the disabled. Institutions and academies around the world have made prominent changes to the structures of their buildings giving the disabled the ability to move around easily. Special toilets, sitting areas and walking paths have been made to ‘facilitate’ their access and movement in these places.

Paralympics have been an inspiration and motivation for people from all walks of life – and not only for those who have a physical disability. The games are a reminder that every human being is capable of great things, and deserves to be valued and dignified.
Tell the students they will role play a courtroom scene with you. At the start of the activity, accuse a group of students with the crime of not knowing anything about the text or the sportspersons in the text. They must now prove their innocence.

Using the information they have read, they must prepare for their trial. The rest of the class will take on the role of prosecutors, and come up with questions to test them. The students on trial will be judged guilty or not guilty on the basis of their answers.

Activity 4: Trial

Answer Key

1. a. Paralympics is a sports event for people with disabilities whereas Olympics is a sports event for people who are not disabled.
   
   b. The idea behind the Paralympics was to use sports in building physical strength and self-respect and help the disabled find their place in the world. Yes, the purpose has been achieved as the number of participating countries has risen to 160. There has been a shift in people’s perception about the disabled. Institutions around the world have made prominent changes to accommodate people with disabilities.
   
   c. Devendra Jhajharia and Deepa Malik are two of many paralympians that have made at the Paralympic games.
   
   d. Mariyappan Thangavelu got disabled when he was run over by a drunken bus driver; the bus crushed his leg below the knee, causing it to become stunted. His specialty in Paralympics is high jump.
   
   e. Paralympics has changed the position of disabled in the world. Institutions and academics around the world have made prominent changes to the structure of their sports buildings like special toilets, sitting areas and walking paths. Sports serve a medium for them to remember that they are as valuable and dignified as any other person.

2. Deepa Malik is a brave woman. She was paralysed from her chest below due to the treatment she took for spinal tumour. She braved over 183 surgeries in 14 years. She is the first Indian Paralympian to win a medal at the Paralympics. She won a silver medal in shot put F-53 category with the best performance of 4.61 meters. She was also awarded the Arjuna award.

Understanding

1. Answer the following questions:
   a. How would you differentiate the Paralympics from the Olympics?
   b. What was the reason for founding the Paralympics? Has the purpose been achieved?
   c. Name two Paralympians who made a mark at the Paralympic games.
   d. How did Mariyappan Thangavelu become disabled? What is his speciality in the Paralympics?
   e. How has Paralympics changed the position of the disabled in the world?

2. Deepa Malik is a brave woman. Justify the statement.

3. His disability couldn't crush Devendra Jhajharia's spirit. Is this statement true? How?

4. What was Ludwig Guttmann's belief? Do you agree with it? Give reasons and cite an example from your life to support your answer.

5. More and more Indians are winning medals at the Paralympics. Name any two, and write about their achievements.
3. Devendra Jhajharia, at a tender age of eight years, touched a live electric cable while climbing a tree. His left hand was amputated. This didn’t hinder his spirit. He was spotted as a talent in javelin throwing. He is the only Paralympian from India to have won two gold medals in javelin throw.

4. Open-ended question

5. Open-ended question

**Skills in focus**

**Creativity:** Using strategies to narrow the list of ideas

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**Teaching Trail**

- Ask students to read the words in the help box.
- Invite students to share what they know about the games and sports given in the box.
- Ask them to find out information about the games they do not know about as homework.
- Ask the students to individually look for the games and sports hidden in the word grid on page 79.

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**Critical Thinking:**

Understanding and applying a concept

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**Teaching Trail**

- Recapitulate the concepts of countable and uncountable nouns, plurals, determiners and articles.
- Read the questions and explain what is to be done.
- Give the students time to independently complete the exercise.

---

**Vocabulary**

**Words Related to Sports**

There are many games and sports that are part of the Paralympics. There are thirteen names of such sports hidden in the word search given below. Find them. One has been done for you. Use the help box to assist you.

<table>
<thead>
<tr>
<th>A</th>
<th>Z</th>
<th>S</th>
<th>N</th>
<th>O</th>
<th>W</th>
<th>B</th>
<th>A</th>
<th>R</th>
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<th>I</th>
<th>N</th>
<th>G</th>
<th>X</th>
</tr>
</thead>
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<td>U</td>
<td>E</td>
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<td>I</td>
<td>N</td>
<td>G</td>
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**Practising Grammar**

**Determiners and Nouns**

**Let’s Catch Up**

Determiners are the words or phrases that specify, identify and quantify the noun or noun phrase that follows.

Words that define a noun as specific or unspecific are called articles. They are: **a, an** and **the**.

Uncountable nouns have no plural forms.

We make plural forms of countable nouns by adding: *s, es*, or making some other changes.

1. Underline the nouns and state if they are countable or uncountable.
   a. Our class consists of thirty five students.
   b. The tiger had great strength.
   c. The soldiers were congratulated for their victory.
   d. There is no ink in my pen.
   e. Cleanliness is next to godliness.

2. Fill in the blanks with the correct articles and put an X where no article is required.
   - Egypt is as fantastic as ____________ brochures say! We saw ____________ Pyramids, of course. There was ____________ restoration job going on around ____________ Sphinx, so we had to choose carefully, ____________ best angle to take ____________ pictures.
   - We spent some time just walking around despite ____________ heat, enjoying ____________ feeling of being there.
   - In ____________ afternoon, we took ____________ boat tour on ____________ Nile, and we had ____________ dinner on ____________ boat. It was ____________ delicious meal.

3. Underline the incorrect determiner in each of the following and write the correction in the space provided.
   a. They were tired, yet there was so more to do.
   b. I invited a friends to celebrate my victory.
Answer Key

1. a. class – countable, students – countable  
   b. tiger – countable, strength – uncountable 
   in this sentence 
   c. soldiers – countable, victory – countable  
   d. ink – uncountable, pen – countable  
   e. cleanliness – uncountable, godliness – uncountable

2. Egypt is as fantastic as the brochures say! We saw the Pyramids of course. There was a 
   restoration job going on around the Sphinx, so we had to choose carefully, the best angle 
   to take X pictures. We spent some time just walking around despite the heat, enjoying the 
   feeling of being there. 
   In the afternoon, we took a boat tour on the Nile, and we had X dinner on the boat. It 
   was a delicious meal.

3. a. more – much  
   b. a – my  
   c. every – each  
   d. any – some  
   e. these – those

4. a. I hurt my feet during the recess.  
   b. The king shot at the deer and they fell down immediately.  
   c. The geese cackled loudly to wake me up.  
   d. He was counting sheep as he waited to fall asleep.  
   e. There were lovely fishes in the aquarium.

Communication: Using clear 
and articulate speech, Speaking 
confidently, Listening actively 
Creativity: Generating Original Ideas

Teaching Trail

- Read the introduction aloud.  
- Put the students into pairs and 
  assign them different situations on 
  the basis on which they will prepare 
  to hold their conversations.  
- Add a few more situations for 
  the sake of variety. For example, 
  complaining to the society office about a water leak from an apartment on the floor above 
  you, reporting that the Wi-Fi connection in your home has slowed down, requesting a 
  neighbour not to play loud music beyond 10 pm at night, calling the police about a theft in 
  the neighbourhood and requesting better security measures, complaining to the municipal 
  corporation about the poor garbage collection in your locality.  
- Give time to the students to prepare their presentations based on the instructions given on 
  page 81.  
- Ask each pair to enact a brief conversation based on the given situations.

Activity 5: Hello Hello!

Allow the students to improvise and make their conversations a little humorous wherever possible.
Explain the structure of an article as shown on page 81.

The students should have researched at home and come prepared to write about a famous sports personality.

Ask students to write their own informative articles including all the information needed in the specified format.

Tell them to add an anecdote or two about the personality to make their articles even more interesting.

Writing

An informative article consists of the following elements:

- The main heading
- The introduction
- The sub headings and their content
- The closure sub heading and its content

Now, write an informative article on any inspiring personality of your choice. You can look up the Internet or books to find information about them.

- Give a proper heading to the article.
- Write an introduction.
- Use sub-headings in the form of paragraphs.
- Use appropriate vocabulary.
- Explain and provide details in the content of each paragraph.
- Conclude the article with a closure.
- Check for correct grammar and spellings.
- Also recheck the dates and other facts.

Activity 6: Check list

Ask students to exchange their articles with their partners and check each other’s work. The following checklist could be given on the board:

| The article has a suitable heading and introduction | Yes/No |
| Sub headings are used in the form of paragraphs | Yes/No |
| Appropriate vocabulary has been used | Yes/No |
| Each paragraph has proper explanations and sufficient details | Yes/No |
| The article has a suitable closure | Yes/No |
| Correct grammar and spelling has been used | Yes/No |
| Dates and other facts are correct | Yes/No |
Critical Thinking: Analysis, Reasoning, and inferring, Testing out solutions
Communication: Showing reflection and growth through word choice

Teaching Trail

- Recapitulate prefixes and suffixes.
- Explain the meanings of the affixes and read out the examples of prefixes and suffixes.
- Ask students to think of one or two more words using each different prefix and suffix.
- Allow students to individually complete the exercise on page 82.

Plug-In

Prefixes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>ante-</td>
<td>before</td>
<td>antecubital, anteroom</td>
</tr>
<tr>
<td>anti-</td>
<td>against</td>
<td>antibiotic, antisocial</td>
</tr>
<tr>
<td>de-</td>
<td>off, away from</td>
<td>derail, demotivate</td>
</tr>
<tr>
<td>dis-</td>
<td>opposite of</td>
<td>disagree, disappear</td>
</tr>
<tr>
<td>em-/en-</td>
<td>cause to, put into</td>
<td>enclose, embed</td>
</tr>
<tr>
<td>fore-</td>
<td>before</td>
<td>forenoon, foresee</td>
</tr>
<tr>
<td>il-/im-/in-/ir-</td>
<td>not</td>
<td>illegal, irregular, incomplete</td>
</tr>
</tbody>
</table>

Suffixes

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-al</td>
<td>action/process of</td>
<td>remedial, denial</td>
</tr>
<tr>
<td>-ment</td>
<td>condition of</td>
<td>measurement, argument</td>
</tr>
<tr>
<td>-tion/sion</td>
<td>state of being</td>
<td>position, cohesion</td>
</tr>
<tr>
<td>-ate/enify/fy/ise</td>
<td>become</td>
<td>meditate, sharpen, justify, finalise</td>
</tr>
<tr>
<td>-able/ible</td>
<td>capable of being</td>
<td>edible, understandable</td>
</tr>
<tr>
<td>-al/ic/ic/icious</td>
<td>with characteristics of</td>
<td>herbal, musical, barbaric, icy, virtuous, religious</td>
</tr>
<tr>
<td>-ly/wise</td>
<td>related to</td>
<td>softly, clockwise</td>
</tr>
<tr>
<td>-ward</td>
<td>in direction of</td>
<td>inwards, backwards</td>
</tr>
</tbody>
</table>

Add appropriate prefixes or suffixes to the words in brackets to complete the given sentences.

1. Grandma was __________________________ in the balcony. (comfort)
2. The book was so boring, it was practically __________________________. (read)
3. He walked past his friend without even a __________________________ glance. (back)
4. I never knew she was __________________________ talented. (music)
5. The result of the stand-off was __________________________. (disaster)
6. Everyone was surprised at the meteorology department’s __________________________ of snowfall in the month of June. (cast)
7. The teacher admonished the child and told her not to leave her work __________________________. (complete)
8. The cabin crew told us that we had to __________________________ immediately. (plane)
9. The concert started really well, but the final act felt like an __________________________. (climax)
10. The judge said that the evidence was __________________________ to the case, and we would need new evidence. (relevant)

Answer Key

1. comfortable
2. unreadable
3. backward
4. musically
5. disastrous
6. forecasted
7. incomplete
8. deplane
9. anticlimax
10. irrelevant
Critical Thinking: Reflecting, evaluating and concluding,
Communication: Providing expression and enthusiasm
Creativity: Generating original ideas

Teaching Trail

• Ask students what the expression ‘Don’t Quit’ means.
• Read the poem aloud with expression and pause when needed in between to emphasise a thought.
• Ask the students: Which words and phrases in the poem speak of never giving up, having hope and carrying on regardless of the circumstances?
• Discuss the poetic devices used in the poem and explain them in detail.
• Once the poem has been read, discuss the answers to the questions in the exercise in class.

Reading
Read the poem slowly and emphatically. Ask comprehension questions that clearly stress on the theme and message of the poem:
• Is the road in the first stanza a real one or does it stand for something else?
• What does the poet mean by funds are low and debts are high?
• How does the poet feel about failure?
• What is the golden crown the poet speaks about?
• Do you agree with sticking to the fight when hardest hit? Why/why not?

Celebrating Poetry

Don’t Quit
—Edgar A. Guest

When Things go wrong, as they sometimes will,
When the road you’re trudging seems all uphill,
When the funds are low and debts are high,
And you want to smile but have to sigh,
When care is pressing you down a bit,
Rest, if you must, but don’t you quit.

Life is queer with its twists and turns,
As everyone of us sometimes learns.
And many a failure turns about
When he might have won if he’d stuck it out.

Don’t give up though the pace seems slow,
You might succeed with another blow.

Often the struggler has given up
When he might have won just by going on.
And he learned too late what many a man knows after he falls
How close he was to the golden crown.

Success is failure turned inside out
The silver tint of cloud’s of doubt,
And you never can tell how close you are
It may be near when it seems afar.

So stick to the fight when you’re hardest hit
It’s when things seem worst that you mustn’t quit.

Answer Key

1. a. i. The struggler is someone who is trying hard to succeed in his endeavours. The poet describes a struggler as someone who is trudging uphill.
   ii. “Given Up” means to stop trying to do something and admit defeat if front of challenges.
   iii. ‘He’ has given up because he does not know how close to success he is.

Activity 7: Meaningful Matters, Speak to Me!

Write on the board King Richard II was a lion in the fight and The trees whispered its ancient secrets into her ears.
Ask the students which one is an example of personification and which is a metaphor? Divide the students into groups of four. Ask each group to make a list of the metaphors and examples of personification used in the poem and write why they think it is metaphor or personification.
b. i. The word queer means strange.
   ii. The twists and turns are the ups and downs of life.
   iii. They affect life by making people quit.

3. Success and failure are closely related. One can turn their failure into success. Success lies beneath failure. One should not quit even if he/she has doubts. One should be positive and optimistic and pursue his/her goal and not quit because of the fear of failure.

4. These lines talk about the importance of perseverance. Life is a fight and it has lot of small and big challenges. It gives you pain and hits you hard. We should continue living our life with hope. We should not quit when things are bad. We must face hardships and do not quit if we are to succeed. Sometimes, things are not worse they just seems worse. So, we should not quit and fight till the end.

5. Answers may vary. Accept all appropriate responses.

**Poetic Devices**

1. a. personification  
   b. metaphor  
   c. metaphor

2. AABBCC DDEEFF GGHH EEIICC

---

**Enrichment**

**Pictograms**

A pictogram is a symbol or picture which represents a word or idea. The given symbols are sports pictograms used in the 2016 Olympics and Paralympics.

2016 Olympics Sports pictograms

- Rugby
- Table Tennis
- Archery
- Road cycling
- Basketball
- Volleyball

2016 Paralympics Sports pictograms

- Wheelchair Rugby
- Table Tennis
- Archery
- Para-road Cycling
- Sitting Basketball
- Sitting Volleyball

We also see pictograms every day in signs and labels such as on roads, in public places, on some products and garment labels.

- No Parking
- Tickets
- Highly toxic
- Do not iron

Find out and draw some pictograms that you see every day.

---

**Collaboration:** Organising and gathering team materials, Suggesting/accepting new ideas, Asking questions to the group and the teacher

**Teaching Trail**

- Instruct the students to look at the pictures carefully.
- Ask them what they understand by pictograms.
- Ask the students why we use pictograms and what purpose do they serve.
- Ask them to identify where they are most likely to see pictograms and why.
- Let them find out some pictograms and draw them in their notebooks. Also have them write what they mean. This can be given as homework.
**PROJECT WORK**

**Research**
Ask students to research on the advent of the Paralympics and write an article about how it came to be recognised on par with the regular Olympics. They can also focus on how it has changed the lives of many disabled people. They can choose any two sports personalities whom they found most inspiring and write about how these individuals overcame many challenges to achieve their goals.

**Workbook Answer Key**

**Activity 1: Understanding**
1. a. Paralympics   b. Paralympians   c. disabled patients   d. high jump   e. medal   f. javelin throw

2. a. False: Ludwig Guttmann first organized a sports competition for his disabled patients because he wanted to build physical strength and self-respect in his patients.
   b. False: After 1960, the number of countries participating in Paralympics has grown in leaps and bounds.
   c. True   d. True
   e. False: Devendra Jhajharia’s left hand had to be amputated after he touched a live electric cable.
   f. True
3. The students have to write in brief what they know about these personalities. Answers may vary. Accept all appropriate responses.
4. a. The idea of Paralympics originated in the year 1948 when a doctor named Ludwig Guttmann organized a sports competition for his own patients who were disabled. He wanted his patients to gain self-respect and strength through this event. He hoped that this way the disabled will find a place in the world.
   b. Institutions and academics around the world have made prominent changes to the structure of their sports buildings like special toilets, sitting areas and walking paths. Sports serve a medium for them to remember that they are as valuable and dignified as any other person.

**Activity 2: Vocabulary**

- boccia
- para athletics
- goalball
- taekwondo
- rowing
- sitting volleyball
- wheelchair tennis
- wheelchair rugby
Activity 3: Grammar

1. a. X, the b. an, a c. the d. the, the e. X, a
   f. a, the g. the, a h. a, X i. a, the j. the, an
2. a. those, these b. both/neither c. some other d. rather e. first
   f. that g. its h. Neither i. Both j. Every
3. a. climaxes b. suffixes c. supplies d. foci e. loaves
   f. geese g. syllabuses/syllabi h. lice i. secretaries
   j. iceboxes k. rashes l. splashes m. plays n. fungi
   o. spies p. crises q. phenomena r. alleys s. roofs t. trays
4. a. I need to buy a bag of rice. b. Can you fetch a bar of soap for me?
   c. I am eating a bowl of cereal. d. May, I have a cup of tea please?
   e. He saw a drop of blood and fainted. f. I will watch an item of news now.
   g. There is a jar of honey in the cabinet. h. I need a slice of bread.
   i. Add a teaspoon of salt to the soup. j. Buy a roll of paper on your way back.

Activity 4: Writing - Open-ended question

Activity 5: Celebrating Poetry

1. a. ‘You’ is the reader.
   b. ‘You’ has to sigh because of all the problems ‘you’ is in, even though ‘you’ wants to be happy.
   c. The poet advices ‘you’ to rest if needed or pause for a while but never quit.
2. a. The poet says that success and failure are a part and parcel of life. We can change our failure into success.
   b. The metaphor is ‘silver tint of clouds of doubt’. It refers to success that is sometimes hidden behind clouds of doubt.
   c. So stick to the fight when you’re hardest hit,
   It’s when things seem worst that you mustn’t quit.

Activity 6: Comprehension

1. a. The childhood days of Mary Kom were filled with hardships. Mary helped her parents earn money for the family and also attended school where she was exposed to athletics and later boxing.
   b. Mary’s father got to know about her love for boxing when her photo appeared in the newspaper after she won the state boxing championship in 2000.
   c. Mary’s husband was her longtime friend named Onler Karong.
   d. Mary had to fight through many hardships to become successful. Her family was very poor, so she had to help her parents earn money. Her decision of pursuing sports was not supported by her father, so she had to keep boxing a secret from him.
   e. After winning a gold medal in the 45 kg weight class at the second AIBA Women’s World Boxing Championship in Turkey
   f. Answers may vary. Accept all appropriate responses.
   g. Answers may vary. Accept all appropriate responses.
2. a. athletics b. wrestler, support c. six, gold d. success e. self-defence
3. Open-ended question
4. • 1983 – Mary Kom was born.
   • 2001 – She won her first silver medal.
   • 2003 – She won six medals at the AIBA championship and won gold at Asian Games.
   • 2008 – She won a silver medal at Asian Games and gold at China’s AIBA Women’s World Boxing Championship.
   • 2012 – She won a bronze medal in Olympics.
LESSON TARGETS

Getting Started and Listening
- Share knowledge about myths and legends
- Listen to features of fairy tales, fables, myths and legends

Say it Right: Intonation
- Note that using the correct intonation or pitch of voice conveys the correct message or feelings of the speaker
- Learn about the two aspects of intonation called pitching and chunking

Language Ladder: Reported Speech
- Understand the difference between direct and indirect speech
- Learn the rules to convert sentences from direct to indirect speech
- Note the various time period words that also change during conversion
- Learn the rules to convert questions, exclamatory and imperative sentences in direct speech into declarative sentences in indirect speech

Reading: Hercules and the Apples of the Hesperides
- Grasp the meaning of words, phrases and sentences in context
- Learn about the famous Greek legend of Hercules and read about how he carried out some seemingly impossible tasks

Understanding
- Make inferences based on comprehension of the text
- Guess the meanings of words in context and then find their dictionary meanings
- Identify character traits based on evidence from the story

Vocabulary: Words Expressing Intensity
- Learn different types of words that convey different intensities of feelings
- Use them to complete sentences meaningfully

Practising Grammar: Reported Speech
- Convert reported speech into direct speech and vice versa
- Practise changing questions and imperatives into reported speech

Speaking: Interview
- Role play an interview with a famous personality
- Ask and answer questions based on the given pointers

Writing: Story Web
- Note that a short story is a short, narrative phrase with a beginning, middle and end
- Decide on a setting, characters, mood and style, conflict and plot to create your own short story
- Complete a story web which includes the resolution of the conflict and the message

Plug-In: Question Tags
- Learn that a brief question at the end of a statement, asking for agreement or confirmation is a question tag
- Learn that negative tags follow positive statements and vice versa
- Complete exercises to test your understanding of questions tags

Poem Appreciation: The Clans
- Appreciate a narrative poem that has an ancient story to tell
- Identify and analyse poetic devices such as personification, alliteration and similes

Enrichment
- Structure and language features of myths
<table>
<thead>
<tr>
<th>S. no.</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
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<tbody>
<tr>
<td>1</td>
<td>Getting Started</td>
<td>• Activity 1: Who Was This?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2      | Listening: Listen to a Passage | • Listening for Details  
• Exercise (Page 87) |                |                  |
| 3      | Say It Right: Intonation | • Using the Correct Intonation  
• Activity 2: Chunking It and Raising the Pitch  
• Exercise (Page 88) |                |                  |
| 4      | Grammar: Reported Speech | • Differentiate between direct and indirect speech  
• Learn the rules of conversion of questions, exclamations and imperatives into statements in indirect speech  
• Activity 3: Guess What’s Direct and Indirect |                |                  |
| 5      | Pre-reading Reading | • Class discussion on Greek gods  
• Introduction to more legends in Greek and Roman mythology  
• In-Text Comprehension Practice  
• Exercise (Page 89) |                |                  |
| 6      | Understanding | • Activity 4: How Do I Define You?  
• Exercise (Page 93) | Activity 1 (Page 59-60) | 1 |
| 7      | Vocabulary: Words Expressing Intensity | • Exercise (Page 94) | Activity 2 (Page 61-62) | 1 |
| 8      | Practising Grammar: Reported Speech | • Recapitulation of the rules of conversion of direct to indirect speech and vice versa  
• Exercise (Page 95) | Activity 3 (Page 63) | 1 |
| 9      | Speaking: Interview | • Role Play |                |                  |
| 10     | Writing: Story Web | • Necessary elements of a short story  
• Planning a short story using the story web  
• Exercise (Page 96)  
• Activity 5: Checklist | Activity 4 (Page 64) | 2 |
| 11     | Plug-in: Question Tags | • Understand how positive statements take negative question tags and vice versa  
• Exercise (Page 97) |                |                  |
| 12     | Celebrating Poetry: The Clans | • Read and understand  
• Poetic devices: alliteration, personification and simile  
• Activity 6: Whither, Wherefore?  
• Exercise (Page 97) | Activity 5 (Page 65) | 1 |
| 13     | Poem Appreciation | • Exercise (Page 99) |                |                  |
| 14     | Enrichment | • Understand the structure and language features of myths  
• Activity 7: Mystical Myths |                |                  |
| 15     | Project Work | • Research | Home Work |                  |
Read the introduction aloud and ask the students about legends and myths that they are familiar with.

Discuss how these folktales, fables, legends and myths give us a glimpse into the history and culture of places.

Ask students to individually fill in the table with what they know about myths and legends and what they would like to know.

Teaching Trail
• Allow students to guess the characters in epics.
• Initiate a discussion on which legends and myths the students would like to know more about.
• Discuss how these myths and legends help us to understand more about the culture of a place.

Activity 1: Who Was This?
Divide the class into pairs. Ask each student to think of any incident in the life of a character from ancient Indian, Roman, or Greek myths and legends and write it down on a post-it note. Each student can then hand over the slip of paper to his or her partner and he/she will have to guess the name of the character, and the epic, myth or legend. For example, Her nose was chopped off. Answer: Surpnakha, Ravana’s sister in the epic Ramayana whose nose was chopped off by Laxman. Example 2: He flew too close to the sun and his wax wings melted. Answer: Greek myth of Icarus.

Folktales come in many forms. They can be fairy tales, fables, myths and legends. Fairy tales usually begin with the phrase ‘once upon a time...’ The characters in a fairy tale are kings, queens and animals. A fairy tale is usually set in a castle or a forest. Fight between good and evil and magic are common themes in fairy tales. They usually conclude with the sentence ‘They lived happily ever after’.
Listening Text

Fables are very short stories about animals acting as people. Fables generally have three or less characters. They are set in forests and woods. Characters in a fable deal with only one problem. Characters often resolve to using trickery. Fables were intended to teach lessons for life that is why they end with a moral lesson.

Myths are stories about gods and goddesses. They do not have a specific setting. A myth explains something that happens in nature. By the end of a typical myth the good is rewarded and the bad punished. A myth generally ends with a moral lesson.

Legends have everyday people and animals as main characters. They do not have a specific setting. Legends often explain how something in nature came to be. A common feature of legends is use of magic. They often deal actual people who lived a long time ago.

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Listening

Listen to the different features of various types of stories and complete the table.

<table>
<thead>
<tr>
<th>Fairy Tales</th>
<th>Fables</th>
<th>Myths</th>
<th>Legends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once upon a time</td>
<td>very short stories</td>
<td>Gods and Goddesses</td>
<td>Everyday people</td>
</tr>
<tr>
<td>-kings, queens</td>
<td>animals acting like people</td>
<td></td>
<td>animals are often main characters</td>
</tr>
<tr>
<td>-animals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-castle</td>
<td>forests and woods</td>
<td>nothing specific</td>
<td>nothing specific</td>
</tr>
<tr>
<td>-forest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-good vs. evil</td>
<td>only one problem; using trickery</td>
<td>explains something that happens in nature by using gods or goddesses</td>
<td>explains how or why</td>
</tr>
<tr>
<td>-magic</td>
<td></td>
<td>good is rewarded</td>
<td></td>
</tr>
<tr>
<td>-They lived</td>
<td>ends with a moral lesson</td>
<td>ends with a moral lesson</td>
<td>magic</td>
</tr>
<tr>
<td>happily ever after.</td>
<td>teaches lessons for life</td>
<td></td>
<td>actual people who lived long ago</td>
</tr>
</tbody>
</table>
**Reading Café**

Think about how we read text aloud in class. Do we read in a flat voice and convey no expression whatsoever or do we read clearly, articulately and with expression according to what the text conveys? We follow the latter pattern, isn’t it? We do so because a text is not just words but what those words mean to convey. Think of how you would say, “What a beautiful, pleasant morning it is today!” In a flat tone, it would not convey the feeling of enthusiasm that such a statement is meant to convey. However, if spoken enthusiastically with expression the speaker is understood to clearly be expressing his appreciation for the lovely morning weather.

---

**Teaching Trail**

- Read out the sentences on page 87 first in a flat voice with no expression.
- Then, read out the same sentences with expression according to what each sentence conveys.
- Introduce the concept of intonation and what it means.
- Explain the concepts of pitching and chunking.
- Write a few more sentences on the board conveying different moods and ask the students to read these aloud. For example, “Oh no! I have missed my bus.” “Where do you think you are going out so late? It’s 8.00 o’clock at night!” “Oh my! What a lovely dress. I wish I had one just like yours.” “What an adorable puppy you have there. May I pet it?” etc.
- Guide the students to attempt the exercise on page 88 in pairs after discussing the answers.

---

**Answer Key**

1. a. falling tone  
   b. falling tone  
   c. falling tone  
   d. falling tone  
   e. falling tone

2. a. Did you go to the mall/or the market, yesterday?  
   b. I think the first dress was prettier.  
   c. However, there’s no point in going if you don’t want to.  
   d. Have you ever been to the Great Wall of China?
In pairs, ask students to read a sentence aloud from any one poem in the content book to each other in a flat tone. The partner will then read that same sentence aloud with expression. Then, let them select dialogue sentences from any one short story and attempt to chunk these by using the oblique/sign and by underlining the parts of the dialogue in which the pitch is raised.

**Activity 2: Chunking It and Raising the Pitch**

**Variation**

Alternatively, write a short passage on the board and let the students in pairs attempt chunking and identifying the raised pitches in their notebooks. For example, a dialogue between characters in Alice in Wonderland would work well to test these skills.

“Would you tell me, please, which way I ought to go from here?”

“That depends a good deal on where you want to get to.”

“I don’t much care where –”

“Then it doesn’t matter which way you go.”

**Dialogue between Alice and The Cheshire Cat, Alice in Wonderland by Lewis Carroll**

“Oh, you can’t help that,” said the Cat: “we’re all mad here. I’m mad. You’re mad.”

“How do you know I’m mad?” said Alice.

“You must be,” said the Cat, or you wouldn’t have come here.”

**Dialogue Alice and The Cheshire Cat, Alice in Wonderland by Lewis Carroll**

Critical Thinking: Gathering information to solve a problem, Proposing multiple solutions to a problem

Communication (Written): Showing reflection and growth through word choice

Language Ladder

Reported Speech

Read the two sentences given below.

- "I am Hercules," he said.
- He said that he was Hercules.

Note that both the sentences have the same meaning. But they present it in different ways.

The first sentence tells of the message exactly spoken by the speaker. This is the direct speech.

The second sentence reports the message of the speaker but not in exact words. This is indirect or reported speech.

Study the difference between a sentence in direct speech and a sentence in indirect or reported speech.

**Direct Speech:**

- reporting phrase: reported phrase
- Mother said, "I have laid the dinner."

**Indirect Speech:**

- reporting phrase: reported phrase
- Mother said that she had laid the dinner.

indirect speech in their notebooks. For example, He said, “I am going out now.” Mother said, “Your father is leaving for Mumbai tomorrow.” etc.

Teaching Trail

- Explain the difference between direct and indirect speech.
- Explain the rules of converting direct speech into indirect speech as shown on page 88 and 89.
- Encourage students to ask questions in case they have not understood some of the rules of conversion.
- Test students on how much they have understood by asking them to convert simple sentences into indirect speech using time period words.
- Give them at least 10 sentences on the board which they could note down and convert into
Divide the class into pairs. Give each student 2 slips of paper each. One slip of paper will have a sentence in direct speech and the other in indirect speech. For example, The teacher said, “Submit these projects tomorrow.” and My mother said that she had been sleeping when the phone rang. The partner will have the indirect speech and the direct speech of the same sentences, i.e. The teacher asked us to submit those projects the next day and My mother said, “I was sleeping when the phone rang.” Each student can test each other on one conversion each (either direct to indirect or indirect to direct) and then exchange the slips of paper to check if their answers are correct.

Some points to keep in mind while changing a sentence from direct to indirect speech:
- Remove the punctuation marks.
- Connect the reporting phrase and the reported phrase using ‘that’.
- If the verb in the reporting phrase is in past tense, change the verb in the reported phrase to past tense too.
- The pronoun in the reported phrase changes in accordance to the subject of the reporting verb.
- If the reported phrase is in the form of a question, imperative sentence or an exclamation, change it into a declarative sentence.
- Change the words denoting time period in the reported phrase.

Some points to keep in mind while changing a sentence from direct to indirect speech:

### Changing into Declarative Sentence

<table>
<thead>
<tr>
<th>Questions</th>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother said, “Where are you going?”</td>
<td>Mother asked where I was going.</td>
<td>Mother asked me to provide the information.</td>
</tr>
<tr>
<td>Mother said, “Would you pay this bill?”</td>
<td>Mother asked if I would pay that bill.</td>
<td>Mother requested me to pay the bill.</td>
</tr>
</tbody>
</table>

### Changing Time Period Words

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>now</td>
<td>then</td>
</tr>
<tr>
<td>today</td>
<td>that day</td>
</tr>
<tr>
<td>tomorrow</td>
<td>next day</td>
</tr>
<tr>
<td>yesterday</td>
<td>previous day</td>
</tr>
<tr>
<td>this</td>
<td>that</td>
</tr>
<tr>
<td>these</td>
<td>those</td>
</tr>
</tbody>
</table>

### Pre-reading

Most myths concern divinities whose powers are far greater than those of any human being. The following are the names of major Greek deities, find them in the word search.

<table>
<thead>
<tr>
<th>Midas</th>
<th>Zeus</th>
<th>Hercules</th>
<th>Icarus</th>
<th>Apollo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achilles</td>
<td>Eurystheus</td>
<td>Hera</td>
<td>Atlas</td>
<td>Minerva</td>
</tr>
</tbody>
</table>

### Word Grid

<table>
<thead>
<tr>
<th>A</th>
<th>T</th>
<th>L</th>
<th>T</th>
<th>X</th>
<th>A</th>
<th>D</th>
<th>O</th>
<th>R</th>
<th>C</th>
<th>S</th>
<th>Z</th>
<th>J</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>P</td>
<td>H</td>
<td>E</td>
<td>R</td>
<td>C</td>
<td>U</td>
<td>L</td>
<td>E</td>
<td>S</td>
<td>Q</td>
<td>P</td>
<td>U</td>
<td>E</td>
</tr>
<tr>
<td>G</td>
<td>B</td>
<td>X</td>
<td>N</td>
<td>W</td>
<td>B</td>
<td>C</td>
<td>R</td>
<td>S</td>
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<td>N</td>
<td>J</td>
<td>W</td>
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<tr>
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<td>S</td>
<td>B</td>
<td>O</td>
<td>M</td>
<td>F</td>
<td>R</td>
<td>S</td>
<td>U</td>
<td>E</td>
<td>Z</td>
<td>X</td>
<td>I</td>
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<td>D</td>
<td>S</td>
<td>I</td>
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<td>E</td>
<td>D</td>
<td>A</td>
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<td>L</td>
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<td>R</td>
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<td>T</td>
<td>L</td>
<td>C</td>
<td>C</td>
<td>Z</td>
<td>T</td>
<td>F</td>
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<td>I</td>
<td>N</td>
<td>E</td>
<td>R</td>
<td>Y</td>
<td>A</td>
</tr>
<tr>
<td>X</td>
<td>H</td>
<td>I</td>
<td>O</td>
<td>A</td>
<td>T</td>
<td>L</td>
<td>A</td>
<td>S</td>
<td>X</td>
<td>R</td>
<td>A</td>
<td>B</td>
<td>Y</td>
</tr>
<tr>
<td>T</td>
<td>E</td>
<td>H</td>
<td>V</td>
<td>R</td>
<td>H</td>
<td>B</td>
<td>H</td>
<td>E</td>
<td>R</td>
<td>A</td>
<td>B</td>
<td>I</td>
<td>O</td>
</tr>
<tr>
<td>C</td>
<td>U</td>
<td>C</td>
<td>W</td>
<td>U</td>
<td>N</td>
<td>B</td>
<td>Y</td>
<td>T</td>
<td>B</td>
<td>T</td>
<td>N</td>
<td>H</td>
<td>L</td>
</tr>
<tr>
<td>Z</td>
<td>S</td>
<td>A</td>
<td>R</td>
<td>A</td>
<td>S</td>
<td>O</td>
<td>O</td>
<td>G</td>
<td>N</td>
<td>E</td>
<td>L</td>
<td>Y</td>
<td>P</td>
</tr>
</tbody>
</table>

### Answer Key

Eurystheus  | Selihca  | Hercules  | Minerva  | Midas  | Atlas  | Minerva  | Suez  | Hercules  | Icarus  |

- Icarus
- Suez
- Hercules
- Minerva
- Midas
- Atlas
- Minerva
Comprehension Questions

- What did Hercules need to do to regain his position as a god?
- Why was King Eurystheus humiliated?
- What was the eleventh task Hercules needed to carry out?
- Who was the old man that Hercules caught hold of?
- What were the golden apples of Hesperides?

---

Comprehension Questions

- Who guarded the golden apples of Hesperides?
- What did Hercules realise about the king’s eleventh task?
Comprehension Questions
• What important job did Atlas have?
• What was Hercules' plan?
• How did Hercules convince Atlas of his strength?
• How did Hercules trick Atlas into once again taking on the weight of the world?
• What was Minerva the goddess of?

Integrated Learning
Give the following instructions to the class: Think about the most famous myths and legends you have read about. Did they have something deeper to teach us or in other words did they have a message or were they only interesting stories? Think of stories like Androcles and the Lion or the legend of Prahlad or Eklavya, the great warrior.

Understanding
1. Answer the following questions.
   a. How many impossible tasks was Hercules asked to perform?
   b. Why did Hercules have to perform the impossible tasks?
   c. How did Hercules capture the Old Man of the Sea?
   d. What did Atlas say to Hercules when he returned with the apples?
   e. Why were the apples returned to their original site? Who returned them?

2. There are many difficult words in the story besides the ones given in the glossary. Mark any five of them, guess their meaning contextually and then find their dictionary meanings.

3. "Hercules was not one to retreat so easily..." Justify.

4. Choose and write the suitable characteristic for each of the given characters. Also provide evidence to support your choice.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Character traits</th>
<th>Evidence from the story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Old Man of the Sea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eurytheus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hercules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minerva</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Complete the table.

<table>
<thead>
<tr>
<th>Question</th>
<th>What you Already Know</th>
<th>Reference from the Story</th>
<th>Your Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who was superior - Eurytheus or Hercules?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was Atlas as wise as he was strong?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was Hercules as wise as he was strong?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Critical Thinking: Reflecting, evaluating and concluding, Making predictions, judgements and inferences

Communication (Written): Using personal voice in writing, Expressing thoughts with words and images, Using appropriate tone and vocabulary for the intended audience

Teaching Trail
• Explain the questions in the exercise on page 93.
• Allow them to use dictionaries to attempt Question 2.
• Allow students to individually answer all the questions in their notebooks and where there is assigned space, in their content books.
Divide the class into 5 groups. Assign each group one character from the story. Ask them to search for evidence from the story that defines their major character traits. Tell them to make five sentences about each character. Also, ask them to change any one characteristic and write down how the story would have ended if the character did not have any one character trait. For example, what if Minerva were not wise, Hercules was not determined, King Eurystheus was not envious, what if the Old Man of the Sea had not helped Hercules or if Atlas were not foolish etc. Compare notes in class and see if everyone agrees.

### Answer Key

1. a. Hercules was asked to perform twelve impossible tasks.
   
   b. Hercules had to perform the impossible tasks to prove his strength and become a god.
   
   c. When the Old Man of the Sea was sleeping, Hercules sneaked behind him and caught hold of him.
   
   d. When Atlas returned with the apples he refused to hold the sky again. He said that Hercules on the other hand, looked like he was born for it and so he suggested Hercules to keep it till he enjoys his freedom.
   
   e. Eurystheus had never wanted the apples so he gave them back to Hercules to return to their original site. Minerva, the goddess of knowledge and wisdom, returned the apple.

2. Open-ended question

3. Hercules was not one to retreat so easily. He was known for his extraordinary strength, courage and skill. To become a god he had to complete twelve impossible tasks. He successfully completed all the tasks and never backed down. His strength was unimaginable. He could beat every man and monster in this world. He would never back away from danger.

4. | Characters             | Character Traits | Evidence from the story                                      |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlas</td>
<td>strong</td>
<td>Atlas had to hold the sky on his shoulders.</td>
</tr>
<tr>
<td>Old Man of the Sea</td>
<td>magical</td>
<td>When Hercules held him tight he changed himself into a stag, sea-bird and other animal forms to free himself.</td>
</tr>
<tr>
<td>Eurystheus</td>
<td>clever</td>
<td>He gave Hercules the task to fetch the apples of Hesperides which were guarded by a dragon that never slept and are a gift to his father Zeus.</td>
</tr>
<tr>
<td>Hercules</td>
<td>determined</td>
<td>Hercules was determined to complete the task and so he convinced the Old Man of the Sea to answer his question and Atlas to steal apples for him while he carried the weight of the sky on his shoulders.</td>
</tr>
<tr>
<td>Minerva</td>
<td>wise</td>
<td>Minerva knew how important the apples were to Zeus and where the apples had come from. So she carried them back to the garden.</td>
</tr>
</tbody>
</table>

5. Open-ended question
Creativity: Using strategies to narrow the list of ideas

Communication: Using appropriate tone and vocabulary for the intended audience, showing reflection and growth through word choice

Teaching Trail

- Introduce the students to words of varying intensity as shown in the table on page 94.
- Give the students a thesaurus and ask them in pairs to think of low, medium and high intensity words for feelings of hurt, surprise and wonder.
- Make a word web on the board and note down the suggestions they come up with.
- Ask them to make a note of these in their notebooks.

Vocabulary

Read the following sentences.

Zeus would be furious if the apples were stolen. Hercules hastened away from Atlas.

Would replacing the highlighted words with ‘angry’ and ‘walked’ convey the same meaning?

Often, feelings are expressed using different words according to their intensity.

For example: happy, overjoyed, delighted, elated, ecstatic are all words that describe happiness in increasing degrees.

Some more words expressing intensity of feelings are:

<table>
<thead>
<tr>
<th>Intensity</th>
<th>happy</th>
<th>sad</th>
<th>angry</th>
<th>afraid</th>
<th>confused</th>
<th>kind</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>ecstatic</td>
<td>miserable</td>
<td>enraged</td>
<td>terrified</td>
<td>bewildered</td>
<td>compassionate</td>
</tr>
<tr>
<td>Medium</td>
<td>delighted</td>
<td>distressed</td>
<td>indignant</td>
<td>apprehensive</td>
<td>puzzled</td>
<td>considerate</td>
</tr>
<tr>
<td>Low</td>
<td>glad</td>
<td>unhappy</td>
<td>annoyed</td>
<td>anxious</td>
<td>undecided</td>
<td>warm</td>
</tr>
<tr>
<td></td>
<td>pleased</td>
<td>upset</td>
<td>irritated</td>
<td>worried</td>
<td>uncertain</td>
<td>friendly</td>
</tr>
</tbody>
</table>

Fill in the blanks with the appropriate words.

1. We were ___________ to join the wedding and meeting all the friends was ___________.
   (euphoric, thrilled)
2. After losing the match we all felt ___________, but losing it to our main rivals made us feel ___________.
   (miserable, dismal)
3. Ours was a ___________ group and we felt ___________ when we went for adventure tourism together.
   (jovial, exhilarated)
4. The minister was ___________ at the loss of control; and to make the matters worse, the crowd outside was ___________.
   (agitated, infuriated)
5. The parents of the ___________ child who fell into the ditch were really ___________.
   (anxious, petrified)
6. I was ___________ to see how the animals were ___________ in the factory.
   (pained, tortured)
7. The ___________ couple were so involved in their differences that they more or less ___________
   their child. (abandoned, estranged)
8. Spotting the ___________ but on the ___________ island was such a relief to us.
   (lonesome, isolated)
9. The ___________ they felt after they saw the damage assured us that they were really
   ___________.
   (ashamed, remorse)
10. The seer said, “You have ___________ the rain god; be ready for a ___________ future.”
   (dismal, upset)

Answer Key

1. thrilled, euphoric
2. dismal, miserable
3. jovial, exhilarated
4. agitated, infuriated
5. petrified, anxious
6. pained, tortured
7. estranged, abandoned
8. lonesome, isolated
9. remorse, ashamed
10. upset, dismal
Practising Grammar

Reported Speech

Let’s Catch Up

Reported speech tells what someone said but does not repeat his/her same words. It never uses double inverted commas.

Direct speech tells what someone said by repeating his/her exact words. It always uses double inverted commas.

1. Change the following questions to reported speech.
   a. “Did you get the invitation?” asked Mani.
   b. I asked mummy, “When will Uncle Shankar arrive?”
   c. The stranger asked, “What is your name?”
   d. “Are you coming to the party?” asked Soha.
   e. The teacher asked, “Where do you live?”

2. Change the following to direct speech.
   a. The father asked David if he went to the market that day.
   b. The Principal announced that the school had got the best result that year.
   c. The captain commanded the troops to march ahead.
   d. Tarun suggested that I should take enough woolens for the trip.
   e. Mummy asked where I had kept the scissors.

3. Change the following imperatives to reported speech.
   a. “Get out of the class,” Miss Simons shouted.
   b. The examiner said, “Revise your answers properly before handing over the papers.”
   c. The station master said, “I would get the travel insurance, if I were you.”
   d. The officer said, “Please sit down.”
   e. The customer said, “Get the menu for me.”

Interview

Get into pairs for a role play. One of you is a famous personality and the other an interviewer. Conduct an interview and then reverse your roles.

- Decide which famous personality you would like to interview.
  - Which field is he/she famous in?
  - What are his/her achievements?
- Ask:
  - When and how did he/she decide to get into this field?
  - How was his/her life before becoming famous?
  - Who all are there in his/her family? What do they do?
  - What are his/her achievements?
  - What are his/her future plans?

Communicating: Using clear and articulate speech, Speaking confidently, Listening actively

Creativity: Generating Original Ideas

Skills in focus

Critical Thinking: Analysis, Reasoning

Teaching Trail

- Recapitulate the rules of converting direct to indirect speech and vice versa.
- Read the questions and explain what is to be done.
- Give the students time to independently complete the exercise on page 95 in their notebooks.

Answer Key

1. a. Mani asked whether I had got the invitation.
   b. I asked mummy when Uncle Shankar would arrive.
   c. The stranger asked what my name was.
   d. Soha asked me whether I was coming to the party.
   e. The teacher asked me where I lived.

2. a. The father asked, “Did you go to the market today?”
   b. The Principal announced, “The school has got the best result this year.”
   c. The captain said, “Troops, march ahead!”
   d. Tarun said, “You should take enough woolens for the trip.”
   e. Mummy asked, “Where have you kept the scissors?”

3. a. Miss Simons ordered me to get out of the class.
   b. The examiner advised me to revise my answers properly before handing over the papers.
   c. The station master suggested getting travel insurance.
   d. The officer requested me to sit down.
   e. The customer ordered to get the menu for him.
Skills in focus

Creativity: Generating original ideas, improving upon ideas

Communication (written): Using personal voice in writing, using appropriate tone and vocabulary for the intended audience

Teaching Trail

• Explain the structure of a short story as shown on page 96.
• Explain the importance of having each aspect of a short story in place by using the story web.
• Give the students time to think about the kind of short story they would like to write.
• Ask students to write their own short stories.
• Set a word limit of a maximum of 150 to 200 words for their stories.

Activity 5: Check list

Ask students to exchange their stories with their partners and check each other’s work. The following checklist could be given on the board:

<table>
<thead>
<tr>
<th>Description</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The story has a suitable title.</td>
<td></td>
</tr>
<tr>
<td>The story has a setting that matches the genre chosen to write in.</td>
<td></td>
</tr>
<tr>
<td>Characters are few and well-rounded.</td>
<td></td>
</tr>
<tr>
<td>The mood and style of the story matches the genre chosen.</td>
<td></td>
</tr>
<tr>
<td>There is a conflict and resolution in the story.</td>
<td></td>
</tr>
<tr>
<td>The story has a plausible and well developed plot.</td>
<td></td>
</tr>
<tr>
<td>The story has a message to give to its readers.</td>
<td></td>
</tr>
</tbody>
</table>

Writing

A short story is a work of short, narrative prose that is usually centred around one single event. It is limited in scope and has an introduction, a body and a conclusion.

Before writing a story it is important to decide:

<table>
<thead>
<tr>
<th>Setting of the story</th>
<th>It is the time period, the social setting and the atmosphere in which the story is set.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters in the story</td>
<td>Do not take too many characters (only 3 to 5 are enough). Think about their appearances and attitude.</td>
</tr>
<tr>
<td>Mood and the style</td>
<td>Decide whether it is a thriller, sci-fi, historic, etc. and written in classic fictional, non-fictional or casual style.</td>
</tr>
<tr>
<td>Conflict</td>
<td>The life of the story is in the conflict, which is a problem that the main character faces and how it is solved.</td>
</tr>
<tr>
<td>Plot</td>
<td>This is how the story is developed. The conflict develops, reaches the highest point and a solution is created.</td>
</tr>
</tbody>
</table>

Choose a story and complete the story web.
Teaching Trail

- Explain the concept of question tags and the rules for when to use positive and when to use negative question tags as shown on page 97.
- Write at least two more sentences on the board for students to see if the students have grasped the concept. For example: You are coming to my party, aren’t you? This house cleaning service isn’t very reliable, is it?
- Allow students to individually complete the exercise on page 97.

Plug-In

**Question Tags**

A short question at the end of a sentence, generally asking for agreement or confirmation, is called a question tag. The question tag is separated from the statement with a comma.

A positive sentence is followed by a negative question tag and a negative sentence, by a positive question tag.

For example:

- She is coming with us, isn't she?
- Here won't be late, will she?
- She is coming with us, isn't she?
- Here won't be late, will she?

### 1. Choose the correct statements for the given question tags.

1. _____________, didn't she?
   a. She has gone
   b. _____________, won't you?
   c. _____________, will you?
   d. _____________, aren't it?
   e. _____________, should she?
   i. She has gone
   ii. He didn’t go home
   iii. She gave you the bag
   i. I’ll help you
   ii. You’ll help me
   iii. I should go
   i. I will show you
   ii. Stop talking
   iii. You will have to go
   i. I am getting the hamper
   ii. You and I are friends
   iii. I don’t want to go
   i. He will have to work hard
   ii. He should work hard
   iii. He shouldn’t waste time

### 2. Complete the following sentences by adding question tags at the end.

a. I am going in the right direction, _____________?
   b. Your uncle lives in Bangalore, _____________?
   c. Let’s play the game, _____________?
   d. Please help me, _____________?
   e. Don’t talk to each other, _____________?

---

**Answer Key**

1. a. She gave you the bag  b. You’ll help me  c. Stop talking  
   d. I am getting the hamper  e. He shouldn’t waste time

2. a. aren’t I  b. doesn’t he  c. shall we  d. won’t you  e. will you
Critical Thinking: Reflecting, evaluating and concluding, Making decisions and determining relationships, Making predictions, judgements and inferences

Communication: Providing expression and enthusiasm

Creativity: Generating original ideas

Skills in focus

• Ask students to observe the picture carefully and identify the people shown in it.
• Read the poem aloud with expression and pauses.
• Ask the students whether the clan believed in mystical powers? How do they know? Which phrase in the poem tells them this?
• Discuss whether there are still tribes in the world which follow ancient customs and traditions and believe in spirits.
• Discuss the answers to the questions in the exercise in class.

Celebrating Poetry

The Clans

—Richard Calmet Adams

When the waters were so mighty, As to reach the mountains high, And it seemed that all creation Surely then was doomed to die, Came the turtle to our rescue, Brought us safely unto land, For the Manitou had sent him; Now we’re called “The Turtle Clan.”

The Wolf band comes from children, Whom a she-wolf nursed with care, And thus restored the children Who were giv’n up in despair, Her wailing brought the hunters To the babies where they lay; So a band among the people Is the Wolf Clan of to-day.

When the tribe was once in danger, A wild turkey gave alarm, And the warriors met the foe, With the fury of a storm, To a maiden, in a vision, Did the turkey show the plan, And we call all her descendants To this day, the “Turkey Clan.”

Reading

Read the poem slowly and emphatically. Ask comprehension questions that clearly stress on the theme and message of the poem:
• What impending natural disaster is being alluded to in the first stanza?
• How did the people believe they were rescued?
• How did the Wolf clan come to be known as such?
• How was the Turkey clan saved from the enemy?
• What kind of message does this poem convey?
Write on the board *It was a wet weekend in winter, The cold wind screamed down the chimney, and The moon crept like a wolf stealthily across the night sky.* Ask the students which one is an example of personification, a simile and which uses alliteration? Divide the students into groups of four. Ask each group to make a list of where alliteration is used in the poem and where personification or similes have been used.

**Poem Appreciation**

**Answer Key**

a. The turtle came to rescue when there was a high tide. A good spirit had sent the turtle.

b. The wolf clan came from children who were nursed by a she-wolf with care.

c. The wailing of a she-wolf who nursed the children brought the hunters to the children where they lay.

d. The poem talks about animals and spirits, but the poem is not really about them. It is about human beings i.e., the hunters. The hunters and the animals live together.

**Poetic Device**

a. alliteration, personification

b. alliteration

c. personification
Collaboration: Organising and gathering team materials, suggesting/accepting new ideas, asking questions to the group and the teacher

Teaching Trail

- Explain the structure and language features of myths and legends.
- Ask them to recall some famous myths or legends they have read about, watched movies or animated movies on.
- Ask the students why the settings and characters in myths are so vividly described?
- Ask them what kind of symbolic meanings the story they read about Hercules has.

Skills in focus

- Explain the structure and language features of myths and legends.
- Ask them to recall some famous myths or legends they have read about, watched movies or animated movies on.
- Ask the students why the settings and characters in myths are so vividly described?
- Ask them what kind of symbolic meanings the story they read about Hercules has.

Activity 8: Mystical Myths

In groups of 4, allow students to rewrite a myth or legend from any culture in the world they have heard of and read about or even watched in brief. They could share these with the class.

Research

Ask students to research famous myths, legends, fables, heroic tales, or even fairy tales from anywhere in the world on the net and write briefly about any one. They could include an illustration or a picture and display these on charts in class for others to read. At the bottom, include the hyperlink so that if interested, other students can make a note of the same and read the original on the Internet.

PROJECT WORK

Research

Ask students to research famous myths, legends, fables, heroic tales, or even fairy tales from anywhere in the world on the net and write briefly about any one. They could include an illustration or a picture and display these on charts in class for others to read. At the bottom, include the hyperlink so that if interested, other students can make a note of the same and read the original on the Internet.
Activity 1: Understanding

1. a. Hercules was the son of a god. He was known for his extraordinary strength, courage and skill.

   b. Hercules was a mortal, and to become an immortal god, he had to prove his strength to others. So, he was asked to serve King Eurystheus.

   c. Eurystheus gave Hercules the task to fetch the apples of Hesperides. The task tested his strength and intelligence both.

   d. The apples of Hesperides were guarded by a dragon that never slept. The apples belonged to Hercules’ father Zeus.

2. a. No, Hercules did not know where the apples were and who they belonged to. Hercules got to know about the apples when he caught hold of The Old Man of the Sea. He captured the man and asked him about the whereabouts of the apples.

   b. The apples reached back to the garden where they belonged. Hercules gave the apples to Eurystheus, but Eurystheus never wanted them, so he gave them back to Hercules. Hercules offered them to goddess Minerva who carried them back to the garden.

   c. No, Hercules would not be able to complete the task without his godly strength. He used his godly strength twice to complete the task. First, he caught hold of the Old Man of the Sea. And the second time, he carried the weight of the sky on his shoulders.

   d. Yes, Hercules would have failed the task if he had only relied on his strength. He used his wits to complete the task on two occasions: First when he planned how to steal the apples without angering his father, and second when he tricked Atlas into carrying the weight of the sky again.

3. a. i. Eurystheus said these words to himself.

   ii. “This is a game” phrase refers to the eleventh task that Hercules had to perform.

   iii. “Him” refers to Hercules. The speaker meant that he would not let Hercules complete the eleventh task.

   b. i. Atlas said these words to Hercules.

   ii. The speaker had the job of holding up the sky on his shoulders. He could not rest or leave his place. He was in a prison without walls.

   iii. The listener was born for holding the sky, that is, carrying huge weight over his shoulders.

4. This tells us that Hercules was a determined man. He was a loving and a caring son. He was ambitious and extraordinary. He did not leave any task unfinished and found every possible way to complete the task before him. He was strong and courageous. He was smart to tackle any problem and situation.

Activity 2: Vocabulary

1. a. on cloud nine  b. upset  c. irritated  d. petrified
e. embarrassed  f. isolated  g. terrible  h. regretful

2. a. regretful, remorseful, disgraced  b. pained, wounded, anguished  
   c. mad, agitated, furious  d. upset, dismal, devastated  
   e. afraid, tormented, petrified  f. glad, cheerful, euphoric  
   g. lonesome, isolated, abandoned

**Activity 3: Grammar**

1. a. he, that day  b. she, there  c. they, then  
   d. they, the next day  e. I, the day before  f. she, that

2. a. Tanvir asked how often I cook.  
   b. The mother told her not to run.  
   c. The teacher asked whether I/we had written it down.  
   d. My friend asked me if that was my book.  
   e. The man asked me where the detective was.  
   f. The policeman ordered the thief to put his hands in the air.

3. Annie asked Jagat if he knew where her bag was. 
   Jagat replied that he had not got the slightest idea.  
   Annie requested Jagat to help her look for it.  
   Jagat asked her to describe the bag to him as he did not know what it looked like.  
   Annie replied that it was big and blue in colour.  
   Jagat said he remembered it then.  
   Esha had hidden it in the attic.

**Activity 4: Writing**

Open-ended question

**Activity 5: Celebrating Poetry**

1. a. The turtle came to rescue of the tribe and brought them safely onto land when there was a high tide and all were doomed to die. This is how “The Turtle Clan” got its name.  
   b. The turkey alarmed the tribe when they were in danger. It gave a vision to an unmarried young woman and showed her the plan to safety.

2. a. The wolf band comes from children who had been nurtured by a she-wolf.  
   b. The she-wolf nursed the children because they had been abandoned by their parents.  
   c. The wailing of she-wolf helped the hunters to find the babies.  
   d. ababcded  
   e. Richard Calmit Adams is the poet.

**Activity 6: Comprehension**

1. a. terrible  b. invaded  c. perseverance  d. ammunitions  e. single-handedly

2. a. a catch – a problematic situation  
   There is a catch in the admission rules.
b. dead of the night – in the middle of the night
   They had to call the police in the dead of the night.

c. to fight tooth and nail – to put in a lot of effort to achieve something
   I had to fight tooth and nail to get admission in Oxford University.

d. to be toothless – to be without means of attack or defense
   The army, without arms and ammunitions, was toothless.

3. a. Mulan lived in Touba Wei, the northern part of China.
   b. Mulan learnt sword fighting, archery and horse riding from her father in her childhood.
   c. Tu-Li had invaded China because of which the emperor ordered one man from every family to join the army. Since Hua Zhou was the only man in his family, he had no other choice but to leave his family to and fight.
   d. Mulan cut her hair, put on her father's armor, gave herself a boy's name, stole her father's horse and left for the army camp to protect her father.

4. a. Mulan had to change her appearance to look like a man as the army only accepted men. She cut her hair, put on her father's armor and gave herself a boy's name Hua Li. In the middle of the night she stole her father's horse and left for the army camp. She fought tooth and nail to be accepted in the army.
   b. Open-ended question
   c. Yes, Mulan's training with her father helped her in the army. Learning sword fighting, horse riding and archery helped her to get accepted in the army and then to defeat Tu-Li Khan single-handedly and become a hero.
   d. Yes, Mulan managed to defeat the invader Tu-Li Khan single-handedly. When she knew that Tu-Li Khan was about to win the war, she surrendered herself to him. She won his trust by passing the test of bringing him all the food, animals and fodder from the army camp. She said that there was more, but it would take some time to deliver it. Tu-Li Khan waited for hours and when he lost his patience, he went himself to see why the delivery was so late. When he reached the river, he was ambushed and captured by Chinese soldiers.

5. a. Mulan decided that she would go and fight in place of her father.
   b. When Mulan got to know that Tu-Li Khan was about to win the war, she surrendered herself to him with a plan to trap him and capture him.
   c. Tu-Li Khan waited for hours and hours to receive the rest of the supplies, but it did not come. He lost his patience and himself went to see why the delivery was so late and was captured by Chinese soldiers.
LESSON TARGETS

Getting Started and Listening
• Learn the roles that different people play in our lives
• Think about strangers, acquaintances and friends who are directly or indirectly a part of our lives and how our behaviour with them depends on our likes or dislikes
• Recall information

Say it Right: Soft ‘c’ and Soft ‘g’
• Identify the soft ‘c’ and soft ‘g’ sounds different letters in different words produce

Language Ladder: Adverbs
• Understand the different types of adverbs: of time, place, manner, and frequency
• Learn the rules for the position of these different types of adverbs in sentences
• Note where adjectives function as adverbs and vice versa

Reading: The Skipping Shoes
• Grasp the meaning of words, phrases and sentences in context
• Read an imaginary classic short story that has an important message to convey about human relationships

Understanding
• Make inferences based on comprehension of the text
• Identify character traits based on evidence from the story
• Answer questions in reference to context

Vocabulary: Oxymoron and Onomatopoeia
• Learn the difference between these two figures of speech and identify them in sentences
• Make sentences using the given examples of oxymoron

Practicing Grammar: Adverbs
• Identify the different types of adverbs in sentences
• Convert adjectives into adverbs

Speaking: Role Play
• Role play conversations based on given situations

Writing: Notice
• Understand the format of a notice and the information needed to write a notice

Plug-In: Spellings: ‘ie’ and ‘ei’ words
• Learn the rules of spelling and when to use ‘ie’ and when to use ‘ei’ in different words
• Solve a crossword puzzle using ‘ie’ or ‘ei’ words

Poem Appreciation: Punctuality
• Critically appreciate a poem that conveys an important message
• Learn to decipher the rhyming scheme used in the poem

Enrichment
• Learn the tone of voice, and make a note of the kind of language and words and phrases we need to use in order to disagree politely
## SUGGESTED TEACHING PLAN

<table>
<thead>
<tr>
<th>S. no.</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting Started</td>
<td>• Activity 1: Remember the Time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Listening: Listen to a Passage</td>
<td>• Listening for Details • Exercise (Page 102)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Say It Right: Soft ‘c’ and soft ‘g’ words</td>
<td>• Using the Correct Pronunciation • Exercise (Page 103)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Grammar: Adverbs</td>
<td>• Learn about adverbs and their kinds • Note where the different types of adverbs are positioned in a sentence • Understand that some words function as adjective-adverbs • Activity 2: Where, When, How?</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Pre-reading Reading</td>
<td>• In-Text Comprehension Practice • Exercise (Page 104)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Understanding</td>
<td>• Activity 3: How Did I Feel? • Exercise (Page 109)</td>
<td>Activity 1 (Page 69-70)</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Vocabulary: Oxymoron and Onomatopoeia</td>
<td>• Exercise (Page 110)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Practising Grammar: Adverbs</td>
<td>• Recapitulation of adverbs or place, time, manner and frequency • Exercise (Page 110-111)</td>
<td></td>
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<tr>
<td>9</td>
<td>Speaking: Role Play</td>
<td>• Activity 4: Let’s Talk!</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Writing: Notice</td>
<td>• Format and Structure of a Notice • Writing a notice • Exercise (Page 112) • Activity 5: Checklist</td>
<td>Activity 4 (Page 74-75)</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>Plug-In: ‘ie’/’ei’ Words</td>
<td>• Understand the rules of spelling ‘ie’ and ‘ei’ words • Exercise (Page 113)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Celebrating Poetry: Punctuality</td>
<td>• Read and understand • Rhyming Scheme • Activity 6: Archaic Abbreviations • Exercise (Page 115)</td>
<td>Activity 5 (Page 76)</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>Enrichment</td>
<td>• Understand the tone to use when disagreeing politely • Activity 7: Politeness is the Key</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>Project Work</td>
<td>• Planning and writing a notice on any one given event</td>
<td></td>
<td>Home Work</td>
</tr>
</tbody>
</table>
Critical Thinking: Reflecting, evaluating and concluding.
Communication (Oral): Listening actively, Utilising clear and articulate speech, Speaking confidently

Teaching Trail

- Allow students to speak briefly about the different situations or even recall exact conversations that took place.
- Initiate a discussion on whether some meetings and conversations were more formal or more informal, whether they felt awkward or at ease.
- Discuss how it is important to always maintain a polite stance in any situation.

Activity 1: Remember the Time?

Divide the class into groups of four and ask them to discuss an incident when they first met someone: a relative or a grown up, when they first joined school, when they needed to talk to a stranger, when they went to their first birthday party, when they first made friends with someone. Assign these and more situations to the different and allow them to share the most interesting anecdotes from their own life and experiences.

<table>
<thead>
<tr>
<th>Bad Listener is ...</th>
<th>Good Listener is ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>not interested in topic and conversation</td>
<td>finds area of interest</td>
</tr>
<tr>
<td>easily distracted</td>
<td>concentrates on the content</td>
</tr>
<tr>
<td>is inattentive</td>
<td>looks at the person speaking</td>
</tr>
<tr>
<td>jumps to conclusions</td>
<td>reacts responsively</td>
</tr>
<tr>
<td>keeps finishing the speaker’s sentences</td>
<td>does not rush the speaker</td>
</tr>
<tr>
<td>always interrupts</td>
<td>does not interrupt the speaker</td>
</tr>
</tbody>
</table>
**Answer Key**

<table>
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</tbody>
</table>

**The Skipping Shoes**

**Listening**
We show that we care and respect people through our actions and behaviour. Being a good listener is the sincerest way of showing that we value people.

Listen to the characteristics of a good and a bad listener. Complete the given table.

<table>
<thead>
<tr>
<th>Bad Listener</th>
<th>Good Listener</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

**Say it Right**

*Soft ‘c’ and Soft ‘g’*

Read the lists of the following words aloud.

dance, city, cyst  gem, engine, gypsy

- ‘c’ makes the /s/ sound
- ‘g’ makes the /dg/ sound

In most cases, when the letters ‘c’ or ‘g’ are followed by ‘e’, ‘k’, or ‘y’, they are pronounced as /s/ or /dg/ respectively. These are called the soft ‘c’ and soft ‘g’ words respectively.

For example:
  - gender, gem, original
  - concept, cycle, pencil

**Teaching Trail**

- Demonstrate the soft ‘c’ and soft ‘g’ sounds.
- Explain when the soft ‘c’ and soft ‘g’ sounds are made while pronouncing some words as shown on page 102.
- Write a list of words that contain both the hard and soft ‘c’ and ‘g’ sounds.
- Ask the students to pronounce each word to check if they have understood the difference between the hard and soft sounds.
- Check whether they have understood the concept of the soft ‘c’ and soft ‘g’.
- Guide the students to individually attempt the exercise on page 103.
- Ask the students to make their own list of 5 soft ‘c’ and soft ‘g’ words in their notebooks.

**Reading Café**

Soft ‘c’:
To pronounce the soft ‘c’ sound, hold your teeth together lightly and place your tongue just behind them. Then push air through and through the teeth.

Soft ‘g’:
To pronounce the sound touch your tongue to ridge behind the teeth lightly and let air pressure to force your tongue down while voicing out.
It was my friend Lucy's birthday. She arranged for a huge party, in her garden, since she has a large number of friends. They decided to celebrate by having a theme party. The theme of the party was 'A Fairy Tale'. She was dressed as a fairy princess and her sister, as an Egyptian gypsy. The decor was imaginative yet tasteful. Lucy's parents had ordered a gigantic three-tiered cake based on the theme, complete with lacy trimmings. The food was divine and the service was really excellent. It was truly a great party and we all enjoyed ourselves thoroughly. I'm sure Lucy will never forget this party.

Critical Thinking: Making decisions and determining relationships

Communication (Written): Using appropriate vocabulary

Teaching Trail

- Explain the different types of adverbs and the rules for identifying each in sentences as shown on page 103 and 104.
- Explain the importance of the position of adverbs in sentences.
- Read and explain each concept thoroughly.
- Encourage students to ask questions in case they have not understood some of the rules of positioning adverbs correctly in sentences.
- Explain how adjectives and adverbs are often interchangeable without changing their form.

Activity 2: Where, When, How?

Divide the class into 4 groups. Give each group a sheet of paper. Assign an adverb type to each group. Let each group quickly make a list of as many adverbs for their assigned type as they can. These adverbs must be different from the ones already in the course book. The group that lists 5 adverbs words first and makes 5 sentences using them is the winner.
Explain beforehand that this activity is not to be judgemental, but it is for each student to evaluate their own negative behaviours and see if they can improve upon their behaviours in future.

Allow students to score themselves on their own negative behaviours.

Announce that even though you are their teacher, you are going to score yourself as well.

Lastly, you can ask the students to make a list of the areas of improvement in themselves they could work on.

Teaching Trail

• Explain beforehand that this activity is not to be judgemental, but it is for each student to evaluate their own negative behaviours and see if they can improve upon their behaviours in future.

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Skills in focus

Critical Thinking: Reflection, making judgements and inferences

Teaching Trail

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• Allow students to score themselves on their own negative behaviours.

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Skills in focus

Communication: Listening actively, answering questions

Critical Thinking: Making predictions, judgements and inferences

Pre-reading

Ask yourself how often you do the things listed on the wall.

Circle 'N' for never.
Circle 'Y' for sometimes.
Circle 'O' for often.

Reading

My name is Kitty, and I never wanted to do what people asked me.

I would say, 'I won't' and 'I can't.'

One day my mother gave me a pair of new shoes; and after a fuss about putting them on, I said, as I lay kicking on the floor, 'I wonder why I need to wear these silly shoes.'

Just as I said that, the shoes gave a skip, and set me on my feet so suddenly that I forced the mishap out of me. I stood looking at the curious shoes. Before I dared to stir, my mother called from the next room, "Kitty, run and tell the cook to bake pie for dinner; I forgot to do it".

"I don't want to," I began, with a whine as usual.

But the words were hardly out of my mouth when the shoes gave one jump, and swoosh ... they took me downstairs, through the hall, and landed me at the kitchen door.

I was huffing for breaths; but I gave the message, and turned round, trying to see if the shoes would let me walk at all.

Now, in a seriously funny situation, I found that my feet were fixed fast to the floor, and could not be moved till my father said, as he passed the window close by, 'Do you have time to go to the post-office before school and get my letters?'

"I can't," I began; but found I could, for away went the shoes. "I can't stop," I cried, and I did not till the shoes took me straight into the post-office.

"I won't tell anyone about these dreadful shoes, and I'll take them off as soon as I get home," I said to myself, as I took the letters and went away.

Critical Thinking:

Reflection, making predictions, judgements and inferences

How did the shoes alter Kitty's behaviour towards people around her? Was the change worth it?

Skills in focus

Critical Thinking: Reflection, making predictions, judgements and inferences
Comprehension Questions

• How did Kitty always respond to requests?
• Why did Kitty kick up a fuss about wearing her new shoes?
• What was the strange thing that Kitty found out about her new shoes?
• What did Kitty’s mother ask her to do?
• What did Kitty’s father ask her to do for him?

Comprehension Questions

• Under which circumstances did the shoes actually start helping Kitty?
• Why were the boys impressed with Kitty?
• Why did the girls stand around Kitty during recess?
• What did Kitty offer to do after dinner?
Comprehension Questions

• What did the cricket in Fairyland tell Kitty?
• Why did Kitty’s father say she might be like Hans Christian Anderson some day?
• What lesson had the magical shoes taught Kitty on that Midsummer’s day?
• How did Kitty’s attitude change from then on?

Integrated Learning

Ask the students to look up and read other famous stories that revolve around an inanimate object that teaches children a lesson. The Red Shoes by Hans Christian Anderson and The Magic Porridge Pot by the Brothers Grimm are two such fairytales. While the first is a very dark tale indeed, the second is light hearted. They could research some others on the Internet.

Skills in focus

Critical Thinking: Reflecting, evaluating and concluding, Making judgements and inferences

Communication (Written): Using personal voice in writing

Teaching Trail

• Explain the questions in the exercise on page 109.
• Ask students to reflect on whether they have ever been stubborn despite the fact that they knew they were in the wrong. How did these incidents make them feel?
• Allow students to individually answer all the questions in their notebooks and where there is assigned space, in their course books.

Understanding

1. Answer the following questions briefly.
   a. Did Kitty like her shoes? Give details to support your answer.
   b. Why did Kitty feel a sense of comfort when her shoes rushed her over to her school?
   c. What made Kitty run the errands for her mother, even though she wasn’t very keen to do them?
   d. What did Kitty call Fairyland? Why was it a fairyland?
   e. Why did the shoes turn back to ordinary ones at the end of the story?

2. It was a hard decision to willingly do the things that Kitty never wanted to. Justify the statement.

3. The new shoes were gifted by Kitty’s mother. The story also states that Kitty’s shoes were given power by fairies and angels on that midsummer’s day. Share:
   a. What do you think the relevance of the midsummer’s day is?
   b. Do you think Kitty deserved the lessons the shoes taught her? Justify your answer.

4. Reference to context.
   “Go on, my dear, making up little stories, and by and by you may be as famous as Hans Christian Andersen, whose books you like so well.”
   a. Who says the above lines and to whom?
   b. What does it show about the speaker and the listener?
   c. Who is Hans Christian Andersen?

5. Find evidence from the story to prove the following inferences correct.

<table>
<thead>
<tr>
<th>Inference</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitty wasn’t a very pleasant person.</td>
<td>The shoes held Kitty back when she was about to do something wrong.</td>
</tr>
</tbody>
</table>
1. a. No, Kitty did not like her shoes in the starting. She called her shoes dreadful and also that she would never tell anyone about these shoes. She said that she would take them off and never wear them again. She got red and angry struggling to unbutton the shoes as they did not come off.

b. Kitty felt a sense of comfort because her shoes got her to school in time.

c. The shoes that Kitty was wearing made her run errands for her mother, even though she wasn’t very keen to do them.

d. Kitty called the little grove near her home, the Fairyland. It was called the Fairyland because it was cool and cosy. The place had a cushion of moss and the animals and insects there could speak.

e. The shoes turned back to the ordinary shoes for the Midsummer Day was over. A cricket in the Fairyland told Kitty that it was the fairies and angels giving power to her shoes on the Midsummer Day and it would get over by sunset.

2. It was a hard decision to willingly do the things that Kitty never wanted to. She had to struggle a lot with the shoes as they leaped and skipped to do the things told to Kitty. She never wanted to do what people asked her. She would whine and refuse to do things. She was stubborn and did not please people. But the shoes did not let her walk until she tried to be pleasant to people around her. She had to decide to walk pleasantly or be whisked about like a grasshopper against her will. It was hard for her to understand and find that there was a good side to her shoes.

3. a. The shoes had power on the Midsummer Day and when the day would end with the sunset, the shoes would lose all the powers and become common once again

b. The secret behind the powers of the shoes was that it was the fairies and angels giving power to the shoes to teach lessons to Kitty to be obedient, kind, do things pleasantly and cooperative.

4. a. Kitty’s father said the above lines to Kitty.

b. The speaker does not believe the listener and thinks that she is making up stories.

c. Hans Christian Andersen was a Danish author who is best remembered for his fairy tales.

5. Inference | Evidence
---|---
Kitty wasn’t a very pleasant person. | Kitty whined when her mother asked her to tell the cook to bake pie for dinner. She denied going to post office when asked by her father to get his letters. She said to Dolly that she would kick her house of corn-cobs down.

The shoes held Kitty back when she was about to do something back. | The shoes held Kitty back when she was about to kick Dolly’s house of corn-cobs down. Up went her foot and didn’t come down until she said to Dolly in a great hurry that she would forgive Dolly.

Activity 3: How Did I Feel?
Divide the class into 7 groups. Assign a character/set of characters from the story to each group (Kitty, Kitty’s mother, Kitty’s father, Kitty’s Teacher Kitty’s girlfriends, the boys in Kitty’s class, the poor people Kitty helps and the crickets. Tell students to say how they felt in each situation from that character/s point of view. Tell them to think about the problems, events and the solutions of the story. One or two sentences for each character should suffice to make this an interestingly interactive story.
Teaching Trail

• Explain to students that an oxymoron is a phrase that is essentially a paradox. It is made up of two words that are opposites of each other.
• Let them read the explanation given on page 109.
• Ask the students to think of some more such expressions. For example, working holiday, silent scream, clearly confused, living dead, pretty ugly etc.
• Introduce the students to words that describe sounds as they are heard. Ask them to think of a few more onomatopoeia words.
• Make two columns on the board and note down the examples of each figure of speech they come up with.
• Ask them to make a note of these in their notebooks.
• Tell the students to discuss in pairs and then individually attempt the exercise given on page 110.

Practice Grammar

Types of Adverbs

- Adverb of Time:
  - Example: today, now, soon, still
- Adverb of Place:
  - Example: here, inside, upstairs
- Adverb of Manner:
  - Example: happily, fast, well, nicely
- Adverb of Frequency:
  - Example: daily, usually, often, always

1. Underline the adverbs and write their types.
   a. Sneha wanted the books urgently.
   b. I have often dreamt of flying a plane.

Vocabulary

Oxymoron

Read the following expressions.
- seriously funny
- only choice

Note that both the words in these expressions are opposite of each other.

These expressions are a figure of speech in which apparently contradictory terms appear in conjunction. Such an expression called an oxymoron. (open secret, virtual reality, etc.)

Onomatopoeia

Read the following words.
- swoosh
- murmur

These words describe sounds as they are heard.

Creating or using words that sound similar to the sounds the words refer to is called onomatopoeia. For example, bang, splash, giggle, etc.

1. Underline the onomatopoeia words in the following sentences.
   a. It was delightful to hear the baby gurgling.
   b. Willy put the table cloth and the crockery came down with a loud clatter.
   c. As soon as the robber stepped on the road, a bullet whizzed past him.
   d. The old man hadn't eaten anything since the morning. His stomach was rumbling loudly.
   e. It was late at night and with no electricity, the only sound was the hum of the generators.
   f. Hemant braked as soon as he saw the puppy, and the car screeched to a stop.

2. Use the following oxymorons in sentences of your own.
   a. deafening silence
   b. overgrown baby
   c. tragic comedy
   d. liquid gas
   e. random order
   f. pretty awful

Answer Key

1. a. It was delightful to hear the baby gurgling.
   b. Willy put the table cloth and the crockery came down with a loud clatter.
   c. As soon as the robber stepped on the road, a bullet whizzed past him.
   d. The old man hadn't eaten anything since the morning. His stomach was rumbling loudly.
   e. It was late at night and with no electricity, the only sound was the hum of the generators.
   f. Hemant braked as soon as he saw the puppy, and the car screeched to a stop.

2. Answers may vary. Accept all appropriate responses.
**Answer Key**

1. a. urgently – adverb of manner  
   b. often – adverb of frequency  
   c. today – adverb of time  
   d. outside – adverb of place  
   e. never – adverb of frequency  
   f. fast – adverb of manner  
   g. hard – adverb of manner  
   h. no adverb

2. a. Deepika has already reached the auditorium.  
   b. Rohan plays cricket well.  
   c. I hope to hear from you soon.  
   d. Sameer was seldom late.  
   e. Today, India got its Independence.

3. a. Thomas drives skilfully.  
   b. The airline colours were clearly visible.  
   c. Rohan quickly performed the necessary action.  
   d. Rajat works hard.  
   e. Aanya learns fast.

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

**Creativity:** Generating Original Ideas

---

**Teaching Trail**

- Read the introduction aloud.
- Ask the students to make a careful note of the instructions to follow while preparing for their role play.
- You could add a few more situations where a conversation will need to be carried out. For example, Requesting your neighbours to join you and your friends in a tree plantation drive, Meeting and talking to a friend in a hospital, Giving your parents some good news, Informing your Physical Education teacher that you will not be able to play on the basketball team for 2 months because of a knee injury.

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**Activity 4: Let’s Talk!**

Divide the class into 4 or 8 groups (in case you would like to go with the suggestions given above) and ask them to prepare a short conversation of 5 to 6 dialogues based on each situation. Allow the students time to prepare for these and enact the conversations in class.
• Explain the format and structure of a notice as shown on page 112.

• Explain that a notice has to be impersonal, and must include all the necessary details.

• Ask students to write the notice as per the instructions.

**Teaching Trail**

**Creativity:** Generating original ideas, Improving upon ideas

**Communication (written):** Using personal voice in writing, Using appropriate tone and vocabulary for the intended audience

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**Activity 5: Checklist**

Ask students to exchange their stories with their partners and check each other’s work. The following checklist could be given on the board:

| The notice includes the name of the institution, the date, and the word Notice. | Yes/No |
| It has a catchy title. | Yes/No |
| The body of the notice is in the requisite format. | Yes/No |
| The notice answers the 5 Ws: what it’s about, who can participate, where, when and whom to contact. | Yes/No |
| There is a suitable closing. | Yes/No |
| The name and designation of the issuer of the notice is clearly mentioned at the bottom. | Yes/No |

---

**Teaching Trail**

- Explain the three basic rules that determine when to use ‘ie’ and when to use ‘ei’ in words.
- Discuss the questions on page 113.
- In a quiz, ask students to decide which of the given words break the rule read on page 112: ancient, efficient, sufficient, conscience, weird, counterfeit, seize, protein, etc.
- Allow students to individually complete the exercise on page 113.

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**Skills in focus**

**Critical Thinking:** Understanding and applying a concept
Critical Thinking: Reflecting, evaluating and concluding. Making predictions, judgements and inferences

Communication: Providing expression and enthusiasm

Creativity: Generating original ideas

Skills in focus:
- Read the poem aloud with expression and pause when needed in between to emphasise a thought.
- Ask students to name any other poem that conveys a life skill or a positive message.
- Discuss how procrastination or delaying things always ends in a frustrated frame of mind whether.
- After the poem has been read, discuss the answers to the questions in the exercise in class.
- Allow students to individually complete the exercise on page 115 in their notebooks.

Teaching Trail

Answer Key

1. a. chief b. eighty c. receipt d. foreigners e. grievance f. patience g. reign h. ceiling i. science j. priest


Down 1. veins 2. receive 3. neighbours 5. farms

Celebrating Poetry

Punctuality

—Lewis Carroll

Man naturally loves delay,
And to procrastinate;
Business "put off from day to day"
Is always done to late.
Let ever hour be in its place
Firm fixed, nor loosely shift,
And well enjoy the vacant space.
As though a birthday gift.

And when the hour arrives, be there,
Where'er that 'there' may be;
Undecky hands or 'trilled hair
Let no one ever see.

If dinner at 'half past' be placed,
At 'half past' then be dressed.
If at a 'quarter past' make haste
To be down with the rest.

Better to be before you time,
Than e'er to be behind;
To open the door while strikes the 'chime',
That shows a punctual mind.

Reading

Read the poem slowly and emphatically. Ask comprehension questions that clearly stress on the theme and message of the poem:

- Do you think the poet is right when he assumes all people like to naturally put off today’s work for tomorrow? Why/Why not?
- Can one really enjoy a vacant space like a birthday gift? What does this phrase really mean?
- Do we go to the dinner or lunch table with ruffled hair or unwashed hands?
- Is the poet trying to be funny or telling us something? What is that?
- What do the words e’er and whate’er in the poem mean?

Activity 6: Archaic Abbreviations!

Divide the students into pairs. Explain that the activity is about guessing archaic poetic expressions. Write on the board an’, ne’er, ‘tis, ‘twas, oft, ope, heav’n, e’en. The first pair to write the full forms of the abbreviations correctly is the winner.
Answer Key

1. a. The poet is highlighting punctuality.
   b. The poet is suggesting that a person should always keep to his/her schedule without diverting from it so that things are done on time.
   c. One can assure being on time by being early for events and activities. If a person has to choose between arriving early or being late, then he/she should choose the former one.

2. a. “Uncleanly hands or ruffled hair” refers to a person’s grooming. He suggests that an unkept appearance suggests untidiness and laziness.
   b. The poet recommends one to be present “there” in the state of organization and tidiness.

Poetic Device
The rhyme scheme of the poem is: abab cdcd efef ghgh ijij. It is a traditional rhyme.

Enrichment

Disagreeing Politely
We all have opinions. Sometimes we disagree with others. The way we say things is important. We can choose our words and tone wisely to express our opinion wisely.

How to Say:

Thank people for ideas or views that differ from yours
Nurture all differences to build goodwill
Offer new ideas respectfully as a benefit to all
Extend insights through cool questions

What to say:
- I respect your opinion. You have a right to have your opinion, but I think ...
- I’m not sure I can agree with what you say about ...
- I understand what you are saying but ...
- You could be right, but ...
- But I thought ...
- Yes, but ...

Tell someone you do not like the suggestion he/she has made about the title of the project.
Tell someone you do not think they are behaving in the right way.
Tell someone you do not like some things about the friends they hang out with.

Skills in focus

Collaboration: Organising and gathering team materials, Suggesting/accepting new ideas, Asking questions to the group and the teacher

Teaching Trail

- Explain that one can be polite even when disagreeing with someone else’s point of view.
- Read the introduction aloud and explain the facets of Thank, Offer, Nurture and Extend which together make up the tone of a speaker while trying to convey something.
- Introduce the students to the section What to Say and ask them to read it silently.

Activity 7: Politeness is the Key!

Write down 5 of 6 situations on the board. Divide the class into as many groups as there are situations. For example, You need to be somewhere else and won’t be able to attend a birthday party; Your brother has wrongly accused you of misplacing his favourite storybook; Your best friend wrongly believes you have spoken ill of her; You need to tell your classmate to not make fun of you; You need to tell your teammate to play the game fairly; You were late to school for a valid reason and need to explain this to your teacher, etc. Let each group discuss how best they should convey their thoughts and feelings based on the given situations in the most polite yet firm manner.
Workbook Answer Key

Activity 1: Understanding

1. a. Kitty’s mother told her to tell the cook to bake a pie for dinner.
   b. Kitty called the shoes dreadful when they took her straight to the post-office without her will.
   c. The shoes did not let Kitty’s foot come down and let it stay in the air and so stopped Kitty from knocking down Dolly’s house of corn cobs.
   d. Kitty jumped over the hedge as lightly as a rubber ball to get back Willy’s ball.
   e. Kitty helped Willy because she wanted to test if she had any power over the shoes.
   f. Kitty’s mother asked her to carry clothes and other things for the needy people because she was tired, and little baby Bryan was sick and needed what she was sending.

2. a. Kitty never wanted to do what people asked her. She would whine and refuse to do things. Kitty was stubborn and did not please people. She was disobedient to her mother and father and unkind to others. She was not at all co-operative.
   b. Nobody believed Kitty’s story about the Fairyland because they thought she was making up little stories like the famous author Hans Christian Andersen whose books she liked so well.
   c. Kitty learned several lessons from the shoes. They taught her to be obedient, kind and a better person. She felt good to do kind things and be cooperative. When she delivered the bundles to the poor, she felt happy. When she obeyed her mother and father, she felt glad and joyful for being obedient. She tried to run errands willingly.
   d. Answers may vary. Accept all appropriate responses.

3. a. i. The shoes did not let Kitty put her foot down and made it stay in the air.
   ii. When Kitty said to Dolly that she would forgive her, only then was Kitty able to put her foot on the ground.
   iii. Kitty learned to be pleasant and kind to people.

4. Answers may vary. Accept all appropriate sentences.

5. Answers may vary. Accept all appropriate sentences.
**Activity 2: Vocabulary**

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Oxymoron</th>
</tr>
</thead>
<tbody>
<tr>
<td>inside</td>
<td>sweet</td>
<td>inside out</td>
</tr>
<tr>
<td>random</td>
<td>unfinished</td>
<td>random order</td>
</tr>
<tr>
<td>bitter</td>
<td>out</td>
<td>bitter sweet</td>
</tr>
<tr>
<td>loud</td>
<td>missing</td>
<td>loud whisper</td>
</tr>
<tr>
<td>clearly</td>
<td>confused</td>
<td>clearly confused</td>
</tr>
<tr>
<td>completely</td>
<td>order</td>
<td>completely unfinished</td>
</tr>
<tr>
<td>young</td>
<td>finished</td>
<td>young adult</td>
</tr>
<tr>
<td>found</td>
<td>whisper</td>
<td>found missing</td>
</tr>
<tr>
<td>almost</td>
<td>adult</td>
<td>almost finished</td>
</tr>
</tbody>
</table>

2. Answers may vary. Accept all appropriate sentences.

3. a. clucking  b. Bang  c. baa  d. clanging  e. moos  f. honking  
g. thud  h. buzzing  i. ca-ching  j. splash

**Activity 3: Grammar**

1. Adverb of Time  Adverb of Place  Adverb of Manner  Adverb of Frequency

<table>
<thead>
<tr>
<th>now</th>
<th>here</th>
<th>politely</th>
<th>monthly</th>
</tr>
</thead>
<tbody>
<tr>
<td>evening</td>
<td>downstairs</td>
<td>fast</td>
<td>occasionally</td>
</tr>
<tr>
<td>morning</td>
<td>near</td>
<td>angrily</td>
<td>sometimes</td>
</tr>
<tr>
<td>noon</td>
<td>away</td>
<td>sleepily</td>
<td>never</td>
</tr>
<tr>
<td>then</td>
<td>ahead</td>
<td>deeply</td>
<td>regularly</td>
</tr>
</tbody>
</table>

2. a. upwards, downwards  b. nowhere, here  c. inside, outside  d. somewhere  
e. there  f. upstairs  g. anywhere  
3. a. rarely watch  b. always arrives  c. are usually  d. am always  
e. hardly needs  f. often clean  g. are rarely

4. Accept all appropriate sentences.

**Activity 4: Writing**

1. Open-ended question
2. Open-ended question

**Activity 5: Celebrating Poetry**

1. a. i. If one places every hour in its place and is punctual, he will have an more free time.  
ii. The poetic device used in the words ‘firm fixed’ is alliteration.  
iii. Firm definition - strongly felt and unlikely to change  
   Sentence – He has a firm belief in the judicial system.  
   Synonyms – sturdy, hard  
   Antonyms – flexible, uncertain  
b. i. The poet suggests the reader to be punctual.  
ii. ABAB
Activity 6: Comprehension

1. a. despair b. whine c. sneer d. rebuff e. leap

2. **Perseverance:** Brace up your will till your pulses thrill, And you dare—to your very own soul!/ Get into the thick of it—wade in, boys! Whatever your cherished goal;

**Fairness and faithfulness:** But he surely wins who honestly tries/ He can never despair who plays it fair

3. | **encouragement and inspiration** | **hopelessness and despair** |
---|---|
brace up your will | wilt and whine |
do or die | world seems blue |
get into the thick of it |

4. Open-ended question

5. Open-ended question

6. Accept all appropriate sentences.

Sample sentences

a. The game of life requires give and take, and build and break.
b. I worked hard to achieve my cherished goal.
c. You should know how to make a noise to achieve what you want.
d. I plunged into the pond with a cry.

7. Answers may vary. Accept all appropriate responses.
LESSON TARGETS

Getting Started and Listening
• Explore wondrous things about space travel and peculiarities of other planets
• Think about some interesting facts about other planets and celestial bodies to share with the class
• Recall information

Say it Right: Commonly Mispronounced Words
• Learn the correct pronunciation of some commonly mispronounced words

Language Ladder: Prepositional Phrase and Conjunction
• Learn that a prepositional phrase consists of a preposition and an object which could be a noun, pronoun, gerund or clause
• Learn that conjunctions can be coordinating, correlative and subordinating conjunctions
• Note the rules of identifying and using different types of prepositional phrases and conjunctions

Reading: The Space Adventure of Tim Potter
• Learn that comics were a popular source of reading about 3 decades ago
• Make a note of any unfamiliar words and find out their meanings
• Read the comic based on a couple’s narrow escape in a space adventure

Understanding
• Make inferences based on comprehension of the text
• Identify character traits based on evidence from the story
• Answer questions in reference to context
• Find words that use onomatopoeia

Vocabulary: Collocations
• Learn how to use collocations correctly using those words that sound right together
• Make sentences using some collocations

Practicing Grammar: Prepositional Phrase and Conjunctions
• Identify prepositional phrases in sentences and make sentences with others
• Identify the adverbs used in sentences
• Use appropriate conjunctions to complete the sentences meaningfully

Speaking: Story Narration
• Use the given visuals, questions and hints to narrate an imaginary story

Writing: Character Sketch
• Understand what a character sketch is
• Note the points to keep in mind while preparing to write a character sketch
• Note the kind of format and structure to follow while framing a character sketch

Plug-In: Comma, Semi-colon, Colon
• Understand the purpose commas, semi-colons and colons serve
• Understand where which is used
• Practise punctuating a paragraph with commas, colons and semi-colons

Learning Text Styles: Information Report
• Learn about the parts of a rocket and how it works
• Write about what you know about rockets, things you want to know and things you have learnt about rockets

Enrichment
• Note the necessary elements of a comic strip and keep these in mind
• Create your own comic strip and use a checklist to evaluate it
<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
</table>
| 1   | Getting Started | • Activity 1: Quizzical Quiz  
• Exercise (Page 117) | | 1 |
| 2   | Listening: Listen to a Passage | • Listening for Details  
• Exercise (Page 118) | | 1 |
| 3   | Say It Right: Commonly Mispronounced Words | • Read about some commonly mispronounced words and learn their correct pronunciation  
• Exercise (Page 118) | | 1 |
| 4   | Grammar: Prepositional Phrase and Conjunction | • Learn about prepositional phrases and that they can talk about objects that can be nouns, pronouns, gerunds or clauses  
• Learn about the differences between coordinating, correlative and subordinating conjunctions  
• Activity 2: Am I Right? | | 2 |
| 5   | Pre-reading Reading | • Activity 3: Comic Collectors  
• In-Text Comprehension Practice  
• Question (Page 120)  
Activity 1 (Pages 80-81) | 4 |
| 6   | Understanding | • Activity 4: Who Am I?  
• Exercise (Page 125) | | 1 |
| 7   | Vocabulary: Collocations | • Exercise (Page 126)  
Activity 2 (Page 82) | 1 |
| 8   | Practising Grammar: Prepositional Phrase and Conjunctions | • Recapitulation of prepositional phrases and conjunctions  
• Exercise (Page 126 & 127)  
Activity 3 (Page 83-84) | 1 |
| 9   | Speaking: Story Narration | • Story narration | 1 |
| 10  | Writing: Character Sketch | • Format and Structure of a well-written character sketch  
• Writing a character sketch  
• Exercise (Page 128)  
• Activity 5: We Know our Superhero!  
Activity 4 (Page 85-86) | 2 |
| 11  | Plug-In: Comma, Semi-Colon, Colon | • Understand the rules of when to use these different punctuation marks  
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| 12  | Learning Text Styles: Information Report | • Read and understand  
• In-text Comprehension  
• Activity 6: Question Time  
• Exercise (Page 131) | 1 |
| 13  | Enrichment | • Understand all the necessary elements of a comic strip  
• Activity 7: I Can Be a Cartoonist Too!  
• Exercise (Page 133) | 2 |
| 14  | Project Work | • Creating own comic strip | Home Work |
Critical Thinking: Identifying a Problem, Gathering Information to Solve a Problem, Proposing Multiple Solutions to a Problem, Reflecting, Evaluating and Concluding, Making Predictions, Judgements and Inferences

Creativity: Generating Original Ideas, Improving Upon Ideas, Seeking Appropriate Modes, Materials and Resources to Produce Work that is Visually Appealing and Interesting

Communication (Written): Using Personal Voice in Writing, Expressing Thoughts with Words and Images

Teaching Trail

• Read the introduction aloud and ask students if they agree that any news involving space exploration generates excitement.
• Discuss any interesting information they know and would like to share with the class about other planets or celestial bodies.
• Discuss whether they think aliens and UFO’s are all in the imagination or if there is a possibility of either or both of these being real.

Activity 1: Quizzical Quiz

Divide the students into groups of four. Give each group a sheet of paper with 4 questions on the planets/space travel/recent missions etc. written on one side with the answers on the other side. The students in each group take turns at asking each other questions and finally turn over the sheets of paper to check if they got all the answers correct.

Teaching Trail

• Allow students to express their views on space exploration and the possibility of space travel not just for astronauts but even for regular human beings in the future.
• Ask them why they think space has always fascinated mankind.
• Ask students about any science fiction they have read. Mention that Isaac Asimov, H. G. Wells and Ray Bradbury have been all-time favourite science fiction genre writers.
• Tell the students they could look up the short stories of these great writers on the Internet.
The Space Adventures of Tim Potter

Listening

Listen carefully to the snippets. Use the hints given below and identify the celestial objects.

1. It is as big as 1300 Earths.
2. The temperature here is more than 480° Celsius.
3. It could float in a bathtub.
4. It uses dish antennas that are nearly the size of a football field.
5. One day here is more than a year on Earth.
6. It is a satellite and a giant skating rink.
7. It has a storm that can swallow the Earth.
8. It has power that equals that of a fridge bulb.

Big, way big
To detect radio signals from space, the Deep Space Network uses dish antennas with diameters of up to 70 meters. That’s almost as big as a football field.

Too long to wait
A day on Venus is approximately 243 Earth days long. That means if we are on Venus we got to wait up to three Earth years for a weekend.

Skating, anyone?
Looking for a place to ice skate? How about Europa? Europa is one of the four largest moons of Jupiter. It is covered in ice, including some smooth ice!

Windiest
Neptune’s winds are the fastest in the solar system, reaching 2,575 km/h. Neptune’s giant, spinning storms could swallow the whole Earth.

Tiny, very tiny!
The radio signals, that a spacecraft uses to contact Earth, have no more power than a refrigerator light bulb.

Answer Key

Open-ended question

**Communication:** Listening Actively

**Critical Thinking:** Testing Out Solutions

---

**Teaching Trail**

- Explain that we often rely on the word’s spelling and pronounce it the same way.
- Tell the students that in the history of languages in the world, English is one of the least scientific in terms of phonetics and pronunciation.
- Next loudly articulate first the wrong and then the correct pronunciation of each word as shown on page 119.
- Tell the students to ask questions if they have any doubts about which the correct pronunciation of each word given in the exercise is.
- Allow students to individually complete the exercise on page 119.
- Ask students to think of some more commonly mispronounced words.

---

**Say it Right**

Read these words aloud and try to understand how they are pronounced.

![Data](day-ta) **not** da-ta

![Monk](muh-ngk) **not** mo-ngk

Note that these words are not pronounced as they are written.

**Commonly Mispronounced Words**

Some other commonly mispronounced words are:

<table>
<thead>
<tr>
<th>Words</th>
<th>Correct pronunciation</th>
<th>Often pronounced as</th>
</tr>
</thead>
<tbody>
<tr>
<td>receipt</td>
<td>re-sect</td>
<td>re-sept</td>
</tr>
<tr>
<td>determine</td>
<td>de-ter-min</td>
<td>di-ter-myn</td>
</tr>
<tr>
<td>iron</td>
<td>aye-un</td>
<td>eye-run</td>
</tr>
<tr>
<td>coupon</td>
<td>koo-pawn</td>
<td>koo-pun</td>
</tr>
<tr>
<td>violin</td>
<td>va-yuh-lin</td>
<td>vo-ee-lin</td>
</tr>
<tr>
<td>vineyard</td>
<td>win-yard</td>
<td></td>
</tr>
<tr>
<td>poem</td>
<td>poe-um</td>
<td></td>
</tr>
<tr>
<td>video</td>
<td>vid-i-yoh</td>
<td></td>
</tr>
<tr>
<td>violence</td>
<td>va-yuh-len-s</td>
<td></td>
</tr>
<tr>
<td>debris</td>
<td>deb-ree</td>
<td></td>
</tr>
<tr>
<td>meme</td>
<td>meem</td>
<td></td>
</tr>
<tr>
<td>bury</td>
<td>buh-ree</td>
<td></td>
</tr>
<tr>
<td>discretion</td>
<td>des-kre-shun</td>
<td></td>
</tr>
<tr>
<td>depot</td>
<td>dee-poh</td>
<td></td>
</tr>
<tr>
<td>women</td>
<td>wi-min</td>
<td></td>
</tr>
</tbody>
</table>
**Teaching Trail**

- Explain the concept of prepositional phrases as shown on page 119.
- Ask them to note that in prepositional phrases, prepositions can be followed by a noun, pronoun, gerund or clause, which is the object of the prepositional phrase.
- Explain how in some cases the preposition can also be used as an adverb.
- Give the students a list of prepositional phrases beginning with at, by, for, in, on, out, to, under, with, within and without. For example, at a moment’s notice, by far, for lack of, in accordance with, on the assumption, out of curiosity, to the best of, under consideration, with reference to, within limits, without warning, etc.
- Encourage students to make sentences using some of the suggested prepositional phrases.
- Explain the concept of when to use coordinating, correlative and subordinating conjunctions as shown on page 120.

<table>
<thead>
<tr>
<th>Word</th>
<th>Option 1</th>
<th>Option 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>vacant</td>
<td>win-yerd</td>
<td>win-yerd</td>
</tr>
<tr>
<td>poor</td>
<td>paur</td>
<td>pay-er</td>
</tr>
<tr>
<td>video</td>
<td>val-i-yah</td>
<td>wye-di-yah</td>
</tr>
<tr>
<td>violence</td>
<td>va-yeh-lens</td>
<td>vye-lens</td>
</tr>
<tr>
<td>deers</td>
<td>deb-rue</td>
<td>deb-rue</td>
</tr>
<tr>
<td>mene</td>
<td>moin</td>
<td>mel-inm</td>
</tr>
<tr>
<td>busy</td>
<td>bus-si</td>
<td>bus-si</td>
</tr>
<tr>
<td>discretion</td>
<td>dis-teez-shun</td>
<td>dis-teez-shun</td>
</tr>
<tr>
<td>depot</td>
<td>deh-pot</td>
<td>deh-pot</td>
</tr>
<tr>
<td>women</td>
<td>we-mien</td>
<td>woe-mien</td>
</tr>
</tbody>
</table>

**Language Ladder**

A prepositional phrase is a group of words consisting of a preposition and an object. The object may be a noun, pronoun, gerund or clause.

- We first met at a party.
  - preposition + noun phrase
- I need your help for completing the project.
  - preposition + gerund

There are certain words that can be used both as a preposition and an adverb.

**Activity 2: Am I Right?**

In pairs, ask students to make five sentences using any 5 prepositional phrases other than the ones discussed in class. The pair of students that completes the task first and correctly is the winner.
Pick up samples of at least six popular comics beforehand to have this activity in class. Divide the class into 6 or 8 groups. Distribute copies of comics like different historical and mythological titles available in Amar Chitra Katha, The Adventures of Tintin, an Asterix and Obelisk comic, Marvel or DC comics like Superman or Batman. Ask the students what is unique about these comics. Allow them to share their ideas with the class. For example, they are a great way of learning about history/mythology using pictures and text (Amar Chitra Katha); they are fun adventure stories in pictures (Tintin). Also, ask the students to summarise the story in brief as well as explain as how comics make for an entertaining read.

### Activity 3: Comic Collectors

**Critical Thinking:** Reflection, Making Judgements and Inferences  
**Collaboration:** Leading the Group/ Following as a Group Member, Encouraging Group Members  
**Communication:** Asking Questions to Clarify Unknown Topics, Providing expression and enthusiasm

---

### Conjunctions

The word that joins two sentences, clauses, phrases and words is called **conjunction**.

Read the sentences given below.

- I am fond of sweets, **but** my friend loves spicy food.  
- **Either** come for the picnic or send an application giving reasons for not attending it.

**Learn about different types of conjunctions and their roles:**

- **Coordinating Conjunctions:** join independent clauses  
  - e.g. for, and, nor, but, or, yet, so (FANBOYS)

- **Correlative Conjunctions:** formed with two words, join two clauses such that each clause is introduced by one of the words  
  - e.g. not only ... but also, so ... that, neither ... nor, etc.

- **Subordinating Conjunctions:** join a principal clause with subordinate clause  
  - e.g. because, although, if, unless, etc.

### Pre-reading

What comes to your mind when you hear the word ‘comics’? Who are comics meant for? Have you ever read a comics before? Could you name one?

Comics used to be a common thing three decades ago. Enquire from your parents and grandparents, what do they know about comics and how they liked them. Also, find out when and how they originated, what purpose they had, and so on. Share the information thus gathered with the class.

---

### Teaching Trail

- Read only the question. Have a class discussion on it.  
- Read the latter part of the question. Ask the students to go home and gather information about comics. They can take help from their parents, grandparents, siblings and the Internet.  
- The next day, ask the students to share the information they gathered about comic books.
**Communication:** Listening Actively, Providing Expression and Enthusiasm, Answering Questions

**Critical Thinking:** Making Predictions, Judgements and Inferences

---

**Teaching Trail**

- Explain to students that this is a story in comic form.
- Let students to look at the pictures and then read the speech in the bubbles.

---

- Ask three students to play the two different characters and the narrator to read the text on each half page.
- Ask the students to read with expression as if they were really a part of the space adventure.
- Ask students to write what they think will happen next at the bottom of page 120.
- For the latter pages allow three students to read as Tim, Binni and the Headman of the Plutonians.
- Ask comprehension questions after the text on each page is read.

---

**Page 120**

**Comprehension Questions**

- Who did Binni and Tim bid farewell to?
- What had Binni done to the ship that they were travelling in?
- What does setting the course to autopilot mean?

---

**Page 121**

**Comprehension Questions**

- What did Tim mean when he told Binni that it would be even more fun when they found no food or fuel?
- What did Tim bump into on Pluto?
- Where did the creatures take Tim?

---

**Page 122**

**Comprehension Questions**

- What command did the Plutonian leader give his army?
- How did Tim save himself from the Plutonian leader?
- What do Tim and Binni run through to escape the army of angry Plutonians?

---

**Page 123**

**Comprehension Questions**

- What weapons did Tim and Binni use to fight off the aliens from their ship?
- What strategy did the Plutonians use next to try and capture Tim and Binni?
- Why did they carry Tim and Binni’s ship into the cave?
- What did Tim and Binni realise they had to do to fly their spaceship out of the cave?
- How does the story end?

---

**Integrated Learning**

Ask the students to read some more science fiction stories and make a note of all the unusual equipment and weapons mentioned in these stories. Ask what strange equipment or weapons were used in this comic strip? What are regenerator rays, and ray guns? Are they real and in use today?
Teaching Trail

• Explain all the questions on page 125.
• Ask students to identify the character traits of Binni based on textual evidence given in the story to attempt Question 3.
• Ask students to write down all the words and phrases they found unusual in the story and write those down in Question 4.
• Allow students to answer all the questions individually.

Activity 4: Who am I?

Divide the class into four groups. Tell them they will need to use all the powers of their imagination to have fun carrying out this activity. Assign the character of the Martians to one group, Binni, Tim and the Plutonian headman to the other three. Allow to students to have a quick discussion on how they will describe their own characteristics using as many descriptive words as possible. For example, the Martians could say: We are a peace loving race and have been friends with earthlings. While they have helped us to grow our own organic vegetables, we have been generous in sharing our Martian technology with them.

Answer Key

1. a. The planned course of journey for Tim and Binni was to go back to earth.
   b. No, Binni's decision to alter the course of journey was not appropriate because there was not enough food and fuel in the ship.
   c. Landing on Pluto brought some trouble to Tim and Binni as they lost touch with each other while finding fuel and both of them got captured by the strange creatures.
d. When Tim managed to defeat the alien army, the army chased Tim and tried to break into the space ship. When they failed they carried the entire space ship to their cave.

e. The capture of Tim and Binni brought them into an oil cave. As there was no fuel in the ship, Tim thought of using the oil from the oil cave as the fuel. He filled the oil in the space ship and they flew off towards their home planet earth.

2. bump, Tim hits into a strange creature
   Dhishoom: Tim hits the alien
   Psst: Binni
   Whew: Binni

3. **Character Trait** | **Evidence**
--- | ---
Smart | She tells Tim that they are back in the oil cave.
Daring | She changed the course of the ship without telling Tim.
Adventurous | She loved space adventures and thought changing course would be more exciting than going home.
Loving | She was glad to see Tim when he came to the cave.
Intelligent | She knew how to set up large ray gun.

4. Open-ended question

---

**Skills in focus**

**Creativity:** Using Strategies to Narrow the List of Ideas

**Communication (Written):** Using Appropriate Tone and Vocabulary for the Intended Audience, Showing Reflection and Growth Through Word Choice

**Teaching Trail**

- Read out the introduction to the students and explain to them how some words just go better together.
- Write on the board “To do an announcement”, “To hide time”, “To lay the bed”, “To save the table”, “To make a risk.”
- Ask the students what is wrong with these phrases?
- Discuss and make the corrections on the board.
- Tell the students to first discuss in pairs and then individually attempt the exercise given on page 126.

**Vocabulary**

We always say ‘make an effort’, instead of ‘do an effort’ or ‘try an effort’.

Some words just sound right together, while others don’t.

**Collocations**

- grant permission
- provide with support
- administer an injection
- list your reasons
- furnish a proof

1. Complete the following collocations:
   a. ________________________ a goal
   b. ________________________ peace
   c. ________________________ lost
   d. ________________________ a home
   e. ________________________ a lesson
   f. ________________________ homework
   g. ________________________ the cooking
   h. ________________________ ready

2. Make sentences using the collocations made in the previous exercise.

**Answer Key**

1. a. score a goal
   b. make peace
   c. get lost
   d. rent a home
   e. learn a lesson
   f. do your homework
   g. do the cooking
   h. get ready

2. Open-ended question.
Practising Grammar  

Let's Catch Up

A **prepositional phrase** is a group of words consisting of a preposition and an object. The object may be a noun, pronoun, gerund or clause. The words that join two sentences, clauses, phrases and words are called **conjunctions**.

1. Underline the prepositional phrases and circle the adverbs in the following sentences.
   a. The man in front of the mango tree is carrying a dictionary.
   b. The audience took no time to settle down.
   c. Keep the butter-dish in the fridge and come out.
   d. The smoke appeared out of nowhere; it became so hot outside.
   e. Taking the hint from the situation, we walked off.

2. Fill in the blanks with the appropriate conjunctions.
   a. Sahil had hurt his foot, ____________ he was the highest scorer in the match.
   b. We can go to the market ____________, we can go for a drive.
   c. ____________ did he sing well ____________, he got the shield.
   d. ____________ I am really happy, I can’t control my tears.
   e. ____________ you like it ____________, not, we have to attend the function.

**Teaching Trail**

- Recapitulate the rules to identify prepositions and objects in prepositional phrases.
- Read the questions and explain what is to be done.
- Give the students time to independently complete the exercise on page 126 and 127 in their content books where there in space given and Question 3 and 4 in their notebooks.

**Answer Key**

1. a. The man **in front of the mango tree** is carrying a dictionary.
   b. There is neither a prepositional phrase nor an adverb in this sentence.
   c. Keep the butter-dish **in the fridge** and come **out**.
   d. The smoke appeared **out of nowhere**; it became so hot **outside**.
   e. Taking the hint from the situation, we walked off.

2. a. **yet**  b. **or**  c. **Not only, but also**  d. **Although**  e. **Whether, or**

3. a. The boy standing in front of the gate is reading a book.
   b. The woman wearing spectacles is sitting with a stick in her hand.
   c. A man in a yellow shirt is reading a newspaper.
   d. The girl sitting near the door is wearing boots.
   e. The girl standing in the train is looking at her mobile.
Communication: Using clear and articulate speech, Speaking confidently, Listening actively
Creativity: Generating original ideas

Answer Key

4. a. Though he is quick tempered, I like him.
   b. You can't attend the party unless you got an invitation.
   c. Both, my sister and her fiancé have attended the wedding.
   d. You have to stay quiet or you may go out.
   e. He has just run a marathon so he is tired.

Teaching Trail

- Read the introduction aloud.
- Ask the students to put on their thinking caps and try and make an interesting story using the pictures.
- Ask them to use the beginning of the story as directed on page 127.
- Call students over turns and ask them to narrate the stories they have made.
Divide students into groups of 4. Allow them to choose and plan the character sketch of their favourite Superhero. They can take the help from the guidelines given on page 128. They can present the character sketch on an A-4 sheet. They can paste and draw pictures so that it resembles its comic.

**Critical Thinking:** Testing out solutions, Making decisions and determining relationships

**Communication:** Showing reflection and growth through word choice

**Teaching Trail**

- Explain the rules of when to use commas, semi-colons and colons and why they play an important role as punctuation marks.
- Read out the examples of each and ask students to simultaneously note their positions in the content book.
- Write a few random sentences on the board and ask the students where the colon, semi-colon and commas would be inserted. For example, this exercise contains: rules about colons, semi-colons, and commas; it also explains where exactly these different punctuation marks are used in a sentence.
- Tell the students to ask any questions if something is still not clear.
- Allow students to individually complete the exercise on page 129.
When I first went to boarding school, I felt so lost. It was the first time that I was away from home and I missed my parents and friends; they were not there to help me. During the first week I was there, I had a tough time trying to find my way around. When I wanted to go to the library, I would end up at the music room on the opposite side of the campus! However, whenever I asked the seniors they were always helpful and would direct me to my destination. They probably knew I was a new entrant and sympathized with me! On the first day at school, I felt lost all over again because there were so many strange faces all around. I did not know anyone. However, I was comforted myself by the fact that all the other new students felt quite the same. In fact, a girl even asked me, “Are you a fresher too?” Over the next few weeks, I became more and more comfortable with the school. I even found my way easily around the campus. I like this school because the teachers are nice and helpful; the other students are friendly; above all the campus is beautiful.

2. a. I gave you the spray bottles for one reason: to clean the windows.
   b. You will need these ingredients to bake the cake: milk, sugar, flour and eggs.
   c. Jyoti set the alarm clock for 5:30.
   d. Mix the oil and vinegar at a 1:2 ratio.
   e. I have invited the following people to my party: Ketan, Aanya and Kanti.
   f. There is also one way to make it to the top: hard work.

**Critical Thinking:** Reflecting, evaluating and concluding, Generating original ideas, Improving upon ideas

**Communication:** Listening actively, Providing expression and enthusiasm

**Creativity:** Generating original ideas

**Teaching Trail**

- Read the introduction aloud and allow the students to answer the question.
- Explain the format of a well-written report and its elements: introduction, features, interesting facts, how things work, and an in-depth analysis of its functioning principles.
- Ask the students to read the text aloud. They could take turns and stop after reading one paragraph for the next student to take over.
- Remind the others to underline the most important points in the text.
- Ask students to make a note of what they now know, still want to know and what they have learnt from this report.
Divide the students into groups of 4. Ask each group to come up with at least 4 questions they may have about rockets. Allow each group to read their questions while other groups can attempt to answer these. Alternatively, all students could make a note of the most poignant questions which they could go home and research the answers to.

Making a Comic Strip

We have read a comic strip in this unit. Now let’s write one of our own. Tim and Bindi did try to set course back to Earth, but they were hit by an asteroid and they had to land on the Earth’s moon. Make a comic strip for the situation. You can add details according to your will.

Let’s understand the different elements of a science fiction comic strip.

- The main characters are usually humans, and they meet or encounter different creatures.
- The background information and dialogues make sense.
- The dialogues and the narration use correct tenses.
- The comic uses appropriate vocabulary.
- The comic strip contains images that support the setting.

Enjoy making an interesting comic strip!

In pairs, the students could begin discussing how to go about creating images for their comic strip. This is a collaborative activity in which they need to exchange ideas with one another and make suggestions as to how they can improve upon the content based on the given checklist. The actual cartoon strip with illustrations and speech bubbles should be made by the students at home.
Research
Ask students to research some comic strips on the Internet and take ideas from them to create their own comic strips at home. They should only get ideas and not plagiarise! They could then bring their own illustrated comic strips to school and display these in class. Tell the students that the PDF of the Tintin comic Explorers on the Moon is available on the net and they could refer to that. Link:

Workbook Answer Key

Activity 1: Understanding
1. a. Binni changed the course of her space ship to extend her space journey.
   b. When Binni changed the course of the rocket ship, the fuel got finished.
   c. Tim and Binni decided to land on the planet Pluto for fuel.
   d. The creatures of Pluto were strange, evil looking and furry.
   e. The creatures of Pluto took Binni to a boiling oil cave.
2. a. The cave of the Plutonian people had huge rocks and a pool of boiling oil. It was big enough to fit Tim and Binni's rocket ship inside it.
   b. Tim and Binni came out of the dark tunnels hurling rocks at them and entered their space ship. The Plutonians carried the entire ship to their cave. Tim pierced the stony mountain with the powerful regenerator rays and oil gushed out. The ship got filled with the fuel and they flew off towards their home planet.
   c. Martians were from Mars and Plutonians were from Pluto. Martians were friends of Tim and Binni, whereas Plutonians attacked them. Tim and Binni visited their Martian friends whereas they landed on Pluto to find fuel.
   d. Open-ended question
3. a. i. Tim’s plan was to drill the rock in the cave to draw out oil from it. The oil could then be siphoned into their spaceship. He planned to use the oil to power the ship and fly out of the planet.
   ii. Yes, the visit to Pluto served as a blessing for Tim and Binni as they got fuel to return to their home.
   iii. The rocket ship flew from Pluto to Earth.
4. a. narrow gully – To enter the cave, one has to pass through a narrow gully.
   b. no food or fuel – We went for a road trip and while coming back we had no food or fuel.
   c. army of strange creature – According to the scientists, the footprints referred to the army of strange creatures.
   d. manage to escape – I managed to escape from the boring and dull party.
5. Open-ended question

Activity 2: Vocabulary
1. furnish proof
crowning achievement
casual acquaintance
wide awake
well aware
terribly sorry
heavy rain
quick meal
pay attention
grant attention
2. Open-ended question
3. a. My grandfather says it is hard to break a habit.
   b. I read the newspaper after I take bath in the morning.
   c. I need to make decision about my car.
   d. Wear a sweater or else you will catch a cold.
   e. The men were ready to break the law.

**Activity 3: Grammar**

1. a. The boys went upstairs as soon as they came inside the house.
   Preposition – inside; object - house
b. I looked under the bed but found nothing.
   Preposition – under; object - bed
c. I saw a lizard running across the wall next to me.
   Preposition – across; object – wall
d. I was trying to stay hidden behind the door, but I was found out.
   Preposition – behind; object - door
e. We have to deliver these sandwiches at any cost.
   Preposition – at; object - cost
f. We have so many plants growing all around the house.
   Preposition – around; object – house
2. a. The garment shop where you want to go is across the street.
   b. The dog came in through the door.
   c. Please provide to him what he is asking for.
   d. You will get a tight slap from me if you do any mischief.
   e. Suvan was still living on the mountain at the time.
3. a. the bush  b. the pond  c. the top  d. the house
   e. the boundary  f. from me
4. a. and  b. but  c. or  d. so
   e. nor  f. for  g. yet
5. a. The baby is neither tired nor hungry. – not tired and not hungry
   b. The baby is either tired or hungry. – tired or hungry
   c. The baby is as tired as he is hungry. – hunger is compared to tiredness
   d. The baby is not only tired but also hungry. – tired and hungry
6. a. Even if we had a whole year, we still would not finish writing the report.
   b. We went to celebrate, after she won the first prize.
   c. Although it was midnight, no one was asleep.
   d. I found him where I had left him yesterday.
   e. Before you accept the mission, you must prove yourself.

**Activity 4: Writing**

1. Open-ended question
2. Open-ended question

**Activity 5: Comprehension**

1. a. constant  b. alert  c. strange  d. surface
   e. dramatic  f. topple (found in the fifth paragraph)
2. a. The sudden and unexpected movement from the shaking of the ground is an earthquake.
   b. The crust is the topmost layer of the earth that we see as ground.
c. The mantle is the third layer of the earth. It is hotter than 2000 degree Celsius and is found in a semi-liquid state.

d. The several large pieces of rock that make up the crust are called plates.

e. The point on the ground that is directly above the focus of an earthquake is called epicenter.

3.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True or False</th>
<th>Evidence from the passage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mantle lies at the bottom.</td>
<td>False</td>
<td>The second paragraph says, “On top of these two lies the mantle, this is the third layer.”</td>
</tr>
<tr>
<td>The inner and outer cores are semi-liquids.</td>
<td>False</td>
<td>The second paragraph says, “The inner and outer cores are made up of very hot metal.”</td>
</tr>
<tr>
<td>The Ring of Fire is the name of a volcano.</td>
<td>False</td>
<td>The third paragraph says, “The scientists have given the area of fault lines a dramatic name: the Ring of Fire!”</td>
</tr>
</tbody>
</table>

4. a. The ground is solid but it still moves constantly. The ground moves because the plates on the crust flow on the semi-liquid mantle.

b. The earth is made up of four layers. The crust, the top layer, is made up of several large pieces of rock called plates. These plates flow on a semi-liquid mantle and so they move. When two plates collide, pull away or slide past one another an earthquake happens.

c. The place where two plates meet is called a fault line. Because the Pacific Ocean is surrounded by a number of fault lines, scientists have named the area the Ring of Fire.

d. Earthquake can be measured using the Richter scale. It begins from one and ends at nine. The earthquake that measures one or two on the Richter scale is weak and harmless. It can hardly be felt. While an earthquake measuring more than six can be very dangerous.

e. Earthquakes can be very dangerous. Big earthquakes can scare animals making them flee to safer ground. They damage road and bridges and can even topple buildings. A big earthquake under an ocean can cause tsunamis. The waves of the tsunami can be more than 30 feet high and can travel long distance at very high speed and can be very dangerous.

5.

<table>
<thead>
<tr>
<th>Inference</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earthquake cause maximum damage at and near the epicentre.</td>
<td>Epicentre is the point on the ground that is directly above the focus of an earthquake.</td>
</tr>
<tr>
<td>You need not worry about an earthquake measuring 2 on the Richter scale.</td>
<td>An earthquake that measures one or two on the Richter scale is weak and harmless. It can hardly be felt.</td>
</tr>
<tr>
<td>When an earthquake occurs underwater, beach goers are at a higher risk.</td>
<td>A big earthquake under an ocean can cause tsunamis. The waves of a tsunami can be more than 30 feet high and can travel long distance at very high speed and can be very dangerous.</td>
</tr>
</tbody>
</table>
LESSON TARGETS

Getting Started and Listening
• Understand what the word humour implies
• Discuss whether humour ought to play an important role in our lives
• Listen to details

Say it Right: The Sounds of the Letter `x' and the /3/ Sound
• Learn the various pronunciations of the letter x

Language Ladder: Verb Tenses
• Learn the difference between past, present, and future verb tenses and when to use simple, continuous, perfect, or the perfect continuous forms of these
• Understand with which time phrase each is used

Reading: Dark is the Nation and Insane is the King
• Learn more about plays performed live by actors on a stage in a theatre for people to watch
• Read a play adapted from a Hindi short story

Understanding
• Make inferences based on comprehension of the text
• Learn the meaning of satire and how it is used in the play
• Learn about idioms and their usage in the play
• Compare and contrast characters in the play

Vocabulary: One Word Substitution
• Learn how to use a single word in place of an entire phrase, or a clause
• Identify single words that can be used in place of given sets of words

Practising Grammar: Verb Tenses
• Extend sentences using appropriate tenses
• Complete the sentences meaningfully using the appropriate verb forms
• Correct verb tense errors in sentences
• Change the present into future tense

Speaking: Explaining Procedures
• Learn how to write procedures using sentence starters and connectors

Writing: Character Sketch
• Understand what a character sketch is
• Note the points to keep in mind while preparing to write a character sketch

Plug-In: Abbreviations and Acronyms
• Understand the difference between abbreviations and acronyms
• Write the full forms of the given abbreviations and acronyms

Celebrating Poetry: Hints on Pronunciation for Foreigners
• Read the poem with expression and enthusiasm
• Appreciate the humour in the poem
• Answer comprehension questions and note the rhyming scheme of the poem

Enrichment: Editing a Draft
• Learn how to edit a paragraph by ensuring the grammar, spelling and punctuation is correct
• Write own composition and polish the draft by editing it
<table>
<thead>
<tr>
<th>S. no.</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
</table>
| 1      | Getting Started | • Activity 1: What Makes Me Laugh?  
• Talking about a funny incident | | 1 |
| 2      | Listening: Listen to a story | • Listening for Details  
• Listening Exercise (Page 135) | | 1 |
| 3      | Say It Right: The Sounds of the Letter 'x' and the /3/ Sound | • Learn how words with x in them are pronounced in different ways  
• Differentiate between words where the x is pronounced as /z/, /gz/ and /ks/  
• Exercise (135- 136) | | 1 |
| 4      | Grammar: Verb Tenses | • Activity 2: This is Tense!  
• Learn how to use all the aspects of the three tenses and the time phrases used with them | | 2 |
| 5      | Pre-reading Reading | • Question (Page 137)  
• In-Text Comprehension Practice  
Activity 1 (Pages 90-91) | | 4 |
| 6      | Understanding | • Activity 3: A Little Birdie Told Me  
• Understand satire  
• Compare and contrast characters  
• Exercise (Page 142-143) | | 1 |
| 7      | Vocabulary: One Word Substitution | • Learn the single word substitutes for a set of words or phrases  
• Exercise (Page 143)  
Activity 2 (Page 92) | | 1 |
| 8      | Practising Grammar: Verb Tenses | • Exercise (Page 144-145)  
Activity 3 (Pages 93-95) | | 1 |
| 9      | Speaking: Explaining Procedures | • Learn how to use connectors to write out a procedure from the first step to the last  
• Activity 4: Proceed with Caution | | 1 |
| 10     | Writing: Message | • Write a message using the correct format and including all the necessary information  
• Exercise (Page 146)  
Activity 4 (Pages 96- 97) | | 2 |
| 11     | Plug-In: Abbreviations and Acronyms | • Understand the difference between abbreviations and acronyms  
• Learn the full forms of common abbreviations and acronyms  
• Exercise (Page 147) | | 1 |
| 12     | Celebrating Poetry: Hints on Pronunciation for Foreigners | • In-text Comprehension  
• Activity 5: Pronunciation Problems  
• Exercise (Page 149)  
Activity 5 (Page 98) | | 1 |
| 13     | Enrichment: Editing a Draft | • Understand why it is important to edit a first draft to ensure the final is error-free.  
• Activity 6: Who Wants to Be an Editor?  
• Exercise (Page 150) | | 2 |
| 14     | Project Work | • Curtain Call | | 1 |
Teaching Trail

- Read the introduction aloud and ask students if they think having a sense of humour or appreciating humour in life is important.
- Discuss the things in life that students find amusing and evoke laughter in them.

Activity 1: What Makes Me Laugh?

Divide the students into groups of four. Give each group a sheet of paper and ask them to pool in their ideas and note any four things they find amusing. Tell them that it need not be the names of comedy shows because we all know that those have been created to make us laugh. Ask them to think about commonplace everyday events that might evoke laughter. For example, it could be the funny talk of a baby, the jokes someone in their family shares with them, etc.

Listening Text

A miser, who was a goldsmith, sold all that he had and bought a lump of gold. He buried it by the side of an old wall. He would visit the spot every day to look at his buried lump of gold. One of his workmen observed his frequent visits to the spot. He soon discovered the secret of the hidden treasure. One day, he went to the spot and stole the gold. The Miser, on his next visit, found that the gold was missing. He began to tear his hair and to make loud lamentations. A neighbour, on seeing this, said, “Take a stone, and bury it, and fancy that the gold is still lying there. The stone will remain buried there in place of gold as you never used the gold.”
Answer Key

a. He was a goldsmith.
b. The miser sold all that he had and bought a lump of gold.
c. The miser went to see the buried lump of gold every day.
d. He found that the gold was missing.
e. The neighbour advised him to keep a stone in place of the lost gold and fancy that the gold was still lying there. The stone would remain buried there in place of gold as he never used the gold.
f. The answer may vary.

Skills in focus

Communication: Listening actively, Utilising clear and articulate speech

Critical Thinking: Testing out solutions

Reading Café

The /ʒ/ come in words like casual, sound is voiced which means that we vibrate our vocal cords to pronounce it. To pronounce the sound the teeth are clenched together lightly and the tongue is pulled away from them. Then air is pushed through them, while voicing out.

Teaching Trail

• Allow the students to read the words with ‘x’ aloud.
• Ask them if they noted how though all the words contain the alphabet x, they are pronounced differently in the different words.
• Let them read the table.
• Call out for more examples for sounds given in the table.
• Tell the students to make a note of how the words with the letter ‘s’ (in the next box) are pronounced with a sound between /sh/ and /z/.
• Ask the students if they know the meanings of all the words on page 135.
• Allow them to consult dictionaries and find out the meanings of the words before making sentences with these.
• Guide the students in case they need help before allowing students to individually complete the exercise on page 135 and 136.

Answer Key

1. Accept all appropriate sentences.
   - azure – My ring has an azure stone which will match your dress.
   - luxury – Sita has a very big house and she lives in luxury.
   - television – Keep the children away from the television.

Skills in focus

Communication: Listening actively, Utilising clear and articulate speech

Critical Thinking: Testing out solutions
• seizure – The court ordered the seizure of the defendant’s car.
• confusion – There is some confusion amongst all children regarding the school reopening day.
• magnesia – Magnesia is a substance that neutralises acid.
• treasury – The chief minister has looted the people and filled his treasury.
• version – The story has two versions.
• casually – I was casually strolling through the museum.

2. ‘x’ as /z/  ‘x’ as /gz/  ‘x’ as /ks/

<table>
<thead>
<tr>
<th>xenia</th>
<th>exhaust</th>
<th>detox</th>
</tr>
</thead>
<tbody>
<tr>
<td>xylophone</td>
<td>exaggerate</td>
<td>extreme</td>
</tr>
<tr>
<td>xenon</td>
<td>exhibit</td>
<td>mixer</td>
</tr>
<tr>
<td>xylem</td>
<td>exude</td>
<td>pretext</td>
</tr>
<tr>
<td>xerography</td>
<td>auxiliary</td>
<td>galaxy</td>
</tr>
</tbody>
</table>

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Critical Thinking: Understanding and applying a concept

Teaching Trail

• Ask students to list all the tenses they know and write them on the board.
• Then call other students to say a sample sentences for the tenses written on the board.
• Explain the table to the students in detail.
• Use the examples written on the board to explain the structure of each tense.
• Also explain the usage of the tenses.
• Ask the students to make the same table in their notebooks and write the verbs and time phrases for each tense.

Activity 2: This is Tense!

Divide the class into groups of 4. Distribute a post-it note to each of them. Ask them to close their books and notebooks. Give each group any one verb and one tense (past, present or future) and let the four of them starting from student 1 to 4 write only the basic sentences in simple, continuous, perfect, and perfect continuous. The first group to write all the 4 sentences correctly wins.
• Assign 10 students to read the parts of different characters in the play (Jagdish, Guru, Tripathi, Mother, Judge, Homeowner, Bricklayer, Cement Mixer, and Executioner) with expression and enthusiasm. One student can read out the portions of the narrator.

• Ask comprehension questions after the text on each page is read.

Skills in focus

**Critical Thinking:** Making predictions, judgements and inferences

**Teaching Trail**

- Ask the students to observe the pictures carefully and guess the kind of play being enacted based on the setting and the costumes.
- Give them hints if they appear to be confused. For example, the first one depicts a biblical scene and the second is a time period play.
- Ask them the questions that have been given beneath the pictures of plays being enacted on page 137.
- Ask them what the main features of a play are that make it a good play or a mediocre one.

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**Communication:** Listening actively, Providing expression and enthusiasm, Answering Questions

**Critical Thinking:** Reflection, making judgements and inferences

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Reading

The following is a play adapted from the story 'Andheri Nagari Chaupai Raja.' Read and enjoy the play.

**Scene 1**

In the small town of Vijaynagar, lives a boy named Jagdish, who respects his guru and follows his advice religiously. Though he has grown up into a man, now he still cannot take his own decisions. He is looking for someone to earn money. He approaches his guru to guide him. The scene opens when Jagdish and his guru are sitting in a small house.

Jagdish: My family thinks it is time for me to take responsibility of my younger siblings.

Guru: Well, they're not wrong. You've grown up to manhood and since your parents have worked hard when it was their time, you ought to take their place in the family.

Jagdish: Yes. I have thought that I will go to a town called Ajmanpur, which my friends say, is a great place.

Guru: It may be the case for them. But my experience with the people there hasn't been so welcoming. It is an undesirable place to live, besides the citizens there lack intelligence. I would refer to that place as 'andheri nagari chaupai raja; takab se khati, takab se khati.' There is one fixed price for spinach and dates and everything else. I wouldn't advise you to go there and work. Well, there's plenty to do here. If you stay here, you could work and spend time with your family.

Jagdish: Nay, I want to earn money, a lot of it. And Vijaynagar doesn't have enough. As a matter of fact, it is good that the citizens there are not intelligent. I could make far more money off them.

Guru: You'd be riding for a fall, young man. I would recommend you stay in your town.

**Scene 2**

Jagdish, against his guru’s advice, goes to the new town of Ajmanpur and begins to work there. One night four brothers plan a theft on an aristocratic family and try to breach a wall. In the process the wall falls down and leaves the four brothers dead. Their mother decides to call a lawyer and press charges against the aristocrats. Tripathi, the lawyer, wearing a brown ‘tweed coat’ prominent during the times, walks in with a briefcase whose handle has been fixed many a times due to mishandling.

Tripathi: What can I do for you, Memashti?

Mother: My son, they are all dead! And ... it is because of these aristocrats of our neighbouring nagar. These rich men have money to...
Comprehension Questions
• Why does Jagdish go to his guru for guidance?
• What is Jagdish’s aim in life?
• What does the guru tell him about Ajmaira?
• What final warning does the guru give Jagdish?
• What unfortunate incident takes place in Ajmaira?
• How is the lawyer Tripathi dressed?

was passing by so I greeted him and while doing so I forgot how much of the tea I had to mix.
Scene: The judge leaves his bench to summon the neighbour. The neighbour, a poor and weak fellow, arrives at the court.
Judge: You disturbed the cement mixer while he was at work. He forgot to mix the cement and water in the correct ratio, making the wall of the house weak. The weak wall did not let the thieves complete their job and killed them by falling on them. You are by all means guilty. You will be sentenced to death for killing four men.

Scene 4
Scene: The neighbour has no clue what is happening and how he is guilty. Being a weak and poor fellow, one with no sense of the world, he does not see anything in response to the judge and his sentence is fixed for the next morning. The judge relieved of the “vicious game of accidents,” returns to his home for witnessing the sentence the next day. Everyone leaves the court for home. The next morning, all the people reach the court before time. The country’s legally fixed size house is brought to string up the guilty offender.
Judge (to the executioner): Hang the man to death.
Executioner (struggling with the noose): I am trying. Stop yelling at me. This fellow is so thin and lean that the noose is slipping off his head and neck.
Judge (irritated): Since the circumference of the noose is unacceptable according to the law, the only way for justice to be done is to hang the first person whom the noose fits.
Scene: The “villagers are frightened. They try to escape but the judge makes sure that all the doors are locked and nobody can flee. Jagdish, who is among the attendants, has a stout neck.
Judge: Bring that boy up here. He seems to have grown up to a fat man. He is to be hanged at the public square tomorrow.
Jagdish: But, Sahib.

Comprehension Questions
• Who does the mother want to file a case against and why?
• What was the judge dressed in for court?
• Why does Tripathi himself go to call the aristocrats?
• What argument does the homeowner present in his defence?
• What does the mother tell the judge to show that her complaint carries weight?
• Who does the homeowner blame and why?
• Who does the bricklayer blame in his defence?
• Who does the judge’s anger fall on next?
Comprehension Questions

• How does the Guru help Jagdish?
• Why does the judge decide to be hanged?
• What does the king decide when he hears of this?
• What do Jagdish and his guru do at the end of the story?

Judge: Zip your lip, boy!
The decision has been taken.

Scared and desperate, Jagdish sends an urgent message to his guru who quickly arrives the next morning to rescue his disciple.

Guru: I insist on being hanged in place of my disciple.

Judge: Who are you? Why should I listen to you? Are you the judge?
I will decide who is hanged.

Guru: Please Sahib. Hang me.

Judge (suspiciously): Why should I hang you?

Scene: Guru has no answer but he keeps on pleading for him to be hanged in place of the young man.

Judge: If you don’t tell me the reason, you will be beheaded.

Guru: Please Sahib. Today is a new moon. Whosoever dies today will go to heaven and I have no pleasure in living my life anymore. This young man has a family to take care of.

The judge is overwhelmed and thinks that it might be his chance to go straight to heaven so he announces that he himself will be hanged and nobody else. The news reaches the King and he realizes that he has a pet monkey who is sick but is unable to die. He loves his pet and he thinks that it is time for the monkey to go straight to heaven. The monkey is hanged and Jagdish and his guru are relieved. The two, the Guru and the disciple go back to their town promising never to return to this strange place again.

Understanding

1. Answer the following questions:
   a. Why did Jagdish’s Guru advise him against going to the town of Ajnaita?
   b. The mother presses charges against the aristocrat for the death of her sons. Was this justified?
   c. The blame of the broken wall was passed from the aristocrat on top of the line to the neighbour at the bottom, yet none of them was guilty. Why?
   d. More than shocked, the audience is frightened. Whose action had left everyone frightened? What was the action?
2. The story is a satire. It illustrates how the blame game is played and turns justice into mere mockery. Elaborate and justify the statement.
3. Find at least five idioms from the story and use them in sentences of your own.

Activity 3: A Little Birdie Told Me

Divide the class into pairs. Give each pair of students a slip of paper with 2 idioms written on one side and their meanings on the other side. Tell the students they must not turn over the slips of paper. Each student needs to guess the meaning of one idiom. They need to tell each other the meanings and only then turn over the slip of paper to see if they had guessed the meanings correctly.

Integrated Learning

Ask students to find out information about Theatre of the Absurd. Ask them if they found something similar between this play and the plays that come under Theatre of the Absurd. Ask them also to look for well-known Indian political satires in movies, books and plays.

Critical Thinking: Reflecting, evaluating and concluding, Making predictions, judgements and inferences

Communication (Written): Using personal voice in writing. Using appropriate tone and vocabulary for the intended audience

Teaching Trail

• Explain the questions in the exercise on page 142 and 143.
• Explain the concept of satire to the students.
• Write some common idioms on the board. For example, It cost an arm and a leg, As cool as a cucumber, Add fuel to the fire, Draw a blank, and In the same boat.
• Ask students what they think these idioms mean.
• Explain that compare and contrast means to find vast differences between two things, in this case the judge and the guru who are completely opposite in terms of their intelligence, knowledge, intuitiveness, and in their roles as advisors.
• Allow students to individually answer all the questions in their notebooks and where there is assigned space, in their content books.
1. a. Jagdish’s Guru advised him against going to the town of Ajmaira because his experience with the people of that town had not been so welcoming. The Guru referred to that place as andheri nagri chaupat raja; takah ser bhaji, takah ser khaja . There was one price for vegetables, dates and everything else. It was an undesirable place to live and citizens there also lacked intelligence.

b. No, this was not justified as her four sons had planned the theft on the aristocrat family and tried to breach a wall. In the process the wall fell, and the four brothers died.

c. The blame of the broken wall was passed from the aristocrat on top of the line to the neighbour at the bottom, yet none of them was hung. This happened because Jagdish’s Guru said to the Judge that whoever would die that day will go to heaven. The Judge was that he himself would be hanged because he wanted to go to heaven. But the King intervened and got his pet monkey hanged.

d. The Judge’s action had left everyone frightened. He announced that since the circumference of the noose was unalterable according to the law, the only way for the justice to be done was to hang the first person whom the noose fitted.

2. A satire is a piece of literature that makes fun of follies and shortcomings of a society or a government. The play makes fun of the judicial system of the country. The town of Ajmaira has a court, an appointed judge and a king, but none of them can be relied upon. The judge is easily misguided and passes judgements without even considering their consequences. The whole case is based on a wrong premise. Till we reach the end of the play, no one knows why Jagdish is to be hanged, everyone just goes along with the decision because they want to see someone hanged. In the end, the punishment becomes a boon and the one who is hanged is not even a human being.

3. Answers may vary. Accept all appropriate responses.

   Sample answer:
   a. grow up into: This plant will grow up into a fine tree.
   b. riding for a fall: They think they know what they are doing, but they are riding for a fall if you ask the experts.
   c. once in blue moon: He goes out of town once in a blue moon.
   d. do a bad job: The mechanic did a bad job of fixing up this car.
   e. zip your lip: The coach told the captain to zip his lip.

4. The judge was lazy and did not take his job seriously. His demeanour suggested insincerity and callousness. Jagsish’s guru, on the other hand, was diligent and promptly came to his help. The guru was sincere in his advice and tried to guide Jagdish to the best of his knowledge. The judge was gullible and easily fooled, while the guru was quite clear sighted and trusted his judgement.

5. Answers may vary. Accept all appropriate responses.
Explain that the English language has many words that can be used to substitute a whole set of words.

Write on the board: spoken or done without

Teaching Trail

• Ask the students what they think are the single substitutes for all these.
• Write out the single word for each in case they are unable to answer: extempore, inevitable, potable, souvenir, utopia, almanac.
• Ask the students if they can think of any more set of words that can be substituted by a single word and write these on the board as well.
• Tell the students to note all of these in their notebooks and research more at home for more in order to enhance their vocabulary skills.
• Tell the students to first discuss in pairs and then individually attempt the exercise given on page 143.

Communication (Written): Using appropriate vocabulary

preparation, certain to happen, safe to drink, a thing kept as a reminder of a person, place or event, an imaginary ideal society free of poverty and suffering, an annual calendar containing important dates and statistical information

Vocabulary

Read the following:

- someone who leaves one country to settle in another: **emigrant**
- one who cannot express himself/herself freely: **introvert**

One word substitution is when a word replaces an entire phrase, clause or sentence.

Choose one word for the following phrases from the help box.

- cartographer
- aristocracy
- apairy
- somnambulist
- lexicography
- insolvent
- oligarchy
- flotilla
- reservoir
- connoisseur
- mint
- atheist

4. Compare and contrast the characters of the judge and the guru.

5. Find the inference.

<table>
<thead>
<tr>
<th>Question</th>
<th>What you read</th>
<th>What you know</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were the thieves rich?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the judge lazy?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the Guru right from the beginning?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answer Key

1. somnambulist 2. atheist 3. connoisseur 4. insolvent 5. flotilla 6. cartographer
Recapitulate the rules to write verb tenses of past, present and future in simple, continuous, perfect and perfect continuous.

Read the questions and explain what is to be done.

Give the students time to independently complete the exercise on page 144 and 145.

### Answer Key

1. Answers may vary. Accept all appropriate responses.
   a. I bought them at concessional rates.
   b. I will be going to pick him up.
   c. We are going to buy a gift for grandma.
   d. There has been a lot of development in this city.
   e. He also got the best athlete award this year.

2. It was a very hot Thursday afternoon. A man **wore** (wear) a heavy army jacket, a monkey cap and dark glasses. He **walked** (walk) into the National Bank and **pointed** (point) a gun at the teller. He **wanted** (want) to frighten the teller, when he said, “Give me all the money in the bank.” She was so scared that she **did** (do) what he told her to do. While everyone in the lobby **was screaming** (scream) the security guard **tried** (try) to calm them, but in vain. By now, people **had started running** (run) towards the door. The teller **handed** (hand) over three bags full of money. After taking the money, he **walked** (walk) out of the door. Luckily, nobody was hurt.

3. am – was had – have been having
   have bid – bid were – have been
   will decided – decided will – was
   will have been – was

4. a. I will participate in the competition twice.
   b. We will be walking back home as we have not exercised enough.
   c. ‘The Town’ will be a famous monthly magazine for years.
   d. I will be writing a letter to my Grandma.
   e. Children will go to school at 7:30 a.m.
Divide the class into groups of 5 or 6 students and ask them to brainstorm as to how they will write out the procedure of any one of the given topics. Let them write these down and present it to the class once they have completed. For the sake of variety, a few more could be added like baking a cake, making French toast, making French Fries, washing clothes in a washing machine, making a poster etc. Remind the students to use the sentence connectors to carry out this activity correctly. Ask them to choose from the connector options as shown on page 145.
**Creativity:** Generating original ideas, Improving upon ideas

**Communication (written):** Using personal voice in writing, Using appropriate tone and vocabulary for the intended audience

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**Teaching Trail**

- Explain the essential components of a message and why it is important to mention all the details.
- Read the message out aloud mentioning what comes before and after.
- Explain that a message must provide the required information briefly and precisely.
- Read the telephonic conversation and ask the students to underline the important information that is needed to be conveyed by Samarth to his father.

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**Plug-In**

**Abbreviations and Acronyms**

Abbreviations are formed from the initial letters of two or more words and are used to represent a short form of the words. For example:

- TV etc. e.g. p.m.

An acronym is a word formed from an abbreviation, where instead of spelling the letters individually, the abbreviation is made into a new word. For example:

- ISRO - Indian Space Research Organisation
- FIFA - The Federation of International Football Association

1. Write the full forms of the commonly used abbreviations given below:
   a. i.e.
   b. Pt.
   c. RBI
   d. CEO
   e. M.Sc.
   f. RSVP
   g. Avg.
   h. Tel. no.

2. Write the full forms of the following acronyms:
   a. UNESCO
   b. TOEFL
   c. NATO
   d. SAARC
   e. GLL

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**Critical Thinking:** Reflecting, evaluating and concluding, Making predictions, judgements and inferences

**Communication (Written):** Using personal voice in writing, Using appropriate tone and vocabulary for the intended audience

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**Teaching Trail**

- Explain the purpose of using abbreviations and acronyms.
- Tell the students it is especially easier for people to remember various organisations by their acronyms instead of the complete name—like a UFO is an unidentified flying object but most people know that UFO’s refer to alien flying ships.
- Abbreviations, on the other hand, are easy to write and use in texts where these are repeatedly mentioned.
• Write a few abbreviations and acronyms on the board and ask the students which they are: abbreviations or acronyms. For example, UN, e.g., ASAP, NASA, tsp, Ave, Ph.D, SPCA.

• Allow students to guess their full forms. If they are unable to, tell them that the UN, ASAP, NASA and SPCA are acronyms while e.g., tsp, Ave and Ph.D. are abbreviations. Their full forms are United Nations, As soon as possible, National Aeronautics and Space Administration, Society for the Prevention of Cruelty to Animals. The abbreviations mean for example, teaspoon, Avenue, and Doctor of Philosophy.

• Allow the students to discuss in pairs and then individually complete the exercise on page 147.

### Answer Key

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a.</td>
<td>That is</td>
<td>b. Postscript</td>
</tr>
<tr>
<td>d.</td>
<td>Chief Executive Officer</td>
<td>e. Master of Science</td>
</tr>
<tr>
<td>g.</td>
<td>Average</td>
<td>h. Telephone number</td>
</tr>
<tr>
<td>d.</td>
<td>South Asian Association for Regional Corporation</td>
<td>e. Ontology Interface Language</td>
</tr>
</tbody>
</table>

---

### Communication: Listening actively, Providing expression and enthusiasm

### Creativity: Generating original ideas

---

### Teaching Trail

• Read the poem aloud slowly, pronouncing each similarly spelt but differently pronounced word carefully.

• Ask students to underline these particular words and note how they sound different.

• Infuse humour into the recitation and feign a confused expression when reading these words.

• Discuss the answers to the questions in the exercise in class.

• Allow the students to individually complete the exercise on page 149 in their notebooks.
Reading
Read the poem slowly and emphatically. Ask comprehension questions that are the main focus of the poem:
• How are tough, bough, cough and dough different?
• Is the poet making fun of people or is he/she simply perplexed by how annoying learning the correct pronunciation be?
• How has the poet actually helped students of English through this poem?

Activity 5: Pronunciation Problems
Divide the class into 2 groups. Ask the students in each group to read one line aloud and let the others in the group correct them if they pronounce any word incorrectly. Then, each group can do a combined recitation ensuring they pronounce each word correctly. The group that makes the least mistakes wins.

Answer Key
1. The poet is trying to convey that English language is ridiculed for its different pronunciation for similar words. It is a dreadful language to master.
2. Answers may vary. Accept all appropriate responses.
3. Though the poet started speaking English at the age of five but yet at fifty-five he thinks that he hasn’t learned it all. This is because the more he tries the more he gets stuck in trying to spell words that sound the same.
4. Answers may vary. Accept all appropriate responses.
5. Answers may vary. Accept all appropriate responses.
6. Answers may vary. Accept all appropriate responses.
7. Answers may vary. Accept all appropriate responses.

Poetic Device
Rhyming Scheme – aa bb cc dd ee ff gg hh ii jj kk ll ml

<table>
<thead>
<tr>
<th>know</th>
<th>bough, dough</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>through</td>
</tr>
<tr>
<td>perhaps</td>
<td>traps</td>
</tr>
<tr>
<td>word</td>
<td>heard, bird</td>
</tr>
<tr>
<td>mother</td>
<td>brother</td>
</tr>
<tr>
<td>loose</td>
<td>choose, goose</td>
</tr>
<tr>
<td>cart</td>
<td>thwart, start</td>
</tr>
<tr>
<td>alive</td>
<td>five</td>
</tr>
</tbody>
</table>
**Editing a Draft**

To write a good composition in English, it is essential to plan it properly. Let's have a look at a child's first draft on the topic ‘My Favourite Hobby’.

When you write the first time, you can be as untidy as you like. You can cross out any part that you don't like. Add an extra sentence here and there. Don't worry about the grammar and spelling at this stage.

My favourite hobby is collecting different key chains. I had a collection of more than 30 different key chains. I don't consider a keychain as an object which is used to hold keys. I just love the variety and variations in key chains available. With so many stylish key chains available, they are simply wonderful and fun to collect. Hanging cool key chain on the school bag makes it so cool. It is really surprising to see a variety of key chain available. They are available in any shapes and sizes. Almost every big key chain object has a keychain model for it. For instance, there are mini trains, mini houses, and mini cars available in the form of key chain.

The best part is that collecting keychain has no age limit. It is such a wonderful and entertaining hobby that I would like to continue even when I grow up to be an adult.

After you have completed the first draft, copy out your composition into your notebook. While you are copying, check that the grammar, spelling and punctuation are correct.

Write a composition on your hobby and use what you learnt above to polish your draft.

---

**Collaboration:** Organising and gathering team materials, suggesting/accepting new ideas, asking questions to the group and the teacher

**Teaching Trail**

- Read the introduction.
- Explain how editing the first draft is always a good thing to do so that the final paragraph or composition is error-free.
- Read out the portions in the given paragraph that have been edited and explain how each change sounds and reads much better.
- Allow students to individually write a paragraph on their favourite hobby and then spend time to edit it.

**Activity 6: Who Wants to Be an Editor?**

Divide the class into groups of 4. Give them each a passage on a sheet of paper with errors in it. These can be downloaded from the internet for practise work in class. Let them then work out how best to edit it and make it error free.

**PROJECT WORK**

**Curtain Call**

Allow students to get into groups of 10 and discuss briefly as to how they would enact the first period on their first day of school in Grade 7. Assign one student in each group to play the class teacher and the rest to play the role of the students. Tell them that since this unit deals with humour, they need to enact this scene in a humorous manner. Tell them that their dialogue delivery must be clear so that the whole class can hear. They must also use gestures and display appropriate body language as well as pretend that they are acting on a real stage.
**Workbook Answer Key**

**Activity 1: Understanding**

1. a. Jagdish decided to go to the new town of Ajmaira.
   
b. The Guru advised him stay in his own town. He told Jagdish that it was an undesirable place, and the people there lacked intelligence.
   
c. The Memsahib held the aristocrat family responsible for the death of her sons.
   
d. The bricklayer said that the cement being used was of poor quality.
   
e. The executioner was struggling with the noose because the man sentenced to death was so thin and lean that the noose was slipping off his head and neck.

2. a. Jagdish told Guru that he wanted to earn a lot of money and Vijaynagar didn't have enough. If the citizens of Ajmaira were not intelligent then he could make more money off them and so he wanted to move to Ajmaira.
   
b. The homeowner said that the people who came to rob him should have been on trial. Later he said that the people who had constructed the house were guilty.
   
c. The Guru made up a tale and said that whoever would die that day would go straight to heaven. The judge fell for it and decided to hang himself.
   
d. Answers may vary. Accept all appropriate responses.

3. a. i. The homeowner was summoned to the court because the mother considered her sons’ death was because of the homeowner who hadn’t built strong walls.
   
   ii. According to the homeowner, the people who constructed the house were responsible for the falling of the wall.
   
b. i. The four men were four brothers who died trying to breach a wall.
   
   ii. The Judge said these lines. The accused saved himself by putting the blame on the neighbour whom he greeted while mixing the cement.

4. Answers may vary. Accept all appropriate responses.

**Activity 2: Vocabulary**

Across: 6. anarchy 8. ludicrous

Down: 1. sagacious 2. polyglot 3. edible

4. monarchy 5. headstrong 7. altruist

2. a. sagacious b. headstrong c. anarchy d. ludicrous e. monarchy

**Activity 3: Grammar**

<table>
<thead>
<tr>
<th>Sentence</th>
<th>The present tense is used to talk about</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indira has just bought a new Sitar.</td>
<td>an action that happened recently</td>
</tr>
<tr>
<td>She knows how to play the Sitar.</td>
<td>a fact</td>
</tr>
<tr>
<td>She has been studying the instrument for ten years.</td>
<td>an action that started in the past and still continuing</td>
</tr>
<tr>
<td>She is living in Delhi for the time being.</td>
<td>a temporary situation</td>
</tr>
<tr>
<td>She is playing the Sitar right now.</td>
<td>an action happening now</td>
</tr>
<tr>
<td>She practises ragas every evening.</td>
<td>a repeated action/schedule/habit</td>
</tr>
<tr>
<td>She has performed in many concepts.</td>
<td>an action happened in the past, time not specified</td>
</tr>
</tbody>
</table>
2. Answers may vary. Accept all appropriate responses.

3. I was jogging as usual, when suddenly a dog started chasing me. I had never run so fast in my life! Thankfully, the dog gave up midway. The chase made me reach the park earlier than usual. And who did I find there, my History teacher! I had never seen her there before. She told that she had been coming there for past one year. Then I realized that I had to complete my homework. I had been delaying the homework for a week now. As I opened my notebooks, Father told me that the holidays had been extending. I was thrilled. I should stop now, I have to get up early tomorrow.

4. a. We will arrive on time. b. They will be staying in the hotel.
   c. We will have called the police. d. The train will have been running non-stop for two days.

5. a. What you have done? b. Will they be late for the meeting?
   c. She had been practicing for an hour. d. He had not been studying lately.
   e. The location has not changed since then.

Activity 4: Writing
1. Open-ended question  
2. Open-ended question

Activity 5: Celebrating Poetry
1. a. The poem makes fun of the English language.
   b. No, the author is anonymous.
   c. Yes, the narrator can speak English. Writing English troubles the narrator.

2. a. i. Bough, dough, thorough, through
   ii. It means to make a mistake or repeat mistakes in speaking. People would stumble with these words because although they are spelled similarly are pronounced differently.
   b. i. ‘Dreadful’ means causing or involving great suffering, fear, extremely bad or serious. The narrator calls English a dreadful language because the spellings and pronunciation of many English words often do not match.
   ii. The speaker has mastered speaking English since he was five. He mentions in the poem that he is still struggling with writing it.

Activity 6: Comprehension
1. a. lounging  b. might  c. engrossed  d. stiffly  e. cadet  f. taunting
2. a. i. not knowing when something will end  b. ii. to decide to stop doing something
   c. ii. a book on WW II  d. iv. the sound of her alarm clock
3. a. Vineet read 300 pages before he fell asleep.
   b. Vineet was wearing a pan on his head. He thought it was a helmet.
   c. Twenty means twenty push-ups.
   d. Vineet gave his sister a banana in her hand, a pan to put on her head and a shawl. He thought they were a helmet, a gun and a jacket respectively.
   e. Seema saw the book lying on the sofa, and realized that Vineet was sleepwalking.

4. a. Answers may vary. Accept all appropriate responses.
   b. When Seema woke up, Vineet stood stiffly in a corner wearing a pan on his head and shouted at her. He pulled her out of the bed and ordered her to do twenty push ups.
   c. Vineet mistook the doorbell for the enemy's taunt. He said that he the sound felt like an insult, and someone needed to put an end to it.
   d. Answers may vary. Accept all appropriate responses.
LESSON TARGETS

Getting Started and Listening
• Understand how people react differently to different situations in life
• Use the given hints to form new words
• Listen for details

Say it Right: Words Stress in Compound Words
• Learn stress patterns for compound words

Grammar: Passive Voice
• Learn how imperative sentences are changed from the active to the passive voice

Reading: A Christmas Carol
• Read an excerpt from the classic A Christmas Carol by Charles Dickens
• Make inferences based on comprehension of the text
• Respond critically to the text

Understanding
• Make inferences based on comprehension of the text
• Make inferences based on textual evidence
• Infer the meanings of unfamiliar words and cross check with the dictionary
• Answer questions in reference to context

Vocabulary: Words Often Confused
• Learn how to differentiate between the words that are often confused
• Choose the correct words to complete the sentences meaningfully

Practising Grammar: Passive Voice
• Change imperative and interrogative sentences into passive voice
• Change active into passive voice

Speaking: Class Discussion
• Learn how to take turns while speaking and how to have a courteous conversation

Writing: Accepting an Invitation
• Note the format of an informal invitation
• Note the points to keep in mind while drafting a reply for accepting an invitation

Plug-In: Phrasal Verbs
• Make phrasal verbs using two words to match the given meanings

Celebrating Poetry: Stopping By The Wood on a Snowy Evening
• Read the poem and understand its deeper meaning
• Learn the different poetic devices used
• Answer comprehension questions with reference to context

Enrichment: Being Tactful
• Learn how to be tactful while being polite at the same time
• Rewrite given sentences in a more tactful manner
<table>
<thead>
<tr>
<th>S. no.</th>
<th>Topic</th>
<th>Task</th>
<th>More to Do (Workbook)</th>
<th>Teaching Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting Started</td>
<td>Activity 1: Should I Smile or Cry?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exercise (Page 151)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Listening: Listen to a Passage</td>
<td>Listening for Details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Say It Right: Word Stress in Compound Words</td>
<td>Learn how different syllables are stressed in compound nouns, compound verbs, compound adjectives and hyphenated compound words</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exercise (Page 153)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn how to convert active into passive voice and vice versa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Pre-reading Reading</td>
<td>Group Discussion (Page 155)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-Text Comprehension Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Understanding</td>
<td>Understand unfamiliar words</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Infer character traits</td>
<td>Activity 1 (Pages 102-103)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answer questions with reference to context</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Exercise (Page 160-161)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Activity 3: Ghostly Visions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Vocabulary: Words Often Confused</td>
<td>Exercise (Page 162)</td>
<td>Activity 2 (Page 104)</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Practising Grammar: Passive Voice</td>
<td>Exercise (Pages 162-163)</td>
<td>Activity 3 (Page 105-106)</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Speaking: Class Discussion</td>
<td>Learn the do’s and don’ts on how to have a polite discussion</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity 4: Group Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Writing: Accepting an Invitation</td>
<td>Note the format of an invitation which includes the 5 Ws</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn how to frame a response</td>
<td>Activity 4 (Pages 107-108)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exercise (Page 164)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity 5: Responsive Responses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Plug-In: Phrasal Verbs</td>
<td>Learn new phrasal verbs and use them in a sentence</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exercise (Page 165)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Celebrating Poetry: Stopping By The Wood on a Snowy Eveni</td>
<td>Poem reading</td>
<td>Activity 5 (Page 109)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-text Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity 6: I Am Poetic!</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Exercise (Page 167)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Enrichment: Being Tactful</td>
<td>Learn the importance of being tactful and polite</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity 7: I Can Be Tactful!</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exercise (168)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Project Work</td>
<td>Draft a conversation</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
Read the introduction and discuss the meaning of being optimistic versus pessimistic.

Allow students to think of new words to describe the kinds of people mentioned in the introduction.

Ask them to think of the stories and movies they have read or seen. Have them think of and share the names of characters that match the descriptions given in the introduction.

Also, ask them in the long run, which attitude does a person benefit from: a positive one or a negative one?

Guide the students to complete the exercise on page 151.

Provide hints in case students are stuck with some of the answers. Ask the students to share what kind of reactions most people have in situations acted out in the following activity.

Activity 1: Should I Smile or Cry?

Divide the students into groups of four. Write down one situation for each group on the board and ask them to discuss amongst themselves as to what their reaction would be. For example, You have scored fewer marks than you thought you would, You have been told you are moving to a new city and school, The vacation you were planning for got cancelled, You forgot your lines on stage, Your teacher scolded you for something somebody else did, etc. Let each group come up with one positive reaction and one negative one. Discuss the positive and negative reactions in class and reach a decision as to which is the better way to handle a frustrating or sad situation.

**Critical Thinking:** Reflecting, evaluating and concluding, Making predictions, judgements and inferences

**Creativity:** Using strategies to narrow the list of ideas, Trying new things

**Communication (Oral):** Utilizing clear and articulate speech, Speaking confidently

**Teaching Trail**

**Answer Key**

| a. bear | b. sail | c. nice | d. lean | e. clear |
A festival is an event centered on some particular tradition. One of the oldest Indian festivals, Holi is celebrated as a symbol of triumph of good over evil, the arrival of spring and the end of winter. It is also known as the Festival of Colors. Holi celebrations begin with burning a big bonfire, hoping that the prayers will ward off internal evil. In the morning, people smear each other with colors, using powder, water guns and flower petals. Holi has become so popular that it is not restricted to India only. It is also celebrated in other Southeast Asian countries now.

### Answer Key

1. c. centered around  
2. a. over  
3. b. bonfire  
4. a. ward off  
5. c. restricted

---

### A Christmas Carol

**Listening**

Listen to the passage and fill in the blanks with the appropriate terms.

1. A festival is ____________ some particular tradition. 
   a. pointed to   b. circles around   c. centered around
2. Holi is celebrated as a symbol of victory of good ____________ evil. 
   a. over   b. upon   c. against
3. Holi celebrations begin with burning a big ____________. 
   a. sky shot   b. bonfire   c. lamp
4. People light bonfire to ____________ the internal evil. 
   a. ward off   b. throw away   c. remove
5. Holi is not ____________ India alone. 
   a. restrained   b. contained   c. restricted

### Skills in focus

**Communication:** Listening actively, Utilising clear and articulate speech  
**Critical Thinking:** Testing out solutions

### Teaching Trail

- Read the introduction and explain which syllables will be stressed on in compound nouns, verbs and adjectives as well as hyphenated compound words.  
- Since this is a complex topic, introduce more compound words of each kind to see if they understand which syllable is to be stressed in compound nouns, verbs, adjectives and hyphenated words.  
- Ask them to think of more compound words in each category.  
- Guide the students in case they need help before allowing students to individually complete the exercise on page 153.

---

### Reading Café

There are many compound nouns like **baseball**, **newspaper**, in which the first syllable is stressed. Other compound verbs like **short**-**change**, **breakdown** lay stress on the second syllable while in compound adjectives with a noun in them, the stress will lie on the first or second syllable like **high**-**speed**, or **water**-**proof**. In hyphenated compound words, the first syllable is usually stressed like in **mother**-in-law, and **merry**-go-round.

### Answer Key

1. FOOTball  
2. duty-Free  
3. window-SHOP  
4. Hotdog  
5. BUS stop  
6. overTAKE  
7. PHOTOgraph  
8. red HOT  
9. UP-to-date  
10. babsySIT
Differentiate between the roles of the subject and object in active and passive voice.

Explain that the doer or subject is more important than the object in active voice, for example, The cat ate the mouse; however, the object is more important than the subject in passive voice, for example, The mouse was eaten by the cat.

Explain the rules of changing questions and imperative statements into the passive voice as shown in the two tables on pages 153 and 154.

Write one sentence of each kind on the board for the students to attempt converting to passive voice in their notebooks. For example, Did you close the front door? Were you reading this book? Have they completed their work? Does she study Geography every day? Should we open the package now? Etc. Answers: Was the front door closed by you? Was this book being read by you? Has the work been completed by them? Is Geography studied by her every day? Should the package be opened by us now, etc.

Follow the same pattern for commands, orders, sentences giving advice, suggestions and requests.

---

Critical Thinking: Understanding and applying a concept

Rewrite the following compound words after capitalising the stressed syllable.

1. football
2. duty-free
3. window-shop
4. hot dog
5. bus stop
6. overtake
7. photograph
8. red hot
9. up-to-date
10. babysit

Language Ladder

Who is watering the plants? (Active Voice)

To change this sentence into passive voice, the subject becomes the agent (by whom), the verb changes to the passive present continuous (are being watered) and the object (the plants) becomes the subject.

In passive voice it is written as:

By whom are the plants being watered?

The following table will help us change other questions into passive voice.

<table>
<thead>
<tr>
<th>Questions beginning with</th>
<th>Change</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did Did she cook the food?</td>
<td>she = by her</td>
<td>Was the food cooked by her?</td>
</tr>
<tr>
<td>Is/Was/Were: Is she cooking the food?</td>
<td>she = by her</td>
<td>Is the food being cooked by her?</td>
</tr>
<tr>
<td>Has/Have/Had: Has she cooked the food?</td>
<td>she = by her</td>
<td>Had the food been cooked by her?</td>
</tr>
<tr>
<td>Do/Does/Did: Do they cook the food?</td>
<td>they = by them</td>
<td>Is the food cooked by them?</td>
</tr>
<tr>
<td>Modal Verbs: Can/should she cook the food?</td>
<td>she = by her</td>
<td>Can the food be cooked by her?</td>
</tr>
</tbody>
</table>

Activity 2: Where's My Voice?

Divide the class into pairs. Tell each student to speak a sentence in active voice to their partner. The partner then changes it into passive voice. Then let the partner do the same for the student.
Skills in focus

**Critical Thinking:** Reflection, making judgements and inferences

**Communication:** Providing expression and enthusiasm

---

**Teaching Trail**

- Read out the questions on page 155.
- Tell them to be as vivid in their descriptions as they can.

---

**Skills in focus**

**Critical Thinking:** Making predictions, judgements and inferences

**Communication:** Listening actively, Providing expression and enthusiasm, Answering Questions

---

**Teaching Trail**

- Let the students read one or two paragraphs turn by turn. Stop each student and let the next student in the row start from there to ensure they are all engaged in reading the story and answering comprehension questions.
- As the text is read:
  - Pronounce and explain difficult words.
  - Take breaks and ask comprehension questions.
  - Discuss questions given beside the text.
Comprehension Questions

• Who came to visit Scrooge next?
• Where did he take Scrooge and what did he show him?
• Why did Scrooge feel a twinge of sadness when he saw Tiny Tim?
• What was Scrooge shocked to hear Bob Cratchit say?
• Where did he take Scrooge next?

Comprehension Questions

• What was the Christmas spirit like in the air?
• What did Scrooge suddenly realise?
• Who came to visit Scrooge at the stroke of midnight?
• Why was Scrooge most terrified of this visitor?
• What did Scrooge realise about his wealth?
• Where had Bob Cratchit just returned from?
• What promise did Scrooge make to the visitor?
• Where was Scrooge surprised to see himself all of a sudden?
Running to the window, he opened it, and put out his head.

“What’s to-day?” cried Scrooge, calling downward to a boy in Sunday clothes.

“Why, it’s Christmas Day!” said Scrooge to himself, I haven’t missed it. The spirits have done it all in one night. To the boy, he said, “My dear fellow! Do you know if that big turkey is still hanging at the grocer’s?”

“The one that’s as big as me?” returned the boy. “Yes! It’s there.”

“Delightful!” said Scrooge. “Go and buy it, and tell them to bring it here. And if you come back within five minutes you’ll have earned half-a-crown.”

“I’ll send it to Bob Cratchit,” whispered Scrooge cheerfully to himself. “He shan’t know who sends it.”

Then he went to the charity and gave a generous contribution. He surprised Bob Cratchit by raising his salary; and to Tiny Tim, who did not die, he was a second father. Scrooge became good friend, good a master, and a good a man! And that’s how the good old city knew him long after he died.

—Adapted from the novel A Christmas Carol

Comprehension Questions

• What was the first thing Scrooge did on Christmas morning?
• What did Scrooge do for Bob Cratchit?
• What was Tiny Tim’s fate?
• How did the city remember Scrooge long after her had died?

Integrated Learning

Talk to the class about Christmas carols sung all over the world. Introduce the famous carol 12 Days of Christmas. Play it in the class and make sure the students know the words of the carol. Explain that the words of the carol have a hidden meaning. It refers to the twelve day period that starts with Christmas day and ends on Epiphany (6th January). The words ‘true love’ represent God, the true love of the world. Ask them to find if the words of the carol have other hidden meanings.

Understanding

1. Answer the following questions:
   a. Describe Ebenezer Scrooge in your own words.
   b. Why did Marley have to carry the chains that he dragged?
   c. What did the ghost of Christmas Past make Scrooge regret?
   d. The Christmas dinner at Bob Cratchit’s house is a sight of happiness and gratitude. Explain. What does Xmas mean?
   e. What does Scrooge send to Bob Cratchit’s house on Christmas morning?

2. Infer the meanings of the given words and then find their dictionary meaning.

<table>
<thead>
<tr>
<th>Word</th>
<th>Your Meaning</th>
<th>Dictionary Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wonder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tilled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kiss</td>
<td></td>
<td></td>
</tr>
<tr>
<td>poshness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Reference to context:
   a. “That’s a poor excuse for picking a man’s pocket every twenty-fifth of December! But if it must be, I want you to start work even earlier the following morning.”
      i. Who said these words and to whom?
      ii. Was it fair for the speaker to say these words? Why, why not?
      iii. What do we get to know about the speaker from these words?
   b. “I see an empty seat,” replied the ghost, “and a crutch without an owner. That is what I see, if these shadows don’t change in the future.”
      i. Which ghost spoke these words?
      ii. Whose chair is being talked of here?
      iii. What are the shadows being referred to?
   c. “I haven’t missed it. The spirits have done it all in one night.”
      i. Who said these words?
      ii. How much time were the spirits supposed to take?
      iii. Which ‘night’ is being referred to?

Activity 3: Ghostly Visions

Divide the class into 3 groups. Assign each group one of the ghosts and tell them to make a list of what they showed Scrooge on the night of Christmas Eve. Ask them to try and infer what each ghost was trying to tell Scrooge and how every vision of the past, present and future made Scrooge feel. Allow them to make brief notes on the same and share these with the class.

Critical Thinking: Reflecting, evaluating and concluding, Making, judgements and inferences

Communication (Written): Using personal voice in writing, Using appropriate tone and vocabulary for the intended audience

Collaboration: Encouraging group members, Solving problems, resolving conflicts
Teaching Trail

- Explain the questions in the exercise on pages 160 and 161.
- Explain the deeper meanings of symbols like the chains that Marley carried and the three ghosts who visited Scrooge.
- Ask them if they can think of any more symbols used in the story.
- Ask the students to infer the meanings of the words and phrases in Question 2 and then consult dictionaries to find their dictionary meanings.
- Explain how they need to answer questions with reference to context.
- Allow students to individually answer all the questions.

Answer Key

1. a. Ebenezer Scrooge was an old businessman. He was a miser and did not give his money to anyone in need. He did not care about his relatives and employee. He did not believe in sharing and charity.
   
   b. Marley had to wear the chains he was wearing because he has spent his life as a stingy person. He did not care about other people and was obsessed with making money.
   
   c. The ghost of Christmas Past made Scrooge regret his decision of not giving donations to the two gentlemen who had come to office earlier that evening. His donation could have freed a child or two from the same misery that he had faced in his childhood.
   
   d. The Christmas dinner at Bob Cratchit’s house was being prepared by Mrs. Cratchit and the children were helping her cheerfully. Bob Cratchit with his family sat on the dinner table joyfully and called Scrooge the founder of that feast. Everyone had Christmas spirits in their hearts and was very happy and thankful to Scrooge.
   
   e. Scrooge sent a big turkey to Bob Cratchit’s house on Christmas morning.

2. Word | Your meaning | Dictionary meaning
--- | --- | ---
brushing away | Accept all appropriate responses. | to refuse to accept or listen to something that someone says
wander | Accept all appropriate responses. | to walk or move in a leisurely or aimless way
tolled | Accept all appropriate responses. | charge a toll for the use of a bridge or road
kin | Accept all appropriate responses. | one’s family and relation
poulterer | Accept all appropriate responses. | a dealer in poultry

3. a. i. Scrooge said these words to Bob Cratchit.

   ii. No, it was not fair of the speaker to say these words as Bob was just asking for a day off for Christmas and not doing something as harmful as picking a man’s pocket.

   iii. The speaker is a miser and a cold person who does not care about others.

b. i. The Ghost of Christmas Present said these words.

   ii. Bob Cratchit’s son Tiny Tim’s chair is being talked of here.

   iii. The shadows refer to Scrooge and his actions.

c. i. Ebenezer Scrooge said these words.

   ii. Scrooge did not know how much time the spirits were supposed to take. He was happy the spirits did it all in one night, and he could make amends on Christmas day.
iii. The night being talked about here is the night before Christmas Day.

4. **Questions**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Inference</th>
<th>Evidence in the story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was Scrooge rich or poor as a child?</td>
<td>Scrooge was poor as a child as he only loved his wealth and thought being rich is being happy.</td>
<td>The Ghost of Christmas Past took Scrooge to a massive house whose owners had lost their fortune and the house is poorly furnished, had cold halls to a bare and dreary room where a young Scrooge was sitting lonely.</td>
</tr>
<tr>
<td>Why was the spirit of Christmas yet to come most fearful?</td>
<td>Scrooge found The Spirit of Christmas yet to come most fearful because he had realized his mistakes and knew how horrible the future would be if he did not change.</td>
<td>The spirit of Christmas yet to come was most fearful as it showed Scrooge his future where he is dead and there are no friends or kin to join his funeral. His fortune could do nothing.</td>
</tr>
<tr>
<td>How much time did the spirits take when they visited Scrooge?</td>
<td>The three spirits visited Scrooge in one night itself as next day was Christmas and spirits gave him a chance to change it.</td>
<td>When Scrooge woke up he said, “Christmas Day! Thank you, the spirits have done it all in one night. I haven't missed the bus.”</td>
</tr>
</tbody>
</table>

---

3. Infer the answers for the following questions. Support your answer with evidences from the story.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Inference</th>
<th>Evidence in the story</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
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<tr>
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<td>When Scrooge woke up he said, “Christmas Day! Thank you, the spirits have done it all in one night. I haven't missed the bus.”</td>
</tr>
</tbody>
</table>

---

**Vocabulary**

**Words Often Confused**

Read the following sentences:

- Bob Cratchit, already seeking his eye...
- Scrooge, all ready for bed, slept off immediately.

The highlighted words are often confused when writing, whereas their meanings are entirely different.

In the first sentence, the word already means previously.

In the second sentence, the words all ready mean completely prepared.

To study such words better, let us categorise them as follows:

- confusing contractions: who's (who is) / whose (of whom) / whose pen is this?
- one-word / two-word pairs: a lot (large amount) / allot (distribute) / allot the duties equally
- words with similar spellings: cloth / fabric: We use cotton cloth to make dresses / clothes (garments) / Wear loose clothes in summer.
- homophones: break (smash) / break a place and give it to me / brake (stopping) / Apply brakes well in time.
- other: lay (to set) / Lay the table properly / lie (tell an untruth) / Teacher told him not to lie to her.
1. Choose the correct word from the box and write them in the correct blanks.

<table>
<thead>
<tr>
<th></th>
<th>allowed</th>
<th>won’t</th>
<th>sympathy</th>
<th>flower</th>
<th>all-together</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>gave permission:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>will not:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>to feel compassion for another person:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>the bloom of a plant:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>all of us together:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Fill in the blanks choosing the correct words from the ones given in the brackets.

<table>
<thead>
<tr>
<th></th>
<th>all together/ altogether</th>
<th>allowed/ aloud</th>
<th>won’t/ won’t</th>
<th>empathy/ sympathy</th>
<th>flower/ flower</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>The ______________________ of our school gave a speech on Independence Day. (principal/principal)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>They had an __________________ discussion (amicable/amicable)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>I have decided to __________________ the offer. (accept/except)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>The dog was running after __________________ toy. (its/its)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>I don’t need __________________ water. (anymore/any more)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Practising Grammar

Let’s Catch Up

To change a sentence into passive voice, the subject becomes the agent (by whom), the verb changes its form by putting the auxiliary verb before the past participle form of the action, and the object becomes the subject.

1. Change the following questions into passive voice.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Who has made this painting?</td>
</tr>
<tr>
<td>b.</td>
<td>When will Uncle Sam bring the phone?</td>
</tr>
<tr>
<td>c.</td>
<td>Did you buy the bread?</td>
</tr>
<tr>
<td>d.</td>
<td>Can someone help me?</td>
</tr>
<tr>
<td>e.</td>
<td>To whom did you give the book?</td>
</tr>
<tr>
<td>f.</td>
<td>Did she recognise you?</td>
</tr>
<tr>
<td>g.</td>
<td>Can anybody cure it?</td>
</tr>
<tr>
<td>h.</td>
<td>Who wrote this poem?</td>
</tr>
</tbody>
</table>

2. a. Let the ball be thrown. Or You are ordered to throw the ball.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>The ball was thrown.</td>
</tr>
<tr>
<td>b.</td>
<td>You are ordered to throw the ball.</td>
</tr>
<tr>
<td>c.</td>
<td>The chapters should be revised properly.</td>
</tr>
<tr>
<td>d.</td>
<td>You are advised not to go out in the dark.</td>
</tr>
<tr>
<td>e.</td>
<td>You are ordered to sit down.</td>
</tr>
</tbody>
</table>

3. a. Do not touch the hot plate.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>The hot plate was not touched.</td>
</tr>
<tr>
<td>b.</td>
<td>Whom did you invite?</td>
</tr>
<tr>
<td>c.</td>
<td>Where is our team playing the match?</td>
</tr>
<tr>
<td>d.</td>
<td>Finish the job quickly.</td>
</tr>
<tr>
<td>e.</td>
<td>Was the gardener watering the plants?</td>
</tr>
</tbody>
</table>
Divide the class into groups of 4 and ask them to reflect on the questions on page 163. Allow them to make brief notes on the same. When all the groups have completed their discussion, allow each group 30 seconds to explain any 1 point they have discussed. Try and ensure that each and every student gets a chance to speak in this activity to reiterate the idea of speaking by turns.

**Skills in focus**

- **Creativity**: Generating original ideas, Improving upon ideas
- **Communication (written)**: Using personal voice in writing, Using appropriate tone and vocabulary for the intended audience

**Teaching Trail**

- Explain the essential components of an invitation and what all information necessarily needs to be there.
- Tell students that an invitation must answer the 5 Ws: who is being invited, why it is being held, where it is, what the occasion is, who is hosting it, when it will begin and end, and how can the host receive a reply.
- Explain that an invitation must be followed by a note of acceptance or refusal as the case may be.
- Walk them through the structure of a note of acceptance and let them frame their responses individually.
Put students into pairs. Ask them to invite each other for an occasion and frame one response of acceptance and one to refuse an invitation. Tell them to put the refusal in the most polite manner possible. They can exchange notes and compare to see whether it meets with the norms of polite acceptance or refusal to an invitation.

**Activity 5: Responsive Responses**

- Explain that phrasal verbs are made up of verbs and prepositions used together. A phrasal verb may be completely different in meaning from the original stand-alone verb or preposition.
- Allow the students to read and note the number of phrasal verbs that can be made with the verb look as per the table on page 164.
- Ask them to think of more phrasal verbs.
- Allow the students to discuss in pairs and then individually complete the exercise on page 165.

**Teaching Trail**

- Explain that phrasal verbs are made up of verbs and prepositions used together. A phrasal verb may be completely different in meaning from the original stand-alone verb or preposition.
- Allow the students to read and note the number of phrasal verbs that can be made with the verb look as per the table on page 164.
- Ask them to think of more phrasal verbs.
- Allow the students to discuss in pairs and then individually complete the exercise on page 165.

**Answer Key**

1. Look at the word web given below:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Phrasal Verb Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>look</td>
<td>search something</td>
</tr>
<tr>
<td>called</td>
<td>cancelled</td>
</tr>
<tr>
<td>show</td>
<td>to arrive</td>
</tr>
<tr>
<td>break</td>
<td>stop functioning (vehicle)</td>
</tr>
<tr>
<td>find</td>
<td>discover</td>
</tr>
<tr>
<td>get</td>
<td>recover from illness</td>
</tr>
</tbody>
</table>

   Note that all the words given above are the verb ‘look’ + a preposition and each of them has a different meaning. These are called phrasal verbs.

   A combination of a verb and a preposition such as it brings out a meaning different from the original is called a phrasal verb.

   1. Use the prepositions in the help box and join them to the verbs given in the first column to make phrasal verbs that match the meaning given in the second column.

<table>
<thead>
<tr>
<th>over off for down out up</th>
</tr>
</thead>
<tbody>
<tr>
<td>look</td>
</tr>
<tr>
<td>look for</td>
</tr>
<tr>
<td>called off</td>
</tr>
<tr>
<td>show up</td>
</tr>
<tr>
<td>break down</td>
</tr>
<tr>
<td>find out</td>
</tr>
<tr>
<td>get over</td>
</tr>
</tbody>
</table>

2. Now use the phrasal verbs from Question 1 in sentences of your own.

3. Fill in the blanks choosing the correct phrasal verb from those given in the brackets.
   a. Dhruv is going to appear for board exams this year. He had to ________________________ of the karate classes because of that. (drop off/drop out)
   b. The model of the Solar System dropped on the floor and ________________________. (fell apart/fell out)
   c. My uncle ________________________ smoking when his daughter was born. (gave out/gave up)
   d. It is rude to ________________________ the phone without saying bye. (hang over/hang up)
   e. I ________________________ my father. In fact people call me his carbon copy. (take after/take out)

   - show up – He might show up today.
   - called off – The meeting was called off due to rain.
   - break down – The car will break down in the middle of the journey.
   - find out – I was curious to know what happened last night in the neighborhood.
   - get over – The doctor said he will get over his illness.

   3. a. drop out   b. fell apart   c. gave up   d. hang up   e. take after
Skills in focus

**Communication:** Listening actively, Providing expression and enthusiasm

**Creativity:** Generating original ideas

---

**Teaching Trail**

- Read this poem aloud slowly, with an expression of mystery and deep philosophical thought, emphasising each poignant point with a pause.
- Ask the students if the poem is a deeply reflective one or a straightforward narrative?
- Ask them why they think the poet has ended the poem by repeating the words 'And miles to go before I sleep'.
- Discuss the answers to the questions in the exercise in class.
- Allow the students to individually complete the exercise on page 149 in their notebooks.

---

**Activity 6: I am Poetic!**

Divide students into pairs. Ask each pair to brainstorm and write two sentences: one that uses personification and another that uses alliteration. On the board, write trees, wind, moon, sky, sea, rain, thunder, sun, death, flowers stars etc. Ask the students that they can make their sentences using any of these by personifying them. They can use the same words to create sentences with alliteration.

---

**Answer Key**

1. a. i. The owner of the woods has his house in the village.
   
   ii. He would not see the poet because he lives in the village.
   
   iii. The poet has stopped here by the woods to watch the snow filling up the woods.
b. i. The horse thinks it was a mistake because there was no farmhouse i.e., civilization nearby and it was the darkest evening of the year.

ii. The sounds mentioned here are of the shaking of the harness bells, the wind and snow falling down.

iii. The horse represents the voice of reason and poet’s companion.

2. The last two lines of the poem are symbolic of the brief span of human life. It reinforces that the speaker cannot rest and neglect his responsibilities and duties before he goes to sleep or before his life ends.
Workbook Answer Key

Activity 1: Understanding

1. a. The name of Scrooge’s nephew was Fred.
   b. Scrooge was a miser and didn’t believe in charity in the beginning of the story.
   c. Scrooge met the spirit of Jacob Marley on Christmas Eve.
   d. Marley tried to warn Scrooge about the consequences of being a stingy person.
   e. The Ghost of Christmas Past had long hair, which was white as if with age; and yet his face resembled that of a little child.
   f. The beautiful young girl that Scrooge saw was Belle. She said that she was sad because Scrooge loved money more than her, and so they should part ways.

2. a. Marley was Scrooge’s partner. He was wearing shackles because he lived a life of a stingy person and only cared about wealth and not about people.
   b. Bob Cratchit was a clerk who worked in Scrooge’s office. Scrooge saw that there was nothing in terms of Christmas dinner in Bob’s house yet everyone was happy and joyful. Everyone was thankful to him for the feast.
   c. The places shining brightly with Christmas spirit made Scrooge realize that riches are not needed for being happy. He saw that Bob and his family were happy despite having not much, the sick were cheerful despite the pain, the foreigners felt at home and the poor felt rich. All this changed his perspective about happiness.
   d. Scrooge gave contribution to the charity, raised Bob Cratchit’s salary by the end of the story. Scrooge became a good boss, a good friend and a good man.

3. a. i. ‘Him’ refers to Tiny Tim.
   ii. ‘We’ refers to Bob Cratchit and his wife.
   iii. Scrooge changed as a person and was not the same any longer.
   b. i. The spirits were Scrooge’s Christmas Past, Christmas present and Christmas yet to come.
   ii. Scrooge thanked God because the spirits had shown him the error of his ways in one night. He still had a chance to make amends, do good to others and celebrate Christmas.
4. Answers may vary. Accept all appropriate responses.

Sample Answer

<table>
<thead>
<tr>
<th>Describing words</th>
<th>Incidents from the story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ebenezer Scrooge before Christmas.</td>
<td>miser He didn't believe in charity.</td>
</tr>
<tr>
<td></td>
<td>rude He insulted two gentlemen who came to his office asking for charity and sent them away.</td>
</tr>
<tr>
<td>Ebenezer Scrooge after Christmas.</td>
<td>helpful He went to the charity and gave his contribution.</td>
</tr>
<tr>
<td></td>
<td>kind He surprised Bob Cratchit by raising his salary.</td>
</tr>
</tbody>
</table>

**Activity 2: Vocabulary**

1. **Word** | **Meaning**
--- | ---
principle | a moral rule
complement | make something better or complete
stationary | not moving
you're | you are
cache | a store of things
lead | a metal
accept | to say yes to something
loose | not firmly fixed
it's | it is
dessert | a sweet dish

2. a. principal, principle | b. compliments, complements | c. stationary, stationery
   d. You're, your | e. desert, dessert | f. loose, lose
g. cash, cache

3. a. flour | b. breath | c. effects | d. two | f. Their

**Activity 3: Grammar**


2. a. Was the car parked in the garage (by him)?
   b. Are the birds kept in cages (by them)?
   c. Would the paper be written (by him)?
   d. By whom has the essay been written?
   e. When is the stick fetched by the dog?
   f. Had the cookies been baked (by them)?
   g. Is the poster going to be put up (by them)?
   h. Should the cookies be put in the bag (by me)?

3. a. You are requested to be quiet during the screening.
   b. You are advised to keep your bag in the back seat.
   c. You are ordered to keep your hands out of the pocket.
   d. Let the gates be opened.
   e. You are advised to write slowly and carefully.
   f. You are requested to throw the papers in the waste-bin.
4. City Hit By Storm

The coastal city of Chennai was hit by a devastating storm. The maximum effects of the storms were felt by the residents living close to the coastline. The wind reached the speed of 250 km/hr. The support of the army of relief and rescue operations were called by the Chief Minister. 1200 people have been rescued by the fire fighters and paramedics till now. The number of people to be rescued is still not known to us. The rations and supplies have been also sent by Sri Lanka.

Activity 4: Writing
1. Open-ended question
2. Open-ended question

Activity 5: Celebrating Poetry
1. a. i. The word ‘queer’ means strange or odd.
   ii. The speaker has stopped by a cabin between the woods and a frozen lake.
   iii. The words ‘frozen lake’ and ‘darkest evening’ tells us that it is winter.
   iv. It is evening. The adjective used by the speaker to describe it is darkest.

b. i. The words that show alliteration are dark and deep.
   ii. Robert Frost is the poet of the poem.
   iii. The speaker cannot stay where he has stopped because he has promises to keep and miles to go before he can rest.
   iv. aaaa is the rhyming scheme of this stanza.

2. Answers may vary. Accept all appropriate responses.

Activity 6: Comprehension
1. | sections | fragments |
   | never getting exhausted | tireless |
   | excellence | perfection |
   | logic | reason |
   | dark and gloomy | dreary |
   | useless and futile | dead habit |

2. a. held high       b. striving stretches       c. dreary desert

3. The poem has no rhyme scheme.

4. a. i. The world is described as ‘broken up’.
   ii. The domestic walls mean caste, creed and religion.
   iii. These walls can create a lack of trust and divide the people.

b. i. Freedom means a state where men are free to think and act. It is a state where they are not limited by narrow walls of religion, caste or creed.
   ii. God is referred as Father here.

5. a. The poet talks about a nation where knowledge is not restricted. It is free of narrow ideas and loyalties. People feel proud of their knowledge and strength born of that knowledge.
b. The habits are called dead as they are useless and old customs that are followed blindly. People should not dwell on the mistakes of the past. Dead habits like superstitions, beliefs, rituals and narrow mindedness should all be kept aside.

c. The poet wished his country and the world to be a place where blind superstitions and old habits have not put out the light of reason. He imagines a place the power of reason and progressive thought.

d. The poet wrote this poem before India got independence. The British ruled India and the Indians were fighting for their freedom. The people of India were being held back because of the divisions of caste and superstition. The British used this to divide and weaken the people.

e. Yes, this poem was written to instil a feeling of patriotism in the people of the country. The poet prays for a country where knowledge is be free for all. The country that is not be divided by creed or caste. He invokes the image of a country he imagines has no boundaries and its citizens strive tirelessly to reach perfection.

f. The poet wants his country to be a paradise. The country should have no boundaries and an atmosphere of fearlessness. Knowledge should be free. The country should not be divided by caste, creed or religion. It should be united. The people of the country should be logical and progressive in thought and actions. The countrymen should live their lives with decency and dignity.