

English

Our text books are so designed that the young children learn to communicate in English. Stress is laid on functional English or interactive English.

Importance is given to improve the child's vocabulary. Words are learnt in association with other words -word clusters. Hence they are easily understood and recalled. This will greatly help in building a rich vocabulary.

The poems which are taught are not very common. They make interesting reading and appeal to the child's imagination. These poems are for enjoyment and appreciation alone and need not be memorised. The idea of memorising poems is an outdated one and so has not been included.

In the poems and stories the stress is on values which as we all know is very important.

As for the writing section - there is ample scope for expression and creativity. Most of the writing is related to the child's own immediate surroundings and experiences and helps in exploring his attitude towards life and his outlook.

Wherever necessary we have given tips and suggestions to teachers to help them make the lesson easy to learn and at the same time interesting. By using techniques such as games, group activities and interactive sessions the classroom becomes lively and learning becomes fun.

General Rule: *The teacher can while teaching this book, read out each lesson and then ask the children to take turns to read. The teacher can also give time for silent reading. The teacher's reading will be listening exercise. The silent reading can be used to test comprehension.*

Florence Nightingale

The teacher can ask the children whether they've ever been admitted to a hospital ? If yes, have they seen the women in white uniform? Who are they ? What do they do ? While reading the lesson, the children can be asked to locate the countries mentioned in the atlas. Also coordinate with the history teacher and find out if this topic is cross-curricular. While reading about the condition of the

hospitals in those days, make comparison with the present day hospitals. Stress the need for hygiene and sanitation.

While introducing the structure - "too... to", tell the children that "too" should be followed by 'to'. Here "too" means 'very' or 'so much that'.

"Too sick to be treated". means so sick that it cannot be treated.

Exercise

1. Comprehension

A. Answer the following briefly.

1. Why did Mr. and Mrs. Nightingale name their daughter 'Florence'?

Mrs. and Mr. Nightingale named their daughter Florence because they were living in the city of Florence in Italy when she was born.

2. What did Florence wish to become ?

Florence wished to become a nurse.

3. Her parents were not happy when she told them of her desire. Why?

When Florence told her parents of her wish to become a nurse, they were not happy because in those days it was thought unladylike for women from good families to work for a living.

4. Why did the shepherd want to kill the sheepdog ?

The shepherd believed that the sheep dog was too sick to be treated and so he wanted to kill it and put it out of pain.

5. When did Florence get a chance to work as a nurse?

Florence got her chance to work as a nurse, in 1854 when England was at war with Russia. Florence read in the newspaper that men were dying in the hospital at Scutari.

B. Complete the following:

- a. More people were dying in the hospital than at the battlefield because the condition inside the hospital was very bad.
- b. Florence went to the kitchen and ordered better

food for the soldiers.

- c. She was called Lady with The Lamp because at night, she moved silently from bed to bed in the darkness, carrying a lamp.
- d. People collected money and gave it to Florence.
- e. Florence used the money to start a hospital where nurses could be properly trained.
- f. At the hospital, nurses were properly trained to carry on her good work.
2. A. Complete the following sentences using 'too..... to'. The words in the brackets will help. One is done for you.
- Let's take an auto. Its too far to walk.
 - The doll is too big to put in the suitcase.
 - The milk is too hot to drink.
 - It's too dark to take photographs.
 - He was too tired to work.
- B. Match the following so as to make complete and meaningful sentences.
- As soon as they got the book they started reading
- As soon as I heard the news I called my father
- As soon as I can sit up I will write a letter
- As soon as I reached home I told my mother
- As soon as the bell rang the children ran out of the class.
3. Vocabulary
- A. Find words from the lesson that mean the same as the following:
- | | |
|------------------------------------|-------------------|
| a) trader | <u>merchant</u> |
| b) opportunity | <u>chance</u> |
| c) occupation | <u>profession</u> |
| d) unsuitable behaviour for a lady | <u>unladylike</u> |
| e) filthy | <u>dirty</u> |
| f) very unhappy | <u>miserable</u> |

- g) well-known famous
- B. A peninsula is an area of land surrounded by water on three sides. Find out what the following are:
- | | |
|----------------|--|
| a) island | <u>land surrounded by water on all sides</u> |
| b) atoll | <u>a chain of islands formed of coral</u> |
| c) cape | <u>land jutting out into the sea</u> |
| d) delta | <u>mouth of a river where it joins the sea</u> |
| e) archipelago | <u>an extensive group of islands.</u> |

4. Writing - The children are to do the writing on their own.

Worksheet (Workbook)

- (1) shocked, (2) filthy, (3) favourite, (4) effort, (5) damaged.
- (a) bandaged, (b) thorough, (c) bare, (d) lighted, (e) travelling
- a) It's too cold to go out.
b) You are too young to drive a car.
c) He is too ill to eat anything.
d) Keshav is too lazy to get up early.
e) I am too old to run a race.
- (a) strait, (b) channel, (c) estuary, (d) bay

The Snare

Ask the children whether they have a pet at home ? Do they feed it? Who takes care of it ? What is their role in taking care of it ? Is it right to hunt animals ? Have they heard about an organisation called SPCA (Society for Prevention of Cruelty to Animals). Have they heard about the 'Blue Cross' ? Ask them to find out more about it.

Exercise

- Answer these questions briefly-
 - How does the poet know there's a rabbit in a snare ?
The poet knows there is a rabbit in a snare because he heard the rabbit's cry.
 - The poet refers to 'frightened air'. Is it the air that is frightened or something else ? What is it?

By 'frightened air' the poet is referring to the scary atmosphere in the forest.

3. Why does the poet imagine that the rabbit is wrinkling up its face ?

The poet imagines the trapped rabbit is wrinkling its face crying for help.

4. Why is the poet looking for the rabbit ? Do you think the poet set the trap ? How do you know ?

The poet is kind hearted and wants to save the life of the rabbit. From this we know that someone else has set the trap.

2. Vocabulary

Given below is the summary of the poem, but certain words are missing. Can you fill in the blanks with the correct words without looking at the poem ?

One day as the poet was walking through the forest he heard a sudden cry of pain . He was sure that a rabbit had been trapped in a snare . The rabbit was crying out for aid. The poet knew that the rabbit's paw was caught between the teeth of the trap. Even though he searched everywhere, he couldn't find the rabbit.

3. Fill in the blanks with 'everything', 'nothing', 'everywhere' or 'nowhere'.

1. everything, nothing 2. everywhere, 3. nothing, 4. everything, 5. nothing, 6. nothing, 7. everything.

4. Writing - The children are to do the writing on their own.

Worksheet (Workbook)

1. (a) everywhere, (b) I'm going nowhere, (c) nothing, (d) everything, (e) everything, (f) everything

2. Anand : No, madam, I did not.

Teacher : Did you bring lunch yesterday ?

Anand : Of course, I did .

Teacher : Will you bring lunch tomorrow ?

Anand : Certainly, I will.

Teacher : But what will you do today ?

Shashank : Madam, I'll share my lunch with him.

Teacher : That's nice of you, Shashank.

Anand : Thanks awfully, Shashank, but I ate a heavy breakfast, so I'm not hungry.

3. (a) Hello!, (b) Hurrah!, (c) Alas!, (d) Oh!, (e) Hush!, (f) Ah!

The Merchant of Venice


While introducing the lesson, tell the children about Shakespeare. Give a brief account of this great dramatist. Also ask them to get a picture of Shakespeare if possible. List a few of his plays. While telling them this story, ask them who a moneylender is ? Do we need moneylenders now ? Why / why not ? Now we have banks and other financial institutions that lend us money. Earlier, individuals used to lend money.

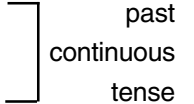
Structure - Past Progressive.

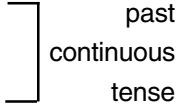
The teacher can give many examples to help the children differentiate between present progressive tense and past progressive tense. Explain to them that in continuous or progressive tense, action is going on at the time of speaking. The teacher can use classroom situations to explain.

e.g.

What are you doing now ?  present continuous tense

What am I doing now ? 

What were you doing when I called you yesterday?  past continuous tense

What were you doing when it rained yesterday ? 

The usage was / were + verb + ing

e.g. He was + sleep + ing shows past continuous tense.

"If clause"

The 'If' clause has been introduced in class 3. Use more examples in the classroom.

If it rains, use an umbrella.

If you have fever, go to the doctor.

The teacher can also give the first half of the sentence, the condition clause and ask children to give the result clause and complete the sentence meaningfully.

Exercise

1. Comprehension:

A. Answer the questions briefly-

1. Why was Shylock the most hated person in Venice ?

Shylock was a moneylender who charged high rates of interest and showed no mercy. So he was the most hated person in Venice.

2. Why was Antonio forced to approach Shylock for a loan ?

Antonio's ships had not returned and so he didn't have money at the moment. So he was forced to approach Shylock for a loan.

3. Shylock was ready to lend money to Antonio, even though he hated him. Why ?

Shylock was ready to lend money to Antonio, even though he hated him because he saw his chance to take revenge.

4. What was the condition on which Shylock lent the money ?

Shylock lent money on condition that if Antonio did not repay the money within a month he would give a pound of his flesh as penalty.

5. How did Shylock get a chance to take revenge on Antonio ?

When Antonio's ships perished at sea Shylock got a chance to take revenge on Antonio.

6. Do you think Portia was kind as well as clever? Give reasons.

Portia gave money to Bassanio to save Antonio. When that failed she went as a lawyer and was able to save Antonio. So she was kind as well as clever.

B. Choose the right answer:

- a. iii, b. iii, c. iii

2. A. a. was barking,
b. was learning,
c. was ploughing,
d. were playing,
e. was singing,
f. was searching.

B. Now complete these sentences. Choose suitable words from the box:

1. will get, 2. will give,
3. water, 4. write,
5. will miss

3. Vocabulary

A. A lawyer is a person who practises law. A merchant is a trader. A money lender is a person whose business is to lend money at interest. Do you know what the following people do?

- a. Blacksmith - a person who makes and repairs things in iron.
b. Grocer - a person who sells food and small household things.
c. Lyricist - a person who writes the words for songs.
d. Architect - a person who designs and constructs buildings.
e. Paediatrician - a doctor who treats children.
f. Cardiologist - a doctor treating diseases of the heart.
g. Cobbler - a person who mends shoes
h. Mason - a builder and worker in stone.

B. Match the community with the place of worship.

- a. synagogue, b. church, c. mosque,
d. gurudwara, e. temple

4. What is the unit of measurement for the following?

- a) Distance kilometres
- b) Height metres
- c) Angle degree
- d) Temperature celsius

5. Writing - The children are to do the writing on their own.

Worksheet (Workbook)

1. (a) Dasharatha was the king of Ayodhya.
(b) Dasharatha was a great king and so was loved by his subjects.
(c) Dasharatha had four sons.
(d) The eldest son was Rama.
2. B- (a) I'll buy it, (b) I will give him a lift, (c) the police will arrest him, (d) they will not let you in, (e) I'll be very angry, (f) I'll give him ten rupees.
3. (b) At 8.30 a.m. Priya was eating breakfast, (c) At 9.30 a.m. Priya was reading the newspaper,
(d) At 10 a.m. Priya was washing the clothes, (e) At 10.30 a.m. Priya was reading her lessons. (f) At 12 noon Priya was watching television.
4. (a) borrow, (b) high, (c) hated, (d) refuse, (e) later.
5. (a) Can I help you?, (b) Why don't you lie down for sometime in the sick room ? I'll tell teacher and inform your parents. (c) I would love to; but I have an appointment with the dentist. Thanks all the same.

Demeter And Persephone

According to Hindu mythology "who is the goddess of earth ? - Bhoomi Devi and Who is the God of the underworld ? Yaman. While reading this lesson, discuss the contrast in the various seasons ? Discuss about the seasons in India / Kerala and the seasons in the western countries.

Structure : Comparisons "as.....as".

Recall the degrees of comparisons - comparative and superlative learnt in 2nd and 3rd standards.

When we compare two things we use "as.....as" or "like".

Exercise

1. A. Answer the following briefly.

- a. Why did the people on earth pray to Demeter and offer sacrifices to her ?

Demeter was the goddess of harvest who made the trees bear fruit and the corn to ripen. The people on earth prayed to her and offered sacrifices because they had enough to eat.

- b. Who carried away Persephone ? Why did he do so ?
Hades, the king of the underworld carried away Persephone because he wanted to marry her and make her his queen.

- c. Persephone was unhappy in the underworld, even though Hades loved her very much. Why ?
The underworld was a cold, dark and bleak place. Persephone missed the warmth and brightness of the earth above and was unhappy in the underworld.

- d. Demeter mourned for her daughter. How did the people on earth suffer because of this ?

Demeter in her sorrow, told the plants and trees to stop bearing fruits. She burnt the fields and all the trees and plants stood bare. Because of this the people and the animals on earth starved.

- e. Why did Hades agree to send Persephone back ?

Hades had brought Persephone by force. She had become very thin and pale and he couldn't bear to see her suffer.

B. Say whether 'True' or 'False':

- a. false, b. true, c. false, d. false, e. true

2. A. Complete the following in the same manner. One is done for you.

2. as beautiful as a rose,

3. as tall as his father,

4. as soft as silk,

5. as cunning as a fox,

6. as smart as his brother.
- B. Complete the following in the same manner. Look at the example.
2. sparkled like diamonds
 3. ran like deer
 4. is round like a ball
 5. shone like pearls.
3. A. Winter - bare, covered with snow, cold.
- B. Pick out words from the lesson that mean the opposite of the words below.
- | | | | | | |
|--------|---|---------------|---------|---|---------------|
| accept | x | <u>refuse</u> | weak | x | <u>strong</u> |
| dull | x | <u>bright</u> | shallow | x | <u>deep</u> |
| above | x | <u>below</u> | joy | x | <u>sorrow</u> |
- C. 'Snatched' and 'seized' have similar meaning. Write a word similar in meaning to the following words:
- a. consented - agreed → The princess consented to marry the prince
 - b. toss- jerk → He tossed the ball up in the air.
 - c. blot - cover from view → The mist blotted out the lovely view.
4. Writing - The children are to do the writing on their own.

Worksheet (Workbook)

1. A.
 - 1) as tired as I was yesterday
 - 2) as fresh as a daisy
 - 3) as light as a feather
 - 4) as strong as an ox
 - 5) as brittle as glass
 - 6) as old as I am.
- B.
 - 1) huge like a palace
 - 2) cold like ice
 - 3) like fish
 - 4) like a small child

- 5) like an elephant.
2. dark hole, dark shadow
strong person, strong king, strong army, strong hand.
cold place, cold water, cold day.
powerful person, powerful king, powerful army, powerful hand.
bright light, bright day.
next day, next year,
whole day, whole year.
warm sunlight, warm place, warm day, warm person.
3. J-ASMINE, L-OTUS, R-OSE, T-ULIP, A-STER
4. A.

Onam	-	Kerala
Pongal	-	Tamil Nadu
Baisakhi	-	Punjab
Ugadi	-	Karnataka

Going Down-Hill On A Bicycle

This poem is just to be enjoyed by the children who would've had similar experiences. It is enough if they understand the feeling of the boy as he goes downhill fast almost as if flying like a bird ? Have the children had a similar experience ? In this poem also we learn the lesson that whoever works hard achieves success.

Usage --> Comparison with 'er' 'est'. Refer to the earlier page wherein we learnt to compare using "as ... as" and "like". While on comparatives and superlatives the children can be asked to think up different adjectives and form sentences.

Exercise

1. Comprehension:
Answer the questions briefly-
 1. What activity is the boy engaged in ?
The boy is riding his bicycle.
 2. What is the difference between air and wind ?
Air that moves is wind. We can feel the wind but cannot feel the air.
 3. Why does the boy compare himself to birds ?

When the boy rides his bicycle downhill he feels as though he is flying in air. So he compares himself to birds.

4. Why does the boy prefer cycling down a hill to skating? While skating, though you move fast, one is bound by the roller skates to the level ground. Whereas riding downhill on a bicycle gives the boy the feeling of flying in air.

5. What is the 'airy boat'? How does the boy manage to 'float' ?

The bicycle is the airy boat. The bicycle moves so fast downhill that it appears as though the wheels are not touching the ground and that he is floating on air.

2. a. Complete by adding -er to the adjectives.
i) younger than Shilpa, ii) cooler than Chennai, iii) stronger than his brother, iv) is taller than a zebra, v) are faster than trains.

b. Complete by adding ...est to the adjective.
i) the smartest among his brothers, ii) is the costliest metal, iii) is the highest peak, iv) the richest country, v) the tallest building

3. Vocabulary

Float, crawl, climb, fly and dart are words that show movement.

a) Look at the pictures. Choose a word from the five above that matches each picture and write it below the picture.

1) crawl 2) float 3) dart 4) climb 5) fly

b) Frame sentences with each of these words. These pictures will help you again. Describe each picture:

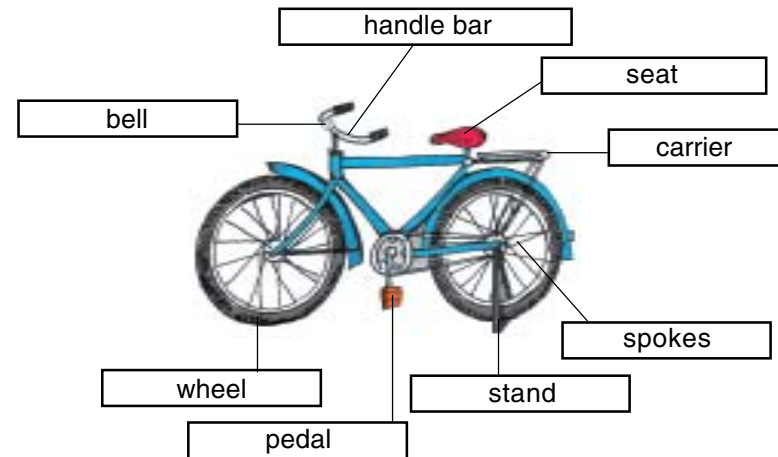
1. flying high in the sky, 2. is crawling slowly, 3. climbing the stairs, 4. is floating in the water, 5. is darting its tongue.

4. There is a message in the last stanza of the poem. What do you think the poet wants to convey through the poem? Tick the appropriate answer.

1. b), 2. b)

5. Writing - The children are to do the writing on their own.

6. Name the parts of a bicycle.



Worksheet (Workbook)

2. A. 2) shorter, 3) cheaper, 4) warmer, 5) easier, 6) faster.
B. 1) funniest, 2) nicest, 3) happiest, 4) is the richest person in our village 5) tastiest meal I've eaten.
C. intelligent - more intelligent, most intelligent
expensive - more expensive, most expensive
difficult - more difficult, most difficult
useful - more useful, most useful
foolish - more foolish, most foolish
3. a) flow - glide along as a stream
b) roll - move by turning
c) tumble - fall suddenly or headlong
d) whirl - swing round and round
e) swing - move to and fro or sway
f) glide - move smoothly and continuously
g) slide - move along a smooth surface
h) amble - walk in a casual manner

4. a) umbrella

b) bed / table.

Christmas Carol - Part I

The teacher can talk about Christmas - its significance. Christmas is an occasion to exchange gifts and establish goodwill. It also marks a new beginning and hope for future. What are carols? Get the children to sing a Christmas Carol (a familiar one). While reading the story, also ask them whether they've read stories on Donald Duck? What is the name of Donald Duck's uncle? Why is he so called? (Donald Duck's uncle's name is Scrooge. He is so called because he is also like Scrooge in this story - very stingy and mean).

Structure: When (Adverb clauses of time)

Revise adverbs. Adverb adds more meaning to a verb, adjective or another adverb. Here "when" is used as in "under what circumstances".

The children laughed when?

When they saw the clown.

Usage "so that".

Here the first sentence gives us the reason and the second gives the result. The children need not learn the logic behind the usage of the grammar. They just need to form many sentences and try to use it appropriately.

The bag is very heavy. You cannot lift it.



The bag is so heavy that you cannot lift it.

Exercise

1. Comprehension:

Answer briefly-

1. Who was the ghost who appeared before Scrooge?
Scrooge's dead business partner Jacob Marley was the ghost who appeared before Scrooge.
2. What did the ghost say would happen in the next three nights?

The ghost said that Scrooge will be haunted by three spirits one on each succeeding night in the next three nights.

3. What was the purpose of the ghost's visit?

The purpose of the ghost's visit was to warn Scrooge that every man should try to make the lives of his fellow human beings a little happier. If he doesn't make use of the opportunities to do good, while alive, he would be condemned to roam the earth after he is dead.

4. Do you think Scrooge treated his clerk and his nephew well? Give reasons for your answer.

Scrooge did not treat his nephew and clerk well. His clerk was made to work in a cold dark room and he was paid a low salary. He was not given a holiday and was not even given enough coal to keep him warm.

When Scrooge's nephew wished him a Merry Christmas and invited him for dinner, Scrooge did not respond in the right way.

2. Complete the following:

1. he was so stingy and mean, 2. he wanted to watch his clerk at work in the next room, 3. the room was cold, 4. he thought it was an excuse to waste money and shirk work, 5. when he was alive he did not share with others.

3. Complete the following sentences. The words in the brackets will help you.

1. they saw the clown, 2. he finishes his work, 3. you grow up, 4. you hear the bell, 5. you feel hungry.

4. Combine the following pairs of sentences with 'so...that'.

1. The questions were so easy that the boys finished the test very quickly.
2. The bag is so heavy that you cannot lift it.
3. The soup is so salty that we cannot drink it.
4. The dish was so hot that she dropped it.
5. He is so honest that he will never tell a lie.

6. He was so weak that he could not get up.

5. Vocabulary

'Humbug' stands for 'nonsense'. In the passage below the word 'humbug' has been used several times. Select the correct words from the box and use them instead of 'humbug'.

opportunity, watched, haunted, approached, required, chase, donate

Nayantara was a famous actress. She was haunted by the sight of the hungry, dirty children, living in the streets of Calcutta. She was waiting for an opportunity to help them. She got her chance when she went to Calcutta for a shooting. She went to the slums to donate some money and clothes. The children watched as the beautiful film star approached them. They ran towards her and tried to grab the toys and sweets that she had brought. Her servants and bodyguards tried to chase the children away, but she stopped them. They warned her not to give more than was required.

6. Can you think of another word / words for each of the following ?

stingy - mean, miserly gloomy - dull, sad
afraid - scared, frightened ghost - spirit, phantom
cheerful- happy, gay roam - wander
shirk - avoid bleak - dreary

7. Scrooge - Qualities:

1. Stingy : Bob Cratchit was not given enough coal to warm his hands.
2. Selfish : Scrooge refused to part with money as donation to buy the poor food and clothes.
3. Unconcerned : Chased away a boy who came to sing Christmas Carols.

Nephew - Qualities:

1. Cheerful : "A merry Christmas Uncle"
2. Caring : Won't you come to dine with us

tomorrow!

3. Generous : The nephew refused to get angry and left wishing his uncle again a merry Christmas.

Worksheet (Workbook)

1. Related - nephew, relative, sister, uncle, father.
Not related - partner, well wisher, friends, beggar, clerk.
2. a) expect, b) except, c) accept, d) expect, e) except, f) accept
3. Girl- I'll give him the letter when he wakes up.
You can stop when it gets dark.
I'll tell you what happened when we are alone.
His father died when Shahul was 10 years old.
4. a. He ran so fast that he fell down.
b. The baby cried so loudly that we all woke up.
c. These clothes are so expensive that we cannot afford them.
d. He has become so fat that his clothes don't fit him.
e. Father became so angry that his face turned red.
5. a. I will not be able to come tomorrow.
b. I want some money.
c. You must help others.
d. You shall meet me on Monday.
e. I kept the money in the cupboard.

A Christmas Carol - Part II

Before starting this lesson - do a recap of the first part. Why did the Ghost of Marley visit Scrooge ? What was the effect on Scrooge ? Explain about the past, present and future. Relate it to Scrooge's past, present and possible future.

While reading the following lines - "there was a poor boy singing a Christmas Carol at my door, last night. I wish I had given him something"- explain to the children that Scrooge sees himself in the same condition as that poor boy who sang the X'mas carols.

He remembers his poor childhood and is able to sympathise with the boy who sang the carols.

The ghost reminds Scrooge of how many people had been kind to him and made his Christmas merry. Has he done the same to others?

Tell the children the need to be kind.

Structure: Reported speech:

If the verb in the reported speech is in the past tense, the verb in the direct speech should also be changed to the past tense. ... "what is the matter", changes to "what the matter was"

Exercise

1. Comprehension:

Answer briefly-

1. Where did the Ghost of Christmas Past first take Scrooge ?

The Ghost of Christmas Past took Scrooge back in time, to the place where he had lived as a child.

2. Why did Scrooge weep when he saw himself as a school boy ?

Scrooge saw himself as a poor boy, in shabby clothes. He was sitting at his desk, lonely and forgotten. When he saw this vision he wept.

3. Do you think Scrooge had a happy childhood ? Give reasons for your answer.

Scrooge did not have a happy childhood. For one thing they were very poor and also his father was not kind to him.

4. The ghost said that Scrooge's sister had a 'large heart'? What did it mean ?

When the ghost said that Scrooge's sister had a large heart he meant that she was very loving, kind hearted and generous.

5. The visit of the spirits brought about a change in Scrooge's character. When is the change first noticeable ?

When he saw himself as a school boy, poor, lonely

and forgotten, Scrooge wished he had given something to the poor boy who sang Christmas carols at his door.

6. How did the vision of the Christmas Party arranged by Mr. Fezziwig affect Scrooge ?

The ghost showed him a vision of a Christmas party which Mr. Fezziwig had arranged for his workers. The young Scrooge who was then working for Mr. Fezziwig had a lovely time in the party with his friends. When he saw this, Scrooge wished he had spoken kindly to his clerk Bob Cratchit.

7. What caused Scrooge to feel ashamed of himself when the Ghost showed him Christmas at Bob Cratchit's house ?

Though Bob Cratchit's family was poor they were very happy and grateful to God and they loved one another. They even drank a toast to Mr. Scrooge. This caused Scrooge to feel ashamed of himself.

8. Did Scrooge regret not going to dine at his nephew's house ? Why do you think so ?

Scrooge's nephew Fred too was having a jolly time with his family. Fred drank a toast to his uncle's health. This made Scrooge regret not going to dine at his nephew's house.

2. Choose the correct answer and put a ✓ in the box provided:

1. c, 2. c, 3. b, 4. a

3. Rewrite each of the following sentences in the same way:

1. The teacher asked Rahul why he was late.
2. The children asked their parents where they were going for their holidays.
3. Father asked Tom what he was doing.
4. My brother asked my mother who was coming to dinner.

4. Combine the following sentences using 'although', 'though' or 'eventhough'. The three may be interchanged.

Please note that the words 'Although', 'though' and 'eventhough' may be interchanged.

1. Eventhough I was sleepy, I completed my homework.
2. Though he worked very hard, he failed in the examination.
3. Eventhough my grandfather is very old, he runs a mile everyday.
4. Eventhough he is very rich, he is stingy.
5. Though the bag was very heavy, I could lift it.

5. Vocabulary: Prefixes

Form the opposites of these words by adding a suitable prefix.

- | | | | | | |
|-------------|---|--------------------|-------------|---|-------------------|
| a. appear | - | <u>disappear</u> | e. grateful | - | <u>ungrateful</u> |
| b. comfort | - | <u>discomfort</u> | f. visible | - | <u>invisible</u> |
| c. agree | - | <u>disagree</u> | g. friendly | - | <u>unfriendly</u> |
| d. continue | - | <u>discontinue</u> | h. lucky | - | <u>unlucky</u> |

6. Writing - The children are to do the writing on their own.

Worksheet (Workbook)

1. a) thoroughly, b) kindly, c) joyfully, d) thoughtfully, e) finally.
2. b) I love to sing although I haven't learnt music
c) Although I was tired I couldn't sleep,
d) Although we had good players we didn't win the match.
e) Although we didn't like the food we ate it.
3. b) Vivek said that his uncle lived there.
c) Vivek said that his parents were still there.
d) Vivek said that his uncle had bought a new car.
e) Vivek said that his aunt was learning to drive.
f) Vivek said that he was going back the next day.
4. a) autograph, b) automatic, c) autobiography, d) automobile.

A Christmas Carol - Part III

Recall part 1 and part 2 of 'A Christmas Carol'. What lesson did Scrooge learn from what the ghosts had shown him? Can you find a change in his attitude? Ask the children why the ghost is in the black? (Because the future is unknown to us). Why the face is not seen (again since we do not know what lies ahead). What is the

ghost likely to show Scrooge?

Ask questions - Why did the ghost show the three scenes - Do they all refer to the same man? Why are there none to grieve for him? Why is the grave deserted?

These three scenes are a lesson to Scrooge on what could lie ahead of him if he did not mend his ways.

Usage "not only; but also" can be reinforced by giving them more such examples. The children can be asked to think of more such sentences.

Exercise

1. Comprehension: Answer briefly-

1. How did the third ghost differ from the other two?

The third ghost was shrouded in a deep, black garment and nothing of the ghost was visible except its hand. It did not speak.

2. Scrooge was afraid of the ghost. Yet why did he agree to go with him?

Though Scrooge was scared of the ghost he agreed to go with him as he knew that the ghost's purpose was to do him good.

3. What do you think, the ghost wanted to tell Scrooge by showing him the vision of the dead man?

By showing him the vision of the dead man, the ghost wanted to tell Scrooge that he would die a lonely man and there wouldn't be anyone to mourn his death.

4. Who was the dead man?

The dead man was Scrooge.

5. Why did Scrooge ask the ghost for another chance?

By now Scrooge had realized his mistakes and wanted very badly to make amends. So he asked the ghost for another chance.

6. Scrooge did not miss Christmas Day, even after three days out with the ghosts. How?

The three spirits had taken Scrooge out one by one in the same night. So Scrooge did not miss Christmas Day.

2. Match the following:

A

B

- | | |
|---|---|
| 1. Scrooge pretended to be angry because | he wanted to surprise Bob Cratchit. |
| 2. Bob Cratchit was late the day after Christmas because | he had stayed up late on Christmas Day making merry. |
| 3. Bob trembled when Scrooge said he would raise his salary because | he thought Scrooge had gone mad. |
| 4. Scrooge feared the third spirit because | it was silent, shrouded in black and not friendly like the other two. |
| 5. The spirit spared Scrooge's life because | Scrooge had changed and become kind |

3. A. Now complete the following without looking at the text:

1. I will remember the lesson you taught me.
2. who the dead businessman was.
3. who is that man with the covered face, lying dead on the bed.
4. nobody came to visit the place or to place flowers there.

B. a. he did this, b. my phone number was, c. my uncle lived, d. that man was, e. the thief got in

4. Complete the following sentences in the same manner. The words in the brackets will help you.

1. not only rich but also clever,
2. not only a car but also a scooter,
3. not only English but also Hindi,
4. not only beautiful but also kind,
5. not only his purse but also his passport.

5. Vocabulary

- a. Look at the words in the circle. Group all the words that mean the same under one column.

- | | | |
|------------|----------|-----------|
| big | garments | phantom |
| large | dresses | spirit |
| huge | clothes | ghost |
| frightened | talk | surprised |
| terrified | say | amazed |
| afraid | speak | stunned |

- b. Before: stingy, unfriendly, unpleasant, cruel, selfish, unconcerned, stone hearted.

After: generous, friendly, pleasant, warm hearted, concerned, caring

Worksheet (Workbook)

1. anything, bedroom, warehouse, out house, out grown, graveyard, gravestone, over grown, everything, business house, business man, well wishers, stone heart.
2. a) announcement, b) imagination, c) realization, d) prediction, e) enjoyment.
3. a) He saw that there was no place to sit
b) Can you guess what happened to him ?
c) They complained that the food was too cold.
d) It is certain that India will win the match.
4. a) He is not only foolish but also stubborn.
b) He sells not only mangoes but also oranges.
c) Her house is not only big but also comfortable.
d) This fruit is not only sweet but also juicy.
e) He learnt not only read but also write.
5. B. How kind of you !
That's really nice of you.
Thanks a lot or thanks very much.
I am just back from the market. Thanks all the same.

Shut In Shut Out

It is enough if the children have a general understanding of the poem. The teacher need not teach the poem in detail. Comparison can be made to the character of Scrooge in Christmas Carol. In

this poem the man has Shut In many bad qualities like sin, selfishness, anger, hate, etc. He has shut out all the wonderful things like beauty, love, kindness, happiness, love for others and goodness from his mind.

While introducing the usage of past participles as adjectives - familiarise them with the three forms of the verb, then give them examples of

present	past	past participle
go	went	gone
write	wrote	written
break	broke	broken
know	knew	known
lose	lost	lost

Explain that for some words past tense and past participle are the same e.g. lost. Vocabulary - Noun forms of adjectives - Emphasise again that adjective (describing word) describes the noun / pronoun. Noun = naming word.

Exercise

1. Comprehension:

Answer the questions briefly-

1. Where did the poet meet the tramp ?
The poet met the tramp beside the banks of a river.
2. How was the tramp dressed ?
The tramp was dressed in rags, his boots were shabby and his hat was broken.
3. What was the expression on the tramp's face ?
The tramp's face was dull, angry and frowning.
4. Why did the poet pity him ?
The poet pitied him not because he was wearing rags but because he was dull, angry and frowning.
5. It is sad to see a 'homeless man'. What is a sadder sight, according to the poet ?
According to the poet, a sadder sight is that of a hard man whose soul is not touched by beauty, kindness and love.

2. Fill in the blanks with the words given in the box:
i) heard, ii) run, iii) feel, iv) beside, v) love, kindness, vi) sinful, vii) soul.
3. Complete these sentences in the same way. The words in the box will help you.
1. learned, 2. worried, 3. stolen, 4. lost, 5. locked
4. Vocabulary.
1. a. anger, b. sadness, c. depth, d. shabbiness, e. dullness
2. lifeless, useless, fearless, sleepless, careless, leafless, weightless.
- 5 & 6 Writing - The children are to do the writing on their own.

Worksheet (Workbook)

1. angry, pleasant, frowning, sneering.
2. a) torn, b) frozen, c) fallen, d) hidden, e) bent.
3. a) bravery, b) greatness, c) equality, d) honesty, e) purity, f) length.
4. c) government, b) punishment, c) agreement, d) refreshment, e) judgement
5. Scrooge - Similarities - angry, frowning, no happiness, has shut out all good things from his life
Differences - mean, rich businessman, has relatives.
Tramp - Similarities - angry, frowning no happiness, has shut out all good things from his life
Differences - poor, beggar, has no relatives.

Vasco Da Gama

The teacher can ask the children whether they know about Christopher Columbus ? Why did he set out on a voyage ? Coordinate with the history teacher and correlate with the lessons learnt in history.

Ask the children to find out about the disease 'scurvy' from their science teacher. As an assignment the teacher can ask the children to find out about Vasco da Gama's grave /monuments in India.

Structure - relative clauses.

It may be difficult for the children to understand the concept of main clause and subordinate clauses. Only through constant use of language, such usages can be learnt. So give more and more examples to help children know the usage.

One-another - the other

Revise pronouns. Tell the children that pronouns are used instead of nouns. Here too the children learn the usage by constantly using the words one, another, the other in various sentences. Give them more examples in the classroom situation.

e.g. There are 20 boys in the class, the others are girls.

"This pen does not write. Give me another pen" and so on.

Exercise

1. Comprehension:

Answer briefly-

1. Why was Vasco Da Gama asked to find a sea-route to India?

In those days, India was famous for gold, silver, precious stones, spice and fine muslin cloth. So he was asked by his king to find a sea-route to India.

2. What did the king provide him with ?

The king provided him with three ships of the latest design and another small stores ship.

3. Why did some of his crew members mutiny ?

The crew members who were deprived of fresh fruit and vegetables suffered from scurvy. So they mutineed.

4. How did Vasco Da Gama put down the mutiny ?

Vasco Da Gama learned of their plot and put the sailors who plotted in chains. The others were too

scared and weak to disobey Da Gama. Thus he put down the mutiny.

5. How did the king of Malindi help them ?

The king of Malindi provided Da Gama with a navigator to guide them to India.

6. Why was Vasco Da Gama's stay in Calicut unpleasant ?

The traders in Calicut spurned the goods the Portuguese offered them. The Persian and Arab traders who were jealous convinced the Hindu ruler that the Portuguese did not come in peace. Thus Vasco da Gama's stay in Calicut was unpleasant.

7. What were the difficulties faced by Vasco Da Gama and his men on the return journey ?

On his return journey, the food became rotten which resulted in the breeding of lice, rats and maggots. Its smell was unbearable. The crew suffered from scurvy due to the lack of food.

8. Why do you think Vasco Da Gama's achievement was so important ?

Vasco Da Gama's achievement was so important because it helped the Portuguese in establishing trade relations with India.

2. A. Now join the following sentences with "who"

1. Sam who has been playing all day wants to sleep.

2. This book is about a girl who is very brave.

3. I don't like such people who tell lies.

4. The girl who opened the door was very beautiful.

5. The police caught the thief who had stolen the jewels from our house.

B. Fill in the blanks with 'one', 'another' or 'the other/ others'.

1. one, the others

2. one, the other,

3. another 4. the other 5. another

3. Match the following:

- | | | |
|--|---|-----------|
| 1. One who can guide a ship | - | navigator |
| 2. Merchant | - | trader |
| 3. Person who travels into
or through a country
to learn something about it. | - | explorer |
| 4. Person who governs a
province or colony | - | governor |
| 5. Member of a ship's crew | - | sailor |
| 6. Member of an army | - | soldier |

4. The people of India are "Indians", of Britain, "British".
Can you name the people of the following countries ?

Country	People	Country	People
Portugal	<u>Portuguese</u>	Spain	<u>Spanish</u>
Ireland	<u>Irish</u>	Persia	<u>Persians</u>
Turkey	<u>Turks</u>	Japan	<u>Japanese</u>
Africa	<u>Africans</u>	Italy	<u>Italian</u>

5. Choose the correct word from the bracket and fill in the blanks:

(crew, fierce, stench, eagerly, survivors)

Soon the sea turned stormy. Fierce winds blew and the crew of the ship tried hard to steer the ship, but it crashed against a rock and broke up. The survivors reached an island and eagerly explored the area. They found the rotting bodies of animals but no human beings. The stench from the rotting flesh was terrible.

6. Writing - The children are to do the writing on their own.

Worksheet (Workbook)

- a) arranged, b) eager, c) managed, d) plot, e) received.
- a) Sultan, b) Emperor, c) Shah, d) Rajah, e) Sheik

- a) sale, b) would, c) were, d) bread, e) lies.
- a) I came to see that man who is sitting at that desk.
b) I was looking after some children who were very naughty.
c) She was talking with a man who was lame.
d) The man brought in a girl who had been hurt in an accident.
e) A man who answered the phone said that Tom was not at home.
- a) another, b) one, the others, c) one, d) another, e) the others.

Hiding

Ask the children whether they play 'Hide and Seek'? With whom ?
Where do they hide ? Do their parents play with them ?

This poem can be done as a role play. The comprehension questions can be asked after doing the role play. Stress how the parents found time to play with their son and to humour him.

Structure - Modals

The teacher can help the children identify the main verbs in each sentence.

In "I can swim" - 'swim' is the main verb. 'Can' is the 'helping verb'.
The modals are only helping verbs and so cannot be used alone as main verbs.

You <u>can go</u> .	<u>Could I ask</u> you ?	I <u>must finish</u>	and so on.
modal main	modal main	modal main	
verb	verb	verb	

Exercise

1. Comprehension:

Answer the following questions briefly:

- Is the child a boy or a girl ? How do you know ?
We know that the child in the poem is a boy from

the conversation between his parents who are looking for him. They refer to the child as 'he' 'him'.

2. Where do the parents look for the boy ?

The parents look for the boy in the inkwell, under the carpet and inside the mirror.

3. Did the parents really expect to find the child in all those places ? Give reasons.

The parents knew where he was hiding but only pretended to look for him in all these places.

4. What is the child's name ?

The child's name is Benny.

5. Were the parents really surprised to find the child?

No. The parents were not at all surprised to find the child because they knew that he was hiding there. They only pretended to be surprised.

2. Complete the following:

1. Father looked into the mirror and saw only his face.
2. Mother was afraid that they had lost him for good.
3. The child was hiding and only his toes and hair could be seen.
4. The parents found him when he laughed out aloud and wriggled his toes.

3. Fill in the blanks with 'can', 'could', or 'must'.

1. can, 2. must, 3. could, 4. can, 5. must, 6. could,
7. can, 8. must.

4. Writing - The children are to do the writing on their own.

5. Pick out the lines from the poem that tell us the following facts:

Fact	Line / lines from the poem
1. The child was not completely hidden from view.	For all they can see is my Toes and hair
2. His parents were	And I just heard my father

looking for him.

Say to my mother
"But, darling, he must be Somewhere or other".

3. 'Inside the mirror' is not a very good place to hide.

Said Father and looked, but saw only his face.

4. The child wanted to be found

Then I laughed out aloud and I wriggled my toes.

5. Mother was surprised when father asked her to look in the inkwell.

And Mother said "Where?"

6. From your reading of the poem, what do you know about the parents of the child ? Tick all the appropriate answers.

They loved him, They played with him, Father and mother understood each other well., They wanted the child to think he had fooled them.

Worksheet (Workbook)

1. wonder, hunted, for good, somewhere or other, surprised.
2. a) He left just now.
b) No. I have read just one chapter.
c) I came back just to say good bye.
d) I came to know just now.
3. e, b, c, a, d, g, f.
4. Modals

Of course, I can No, we could not find the car key
I must ask father's permission.

He should stop smoking. It could rain.

The Ostrich

Ask the children to find out which bird flies the fastest ? Have they learnt in Science about birds that can't fly ? Can they name a few? Next, the teacher can read the lesson. Also the children can be

asked to read out small passages.

Structure - 'Nearly' 'almost'. These two words can often be interchanged. But there is a subtle difference in some instances. The word 'almost' is used in a positive sense while 'nearly' is used in a negative sense.

We say "dinner is almost ready (positive). "apple is almost ripe" (positive)

Vivek nearly fell on the ice (negative). Nearly fifty people died (negative).

In such clear instances, we use 'almost' for positive and 'nearly' for negative sentences. But 'nearly' and 'almost' can often be interchanged.

Exercise

1. A. Answer the questions briefly-

1. The ostrich is an amazing bird. Give two reasons why ?

The Ostrich is the largest living bird and its powerful legs carry it at the remarkable speed of 30 miles per hour.

2. When is it difficult to spot a female ostrich ? Why ?

The female ostrich's body, tail and wings are dull brown and hence it is difficult to spot it among dry grass.

3. How is the ostrich unique ?

The Ostrich is the only bird with two toes.

4. Why does it swallow pieces of iron, glass, stones etc. ?

It swallows pieces of iron, glass, stones etc. to grind its food.

5. Why are ostriches hunted ?

The ostriches are hunted for sport and also for their feathers.

B. Say whether True or False.

1. false, 2. true, 3. false, 4. true,
5. true, 6. false, 7. false.

2. A. Complete these sentences. Use 'nearly', 'almost' or 'about'. 'Almost' and 'nearly' can often be interchanged.

1. almost, 2. nearly, 3. almost, 4. nearly,
5. Nearly, 6. almost, 7. nearly.

B. Fill in the blanks with 'few' or 'a few'.

1. Few, 2. a few, 3. few, 4. few, 5. a few

3. Vocabulary- synonyms

A. Find words from the lesson that mean the same as the given words.

1. remarkable- amazing, 2. period- span, 3. gulp - swallow 4. feathers- plumes 5. beautiful- handsome 6. almost- nearly

B. Fill in the blanks with appropriate words. (All these words occur in the lesson. Try not to look back).

The belief that the ostrich hides its head in the sand when frightened is not true, but the fact is that it is looking for food.

The feathers of the female are dull compared to the feathers of the male.

Its keen eyesight helps it to escape from its enemies. When cornered by enemies or when it has to defend its nest, it uses its toes as a weapon.

4. Can you fill in the facts about the ostrich, in the table below:

Appearance: nearly seven feet tall, weighs 155 kgs, powerful long legs, only bird with two toes, long graceful neck, male bird has black feathers, skin colour varies from pink to blue, thick black eyebrows are almost 5 centimeters in diameter.

What it eats / food habit: Usually eats plants, also eats lizards and turtles. Drinks water when it finds it.

Special features: cannot fly, can run very fast, largest living bird, only bird with two toes, male bird sits on eggs by night, has a long life span of 70 years.

Worksheet (Workbook)

1. nearly, almost, about, almost, nearly, almost.
2. a) a few, b) few, c) a few, d) a few.
3. a) a little, b) little, c) little, d) little
4. a) Mouse of a computer, b) traffic jam, c) needle

The Mouse and the Cake

The teacher can refer to the story of the cat and the two mice. The cat eats up all the cake as the two mice are left fighting with each other. What is the moral of the story? The teacher can read out the poem with the proper intonation. The children only need to listen and understand the poem. The children need not read the poem. To make sure they have understood the poem, the teacher can ask them many questions like - What did the mouse find? What was the cake covered with? Did the mouse share the cake with his brothers? What did the family do when he fell sick? What did the doctor advise him? What is the moral of the poem? etc. Later ask them whether human beings also behave this way? Is this proper? and so on.

Exercise

1. Comprehension:
Answer briefly-
 1. What was the treasure the mouse found?
The mouse found a beautiful piece of plum cake.
 2. Why did the mouse want to hide it?
The mouse did not want to share it with his brothers and so, wanted to hide it.
 3. Why did the mouse fall ill?
The mouse fell ill because he was greedy and ate the whole cake all by himself.
 4. What happened to the mouse in the end?
The mouse fell terribly ill and died.
 5. Why did the doctor say 'advice is too late;'
The doctor said 'advice is too late' because the mouse had already died.

2. Complete the following:
 1. The mouse panted as he ate the cake because he was greedy and gulped the cake down.
 2. The doctor made him repeat how he had eaten the cake to the very last crumb.
 3. If the mouse had shared the cake he would not have fallen ill and died.
 4. The cake was 'dangerous stuff' because it was too much for a mouse and it resulted in his death.
 5. The lesson we learn from this story is that we should not be over selfish with our gains but should share it with others.
3. Writing - The children are to do the writing on their own.
4. Vocabulary
 1. The mouse found a "beautiful" piece of cake. Name three other words used to describe the cake.
a. richest, b. sweetest c. fragrant, heavy
 2. Pick out three other words used instead of 'ate'
a. nibble b. gulp c. swallow
5. What do the following in the poem stand for?
a. It is, b. It was, c. It would
6. Who makes the following statements in the poem? The mouse, the doctor or the poet?
a. mouse, b. doctor, c. doctor, d. poet, e. poet

Worksheet (Workbook)

1. a) pleasure, b) dangerous, c) bad, d) selfish, e) dark, f) ill, g) worse, h) late.
2. flowing, twitter, youngest, raising.
3. b) I will pay the fees on Monday.
c) It's a cricket bat. d) I'm going to get a postcard.
e) She'll go tomorrow f) He's playing cricket.
4. a) advice, b) relatives, c) wander, d) harm, e) prepared.

Lassie - Part I

The teacher can ask the children why a dog is called man's best friend. Will a dog forsake / leave its master if he becomes old, poor or sick? Do your friends always stand by you, in good times and bad times?

While reading the lesson, ask them who a duke is? Have they heard about counts, lords and earls? Explain the feudal system in Britain, to the children.

While explaining the usage - Phrasal verbs formed from the verb 'break', also introduce other phrasal verbs with 'look'. - Look into, look up to, look down upon, keep a look out)

Exercise

1. A. Answer the following briefly.
 1. Why did Joe's parents sell Lassie?

Joe's parents had to sell Lassie because they could not afford to feed her.
 2. Whom did they sell her to?

They sold her to the Duke of Rudling.
 3. Why did she escape from the duke?

Lassie believed that she belonged only to Joe and so she escaped from the duke.
 4. Why did mother ask father to take Joe with him?

Mother wanted Joe to go with his father because she felt that if Joe asked Lassie to stay there, she would be content and remain there.
 5. How far away was Scotland from Yorkshire?

Scotland was four hundred miles away from Yorkshire.
- B. Match the following:
 1. Lassie escaped from the duke because - she loved Joe dearly
 2. Joe's parents couldn't feed Lassie because - Joe's father was out of work.
 3. Lassie had to be returned

4. Joe told Lassie he didn't love her any more because - they had sold her to the duke - he didn't want her to escape from the duke and put his parents into trouble again.
 5. Joe couldn't see the path clearly because - he was crying and tears blinded his eyes.
 6. Father told Joe to forget Lassie because - she had been taken to Scotland and couldn't escape.
 7. Joe asked father how far away Scotland was because - he hoped Lassie would escape again and come back.
2. A. Write replies to these sentences. Use 'has' or 'have' and the words in the brackets. One has been done for you.
 2. No, thank you. I have read it.
 3. I have finished my home work.
 4. Sorry. He has gone to Bombay.
 5. Ram has lost his key.
 - B. Find out what the following mean.
 - a. to stop working, b. to separate, c. illegally enter a building, d. detach, to end.
 3. A. Father - hard-working, poor, kind, understanding
Duke - rude, rich, tough, hardhearted
 - B. Gender. Duchess is the opposite gender of 'duke'.
Find out the opposite gender of:

Count	-	<u>countess</u>	Negro	-	Negress
monk	-	<u>nun</u>	hero	-	heroine
Lord	-	<u>Lady</u>	host	-	hostess
actor	-	<u>actress</u>	poet	-	poetess

Worksheet (Workbook)

1. b) Rekha has washed her hair, c) My uncle has lost weight, d) Salman has stopped smoking, e) I've forgotten the name of my classmate.
2. a) put out, b) put back, c) put away, d) put on, e) put aside.
3. a) heiress, b) Madame, c) Jewess, d) lady, e) maid servant, f) landlady
4. a) claws, b) hoof, c) talons, d) tentacles

Lassie - Part II

Do a recap of Lassie Part I. Ask comprehension questions to ensure that the children remember the story and only then proceed to the lesson. What kind of a dog was Lassie? What were Joe's feelings when he was separated from Lassie? Where has Lassie come from? What made her undertake such a journey? This is a very touching story that gives us an insight into the love between dog and child.

While teaching structure - questions - encourage the children to frame questions based on the story itself. This can be done as class activity wherein the class is divided into two groups. One group can ask questions on the lessons Lassie Part I and Part II. The other group can give pertinent replies to the question.

Exercise

1. A. Answer the following briefly.
 1. Joe's joy at Lassie's return was short lived. Why?
The duke who had come back wanted to meet Joe's father. Joe realised that he would take back Lassie and so his joy at Lassie's return was short-lived.
 2. How did Joe convince mother to speak to father about keeping Lassie?
Joe convinced his mother that it was Lassie who wanted them and that's what made her run all those miles. So mother agreed to speak to father about keeping Lassie.
 3. When the duke arrived, Joe barred his way. Why?

When the duke arrived, Joe barred his way because he thought that the duke had come to take Lassie away.

4. Do you think the duke really came to take Lassie? Why / Why not?

The duke had not come to take Lassie because he did not know that Lassie had come back.

5. Was the dog, the duke looked at, Lassie? Yes. The dog, the duke looked at was Lassie.
6. Why did the duke look at the dog's paws?

The duke recognised Lassie and realised that she had run all the way from Scotland. That is why he looked at the dog's paws, to look for cuts and bruises.

7. "I never owned this dog" said the duke. Was he being honest?

The duke said that he never owned the dog because he realised how much Joe and Lassie loved each other.

8. Do you think the duke was really hard-hearted? Give reasons for your answer.

The duke was not really hard-hearted. When he realised that the dog was Lassie he did not take her back, but instead wanted Joe to keep her. He recognised the love they had for each other.

- B. Read the speech bubbles below and write who spoke to whom. Try not to look at the text.

a. mother - Joe, b. Duke - Joe, c. Joe - Duke, d. Joe's father - Duke, e. Duke - to himself.

2. A. Frame questions for these answers. One has been done for you.

2. Do you like ice-cream?
3. Can you take this home today?
4. Will you have breakfast?
5. Does this watch work?

6. Which is your house ?
7. Who gave you that pen ?
8. Why are you late ?
9. How did you come home ?

B. Usage - Phrasal verb with 'call'

Find out the meanings of the following and frame a sentence with each.

- a. call upon - to make an appeal or request
- b. call up - to summon
- c. call off - to cancel

call upon - the priest called upon the people to donate generously to the orphanage.

call up - The young men were called up to join the army.

call off - The meeting was called off due to heavy rain.

3. A. Complete the following sentences by using the opposite of the words given in the brackets. You'll find all the words in the story. One has been done for you.

2. opened, 3. patiently, 4. rough, 5. forward, 6. picked

- B. There are several words to describe the manner in which a person looks at something or someone; eg: look, gaze. What are the other words used in the story to describe the way the duke "looked" at Lassie, Joe or his father ? Make sure you get four words at least.

a. scowling, b. glared, c. glanced, d. peered.

4. Writing - The children are to do the writing on their own.

Worksheet (Workbook)

1. a) What happened ? b) Who lives in that house ?
c) What does this mean ? d) Whose bag is this ?
e) Where have they gone ? f) How did the clock break ?
2. a) couldn't he ? b) haven't you ?
c) does she ? d) can't you ?
e) would you ? f) will she ?

3. a) urgently, b) badly, c) softly, d) specially,
e) openly, f) fiercely, g) patiently.

4. a) look after, b) look into, c) looking for,
d) looks upon, e) look for the word in the dictionary.

5. That's a good idea. Let us go.

In my opinion, let us stay in my brother's house.

According to me travelling by train would be ideal.

I don't agree. It will be very hot then.

I don't think so. Let us plan our trip properly.

I think we should take a train.

When Mother Reads Aloud

The teacher can ask the children - Does your mother / grandmother tell you bed time stories? What kind of stories do they tell you ? Do you read story books? Which do you prefer - reading by yourself or listening to stories.

Discuss the rhyme scheme with the children. In the first stanza the words past, vast, cast and day-fray are rhyming words.

Similarly in the second stanza - lands - sands - bands
true - blue

shroud - aloud

In the third stanza - long - wrong - strong

do - true

crowd - aloud

Ask the children how the stories they read or listen to influence them? Do they learn any lessons from them ?

Exercise

1. Comprehension:

Answer briefly-

1. What kind of stories does mother read aloud to her children ?

Mother reads out stories of war, adventure, of journeys to far off places and noble deeds.

2. The far off lands seem 'near and true' to the child when

mother reads aloud. Why ?

Mother makes it sound real and interesting and so the far off lands seem 'near and true'.

3. Do you think the child is very young ? Why or why not?

The child is very young because his mother is reading the stories aloud to him.

4. How do the stories inspire the child ?

On hearing the stories, the young boy wants to do noble deeds, to help the right and redress the wrong.

2. Name eight things that the child experiences when mother reads aloud. One is done for you.

1. When Mother reads aloud, I hear the tramp of vast armies.
2. When Mother reads aloud, I see the spears and lances
3. When Mother reads aloud, I join the thrilling fray.
4. When Mother reads aloud, far lands seem very near.
5. When Mother reads aloud, I cross the deserts' gleaming sands
6. When Mother reads aloud, I hunt the jungle's prowling bands.
7. When Mother reads aloud, I sail the ocean blue.
8. When Mother reads aloud, I scale peaks shrouded by cold mist.

3. Vocabulary

Choose words from the box and fill in the blanks.

(thrilling, gleaming, longed, seemed, crowded.)

It was a thrilling day for the sailors. They had longed to find the treasure and now it seemed as though they had found it. They saw something gleaming inside the hole in the cave. All of them crowded round the hole.

6. Crossword Puzzle:

- Down : 1. TRUE, 2. SPEAR, 3. PEAK,
4. SCALE, 5. NOBLE
Across : 6. TREAD, 7. LANCE, 8. MIST,
9. FRAY, 10. REDRESS

Worksheet (Workbook)

1. band, cast, cross, fast, long, tramp, band, cross, right, tramp, cast, fast, long, right.
2.

Adjective	Noun
vast	armies
gleaming	sands
prowling	bands
far	lands
blue	ocean
far	heights
cold	mists
noble	deeds
3.

a) seem to be small	b) seems interesting
c) seems to have lost weight	d) seems easy
e) seems to have broken down.	