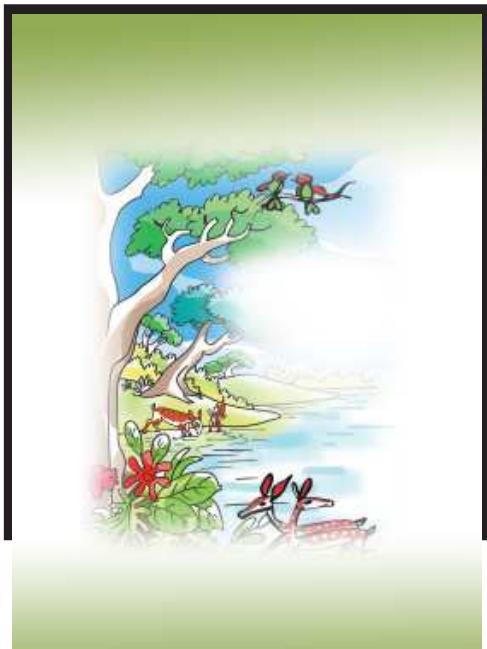


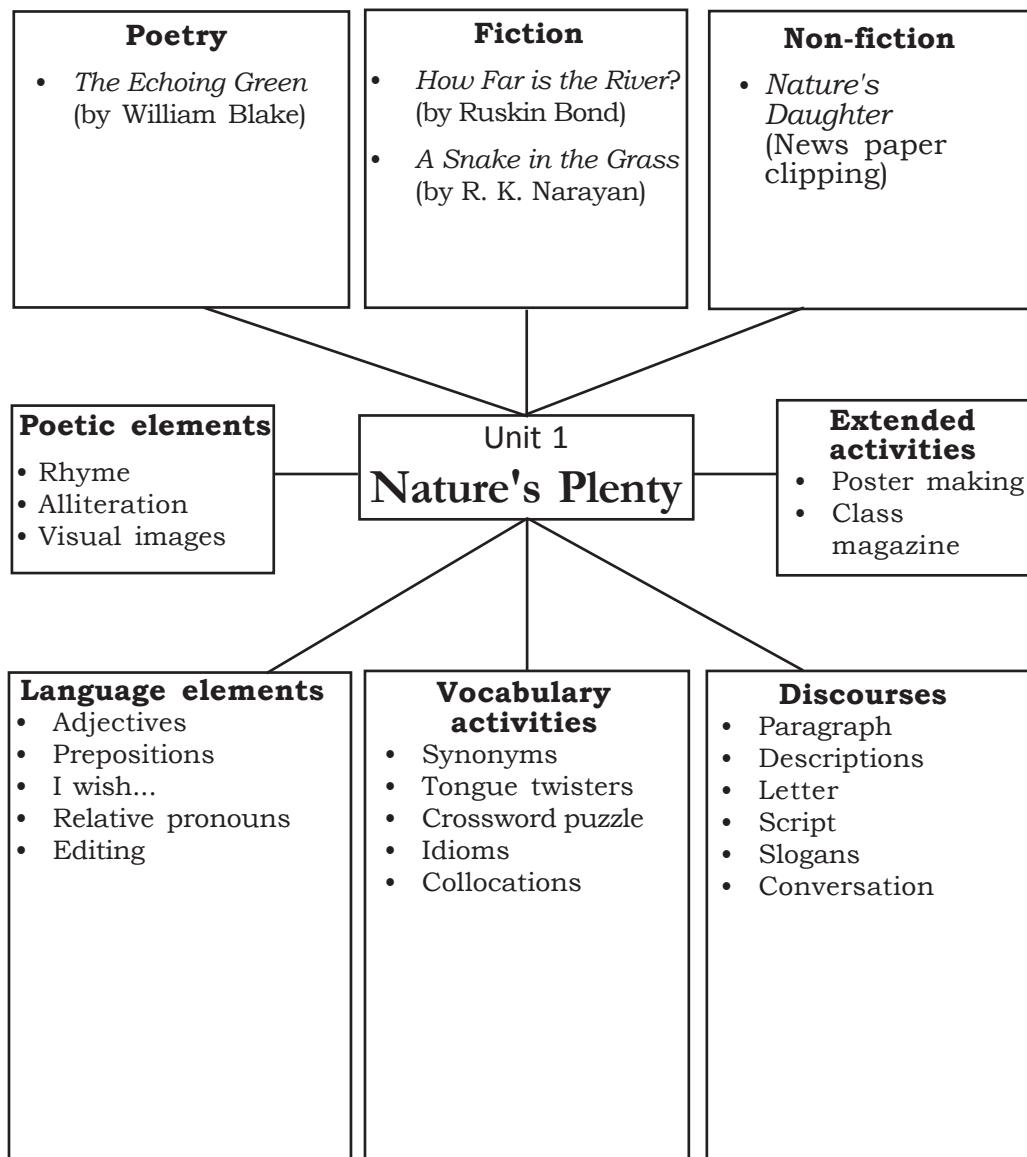
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Nature's Plenty



Periods allotted - 40

Unit at a Glance



Unit Overview

Teaching Children to Love Nature

Children should discover the beauty of nature and learn to explore it, instead of becoming addicts of TV, computers, and electronic gadgets. The dwindling patches of greenery around them deprive them of the opportunity to connect with nature. Being with Nature helps children to develop an awareness and curiosity about things around them, while at the same time it increases their attention span and ability to learn. Children must be told about the need to love and conserve nature as it helps them to become responsible citizens and better custodians of the Earth.

The Unit is intended to instil in learners a love for nature and develop in them a mindset to explore and conserve it. The learners will get acquainted with different words related to nature. They will also learn how to describe people and places.

The unit opens with a titular picture and a quotation by Albert Einstein. The newspaper clipping ‘Nature’s Daughter’ is an entry text to the unit. It introduces the learners to Suryamani- a nature activist, and also sensitizes the learners about the need to live in harmony with nature. The short story ‘How Far is the River?’ by Ruskin Bond describes the adventurous journey of a young boy, who goes in search of a river. The poem ‘The Echoing Green’ by William Blake describes the expression of happiness and mirth experienced by the young and the old on the arrival of spring. The story ‘A snake in the grass’ by R. K. Narayan tells us about an interesting incident in a typical Indian village.

Unit Titular Picture



L O *The learners will be able to interpret and explain the picture given.*

What do you see in the picture?

What do you feel about it?

Let the learners read the quotation by Albert Einstein. The teacher may ask them questions like:

- Do you agree with these words?
- Can you find any other meaning for the quotation?

Share your ideas with the learners, generate a discussion and try to elicit free responses from them.

Meet the author

Ruskin Bond

Born in Kasauli (Himachal Pradesh) in 1934, Ruskin Bond grew up in Jamnagar (Gujarat), Dehradun and Simla. His first novel *The Room on the Roof*, written when he was seventeen, received the John Llewellyn Rhys Memorial Prize in 1957. Since then, he has written over five hundred short stories, essays and novels (some included in the collections *Dust on the Mountains* and *Classic Ruskin Bond*), and more than forty books for children. He received the Sahitya Akademi Award for English Writing in India in 1993, the Padma Shri in 1999, and the Delhi Government's Lifetime Achievement Award in 2012.

Let's listen to Ruskin Bond

"I love to write on nature and animals, though I have been bitten sometimes and attacked by monkeys." He agrees that there has been a loss in forest cover, but says: "There's still much of it left that can be written about and needs to be preserved for future generations."

An excerpt from an Interview

- How do you create the characters for

your stories? Are they based on real people or are they mostly fictional?

RB: My characters are always based on real people I know and I draw upon their personalities. They are not exact replicas, but there are similarities. Charles Dickens was known to have created a lot of his characters from the people around him, his family and relatives. I find a lot of children write stories with foreign names and localities, but I would advise you to look around you and create from your very surroundings.

Dreams make very good stories. Of course, you tend to forget most. Except for the ones you have early in the morning just before you wake up.

- Who are your favourite authors?

RB: I have always liked the classics. Charles Dickens is a favourite. I even ran away from home like David Copperfield did, only to be back the next day as I had run out of pocket money! Agatha Christie is one of my favourites, especially the Hercule Poirot series. Do you know that she is one of the most successful authors of all times? Her play 'Mouse Trap' which was first staged in 1952, is still running in London!

-*The Hindu*, January 22, 2014

Warm up activity



The learners will be able to feel comfortable with each other, confident and become more focused on the language.

Getting to know each other

- The learners may sit in a circle.
- The teacher can make a short introductory statement. e.g. I'm Pooja and I like music.

- Ask the first learner to repeat what the teacher has said and add some more information about himself/herself.

e.g.

- Teacher : I'm Pooja and I like music.
- Learner 1 : You're Pooja and you like music. I'm Gayathri and I love reading.
- Learner 2 : You're Gayathri and you love reading. I'm George. I love cricket.

This activity can be repeated by all the students.

Examples of other types of information to add:

family, hobby, food, likes, dislikes

Lead-in

Read the newspaper clipping and elicit responses from the learners. The questions given in the text can be made use of during the discussion.

Ask the learners to comment on the title 'Nature's Daughter.'

You can ask the learners to discuss in groups and prepare one or two additional questions.

Suryamani was a part of the 'Save the Forest Movement.' You can ask the learners to talk about any other similar environmental movements such as the 'Chipko Movement' and the 'Narmada Bachao Andolan.'

Ask the learners the following questions:

- Who led the movement?
- What was it for?

The teacher may show one or two videos on the theme of nature. You may search for them in YouTube.

If possible, you may take the learners for a nature walk to a nearby eco spot. Ask the learners to suggest what they would be most interested in viewing. After the nature walk, you may ask them to do the activity given in the text book.

Possible answers to the activity on page 8

I could see	I could hear	I could sense
big trees	the chirping of birds	the fragrance of flowers
many types of plants	the rustling of leaves	the silence
different kinds of flowers	the babbling of a brook	the tenderness of leaves
many birds and insects	the roaring sound of a waterfall	the cool breeze
a waterfall	the trumpeting of an elephant	

Now, ask the learners to write a small paragraph about their experiences during the nature walk. The teacher may consider the activity as a pre-test to assess the learners' ability to write a description. The teacher may collect the sheets from them, read through it and assess them accordingly.

The same activity shall be repeated after teaching the lesson and can be used to assess the student's progress towards the end of the session.

The teacher may make use of the link talk and the questions. The learners are expected to answer the question in keeping with the experiences they had during the nature walk.

Other suggested questions:

- What can you guess from the title 'How Far is the River?'
- What do you understand from the picture?

Ask the learners to have a look at the comprehension questions and say what they feel about the story.

The reading text may be divided into 4 different segments. The teacher may try other variations.

Segment 1

During reading



L
O

The learners will be able to read the story quickly and get the main ideas and a general overview of the contents.

The teacher may ask the learners to read the first three paragraphs of the story 'How Far is the River?' silently. The reading process given at the beginning may be followed.

Reading activity 1



L
O

The learners will be able to improve upon their reading and it will help them find specific information.

Ask the learners to find out the line in which the following words appear:

"of the fish in its waters"

"the feel of warm stones"

Now, ask the learners to write down the lines in their notebooks.

The teacher may try other variations of the activity.

Reading activity 2

Read a short section of the story 'How

Far is the River?' which focuses on a place/person to the learners. Give the learners some time to reflect on it and ask them to sketch their impression of the place/person on a piece of paper. They can take up to two minutes. Let them compare their impressions/pictures and discuss in pairs. The teacher may use the sample text given below.

Sample text for reading

'He stood in front of his house on the hill opposite the mountain, and gazed across the valley, dreaming of the river. He was about twelve years old, a sturdy boy, with untidy black hair and shining black eyes; he had fine features and a clear brown skin, but his hands and feet were rough and scratched.'

Vocabulary activity



L
O

The learners will be able to guess and understand the meaning of the words by making good use of the context.

Select some of the words in the text. Give the meanings of these words in a jumbled order on the black board. Ask the learners to go through the text and find out the correct meaning of the words.

You may ask the learners to discuss the textual questions individually, then check the answers in pairs.

Possible answers to textual

questions on page 9

1. The mountain prevented the boy from seeing the river.
2. The boy had heard about the fish in the waters of the river and about the rocks.
3. The boy walked barefooted as he liked the feel of warm stones and cool grass.

Additional questions

1. How did the boy hear about the river?
2. What was the boy's wish?

3. How old was the boy?
4. How did the boy look like?
5. Find out the words that describe the boy, the river and the mountain from the first paragraph.

Now, you may lead the learners to Activity 8 on page 16.

Segment 2

During reading

The teacher may ask the learners to read paragraphs 4-9 of the story ‘How Far is the River?’ ('It was eleven o’ clock...the mile from his house to his school.') Let the learners read it silently.

Reading activity



**L
O**

The learners will be able to record a dictated text in writing.

Running dictation

Display a short section of the text on the classroom wall or table. Divide the learners into pairs. In each pair, there should be a Learner A and a Learner B.

Procedure: Learner A must run to the text, read it and try to grasp it as much as possible.

Learner A should dictate what he/she remembers of the text to learner B who should write it down.

Learner A can refer to the text as required to finish dictating the whole text. The pair which finishes first without any mistake is the winner.

The teacher may try out the activity using the following sample text.

“The path to the river dropped steeply into the valley, then rose and went round the big mountain. It was frequently used by the villagers, the woodcutters, milkmen, mule-drivers; but there were no villages beyond the mountain or near the river.

The boy passed a woodcutter and asked him how far it was to the river. The woodcutter was a short but powerful man, with a creased and weathered face, and muscles that stood out in hard, ugly lumps.'

Ask the learners to analyse the textual questions individually, then discuss in pairs, share and collaborate.

Possible answers to textual questions on page 10

4. The boy’s father and mother had gone to visit their relatives and left him on his own. His parents wouldn’t return home till evening. By this time, he could go and see the river.
5. No, the woodcutter did not encourage the boy to go to the river.
6. No, the boy is not a good walker. 'He had never walked further than the mile from his house to his school.'

Additional questions

1. What food did he take with him?
2. Sketch the description of the path to the mountain after reading the sentence below.
“The path to the river dropped steeply into the valley, then rose and went round the big mountain.”
3. Who used the path frequently?
4. Were there any villages beyond the mountain or river?
5. Identify four words that are used to describe the woodcutter.

The teacher may ask the learners to write a brief summary of the paragraphs they have read. Select the best of the products from the groups for editing.

Now, you may lead the learners to Activity 14 (a) on page 19.

Segment 3

During reading

The teacher may ask the learners to read paragraphs 10 -14 of the story

'How Far is the River?' ('The path was steep... over an hour'). Let the learners read it silently.

Reading activity

Stand in order

Ask the learners to close the textbook. The teacher may take a part of the text and divide it into smaller sections. You can select a group of learners for the activity and let the others watch it. Give a section of the text to each learner. Ask them to stand in a line according to the sequence in which the sections appear in the text and read it aloud.

e.g. Divide the text they have read into six sections as shown below.

- The path was steep, and the boy had to run most of the time.
- It was a dizzy, winding path, and he slipped once or twice.
- The hill was covered with lush green ferns, the trees were wound in creepers, and a great wild dahlia would suddenly rear its golden head from the leaves and ferns.
- He met a girl who was coming from the opposite direction.
- She held a long curved knife with which she had been cutting grass.
- The bangles she wore made music when she moved her hands, and it was as though the hands spoke a language of their own.

Now, ask the learners to write down the answers to the textual questions individually. Then, check in pairs and refine the answers.

Possible answers to textual questions on page 11

7. When the girl moved her hands, the bangles she wore made music, as though they were speaking to each other.
8. Sound words/Onomatopoeia is the

use of words that echo the sounds which are referred to. The teacher may give more examples of sound words.

e.g. A lion roars.

A snake hisses.

9. No, the boy was not really thirsty. But the cold and refreshing water that came from the hillside made him feel more thirsty.
10. The boy was sure that he had covered half the way because he had walked for over an hour.

Additional questions

1. Why did the boy have to run most of the time?
2. Why did he slip once or twice?
3. Draw a picture of the hill after reading the following description: 'The hill was covered with lush green ferns, the trees were wound in creepers, and a great wild dahlia would suddenly rear its golden head from the leaves and ferns.'
4. How was the path when the boy reached the valley?
5. Describe the girl he met in the valley.
6. What did he ask the girl? What was her reply?
7. The sound of a bird is described here. Identify the bird and the sound.
8. Find out two words used to describe water.

Now, you may direct the learners to do Activity 13 (a) on page 18, and then Activity 4 on page 14.

Segment 4

During reading

The teacher may ask the learners to read paragraphs 15-21 ('Presently he..... white, and wonderful'). The teacher may follow the process of reading discussed in the previous activities.

Possible answers to textual questions on pages 11 and 12

11. a) He is very kind and sympathetic. He has the good quality of sharing things with others.
- b) The teacher may generate a discussion on the quality of sharing things. The learners may be given a chance to share their experiences and then the teacher may ask them to write them in their notebooks.
12. When the village boy left him, he was very sad. He was far away from his home and the river was not in sight either. So he felt very lonely and discouraged.
13. The silence was impressive, but there was no one around or any sign of man's influence. So he was a little frightened.
14. The roaring sound of the river broke the silence.
15. He was very happy to see the river which he had only heard of. When he saw it for the first time, his happiness knew no bounds. In his excitement, though he slipped and stumbled, he still ran.
16. (a) blue, white, wonderful, cold, etc.
 (b) You may elicit free responses.

Additional questions

1. How did the village boy reply to the boy's question?
2. When did the village boy part from him?
3. Identify a few words that describe the path.
4. What did the boy see around him as he walked along the path?

Suggested Process and Solution to Textual Activities

Activity 1 on page 13

The teacher may ask the learners to read the story once or twice. Ask each learner to complete the graphic organiser given

in the textbook. You may let the learners sit in groups and refine it. Let them write an appreciation of the story in a small paragraph, using the ideas.

Activity 2 on page 13

Possible answer

a) I wondered whether I was in heaven.

Activity 3 on Page 14

Ask the learners to write down their thoughts (fears, hopes, excitement, etc.) on a piece of paper. Let them form groups, discuss and make modifications, if necessary. You may select one of the descriptions for editing.

Possible answer to Activity 3

I do not know how far I have to go. The information I received from the boy may not be true. Why did he give me false information? But the woodcutter said a three hour walk will take me to the river! My father and mother might have returned... What will I tell them? I'm sure to be beaten up tonight. It's getting dark and I think it is better to return. How? I don't know the way back home.

There are no shops or even houses nearby. What sort of a place is this? I'm feeling hungry.... Oh ... No one is to be seen, why isn't someone coming along this path? I feel tired and worn out.

Activity 4 on page 14

Ask the learners to read the descriptions and answer the questions given.

What makes Description A different from Description B?

The learner may like the first description.

Help the learners identify the describing words.

Key

The words that describe the place:

- steep, dizzy, winding,
- While water trickles, it produces a sound.

Activity 5 on page 14L
O

The learners will be able to write a small description of a place.

Writing descriptions of places

Lead-in: It is important to stimulate the learners' interest by beginning with a few questions.

e.g. What are the things that the boy might see after a few years?

List them as in the table below:

Things seen several years before	Things at present
• a steep path	• well-tarred roads
•	•

The teacher may elicit from the students how, by using the five senses, a descriptive composition can be made more vivid and impressive.

Know more**Sensory details**

Sight: colours, shapes, sizes, patterns

Sound: loud or soft, harmonious or harsh, pleasant or unpleasant

Smell: sweet, pungent, pleasant or unpleasant, aromatic or stinky

Taste: sweet, sour, bitter, burning, spicy, bland

Touch (feel): hard, soft, rough, smooth, hot, cold, dry, oily, sticky

Qualities of a good description

1. The details should be specific, enabling the readers to feel or experience what the writer describes while appealing to the five senses of sight, hearing, smell, taste, and touch.

2. The details are well-organized, and related to the main point.

The teacher may use Worksheet 7 to help the learners write a small description of a place.

- Refine it in groups.
- Edit one of the products.

Activity 6 on page 15L
O

The learners will be able to write slogans.

Possible answers for 6 (a)

- Plant a tree, get air for free.
- Plant more trees, get more rain.
- Take care of trees and they will take care of you.

Ask the learners to study the poster and fill in the boxes given.

Possible answers for 6 (b)

Title	:	Lend a Helping Hand.
Illustration	:	Suitable pictures
Slogan	:	No trees, No Man.
Instruction	:	Do not cut trees.
Message	:	Stop deforestation, save nature.

Features**SLOGANS**

- clear and appropriate to the topic
- concise, creative, catchy, effective
- well-organized information
- accurate spelling and punctuation
- rhythmic; hence, short and sweet. Use something that has the same letter. e.g. reduce, reuse, recycle. If the same letter can't be used, try to make it rhythmic.

Activity 7 on page 16

The teacher may help the learners to prepare a poster. The learners may be divided into groups and each group may design a poster. The topics of the poster may be related to nature.

Activity 8 on page 16



**L
O**

The learners will be able to write a small description of a person.

Ask the learners to read the paragraph and find out the words that describe the boy.

8 a) Key

physique	:	sturdy
hair	:	black
eyes	:	black
skin	:	brown
hands and feet	:	rough and scratched

Possible answer to Activity 8 (b)

The brown-eyed girl I met in the valley exuded confidence. She held a curved knife with an air of self-reliance. She was alone but her fearless and perfectly-poised manners instilled in me the determination to continue my journey to the river. Her bangles made music when she moved her hands and it was as though the hands spoke a language of their own.

Know more

Describing people

Elements of a good description: Introduction

Paragraph 1: the name of the person; when, where and how you first met him/her.

Main body

Paragraph 2: the physical appearance (facial features and clothes worn)

Paragraph 3: personal qualities

Paragraph 4: hobbies/interests

Conclusion

Paragraph 5: Comments and feelings about the person.

The teacher may use the information for discussion.

When you describe someone's physical appearance, start with the general features (i.e. height, build,

age, etc.) and move on to the more specific ones (i.e. hair, eyes, nose, etc.) You can also add a description of the clothes the person likes to wear.

- e.g. Kalyani is a tall, slim girl in her early twenties. She has got black hair and brown eyes. She usually wears churidhar.

The teacher may use Worksheet 8 (page 34) to help the learners write descriptions of people.

- Refine it in groups.
- Edit one of the products.

Activity 9 on page 17



**L
O**

The learners will be able to organize the basic elements of a letter and write a letter on their own.

The learners may be asked a few questions.

- Do you write letters to your friends?
- How is such a letter different from a letter you would write to the Head Master of your school?

Before entering into the activity, the teacher can have a discussion in the class about writing letters. The teacher may inform them of the importance of writing letters, the different types of letters, the relevance of writing letters, etc.

The teacher may lead the learners to the activity. Ask them to study the sample letter and understand the organization of a letter.

Questions for discussion

- What do you understand about the first and last sentences of the body of the letter?
- Can you suggest a different closing of the letter?
- Ask the learners to find out the key information from the body of the letter.

- Can you suggest any other date formats than the one mentioned in the letter?

Have a short discussion in the classroom, highlighting the different aspects of a letter. Ask the learners to write down the address, date, salutation and closing. Help them to write the body of the letter. The learners may prepare the letter.

Refine it in groups and select one for editing.

Activity 10 on page 18



L
O

The learners will be able to prepare a magazine

The teacher may help the learners to prepare a class magazine.

Activity 11 on page 18



L
O

The learners will be able to realise the importance of using synonyms or different words to describe the same idea.

Possible answers

walk : march, stride, stroll, step, tread
stop : pause, block, close, finish
ask : inquire, demand, request, quiz
decide : agree, conclude, determine, choose

Activity 13 (a) on page 18



L
O

The learners will be able to realise the use of adjectives.

The teacher may write the sentence (a) on the board and ask the learners to read it.

(a) The boy walked along the path.

Now, write sentence (b) on the board.

(b) The sturdy boy walked along the stony path.

What does the word ‘sturdy’ tell us about the boy?

It tells us that the boy is physically strong. The word ‘sturdy’ describes the boy, and the word ‘stony’ describes the path.

Now, write sentence (c) on the board and ask the learners to circle the words that describe the path.

(c) The young barefooted sturdy boy walked along the stony path.

Consolidation: The words ‘young’, ‘barefooted’ and ‘sturdy’ describe the naming word ‘boy’, and the word ‘stony’ describes the ‘path’. These describing words are known as **adjectives**.

Activity 13 (b) on page 19

Let the learners read the text, identify the describing and naming words, and list them as directed.

Key

Describing words	Naming words
cold	water
sharp	boy
refreshing	path

Activity 14 (a) on page 19



L
O

The learners will be able to realise the use of prepositions which show the relationship between words.

Know more

Note on Preposition

- A preposition is a word/phrase which is used before a noun, a noun phrase or a pronoun, connecting it to another word. e.g. In the sentences, ‘We jumped into the lake’, and ‘She drove slowly down the track’, ‘into’ and ‘down’ are prepositions.
- Prepositions are used to state a number of relationships, including time, location, manner, means, quantity, purpose, and state or condition.

Activity 14 (b) on page 20

Key

on in
on, on from
with of

Activity 14 (c) on page 20

Possible answer

An old man is sitting **on** a bench. He has kept his walking stick **beside** him. We can see a boy lying **on** the grass who is writing something **with** his pen and a girl flying a kite. The kite is flying **above** the man. There is a tree just **behind** the man with a placard **on** it. To the right **of** the man, there is another tree surrounded **by** a fence. Two birds are sitting **on** the tree.

Additional language activity

Imaginary classroom

Tell the learners to imagine that the smart classroom is completely empty, without furniture or people. They have to furnish the classroom. The teacher may begin the narration like this:

There is an LCD projector suspended from the ceiling. There is a computer kept on a table in the corner...

Now, lead the learners to the poem *The Echoing Green* by William Blake. You may make use of the link talk as an initiation into the poem.

You may help the learners to appreciate the idea that everyone feels happy in the lap of Nature.

William Blake

English poet, painter-engraver, and visionary mystic, Blake's hand-illustrated series of lyrical and epic poems begin with *Songs of Innocence* (1789) and *Songs of Experience* (1794). They form one of the most strikingly original and independent bodies of work in the Western cultural tradition. Blake is now regarded as one

of the earliest and greatest figures of Romanticism.

Born on November 28, 1757, in the Soho district of London, England, he attended school only for a brief period, being chiefly educated at home by his mother. The Bible, which had an early and profound influence on Blake, coloured his life and works with intense spirituality. He lived on the edge of poverty and died in 1827.

Songs of Innocence and Experience

- *Songs of Innocence* is Blake's first masterpiece of 'illuminated printing.'
- In it, the fragile and flower-like beauty of the lyrics blends with the rhythmical subtlety of the designs.
- Blake took as his models the popular street ballads and rhymes for children of his own time.
- *Songs of Experience* provides a kind of ironic answer to *Songs of Innocence*. The earlier collection's celebration of a beneficent God is countered in *Experience* as a tyrannical and repressive God.
- The key symbol of *Innocence* is the Lamb; the corresponding image in *Experience* is the Tyger, the subject of the famous poem that stands at the peak of Blake's lyrical achievement:

Tyger! Tyger! burning bright
In the forests of the night;
What immortal hand or eye
Could frame thy fearful symmetry?

The Echoing Green

'The Echoing Green' is a narrative poem, taken from the collection *Songs of Innocence* by William Blake. It paints a beautiful picture of nature and its pervading mood is that of happiness. The poet has skilfully divided the poem into three

ten-line stanzas representing morning, afternoon and evening.

In the first stanza, the poet draws our attention to a few visual images, i.e. it presents the picture of a beautiful countryside which welcomes the advent of spring. The poem has elements of festive delight accompanied by the echoing shouts of sportive children at the beginning of the day.

The second stanza symbolizes the prime of youth. The people happily reminisce about the peaceful days of their youth and joyfully recall the moments when they were young and energetic.

The last stanza suggests the end of the day; even the children are tired of playing. The picture becomes grave as everything appears weary. The old speak of their old age as needing more care and is symbolized as being 'round the laps of their mothers' and as 'ready for rest.' The descending sun is symbolic of death.

Each stanza represents a concrete part in the human cycle of birth, life and death.

Process

The teacher may read the poem aloud or play the audio three or four times with special emphasis and attention to punctuations, pauses, and rhyming words.

Ask the learners to read the poem silently.

Know more

The word 'stanza' means 'room' in Italian. The stanzas are meant for the meaningful organization of a poem.

The teacher may ask a few questions. (Questions are intended to generate ideas as to what the poem is actually about; you may add more questions to the list.)

- What time of the day do you like the most? Morning or evening?
- Have you listened to the singing of the birds? What time of the day do birds usually sing?

Elicit responses and lead the learners to imagine a beautiful morning. Now, you may ask them to comment on the title of the poem and its theme. The following questions may help them.

- What do you think is the theme of the poem?
- Comment on the title.
- What idea does the picture convey?
- The first stanza begins with the line, 'The sun does rise.' Compare and contrast it with the line in the last stanza, 'The sun does descend.'
- Comment on the expressions 'echoing green' and 'darkening green'.
- Do you think that nature provides the same joy both to the young and the old? Why?

Now, ask the learners to read the first stanza of the poem silently. After reading the poem, allow the learners to think about the poem for a while. The teacher may ask the following questions.

- How does the sun make the sky happy? (Possible hint: The sun rises and makes the sky bright and happy.)
- Find out the word which describes 'bell'. Guess the meaning of it. (Possible hint: 'merry' which means happy.)
- What do the birds do to welcome the spring? Name the two birds of song. (Hint: They sing aloud. The skylark and the thrush)
- Which time is referred to in the first stanza? Which phrase tells us about that? (Hint: Morning. 'The Sun does rise.')
- Which line tells us that a game is going on? ('While our sports shall be seen')

- Who is the ‘our’ in the stanza? (Hint: Children)

Consolidation: The teacher may elicit answers from the learners and write them on the board. After that, the learners may be asked to write a small description of the first stanza focusing on the mood of the poem, the time referred to, birds, children, etc.

Let them take some time to write it. After that, the teacher may ask a few learners to read their description and suggest changes, if necessary. You may select one description for editing.

Now, ask the learners to read the poem silently concentrating on the last word of each line. They may be asked to write down the words in their notebooks.

arise	skies	ring
spring	thrush	bush
around	sound	seen
green		

The teacher may pronounce the word ‘arise’ and tell the learners to listen to the end sound. Once they have identified the sound, ask them to give the code ‘a’ to it.

Arise - a

Ask the learners to find out words ending with the same sound and give the code ‘a’.

Skies - a

Now, underline the last words in line 3 and 4. Do they sound the same as the first pair of words? What letter can we give to these words?

Ring - b

Sing - b

Let the learners continue the activity to find the rhyming words and code them accordingly and write them down in their

notebooks. They may have written something like this:

Arise	a
Skies	a
Ring	b
Spring	b
Thrush	c
Bush	c
Around	d
Sound	d
Seen	e
Green	e

Rhyme scheme: aabbccddeee

Know more

Why rhyming words?

Poets often use rhyme to bring rhythm or a ‘musical’ quality to a poem in which the words seem to flow like a song. This may lead to an emotional connection with the ideas presented. Sometimes, poets may select important words to be emphasized through rhyme.

Ask the learners to read the second stanza of the poem silently. After the learners have finished reading, allow them to think about the poem for a while. The teacher may ask the following questions.

- Who, according to you, is old John? (Hint: an old gentleman living in town)
- Where does he sit? (Hint: He sits under an oak tree.)
- What does the old folk usually watch? (Hint: They sit and watch the children laughing and playing.)
- What do they say to themselves? Quote the lines. (Hint: ‘Such, such were the joys/ When we all, girls and boys,/ In our youth-time were seen/ On the echoing green.’)
- What picture do you get from the quoted lines? (Elicit free responses.)

Activity : Ask the learners to draw a sketch of what they see in the second stanza.

Now, ask the learners to read the third stanza of the poem silently. After reading, allow the learners to think about the poem for a while. The teacher may ask the following questions.

- The little ones are no longer merry. Why? (Hint: They are weary and tired by their sport.)
- When do the sports end? (Hint: When the sun sets)
- What time of the day is referred to in the last stanza? (Hint: evening)
- Ask the learners to identify the rhyming words in the stanza.

Hint: weary-merry, descend-end, nest-rest, seen-green

The teacher may have a discussion on the total structure of the poem.

Discussion point: In the first stanza, morning is described; morning here may refer to the beginning of life, the spring season, happiness, the mirth of children, etc.

The second stanza draws our attention to the old folk who think about their youthful days.

The last stanza highlights rest, and 'the darkening green' perhaps signifies death.

The three stanzas refer to three time cycles : that of birth, life and death.

The teacher may ask the learners to answer the questions given at the end of the poem.

Possible answers to textual questions on page 22

1. 'Echo' refers to something that is repeated; everything in this world goes and comes back again; days, seasons,

etc., repeat their cycles. Here, 'echo' may also have a reference to the changing seasons.

2. Old John is happy. 'Does laugh away care.'
3. They are tired.
4. The sports come to an end.
5. Around the laps of their mother.
6. 'The darkening green' refers to the end of the day.

Additional activity

After the learning session, the teacher may divide the learners into three groups. The three groups may be named morning, afternoon and evening. The learners of each group may read aloud / recite the respective stanza. Let the learners change their roles after each recitation.

The teacher may also help the learners choreograph each stanza or present it in the form of a tableau.

The process of choreography is detailed in Unit IV.

Now, lead the learners to Activity 1 on page 22.



The learners will be able to identify the use of alliteration and its function in poems.

Possible answers

Swimmers swam and searched
Special sea shells
Catch small creatures
Screaming splashing and skipping

Know more

Definition of Alliteration

Alliteration is a stylistic device in which a number of words, having the same first consonant sound, occur close together in a series.

Ask the learners to go through the following examples:

1. Peter Piper picked a peck of pickled peppers.
2. A big bully beats a baby boy.

3. The pleasant prince pleaded for peace.

The teacher can tell the learners that the sentences are alliterative because the same first consonant sound occurs close together in words.

Alliteration does not depend on letters but on sounds.

Examples of Alliteration

'The fair breeze blew, the white foam flew,
The furrow followed free;
We were the first that ever burst
Into that silent sea.'

-- Samuel Taylor Coleridge's 'The Rime of the Ancient Mariner.'

In the above lines, there is alliteration (the sounds of the letters 'b', 'f' and 's') in the phrases 'breeze blew', 'foam flew', 'furrow followed', and 'silent sea.'

Know more

Why Alliteration?

Alliteration has a very important role in poetry and prose. It creates a musical effect in the text and enhances the pleasure of reading a literary piece. It makes the reading and recitation of poems attractive and appealing.

Now, lead the learners to Activity 2 on page 23.

Let the learners find out the rhyming words from the stanza and write them down in their notebooks. Encourage them to write down the rhyme scheme of the second stanza and compare it with that of the first or the last stanza.

Lead the learners to Activity 3 on page 23.



The Learners will be able to identify the images in a poem.

The teacher may initiate a discussion on the use of imagery in poems and the effect it creates.

Possible answers

- the rising sun, the children at play

Know more

Image, Imagery

- Images are words used to describe what often is appreciated through experience rather than through reading.
- The aim of imagery is to recreate the sensory experience for the reader.
- Many images, such as the 'rising sun,' appeal primarily to the sense of sight.
- But an image can invoke the other senses too, as in a sniff of perfume or a scratchy blanket.

Different types of imagery used in poems

- o Sight- visual imagery
- o Sound- auditory imagery
- o Touch- tactile imagery
- o Smell- olfactory imagery
- o Taste - gustatory imagery

The poem, 'Hyperion' by John Keats helps us understand the different types of imagery used in a poem.

Hyperion, leaving twilight in the rear,
Came slope upon the threshold of the west;

Then, as was wont, his palace-door
flew open

In smoothest silence, save what
solemn tubes,
Blown by the serious Zephyrs, gave off
sweet

And wandering sounds, slow-breathed
melodies;

And like a rose in vermeil tint and shape,
In fragrance soft, and coolness to the eye,
That inlet to severe magnificence
Stood full blown, for the God to enter in.
Here, Keats blends sensations in the
most beautiful way. When he describes

how Hyperion's palace doors open (a visual image), he creates an image of sound - 'smoothest silence' - a tactile description of an auditory 'silence'. When the Zephyrs blow, Keats first describes their noise as 'wandering sounds' - a visual image - and then as 'slow-breathed melodies' (a visual description of the auditory 'melody').

Now the teacher may lead the learners to the story 'A Snake in the Grass' by R. K. Narayan.

Meet the author

R. K. Narayan

- One of the most highly regarded of all Indian novelists writing in English. Beginning with *Swami and Friends* (1935), he wrote more than a dozen novels and several collections of short stories set in the fictional city of Malgudi, in South India.
- Explores themes touching on the everyday lives of Malgudi's inhabitants; Narayan invoked an imagined world that drew comparison with Thomas Hardy's Wessex. For Graham Greene, Narayan was 'the novelist I most admire in the English language.'
- Son of a headmaster, he was born in Madras on October 10, 1906. His mother was frail, and at the age of two he was sent to live with his grandmother. His best friends were a peacock and a monkey.
- Graduated in 1930. He took a teaching post in a country school but after a few days, he returned home and announced that he was going to be a writer.

'As I sat in a room nibbling my pen and wondering what to write,' Narayan recalled, 'Malgudi with its little railway station swam into view, all ready-made.'

- He was a Fellow of the Royal Society of Literature, and an honorary member of the American Academy of

Arts and Letters. For his novel *The Guide*, he won the Kendra Sahitya Akademi Award. He published a memoir *My Days*, in 1975. He passed away in 2001.

R. K. Narayan writes about real experiences found in native India. His stories are filled with humorous anecdotes and irony. The story 'A Snake in the Grass' is a typical example of this type of writing.

A Snake in the Grass

About the story

A snake enters the compound of a house. Upon getting the information from a cyclist, the family members and neighbours go in search of it. Dasa, the clever servant, tricks his employers – a mother and her four sons – into thinking that he has caught a cobra for which the family has been searching in the garden all day. Earlier in the day, the family accuse the servant of being lazy and not cutting the grass. They spend the entire afternoon searching for the snake.

What happens next?

The teacher may ask the learners to guess the rest of the story.

Let's read

The learners may have already enjoyed and appreciated the beauty of nature in the story 'How Far is the River?' and the poem 'The Echoing Green.'

The teacher may ask a few questions to the learners.

1. What are the things that you find in nature?
2. Do you know that the number of birds and animals in our world is decreasing?
3. Can you name an animal or a bird that is facing extinction?
4. Who is responsible for all this?
5. Is Nature an abode of human beings alone?

Here, the teacher may refer to Vaikkom Mohammed Basheer's *Bhoomiyude Arakasikal*.

The learners may be allowed to discuss the answers in the class. The teacher may lead the class to a debate if they raise different opinions to some of the questions.

Pre-reading activity

Predict and go

The teacher may write the title of the story on the blackboard and then may ask the learners to form pair groups. They may be asked to frame questions based on the title.

For example, the learners may ask questions like:

- a. Is the story about a snake?
- b. Does it hide inside a bush?

The teacher answers only 'Yes' or 'No'. The learners then compile all the 'yes' questions and form an inference about the story. They may write down their inferences in their notebooks.

During reading

The reading text may be divided into 3 different segments. The teacher may try other variations.

Segment 1 (para 1-3) (It was a sunny... care for the garden.)

The teacher may ask the learners to read the first part silently.

The teacher may now ask the textual questions to check if they have

understood the passage.

Possible answers to textual questions on page 24

- 1) afternoon, road, a cyclist
- 2) He saw a snake cross his wheel and enter the compound of the house.

The teacher may also frame more questions to check the comprehension of the learners.

Additional questions

1. How many members were there in the family?
2. They were agitated to hear the news. What was the news?
3. What did they do to their sleeping servant Dasa?
4. What did the family want the servant to do?

The teacher may direct the learners to do the following activity.

Reading activity 1

Small shades of meaning

The teacher may ask the learners to find out a word which means 'a short sleep,' after reading paragraphs 1-3.

The word is 'siesta.'

There are other words similar to the word 'siesta.' Sometimes, the meaning may be slightly different, or it is more formal, or more general.

For example, 'nap' is a short period of sleep, typically during the daytime.

The teacher may direct the students to fill the template given below.

<p>Definition (use a dictionary)</p> <hr/> <hr/> <hr/> <hr/>	<p>Siesta</p>	<p>Sentence</p> <hr/> <hr/> <hr/> <hr/>
<p>Synonyms (use a thesaurus)</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>		

The teacher may make use of the template to help the learners improve their vocabulary.

Reading activity 2

The teacher may now ask the learners to summarize paragraphs 1-3. You may also provide the learners with a worksheet.

Who did	What in the story	Why
1. A cyclist	rang his cycle bell	-----
2. _____	_____	-----
3. _____	_____	-----

After completing the worksheet, the learners may be asked to use the details they have noted down in the worksheet to write a paragraph.

Segment 2 (para 4-6) (Some neighbours.....name and departed.)

Predict and go

The teacher asks the learners to read the summary of the paragraphs 1 to 3.

- Divide the class into 4 groups and distribute one question for each group on a sheet of paper.
- The learners may make use of the following questions to predict what might happen next in the story.

Questions

1. What might Dasa have done afterwards?
2. Where might the snake have gone?
3. Will the snake be found?
4. Will they seek somebody's help? Who do you think may help them to catch the snake?

The learners may be asked to write the answers on a sheet of paper. Five minutes may be allotted for this activity. They may then be asked to read out their answers aloud. The teacher may note the different predictions of the learners.

Now, the teacher may ask the learners to read paragraphs 4-6 and check whether they have guessed correctly.

The learners may have written different answers to the questions. The teacher may ask the learners to make use of their predictions to give a different ending to the story.

The teacher may make use of the questions given in the text to check whether the learners have understood the paragraphs they have read.

Possible answers to textual questions on page 25

3. The family accused Dasa of being lazy.
4. The harm caused by snakes is snake menace. (Elicit free responses.)
5. The beggar woman said that the mother was fortunate since God had come to visit her. She requested the mother not to kill the snake. In gratitude, the mother gave her a coin.
6. The old man declared that he was a snake charmer.

The teacher may also ask additional questions other than those given in the text.

Additional questions

1. What did the neighbours discuss?
2. Did the family help the neighbours? How?
3. Dasa asked one question triumphantly. What was the question?
4. What did they tell the old beggar at the gate?
5. How did she respond to their answer?
6. What did the old snake charmer show them?
7. What did the snake charmer ask them to do?

Segment 3

Now, the teacher may ask the learners to read the last part (para 7-8) (At

five..... what it contained) silently and then ask questions to check their comprehension. The teacher may use one of the reading activities.

Possible answers to textual questions on page 26

- 7 The snake charmer said he could catch the snake only if it was shown to him.
- 8 Dasa claimed that he had caught the snake. He also dwelt at length on the strategies he had employed to catch the snake.
- 9 (Let the learners give free responses.) The teacher may also ask additional questions.

Additional questions

1. When did they retire to the veranda to take rest?
2. What did Dasa carry in his hands?
3. What, according to Dasa, was in the pot?
4. What did he explain to the family and neighbours?
5. What did he say with ‘the glow of a champion on his face’?
6. What did the youngest child cry out?
7. What did the college boy murmur?
8. List the implements/tools that the neighbours carried with them to drive away the snake.

Now, lead the learners to the Activities.

Suggested Process and Solution to Textual Activities

Activity 1 on page 27.

The teacher may refer to the ‘stand in order’ activity mentioned in segment 3 of the story ‘How Far is the River?’

Key

- A big cobra entered the compound.
- The family was greatly agitated to hear the news.

- Dasa’s negligence of the garden and the lawns was responsible for all the dreadful things coming in.
- Neighbours assembled and started searching for the snake.
- An old beggar promised to send a snake charmer.
- He gave his name and departed.
- Dasa appeared before them carrying a water-pot and declared that he had caught the snake.
- They watched him in admiration and decided to reward him.
- The youngest son saw the snake coming out of the hole, and cried aloud.
- When they recovered from the shock, they asked, ‘Does it mean there are two snakes here?’

Activity 2 on page 28



The learners will be able to analyse the communicative aspects of language and use them in practical situations.

Possible answer to Activity 2 on page 28

Snake Charmer : Hello, this is Sankar. My wife asked me to call you. What's the matter, madam?

Mother : We urgently need your service. A snake has entered our compound.

Snake Charmer : Are you sure it's still there?

Mother : Yes, it's still there. My sons and neighbours are searching for it.

Snake Charmer : Okay. Can you please tell me your address?

Mother : Sure. Please note down. Sudha, House No. 28, Malgudi North.

Snake Charmer : Fine. Don't worry. I'll reach there soon.

Know more

Elements of conversational English.

3. If Peter Piper picked a peck of pickled peppers, how many pickled peppers would Peter Piper pick?

The teacher may help the learners to visit http://learn_englishkids.britishcouncil.org/en/tongue-twisters where they can see, listen and repeat the tongue twisters.

Greeting	Introducing	Requesting
Hi, Anoushka. How are you? Hello Rahul, nice to see you. Good morning/ afternoon/evening. Hello everybody. How are you getting on? How's life?	Good morning, I'm John from London. Excuse me, I'm Ganga. This is Mr. Abdulla. Meet my friend... May I introduce...?	Can/ Could you please...? Would you please...? Do you mind...? Will you please...? May I know who's calling? Can you do me a favour? If you don't mind, please...
Apologising Sorry. Excuse me/pardon me for... I'm extremely sorry for... Please accept my apology.	Permission May I ...? Could I ...? Is it all right if...? If you don't mind, I'd like to...	Asking to repeat Pardon. I beg your pardon. I'm sorry, what did you say? Could you please repeat...?
Asking for information Could you tell me...? Can you help me...? Excuse me. I'd like to know... Do you have any idea ...? Would you mind telling me ...?	Agreement O.K. That's O.K. All right. Quite right. Fine, agreed.	Expressing Gratitude Thanks. Thank you. Thank you very much. I'm really grateful to you. I would like to express my gratitude...

NOTE: The teacher may help the learners make use of the conversational inputs and construct conversations on their own.

Activity 3 on page 28



The learners will be able to develop good articulation and pronunciation skills.

The teacher may ask the learners to collect other tongue twisters and read them aloud in the class. You may carry out this activity in the form of a game.

1. She sells seashells by the seashore.
2. Six slippery snails, slid slowly seaward.

Know more

Why tongue twisters?

Listening to and repeating tongue twisters is one way to improve English pronunciation. It will help learners to acquire the lexical elements in a non-conscious manner.

Activity 4 on page 29



The learners will be able to prepare a script and enact it.

Writing a script

The teacher may ask the learners to prepare a sample script based on the story. The teacher can divide the learners into groups. Let them read the story once or twice. The teacher may help the learners prepare a small script based on a portion of the story.

Steps for preparing a script

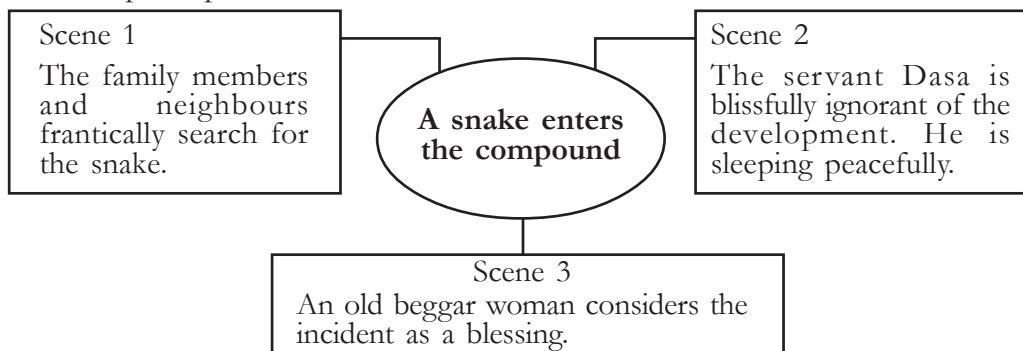
Step one

Make a table of the characters and the plot.

Character	Details	How they fit in with the plot
Dasa	lazy servant	His oversight results in the entering of a snake in the compound.
Old beggar woman	superstitious	Her words instil superstitious beliefs in the mind of the mother
Snake		

Step two

Mind map the plot.



Step three

Lay out the plot step by step:

'A Snake in the Grass'

Act One

Scene 1:

The family members come to know of the snake and they frantically search for it.

Scene 2 : Dasa, the servant is seen sleeping inside his room. The neighbours and family members wake him up and blame him for being idle.

Scene 3: An old beggar woman appears at the gate. On hearing about the incident, she says that the family is blessed by God.

Scene 4: An old man introduces himself as a snake charmer. He says he can catch the snake only if it is shown to him.

Possible answer to Activity 4 on page 29

Scene:1

(The courtyard of a house. An old beggar woman is seen at the gate.)

Old beggar : Mother, give me some alms.

Mother : Not now, we are searching for a snake in our compound.

Old beggar (smiling) : You are fortunate. God has come to visit you. Please don't kill the snake.

Mother : You are right. I almost forgot about the abhishekam, you reminded me of it. Thank you.

Scene: 2

(The courtyard of a house. An old man at the gate.)

Old man : It is difficult to find a snake among the bushes.

The eldest son : Who are you?

Old man : I'm a snake charmer.

(The people gather around him)

The eldest son : How do you catch snakes?

Old Man : Like this..

(He pounces upon an imaginary snake on the ground and lifts something which was on the ground and cheerfully looks at every one.)

The eldest son : Can you catch the snake for us?

Old man : If you show me the snake, I will help you.

(He points to the direction the snake has gone to and slowly walks away.)

After the learners have prepared the script, the teacher may help them to enact it. Videotape the performance and upload it in your school blog.

Before enactment, it may be better if you conduct a discussion on the essential elements of dramatization.

Dramatization

Essential elements of a play

- Characters
- Plot
- Theme
- Dialogue
- Devices
- Genre

Characters : Characters are the people (sometimes animals or ideas) portrayed by the actors in the play.

Plot : This is what happens in the play. Plot refers to the action, the basic storyline of the play.

Theme : Theme is the main idea or lesson to be learned from the play.

Dialogue : This refers to the words spoken by the characters in the play. The dialogue helps to keep the action of the play moving.

Devices : These are the techniques and methods used by the playwright and the director to create the desired stylistic effect.

Genre : Genre refers to the type of play (*comedy, tragedy, mystery play, etc.*)

Know more

There are six stages in the structure of a plot.

1. Initial incident: The event that ‘gets the story going’
2. Preliminary event: Whatever takes place before the action of the play and which has a direct relation to the play.
3. Rising action: A series of events following the initial incident and leading up to the dramatic climax.
4. Climax: The turning point or high point of a story, when events can go either way.
5. Falling action: The series of events following the climax.
6. Denouement: Another term for the conclusion from the French word for ‘unravelling.’

Six stages in a plot structure

Initial incident A snake enters the compound.	Preliminary event A cyclist informs the family about it.	Rising action The neighbours and the family members search for the snake. Everyone blames the servant, Dasa. An old beggar woman and a snake charmer appear.
Climax The snake is sealed in the pot by Dasa.	Falling action The mother compliments Dasa. Everyone admires him.	Denouement (unravelling) The younger son spots the cobra which was supposedly caught by Dasa.

Note: While enacting the drama in the classroom/auditorium, ensure the availability of the following elements to add to the dramatic effect.

Scenery (set) The theatrical equipment, such as curtains, backdrops, or platforms, used in a dramatic production to communicate the environment.	Props (short for properties): any article used on the stage except the costumes.
Costume Clothing and accessories worn by actors to portray characters.	Sound The effects that an audience hears during the performance to communicate character, context, or environment.
Lights The placement, intensity, and colour of lights to help communicate the environment, mood, or feeling .	Make-up Costumes, wigs, and body paint which are used to transform an actor into a character.

Dialogue presentation

The teacher may also brief the learners on dialogue presentation, voice modulation, breath control and vocal expressions. If possible, give them a model and ask the learners to have suitable modes of expression to convey the character.

There are three main techniques in dramatizing stories.

- Using movement without speaking, which is called a mime
- Using a script devised from a story
- Role play and improvisation

Mime

- involves the learners imagining themselves as a character in the story, and using movement without words to depict the story as the teacher reads it aloud or describes a scene.

Story dialogues and scripts

- uses written dialogues, either from a story or from a script based on a story, and combining movement with controlled speaking.

It is important to choose dialogues that the learners can learn easily, such as those with repetition or rhythm.

Many children's stories can be turned into scripts for plays. If the script includes some choral speaking, narration and simple lines, then all the learners can participate.

Role play and improvisation

- Learners enact a story or scene by creating the dialogue themselves as they go along, without memorizing a script or reading from a story.

Activity 5 on page 29



L
O

The learners will be able to acquire new words and meanings, develop their mental ability and organisation skills.

Crossword

A crossword is a word puzzle that normally takes the form of a square/rectangular grid. The goal is to fill the blank squares forming words/phrases by solving the clues which lead to the answers.

Key

- | | |
|-----------------|------------|
| 1. Grass cutter | 2. Spade |
| 3. Scythe | 4. Crowbar |
| 5. Mower | 6. Rake |
| 7. Knife | |

The teacher may ask the learners to refer to a dictionary and find the meanings of the words in the grid.

Down

2. a tool used for digging soil
4. a heavy iron bar with a bent used to lift heavy objects off the ground
5. a machine for cutting, especially grass
6. a garden tool with a long handle and long pointed metal parts sticking out in a row at the bottom, used for levelling the earth

Across

1. an equipment for cutting grass
7. a tool with a metal blade and a handle used for cutting

Up

3. a tool with a long sharp curved blade and a long handle used especially to cut long grass

The teacher may devise more crossword puzzles or ask the learners to prepare them as an activity.

Activity 6 on page 30

The teacher may use the conversation to introduce idioms.

Activity 7 on page 30



The learners will be able to realise the use of idioms in sentences.

Possible answers

- Stop beating about the bush.
- Hit the nail on the head.

A	B
the pros and cons	the arguments for and against
a feather in one's cap	an achievement of which one can be proud of
keep one's word	do as one promises
let the cat out of the bag	the secret is no longer a secret

1. When the thief was questioned, he let the cat out of the bag.
2. Our school has won the first prize in the State level Hockey competition. It is a feather in our cap.
3. Before we take a decision on an issue, we must examine its pros and cons.
4. Give promises only if one can keep one's word.

Know more

Here is a list of idioms that the teachers may use to prepare worksheets on their own.

A hot potato

Meaning: Speak of an issue (mostly current) which many people are talking about and which is usually disputed

A penny for your thoughts

Meaning: A way of asking what someone is thinking

Actions speak louder than words.

Meaning: People's intentions can be judged better by what they do than what they say.

Add insult to injury.

Meaning: To worsen an unfavourable situation

At the drop of a hat

Meaning: without any hesitation; instantly

Cry over spilt milk

Meaning: When you complain about a loss in the past

Curiosity killed the cat

Meaning: Being inquisitive can lead you into an unpleasant situation

Cut corners

Meaning: Something done badly to save money

Activity 8 on page 31

The learners will be able to use the structure 'I wish.'

L
O

To introduce the structure 'I wish' the teacher may say:

Ram wanted to be a guitarist when he was young. But he didn't get any opportunity to learn it in his childhood, so he doesn't know how to play the guitar.

Ram says, 'I wish I could play the guitar.'

The teacher may ask the learners to guess the meaning of the structure 'I wish'.

The teacher may ask the following questions.

- What did Ram wish for?
- Did he fulfil his wish?

Now, ask the learners to prepare a list of things that they wanted to do but were unable to do. Then, ask them to rewrite it using 'I wish'.

- 'I wanted to learn acting but I could not-' can be rewritten as 'I wish I learnt acting.'

The teacher can tell the learners that to express regret about our unfulfilled wishes, we may use 'I wish.'

e.g. I did not get full marks in Mathematics.

I wish I got full marks in Mathematics.

Consolidation: The teacher may explain to the learners that 'I wish' is used to express regret. It also refers to situations

that are unreal, impossible or unlikely. After 'I wish,' the past tense is used with a present or future meaning.

Possible answers

1. I wish I had a bicycle.
2. I wish I were a butterfly.
3. I wish I could fly to the moon.
4. I wish I were a millionaire.
5. I wish I were a robot.
6. I wish I were a spider man.

Additional activity

Lead the learners to a role-play.

Let them imagine they are in a fairy world. A genie appears in front of them and grants them three wishes. Ask the learners to write down three wishes they would like to fulfil in life.

- I wish I could _____.
- I wish I had _____.
- I wish I were _____.

Activity 9 on page 31



L *The learners will be able to realise the use of relative pronouns.*

Possible answers

1. This is the house which I purchased from Peter.
2. He said something that surprised me.
3. I saw a girl who was carrying a basket on her head.

Additional activity 1

Sing the following rhyme along with the learners.

This is the house that Jack built.

This is the malt that lay in the house that Jack built.

This is the rat that ate the malt that lay in the house that Jack built.

This is the cat that killed the rat that ate the malt that lay in the house that

Jack built.

This is the dog that worried the cat that killed the rat that ate the malt that lay in the house that Jack built.

Variation: The teacher may omit the word "that" from the rhyme and ask the learners to recite it. Now elicit responses to the following questions.

What difference do they find?

What do they think is the function of 'that'?

Additional activity 2

Introduce the learners to the topic of using relative clauses by asking a few questions such as:

How would you describe a joker?

Who is a doctor?

What is a calculator?

Ask the learners to study the following and match the sentences.

A joker is someone	who treats people.
A doctor is a person	which is used for doing calculations.
A calculator is a small electronic device	who makes people laugh.

NOTE: A relative pronoun describes the word that comes before it.

Write the following sentences on the board.

- I have finished the book which I bought yesterday.
- The woman who lives next door is a teacher.
- The house that Jack built collapsed yesterday.

Ask the learners to write down the words that come before the relative pronoun. book, woman, house

NOTE: 'That' and 'which' are used to describe objects.

'Who' is used to describe people. The relative pronoun 'that' can also be used to describe people.
e.g. The person that phoned me yesterday was my friend.

Know more

The relative pronoun can also be used to introduce a relative clause.

A relative clause is a part of a sentence which cannot exist independently and which describes a noun which comes before it in the main part of the sentence.

e.g. The book which I read is amazing
'Which I read' is a relative clause.

Additional activity 3

The teacher may write the following sentences on the board. Ask the learners to complete the sentences according to their preference. The teacher may use different variations.

I like people who

I dislike people who

I like days when

I dislike places where

I like films which

Activity 10 on page 32

Key

to, the, lovely, was, that

Activity 11 on page 32

Key

A	B
deeply	ashamed
tiring	journey
hasty	decisions
strong	opinion

READING STRATEGY

Literature circle

How do I do it?

1. Select members for the Literature Circles (discussion groups).
2. Assign roles to the members of each circle.
3. Assign reading to be completed by the circles inside or outside the class.
4. Select meeting dates of the Literature circle.
5. Help the learners prepare for their roles in their circle.
6. Act as a facilitator for the circles.

Some roles may be:

- **Discussion director** - develops questions for the group to discuss.
- **Vocabulary developer** - chooses words that are difficult or used in an unfamiliar way.
- **Connector** - finds a connection between the story and another book, or events in their personal life or the outside world.
- **Illustrator** - draws a picture related to the reading.
- **Summarizer** - prepares a brief summary of the passage read that day.

Worksheets

Nature's Plenty

Worksheet 1

Read the story 'How Far is the River?' and find out five complete sentences in which 'and' occurs.

e.g.

- The boy was young and the river was small.

Now split the sentences into two meaningful units.

- | | |
|--|--|
| <ul style="list-style-type: none">• The boy was young.••• | <ul style="list-style-type: none">• The river was small.••• |
|--|--|

Nature's Plenty

Worksheet 2

Read the following sentences from the story 'How Far is the River?' and say whether they are true or false.

1. The boy had seen the river before.
2. He wished to touch the water in the river and feel it.
3. The boy could not afford shoes.
4. He didn't want his parents to know about his journey.
5. The path to the river was smooth.
6. He met a woodcutter on the way.
7. He was surprised to see a bare hill in front of him.
8. The boy met a girl who cut grass, on the way.
9. He met another boy who was driving a car.
10. The boy was very tired and could not bear the heat of the sun.
11. The boy began to feel discouraged.
12. He stopped on the way and rested for a while.
13. The boy found the silence frightening.
14. The boy was very tired, yet he ran to see the river.

Nature's Plenty**Worksheet 3**

Read the story "How Far is the River?" and write down the sentences in which the following words appear .

young boy, small, untidy, hair, black, sturdy, skin, brown, clear, powerful, short, weathered, ugly, steep, path, dizzy, golden, opposite, long, knife, dusty

- The woodcutter was a short but powerful man.
-
-
-

Now, categorise the words in two headings as below.

Describing words

- powerful
-
-
-
-

Naming words

- man
-
-
-
-

Nature's Plenty**Worksheet 4**

Read the story 'How Far is the River?' and fill in the blanks.

'He stood _____ his house _____ the hill opposite the mountain, and gazed _____ the valley, dreaming _____ the river.

He went _____ the house and wrapped the loaf _____ bread _____ a newspaper.'

Now, complete the following paragraph from 'The Kite Maker' by Ruskin Bond, selecting the prepositional phrases from the box.

The old man remained dreaming _____. His kite shop was gone, the premises long since sold _____; but he still made kites, for his own amusement and for the benefit _____, Ali. Not many people bought kites these days. Adults disdained them, and children preferred to spend their money _____. Moreover, there were not many open spaces left for the flying of kites. The city had swallowed up the open grassland that had stretched from the old fort's walls _____.

- | | | |
|-----------------|-------------------|------------------|
| in the sun | to the river bank | to a junk dealer |
| of his grandson | at the cinema | |

Nature's Plenty**Worksheet 5**

Use the words in the box as synonyms of the italicized words:

easy	sick	chair	throw
big	like	late	

Is this **seat** free?

(1) 'Chair' is another word for 'seat.'

All the questions in the exams were very **simple**.

(2)

They live in a **huge** house.

(3)

The **tardy** arrival of John delayed the function.

(4)

Toss me the ball.

(5)

I **enjoy** meeting new people.

(6)

Nature's Plenty**Worksheet 6**

Guess the meaning of the following idioms from the meanings given in brackets.

- under the weather • down to earth
- eat your words • on top of the world • bolt from the blue

(to admit that one was wrong, feel sick, sudden unexpected event,
feel extremely happy, practical and sensible)

Now, fill in the blanks using the selected idioms.

- Rahul does not feel like going to school. He feels a bit _____.
- Thomas will give you good advice. He is a very _____ sort of person.
- Sameer and his friends have won the cricket match. They are _____.
- My sister said I would never win the competition, but she had to _____.
- When John came home from England, it was a _____ for the neighbours.

Nature's Plenty**Worksheet 7**

A description of	Four sentences
A place you visited	1 2 3 4

Vocabulary reference

Words used to describe places.

clean	hilly	old
cold	hot	quiet
colourful	humid	rural
cool	industrial	sandy
crowded	modern	spectacular
dirty	mountainous	urban
flat	narrow	windy

Nature's Plenty**Worksheet 8**

A description of	Four sentences
A person you have seen	1 2 3 4

Vocabulary Reference

Words used to describe people.

Height	Body type	Hair	Features
medium	athletic	blonde	beard
short	heavy	brown	dimple
tall	muscular	curly	glasses
	plump	dark	mole
	skinny	light	moustache
	stocky	long	wrinkles
	thin	red	
		short	
		straight	
		wavy	