

## DEVELOPMENT OF THE LESSON PLAN

### COBRA KITE

#### Learning Outcomes

By the end of the lesson, students will be able to:

- read a text on a traditional sport.
- trace the qualities, skills, emotions and motivations of the main character.
- use the correct determiners (including articles) with the countable and uncountable nouns.
- identify and use the special movement words.
- write a diary entry.

#### Suggested number of sessions: 6

**Session 1:** Springboard; Warm up; Text: *In this story... stuck in a tree.* Embedded questions 1, 2, 3, 4

**Session 2:** Recap; *Next thing I knew I was ... dancing all the way home.* Embedded questions 5, 6, 7

**Session 3:** Comprehension

**Session 4:** Grammar

**Session 5:** Vocabulary; Speaking; Reading Aloud, Punctuation

**Session 6:** Writing

#### Pre-reading

##### Warm up

*Pair work*

Let students discuss and infer how both pieces of information are connected. Ask them to predict what the key message in the story could be based on what they have read now.

*Direction for discussion:* Ask students the reason for their victories in the specific field of sport.

*(Suggested:* The victory of Indian men's cricket team in the Men's World Cup, and Michael Jordan's journey from being overlooked in high school to becoming a global icon in basketball illustrates that success in sports (and in life) is often a result of resilience, continuous improvement, self-belief, hard work, and a positive mindset. It shows that setbacks can be stepping stones to greater achievements if approached with determination and perseverance.)

CT, COM, COL, AFL

#### Reading

##### GUIDELINES WITH QUESTIONS FOR DISCUSSION

Play the text in the Smart Book in parts. / Read the text in parts. Pause to explain / discuss / check comprehension.

Discuss the meanings of the glossed words through the course of the reading exercise.

***In this story... stuck in a tree.***

After reading aloud, ask students to read the paragraphs silently. Let them grasp the information.

Tell students that kite flying is a tradition in Malaysia that holds special importance. Kites are known as a symbol of craftsmanship, art and performance.

## Discuss

Generate a brief discussion about kite flying in India:

*Makar Sankranti* is India's oldest and most colourful harvest festival, celebrated across the country. People in Gujarat, Kerala, Tamil Nadu, Haryana, Himachal Pradesh, West Bengal, and Punjab, in particular, celebrate the harvest of fresh crops with bonfires, carnivals, music, dances, and kite flying.

The International Kite Festival, is hosted in Ahmedabad and attracts participants and spectators from all over the globe. Ahmedabad is often called the Kite capital of Gujarat. It takes place during Makar Sankranti in the month of January.

*How is the speaker able to identify the cobra kite in the sky? (By its long black tail) Is the Cobra Kite an ordinary kite? (No, it actually stands out among other kites)*

1. *Make a quick sketch of Cobra Kite in the space given on the left.*

(Instruct them to draw the two kites and let pairs compare their kites to check if they have followed the description given in the text.)

This is Art Integrated Learning as it checks the comprehension of students through their drawing. Without digressing from the basic description, they are free to create a design using their imagination.

CT, IL, MI

*What information does the speaker's father reveal about tradition? (Every house traditionally had a moon kite. After harvesting the rice, the kite flying would start.)*

2. *Which Indian festival is celebrated in the same way? Find out which crop(s) are harvested in your state during this time.*

(Ans: *Sankranti* is known for its kite flying. *Free response for the second part of the question.*)

Elicit answers from students with the help of prompt questions:

*What are the harvest festivals in India? What do they harvest in each state?*

*How is the festival celebrated in the state? Let them discuss the local*

*practices of their state. Help them with the names of the crops if needed.*

IK, EVS

### Teaching strategy: Visualising

*Note:* Reading aloud helps students understand how authors use descriptive writing to connect with readers. Ask students to close their eyes. Tell them that they have been transported to the village in Malaysia. Read the passage with expression. Let them visualise the scene.

- *Was the speaker impressed with the flier of the Moon Kite? Why? (No the speaker was not impressed because the flier did not seem to show much tricks and it looked as though he had tied it to a pole and was relaxing.)*

### Taking it further (HOTS)

*'When the wind changed, Moon Kite danced a little, but mostly it stayed quite still in the sky'. Does this quality of making his kite almost still in the sky show that the flier is an expert? (Yes, the ability to keep a kite almost still in the air, often referred to as kite control or kite stability, is generally seen as a mark of expertise in kite flying. Achieving this requires a high level of skill in understanding wind conditions, adjusting the kite's angle and tension, and making subtle movements with the string to maintain balance and prevent the kite from drifting or falling.)*

3. Do you know a phrase similar to 'old hand' in your home language? Share it in class.

(Ans: Free response.) Help students find the word in their home language by triggering a whole class discussion. The word may vary even from place to place in a state (dialect/colloquy).

This activity fosters integrated learning as students learn the specified word in other languages.

COM, IL, AFL

*What was impressive about Cobra Kite?* (It had already brought down three kites that week.) *Why did the speaker stop feeding the chickens?* (The kite flying suddenly seemed to be interesting as Cobra Kite was out to attack Moon Kite.) *Why was the speaker cheering Cobra Kite?* (The speaker thought that Cobra was bringing down Moon Kite.)

### Discuss

- *What does the phrase 'falling down, down, down like a sad, giant leaf' mean?* (The writer here evokes the imagery of something large and once proud now descending sadly and heavily. The comparison to a leaf falling reinforces the sense of loss and defeat.)

4. Read the underlined phrases and use your hands to show the difference in the way both kites move here.

(Free response) Ask students to get up from the place to do this activity. Provide them enough space to do it.

This activity promotes Bodily Kinaesthetic intelligence and can be used as Assessment For Learning.

MI, AFL

### Taking it further (HOTS)

*How has this passage been made effective by the author?* (By vividly describing what happens using imagery/ The author has used descriptive language to capture the reader's attention).

**Next thing I knew I was ... dancing all the way home.**

**Teaching strategy:** Retelling

*Note:* Retelling requires students to read actively. As part of retelling, students engage in ordering and summarising information and in making inferences.

You can use this strategy to assess how well students comprehend the text and use the information they have got.

You may read the part/play the audio/allow students to read the part silently. Help with questions where they might need guidance.

Read the sentences and ask students:

*'I stood and stared at the sky with my mouth open. Luckily my legs took over'. When does your mouth fall open involuntarily/without you wanting to do?* (When we are surprised or shocked) *What does the author want to convey here?* (Something unexpected has happened) *Did this action last for long? What happened after that?* (The speaker sprang up to action and started chasing the fallen kite.)

### Discuss

- *What do her actions reveal about the speaker?* (The speaker concentrates on the kite, leaving her daily chores aside. She has but one objective, to catch the falling Cobra Kite.)
- *'Just a flash of its wonderful tail was all I needed.'* *What quality is exposed here?* (Determination and concentration to achieve her goal.)

## Taking it further (HOTS)

Which lines from the text show that the speaker was eager to get the falling Cobra Kite? ('I ran faster. I prayed that the others would be slow; that whoever had seen the kite fight was far away and would not get to Cobra before I did'. ...."Please," I prayed, "don't let Cobra get stuck in a tree.")

### Discuss

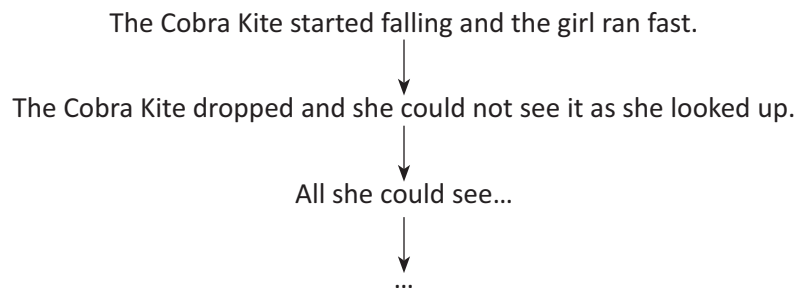
- Why did the 'din' the geese make not impact the speaker as much as the shouts from the people? (Their shouts seemed to be coming from all directions and the speaker feared that somebody else might get the falling kite.)

### Discuss

- 'My knees went soft. Why did I even think I could get that kite?' What does this indicate about the speaker? (She suddenly feels weak, realising that she has aimed for something beyond her capacity.)

The Cobra Kite fell into the headman's pen. Did this deter the speaker from getting the kite?

Let students work in groups, discuss and summarise the events in this part in a flow chart. This is a step toward making students autonomous readers.



Elicit answers from students: Was it easy to get the Cobra Kite? (No, it was not easy. The speaker had to run faster than the others who were also aiming for the kite. She had to run fast, keeping her focus on the fast falling kite and got hurt in the process. Her hand also got injured when she caught the string of the kite.) How does the speaker feel about finding the kite? (Excited)

### Discuss

- Why did the other people laugh at the girl? (Probably they were upset or embarrassed that a child should have got the kite and not them. Probably it proved that she was faster and more focussed than them. It could also be because someone said that the kite was bigger than her, or that she would decorate her house with the kite.)
- Why were the people particular about having the cobra kite? (The kite is big and beautifully made.)  
Why didn't she trade the kite? (Though a mere child, she gets the kite. This is her prized possession because she strives for it competing even with adults. Further, this was such a majestic kite that she knew she could not make one like Cobra Kite.)

5. Describe the headman in one word.

(Ans: Accept any logical answers. Suggested answer: just)

This activity helps students develop precise meanings for vocabulary to describe a person.

AFL

How can you say that the people of the village were disciplined?

## Taking it further (HOTS)

### Pair work

*In what way is an Indian village similar to the one described in the story? (Celebrating harvest festivals, growing of paddy, farm animals, a little girl helping in the farm, almost the whole village watching and participating in a competition, the people listening to the village headman...)*

## Post-reading

### Group discussion

*In spite of the drama unfolding during most part of the story, it is a heartwarming tale.*

(The thrill of participating in the festival, enjoying the fight, the excitement of chasing the kite, people's simple desires, the rapport among the children...)

AFL

OR

The speaker works hard to be the first to get the Cobra Kite.

- Is her success part of her happiness in the end? Why do you think so? / Why do you not think so?
- Is there anything that you have which is important to you because you worked very hard for it?

## GRAMMAR

### common, proper, abstract, collective, countable, uncountable nouns

Revise the nouns.

Help students complete Exercise A.

## Countable and uncountable nouns

### Activity

Divide the class into six groups. Tell the class that they are packing their suitcase in order to go on a holiday. They have to decide on the things they need to carry with them. Give them three different destinations. Hand over the cards and tell them to use the words in italics. Tell them they have to use only the determiners and quantifiers given to them.

Let each group share the list of items with the other groups.

Discuss the words used with countable/uncountable nouns.

Group 1 and 2: An island

Group 3 and 4: A hill station

Group 5 and 6: A desert

Group1 and 2	Group 3 and 4	Group 5 and 6
<i>a, an, the, some, many, any, few, a few, a lot of, lots of, How many?, these, a large number of, enough, plenty of</i>	<i>the, much, a little, any, a lot of, lots of this, a large amount of, no, enough, plenty of</i>	<i>the, some, any, no, a lot of, lots of, enough, plenty of</i>

Help students complete Exercise B and C.

## VOCABULARY

### Movement words

Give students the following words/write the following words on the board. Tell them that although these are very closely connected movement words, they have their own meanings. Put students in groups. Ask them to mime these actions.

*Limp, walk, bounce, amble, dart glide, stagger*

Ask students to read the inputs given in the Textbook and do the exercise.

**WRITING**

**Diary entry**

Ask students: *Who do you write the diary entries for? (oneself/myself)*

Tell students:

Write the day, date and time

Write the details you may like to remember later.

Describe your feelings and thoughts without stopping to think about them. Remember, this is your personal diary.

Write the events including your thoughts and feelings.

Write how the experience was/what you have learnt from the experience.

Tell students that a diary entry involves expressing personal thoughts, emotions, and experiences.

Date:

*Dear Diary,*

*Today was a very special day in my ... (say what this diary entry is going to about – winning the Cobra Kite)*

*As I arrived at the ... (Vividly describe the kites flying in the air – the colours, the wind, the excitement in the air) However, all of us were focusing on Moon Kite and Cobra Kite ... (Write about the tussle in the air)*

*Then suddenly, we saw ... (Describe the dramatic fall of Cobra Kite. Talk about your emotions when you saw this happen.) I was aghast, but ... (State how you began the crazy chase after the falling kite and how determination urged you on.) When I finally got the kite, I felt ... (Express your emotions)*

*Then, I decided to fly the kite. With steady hands and focused determination, I launched Cobra Kite into the air... (State how the wind caught it gracefully, and it soared higher and higher, dancing effortlessly among the clouds.) I could hear cheers ... (State the reaction of the crowds) ... as I flew Cobra Kite with precision. This was my trophy, the cheers of the crowd! A moment I will cherish forever!*

*This has been an unforgettable day, I am filled with ... (How you feel) Cobra Kite is not just a kite to me. It is ... (What you have learnt in trying to compete to win the kite).*

*Bye for now, diary.*

**Teacher's Observations**

Which part did the students enjoy the most?

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What needed more explanation?

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What do I need to reinforce?

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**Ans: Suggested ans:** No, the speaker would probably not have run to find Moon Kite. This is probably because, like she says early in the story, moon kites were a common sight in the village. Cobra Kite, however, was unique in its design, which is why the speaker wanted it for herself.

2. The state of Gujarat hosts the International Kite Festival, called Uttarayan, one of its biggest festivals, in January every year. Master kite makers from all over the world arrive in Ahmedabad with their unique creations.

If you could participate in the festival, what would your kite look like? Draw the outline of a kite in your notebook and design and decorate it. Make it as detailed as possible, and give it a name.

**Ans: Suggested ans:** Free response

## STUDENTS' BOOK ANSWER KEY

### Cobra Kite

#### Springboard

Free response.

#### My Thoughts

Free response.

#### Warm Up

Accept any logical answers. Suggested answer:

They achieved great success even though nobody expected them to get ahead.

#### Think—Pair—Share

Free response

#### Reading

A. 1. c      2. c      3. b      4. a      5. b

B. Accept any logical answers. Suggested answers:

- It moved rhythmically in the wind.
  - She is not very impressed by his kite-flying skills and thinks he is not interested in flying kites. Yes, she changed her mind later when he cut Cobra Kite.
- Moon Kite remained still and motionless as Cobra Kite zigzagged up and up. Then, Cobra Kite flew close to Moon Kite and lunged towards it. The second time it lunged forward, both kites floated and then dropped. During this time, Moon Kite had cut Cobra Kite.  
Moon Kite's owner controlled his kite with great thought and planning. He observed Cobra Kite and made his moves after understanding Cobra Kite's movements. Cobra Kite's owner was quick and aggressive in his attack. He did not believe in waiting and watching but instead, made a strong and quick attack.
- The speaker was by the headman's poultry yard.
  - She questioned if she could get the kite because many other people had started to run towards the kite in order to claim it. She wondered how, she, being a little girl, would be able to grab the kite when she was against so many bigger and stronger people.
- When the speaker reached the poultry yard, the geese honked and hissed at her. The shouts of the villagers told her they were getting closer and she knew she had to act very quickly. Just then, Cobra Kite landed in the headman's pen with a loud sound. Seeing this, the speaker entered the headman's pen to grab the kite. One of the geese nipped her leg but that did not stop her. Finally, she managed to get the kite, and looped the string tightly around her hand.



The glassed string hurt her hand and the sweat and dye made green patches on her arms and fingers. But she didn't care because she was very happy that she got the kite.

5. a. The headman said this to the villagers.  
b. He needed to do this because they were trying to convince the speaker to give away the kite to them.
6. Both Moon Kite and the speaker had to fight opponents who were bigger and stronger and both emerged victorious in the end. This common feature helps the author show us that with hard work and effort, even the unlikeliest among us can emerge as winners

C. *Accept any logical answers. Suggested answers:*

1. Yes, they would have behaved differently. They acted the way they did because they didn't think the speaker, being a child, could fly the kite and therefore didn't deserve it. Maybe they also felt a sense of shame and jealousy that none of them could get the kite, even though they were bigger and stronger. But if an adult had won the kite, they would have felt that they lost to an equal.
2. We feel the excitement of watching a race and find ourselves cheering for the speaker because they author has described the event in great detail which makes it seem as if it is happening in front of us. The author has also used the first person which makes us feel as if we are reliving the speaker's experience.
3. *Free response.*

### Grammar

- A. Tarini – proper; bridge – common; lily pond – common; Victoria Memorial – proper; sun – common; Lata – proper; childhood – abstract; delight – abstract; school – collective; fish – common; pond – common; swarm – collective; bees – common; monkey – common; dismay – abstract; park – common
- B. 2. a lot of; UC      3. many      4. any; UC      5. much; UC      6. enough; UC
- C. 2. <sup>X</sup>the; He left the university without writing the final examination.  
3. <sup>X</sup>a; Saroj reached the market in an hour.  
4. ✓  
5. <sup>X</sup>River; <sup>X</sup>a; The river flows through the middle of the village.  
6. ✓

### Grammar Fun

*Free response.*

### Vocabulary

1. lunged      2. fluttering      3. wobbles      4. marched      5. bounded      6. nose-dive

### Speaking

*Free response.*

### Reading Aloud

*Free Response.*

### Punctuation

1. The road was steep, narrow, winding and dangerous.
2. Soon after the meeting, Sukesh rushed home.
3. Leena, please wait for me. I want to go with you.

4. It was raining outside, so we decided to stay indoors.
5. Will you please open the door, Rakhi?
6. Tej wanted to bake a chocolate cake, but there was no cocoa powder at home.

### **Writing**

*Accept any logical answers. Suggested answers:*

Date: 18 May 2026

Day: Tuesday

Today was a very special day in my life. I still cannot believe what happened. While feeding the chickens, I saw a kite fight between Moon Kite and Cobra Kite and Moon Kite won. I simply had to get Cobra Kite for myself. I followed the kite as it floated towards the headman's poultry yard. I was a little afraid of the geese who honked and flapped their wings at me. But when I saw it land in the yard, I jumped in after it. One goose nipped my leg. I was scared but my mind was on Cobra Kite. I had come so far and I could not lose it now. Finally, I got it but I could see the other villagers were not happy. They tried to convince me to give them the kite but I refused. Finally, the headman took my side and then they let me go. I am so thankful to him for supporting me.

Date: 20 May 2026

Day: Thursday

Today was the first day that I flew Cobra Kite. I took it to the terrace and flew it from there. It was a lovely day and there was a strong breeze. Adil was there to help me. At first we tried but struggled to fly the kite. Then, his grandfather taught us in turns. In a short while, Cobra Kite was flying high in the sky once more. It made me so happy to see this. There were few other kites too but nobody tried to cut my kite. We stopped flying when it grew dark. Many people told me that I flew the kite very well.

## DEVELOPMENT OF THE LESSON PLAN

### The Goal

#### Learning Outcomes

By the end of the lesson, students will be able to:

- understand the main idea and locate the details.
- critically analyse the qualities, skills, emotions and motivations of a sports person.
- infer how the central character learns to focus and achieve.
- identify the character traits of the main character.
- inculcate the value of hard work, and honing one's talent.
- interpret the use of first and second person point of view of the narrative.
- evaluate qualities of an achiever.
- differentiate between phrases and clauses.
- identify phrases and clauses in sentences.
- use two or more adjectives in the same sentence in the right order.
- use phrasal verbs with *off*.
- make comparisons and draw inferences after listening.
- note the difference in pronouncing 'v' and 'w'.
- write an informal letter to a cousin in the correct format.

#### Suggested number of sessions: 6

**Session 1:** Warm up; *Introduction— In Keeper, Mal Peet ... 'what does the hawk see?'*

Embedded Questions 1, 2

**Session 2:** Recap; *I looked again... 'At least you can see.'* Embedded Questions 3, 4, 5

**Session 3:** Comprehension

**Session 4:** Grammar

**Session 5:** Vocabulary; Listening; Pronunciation

**Session 6:** Writing

#### Pre-reading

##### Warm up

###### *Group work*

Ask groups to brainstorm qualities of a sports person.

Tell groups to write down four qualities that they believe are essential for a sports person: *discipline, determination, teamwork, resilience, discipline, confidence etc.*

Encourage them to think beyond physical abilities and consider mental and emotional qualities as well.

List them on the board. Invite groups to share their responses.

##### Discuss

Briefly discuss why this is an important quality for a sports person.

###### *Example*

- *Discipline:* Cultivates habits that foster excellence, such as punctuality, perseverance, and accountability.

- *Determination*: Fosters the ability to stay focused and committed, even when facing challenges
- *Teamwork*: Encourages to work effectively with others towards a common goal
- *Resilience*: Helps to bounce back from setbacks and learn from failures
- *Confidence*: Facilitates concentration, affects goals, increases effort, and more
- *Sportsmanship*: Shows respect for teammates, opponents, and officials, regardless of the outcome

By guiding students through this warm-up activity, you not only help them understand the qualities of a sports person but also promote critical thinking and communication in the classroom.

CT, COL, MI, AFL

## Reading

### GUIDELINES WITH QUESTIONS FOR DISCUSSION

Students read to comprehend, scan, analyse and evaluate

**Introduction— In Keeper, Mal Peet ... ‘what does the hawk see?’**

Allow students a few minutes to read the introduction.

Discuss the meanings of the glossed words through the course of the reading exercise.

Let students share their thoughts on the following:

*Who is the focus of the first and second paragraph? What information do you get about El Gato? What does he chance upon, one day? What is the setting of the story?*

#### Discuss

- *Do you think the setting has an important part to play in the narrative?* (Free response)

Allow students to share their viewpoints; list out a few responses on the board. This will develop their critical thinking and prediction skills.

#### Discuss

- *Why do you think the boy is drawn towards the football goalpost in a clearing in the jungle?* (Probably because he was passionate about the game) *What was odd about the ghostly figure that suddenly appears?* (He seemed to be dressed in clothing from the yesteryear.) *Why do you think the boy decides to trust the stranger, despite being frightened of him?* (Free response)

### Taking it further (HOTS)

*Why does the boy decide to go back to the ghostly figure, despite playing badly the previous day?* (The boy passionately wanted to play the game and from the way the stranger played the previous day, he knew that he was an experienced football player.)

*‘That next afternoon he was standing there, as before, with his back to the dark wall of the forest. Waiting’. What quality does the word ‘Waiting’ suggest? How does it contribute to the formation of a good sportsman?* (Going ahead of time so as to maintain punctuality)

This question helps students learn to respect the time of others.

*‘I walked into the clearing. Now it seemed less strange...’ What does this line tell the reader?* (The boy is getting used to his surroundings.)

### Taking it further (HOTS)

*Why do you think the boy was still afraid of the stranger? Is it okay to trust a stranger? How should you behave with a stranger?* (With caution)

## Discuss

- *What information do you get so far about the ghostly figure?* (From El Gato's perspective, he has big hands, and he seemed to have no eyes because of the shadow that fell on his face. He was an experienced football player. He was eager to share his talents with a boy who he thought was a promising player.)

1. *In pairs, discuss the words and phrases that help you to imagine this scene clearly.*

(Ans: Free response.)

This helps students focus on the visual imagery of the scene.

## Taking it further (HOTS)

*'What do you see?' What is the stranger trying to do here?* (He was trying to get the boy to focus) *Why was he not satisfied with the boy's response?* (The boy only focused on the obvious things around him.) *Why do you think one needs to focus while playing football?* (The speed of the game requires the players to act fast. According to the moves of the opponent, they need to employ different strategies to counter them.) *When the boy looked again he saw a blur of a small reddish-brown animal. At that moment he also noticed two glints in the eyes of the stranger. What does this tell you?* (The boy's focus is getting better, and where it first seemed that the man had no eyes, now he sees two glints in his eyes.)

2. *Choose one of these to describe the Keeper.*

a. *mysterious*      b. *easy to talk to*      c. *cruel*

(Ans: a. mysterious)

This question helps students identify character traits.

## *I looked again... 'At least you can see.'*

3. *Which line tells you that it is a sunny and cloudless day? Describe something around you in an effective and interesting way.*

(Ans: 'The sky was all one colour, something like bright metal'. Free response for the second part of the question.)

Students become aware that a description can be made interesting when a comparison is made.

## Taking it further (HOTS)

*By asking the boy to look as though he is looking through the eyes of a hawk, what was he actually doing?* (The Keeper was actually teaching El Gato about the importance of vision, awareness of space, and anticipating the flow of the game.)

This question helps students to think critically about the game of football and they begin to understand the game not just as a physical sport, but as a mental and strategic pursuit where every movement on the field should be intentional and purposeful.

*The narrator says '...this time his voice seemed to come from somewhere inside my own head.' Why does he think so?* (The Keeper has made an impact on him and it seemed as though his voice was coming from within his head.)

## Discuss

What are the skills involved when the hawk catches its prey? (Sharp, clear, focused eyesight, speed, agility)

4. Read the underlined sentence with expressions. How is it similar to the way people describe action while watching a sport?

(Ans: Accept any logical answers. Suggested answer:

word-by-word descriptions of the hawk's movements; no pauses; feeling of excitement and tension as the drama unfolds.)

Students develop critical thinking and communication skills.

COM, CT

### Taking it further (HOTS)

Why does the writer use the imagery of the hawk and its prey here? (Hawks are known for their keen eyesight and ability to see things clearly from great distances. Here the hawk symbolizes heightened perception and vision. By focusing on the hawk, El Gato learns to see the game of football not just as a physical sport, but as a strategic and mental challenge where vision and anticipation are crucial.)

How does the imagery of the hawk help El Gato? (He learns about the hawk's ability to focus completely on its prey, embodying total concentration and control. It helps him to focus on the ball with similar intensity and purpose, striving for mastery in football.)

Students develop their knowledge about the expertise needed to play football.

### Taking it further (HOTS)

'But I knew it would go there. I could see the path it was on. It was as if the ball was flying along an invisible thread that was attached to my hand'. Why does the stranger use a metaphor of the ball being like a 'narrative thread'? (By focusing on the ball, El Gato learns to perceive the game differently, seeing patterns and possibilities rather than just reacting to immediate events. This perspective allows El Gato to improve his game and become a more skilled and focused player.)

5. Read the boxed area and say what these two things are compared to—

a. the path of the ball

b. the speaker jumping to save the goal

(Ans: a. to an invisible thread    b. a bird)

Students identify comparisons that heighten the impact of words on the reader.

## Discuss

- Was the Keeper ultimately happy? (Yes. Though El Gato landed clumsily, he had learnt an important lesson in the game of football.)

### Taking it further (HOTS)

By bringing in the ghostly figure, what was the writer trying to do? (He gives the game of football a sense of the mystical, of something bigger than the dimensions of the pitch.)

The narrative structure involves a dual narration, namely of El Gato and the second person. How does help? (It offers insights into El Gato's personal journey while maintaining an external perspective on his achievements and challenges.)

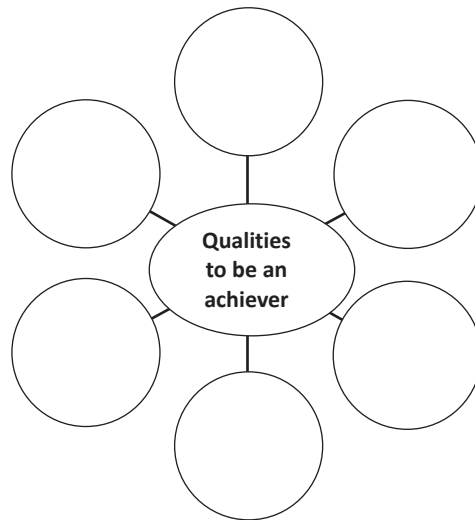
**Teaching strategy:** *Concept map*

*Group Work*

COL, COM, CT, AOL

Draw this mind map on a chart / board.

Ask students to list out qualities that is required to become an achiever in the field of sports.



Let groups share with the class. Write the words on the board.

You may give desired direction by adding words that you think will be needed.

*determination*

*resilience*

*ethical standards*

*hardwork*

*fair play*

*wisdom*

*confidence*

*honesty*

*discipline*

*teamwork*

*respect for  
opponents*

*adherence to  
the rules*

*accept victories graciously and handle  
defeats with dignity*

(*Note:* The words given are only suggestions. Your students may come up with more such words.)

This after-learning activity develops collaboration, communication and critical thinking skills. It also helps students recollect and examine the qualities of El Gato from this episode.

AOL

**Post-reading**

*Group discussion*

COM, COL, CT, AOL

- a. *How many of the qualities that are listed in the concept map does El Gato have?*
- b. *Do you think El Gato will be an achiever?*

Ask students to discuss in groups what they have learnt from the story. Allow them to share their views with the class.

**GRAMMAR**

**Phrases and Clauses**

**Phrases and clauses**

Write on the board:

*a flock of birds*

- Does the sentence have a subject and a predicate? (No) Does it have a verb in it? (No)

A group of words that does not make complete sense by itself is a **phrase**. A phrase does not have a verb.

Write on the board:

*Arun will visit us before he leaves town.*

- Does the sentence have a subject and a predicate? (Yes) Does it have a verb in it? (Yes) Do the groups of words make complete sense? (Yes)

**A clause** is a group of words that contains a subject and a verb.

Recap by identifying phrases and clauses from a given set of sentences.

Ask students to put up their hand if it a phrase or clap if it a clause.

1. *I saw them on the huge old ship.*
2. *She knew that she had done well in the test.*
3. *I live in the house across the street.*
4. *I don't know whether he will come to school today.*

Answers: Phrases: *on the huge old ship, across the street*

Clauses: *that she had done well in the test, whether he will come to school today*

Draw this comparative chart on the board:

CLAUSES	PHRASES
<ol style="list-style-type: none"> <li>1. Group of words</li> <li>2. Meaningful if used alone</li> <li>3. Contains both subject and predicate</li> <li>4. Has a finite verb</li> </ol>	<ol style="list-style-type: none"> <li>1. Group of words</li> <li>2. Not meaningful if used alone</li> <li>3. Does not contain a subject and a predicate</li> <li>4. Does not have a verb</li> </ol>
<p><i>Example:</i> The boy has a ball which is made of metal.</p>	<p><i>Example:</i> The boy has a ball made of metal.</p>

### Activity: Group work

Have groups create their own sentences containing both phrases and clauses. They can exchange these sentences with another group and ask them to identify the phrases and clauses.

Example:

1. *A helicopter landed on our field.*
2. *Ramu ran to catch the ball.*
3. *At midnight, the group began to sing.*
4. *After finishing my homework, I went for a swim.*
5. *Varun sang beautifully at the competition.*
6. *Last year, we went to Canada.*

Answers:

Phrases: *on our field, to catch the ball, At midnight, After finishing my homework*

Clauses: *Varun sang beautifully, we went to the Canada.*

### Order of Adjectives

Follow the inputs given in the Textbook.



## Activity

Make flash cards or write on the board these words. Tell students to place the words in the correct order.

*brown hair short*                      *vase a stone blue beautiful*                      *dogs white three*  
*smart a leather brown belt*                      *a wooden glass*                      *handbag grey a tattered*  
*silver a twenty old spoon year*                      *round cake English a delicious tea*                      *a plastic big suitcase red round*

Answers:

*short brown hair*                      *a beautiful blue stone vase*                      *three white dogs*  
*a smart brown leather belt*                      *a wooden shelf*                      *a tattered grey handbag*  
*a twenty year old silver spoon*                      *a delicious round English tea cake*                      *a big round red plastic suitcase*

## VOCABULARY

## Phrasal verbs

Elicit from students:

*What is a phrasal verb?* (A verb and a preposition put together to give different meanings.)

Tell students to list out all the phrasal verbs they can think of with the word *put*.

Example: *put together, put forward, put off*

Award points for a correct guess and extra points if students can tell you the meaning of the phrasal verb.

## Activity

Preparation: Prior to the class prepare about 30 pieces of paper with phrasal verbs on them

- Example: *make for* (move in the direction of), *bring up* (mention a topic), *bring up* (raise children), *call off*, *fill out*, *give away*, *Put away* (keep something in its place.), *give back*, *hand in*, *find out*, *hang up*, *point out*, *put away*, *set up*, *try out*, *put up with*, *look up to*, *come over*, *show off*, *wake up*, *grow up*, *run out of*

Procedure: Select a student to pull one of the phrasal verbs out of a box / bag, and ask the student to draw the phrasal verb on the board. The other students guess what the phrasal verb is and its meaning.

Alternatively, this can be played group-wise and scores can be awarded for the correct answers.

Now ask students to come up with phrasal verbs with 'make' and tell them to complete the exercise.

## LISTENING

## Making comparisons and drawing inferences after listening

Tell students that they are going to listen to a story from the *Mahabharata*. Inform them that the recording will only be played twice. Instruct them to listen carefully and discuss the given questions. Allow them to read the questions and underline key words before listening to the audio. Now play the audio track.

Play the audio track one more time so that they may listen to any missed out information.

Give them time to discuss and make inferences. Encourage them to share their responses in class.

COM, IL

## PRONUNCIATION

## 'v' and 'w'

Tell the class that they will be learning how to pronounce words beginning with 'v' and 'w'.

Explain to students that

- to pronounce words beginning with 'v', they should touch the lower lip with their upper teeth lightly.

- to pronounce words beginning with ‘w’, they should pucker their lips to enunciate the words. The lips do not touch each other.

Play the audio track and let students listen to the way the words are pronounced.

If time permits you may show them short video clips on You Tube on how to pronounce such words.

Reference: <https://www.youtube.com/watch?v=HW8zlhFayDA>

Let students read and repeat the words in groups.

Once they have completed the activity, instruct students to enunciate these commonly used question-words: *what, why, where, when, which*.

## WRITING

## Letter Writing

Guide students with the help of the given input.

An informal letter is a letter you would write to a friend, a family member, or an acquaintance.

Why is an informal letter written?

- keep in touch with family and friends
- share information / inquire about their health and well being
- just chat

Points to keep in mind:

- Keep the tone conversational and enthusiastic.
- Use specific examples and details to make your letter more engaging.
- Proofread your letter to ensure clarity and correctness before sending it.

### Guidelines for Writing the Letter:

**Date and place** on the left side of the letter

(Your Name

Your Address

City, State, Zip Code

Date)

Greeting / Salutation

*Dear [Cousin's Name],*

**Body:** Main text or message using paragraphs. Keep it chatty and friendly

**Introduction:** *I hope this letter ...* (Begin with a warm greeting to your cousin). *I wanted to tell you all about the amazing experience I had ...* (Mention the specific sport you attended the coaching camp for and where it took place.)

**Describe the Coaching Camp:** *The coaching camp ...* (Provide an overview of what the coaching camp was like (e.g., duration, location, activities) *We had sessions every day starting ... I got to train with some incredibly talented coaches.* (Mention any notable coaches or instructors you interacted with.) *They taught us everything from advanced techniques to mental strategies ...* (Give an overall view of what they taught)

**Share Your Experience:** *Each day was filled with ...* (Describe your daily schedule at the camp (e.g., training sessions, workshops, exercises). *Despite the challenges, I ...* (Talk about any challenges you faced and how you overcame them). *One of the things that really stood out...* (Highlight any new techniques, strategies, or skills you learned.)



**B. Read the lines and answer the questions.**

1. *'Try again,' he said. 'I ask too much of you, perhaps...'*
  - a. Who is speaking to whom?
  - b. What does the speaker want the listener to try again?
  - c. How is the speaker feeling? Why?

**Ans:** a. The Keeper is speaking to El Gato.      b. The Keeper wants El Gato to improve on his focus and look at crossbar again.      c. The speaker is feeling frustrated by El Gato's inability to see the small mammal/mouse.

2. *'Get in the goal,' he said, and walked the ball away from me.*
  - a. Who is 'he'?
  - b. What does the speaker do next?
  - c. How does the narrator respond?

**Ans:** a. 'He' is the Keeper.      b. The speaker/The Keeper executes a beautiful free kick to El Gato.      c. The narrator manages to stop the ball from entering the net.

**C. Answer the questions.**

1. Describe the Keeper as he appeared to the narrator.

**Ans:** The Keeper was a ghostly figure dressed in an old-fashioned goalkeeper's football kit. He had huge hands that the narrator was afraid of. There was a dark shadow on the Keeper's face, and the narrator describes seeing only two glints of light where the Keeper's eyes should have been. The Keeper also had an impact on El Gato that he is able to make it seem as if his voice was in the narrator's own head.

2. Why did the Keeper ask El Gato to look up at the sky?

**Ans:** The Keeper wanted El Gato to pay attention to a hawk that was hovering in the sky. He wanted El Gato to focus on the hawk's actions as it located and caught its prey. He wanted El Gato to similarly focus only on the ball.

3. How did El Gato stop the free kick? How did the Keeper react?

**Ans:** El Gato focused on the ball as it sailed towards the net. He leapt up, reached out and palmed it over the bar, although he landed in an ugly heap, almost crashing into the upright. The Keeper was satisfied with El Gato.

**D. Think and answer.**

With your teacher's permission, assemble in your school playground. Set up a goal post, and divide the class into pairs. One person will first be the Keeper, and make one free kick, while the other will be El Gato, the goalkeeper. Then, switch roles. When each pair has had their turn, go back to the classroom.

Which player had the more difficult task? Why do you think so? Discuss.

**Suggested ans.** *Free response*

<b>STUDENTS' BOOK ANSWER KEY</b>
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**The Goal**

**Warm Up**

*Free response.*

**Think—Pair—share**

*Free response.*

**Reading**

A. 1 b, 2 d, 3 a, 4 g, 5 c

B. *Accept any logical answers. Suggested answers:*

1.
  - a. The Keeper waited for him to test the boy's resolve—if he came back after performing so poorly, the Keeper would know that he was serious about learning.
  - b. The boy returned because he was curious about the mysterious Keeper and he was serious about improving his game and learning more.
2.
  - a. He saw a reddish-brown blur moving.
  - b. He missed it earlier because he was not paying attention to the important details.
3.
  - a. the ball
  - b. He knew this because he was paying attention to important details. He was focussed on the ball while being keenly aware of his surroundings and the situation but without losing focus on the ball.
4.
  - fear—The Keeper asks the speaker to stand next to him.
  - confusion—The Keeper asks the speaker what he sees.
  - realisation —The Keeper asks again what the hawk sees.
  - admiration —The speaker watches the Keeper kick the ball.
  - joy — The speaker manages to save the goal.
5. The speaker needs to improve his footwork and coordination. We know this because of the way he landed when he saved the goal. We also know that he learned this well because of his nickname, El Gato meaning 'the cat' which tells us that he was famous for being agile and nimble on his feet.

C. *Free response.*

**Grammar**

A. 2. C                      3. P                      4. C                      5. P                      6. C

B. *Free response.*

**Grammar Fun**

*Free response.*

- C.
  2. a beautiful handmade paper card
  3. several rare old paintings
  4. a small blue sailing boat
  5. comfortable old red sleeping bags
  6. three large round cushions
- D.
  2. Anita liked the old square wooden table.
  3. I saw a lovely glass serving bowl in the shop yesterday.
  4. Sam is looking for a big navy blue woollen sweater.
  5. Anju sang five melodious old songs at the party.
  6. What is the name of that small round purple fruit?

**Vocabulary**

1. called off              2. set off              3. fought off              4. dropped off              5. nodding off

**Vocabulary Activity**

*Free response.*

**Listening**

**Listening text**

Drona was the guru or teacher to the princes of Hastinapur—the Kauravas and the Pandavas. He was training them to be the best warriors in the land. One day, Drona decided to test them. He gathered all

his students and pointed to a tree. In the branches of the tree was a wooden bird, with a target painted on its eye.

One by one, the students were called to shoot the bird down. Just as soon as each one stood ready to strike, Drona said, "First, tell me this. What do you see?"

"I see many trees. There is a bird on one of them," said the first. "A bird on a tree," said another.

"A wooden bird on a branch," said yet another. One by one, the princes stepped forward and just as quickly, they were made to step back. Last of all, came Arjuna. Drona repeated his question.

"The eye of the bird," said Arjuna.

Drona asked, "Are you sure?"

"Only the eye of the bird," repeated Arjuna.

With a smile, Drona said, "Then, shoot!"

1. They had to shoot the eye of the wooden bird.
2. The purpose of Drona's test was to check his students' ability to focus.
3. Arjun was the only one who was focussed on the target, unlike the others whose attention was also on other things.
4. *Accept any logical answers. Suggested answers:*
  - a. Both Drona and the Keeper were strict teachers who expected their students to excel in their lessons.
  - b. At the time of Drona's test, Arjuna had already learnt his lesson well, which was why he knew exactly where to focus. But the speaker had not yet understood how to focus on his target and only learnt this lesson later.

### **Pronunciation**

*Free response.*

### **Writing**

BK – 128, Phase 1

Sarojini Nagar

Mumbai – 400001

11 November 2025

Dear Rati,

How are you? I am fine. I'm sorry I am replying so late. When your letter arrived, I was away at a week-long sports camp for cricket and so, I just read your letter.

I have had a very busy but very fruitful week. The camp was held at a sports facility away from the city. It was the first time I was staying away from home, with only my friends from the team for company. Of course, we were accompanied by our coaches too. As for the camp itself, it was very tough but I think it has benefited me immensely. At first, it was very difficult to wake up at 5 a.m. during the summer holidays knowing that my other friends are fast asleep. But soon, I got used to it and started to enjoy it. The training programme itself was physically demanding but I understand that it is important for me if I want to play higher levels of cricket. The food was tasty and nutritious. Since I attended the camp, I feel I have become stronger and fitter. I am able to bat and bowl longer and my fielding has also improved so much. The camp also gave me a taste of what it may feel like to play cricket professionally. I now see that it requires a lot of hard work and dedication. While it is not easy, I think it is definitely worth the struggle.

I'm sure that when this letter reaches you, you will be on your vacation to Shimla. I'm excited to hear how it went. Please write back and tell me all about it. Give my love to everyone at home.

Yours lovingly,

Rima

**Spelling**

crutch	peach	snatch	attach	pitch
fetch	speech	pouch	switch	hatch

**Project**

*Free response.*

## DEVELOPMENT OF THE LESSON PLAN

### PLAY UP! PLAY UP! AND PLAY THE GAME!

#### Learning Outcomes

By the end of the lesson, students will be able to:

- read a poem on motivation.
- relate to the challenges a sport poses.
- interpret and paraphrase.
- identify the images in the poem.
- explain the meaning of the title words.

#### Suggested number of sessions: 2

**Session 1:** Warm up, The entire poem

**Session 2:** Comprehension, Appreciating the Poem, Going Further

#### Summary

*Play Up! Play Up! And Play the Game* begins with a call to action. Newbolt emphasizes the importance of sportsmanship, encouraging players to play fairly and honorably, regardless of victory or defeat. They are led by their cricket captain, who encourages them to play. The poem suggests positivity, not for fame and success, but for the joy and duty of playing well for their team. The poet praises the spirit of teamwork fostered through sports, emphasizing that success lies not just in winning but in how one plays the game. The poem motivates individuals to approach life's challenges with courage and fairness.

#### Pre-reading

##### Warm up

Tell students that a slogan should be a short phrase which is catchy and can be remembered easily. It should be positive and inspire team spirit.

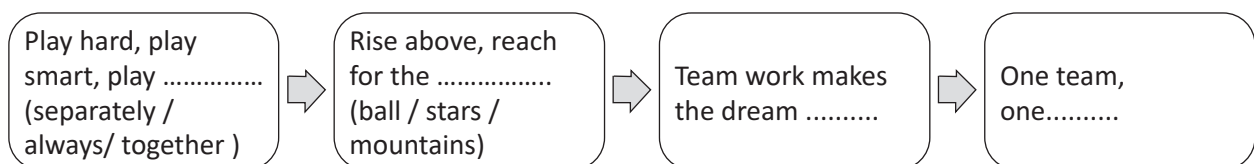
*Example:*

A pair of mountaineers who scaled Mount Everest: *They didn't just dream it; they did it!*

*Note:* Students of grade 6 need to be gradually introduced to the concept of creating slogans.

Employ a step-by-step guide to familiarize them with slogan writing.

Start by helping the student draft a few slogan ideas by choosing the correct word from the brackets. Provide a few more examples till they are familiar with the concept. Gradually nudge students on to create slogans by filling in the missing word.



*Answers:* Play hard, play smart, play together



Rise above, reach for the stars  
Team work makes the dream work  
One team, one dream

Tell students to keep in mind these points before coming up with a slogan:

- The qualities they want to highlight (teamwork, courage, victory, determination, enjoy the game...).
- What makes the team unique or special
- Combine words and messages into short, memorable phrases
- Use rhymes, alliteration, or simple wordplay to make the slogan catchy
- Keep it short and easy to chant during the game

COM, COL, C, MI

## Reading

### GUIDELINES WITH QUESTIONS FOR DISCUSSION

#### Teaching Strategy: *Paraphrasing*

Paraphrasing is both a strategy for the student and an assessment tool for the teacher to assess student comprehension of a text.

The Paraphrasing Strategy helps students focus on the most important information in a passage and to improve students' recall of main ideas and specific facts.

Begin by asking students what they think the phrase "Play Up! Play Up! And Play the Game!" might mean. Elicit from them the qualities needed to play sports. Distinguish between skills and qualities.

Let students listen to a reading of the poem. Then let students read the poem silently first, and then read it aloud together as a class.

Ask students to share their initial thoughts and feelings about the poem.

Elicit answers from students: *What images or phrases stand out to them?* (a breathless hush, bumping pitch, blinding light, captain's hand on his shoulder).

#### *Pair work*

Tell students that they will learn to paraphrase the lines of the poem in their own words.

Read two lines at a time and ask questions to check students' comprehension.

#### *A breathless hush in the Close to-night*

##### *Ten to make and the match to win*

- *What is the setting?* (An enclosure where cricket is played) *What does 'breathless' suggest?* (A sense of anticipation) *Why do you think the writer uses the 'hush' to speak about the general atmosphere in the cricket ground?* (Hush indicates a lull before a storm and a sense of expectation and excitement.)

#### Discuss

- *What is the general atmosphere the image creates?* (Quiet and tense atmosphere where everyone is holding their breath in anticipation) *What does the second line convey* (That the outcome of the match hinges on the next ten points, emphasizing the critical moment in the game)

*Paraphrase:* The spectators wait with bated breath in a cricket field, as the last man in the team goes up to bat. It is a critical moment in the game.

#### *A bumping pitch and a blinding light*

##### *An hour to play and the last man in*

- *How are the conditions of the playing field?* (Challenging conditions/the light was blinding probably because of the fading uneven sunlight) *What do the words 'bumping' and 'blinding' suggest?* (The adjectives add to the intensity and difficulty of the cricket match. It creates a vivid image of the challenging conditions faced by the players.) *What is the challenge?* (One player is left to play for the team, with only one hour remaining in the game, emphasizing the pressure and responsibility on this player)

Paraphrase: There is only one hour more for the game to end, and only one more player to bat. These lines suggest the pressure and responsibility the last man of the team has to face, even while playing in challenging conditions.

*And it's not for the sake of a ribboned coat,  
Or the selfish hope of a season's fame*

### Discuss

- *What is the suggestion made in these lines?* (The line suggests that the motivation for playing is deeper and more meaningful than mere material or personal gains. The player is motivated neither by personal gain, nor the desire for fame in a season.)

Paraphrase: A personal laurel for the season is not the reason that motivates the player.

*But his captain's hand on his shoulder smote  
'Play up! play up! and play the game!'*

*Why does the captain place his hand on the player's shoulder?* (To show encouragement and support as a true leader)

### Discuss

- *What does 'captain's hand' symbolize?* (guidance and support of the leader.) *Why do you think 'Play up! play up!' is repeated?* (To emphasize on sportsmanship and fair play)

Paraphrase: The captain plays his part and encourages the players to rise up to the challenge and earnestly try their best in the game.

### Literary appreciation

*Verse structure:* The poem is structured in an eight-line stanza.

*Rhyme scheme:* ababcdcd

*Imagery:* Vivid imagery

- *Sensory imagery:* bumping pitch, a breathless hush, captain's hand on his shoulder
- *Visual imagery:* blinding light

*Repetition:* reinforces the urgency and determination of the message. It also lays emphasis on the importance of courage, action and sincerity.

## Post-reading

### Discuss

*Do you think teamwork is important to prepare individuals to face challenges of life? How does the captain in the poem depict the value of teamwork?*



### C. Answer the questions

1. Where is the match being played? How is the place described?

**Ans:** The match is being played in the Close. The field has a bumpy pitch. The lights around it are extremely bright.

2. Give examples of the imagery used in the poem.

Some of the images and examples are:

- *Sensory imagery:* bumping pitch, a breathless hush, captain's hand on his shoulder
- *Visual imagery:* blinding light

### D. Think and answer.

Matches and games often have tense moments, when we are not quite sure how things will go. This can happen in our daily lives too. Write 100 words about a time in your life when you were very anxious during a particular event or at a particular time. Why did you feel anxious? What happened at the end? How did your feelings change from the start of the event/time?

**Suggested ans.** *Free response*

<b>STUDENTS' BOOK ANSWER KEY</b>
----------------------------------

### Play Up! Play Up! And Play the Game!

#### Warm Up

*Free response.*

#### A. Accept any logical answers. Suggested answers:

1. There is a hush on the cricket field because a match is being played and either team may win. So the atmosphere is very tense as everyone is wondering how the match will end.
2. Yes, there is a lot of pressure on the 'last man'. We know this because the poem tells us that there is only one hour left to play with ten runs to win and everyone is watching him eagerly to see if he can win the match for his team.
3. Fame has been described as 'selfish here because it refers to the attention that only an individual player might get, for winning the match. It suggests that such a player is playing the game only for personal glory and not for his team.
4. The 'last man' is encouraged by the words of his captain, 'Play up! play up! and play the game!'. These words give him strength and hope and remind him that he is playing for a greater cause than himself. They also remind him to keep in mind the values of teamwork and sportsmanship.
5. a, b and d. *Free response for the remaining part of the question.*

#### B. Accept any logical answers. Suggested answers:

1. Yes, the message is important even today because the values of sportsmanship, teamwork, fair play and so on are timeless and are applicable to our lives even today. They teach us to face challenges bravely and to give our best, no matter what the outcome. These are values that will help us all our lives.
2. *Free response.*

#### C. Accept any logical answers. Suggested answers:

1. a. 'breathless hush', 'a bumping pitch', 'a blinding light', 'an hour to play', 'his captain's hand on his shoulder smote...'
- b. *Free response.*
2. *Free response.*