

**Coursebook**  
**Teachers' Resource Manual**  
**Sample**

# YAPO SAVES THE DAY

## Objectives

- To identify this as a story with the value of team workmanship
- To learn that team work brings success and happiness
- To connect the text with their own personal experiences
- To identify the simple settings and characters of the story and outline the events

## Warm Up

A. Encourage students to look at the pictures in the Warm Up section in the Coursebook and match them to the games.

You can generate a brief discussion on the games the students know about.

B. *Group activity*

This is a fun activity to get students to work collaboratively. Scavenger hunts require communication, and teamwork. Divide students up into teams (4-5 in a team based on the number of students) and provide them with clues to see who can solve them the fastest. Tell students to go around the classroom and collect these articles that are described. This is a timed group activity.

## Indoor Scavenger Hunt: Clues

*Something yellow*

*Book with numbers*

*Something round*

*Something with a flower on it*

*Something soft*

*Something brown*

*Something that makes noise*

*Two things that are blue*

*Something plastic*

Go around the class and observe the activity. Tell them that the winning group has won due to contribution by all the team members.

Tell students they are going to read a story about team spirit.

## READING

*Identify characters, setting, and predict the text*

Ask students to skim through the lesson and underline the difficult words. Now, guide students to find out the meanings of these words.

Read the story to the class clearly and with modulation/play the audio, while students listen and follow silently in their text books.

- Read from *Yapo loves to play with ... Yapo, pass the ball!*

*Who practised soccer and dribbling tricks with Yapo?*

*Act as if you are kicking a football. (Free response: teachers to encourage students to demonstrate the action)*

*What kind of player was Yapo? (Fast and good at the game, scoring most of the goals for the team) What was his single drawback as a soccer player? (Did not want to pass the ball) What was Coach Tazi's advice to him? Which two teams were playing? Which team was a challenge for Yapo? What did Coach Tazi particularly tell Yapo during half-time?*

*Do you think Coach Tazi is angry? (Suggested response: He is not angry but is encouraging the team to do well. He is eager for his team to win.)*

*Do you think Yapo will listen to his advice?*

- Read from *When the second half began ... Nat passed it to Yapo.*

*What is the meaning of 'made to sit on the bench' in soccer? (Yapo was removed from participation for a short while.) Who made this decision and why? (The Coach made this decision. He probably made this decision due to the fact that Yapo was not passing the ball and was losing opportunities to score a goal. He did this for the betterment of the team.) Why were his team mates afraid to play without him? (He was a strong player and they felt that without him they could be easily defeated.) Why do you think Tino and Lindi scored goals? (Team work) Why was Yapo put back into the game?*

*What words do you use in your home language to cheer someone? (Free response)*

*Do you think Yapo will score the next goal and win the match, or will he play a selfish game and make his team lose? (Free response)*

- Read from *Yapo dribbled ... as they walked home together.*

*What did Yapo foresee when he was about to score a goal? (A player from the opponent team coming towards the ball to prevent him from scoring a goal) What did Yapo remember? What did Yapo do? Who scored the winning goal? How was this done? (It was only because Yapo got the true spirit of team workmanship did they win the match.)*

*Can you show how you go 'wild with joy'? (Free response: teachers to encourage action and expression)*

*Who took all the glory?*

*Do you think Lindi is a good player? (Ans: Yes, Lindi is a good player. She scored two goals in the match.)*

*What were Yapo's feelings? (He was sad that he did not score any goal, but knowing the game very well, he realised that without him the winning goal would never have been scored. The best part of it all was that he learnt the value of team work.) Was his father happy? Why? (Yes, his father was a sportsman and every sportsman knows that a sport is not just about winning.)*

*Do you think Yapo will pass the ball more in the next match? (Ans: Yes, he will.)*

### Group work

Help students to write a Story Map.

Setting: _____ _____ _____
Characters: _____ _____ _____
First main event: Match between Tino Football Club and Kuma Football Club. Kuma club was _____ _____
Problem: _____ _____
Second main event: _____ _____
Solution: _____ _____

Display the Story Map of each group on the class notice board.

### Post reading

#### Group Work

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

Play an alphabet game for this concept. Give students numbers from 1 to 26 and an alphabet to match. (Repeat the numbers, if you have more number of students.) Instruct them to make a noun starting with the letter given to them. Ask the first student to state her/his word and give the class a choral drill. Do the same with all the other alphabets. Write the words on the board for each alphabet. Give a special drill for the vowel sounds and ask them to repeat it. Ask students to find out which word starts with a vowel sound (*ant, apple*). Ask the student who framed this word to stand in a particular place. Repeat the procedure for all the vowels and consonants and group them accordingly.

Now circle the words written by the vowel group and draw their attention to the fact that all these words start with vowels/vowel sounds *a, e, i, o, u*. (If you happen to come across the word *unicorn* or *universe* try to explain the difference). Tell them that these singular nouns are preceded by *an*. Ask students to write *an* before their relevant words. Repeat the procedure with the consonant sounds and ask them to add *a* before their nouns.

Write different words on the board and ask students to add *a* or *an* before the words.

Ask them to look around the room and list as many things as possible in five minutes. Put them in groups to do this activity. Let all the groups read out their list. You may make corrections if necessary. (Help them with irregular plurals.) Now draw two columns and list the things under them. Use *a / an / the* in your list and explain to them to use *a/an* for singulars and *the* for plurals. One: *a blackboard, a duster*; More than *one/many*: *the girls, the boys*.

Now introduce them to the concept of using *the* for objects we have already mentioned. Narrate a story to teach this. You may even give the story to them as handouts and ask them to underline *a/an/the*. You may use Aesop's Fables or other fairy tales for this activity.

Follow the inputs given in the Coursebook.

*Note:* Help students set their objectives. (*Why do I want to write this?*) Guide students through every step. Share the sample passage and guidelines with them but encourage them to write their own letter.

*What is an informal letter?*

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

*Why do I write an informal letter?*

I write an informal letter to keep in touch with family and friends

- to share information / inquire about their health and well being
- to just chat

The components of an informal letter:

- Name of place and date on top left corner
- Greeting – *Dear .....* / *Hello* / *Hi* on the left side
- Body – Main text or message using paragraphs. Keep it chatty and friendly
- Closing – *Yours lovingly* / *Your friend*
- Signature – Just your name as this is an informal letter

**You are at a summer camp and are really enjoying yourself. Use the words given in the box to complete the letter below to your parents, telling them all about your experience and all the activities there.**

fishing	camp	hiking	Saturday	campfire	Swimming
climbing	get-together	dance	sing	Monday	

Camp Roomi Hill

Manali

16-08-2022

Dear Mom and Dad,

I am having so much fun at the \_\_\_\_\_ this week! There are so many things to do every day. I get to choose from \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

I can't wait until \_\_\_\_\_ because there's going to be a \_\_\_\_\_.

At night we have a \_\_\_\_\_ and we will \_\_\_\_\_ and \_\_\_\_\_ around the fire. I will see you on \_\_\_\_\_.

Yours lovingly,

\_\_\_\_\_

## PRONUNCIATION

Follow the inputs in the Coursebook.

## PICTURE CORNER

Please note that

- the exercises in the *Picture Corner* section are meant to be verbal and/or activity-based. The students are to be encouraged to make use of **the four 21st century skills**. The responses are not to be written down in the note-books, unless specified in the instruction line.
- some of the questions also cover the different *Multiple Intelligences*.

Encourage new ways of learning that will help develop *linguistic, mathematical, kinaesthetic, spatial, interpersonal, intrapersonal or naturalistic intelligences*

*Encourage varied responses and accept all logical answers. Guide students into developing willingness and a mind-set to work together as a team. This helps students develop collaboration and communication which is an essential 21st century learning skill.*

1. By interpreting the picture students are encouraged to look at things beyond face value which promotes the *21st century critical thinking skills*.

Ask students: What do you see in the picture? Who do you think they are?

2. Generate a discussion with students and encourage them to share their views. They begin to interpret the picture and evaluate what information is relevant to the situation. This is a step further to developing their *critical thinking skills*.
3. The question demands for an evaluation to answer a difficult question and students sharpen their 21st century *critical thinking skills* by evaluating the picture and making a confident decision.
4. The activity develops the 21st century *skill of collaboration* and promotes *verbal communication*. It focuses on *kinesthetic and interpersonal intelligences*.

## WHAT I HAVE LEARNT

This section encourages students to reflect on how much they have understood the concepts taught. It promotes metacognition and helps self-evaluate.

Besides, teachers can help clear their doubts and ensure that students have comprehended the lesson.

Let students fill in the suitable options and state their reasons if they have not understood any of the concepts.

## QUESTION BANK

### YAPO SAVES THE DAY

#### A. Answer in brief.

1. What kind of player was Yapo? What was his single drawback as a soccer player?

**Ans:** Yapo was fast and good at the game, soccer. He scored most of the goals for his team, Tino Football Club. In a game, he did not want to pass the ball to the other players.

2. Why were his team mates afraid to play without Yapo?

**Ans:** Yapo was a strong player and they felt that without him they could easily lose the match.

#### B. Answer in detail.

How did the Tino Football Club team win the match in spite of facing a strong team which was winning in the first half?

**Ans:** The Tino Football Club team was losing the match against the Kuma Football Club in the first half of the match. Coach Tazi advised his team, the Tino Football Club, to play as a team and pass the ball. Listening to his advice, the first two goals for the team were scored by Tino

and Lindi. Finally, the winning goal was scored by Lindi. However, this goal would not have been scored if Yapo had not passed the ball to Lindi. It was the spirit of team work that helped them win the match.

**C. Choose the correct answer.**

The story *Yapo Saves the Day* is about

- a. Winning matches
- b. Team workmanship
- c. Coach Tazi's selfishness

**Ans:** b

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

*When the second half began, Yapo was made to sit on the bench.*

- a. What is the meaning of 'made to sit on the bench' in soccer?
- b. Who made this decision?
- c. Why do you think he made this decision?

**Ans:** a. Yapo was removed from participation for a short while.

b. Coach Tazi made this decision.

c. *Suggested answer:* He probably made this decision due to the fact that Yapo was not passing the ball and was losing opportunities to score a goal. He did this for the betterment of the team.

**E. Answer in brief. (Think and answer)**

- 1. Without Yapo, would the team have won the match? Support your answer.

**Ans:** It was only because Yapo got the true spirit of team workmanship did they win the match. If he had not passed the ball to Lindi, the opponent would have taken away the ball.

- 2. What were Yapo's feelings?

**Ans:** Free response *Suggested answer:* He was sad that he did not score any goal, but knowing the game very well, he realised that without him the winning goal would never have been scored. The best part of it all was that he learnt the value of team work.

## STUDENTS' BOOK ANSWER KEY

### YAPO SAVES THE DAY

#### Warm Up

A. 1. c    2. d    3. a    4. b

B. 1, 2 and 4 (Pls accept 3 if the student mentions a doubles game)

#### Reading Skills

A. 1. Tino Football Club.

2. Though he is a good player, Yapo does not like to pass the ball. This is not a correct thing to do. By doing this, the team members will get to score a goal.
3. The Kuma team was leading by half-time.
4. Coach Tazi made Yapo sit on the bench because Tino Club was not scoring goals and Yapo was keeping the ball to himself without passing it. This reduced the chances of Tino Club scoring a goal. His teammates were scared to play without him because he was a good player and they thought they will not win the match without him.
5. Yapo finally passed the ball to Lindi because he remembered what Coach Tazi told him. It was important for the team to score a goal.
6. Lindi scored the last goal in the match.
7. Yapo was disappointed because he was unable to score any goals.
8. Coach Tazi said that because he was happy that Yapo passed the ball to Lindi. Lindi was able to score the winning goal only because Yapo passed the ball to her.

**B.** 1. a    2. b    3. c    4. c    5. a

### Thinking Skills

1. When Yapo had the ball with him, he dribbled it between two opponents but when he was just about to hit a goal, he saw another Kuma player running towards him. At that point, he saw Lindi moving close behind him. Yapo cleverly and quickly passed the ball to her and she was immediately able to hit a goal. If Yapo had not passed the ball to Lindi, the Kuma player might have taken the ball and scored a goal. This way, Yapo saved the match by remembering what Coach Tazi told him.
2. (*Free response – suggested answer*). Until that day, Yapo always played the game for himself but that day he learnt how important it is to play with the team. First, he was made to sit on the bench for not passing the ball. Then, Coach Tazi gave him a second chance to play, but he almost repeated his mistake. He finally realised that he must save the team. If he played for himself, the team would never win. Even if he was a star player, he could not have been able to help the team in winning the match.

That day, Yapo also learned that one need not score goals all the time. One could also help the team to score a goal. Every player is important in a team.

### Grammar Skills

**A.** 2. an    3. a    4. an, a, an    5. a

**B.** 1. a    2. a    3. the    4. a    5. a    6. the    7. the    8. a    9. the

**C.** 1. "Goodbye! I'll see you the in the morning."

2. My sister is visiting the Himalayas.
3. It is very cloudy. Can you see the moon?
4. Sheetal has a dog and a cat. The cat has soft, brown fur.
5. Zena is the class-leader of III B.



## Words in Use

2. angry    3. afraid    4. sad    5. excited; proud

## Spelling

1. walk    2. talk    3. half    4. often    5. whistle    6. wrong    7. knew  
8. knife    9. write

## Writing Skills

15 Aldswold Road,

Randburg – 2132

April 2, 2023

Dear Tembo,

How are you? Hope you are doing well. I am fine here.

We had a match against the Kuma team today. The match did not start so well. The Kuma team was leading with 2–0. Coach Tazi made me sit on the bench and I couldn't play. I felt so bad. I think he did that because I did not pass the ball.

Then, suddenly our team picked up. Nat scored the first goal and Lindi scored the second goal. There were just a few minutes for the game to end. Coach Tazi finally called me back to play. I was so happy! He reminded me to play with the team. I was dribbling the ball to save it. I wanted to save it myself. When I was doing it, I saw a Kuma player come towards me. I didn't know what to do. I suddenly remember what Coach Tazi told me. Luckily, Lindi was just behind me and I quickly passed her the ball. And then you should have seen what a great shot she took! That shot made us win the match.

All of us were very happy that we won the match. I was a little disappointed that I couldn't score a goal myself but my father said that I helped the team win. Coach Tazi was also happy with me. I will always remember to play with the team. I think that is the reason we won the match today. I learned a lesson.

Do write and tell me about your school's Annual Day. How did your dance programme go? Send me photographs if you can.

Your loving friend,

Yapo

## Speaking Skills

*(Sample responses)*

2. We should brush our teeth every day.
3. We should not eat too much junk food.
4. We should go for a walk every day.
5. We should not watch television until very late at night.
6. We should keep our bodies clean.

## **Life Skills**

*(The response should veer towards doing one's bit towards the team goal and helping each other. Both C and d can be correct options if substantiated with the correct explanation.)*

### **Picture Corner**

*(Suggested answers – encourage free response)*

1. These people are trying to make a human pyramid.
2. They are helping and supporting each other to climb to form a perfect pyramid.
3. Everybody will fall.
4. *(Free response)*

**Objectives**

- To recognise the child's longing to postpone the bedtime
- To recite the poem with expression
- To note the question format

**Pre-reading***Group work*

1. Do you want more time to play? Narrate an experience.
2. Is it wise to stay up late in the night?

*Group work*

Tell students:

1. List three things you would like to stay up late and do
2. List three things which are not good if you stay up late

Appoint one person as the group leader. Let the group leader take down their answers and share with the whole class.

**Summary:** The speaker, who is a child in the poem, asks for a few minutes more before closing up for the day. The speaker asks for just a few minutes more to complete building a toy castle, to finish reading a story book, to complete making a bead-chain, and to finish a game.

**READING**

Tell students you are going to read a poem about what happens when the speaker is told that it is bedtime. Read the poem aloud/play the audio.

Ask students:

*Why does the speaker ask for a few minutes more?* (To complete building a toy castle, to finish reading a story book, to complete making a bead-chain, to finish a game) *Why does the speaker feel it is a pity not to finish a game?* (The speaker feels that it is always good to know who the winner is at the end of a game.) *Why is there a countdown of minutes at the end of the poem?* (The speaker knows that he will not be allowed

to stay up much longer and this is a last minute plea to postpone her / his bedtime.) *Is the speaker an adult or a child? How do you know?* (The speaker is a young child. We know this because of the things the speaker plays with things like castle, bead-chain, and books. Every child has a specific time to go to bed.)

**Post reading**

Divide the class into 2 groups. Let Group 1 recite the first half of the poem and group 2 recite the second half. Repeat till they are fluent. Then change roles.

## QUESTION BANK

### Bedtime

#### A. Answer in brief.

1. Why does the speaker ask for a few minutes more?

**Ans:** The speaker wants a few minutes more to complete building a toy castle, to finish reading a story book, to complete making a bead-chain, and to finish a game.

2. Why does the speaker feel it is a pity not to finish a game?

**Ans:** The speaker feels that it is always good to know who the winner is at the end of a game.

#### B. Fill in the blanks.

1. The speaker wants time to complete building a \_\_\_\_\_ on the floor.
2. The speaker wants time to complete reading a \_\_\_\_\_.
3. The speaker wants time to complete making a \_\_\_\_\_.

**Ans:** 1. toy castle    2. story book    3. bead-chain

#### C. Choose the correct answer.

In the poem *Bedtime* the speaker

- a. does not want to go to bed.
- b. wants to play with his toys.
- c. wants to go to bed a little later.

**Ans:** c

#### D. Answer in brief. (Think and answer)

1. Why is there a countdown of minutes at the end of the poem?

**Ans:** The speaker knows that she/he will not be allowed to stay up much longer and this is a last minute plea to postpone her/his bedtime.

2. Is the speaker an adult or a child? How do you know?

**Ans:** The speaker is a young child. We know this because of the things the speaker plays with, things like castle, bead-chain, and books. Every child has a specific time to go to bed.

## STUDENTS' BOOK ANSWER KEY

### Bedtime

#### Reading Skills

- A. 1. NT    2. T    3. T    4. NT

- B. 1. The speaker does not want to go to bed because she wants to keep playing all night.  
2. The speaker wants to finish the castle she was building; she wants to complete playing the game she started; she wants to finish making the bead chain she was stringing and she wants to finish the story she was reading.  
3. According to the speaker, the best time to end the game is to finish it and find out who the winner is.  
4. More – floor; book – look; begun – one; four – more

## **Thinking Skills**

1. The poem is about a child who wants to keep playing without going to bed. She is talking to a grown-up in her home, asking them to let her play for some more time.
2. The speaker repeats the words, 'Can't I just?' because she wants to finish doing many things she has started doing and looking for different reasons to stay up. Every time she says 'Can't I just?' it means that she has a new reason. It also shows that the speaker has been busy doing many things during the day.
3. She does that because she wants to put off going to bed. She first asks for five minutes but later hopes that she gets at least one extra minute of play.

## **Activity**

*(Free response: Encourage recitation and role-play with expressions)*

**Literature Reader**  
**Teachers' Resource Manual**  
**Sample**

# THE JUST JUDGE

## Objectives:

- To identify the king's purpose of travel
- To express the king's failure to judge the young boy
- To explain how the events lead from problem to resolution
- To infer that the judge was a fair and an honest man

**Summary:** Once, King Bauakas of Algeria heard of a wise judge and set out to see him. He disguised himself as a merchant and began his journey on horseback. On the way, he met a young boy who needed a ride to the city square. The king let him ride the horse along with him to the city. Once there, the young man claimed that the horse was his and that the other man (Bauakas) was trying to steal it. Hearing the quarrel, a crowd gathered around them. The people in the crowd suggested that the two men should see the judge to settle the quarrel. The judge, after hearing all about the quarrel, asked them to leave the horse with him and come back the next day. The next day, the judge asked each man to identify the horse among several other horses. Although both men were able to identify it, the animal recognised its true owner, Bauakas. The king asked Bauakas to take the horse with him and ordered the young boy to be taken to prison. The king was impressed with the wisdom of the judge and praised him. He also revealed himself as the king and offered him a reward. The judge politely refused the king's offer and informed him that the king's words of praise were enough to make him happy.

## Pre-reading

Instruct students to keep their books closed.

Write these words on the board.

King	Young boy	Horse	Judge
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Write these sentences.

*You cannot take something that's not yours.*

*The judge always found out the truth.*

*I don't need a reward.*

Using the words in the box, and the sentences, ask students to work in groups and predict the story.

## READING

Read the parts to the students/ play the audio.

- *Once upon a time...will decide who is right!*

Ask students:

*Where did King Bauakas decide to go? Why?*

(He wanted to go to one of the cities in his country,

Algeria. He wanted to find out the truth about a famous judge there.) *Why did king Bauakas disguise himself?* (He did not want to be recognised by the people of his country. Also, he did not want the judge to behave falsely by his presence.) *Who did he meet on the way?* (A young boy)

*What did the boy want and what did Bauakas do?* (The boy wanted to go to the city square. Bauakas offered to take him along on horseback.) *What is the turning point in the story?* (The young boy said that the horse was his.)

*Do you think the king knew the boy was dishonest? How do you know?* (No, he would not have allowed the boy to ride with him if he knew he was dishonest.) *What did the crowd suggest?* (To see the judge) *How do you know that the crowd believed in the judge?* (The people in the crowd told them to go to the judge who would decide who was right.)

- *They went to the court... recognised the horse and pointed at it.*

Ask students:

*How do you know that he was a patient and fair judge?* (He got the details from both, Bauakas and the young boy, carefully and patiently.) *What did the judge ask them to do?* (To leave the horse with him and meet him the next day) *What did he ask them to do the next day?* (To identify the horse) *What surprises you at this stage?* (Free response/The young boy was also able to identify the horse.)

- *Take the horse...king is satisfied.*

Ask students:

*Take the horse, it's yours. Guards! Take the boy to prison...What is the reason for the king's amazement?* (He was amazed at the confidence with which the judge said this. Also, the king was not able to figure out how the judge found the real owner.) *What special quality of the judge would you admire at this stage?* (Free response/The judge not only knew about people but also about animal behaviour. He knew how the animal would behave the next day.) *Did the judge's manners change after he knew that he was talking to the king?* (No, he was polite but not scared.) *Why does he not want the reward?* (The praise from the king was enough for him.) *Who do you think is wiser—the king or the judge?* (Free response/The judge)

### Post reading

Ask students to revisit their predictions. This will give them the satisfaction of being budding writers. Appreciate them for their imagination even if all their predictions did not come true.

Help students enact the play in the class in groups.

## QUESTION BANK

### The Just Judge

#### A. Answer in brief.

1. Where did King Bauakas decide to go? Why?

**Ans:** He wanted to go to one of the cities in his country, Algeria. He wanted to find out the truth about a famous judge there.

2. Did the judge's manners change after he knew that he was talking to the king?

**Ans:** No, he continued to be polite and was not scared.

#### B. Answer in detail.

Describe the qualities of the judge.

**Ans:** The judge was wise. We can say this because of the confidence with which he spoke to the king about the real owner of the horse. Even the king could not find out how he came to the decision. The judge not only knew about people but also about animal behaviour. He knew how the animal would behave the next day. He is just judge because he listened to both the sides carefully before coming to a decision. He was polite but firm. Even after knowing that he was talking to the king, he refused to accept a reward.



### C. Answer in brief. (Think and answer)

2. Do you think the young boy would have cheated Bauakas if he knew Bauakas was a king?

**Ans:** Answers vary. *Suggested answer:* No, he probably would know that he could not escape punishment from the king.

3. Do you think the judge would have behaved differently if he knew that Bauakas was the king? Why?

**Ans:** No, the judge is a fair and honest man and he believed that everyone is the same.

### D. Read the lines and answer the questions.

1. *Why don't you want to get off the horse? We have arrived!*

- Who did not get off the horse?
- What was the speaker disguised as?
- What was the listener's reply?

**Ans:** a. The young boy did not want to get off the horse.  
b. The speaker was disguised as a merchant.  
c. He replied that the horse was his.

2. *I am satisfied. But I would like to know how you knew that the horse was mine.*

- Who was the king talking to?
- Why was he satisfied?
- Why is the king curious?

**Ans:** a. The king was talking to the judge.  
b. He was satisfied because the judge's judgement was right.  
c. The king did not know how the judge arrived at the decision and so was curious.

## STUDENTS' BOOK ANSWER KEY

### The Just Judge

#### Warm Up

1. coin    2. your name    3. a cold    4. your age

#### Reading Skills

- A. 1. Bauakas was the King of Algeria.  
2. He wanted to see for himself if it was true what people said about a just judge. The judge was able to find out the truth and punish burglars with justice.  
3. The boy requested Bauakas for a ride to the square and Bauakas agreed to let him ride his horse with him. When they arrived at the square, the boy didn't want to get off the horse. He said that the horse belonged to him.  
4. They went to the court. Bauakas told the judge what had happened. The judge listened to him and then asked the boy what had happened. The judge asked them to leave the horse with him and to return to the court the next day.  
5. The judge asked them both if they would be able to recognize the horse among twenty others. They went to the stable. Bauakas instantly pointed out his horse among the other horses. Then the judge called the young boy to the stable and told him to point out the horse. The boy too recognised the horse and pointed at it.

- B. 1. The boy said this to Bauakas.  
2. The people who had gathered in the square said this to Bauakas and the boy.  
3. The judge said this to Bauakas.

### Thinking Skills

1. The judge took both Bauakas and the young boy to the stable. However, he did not take both of them to the stable to see which of them knew the horse, but to see which of them the horse knew. When Bauakas approached it, it turned its head and stretched its neck towards him; but when the young boy touched it, it laid back its ears and lifted one hoof. Therefore, he knew that Bauakas the horse's real master. Yes, it was a wise decision because he was able to decide who the owner of the horse was.
2. Bauakas was looking at the judge with admiration and respect. He admired the judge's wisdom and had a lot of respect for his fair judgement.

### Words in Use

- |             |               |               |
|-------------|---------------|---------------|
| 1. arrived  | 2. recognized | 3. approached |
| 4. punished | 5. disguised  |               |

### Writing Skills

*Sample answer—*

The judge was a wise and just man. He was fair to all the people who approached him to solve their problems. He gave everyone a fair chance to explain what the issue was and resolved the problem after careful consideration. His decisions were fair and he made sure that wrong-doers were punished for their crimes. He was not greedy and was very content with what he had. He did not desire anything even when King Bauakas offered him a reward for his wise decision.

### Values

*Free Response*

### Objectives

- To define and explain the main idea and details
- To identify the speaker and what her/his feelings are
- To express the point of view of the child as the speaker
- To infer the humour in the poem and the use of rhyme

**Summary:** The speaker in the poem is a child who resents/dislikes being asked to wash throughout the day, week after week, all the time. The child is angry that she/he has to wash whether dirty or not, whether willing or not and whether the water is cold or hot. The child thinks that she/he is living in a washing-place because whenever the child speaker returns from a walk or a ride, someone is at the door with soap and a sponge, asks her/him to wash her/his hands, face and even fingers, whether she/he wants to or not, whether she/he has something else to do or not. The speaker wonders what the purpose of all the washing could be, because she/he has to wash before and after meals too.

### Pre-reading

Ask students:

1. When are you expected to wash your hands and feet?
2. Who keeps telling you to wash yourself? Why?

### READING

Read the poem / play the audio.

This is a fairly simple poem. You may ask your students to read the poem and answer the questions given below to check their understanding.

Ask students:

*What is the poem about?* (About a child annoyed about washing) *How do we know that the speaker is a child?* (She/He has been told to do something. Generally, only adults ask children to do things. Also, only children grumble about washing, to be clean.) *Why is the poem funny?* (Because the child is grumbling on and on) *When is the child asked to wash up?* (All the time—day after day, week after week) *Why is the child upset about washing?* (Since he has no choice when it comes to washing) *'I seem to live in a washing*

*place'.* *What feeling of the child does this line convey?* (The child's annoyance with washing) *What happens the moment the child enters home?* (The adults at home wait with soap and sponge and send her/him to wash.) *Do you think that somebody really stands at the door with sponge and soap?* (The poet uses this image to tell us that the child is very annoyed and to her / him it looks like they spend all the time asking her/him to wash up.) *Are you like the speaker in the poem?* (Free response)

Draw the attention of the students to the two situations that bring out the maximum humour in the poem:

- comparison to the washing place
- someone waiting with sponge and soap

Ask students to pick out the rhyming words from the poem.

### Post-reading

#### Group discussion

- Why do children not like to wash up all the time?

Allow each group to share their views with the entire class after the discussion.

## QUESTION BANK

### Washing

#### A. Answer in brief.

1. Why does the child in *Washing* not like to wash?

**Ans:** The child is asked to wash her/his hands and face all the time even if she/he is clean. Nobody notices whether the child is dirty or clean, or whether the water is hot or cold for the child. The child is tired of this.

2. Why does the child in *Washing* feel that no one cares for her/him?

**Ans:** As soon as the child comes home after riding or playing, the child is asked to wash her/his hands and face. The child feels she/he should be doing other things which are more important than washing all the time, so she/he feels that no one cares for her/him.

#### B. Answer in detail. (Think and answer)

Do you think that the elders in the family really do not care for the child? Give reasons for your answer.

**Ans:** The elders in the family care very much for the child and so they tell her/him to wash her/his hands and face after riding, playing and coming home from outside. Dirt on the body can make the child sick and cause diseases, but the child does not understand this and feels that they do not let her/him do things which are more important to her/him.

#### C. Read the lines and answer the questions.

*I seem to live in a washing place.*

- a. Why does the speaker feel she/he is living in a washing place?
- b. Is he angry or happy about having to wash all the time?

**Ans:** a. Every day, throughout the week, whenever the child speaker comes home, whether dirty or not, she/he is asked to wash herself/himself. So the speaker feels that she/he is living in a washing place.

b. The child speaker is angry about having to wash all the time.

## STUDENTS' BOOK ANSWER KEY

### Washing

#### Reading Skills

1. The speaker is upset about the fact that all the time his elders ask him to wash himself. (his hands and face).
2. They ask him if he has washed his hands and his face.

3. After he does anything or goes anywhere, his elders only seem to care about whether he has washed his hands and his face.

### Thinking Skills

1. The speaker is asked to wash himself after he goes for a walk or a ride and before and after meals. After going outdoors he needs to wash himself because he might have picked up some germs from the dirt. It is important to wash our hands before and after meals to maintain good hygiene.
2.
  - a. the elders of the house like parents or grandparents
  - b. The speaker says 'a lot they care' because he feels angry with the people who ask him to wash his hands. They do care whether the speaker is clean or not as they do not want him to carry around germs and fall ill because of that, but they do not care if he wants to do something else. When the speaker says 'a lot they care', he actually thinks that they do not care about his wishes at all.

### Poetry Appreciation

1. b
2. These lines make the poem funny as the speaker talks as if he does nothing other than washing all the day. He says that he has to wash so many times that he feels like he lives in a washing place. None of this is true; the speaker says this because he is angry. His comparing his home to a washing place and making the task of washing sound worse than it really is, makes the poem funny.

### Words in Use

1. tired
2. dirty
3. soap
4. meal

### Activity

*Answers vary. Sample answers–*

- Share your toys.
- Eat your vegetables.
- Go to bed early.
- Keep your room/ study table/ cupboard neat and clean.