

Coursebook
Teachers' Resource Manual
Sample

CATCHING A WOZZLE

Objectives

- To recognise an extract from a fantasy story
- To identify the main character's lack of understanding as a source of humour
- To note the foolishness and folly of the main character

Warm Up

A. Discuss

1. What are footprints?
2. Where can you see footprints? (On sand, when your foot is wet with water / liquid / paint / cement and so on)
3. How can you take your footprint at home? (Encourage varied answers like, dip your foot on washable paint or wet mud and place your foot on a piece of paper.)

B. Allow them time to recognise the footprints and match them. Let them work in pairs. Let students do the Warm up given in the Coursebook.

*Note: Winnie-the-Pooh is a collection of children's stories by A.A. Milne, for his young son, **Christopher Robin**, whose toy animals were the basis for many of the characters, and whose name was used for the young boy who appears in the tales as the master of the animals. He is usually the voice of reason and the character that can be relied on to get the animals out of the embarrassing situations they get themselves into.*

The main character, **Winnie-the-Pooh** is a good-natured, yellow-furred, honey-loving bear that lives in the Forest. Pooh, is a "Bear of Very Little Brain," that gets himself into all kinds of sticky situations. His companion, **Piglet** is a timid pig.



Optional: You can show this picture of Winnie-the-Pooh to the class

READING

Students scan, predict, analyse and comprehend

Ask students to open their text books and follow as you read out aloud / Play the audio track from,

- *One winter's day, Piglet ... never can tell with paw-marks."*

Ask students:

Who are the characters introduced? Where is Piglet, and what is he doing? (Piglet is clearing snow from the front of his house.) What does Piglet see? (Pooh walking around in circles)

Why does Piglet interrupt Pooh? (To ask him what he is up to) Does Pooh know what he is tracking? Why does Pooh say, "You never can tell with paw-marks"? (He is not sure whose paw marks they are. It could be anyone's.)

Can you try giving a squeak of excitement?
(Free response)

Tell students to predict: *Who could those paw prints belong to?*

- *Suddenly, Pooh stopped and bent ... said Piglet, with a jump.*

What does Pooh find out from the tracks? (Pooh observes two sets of tracks in the snow, both exactly the same.) What do they think it is? (A second Woozle perhaps or someone else's) Why does Pooh ask Piglet to stay with him? (In case the animals turn out to be hostile) What do they do? (Together they follow the tracks around and around a small bunch of trees.)

What does a Woozle look like? (Free response)

Tell students to predict: *Do you think they found the Woozle?*

- *"The tracks!" said Pooh ... very glad to be out of danger.*

What did they discover about the footprints? (As they make their way farther along the circle, the number of tracks keeps multiplying.) What does, 'the tracks crossing over each other' mean? (The tracks look all muddled as if there is a whole team of creatures wandering through the snow.)

Why are Pooh and Piglet worried? (Pooh and Piglet are worried because they find a third footprint that does not look like it belongs to a

Woozle. They are worried because they do not know which other animal's footprint it is.)

Why does Piglet suddenly remember a very important task that cannot wait one second longer? (He is actually scared about the mysterious tracks.)

Why does Piglet want to leave? (Piglet wants to leave because he begins to feel scared about coming face to face with four Woozles.)

Who is the additional character introduced? (Christopher Robin) Why is the character introduced? (To give Piglet an opportunity to run away and to solve the mystery)

Tell students to predict: *One, two, three sets of tracks for Pooh and Piglet to follow! To whom do they belong?*

- *Christopher Robin came slowly ... So he went home for it.*

Why does Christopher Robin laugh at Pooh? (He explains what he saw from his perch high up in a tree. Pooh went around the trees by himself twice (two tracks), then Piglet followed (the third set of tracks), and they were just starting to go around again (fourth and fifth sets) when Piglet got very scared and went away.)

What does Pooh slowly realise? Does the writer directly state what was going on? (No, he does not. He counts on children to figure it out.)

Post reading

Discuss in groups:

- The humour in the episode (Pooh's lack of understanding, such as in this case when he and Piglet follow their own tracks around in circles, allows the reader to be in on the joke while the characters are left in the dark)

GRAMMAR

Present participles

Write on the board:

She *is playing* tennis.

When I *am writing* a story, I like everyone to talk softly.

Draw their attention to the *-ing* form of a **verb** in a sentence and tell students it is the present participle.

We use the *-ing* form eg *playing, writing* as a verb in the continuous forms.

When we use the *-ing* form in this way, it is a **present participle**.

We can also use a present participle **as adjectives**.

1. It is a *tiring* journey.
2. I saw an *interesting* film yesterday.

Help students come up with more such sentences. You may prompt them with verbs. The following activity is to teach present participles as adjectives.

Divide the class into two groups. Give each group member a number. Instruct each student from the first group to write a noun on a slip of paper. Ask group two to write verbs in their *-ing* form. A member from group one calls out the noun she/he has written and a student from group two with a suitable verb, which could be used as an adjective, joins the first student. They make a pair. Continue this activity till the students are unable to find a match.

Now analyse these verbs and put them up on the board. Try to elicit a suitable noun for these verbs. (*falling rain, sparkling water, speaking parrot*) You may be left with some words, which cannot be used as present participles (*needing, knowing, hearing, liking, wanting, thinking, possessing, tasting, hating, disliking*). Tell them there are more verbs like this and draw their attention to the fact that not all verbs in progressive forms could be used as adjectives. The ones, which could, are called **present participles**. They do the work of a verb and an adjective in a sentence. Present participles end in *-ing* and represent an action going on or one that is incomplete. Give them more sentences and ask them to identify the present participles in them.

VOCABULARY

Synonym

Follow the inputs in the Coursebook.

WRITING

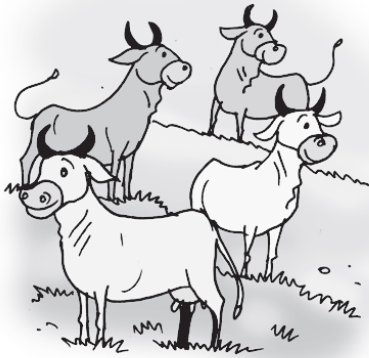
Story with the help of a picture

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 composition.

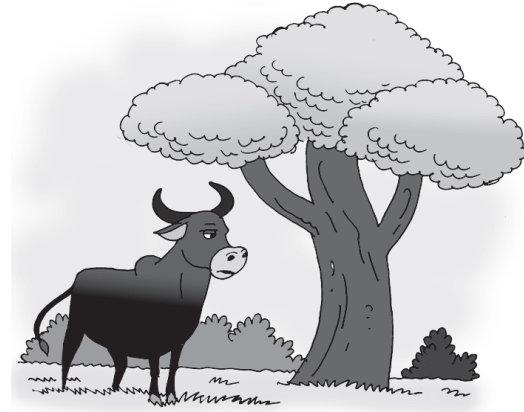
A **story** is an arrangement of words and images of imaginary or real people and events, where we follow a character or a series of characters on a journey. A story can be fiction or nonfiction, drama and so on.

Why do I want to write this story?

- to enjoy writing the story
- to entertain readers
- to creatively play with my ideas and thoughts and come up with a narrative



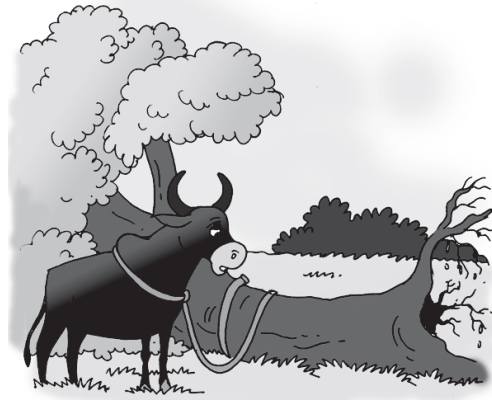
Bob the bull – happily playing with friends



Bob did not want to play with friends – alone – was mischievous



farmer tied him to tree – Bob very upset



pulled and pulled at the rope – finally tree fell down

Writing a short story based on the pictures

Your story should have a beginning, middle and an end.

Beginning: *Bob was a bull who loved playing with his friends. Every afternoon he played with his three friends and they were very happy together...* (Describe where they lived; what they did together, how they played.)

Middle: *One day Bob was lazy and did not want to play. So when his friends came to call him he ...* (Give a reason why he wanted to be by himself) *so he stayed...* (Write what he did while the others went to play in the fields.) *But soon he felt bored...* (Say how he wanted to join his friends but could not) *He became very mischievous and a farmer...* (Say what mischief he did and what the farmer did) ...

End: *He finally pulled the rope so hard that...* (Describe how he uprooted the tree)

READING ALOUD

Reading a story

Tell students that they are going to listen to an audio clip of a story about four rabbits.

Before playing the audio track instruct students to pay attention to the words in context, the intonation, and the pace at which it is read out.

Play the audio track and let the class listen to it once.

Let students, in random order, read the story aloud. Monitor the reading activity and correct students if required.

PRONUNCIATION

Let students listen to the words once. Draw attention to the way the stress is laid on /sh/ sound and /zh/ sound.

Play the audio track / Read the words once again and ask students to enunciate the words correctly.

Monitor the activity and correct students if required.

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.

1. Encourage students to look at the picture and interpret what they can see. This activity helps the learner develop *spatial intelligence and 21st century communication skills*.
2. Generate a discussion on what the owl could possibly be saying in the picture. Learners sharpen the *21st century creative skills* by building up on their imagination. They demonstrate their understanding of the picture and communicating to others develops their *linguistic intelligence*.
3. This activity promotes the *21st century skills of collaboration, creativity and innovation skills*. By constructively engaging with each other, the learner exhibits *bodily-kinesthetic and interpersonal intelligence*.

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

CATCHING A WOZZLE

A. Answer in brief.

1. What do Pooh and Piglet do?

Ans: Together Pooh and Piglet follow the tracks around and around a small bunch of trees.

2. What did they discover about the footprints?

Ans: As they make their way farther along the circle, the number of tracks keeps multiplying.

B. Answer in detail.

1. Why does Christopher Robin laugh at Pooh?

Ans: He explains what he saw from his perch high up in a tree. Pooh went around the trees by himself twice that makes two tracks. Then, Piglet followed and the third set of tracks is formed. After this they start going around again getting the fourth and fifth sets of tracks.

C. Choose the correct answer.

The lesson *Catching a Woozle* is about

- a. how Pooh follows the tracks and finds a woozle.
- b. the foolishness of Pooh.
- c. the friendship between Pooh and Piglet.

Ans: b

D. Read the lines and answer the questions.

"You never can tell with paw-marks"?

- a. Who says this to whom?
- b. What does he mean?

Ans: a. Pooh says this to Piglet.

- b. He is not sure whose paw marks they are. From the footprints that Pooh examined, the paw-marks could belong to anyone.

E. Answer in brief. (Think and answer)

1. Why does Pooh ask Piglet to stay with him?

Ans: He asks Piglet to stay in case the animals turn out to be hostile.

2. Why does Piglet suddenly remember a very important task that cannot wait one second longer?

Ans: He is actually scared about the mysterious tracks, wants to escape from there, and so makes up an excuse.

3. How is the humour brought out in the episode?

Ans: Pooh's lack of understanding, such as in this case when he and Piglet follow their own tracks around in circles, allows the reader to be in on the joke while the characters are left in the dark.

CATCHING A WOZZLE**Reading Skills**

- A.** 1. Piglet saw Winne-the-Pooh walking round and round in circles in front of his house, thinking of something.
2. Pooh and Piglet decided to follow the tracks because they wanted to find the Woozle.
3. Pooh and Piglet saw the footprints of a third animal near the spinney of larch. They were next to the footprints of the other two animals that they had seen before.
4. In the beginning, Piglet was excited to follow the footprints and go looking for a Woozle. It felt like an adventure to him. But when he found more footprints, he became scared and did not want to go ahead.
5. Christopher Robin was whistling from the branches of the oak tree. He told Pooh that he saw Pooh and Piglet going round and round the spinney of larch trees.
6. Winnie-the-Pooh realises that there was no Woozle around him. He was only following his own footprints. Later, when Piglet joined him, both of them were following their own footprints around the spinney of larch trees.
- B.** 1. c. 2. a. 3. b. 4. c.

Thinking Skills

1. Winnie-the-Pooh and Piglet were very different from each other. Pooh is very imaginative as he believes the footprints belong to a Woozle. He is also very curious and adventurous as he follows the footprints. Piglet is very curious as well, as he joins Pooh in trying to find the Woozle. However Piglet becomes scared when they find many sets of footprints. So he makes excuses about having work at home and runs away. Pooh keeps looking for the Woozle alone, which shows that he is quite brave.
2. Christopher Robin is a good and kind friend. He gently makes Pooh realise that there was no Woozle and he was following his own footprints. When Pooh feels silly, Christopher Robin comforts him. He does not make fun of Pooh. He tells Pooh that he is the best bear in the world.

Values

Pooh must have felt bad to see Piglet leaving him alone.

If my friend was in a difficult situation, I would not leave them alone. I would be with them and help them because friends should always be there for each other.

Grammar

- A.** 2. burning 3. setting 4. moving 5. boring
- B.** 2. Father is making dinner in the kitchen. 3. Farah is growing taller every day.
4. We are waiting for the film to start. 5. He is playing cricket in the park.

Vocabulary

- A.** 2. funny 3. different 4. whistle 5. scratch

- B. 2. delighted 3. puzzled 4. joined 5. follow 6. calm

Writing

Free response

Punctuation

- | | |
|--|---------------------------------------|
| 1. How sweetly she sings! | 2. She likes apples and oranges. |
| 3. Sit down at once! | 4. Help! There's a fire! |
| 5. Wow! What a wonderful view. | 6. Raj is going to Chennai on Monday. |
| 7. Oh no! I forgot to bring my textbook. | 8. Preeti was going to meet her aunt. |

Life Skills

1. I feel bad about the way I behaved with my friend. 2. *Free response* 3. *Free response*

Objectives

- To recognize the speaker's love for Sundays
- To look at a poem from a child's perspective
- To infer the reasons the child speaker loves Sundays

Summary: In the poem, *Sundays* the poet, who is the child speaker, expresses his love for Sundays as compared to the other days of the week. As a child, the speaker used to wait for this day but it took a long time to come and goes away too very fast. The reason the speaker likes Sundays is because he can spend his time as he likes, doing things he likes to do.

Pre-reading*Discuss*

1. Which is your favourite day of the week? Why?
2. How do you feel at the end of your favourite day?

Tell students you are going to read a poem about what the poet thinks about Sundays.

READING

Encourage them to listen carefully and let their books remain closed. Read the whole poem aloud. Re-read the poem with their books open and they follow carefully in the book.

Ask students to look for the rhyming words in the poem. Tell them to use coloured pencils to underline the last word of each line such that words that rhyme are underlined in the same colour.

Read the poem again, this time, chorally, with the whole class. Allow them to open their books and answer the questions.

Ask students:

Stanza 1

Why do weekdays come 'so fast and quick'? (There are five days a week which seem to be loaded, while there are only two days in a weekend to relax.) *Pick out the words that say that Sundays come very slowly.* ('take so long', 'trudging on') *Do you think there is a sense of joy*

or irritation in the speaker here? (Irritation that Sundays take so long to come)

Stanza 2

Why are the weekdays unkind, according to the speaker? (The weekdays seem to be unending and go on for a long time. It looks like the weekdays are in no hurry to go away and give a chance for Sunday to come.) *Which word in the stanza is similar in meaning 'to be chased'?* (Pursued) *Pick the line that shows that the speaker feels that Sundays are too short.* ('...she stays half the time she should') *What does the speaker mean by saying that Sundays 'stays half the time she should'?* (The speaker thinks that Sunday is the best day and he waits for it to remain the whole week but it goes away very quickly.)

Stanza 3

Why does the speaker say that weekdays 'come with dull and long faces'? (Probably, as a child speaker, the speaker must have felt the boredom

of following a routine, and was laden with learning, bringing about long dull faces.) *What does the phrase 'airs and graces' convey to the reader?* (There is a sense of boredom and dullness at following routine.) *Why are Sundays referred to as a 'lit-up' face?* (The entire surrounding is happy on a Sunday as a person can do whatever they want and need not follow a routine.)

What does the speaker feel about Sundays? (The speaker treasures Sundays and wishes they come faster and stay for longer, because this is the day he is free to do what he wants and is not bound to routine.)

Poetic devices

Rhyme scheme: *aabc aabc aabb*

Repetition: *The weekdays come...* (To say that this recurs week after week)

Post reading

Group work

Tell each group to draw two columns and write the difference between weekdays and Sundays, as is in the poem.

| Difference between weekdays and Sundays | |
|--|----------------------------------|
| Weekdays | Sundays |
| 1. Weekdays stay for a long time | Sundays come trudging behind all |
| 2. There are five days in a week | Only one Sunday in each week |
| 3. Weekdays are full of dull, long faces | Sundays have a lit-up face |

Now ask students to discuss in their groups:

- What do you do on Sundays? Does it make you happy?

QUESTION BANK

Sundays

A. Answer in brief.

1. Why are the weekdays unkind, according to the speaker?

Ans: The weekdays seem to be unending and go on for a long time. It looks like the weekdays are in no hurry to go away and give a chance for Sunday to come.

2. Give two lines that tell us that the poet does not like weekdays.

Ans: The two lines which tell us that the poet does not like weekdays are:
'The week days are an unkind lot', 'The weekdays come with such dull, long faces'.

B. Read the lines and answer the questions.

*The weekdays come so fast and thick
How do they travel to reach so quick?
But why does Sunday take so long
Behind the others trudging on?*

- a. Why does the speaker feel weekdays 'come fast and thick'?
- b. Who is the 'they' referred to in these lines?
- c. Which words say that Sundays come slower than other weekdays?

Ans: a. There are five days in a week which seem to be loaded, while there are only two days in a weekend to relax.

b. 'They' refers to weekdays.

c. "take so long", "trudging on"

C. Choose the correct answer.

The poem *Sundays* is about:

- a. Time runs too fast.
- b. Weekdays are too long.
- c. Sundays are special and the best.

Ans: c

D. Answer in brief. (Think and Answer)

1. What is the speaker trying to convey when he says that Sundays have 'lit-up faces'?

Ans: The speaker conveys that he is happy on Sundays, the day he was waiting for the whole week. The speaker is happy, so it seems that Sunday has a lit-up face.

2. What would the speaker like weekdays to do?

Ans: The speaker would like weekdays to come slowly and stay for a shorter time and return very fast.

3. Which day of the week do you like the most? Give reasons.

Ans: *Free response*

4. Do you think it is right to call the weekdays unkind? Give your reason.

Ans: *Free response Suggested answer:* Yes, the poet is right to call the weekdays unkind. I feel so because there are five of them. It takes forever for them to pass before Sunday arrives.

STUDENTS BOOK ANSWER KEY

Sundays

Reading Skills

- A.** 1. The speaker says that Sunday comes 'trudging along' because it comes at the very end of a long and tiring week. The day in itself is not trudging, but it seems to be so since it falls at the very end of the long week and takes a long time to arrive.
2. The speaker calls the weekdays 'an unkind lot' because weekdays are more in number than weekends. One also has to work on weekdays.
3. The weekdays, as days, are not really longer than weekends. But since they are more in number than weekends, the speaker feels that they last for a longer time.
4. The speaker feels very happy when Sunday finally comes. He feels that like him, Sunday is also glad to finally come with its face lit up in joy.

- B.** 1. quick 2. on 3. thought 4. graces 5. should

Thinking Skills

1. *Free response.*
2. Yes, Sundays are special because they come once a week. If Sundays were the same in number as the other weekdays, it would no longer be special. Because Sundays come once a week, we wait eagerly for them.

Literature Reader
Teachers' Resource Manual
Sample

A SURPRISE IN THE LETTER BOX

Objectives

- To describe the relationship between Nastya and the postwoman
- To describe the relationship between Nastya and the old teacher
- To identify the job of postal workers in some countries
- To explain the two different tracks in the same story
- To sketch Nastya's character

Summary: Nastya is a young girl who lives in a small township. One day, she sees the postwoman carrying a heavy bag of newspapers and letters. She immediately feels that she should help the postwoman, Aunt Marina. As Nastya is too young to carry the heavy bag, she offers to deliver the letters to half of the houses that Marina delivers. Marina is worried that it would tire Nastya but Nastya insists. So they start delivering letters and newspapers and the work gets completed much faster. As days go by, Nastya is known by the name 'post girl' and is loved by all. She specially enjoys the company of an old teacher and loves to visit her. One particular day, Nastya finds no letters or newspapers to be delivered to the teacher. She feels sorry for the old woman because she knows that the teacher would expect something in her letter box every day. An idea strikes her and on that day Nastya decides to drop a bouquet of wild daisies and cornflowers in her letter box. When the teacher finds the flowers and lifts them to her face, she breaks into a happy smile with a youthful glow.

Pre-reading

Ask students:

1. Who delivers letters to your house?
2. Who delivers the newspapers?

Note: Explain to them that in India postal workers deliver letters while the newspapers are generally being delivered by newspaper delivery persons. Add that in some other countries, earlier, the same person used to deliver both.

READING

Read the parts/play the audio. Wherever possible, encourage silent reading of the parts.

- *Nastya met the postwoman... "Thank you, my assistant!"*

Ask students:

Who does Nastya meet at the gate? (The postwoman) How does Nastya know that the bag is too heavy for the postwoman and she is tired? (The postwoman wipes the perspiration from her

brow.) How do you know that Nastya already knows the postwoman? (She calls her by her name, Aunt Marina) What does she want to know from Aunt Marina and what is the postwoman's response? (Nastya wants to know why she has to carry such a heavy bag. Aunt Marina says that people read a lot to know more and so she has to carry a lot of newspapers.) How does Nastya want to help Aunt Marina? (She has a plan. She would deliver newspapers to some houses while

Aunt Marina to others.) *Do you think her plan is a smart one? Why?* (Nastya does not have to carry the heavy bag but can share the work at the same time.) *Did Nastya's idea work well?* (It did. The delivery was fast and efficient.)

The first part of the story tells us about the Nastya's qualities. Can you describe her, based on your reading? (Help students to talk about her curious nature, kindness, helpfulness and intelligence. You may even trigger a discussion to help students draw these qualities from the text with suitable examples.)

- *From then on... out in a happy smile.*

Ask students:

Is Nastya happy with her new name 'post girl' or is she annoyed? (She likes to be called 'post girl'.)
What tells you that Nastya is a very friendly girl who wants to have a pleasant chat with all?
What other quality of Nastya is brought out here? ('Is there only a newspaper for me today? ... joked like Aunt Marina', her sense of humour)

Tell students:

- The story takes a slightly different turn here as it moves towards Nastya's special relationship with the old teacher.

Ask students:

Why does Nastya feel sorry for the teacher one day? (The teacher has no newspapers or letters that day and Nastya knows that it would disappoint the old teacher.) *What is her plan this time and how does it work?* (She drops a bouquet of flowers instead of letters and newspapers and it makes the teacher happy.) *How does the writer explain the happiness of the teacher?* (When the teacher finds the flowers and lifts them to her face, she breaks into a happy smile and her wrinkles disappear giving way to a youthful look.)

Post-reading

Ask students:

- Think of a special gift you would like to drop in someone's post box or in a bag outside home for someone you love the most.
- Write down the name of the gift and say why you chose the gift for that particular person.

Allow at least a few students to volunteer to share their ideas with the class.

QUESTION BANK

A Surprise in the Letter Box

A. Answer in brief.

1. Why did Nastya want to help Aunt Marina?

Ans: Aunt Marina was carrying a heavy bag and seemed tired. So Nastya wanted to help her.

2. Why did Aunt Marina feel that Nastya would become tired?

Ans: She would have to walk a lot to deliver letters and newspapers to half the township.

3. What words would you use to describe Nastya?

Ans: Answers vary. *Suggested answer:* Curious, helpful, kind, intelligent, friendly, humorous

B. Answer in detail. (Think and answer)

Why do you think the old teacher loved Nastya?

Ans: Free response. *Suggested answer:* The old teacher was living alone and she was happy to have Nastya for company whenever possible. Also, Nastya was a kind girl and she cared for the teacher. The teacher knew this because Nastya did not miss an opportunity to drop in at the teacher's place.

C. Read the lines and answer the questions.

1. *Because people subscribe to many. They read a lot so that they'll know more.*
 - a. What does *many* mean here?
 - b. Who says this?
 - c. Why does the speaker explain this?

Ans: a. Many refers to newspapers.

b. The postwoman Marina says this.

c. Nastya wants to know why she was carrying such a heavy bag.

2. *The post girl has not come today. She must've felt lazy.*

a. Who imagines these words?

b. Who is meant to be the speaker of these words?

c. Why was the post girl worried?

Ans: a. Nastya imagines these words.

b. She means the teacher.

c. She did not want the teacher to think bad of her. She really cared for the teacher.

STUDENTS'BOOK ANSWER KEY

A Surprise in the Letter Box

Warm Up

Suggested answers—

Some of our community helpers are—doctors, nurses, soldiers, firefighters, farmers, teachers, police officers, cleaners, bus drivers, grocers, postmen/postwomen and so on.

Note to the teacher: Encourage the students to come up with the names on their own. Choose any three or four community helpers and hold a class discussion on how they help us.

Reading Skills

- A. 1. Nastya saw Aunt Marina, the postwoman carrying a heavy bag and so she offered to help her deliver the mail. With her help the job would get done faster and Aunt Marina wouldn't have to carry the heavy bag for long.
2. Nastya started going to the other end of the town to meet Aunt Marina at the bridge. She helped Aunt Marina deliver the mail every day.
3. One day, there was no mail for the old teacher. Nastya felt sorry for the lady. She thought that the old teacher would be waiting for her to deliver her mail and would be disappointed to see her empty letter box.
4. Nastya ran out of the town into a field wildflowers grew. She made a bouquet of wild daisies and cornflowers and put it in the old teacher's letter box. When the old lady opened her letter box and found the bouquet, her face became youthful with joy and broke into a lovely smile!

- B. 1. Nastya said this to Aunt Marina, the postwoman because she wanted to help her to deliver the mail.
2. Aunt Marina, the postwoman said this to Nastya because she helped her to deliver the mail quickly.
3. Aunt Marina, the postwoman said this to Nastya when she asked her why they had no mail for the old teacher that day.

Thinking Skills

1. Nastya thought that the old teacher would be waiting for her to deliver the mail that day and would be disappointed if she did not find anything in her letter box. She could also think that the post girl, that is Nastya, was being lazy and had not come to deliver her mail. As a surprise, Nastya picked flowers from the field and made a bouquet for her to find, when she opened her letter box.
2. Nastya was kind and thoughtful. She offered to help Aunt Marina, the postwoman to deliver the mail when she saw that her bag was heavy. With her help, Aunt Marina was able to complete her work quickly. Nastya enjoyed going around the town with Aunt Marina a lot and so started to help her every day. She liked delivering mail and making everyone happy. When she realised that the old teacher would be sad because she had not received any mail, she left a bouquet of flowers in her letter box, as a surprise.

Words in Use

1. heavy 2. interesting 3. efficient 4. high 5. fast

Writing Skills

Sample answer—

Dear Maria,

I'm writing to tell you about the wonderful surprise I found in my letter box. Last Monday, I was very sad and disappointed that I would not be receiving any mail in my letter box. But in spite of that, I went to check my letter box and there was a wonderful surprise waiting for me. There was a lovely bouquet of daisies and cornflowers—my favourite flowers! I instantly got a smile on my face and was so happy about the wonderful surprise. I think it was Nastya—the little girl who helps the postwoman deliver her mail—who left it for me. It was such a kind act and it filled my heart with joy. I think I will bake a cake for her to thank her for being so kind.

Yours affectionately,

Anna

Note to the teacher: Please ask the students to make up names on their own as the text does not tell us the name of the old teacher.

Activity

1. sunflower 2. tulip 3. jasmine 4. daffodil 5. marigold 6. orchid

Values

Free Response

Objectives

- To describe how roses have been personified / given human qualities
- To identify the speaker's love for the flower
- To relate to the imagination of the poet

Summary: The poet personifies roses and says that every rose on the plant looks at her differently. While one rose looks at her with surprise, the other one bends its head down from shyness. Two other roses seem to share a secret between themselves. Some others throw their head back as a performer does and get ready to sing with the buds as their audience. The poet wonders if the gardener knew how unique each rose is. She seems to doubt it. She thinks that it is possible that the gardener considers all of them as just roses without assigning any special name to each of them.

Pre-reading

Note: You will have to inform the students a day ahead about the following activity.

Let every student bring a flower she/he likes the most (or the picture of a flower if the actual flower is not available)

Ask students:

1. What is the name of the flower?
2. What colours are these flowers, generally?
3. Why do you like this flower?

READING

Read the poem aloud / Play the audio.

- *Every rose...but they are shy.*

Ask students:

Where do you think the speaker is? (Free response: Leave it to the imagination of the students.) *Can flowers show feelings and emotions? Why does the speaker say so?* (The speaker gives human / people-like qualities to the flower.) *Why does the speaker say ...'but they are shy'?* (She means that the flower droops not because it does not like her but because it is shy.) *When do flowers generally droop?* (They droop when they begin to wither or, the flower may be too heavy for the stem.)

Tell students:

- Standing erect on the stem or drooping are the natural qualities of a flower. Here the poet makes them look like the actions of people.
- *These two whose heads ... the buds are listening.*

Ask students:

How does the speaker make the scene dramatic? (Two of the roses share a secret between themselves while some others throw their head back to sing as the buds listen. It is like a drama Nature performs.) *What is the striking feature of these lines?* (Visual imagery/vivid images)

- *I wonder...just a rose?*

Ask students:

What is the speaker doubtful about? (She really doubts if the gardener knows about the uniqueness of every flower / how special each flower is.) What would she want the gardener to do? (She would like the gardener to name

every single rose like we have our own special names.)

Post-reading

Ask students to enact the scene as drama.

Ask them to use their imagination to add dialogues and song to the drama. You may even allot time to make minimal props.

QUESTION BANK

The Little Rose Tree

A. Answer in brief.

Pick the part from the poem that reads like drama.

Ans: Free response. *Suggested answer:* The part where the roses sing while the buds listen.

B. Answer in detail.

Summarise the poem in a few sentences.

Ans: Every rose on the plant looks at the speaker differently. While one rose looks at her with surprise the other one bends its head down out of shyness. Two other roses share a secret between themselves. Some others throw their head back as a performer does and get ready to sing with the buds as their audience. The poet wonders if the gardener knew how unique each rose is. She seems to doubt it. She thinks that it is possible that the gardener names them all roses without assigning any special name to each of them.

C. Read the lines and answer the questions.

And others droop — but they are shy.

- Who are the others?
- According to the poem/speaker why do they droop?
- Can the 'others' be shy? How is the poet trying to describe 'others'?

Ans: a. The roses are the others mentioned.

b. They droop because they are shy.

c. No, they are not shy. The poet gives the flowers human qualities.

STUDENTS' BOOK ANSWER KEY

The Little Rose Tree

Warm Up

These are emojis.

Suggested answers—

- happy smiley face (to show warm, positive feelings)
- blushing smiley face (to show you are perfectly happy or in a great mood)

3. smiling face with open mouth and tightly closed eyes (to show extreme level of joy or happiness)
4. surprised face (to show surprise or shock, as if you are saying 'wow')

Reading Skills

1. The speaker notices that every rose on the little tree is making a different face at her.
2. Two roses together look like they are sharing secrets that the speaker will never be able to guess.
3. To the speaker, it looks like some roses have thrown their heads back to sing and all the buds are listening to the song that they are singing.

Thinking Skills

1. No, I do not think that the gardener sees what the speaker sees. The speaker can see all these different faces due to the power of her imagination.
2. I think the speaker likes spending time in the garden and likes looking at or observing the rose tree, in particular. She has a very strong imagination. She imagines that the roses have faces with different expressions on them. Some look surprised, others look shy. Some look as if they are sharing secrets. Some look as if they are singing while others are listening.

Poetry Appreciation

1. tree, me, bee
2. by, shy, my
3. press, guess, mess
4. sing, listening, bring
5. knows, rose, toes

Activity

Sample answer—

It is a beautiful pleasant day. Two children are in a garden or a field with their mother. The little girl is watering the plant while the mother is teaching the little boy to plant a carrot. There is an apple tree behind them along with a pumpkin patch, an eggplant patch and a cauliflower patch. Different kinds of flowers including red roses and sunflowers can be seen growing in the garden. A butterfly can be seen hovering around the flowers. The children and their mother look happy. They seem to be enjoying what they are doing.