

Coursebook
Teachers' Resource Manual
Sample

THE PHOTOGRAPH

Objectives

- To track the friendly exchange between grandson and grandmother
- To recognise the text as a first -person narrative
- To appreciate a story with subtle humour
- To grasp the point of view of the child

Warm Up

Let students study the picture and share their thoughts and then discuss with their partners about their grandparents.

Monitor the activity.

READING

Students read to comprehend, predict, categorise and analyse

Explain to the class that the text is a first-person narrative —That is, the storyteller is either the main person in the narrative or maybe relaying experiences as a peripheral character, telling a story. Pronouns like *I*, *me*, *we* and *us* are used to relate the story from the narrator’s point of view.

Play the audio / Read the text and pause at relevant points to explain / check comprehension.

Tell students that the story has a **Beginning**, **Middle** and an **End**.

Put up three sections on the board with the respective headings. Students may copy in their notebooks. Organise the content after the completion of each section.

Let students help you fill in the details. Elicit the right content for each section from the class with appropriate questions.

This teaching strategy will help students organise information and make meaningful connections between the main idea and the supporting details in a given text.

- Read the text *Grandmother sat...needles*.

1. **The Beginning** introduces the setting and the main characters:
 - Setting: A garden in the summer.
 - Main Characters: A little boy (the narrator) and his grandmother knitting a pullover for him in the garden.

Encourage students to identify the setting and the characters. Ask students:

*Who are the characters mentioned here?
Who is narrating the story? How is the scene described?*

Imagery: Pause here to talk about the details that have gone into portraying the setting in a picturesque manner. This helps readers to visualise the scene as the narrator sees it. Let students identify the words used. (*rocking chair under a mango tree; late summer; sunflowers in the garden; warm wind in the trees* — the warm wind in the trees could mean that the leaves were moving and rustling in the warm breeze.)

Although Grandmother's eyes were not very strong, why do you think she had no problem knitting?

(Grandmother did not have any problem knitting although her eyes were not very strong, because she had been doing that for a very long time and had become used to the pattern.)

- Read the text *I was rummaging... "I won't tell you."*

Why were the neighbours shocked to see the girl go swimming in the canal? (The neighbours were shocked because back then when Grandmother was a young girl, girls her age did not go swimming in canals, which was typically seen as something that only boys would do.)

Why do you think both of them burst laughing? (The speaker burst out laughing because it was a funny story. Grandmother burst out laughing because she was reminded of how she used to be when she was young.)

2. **The Middle** develops the plot through 5 short episodes. This section moves back and forth as it deals with past events while in the present.

Episode 1: The boy rummages through old things in the box-room and finds a faded photograph of a little girl standing against a wall with a pair of hands showing above the wall as though someone was trying to climb over it.

Episode 2: The boy runs to his grandmother in the garden and wants to know whose picture it is. The grandmother only says she is obviously a girl.

Episode 3: The boy asks his grandmother if she knew the girl. She did. She tells him the photograph was of her home and that was the garden wall beyond which was a road to the market place. She also tells him the girl would jump over the wall to go to the shops to buy *jalebis*.

[The development in the story takes place hinting that Grandmother knows a lot about the place where the photograph was taken and about the girl.]

Episode 4: The boy wants to know whose hands those were beyond the wall.

She suggests that they could be another child's hands. The boy wants to know if they were his grandfather's hands. The elderly lady says she does not remember.

Episode 5: The boy wants to know more about the girl and the grandmother tells him a little more about the young girl; that she was naughty and tough. The boy asks her again who the girl is but she refuses to tell him.

[Grandmother's responses suggest that she must be the girl in the photograph.]

The episodes have a similar pattern: The boy keeps asking the same questions and his grandmother avoids answering them by distracting him with other bits of information.

Ask students:

What did the narrator see in the photograph? What did the boy want to know from the grandmother? Did Grandmother answer his question? Who do you think is in the picture?

How can you tell that Grandmother had a good memory? (Grandmother had a good memory because she remembered all the details of the photograph, including things which one could not see in the photograph, like the kind of day it was and the kind of breeze that was blowing.)

What makes us sure that the girl in the photograph is Grandmother?

Let students scan the text for details and help you list them on the board.

She knew:

- *that she was a 'wicked' girl.*
- *that she loved jalebis.*

- the picture was from her home.
- the details in and around her home.
- how the weather was at the time the photograph was taken.
- all about the flowers at the girl's feet although the colour had faded.
- that she was a tough girl whom the boys never teased.
- that she was the girl who jumped into the canal when she was not allowed to get out of her clothes.

(She described the whole scene as if she knew every detail well. Besides, though she spoke about the girl and what she liked to eat and do, she did not want her grandson to know that she was the naughty young girl.)

- Read the text *I knew in the photograph...* summer afternoon.

3. **The End** concludes the story connecting the end with the beginning: The boy has guessed that the girl in the photograph is his grandmother because of the resemblance between the old lady and the little girl with loose, long hair. He lets her sit quietly and muse over the memory of the owner of the pair of hands over the wall.

Ask students:

What was the comparison that helped the narrator identify the person in the photograph? (The smile)

Post-reading

Discuss:

How is the girl in the photograph different from the narrator's grandmother and how is she similar?

Why did Grandmother refuse to disclose who the girl was?

GRAMMAR

PRESENT PERFECT TENSE

Write the following sentences on the board.

Zara met her friend Tina who lives in Delhi. Zara wanted to know when she moved to Delhi. Tina said: I have been in Delhi since 2018.

Ask students:

What is Tina talking about now? (About living in Delhi)

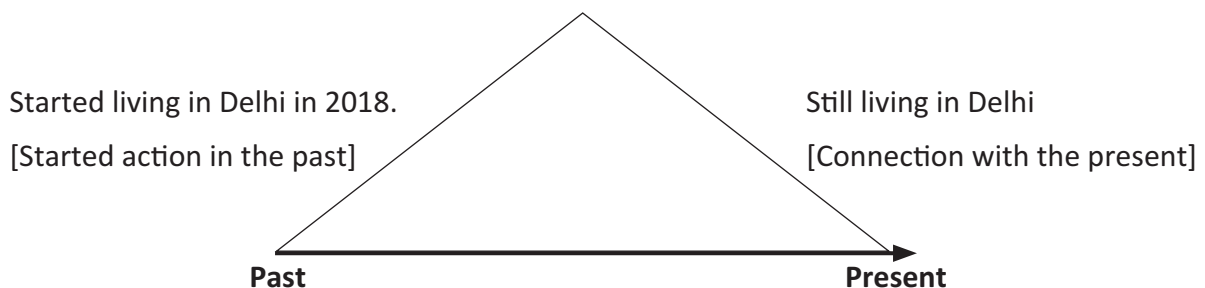
Is she talking only about the past? (No)

Is she talking about now and the past? (Yes)

Did the action start in the past? (Yes)

Is it continuing now? (Yes)

Draw a timeline to explain the concept.



Explain that we use the **present perfect tense** to talk about something:

- that started in the past and continues in the present. We use **has / have** to speak in the present perfect tense.
- we have done several times in the past and continue to do. (*I have watched this show several times.*)
- that happened at some indefinite time in the past. (*They have been to London a couple of times.*)
- that happened in the past but is important at the time of speaking. (*I have lost my keys.*)

VOCABULARY

Fixed Expressions

Read the fixed expressions and their meaning given in the Coursebook.

Explain to the class that

- **fixed expressions** are groups of words that are used together to express a particular idea. As the word 'fixed' suggests, the order of these words usually does not change.
- the words are always used together to convey a specific meaning. The words in fixed expressions cannot be altered or even be replaced by similar-meaning words or terms.

Example:

- *break someone's heart*: ✓
- *crack someone's heart*: ✗
- *break a record*: ✓
- *smash a record*: ✗

WRITING

Topic sentence and paragraph

Explain to the class that:

- a paragraph is a set of sentences that talks about a single idea.
- a paragraph begins with a topic sentence, and has other sentences supporting the main idea of the paragraph. These sentences maintain a flow.
- the concluding sentence sums up the main idea of the paragraph.

How should a paragraph be written?

Write 6–8 short sentences. As far as possible it is better to keep the sentences precise so that the meaning is clear.

- The first sentence is the topic sentence and introduces the reader to the central idea.
- The following sentences talk in detail about the topic. They develop and support this idea.
- The last sentence concludes the paragraph, by summing up the details.

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*.
1. Let students study the picture and share their thoughts with the class. Let them state their reasons for their responses. This will help develop *analytical skills*. Accept any logical answer.
 2. Allow the class a few minutes to think about how they would handle the photograph session.

Generate a discussion to help them with linguistic and *visual-spatial intelligences*:

How would you want them to pose? Would you want them to be casual or formal? What kind of conversation would make them feel at ease?

3. Let students list out their choice of pictures and share with the class and state the reasons for their preferences.
- Allow free response as this will help develop *communication skills*.

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

The Photograph

A. Answer in brief.

1. What did Grandmother say about the hands in the photograph? Why didn't the narrator believe her?

Ans. Grandmother said that it was the first time she had noticed the hands in the photograph but the narrator did not believe her because he knew that his grandmother had a good memory and must have remembered the incident.

2. What did the naughty girl do that shocked the neighbours? Why were the neighbours shocked?

Ans. The naughty girl used to go swimming in the canal which shocked her neighbours. They were shocked because girls did not go swimming in the canal during Grandmother's time. They were expected to stay and play indoors.

B. Answer in detail.

How do we know that Grandmother was indeed the girl in the photograph?

Ans. Grandmother described the whole scene as if she knew every detail well. She spoke about the girl whom she described as being wicked and naughty. She seemed to know that she loved jalebis and that she was a tough girl who jumped into the canal for a swim and whom the boys did not dare tease. She clearly remembered the details in and around the house.

C. Choose the right answer.

The boys did not tease the girl whom Grandmother referred to as wicked, because

- a. boys did not fight with girls.
- b. she would complain to her elders.
- c. she would fight back.

Ans. c

D. Read the lines and answer the questions.

1. *But she was a wicked girl, and I shouldn't tell you about her. I'll tell you about the photograph.*

- a. Who is the *wicked girl*?
- b. Why did the speaker not want to talk about the girl but about the photograph?
- c. Where was the photograph taken?

Ans. a. The wicked girl is the grandmother in her childhood days.
b. She did not want her grandchild to know how mischievous she was in her youthful days./She wanted to have a little fun with her grandson and intentionally tried to create a mystery about the girl in the photograph.
c. The photograph was taken in the garden of her home.

2. *That girl used to sneak over the wall sometimes, and visit the bazaar...*

- a. Why did the girl in *the photograph* visit the bazaar, at times?
- b. What does this line tell you about the girl?
- c. What does the writer mean when he says that the girl used to *sneak over the wall*?

Ans. a. The girl visited the bazaar to buy jalebis.
b. The line tells us that she was naughty and daring
c. She climbed over the wall in a stealthy way.

STUDENTS' BOOK ANSWER KEY

The Photograph

Reading Skills

- A. 1.** The speaker found the photograph in a book of butterflies that was kept inside a box of old books in the box room. It was a faded, yellow photograph of a young girl standing against a wall. There was a shrub of marigolds near her feet and a pair of hands reaching up from the other side of the wall that she was standing against. **2.** The photograph was taken in the speaker's grandmother's house. **3.** The girl was wearing a loose fitting long dress that nearly covered her ankles and had sleeves that reached her wrists. But in spite of her heavy clothes, she looked very free. She was standing with her legs apart and hands on her hips with a devilish smile on her face. **4.** The speaker calls her *tough* because of the way the girl smiled and also because of how she was not afraid to pick a fight with the boys if they teased her. **5. Free response.**
Sample answer— The speaker's grandmother did not tell the speaker who the girl in the photograph was because she probably realised that he already knew it was her. She wanted to have a little fun with her grandson and intentionally tried to create a mystery about the girl in the photograph.

- B.** 1. he was rummaging through a box in the boxroom. 2. he had never seen the photograph before and his grandmother was seeing it after a very long time. 3. it was a faded black and white photograph. 4. she did not listen to anyone and did what she pleased. She also picked up a fight with the boys who made fun of her and went to swim in the canal. 5. he was trying to find similarities between the girl in the photograph and his grandmother.

Thinking Skills

Free response. Sample answers— 1. The speaker was excited after finding the photograph because he had never seen it before. He had a lot of questions about the girl in the photograph and the story behind it and he wanted to know everything about the photograph. 2. The speaker's grandmother intentionally not telling him who the girl in the photograph was and the speaker asking her although he knew it was her tells us that the speaker and his grandmother had a very loving and strong bond. Each of them kept doing that to have a little fun with the other. It shows that they were very close to each other.

Values

Free response.

Grammar

- A.** 2. has bought 3. Have, read 4. have, watched 5. Has, not told
- B.** *Free response. Sample answer—* 2. Yes, it has rained in my city recently. 3. No, I have never been to Hyderabad. 4. I have helped people in difficulty many times. 5. Yes, I have seen a play.

Vocabulary

- A.** 2. c. 3. a. 4. b. 5. d.
- B.** 2. breaks his promise 3. break my habit 4. broke, heart 5. break the record

Writing

- A.** We know that children like watching cartoons. The paragraph explains all the different reasons why children love cartoons.
- B.** 1. If we want to have a healthy body, we must eat a lot of fruits and vegetables every day.
2. Your body and mind must do many different things together and in the right order to make your handwriting neat and legible.

Punctuation

1. Where are Kiran's books? 2. Roger will come home in his brother's car. 3. That's a really beautiful statue! 4. Why didn't Harry tell Jyothi the truth when she asked him? 5. Oh! I have lost my sisters new storybook!

Learning outcomes

- To comprehend the mood of the poem
- To identify the words associated with summer
- To identify the rhyme scheme

Summary

The poet wants the children to come out and enjoy the best of the summer months— June.

She wants the children to frolic in the fields along with the sheep that are grazing about here and there. It is the right time for the children to be playing on the lush green lawn running through colourful buttercup and clover plants.

The happy rosy-cheeked children should breathe in the fresh air as they gather posies and enjoy themselves, for this is the time for the young children and the flowers to grow and blossom together.

Pre-reading

Ask students:

Which season do you like the best? Why do you like it? State your reasons.

Tell students that they will be reading a poem about the summer month of June.

READING

Play the poem on the screen, in parts. / Read the poem in parts. Pause to explain / discuss / check comprehension.

- *Bring the children...clover.*

Ask students:

Where does the poet want the children to play?

List their responses on the board.

- in the fields where the sheep are grazing about
- along with the butterflies and the birds
- in the hollow on the hill
- over the green lawn
- through the buttercup and clover plants
- *With the sunshine...bloom together.*

Ask students:

How would the children feel and look while they ramble around? (Happy and rosy-cheeked) What would the children enjoy when they play here? (They would enjoy the refreshing air around them in the open.) What is special about the month of June? (This is the month when the summer season is at its best. There are blossoms all around, and the grass is lush and green while the air is fresh and warm.) Is this a happy poem? What are the words that tell us so?

Identify the rhyming words in the poem.

Poetic devices

Rhyme scheme: abcb

Alliteration: birds–butterflies; hollow–hill; breathe–balmy; merry–month; bud–bloom

Contrast: Green lawn —yellow buttercups

Post-reading

Tell students that you will be calling out some words and they will have to provide a word from the poem, that is linked to it. Example: Hollow – hill

Let them go through the poem before the activity.

[The answers given are for the teacher’s reference]

yellow	<i>buttercups</i>
three parts	<i>clover</i>
rosy	<i>cheeks</i>
balmy	<i>air</i>
happy	<i>children</i>
season	<i>summer</i>
month	<i>June</i>

QUESTION BANK

Summer Rambles

A. Answer the questions.

1. What does the poet want in the opening stanza of the poem ‘Summer Rambles’?

Ans. The poet wants the children to come and play in the open in the summer month of June. She wants them to play with the birds and the butterflies and where the sheep are wandering about in the fields.

2. How does the poet describe the month of June?

Ans. The air in the month of June is warm and refreshing. The fields are lush and green and there are flowers like yellow buttercups and posies everywhere. Birds and butterflies flit around happily.

3. How has the poet dealt with colour in the poem ‘Summer Rambles’?

Ans. The poet has described the lawn as a stretch of green, the buttercups as yellow and the cheeks of the children as rosy, in the poem ‘Summer Rambles’.

B. Choose the right answer.

The line ‘In their cheeks the roses’ in the poem *Summer Rambles* means

- a. with their rosy cheeks.
- b. painting their cheeks rosy.
- c. with cheeky roses.

Ans. a

STUDENTS’ BOOK ANSWER KEY

Summer Rambles

Reading Skills

- A. 1. Apart from the children, there are sheep grazing in the field. There are birds flying and butterflies fluttering about. Yellow buttercups are also blooming in the meadow.

2. The children are playing in the field and gathering posies. 3. We can tell that the children are very happy from the phrase “sunshine in their hearts”. 4. The children here are compared to the beautiful flowers. Just as how the flowers are blooming in the sunshine, the children, too, will bloom while playing outside in the field.

- B. *Free response. Sample answers—* 1. She is an early bird. 2. The snow is a white blanket.
3. He has a heart of gold.

Thinking Skills

Free response. Sample answers: 1. Here, the word ‘ramble’ means to take a walk around the countryside. The poem is called Summer Rambles because reading the poem is just like taking a walk around a beautiful countryside in summer, in the company of grazing sheep, birds, butterflies and flowers. 2. The poem has a bright and sunny mood, just like the weather described in the poem. The beautiful landscape and the children playing brings out the joyful mood of the poem.

Activity

Free response.

Literature Reader
Teachers' Resource Manual
Sample

THE FIRE

Objectives

- To identify the narrator of the story
- To describe the feelings of a horse
- To explain the events that led to the fire
- To describe the pride Gordon feels for James
- To infer the relationship between humans and animals

Summary: Squire Gordon and his wife plan to visit some friends who live forty-six miles away. It is a long trip, and they stop at a hotel along the way where two hostlers come to take care of Beauty and Ginger. At the hotel's stable, a young man helps the hostler to fill hay in the horse's rack. The young man Towler, enters the trapdoor with a pipe in his mouth in spite of the hostler's warning. The stable doors are locked after the hostlers leave. Beauty wakes up in the middle of the night to find the stable filled with smoke and he is not able to breathe. He hears ginger coughing and senses the other horses getting restless. The smoke appears to be coming from the trapdoor. A hostler rushes in to try and get the horses outside. The horses' fear grows and they refuse to leave the stable. Beauty sees a red light flickering and hears the cry 'Fire' from outside. James comes in, ties his scarf over Beauty's eyes and leads him out of the stable, then goes back inside for Ginger as Beauty gives out a loud whinny. After a long delay, James comes out with Ginger, although both have inhaled a lot of smoke. As they all watch, the fire engine pulled by horses arrives, and the rest of the horses and their caretakers hurry away to the marketplace near the hotel. The next morning, they find out that the fire was started by Towler's carelessness. Beauty feels pipes should never be allowed in a stable.

Pre-reading

Do you like horses and horse riding? What kind of horse would you like to have? What would you call him or her?

READING

Read the parts / play the audio /encourage silent reading.

- **One day...others stamping**

Ask students:

Where were Black Beauty and Ginger taking Squire Gordon and Mrs Gordon? (To their friends' place which was forty-six miles from their home, Birtwick Park)

Who was in the driving seat of the carriage? (James Howard)

What did the hostler ask Towler to do? (To put some hay down into the horse's rack) Why do you think the air was thick and filled with smoke? (Because of fire)

What did Black Beauty smell? What did Black Beauty hear Ginger do? (Smoke; coughing)

I heard a low crackling and snapping—Why did this sound disturb Beauty? (It was an unusual and strange sound. Although Beauty might not have known that it was the result of a fire, her instincts would have told her that something was wrong.)

At what stage did you find out who was narrating the story? (Free response)

How did the other horses show their restlessness or disturbed state of mind?

(Some were pulling at their halters, others stamping.)

- ***At last I heard ... the courage to come out.***

Ask students:

What did the hostler do after he unlocked the door? (He began to untie the horses, and tried to lead them out hurriedly.)

How do you think the hostler felt when he unlocked the stable door and saw the fire? (Free response/He must have been frightened.)

Why were the horses not comfortable with the hostler, to go out? (The hostler himself was frightened and he passed on his fear to the horses.)

It was quiet and cheery, as always. What was quite cheery? Did it really mean that the person was cheerful? (James's voice. He sounded cheerful because unless he remained calm and gave confidence to the horses, they would not come out.)

Why did James cover Beauty's eyes? (To avoid him seeing the fire and the confusion around. Animals might lose control and run amok if they see fire.)

Why did Beauty's whinny give courage to Ginger? (The whinny meant that Beauty has been saved and was safe.)

- ***There was a lot of...as quickly as we can.***

Ask students:

How was the situation outside the stable? (There was confusion everywhere. People were shouting and pulling out their carriages. The fire was getting worse making the people outside panic.)

Whose voice did Beauty hear? What was he doing there? (Squire Gordon's voice. He was looking for James.)

Why do you think he was looking for James? (He wanted to make sure that James and the horses were safe.)

Why did Gordon call James brave? (He rescued both Beauty and Ginger without thinking about his own life. In fact, when James came out he was almost choking with smoke.)

- ***Suddenly from the market-place...followed everywhere***

Ask students:

As described in the story, did you find the sound of fire engine different from the one you hear nowadays? How different was it? (*The fire engines were drawn by horses then. So the story describes the gallop of horses as the engine approached. We hear sirens now.*)

How do you know that the master cared for James and the horses? (*Even while in hurry he made sure that the horses were handed over to a responsible person and he was visibly proud whenever he saw James.*)

How did the fire start? (*Towler, the young hostler, went into the stable smoking his pipe and returned without it. The pipe must have fallen in the stable and caused the fire.*)

Do you think Towler caused the fire on purpose? (*Free response/No, He caused it out of his carelessness.*)

Post-reading

Put students in pairs. Ask them to role-play the situation given.

Black Beauty and Ginger have a conversation when they were settled into the stables on the other side of the marketplace.

QUESTION BANK

The Fire

A. Answer in brief.

1. How do you think Ginger felt when she saw James come back into the burning stable for her?

Ans. She must have been relieved that James has come to save her. It would have given her hope that she could live to see Black Beauty and others again.

2. Mention two examples from the story that tell us that James loved Black Beauty and Ginger?

Ans. He covers Beauty's eyes to protect her from looking at the scary situation around. He goes into the fire to save Ginger knowing very well that the fire and smoke were getting worse.

B. Answer in detail.

1. How did the fire start and spread in the stable?

Ans. The young hostler Dick Towler was seen entering the stable with a lit pipe in his mouth and coming out without it. The pipe must have fallen in the hayloft and started the fire. Since the place was full of hay (dry grass) meant as fodder (food) for the horses, the fire would have spread fast. The stable door was locked and so people would have seen smoke come out of the stable only after a while.

B. Read the lines and answer the questions.

1. *I cannot say how long I had slept, nor what time in the night it was. I woke up very uncomfortable, though I hardly knew why.*

- a. Who says these words?
- b. Why did the speaker not know what time it was?
- c. Why did the speaker feel uncomfortable?

Ans. a. Black Beauty, the horse, says these words.
b. The speaker did not know what time it was because the stable door was locked.
c. The speaker felt uncomfortable because the air was thick with smoke.

2. *Come, my beauties, it is time for us to go. Wake up and come along. Come, Beauty, on with your bridle, my boy, we'll soon be out of this smother."*

- a. Whose voice was it?
- b. How was the tone of the speaker's voice?
- c. Why did the voice sound so?

Ans. a. It was James's voice.
b. The speaker's voice was calm and cheery.
c. It was so, to comfort the horses and keep them calm.

The Fire

Warm up

Answers will vary from student to student.

Reading Skills

- A.**
1. The hostler asked Dick Towler to put out his pipe and run up the ladder into the loft and put some hay down into the rack of the traveller's horse.
 2. Black Beauty woke up feeling very uncomfortable, though he did not know why. The air seemed thick and full of smoke. He heard Ginger coughing and one of the other horses was very restless. He could hardly breathe. The other horses were all awake. Some were pulling at their halters, others stamping.
 3. The hostler who had put up the traveller's horse burst into the stable with a lantern. He began to untie the horses, and tried to lead them out hurriedly. But he was so frightened himself that he frightened the horses even more. The first horse would not go with him. He tried the second and third, and they too would not move. He came to Black Beauty next and tried to drag him out by force. Seeing that it was of no use, he left.
 4. James led Black Beauty and later Ginger out of the stable. His voice sounded calm and cheerful as always as he led the horses out. He tied his scarf over Black Beauty's eyes as he led him out. The horses went with him because they trusted him.
 5. Squire Gordon called James a brave boy after he rescued the horses and asked him if he was hurt. He then told him that they would leave the place as soon as James felt fine.
 6. Black Beauty felt that their coachman, John Manly's rule of not allowing a pipe in the stable should be followed everywhere.
- B.** 1. NT 2. T 3. NT 4. T 5. NT

Thinking Skills

1. James was a kind and caring person. He genuinely loved the horses and treated them with kindness. He showed true courage and bravery on the night on the fire in the stables. Even though, he must have been terrified, he spoke to the horses in his usual calm and cheerful manner so that they would not be scared. He tied a scarf around Black Beauty's eyes while rescuing him so that the smoke would not get in to his eyes. He even patted and gently coaxed Black Beauty so that he would calm down. He bravely rescued Black Beauty and Ginger and was rightfully praised by Squire Gordon.
2. *Answers vary. Accept any logical answer—*
The major themes highlighted in the text are—
 - **friendship:** James loved Black Beauty and cared for both the horses and therefore didn't think twice before going to rescue them. Black Beauty was happy to hear the cheerful voice of his friend and followed him out of the stable.
After coming out the stable, Black Beauty was worried about his friend, Ginger. Therefore he assured Ginger through his whinny that she could trust James and that he would safely lead him out of the stable. Black Beauty was also worried about both her friends when he heard a something crash in the stable but was soon relieved to see them as they came out of the stable.

- **trust and faith:** Black Beauty was extremely frightened but he had complete faith in James and as soon as he heard his cheerful voice, he listened to him and followed him out of the stable. Ginger, too, trusted James after listening to Black Beauty’s shrill whinny and followed him out of the stable.
- **courage:** James showed tremendous courage by rescuing the horses from the fire. He didn’t think about his safety and went ahead to save them. He even tied a scarf around Black Beauty’s eyes so that his eyes would be protected from the smoke. Once he brought Black Beauty to safety, he went back for Ginger. He is rightfully praised by Squire Gordon for his bravery.
The horses, too, showed a lot of courage by listening to James and following him out of the stable.
- **love for animals:** James’ love for the animals is evident from the fact that he didn’t worry about his safety and rushed to their rescue. He knew that the horses were helpless and wouldn’t be able to come out on their own. He also knew he was the best person to gently convince them and bring them out safely. He deeply cared for them and valued them. He wouldn’t have taken such a risk if he didn’t love the animals.

Words in Use

- | | | |
|------------------|------------------------|--------------------|
| 1. caught a cold | 2. caught a glimpse of | 3. catch you later |
| 4. caught, eye | 5. catch my breath | 6. catch fire |

Writing Skills

Sample answer—

I am a cat. I was born in a beautiful old home near the river. I have spent most of my life in this home. I have brown fur and have big white teeth.

When I was a kitten with cute little paws my mother used to protect me all the time. She would feed me on time and I was a healthy cat.

The home where we used to live was a very good one. They had a little girl named Priya who used to adore me a lot and she always made sure that I was clean and happy all the time. Priya gave me food and milk to drink. I was living a happy life.

Soon my mother and I were separated. She was sent to live elsewhere. It was a sad moment of my life. I still remember I used to lie on warm summer grass for long hours and stroll in the streets.

I used to chase the children and it was fun. Sometimes, some rude children threw stones at me and I remember once I was badly hurt. But Priya wrapped me in a blanket and gave me warm milk.

I At present, I am living with Priya and her mother in their new home, as a member of their family. There have been good times and bad but I’ve always been happy to have Priya taking care of me.

Values

Free Response

Objectives

- To explain the two different viewpoints in the poem
- To identify and follow the speaker's excitement
- To infer the positive note in the bird's song
- To identify how the bird and flowers have been given human qualities (*personification*)

Summary:

The speaker: The speaker knows the song that the bluebird sings, sitting on an apple tree. The speaker calls the bird brave because although the sky is not bright and sunny the bird sings a cheerful note. The song is so natural that it seems to pour effortlessly out of the bird's throat. It is a merry song and one can hear what the bird says if they listen carefully to the notes.

The bird: The flowers buried under the snow must be tired of winter but the bird brings them the message of cheer. He says that it will not be long before spring and summer arrive. He requests the flowers like snowdrops, crocus, violets and daffodils to come to life with the arrival of spring and summer.

Pre-reading

Ask students to list the names of a few songbirds. Tell students that they will be reading about a bluebird and its song.

READING

- *I know the song...swinging and swaying*

Ask students:

Why does the speaker call the bluebird brave?
(He is swaying in an apple tree braving the dreary weather.) *Why does the weather not affect him?*
(His heart is full of happiness.)

How do you think the speaker knows that the bird is happy? (He sings happy notes.)

The speaker says that if you listen carefully, you will be able to get the meaning of the song. Do you agree with her? Why or why not?
(Free response)

Is the speaker excited about the bird's song? Which lines suggest you that? (Hark!...merry a note?)

Point out that the poet gives human qualities to the bird.

- *Dear little blossoms...springtime is here!"*

Draw students' attention to the shift in point of view in the third and fourth stanzas.

Ask students:

Who is the speaker of the lines now? (The bluebird)

What message does the bird give to the blossoms? (It cheers them up by saying that spring and summer are round the corner although it is winter at present.)

What message do we get from these lines? (To be positive about the future although the present is a little bleak)

How are the flowers personified here? (Snowdrop is asked to arise, crocus to open their eyes, violets to put on the mantles and daffodils are asked to hear.)

Let students identify the rhyming words in the poem. (*End of every couplet*)

Post-reading

Ask students to work in groups and write a poem on a bird of their choice. They may even follow the same format of the poem *The blue bird's song*.

QUESTION BANK WITH ANSWERS

THE BLUEBIRD'S SONG

A. Answer in brief.

1. Why does the poet use specific flowers like snowdrops, crocus, violets and daffodils?

Ans. The poet uses specific flowers because they are spring flowers. They wait for the spring to blossom.

B. Answer in detail.

1. What message does the poem *The Bluebird's Song* give?

Free response. Suggested ans. However dreary the situation looks, there is hope for everyone. They should wait for the bleak present to pass and the bright future to begin. The cheer starts in one's heart and not from outside.

C. Read the lines and answer the questions.

*Brave little fellow! The skies may be dreary—
Nothing cares he while his heart is so cheery.*

- a. Who is the brave little fellow?
- b. Why does the speaker say that he is bold?
- c. How is the bluebird's song?

Ans. a. The bluebird is the brave little fellow.
b. He is swaying in an apple tree braving the dreary weather.
c. The bluebird's song is happy and cheerful.

STUDENTS' BOOK ANSWER KEY

THE BLUEBIRD'S SONG

Warm up

1. THRUSH
2. WREN
3. LARK

Reading Skills

1. The bluebird is singing in the apple tree.
2. It is almost the end of the winter season.
3. The bluebird is singing cheerfully. The sound is musical and it is a happy song. The speaker calls it a 'merry note'.
4. The bird addresses the snowdrop, the crocus, the violets and the daffodils.
5. The bluebird is singing to encourage the flowers to wake up and bloom since winter is almost over and springtime is here which will soon be followed by summer.

Thinking Skills

1. The speaker is a young child who imagines the bluebird singing cheerfully to the flowers from the apple tree. The child wants to see the flowers in bloom once springtime arrives and summer comes.
2. The speaker calls the bluebird 'a brave little fellow' because it is swinging from the branches of the apple tree and singing its song even though it is winter and the skies are dreary.
3. The flowers have been buried under the snow for the whole of winter and so, must be quite tired of the season. They must be quite eager to bloom now that springtime is here and summer is coming.

Poetry Appreciation

1. a. winter and spring
b. It is dreary and dull at the end of winter and the flowers have been buried under the snow. In the spring, the skies will be bright and the flowers will bloom and everything in nature will be cheerful.
2. snowdrop – arise, crocus – open your eyes, violets – put on purple and gold cloaks, daffodils – hear that spring is here and summer is coming

Words in Use

1. cheery
2. brave
3. weary
4. bright
5. dreary