

## THE TERRIBLE SHOVELS

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

### Learning Outcomes

- To track the events in the story
- To comprehend the parental love
- To recognise values such as *sacrifice, determination* and *perseverance*
- To note the use of personification to portray the story from the perspective of the foxes
- To enjoy an interesting tale
- To identify the setting, characters, the problem and the solution in a story

### Pre-reading



This focusses on *assessment for learning*.

Students learn how encroachment and deforestation has affected wildlife.

Ask students to study the picture and then answer the questions.

Generate a discussion on why animals come into our habitat. (Because we have been clearing their forests and taking up their space).

## READING

Students read to identify characters, setting and sequence events

Tell students that

- they are going to read a story about a fox and its family.
- the fox and its family are given some qualities and appear as if they were human.

*(Personification is the attribution of human qualities to animals, objects or ideas. In other words, it means representing a non-human thing as if it were human.)*

Read the introduction.

Ask students:

*How many farmers are mentioned here? How did the fox's family get food to eat? What did they do to Mr Fox? Why? Do you think animals should be treated in this manner?*

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

- *It was the finest ... because of the pain in the stump of his tail.* (Explain wherever needed.)

*Why was Mr Fox's tail causing him pain? (Mr Fox's tail was causing him pain because the farmers had shot him there, leaving only a small part behind.)*

Ask students:

*Why was Mr Fox unhappy? Did Mrs Fox like his tail? Why do you think the children had no food that night? 'Mrs Fox and the children dozed off in the night...' What is the meaning of 'dozed off' in this sentence? Why was Mr Fox not able to sleep? Where and when does the story take place?*



- “Well,” he thought, “I’m lucky to be alive at all... She gathered her four children close to her and held them tight.

Ask students:

*Why did Mr Fox think he was lucky? Who found the Fox’s hole? What sound did he hear in the night? Why did he wake Mrs Fox up? What did he fear? Where do you think Mr Fox and his family were staying? Why did Mr Fox wake up his family? Why was Mrs Fox shaking with fear? Why did she start crying? What did she do when she knew that the men were digging them out?*

- *Suddenly the sharp... Slowly, the sounds of the shovels became fainter.*



Move your hands and try to dig like the foxes. Do you think you can dig as quick as a fox? (Free response) This question will help students comprehend why the foxes could escape from the farmers.

Ask students:

*What came through the ceiling? Why did Mr Fox jump up? Did he know that he was in trouble? What did Mr Fox realise at that moment? Who*

*helped Mr Fox to dig? Why? In which direction did they dig? Why? (In the opposite direction from where the men were) What is the meaning of... ‘Their front legs moved so fast you couldn’t see them...’? (They dug so fast that one could barely/hardly see their front legs) Why did the sounds of the shovel become fainter?*

- *After about an hour ... fantastic fox.*

Ask students:

*When did the fox family stop digging? Why did they stop digging? How is the problem solved? Did they dig a long tunnel? Why were they panting for breath? What did Mrs Fox announce? What did she call Mr Fox? Why?*

### Post-reading

Discuss

*What does the story tell us?*

- The fear experienced by the animals
- The love of Mr Fox for his family and how he risks his own life to look after them
- The unity in the family helps to save their lives.

### GRAMMAR

### Revision — simple tenses

Follow the input given in the Reader.

### VOCABULARY

### Comparison

Explain to the class that some animals/birds/things are known for certain special qualities in them and we associate these qualities with these words.

For example, we say:

*as busy as a bee; as strong as an ox; as cold as ice; as proud as a peacock...*

Let students answer orally before writing the answers.

**LISTENING****Post-listening**

Tell students to listen to four people talking about their families. After listening, tell them to match the names to the pictures.

Play the recording and instruct them to match the names to the pictures after listening.

Play the recording a second time so that students fill in the details they may have missed / Check their answers.

**WRITING****Picture composition**

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.

What is a paragraph?

A paragraph is a group of sentences organised around a central topic. It focusses on one idea.

A well written paragraph draws a clear picture for the readers.

*Why do I write a paragraph?*

- to enjoy writing the paragraph
- to share it with my readers
- to help them see and feel like the way I did

*Last Sunday, I went along with my parents to a zoo. There were many beautiful birds, monkeys, lions, tigers, cheetahs and snakes in the zoo. Apart from big animals, there were different types of colourful birds there too...*

Describe your visit to a zoo in your own words.

You may include the following points:

*What kind of a day was it?*

*Who did you go with?*

*What wild animals did you see there? Where did you see each of these?*

*What were the animals doing? (Some relaxing; some eating their food).*

*Were you allowed to take photographs and videos of the animals and birds?*

*Were there gift shops at the zoo? Did you buy anything there?*

*Did you enjoy your trip to the zoo?*

## STUDENTS' BOOK ANSWER KEY

### The Terrible Shovels

#### Pre-reading

*Free response*

#### Comprehension

- A.** 1. glum/sad; tail 2. shovels 3. digging 4. long, deep 5. proud
- B.** 1. Mrs Fox said this when she saw that Mr Fox's tail had been shot off.  
2. The Foxes needed to move because the farmers would find out where they lived and would come to kill them.  
3. Mr Fox said this to Mrs Fox when he heard the sound of the shovels.  
4. Mr Fox said this to his family when they had dug deep underground.  
5. Mrs Fox said this to the little foxes after Mr Fox saved them all from the shovels. *Free response.*

**C.** *Free response*

#### Grammar

- A.** 1. heard 2. received 3. baked 4. painted 5. cleaned
- B.** 2. sits 3. travel 4. stay 5. eats
- C.** 2. will wear 3. will practise 4. will watch 5. will reach

#### Vocabulary

1. bee 2. pillow 3. ice 4. owl 5. feather

#### Listening

##### Listening text

**Listen to four people talking about their families. Then, match the names to the pictures.**

Hi! My name is Abhay. I live with my grandparents in Pune. We have a dog called Spots. Hello. My name is Neeta. I have twin brothers—Kiran and Kamal. They are exactly alike in every way! Hi, everyone. My name is Rhea. I live in Bengaluru with my parents. My aunt and uncle also live with us. Hi. My name is Mansi. I live in Hyderabad in a big family. My grandparents, uncles, aunts and cousins live in the same house. We are about 50 people in all!

Answers: 1. Rhea 2. Abhay 3. Neeta 4. Mansi

#### Punctuation

Last week, I went to the fair with Neha, Jai and Ramesh. We played many games and went on many rides. There were many shops selling toys, bags and paintings. There was a magic show. We saw many magic tricks. We also went to the house of mirrors. How funny we looked in those mirrors! We went to a shop and bought keychains. We can't wait to go again!

## Writing

On a bright, sunny day, I went to the zoo with my family. There were so many animals to see! We saw elephants, monkeys, tigers, giraffes, bears, snakes and so many beautiful birds! I was so surprised to see penguins too! We took so many photographs and videos of the animals. The zoo is very big and we had to walk for a long time. We went to the gift shop and bought gifts for my friends. I was tired but happy.

*Suggested answer. Accept any logical answer.*

### ANSWER KEY TO WORKSHEET 6

**A.** 1. furniture      2. coffee      3. trees      4. luggage      5. books

**B.** 1. rises      2. helped      3. will leave      4. jumped      5. brings  
6. will celebrate      7. help      8. will wake      9. waited

**C.** 1. ghost      2. lightening      3. rock      4. mouse      5. sugar

**D.** 1. b      2. c      3. a

2. Dinosaurs lived on the earth for over 165 million years.

3. quickly, slowly; fly

4. We know about the dinosaurs because scientists have discovered their bones.

5. Dinosaurs that ate leaves and plants are called herbivores. Those that ate meat are called carnivores.

## QUESTION BANK

### The Terrible Shovels

#### A. Answer the questions.

1. What did Mr Fox do every night and what did the farmers do to him?  
**Ans:** Mr Fox stole food from the farms every night to feed his family. The farmers tried to kill Mr Fox, but they only managed to shoot his tail off.
2. What frightening noise did Mr Fox hear? What did he do?  
**Ans:** The frightening noise that Mr Fox heard was the scraping of shovels digging into the soil. He woke up his wife and children.
3. What did Mrs Fox think of Mr Fox and what did she tell her children?  
**Ans:** Mrs Fox thought that Mr Fox was a 'fantastic fox' and she told her children that, they were all alive because of him.
4. What did Mr Fox do when he saw the sharp end of a shovel come through the ceiling and how did his family help him?  
**Ans:** When Mr Fox saw the sharp end of a shovel come through the ceiling, he jumped up and started digging down as the farmers could not dig as fast as the fox. Mrs Fox ran forward to help him, so did the four children.
5. Describe the tunnel and how the foxes dug it.  
**Ans:** The tunnel grew longer and longer and went deeper and deeper below the surface of the ground. All the foxes dug together. Their front legs moved so fast that a person could not see them. They dug so deep that the farmers could not reach them.

#### C. Choose the correct answer.

*The farmers wanted to kill Mr Fox because*

- a. they did not like foxes.
- b. he kept stealing food from their farms.
- c. he dug holes in their farms.

**Ans:** b

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

1. *"I shall be tail-less for the rest of my life."*
  - a. Who was going to be 'tail-less' forever?
  - b. Who thought that it was the finest tail for miles around?
  - c. What happened to the tail?**Ans:** a. Mr Fox was going to be tail-less forever.  
b. Mrs Fox thought that Mr Fox's tail was the finest tail for miles around.  
c. The farmers shot Mr Fox's tail.
2. *She sat up, shaking all over. "Are you sure?" she whispered. (The Terrible Shovels)*
  - a. Who whispered and to whom?
  - b. When did she ask this?
  - c. What did Mrs Fox do after this?**Ans:** a. Mrs Fox whispered to Mr Fox.      b. She asked him this question when Mr Fox woke her up and told her that the farmers were digging them out.  
c. Mrs Fox started crying. She gathered her four children and held them tight.