

THE READER OF BOOKS

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

Learning Outcomes

- To infer that Matilda is blessed with a unique talent
- To reflect on what they have read
- To infer the importance of encouragement



Pre-reading

Icon. Assessment for learning

This focusses on *assessment for learning* and helps students understand the books available in a library and how Matilda is different.

1. Ask students whether they like going to the library; what kind of books they like to read.

2. Initiate a discussion in class about their visit to their school library.

Ask students: *What did you see? How did you feel being there? Did you want to run around and play or did you want to just sit down and read? What is fascinating about being in a library?*

READING

Students read to comprehend and infer

Play the audio track / Read the text aloud.

Once the students have listened to the audio track, read the text, offering explanations wherever necessary.

Having completed the lesson, ask students to read silently and carefully such that they are thorough with the text.

Now ask them to open their notebooks and write down the answers to the questions that you will be asking them.

This is to help you monitor whether they have understood the lesson.

What kind of a girl was Matilda? Use any two adjectives to describe her

Suggested answer, please accept any logical response.

Matilda was a curious and intelligent girl.

(Other suggested adjectives include, but are not limited to: *confident, polite, friendly, smart*)

This question will help students analyse and lead them into comprehending that Matilda was an extraordinary child.

The following are the questions in sequential order. Some of these are inferential and may require prompts. (You may add more)

- Why do you think Matilda came alone to the library? (Free response)
- Why is it that no one came in search of her? (Free response)



- Why did Mrs Phelps ask Matilda, “You mean you’ve looked at the pictures?”

(Children as old as her did not read the books so fast. When Matilda told Mrs Phelps that she had finished all the children’s books, she thought that Matilda had been looking only at the pictures)

- What makes us think that Matilda is a serious reader? (Matilda told Mrs Phelps what she thought about the books she had read/ She commented about the books she had read)
- Could you pick out a line from the text that tells that Matilda was loved by the librarian and that she loved to have her there?
- Pick out a line that indicates her love for Dickens’ novel.

Why was Mrs Phelps stunned? (Mrs Phelps was stunned because Matilda was only four years and three months old but she had already read every book in the children’s section. She wanted to read books other than the ones in the children’s section after that.

How do you say “I loved it” in your home language? (Free response)

Post-reading

Ask students to:

Write a short paragraph about Matilda: What is it that you admire in her?

GRAMMAR

Functions of adverbs

Write on the board: *Mala ran quickly.*

Now ask students:

Can you identify the verb/action word in the sentence? (*ran*)

How did Mala run? (*quickly*)

What is the function of the word *quickly*? What does the word do in the sentence? (Tells how the action is done)

Explain that

the word ‘quickly’ in the sentence is an *adverb*.

an **adverb** is a word or a phrase that tells us more about verbs, adjectives and other adverbs.

Example:

- Mala ran *quickly*. (tells us more about the verb ‘ran’)
- Mala’s umbrella is *too* big. (Tells more about the adjective ‘big’)
- Mala drives *very* fast. (Tells more about the adverb ‘fast’)

VOCABULARY

Antonyms using prefixes

Follow the input given in the Reader

LISTENING

Listen and act

Write the instruction words on the board:

move forward • now turn right • turn left • again move forward • now, go backward

You may add more to the list from the Reader.

turn to your left • take five steps • stretch your left hand and so on.

Direct a couple of students to enact the instructions blindfolded as you call out.

Once students are familiar with the instructions proceed to the task.



SPEAKING

Making suggestions

This task focusses on *assessment as learning*. The fun activity helps students learn to make suggestions using appropriate words of communication, as they do the task.

Follow the inputs given in the Reader on how to make suggestions while discussing in a group.

Explain that:

Suggestions are sometimes in the form of questions: *Why don't we all play hide and seek?*

How about having an ice-cream? and so on

Or, they are in the form of statements: *Perhaps, we could go for a coffee. Let's hire a taxi...*

Enunciate these sentences and the ones in the Reader with the correct intonation and let the class repeat after you.

Divide the class into groups of four. Direct each group to role-play the conversation. Proceed to the task.

Monitor the activity.

WRITING

Linkers

Note: Help students set their objectives in writing (Why do I want to write this?). Guide them through every step.

Why do I describe something using simple linkers?

to show the order of events of an incident

to tell readers about the relationship between ideas/things

to combine shorter simpler sentences to longer complex ones

How do I use linkers?

Step 1: Make a list of linkers and sequencing expressions:

and, but, although, yet, even though then, after that and so on...

Step 2: Write an outline of the story you would like to describe:

Step 3: Now work on the story itself. As you write the story, add linking words to show the sequence of events. Make sure you use the right linking words.

PRONUNCIATION

Confusing words

Let students read the words aloud along with you or repeat after you one row at a time. Draw attention to the way the stress is laid on the target syllables. Ask students whether they noticed any difference in pronunciation in any of the words. Let them circle the one that is different.

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.

STUDENTS' BOOK ANSWER KEY

The Reader of Books

Pre-reading

Free response.

Comprehension

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

B. 1. a. Mrs Phelps had been watching Matilda in the library.
b. She went to her and asked, "Can I help you, Matilda?"

2. a. Mrs Phelps said this to Matilda.
b. Matilda replied, "Yes, but I've read the books as well."

3. a. Matilda liked *The Secret Garden* best of all.
b. She liked this book because it was full of mystery.

4. a. Matilda asked for a really good book that grown-ups read. She didn't know any names.
b. The librarian gave her *Great Expectations* by Charles Dickens.

C. 1. *Suggested answer (accept any logical answer):* Mrs Phelps found it difficult to choose a book for Matilda because she had finished reading all the books for children. She was too young to read books for grown ups.

2. *Suggested answer (accept any logical answer):* Mrs Phelps felt sad because she used to enjoy watching Matilda read with so much interest. She did not want to disturb her by asking her to leave.

Grammar

A. 1. "Why are you late?" Nong's mother asked angrily.

2. Madhu clumsily dropped the bowl.

3. Swapnil does not disturb anyone. He does his work quietly.
4. That vase is made of glass. Please lift it carefully.
5. Madhur was tired. He walked slowly.
6. Our teacher asks us to write neatly.

- B.**
1. This hat is (too) big for me.
 2. That tree is (very) old.
 3. Olga was a (little) afraid.
 4. My answer was (almost) right.
 5. The film is (quite) scary.
 6. She is (too) scared to watch it.

Vocabulary

- | | | | |
|---------------|--------------|---------------|-------------|
| 1. impossible | 2. incorrect | 3. uncommon | 4. impolite |
| 5. unequal | 6. invisible | 7. incomplete | |

Writing

Free response

Punctuation

1. I like chocolates, muffins and pastries.
2. There are three books, one pencil box and one ruler in my bag.
3. Janitha, Uma and Joy are best friends.
4. The lion, giraffe, zebra and crocodile are my favourite animals at the zoo.
5. Friday, Saturday and Sunday are my favourite days.

Pronunciation

1. cloud — proud — shroud — (root)
2. hunt — blunt — (jute) — front
3. catch — (watch) — scratch — match
4. reach — beach — (sweat) — peace
5. enough — rough — tough — (though)

ANSWER KEY TO WORKSHEET 12

- A.** 1. quietly 2. slowly 3. bravely 4. angrily 5. quickly 6. brightly
- B.**
1. That table is (very) old.
 2. The glass is (almost) full.
 3. That box is a (little) heavy.
 4. The film was (too) long.

5. This dress is slightly old.

6. That shirt is too small for me.

- C.** 1. unsure 2. unhappy 3. impossible 4. incorrect
5. impolite 6. incomplete 7. unpleasant 8. invisible

- D.** 1. a. giant: very big
b. tender: delicate
c. upright: erect

2. a. The Oak tree said that the slightest breeze that blew made the Reeds bow their heads, while he, the mighty Oak, stood upright and firm.
b. The plants asked the Oak not to worry about them. The winds did not harm them. They bowed before the Wind and so, they did not break. They told the Oak that he had stood firm so far but the end was coming.
c. The Oak stood proudly and fought against the storm, while the plants bowed low. The wind became furious and started to blow with more force. All of a sudden, the great tree fell, and lay among the plants.

QUESTION BANK

The Reader of Books

A. Answer in brief.

2. Which book did Matilda like the best and why?

Ans: Matilda liked *The Secret Garden* best of all. It was full of mystery. In the book, she liked the mystery of the room behind the closed door and the mystery of the garden behind the big wall.

3. Which famous book did the librarian give Matilda and how long did she take to read it?

Ans: The librarian gave Matilda 'Great Expectations' by Charles Dickens. It had four hundred and eleven pages and she finished reading it within a week.

B. Answer in detail.

1. What did Matilda do one day and why was Mrs Phelps surprised to see her?

Ans: Little Matilda got out of her house alone, one day. She walked to the public library in the village. Mrs Phelps was in charge of the library and Matilda asked her if she might sit and read a book. Mrs Phelps was surprised as such a tiny girl had come to the library without her parents, but she welcomed her.

2. 'Mrs Phelps could *hardly take her eyes off* the small girl at the far end of the room.' Why so?

Ans: The little girl Matilda was reading 'Great Expectations' at the age of four years and three months. It was a strange sight to see her, sitting there with her feet not even touching the floor as she read about the wonderful adventures of Pip and old Miss Havisham and her house with great interest and Mrs Phelps could hardly take her eyes off her.

C. Choose the right answer.

Matilda

- loved to read only books that were full of mystery.*
- wanted to also read books that grown-ups read.*
- was happy reading just children's books.*

Ans: b

D. Read the lines and answer the questions.

1. "They're over there on those lower shelves." (*The Reader of Books*)

- What was there on the lower shelves?
- Who asked her for them?
- What did he/she do every afternoon?

Ans: a. The children's books were on the lower shelves.

b. Matilda, a tiny girl, asked her for the books.

c. Every afternoon, she came to the library and read the books.

2. "A great number, Shall I choose you another?" (*The Reader of Books*)

- Who said this and to whom?
- What did the girl ask her for?
- Which book of the same writer had she read?

Ans: a. Mrs Phelps said this to Matilda.

b. Matilda asked her for another book by Charles Dickens.

c. She had read 'Great Expectations' by the same writer.