

## TRAPPED!

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

### Learning Outcomes

- To understand the fear of a wild animal
- To deduce the underlying message of the text
- To identify with the actions of people when confronted with the unfamiliar
- To initiate a discussion on what provokes wild animals
- To sequence events in the lesson



### Pre-reading

This section focuses on *assessment for learning* as it prepares the reader for what is to follow.

Write the title on the board: 'Trapped!'

Have students brainstorm in their groups and predict what the story might be about?

Encourage imagination and creativity. Have groups share their answers with the class.

Initiate a discussion with the Pre-reading section questions given in the Reader.

## READING

*Students comprehend the text and note the sequence of events*

Tell students that the story has a *beginning, middle and end*.

Tell students to listen to the story carefully and note the correct sequence of events, after the entire story is read. Give each student a chance to contribute one sentence to retelling the story.

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

### Beginning

- *The bear padded down ... But it was too late.*

*Why do you think the bear sniffed the air? (Unfamiliar surroundings) Did this bear seem to be ferocious? How does the writer introduce the main character? (It softly walked in without disturbing others, seemed gentle, its*

*physical features is described in a way that it seemed a cuddly bear)*

*Say if the bear seems to be cruel / mean / curious / old / playful / unkind / friendly.*

*(Ans: curious, playful, friendly)*

Note the change in scene from a path in the village to a normal day in a village household.

*What caught the eyes of the bear? (The polished brass plate which the girl was scrubbing) 'He purred softly'. What does this tell you about the bear? (It did not come to harm anyone.) Why did the plate drop from the girl's hands? 'What was that noise?' What made the bear frightened? Who was more frightened – the girl or the bear? What made the bear 'shudder through his bones'? What was the new danger he smelt? (Dogs)*

It was 'too late' for \_\_\_\_\_.

(Ans: him to take the same road that he had taken to come from the forest.)

### Middle

- *The road seemed full of humans... snarled from below.*

*What does the writer mean when he says, 'The road seemed full of humans'? (The poor bear felt that there were too many humans overpowering him.) Why did the bear run as fast as he could? What did the bear see through the cloud of dust? Was this necessary?*

*Why do you think the children and the dogs are chasing the bear?*

(Ans: Free response)

*Why did he lose his way? (He was confused and terrorized by the barking dogs and shrieking children.) When did the bear feel trapped? Why did the bear hit the dogs with a paw? (The dogs dug their teeth into his legs.) What happened when he jumped into the well? Why did the bear get angry and snarl? (As self-defense)*

- *All of a sudden ... Can someone get a ladder?"*

*What made the bear suddenly stop snarling? What was her reaction to the situation? (She asked them to stop the bear-chase as it*

*had not harmed them.) What did one of the children reply? Do you think the children will help her rescue the bear from the well?*

### End

- *"I can," said a small boy, Lakshman ... green fields back into the forest.*

*"We musn't frighten the little fellow?" Why did she say this? (Her compassion for the frightened bear) How did she speak to the bear? (Softly)*

*Is he still afraid?*

(Ans: Yes, he is still afraid.)

*How did the girl save the animal? Which line shows that she was reassuring the bear not to be afraid? (No one is going to hurt you.) Was the bear rescued in the end? Where did it go?*

### Post-reading

#### Group work

A. Tell the groups that they will now prepare a chart or orally call out sentences to show the order of events / sequence of the story.

B. Discuss

What is the message of the story?

(Suggested answer: Animals are more afraid of us than we are of them. Don't harm them.)

## GRAMMAR

## The present continuous and the past continuous tense

### The simple present continuous tense

Tell a few students to mime an action and ask the rest of the class to guess what they are doing?

Example: *Rani is combing her hair. Rahul is jumping.*

Tell students:

We use the present continuous tense

- to talk about an action that is going on at present. *Rohit is playing football now.*
- to talk about a temporary action that may not actually be happening at the moment of speaking. *Sarala is swimming these days.*

- to talk about something that has been planned in the near future. *I am going to the zoo after my test.*

### Activity

Tell students to get into groups of six.

Allow them to look at a particular picture in the book and each group should frame 10 sentences to describe the picture.

They must use the present continuous tense.

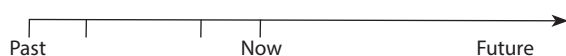
The group that makes the maximum number of correct sentences is the winner.

This is a timed activity.

### The past continuous tense

Draw this timeline on the board.

#### was watching    telephoned



Write on the board:

Dad was watching TV when Seema telephoned.

Ask students:

- Is Dad watching TV now? (No)
- Was Dad watching TV when the phone rang? (Yes)
- Is Dad / Seema talking over the phone now? (No)
- Did a shorter action happen in the middle of a longer action? (Yes)
- Are both the actions complete? (Yes)

Tell students:

We use the past continuous tense

- to talk about an action that was going on for a period of time in the past. *At 10 last night, I was reading a book.*
- with the simple past to show that an action was already going on when another action happened. *Manu was watching a film when he heard a loud sound.*

### Activity

- Divide the class into two groups.
- Select a mystery case you can work around. For example: The mystery of the stolen diamond / car.
- You must investigate this case by asking questions. One group (with only 6 students) will ask (detectives) and the other group (suspects) will answer the questions.
- The suspects each have to create a story of where they were and what they were doing at the time of the theft.
- Encourage them to use the Past Continuous tense by only asking questions about the time of the theft. For example: *What were you doing at ten o'clock last night?*

**VOCABULARY****Synonyms, similes**

Follow the inputs given in the Reader.

**LISTENING****While-listening — news report**

Tell students that they are about to listen to a news report about a tiger that has fallen into a well. The information will be factual.

- Instruct them to listen carefully and complete the sentences after listening.
- Allow them to read the questions before hearing the audio.
- Inform them that the recording will only be played twice.
- Now play the audio track. Let the students listen carefully. Instruct them to write the answers to the questions. Give students sufficient time to write their answers.
- Play the audio track one more time so that they may include any missed out information.
- Check their answers.

**SPEAKING****Express sympathy**

Ask students how they would react to a friend if she/he said that they

- lost their bag
- were not feeling well yesterday
- did not do too well in the class

Elicit reactions and responses from the class and ask volunteers to demonstrate the situations and reactions. Ask students for more ways in which people express sympathy and responses we may give for sympathy shown. Write the answers on the board. Add words from the table and ask students to state the appropriate response for each sympathy phrase.

Showing Sympathy	Response
● I am sorry to hear that...	● Thank you
● I am really sorry...	● Never mind, thanks
● That must be awful...	● It's ok
● Oh dear!	● Thanks
● I hope you feel better soon.	
● I hope things get better soon.	
● That's a pity!	
● That's unfortunate!	

a) Put students in pairs. Ask them to choose the correct answers for these questions.

1. Anand: I lost my motorcycle last night.

Ria: .....

- A. That's great!
- B. How lucky you are!
- C. I am sure you did it.
- D. I'm sorry to hear that.
- E. I agree with you.

2. Deepika: ...

Beena: I'm sorry to hear that.

- A. I will celebrate my birthday in a grand manner tomorrow.
- B. I won the competition.
- C. I've lost my computer.
- D. My mother is travelling to the North Pole.
- E. I have finished my project.

b) Give each pair different situations. Ask them to show sympathy and respond to sympathy shown, taking turns.

- I could not come to school yesterday because I was not well
- I lost my computer

Continue the activity with questions from the Reader.

## WRITING

## Dialogue

### Features

A **dialogue** is a conversational exchange between two or more people. It is used to receive or give information, to express one's ideas and thoughts and to build relationships. Writing a dialogue is an art.

### *Setting the objective*

*Reason for writing the dialogue: Why do I want to write this?*

Guide students through every step. Share the sample guidelines with them but encourage them to write their own composition.

The first line of the dialogue has been given. The students will have to complete the dialogue using their imagination.

### *Sample Exercise*

Complete the following dialogue between Ajay and Sonia about Ajay's health.

Sonia: Hello Ajay how is your health now?

Ajay: I am feeling much better. Thanks for asking. (Use short sentences.)

Sonia: Was it serious? I heard you had to be rushed to the emergency. (Ask questions to keep the conversation going.)

Ajay: Yes that's true; it was a case of dehydration.

Sonia: Oh yes, you need to have plenty of fluids, we have been experiencing an extremely hot summer this year. (Give advice or suggestions.)

Ajay: Yes, I need to be more careful and drink plenty of water. (Accept advice or suggestions.)

## PRONUNCIATION

/sp/

Read the list of words and sentences as given in the Reader. Draw attention to the way the stress is laid on the target syllables /sp/. Demonstrate the difference in sounds – **spin** and **spoon**, and ask them to enunciate correctly. Monitor the activity and correct students if required.

## STUDENTS' BOOK ANSWER KEY

### Trapped!

#### Pre-reading

*Free response*

#### Comprehension

- A.**
1. The girl shrieked because she was scared to hear and see the bear.
  2. The bear was terrified by the sound of dogs barking.
  3. The bear was running in order to escape from the children chasing him with raised sticks and the barking dogs.
  4. When the bear found he was trapped, he jumped into the well.
  5. When Meera came, the stones stopped falling, and the cries and shouts stopped.
- B.**
1.
    - a. 'He' refers to the bear.
    - b. The bear did not understand why the children were chasing him with raised sticks or why the dogs were barking at him. The cries of the children and the wild barking of the dogs terrified him. Thus, he felt confused.
    - c. The bear was so terrified and confused that he was unable to think clearly. He somehow wanted to get away from there but he could not go back the way he had come because that seemed to be filled with humans. So, he ended up rushing into a lane that led to a square that was walled in on all sides, with an old, dry well in the middle. The bear reached the well and looked around. There was no place to go or hide. This is how the bear got trapped.
  2.
    - a. Meera said this to the children.
    - b. When Meera asked the children why they had been torturing the bear, one of them said that they had not meant any harm. Since the bear had frightened the girl, they had wanted to scare him as a joke. At this, Meera said these words.

c. *Answers may vary. Please accept all logical answers.*

3. a. Meera said these words because they would be able to rescue the bear by lowering the ladder, that Lakshman had brought, into the well. It would allow the bear to climb up the ladder and get out of the well.
- b. At first, the bear, who was still afraid, treated the ladder with suspicion and clawed at it wildly. But after Meera reassured him that the ladder would not harm him, the bear stepped back and sniffed at it curiously. Then, he slowly climbed up the ladder, one step at a time, and on reaching the top of the ladder, leapt to the ground. This is how the ladder helped them to rescue the trapped animal.
- c. Meera helped the bear by talking soothingly to him to calm him down and reassure him that she was a friend and nobody would hurt him anymore. Then, she found out a way to get him out of the well. She lowered the ladder that Lakshman had brought, while reassuring the bear that the ladder would not harm him and encouraging him to climb up the ladder and get out of the well. This is how she helped the bear.

**C.** 1. *Answers may vary. Please accept all logical answers.*

2. a.
- The bear did not understand the cries, but the wild barking of the dogs terrified him.
  - He wanted to get away somehow from the dogs and the screams.
  - Confused with terror, he lost his way.
- b.
- All of a sudden, the stones stopped falling, and the cries and shouts stopped.
  - Everybody held her in high regard and the children knew that their bear-chase would displease her.
- c.
- He heard the sound of her kind and gentle voice and felt that, somehow, this was a friend.
  - There was something in her voice that comforted him.
3. The young bear behaved like a young human being. Like human children, he was curious and so peeped to see what was happening in the courtyard. The sudden sound of the utensil falling and the girl's shriek scared him, and like a human child, he drew back a step or two and wanted to get away from there. Like any human being, the bear was scared and angry when he felt cornered. The frightened bear calmed down when he heard Meera's soothing voice. Like any human in danger, he too was looking for a friend. Initially, he was afraid of the ladder but when he realised that it would not harm him, he calmed down and climbed up the ladder. The bear also felt and showed his gratitude, a feeling we usually attribute to humans, when he bowed after getting out of the well.

### **Grammar**

- |                            |                 |                |
|----------------------------|-----------------|----------------|
| <b>A.</b> 2. is playing    | 3. was buying   | 4. was helping |
| 5. are dancing             | 6. were eating  |                |
| <b>B.</b> 2. was beginning | 3. was standing | 4. is eating   |
| 5. are thinking            | 6. was freezing |                |

## Vocabulary

- A.** 1. shrieked                      2. outbreak                      3. hastily                      4. echoed  
5. confused                      6. rim                      7. soothed                      8. emerge
- B.** 1. like a rock                      2. as soft as silk  
3. as smooth as glass                      4. slept like a baby  
5. know it like the back of my hand                      6. as quiet as a mouse

## Listening

Listening text

And now for some regional news. An adult Bengal tiger was found in a well by a villager in the early hours of Tuesday in the village of Manya, near Churai forest, in Madhya Pradesh. The tiger is believed to have entered the village in search of water and stumbled into the open well. It was found by Bholu Singh, a teacher at the local village school, who went to draw water from the well at 5 a.m. When Singh let his bucket into the well, he heard a loud growl. Shocked, he peeped into the well and saw the full-grown male tiger crouched inside. Singh immediately rushed to the nearest outpost to inform the Forest Department. Within half an hour, a team of forest guards and a veterinarian were dispatched to Manya to rescue the tiger which was weak and thirsty. First, they cleared the area around the well and drove away the crowd of people. The villagers were asked to stay inside their houses. Then, they lowered a ladder into the well and hid themselves at a safe distance. Within 10 minutes, the tiger climbed up the ladder and out of the well. It then disappeared into the nearby forests.

The tiger is believed to have entered the village in search of water. Owing to this year's poor rainfall, water is scarce within the forest, thus forcing animals to come out of the forest in search of water to drink. This tiger was fortunate to have been found in time or else, it could have died from stress and dehydration. Rainfall has been decreasing over the years in many places because of human impacts on the environment. This incident tells us that our careless actions can badly affect the animals who share the earth with us.

Answers

1. Bengal tiger      2. 5 a.m.      3. Forest Department      4. ladder  
5. disappeared      6. water      7. rainfall      8. decreasing      9. affect

## Speaking

*Free response*

## Writing

*Free response*

## Punctuation

1. "I'm going to watch a movie with my friends, Anita and Rashid," said Neha.
2. "It's so hot already," said Meeta, "and it's not even summer yet."
3. "What a lovely sunset!" said Priya.
4. "Take away his weapons!" ordered the general.
5. "Don't go too far off the path," warned their mother.



6. "Where is my red diary and yellow pencil?" asked Rima.
7. "Alas! I have lost my watch," said Shalu.

### **ANSWER KEY TO WORKSHEET 10**

- A.**
1. PR; She is reading a lot of books these days.
  2. PA; Donna was feeling bad because she was not invited to the party.
  3. PA; The students were studying in the lab.
  4. PR: The children are sleeping in a separate room.
  5. PA: He was teaching English five years ago.
  6. PR: The child is sitting on the swing.
  7. PA: She was standing behind Arun in the line.
  8. PR: The train is leaving in half an hour.
- B.**
- |                |              |             |
|----------------|--------------|-------------|
| 1. mischievous | 2. careless  | 3. confused |
| 4. content     | 5. miserable | 6. friendly |
- C.**
- |  |                                  |
|--|----------------------------------|
| 1. shake like a leaf – squirrel                | 2. as happy as a child – Grandpa |
| 3. quick as lightning – thief stole the wallet | 4. slept like a log – farmer     |
| 5. ran like frightened rabbits – children      | 6. as hard as rock – cake        |
- D.** *Free response*

## QUESTION BANK

### Trapped!

#### A. Answer in brief.

The dish fell from her hands, and she shrieked, "Bhalooo!!!" Who was more frightened – the girl or the bear?

Free response. *Suggested answer:* The bear was more frightened than the girl because it could not even understand all the sudden noise that came from the plate falling down, the girl shrieking, the children shouting and the dogs barking.

#### B. Answer in detail.

Describe what the bear saw when it entered the village.

**Ans:** The bear saw a peaceful scene on a normal day in the village. An old woman was sitting on a cot. A girl was sitting near the cot, scrubbing a brass plate with ash and sand. The polished plate sparkled in the midday sun, and this glare hit the bear's eyes.

#### C. Choose the correct answer.

*Why did the bear come to the village?*

- It came to steal food.
- It came to harm the people.
- It came because it was curious.

**Ans:** c

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

*"We musn't frighten the little fellow?"*

- Who said this? To whom was it said?
- Why did she say this?
- How did she speak to the bear?

**Ans:** a. A girl who had compassion for animals said this to the children who were trying to chase away the bear with sticks.

b. She said this because they were harming the bear and she had compassion for the frightened bear.

c. She spoke to the bear softly.

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

- Why did the road seem 'full of humans'?

**Ans:** The little bear was so confused when it heard the sudden outburst of noise and saw the children and dogs chasing it. The bear felt that there were too many humans overpowering it.

- What did the bear see through the cloud of dust? Was this necessary?

**Ans:** The bear saw a gang of children with raised sticks with dogs, close on their heels. No, it was not required to scare the bear away as it was already terrified and it had not come to harm them.

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

What do you think is the message of the story?

**Ans:** The writer vividly describes how humans try to frighten away a little bear that innocently enters a village. It is curiosity that brought the bear to the village, yet the people treated it as though it were a criminal. They chased it with sticks and dogs. The writer clearly says that 'Animals are more afraid of us than we are of them. We must not harm them.'