

THE SECRET GARDEN

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

Learning Outcomes

- To recognise the element of mystery in the story
- To note the qualities of the main character
- To note the sequence of events leading to the discovery of the secret garden



Pre-reading

This section focuses on *assessment for learning* as it informs and prepares the reader that there is an element of mystery in the story.

1. What would you expect from a story about a secret garden?
2. Would you be brave to open a place that was locked up for ten years? Why or why not?
3. Encourage students to do the Pre-reading section in the Reader.

READING

Students read to comprehend and infer

Note: Use appropriate voice modulation and read the following excerpt slowly, to create the desired natural setting in the classroom. Pause occasionally to share what the student sees in her/his mind and the emotions she/he is feeling.

Tell students that this extract from a longer story has a Beginning, Middle and an End.

- *Ten-year-old Mary...wants to find it.*

The **Introduction** is general in that it introduces the background of how the garden became a 'secret garden'. This is the information given in the Pre-reading section.

What important information does the introduction provide? (That the central character is curious to find the secret garden)

- *Mary Lennox looked at the key...pleased her very much.*

The **Beginning** is specific in that it introduces the main character and describes the key to open the secret garden.

How does the episode open? (With observing a key) *What does the key indicate?* (That the rest of the story is about what the key will open and that there is an element of mystery) *Why was Mary curious about the garden?* (It was kept locked up for several years.) *Why did she look forward to finding the garden?* (She was a curious girl and expected to see something strange there. She also hoped to play on her own with no one to see what she was doing.)

Would you want to visit a garden that has been closed for ten years? What would it look like?

(Ans: Free response)

The **Middle** introduces the supporting characters that help develop the sequence

of events which lead to the discovery of the door to the secret garden.

- *Presently, Martha came holding...play with your rope."*

Who is the new character introduced here? What do you think Martha must have brought her? Would it be anything connected with the secret garden? Allow students to predict. Tell them that there is no problem if the answer is not right.

What encouraged Martha to skip till a hundred? (The interested and curious face of Mary) Did Mary usually thank a person? Why? How did Martha reciprocate? (Awkwardly)

What does this action tell you about Mary?

(Ans: We see how Mary is changing and becoming a more polite and grateful person.)

- *The skipping rope was... but it finally turned.*

Did Mary like the skipping rope? Where did Mary skip? Who did she meet there? Who are the two new characters introduced here? (Ben Weatherstaff and his robin) Who was curious about Mary's skipping rope? (Ben's robin) Was Mary enjoying her skipping? Who followed her? Is there anything mysterious about the story so far? (No, everything seems normal)

Mary tells the robin "...but I don't believe you know." Do you think the robin knew where the

door to the secret garden was? What happened when Mary went close to the robin? (There was a sudden strong gust of wind and some loose ivy swung aside. It was then she thought she saw a round knob.) Why did her heart begin to thump and hands shake in excitement and delight?

Predict: Had she found the door to the secret garden?

The **End** concludes the narrative with the discovery of the secret garden and the excitement of the central character.

- *Mary took a long breath ... inside the secret garden.*

Why did Mary have to use both hands to open the door? (It was kept shut for ten years and probably must have rusted.)

Mary looked behind to see if anyone was coming because _____.

(Ans: she wanted to keep it a secret)

Why was Mary breathing heavily? (She was excited because she found the secret garden.)

Post-reading

Retelling the story: Have students retell the story in their own words. Let each student give a sentence each.

GRAMMAR

Subject-verb agreement

Tell students that there are three items that work together to form a complete sentence. Allow them to guess. Write these three items on the board:

* Subject * Verb * A complete thought

Elaborate the following points according to the level of your class: SVA is necessary for the sentence to be correct. / In SVA, subject and verb must agree in number.

Basic Rule: A singular subject (*she, Divya, bus*) takes a singular verb (*is, goes, moves*), whereas a plural subject takes a plural verb.

Example: *The list of items is / are on the desk.* If you know that *list* is the subject, then you will choose *is* for the verb.

	Singular	Plural
I person	I do / don't	we do / don't
II person	you do / don't	you do / don't
III person	he / she does / It does	they do / don't

I read a book every day.

You read a book every day.

We read books every day.

Ask students for more sample sentences using the table put up on the board. List these sentences on a chart paper/the board

Group Activity

Distribute old magazines, newspapers, scissors and glue. Ask students to find and cut out three pictures of a subject and three pictures of a verb. They may be singular or plural, but they must agree. Ask students to create sentences, using pictures for the subject and the verb and supplying the words for the rest. Show several prepared examples. You might find a picture of a group of boys and a picture of someone playing football. The sentence would say: *The boys play football after school.*

VOCABULARY

Binomial expressions

Write the following words with blanks on the board. Ask students to guess the words. Fill in the correct words.

Step by _____ (step)

Hustle and _____ (bustle)

Sooner or _____ (later)

Short and _____ (sweet)

Touch and _____ (go)

Explain that

- these are fixed expressions and are called binomial expressions.
- they are used in pairs.
- these cannot be changed and the word order cannot be reversed either.

Brainstorm for a few more binomial expressions.

A few examples: *back and forth, ups and downs, null and void, wait and see, more or less*

LISTENING

While listening: dictation— unseen passage

Tell students to listen to a passage from another part of *The Secret Garden*. Tell them that as they hear the audio they must take down the passage. Play the recording and instruct them to write the passage in their notebook.

Play the recording a second time and ask them to fill in the details they had missed out the first time. Check their answers.

SPEAKING**Express doubt**

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

- tells you there is a holiday tomorrow due to the rains
- informs that you have been chosen as the best speaker in school

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 disbelief or clear doubts. Write the answers on the board. Add words from the table given in the Reader and ask students to state the appropriate response for each phrase.

WRITING**Notice**

Note: Help students set their objectives (Why do I want to write this?)

Guide students through every step. Share the guidelines with them but encourage them to make their own notice.

What is a notice?

A notice is a very short piece of writing in formal style. Individuals and organisations use it to announce events and celebrations or to give information. A notice should:

- give complete information
- be clear and lucid
- be in easily understandable language

How do I write a notice?

For any type of notice, the following points should be followed:

- It should be given an appropriate heading
- Mention the date, time and venue
- Include the name of the person/organisation issuing the notice
- Include the contact person's details

Activity: Divide the class into groups of 4. Let them create an A4 size notice for the question in their books.

STUDENTS' BOOK ANSWER KEY**The Secret Garden****Pre-reading**

Free response

Comprehension

A. 1. T 2. F 3. T 4. F 5. T

- B.** 1. a. Martha said this to Mary.
 b. Martha had brought a skipping rope for Mary.
 c. *Answers may vary. Suggested answer:* Yes, it had the desired effect because when Mary saw Martha skipping, she was very interested and filled with curiosity. In fact, she was very excited and tried to learn skipping.

2.
 - a. Ben Weatherstaff, the gardener at Misselthwaite Manor, said these words to Mary.
 - b. Here 'he' refers to the robin.
 - c. When Mary skipped and reached the kitchen garden, where Ben was busy digging, Ben said these words. He encouraged Mary to continue skipping, saying that the robin was looking at her.
3.
 - a. Mary said these words to the robin.
 - b. Mary was in her own special walk in the garden.
Mary had gone to skip there. She had wanted to skip the whole length of it, but before she had gone half-way down the path, she had felt so hot and breathless that she had had to stop. When she stopped, she saw the robin there, swaying on a long branch of ivy, and said these words to the robin.
 - c. Mary said these words because she thought that since the robin had shown her where the key to the secret garden had been, he might also know where the door to the secret garden was, but then she thought that that was not possible.

- C.**
1. *Answers may vary. Accept all logical answers. Suggested answer:* Yes, it was the right kind of gift for Mary. It piqued her curiosity and she was very interested in it. She was excited to learn skipping and started practising immediately. She even went out into the garden to practise. It also brought about a positive change in Mary—she began to appreciate what others did for her and was filled with gratitude. Though new for her and it made her feel awkward, she made the effort to thank Martha for the gift.
 2. At the very beginning of the text, we get to know that the robin had helped Mary find the key. The robin used to follow Mary around and although it did not lead Mary to her favourite path, it led Mary to the place where the door was when it suddenly flew from his swinging spray of ivy on to the top of the wall and sang a loud, lovely trill. This drew Mary's attention and just as she stepped close to the robin to look at it, a sudden strong gust of wind swung aside some loose ivy trails and Mary spotted a round knob. She immediately jumped and pulled and pushed aside the ivy and saw the door to the secret garden. It seemed as if the robin had sat there and sung the trill on purpose; if it had not done so and had the wind not blown just at that moment, Mary would not have spotted the knob on the door to the secret garden.
 3.
 - a. Mary was curious about the secret garden. She had wanted to find the key to it in order to see what was inside the walls and what had happened to it while it had been closed for so many years and the old rose trees.
 - b. From Mary's conversation with Martha, we learn how excited she was to get the skipping rope and wanted to learn skipping. She was also pleasantly surprised that someone had got a gift for her. She appreciated the gift and with childish apprehension asked if she would be able to skip like Martha. She also acknowledged the gift and thanked Martha for it. It was a new thing for her as prior to that she had neither noticed when others did things for her nor thanked them for doing so. As given in the introduction, we see Mary becoming friends with Martha.
 - c. This shows how excited Mary was to learn something new and also that she had the determination in her to keep trying till she succeeded.
 - d. Mary wanted to see the secret garden because it had been shut up for a very long time and thus would probably be very different from other places. We also get to know that Mary was comfortable being by herself; in fact, she was pleased at the thought of playing all by herself there.

Grammar

- A.** 2. is 3. needs 4. is 5. is 6. are
B. 2. is/was 3. were 4. is 5. is 6. plays

Vocabulary

1. to and fro 2. spic and span 3. up and down
4. safe and sound 5. loud and clear 6. Rise and shine

Listening

Listening text

But she was inside the wonderful garden and she could come through the door under the ivy any time and she felt as if she had found a world all her own. The sun was shining inside the four walls and the high arch of blue sky over this particular piece of the property seemed even more brilliant and soft than it was over the moor. The robin flew down from his tree-top and hopped about or flew after her from one bush to another. He chirped a good deal and had a very busy air, as if he were showing her things. Everything was strange and silent and she seemed to be hundreds of miles away from anyone, but somehow she did not feel lonely at all.

Speaking

Free response

Writing

Outdoor Games versus Indoor Games

Inter-house Debate Competition

on 22nd April, 2024

from 9.00 a.m. to 12 noon

at Main Auditorium, National High School

All students of class V who wish to participate are to give their names to the House Captains on or before 15th April 2024

Dictionary Work

Answers may vary. Please accept all logical answers.

ANSWER KEY TO WORKSHEET 12

- A.** 1. The doors of the house are open.
2. Blue whales are the largest mammals in the world.
3. Neither Ravi nor Jiya has seen the film.
4. We will have a lot of fun at the picnic.
5. All the children are in the hall.
6. Each of the students is responsible for keeping the classroom clean.
7. Sheela's daughter and Rama's son are very naughty.
8. The bunch of grapes is now ripe.

- B.** 1. b 2. a 3. e 4. h 5. c 6. d
- C.** 1. time and again 2. Then and there 3. mix and match
4. wear and tear 5. by and large 6. pick and choose
- D.** *Free response*

QUESTION BANK

The Secret Garden

A. Answer in brief.

How did Mary discover the door to the secret garden?

Ans: When Mary went close to where the robin flew, she felt a sudden strong gust of wind and some loose ivy swung aside. It was then she thought she saw a round knob. This was the knob of the garden door.

B. Answer in detail.

What information did Mary Lennox gather about her aunt and uncle? Who tells her about them?

Ans: Mary Lennox came to England to live with her uncle, Archibald Crav. It is then she found out that her aunt, Liliias, died ten years ago. Liliias used to spend hours in her private garden, but had unfortunately died in an accident in the same garden. After this, Mary's grief-stricken uncle had locked the garden and buried the key. Mary's help, Martha tells her about this.

C. Choose the correct answer.

Mary Lennox was curious about the garden because _____

- a. it was a good place to play.
- b. it was closed for ten years.
- c. it held secrets about her uncle Archibald Crav.

Ans: b

D. Read the lines and answer the questions.

"You keep on," said Ben. "Just see how he's watchin' you,"

- a. Who was Ben talking to? What was the person doing?
- b. Who was Ben talking about?
- c. Why did Ben say, "he's watchin' you"?

Ans: a. Ben was talking to Mary who was skipping with her new skipping rope.
b. He was talking about his robin.
c. Ben says this because he knew that the robin was curious to know what the skipping rope was, as it had never seen one before.

E. Answer in detail. (Think and answer)

What role do the supporting characters play in the episode, *The Secret Garden*?

Ans: The supporting characters bring out the qualities of the main character, Mary and help reveal the incidents that lead to the discovery of the door to the secret garden. Martha helps Mary change and be a polite and grateful girl. When she is given the skipping rope she awkwardly thanks Martha. Ben Weatherstaff introduces Mary to robin that finally leads her to the door of the secret garden.