

## THE THREE MUSKETEERS AND THE FOURTH

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

### Learning Outcomes

- To identify the triggers for conflict
- To develop sensitivity towards the need for peaceful coexistence
- To allow students the opportunity to analyse a text with a historical backdrop
- To comprehend the text with visual support



### Pre-reading

This section focuses on *assessment for learning*. It indicates and prepares the reader for what is to follow.

- Guide students to discuss the questions given in the Reader. Note the relevant points on the board.
- Write the following questions about conflicts, and have each group work on them. Put up their answers on a chart or on the board.

Ask students:

- Can friendships arise out of conflict?
- Conflicts can easily escalate into bigger fights. Do you agree/disagree? Justify your opinion.
- Does there have to be a winner or loser in a conflict?

## READING

*Students read to comprehend, relate text to images, predict, evaluate*

Play the audio track for the introduction and let students listen. / Read the introduction aloud.

*Who is a Musketeer? Who is the fourth person in the story? What is his ambition? What happens to him on the way? Why is the letter important for him?*

Let students take turns to read the parts of the characters and the narrator. Stop after the specified segments to discuss/explain/check comprehension.

### Images 1–2

Ask students:

*What do you notice about the duel? How is this different from a roadside brawl? (There*

*appears to be a show of respect for the fellow-challenger) Who warns the two and what does he warn them against? Why do you think he warns them? What do you think will happen now?*

### Images 3–6

Ask students:

*Does Jussac know the musketeers? Explain why you think so. What is his opinion about the musketeers? What is the rule regarding duels in the kingdom? How does D'Artagnan offer to help? Why do the musketeers hesitate? Why do they accept D'Artagnan's offer?*

### Images 7–9

*Discuss*

*What are the next three images about? (The fight between the musketeers and the*

guards; D'Artagnan's courage and expertise; Jussac's defeat ...) *Who do you think is on the wrong side of law? (Free response)*

### Images 10–14

Explain:

- *the fight between the musketeers and the guards.*
- *why D'Artagnan asked the guard to turn back. (A fair fighter does not attack from behind. It is taken as an act of cowardice)*

### Images 15–18

Ask students:

*Why did Bicarat surrender? What do images 16 and 17 tell us about the musketeers? (They*

were men of honour and respected their opponents) *Why did D'Artagnan's heart soar with joy? How does the story end?*

### Post-reading

Write a paragraph on the following statement with reference to the story:



*Sometimes a friendship is born out of conflict*

*Group work*

Discuss and share with class:

Your opinion about

- *Conflicts bringing people together*
- *Peaceful co-existence*

## GRAMMAR

## Types of phrases

Write on the board:

*a team of players*

Ask students:

*Does the sentence have a subject and a predicate? (No)*

*Does it have a verb in it? (No)*

Explain that a group of words that does not make complete sense by itself is a **phrase**. A phrase does not have a verb.

### Noun Phrase

Write on the board: *bread*

Keep adding words to the noun

*loaf of bread*  
*a loaf of bread*  
*a loaf of brown bread*  
*a loaf of fresh brown bread*

Tell students

- a **noun phrase** is a phrase that plays the role of a noun. The head/main word in a noun phrase will be a noun or a pronoun.

### Adjective phrase

Explain that

- a group of words that has an adjective as its head is called an **adjective phrase**.  
Example: *She was riding a dark brown horse.* (Here the adjective phrase 'a dark brown' modifies the noun horse.)

- adjective phrases can go before a noun (attributive position). They can also go after a linking verb like be (predicative position). Example: *The shirt was brightly coloured.* (Here the adjective phrase '*brightly coloured*' says something about the shirt. It comes after the verb *was*.)

### Adverb phrase

Explain that

- an **adverb phrase** modifies a verb, an adjective or an adverb by providing additional details about it. It can tell '*how*', '*where*', '*why*' or '*when*'.

Example:

- *She speaks in whispers. / I will call in the morning. / I will meet in the park.*
- *Walking is good for one's health.* (Modifies the adjective good)

### Prepositional phrase

Explain that

- a **prepositional phrase** includes a preposition, its object, and any modifiers of the object.
- the preposition's object is the noun or pronoun that follows the preposition.
- prepositional phrases can function as either adjective phrases or adverb phrases to modify other words in a sentence. Example: *The kite with blue stripes is mine.* (*with* is the preposition and *with blue stripes* is the prepositional phrase. Here, the prepositional phrase functions as an adjective modifying the word *kite*.)

Some common prepositions are: *about, after, at, before, behind, by, during, for, from, in, of, over, past, to, under, up, and with.*

## VOCABULARY

## Collocations with *break, make or take*

Ask students to list out words that go with *make, take* and *break*

*make a fortune*

*make a mess*

*make a mistake*

*make a choice*

*take time*

*take a look*

*take a shower*

*take a break*

*break a habit*

*break a promise*

*break a record*

*break the ice*

Encourage them to make sentences with the collocations.

## LISTENING

## While listening – story

Tell students to listen to a story about a king he chooses the best picture that was painted. Allow them time to read the questions before listening to the audio. Ask students to fill in the gaps as they listen. Play the audio track.

Play the recording a second time and ask them to fill in any details they may have missed out the first time. Now have them answer the questions.

Check the answers.



## SPEAKING

## Group discussion

This task can be used for *assessment as learning*. Students take the role of one of the characters and share their opinions with the class on the given topic. The class assesses the opinions shared while they communicate using the right words and expressions.

Allow students to research the internet on the given topics.

**Explain to the class some rules that one has to follow during a group discussion.**

5. Be a good listener.

1. Prepare for the discussion.

2. Maintain a good posture.

### GROUP DISCUSSION

4. Do not show aggression. Be polite.

3. Be to the point and intervene if another candidate takes up too much time.

Follow the inputs given in the Reader. Provide the marking criteria and encourage students to assess other groups.

## WRITING

## Story

*Note:* Help students set their objectives (*Why do I want to write this?*) Guide students through every step. Share the sample guidelines with them but encourage them to make their own composition.

Tell them to read the first sentence and plot out their story before they begin writing it. Allow them time to search the internet for the information on the given topics.

Instruct students to fill in this story map after they have thought of the basic outline to their story.

Now let students prepare a story map and write the main points in each section.

Setting:

Characters:

Setting:

Problem:

Plot / Events:

Resolution:

Title:

Author:

Instruct students to follow the hints for the paragraph structure learnt in earlier classes, and use descriptive language while writing the story.

## STUDENTS' BOOK ANSWER KEY

### The Three Musketeers and the Fourth

#### Pre-Reading

*Sample answers:*

1. No, it holds true for people also.
2. Yes, it means that what matters is how much spirit and courage someone has, and not just how big and powerful they are. It also means that someone who shows spirit and courage in a fight or any other situation should be respected.

#### Comprehension

- A.** 1. D'Artagnan      2. introduction      3. Athos      4. Porthos  
5. Aramis      6. Jussac      7. surrender / be taken in      8. guards  
9. wounded / defeated      10. musketeers
- B.** 1. Jussac said this to the musketeers when he saw them preparing to fight, because it was illegal to fight without the edict.  
2. One of the musketeers said this when Jussac asked them to follow the guards, because he did not want to surrender to Jussac and the guards.  
3. D'Artagnan said this to the musketeers when he saw that they were preparing to fight the guards, because he wanted to help them and become one of them.  
4. This statement was made when Bicarat was facing four enemies and yet was willing to continue fighting. Jussac ordered him to surrender, but the musketeers and D'Artagnan saluted him for his bravery.  
5. D'Artagnan's heart was filled with joy when he was able to help the musketeers win against the guards and when he could walk arm-in-arm with them, victorious and together.
- C.** 1. D'Artagnan said this. *Sample answer:* Yes, I agree with him because in the fight that followed, he showed that he had a similar spirit as the musketeers; he fought bravely and helped them to win. Yes, D'Artagnan is referred to in the title of the text as 'the Fourth'.  
2. Before the fight with the guards, D'Artagnan was supposed to fight all the three musketeers separately as he had managed to annoy all of them. He was about to fight them when the guards arrived. D'Artagnan offered to help the musketeers against the guards because he actually admired the musketeers and wanted to become one of them. This surprised the musketeers, but they must also have been impressed with his spirit. Finally, when the musketeers won the fight with D'Artagnan's help, they were very happy and took D'Artagnan along with them as one of them. So, while they had been angry with the young man before the fight, they accepted him as a friend after the fight.

#### Grammar

- A.** 1. NP      2. AVP      3. AJP      4. NP      5. AJP      6. AVP
- B.** *Free response*

## Vocabulary

- |         |          |          |         |
|---------|----------|----------|---------|
| 1. make | 2. Take  | 3. break | 4. take |
| 5. make | 6. break | 7. break | 8. take |

## Listening

Listening text:

There was once a king who offered a prize to the artist who would paint the best picture of peace. Many artists tried. The king looked at all the pictures. But there were only two he really liked, and he had to choose between them.

One picture was of a calm lake. The lake was a perfect mirror for the snow-capped mountain towering all around it. Overhead was the blue sky with fluffy white clouds. All those who saw this picture thought that it was a perfect picture of peace. The other picture had mountains too. But these were rugged and bare. Above was an angry sky which rain and lightning tore through. Down the side of the mountain tumbled a foaming waterfall. This did not look peaceful at all.

But when the king looked closely, he saw behind the waterfall a tiny bush growing in a crack in the rock. In the bush, a mother bird had built her nest. There, in the midst of the rush of angry water, sat the mother bird on her nest—in perfect peace. The king chose the second picture.

“Because,” explained the king, “peace does not mean to be in a place where there is no noise, trouble or hard work. Peace means to be in the midst of all those things and still be calm in your heart. That is the real meaning of peace.”

Answers:

- |           |              |              |          |              |
|-----------|--------------|--------------|----------|--------------|
| 1. peace  | 2. two       | 3. mirror    | 4. white | 5. mountains |
| 6. bare   | 7. lightning | 8. waterfall | 9. bush  | 10. mother   |
| 11. angry | 12. second   | 13. noise    | 14. work | 15. heart    |

## Writing

*Free response*

## Spelling

- |              |               |                 |
|--------------|---------------|-----------------|
| 1. mention   | 2. expression | 3. registration |
| 4. physician | 5. official   | 6. motivation   |
| 7. admission | 8. dimension  | 9. efficient    |

## ANSWER KEY TO WORKSHEET 2

- A.** 1. AJP      2. AVP      3. NP      4. AVP  
5. AVP      6. NP      7. AJP      8. NP      9. AJP

- B.** 1. heavy: rain, sleeper, traffic  
2. strong: coffee, smell, wind  
3. tough: decision, luck, time

**C.** *Free response*

## QUESTION BANK

### The Three Musketeers and the Fourth

#### A. Answer in brief.

1. Who are musketeers? What do they do?

**Ans:** Musketeers are soldiers who used muskets, a kind of long gun. They are responsible for protecting the French royal family and only the best among the brave are given the honourable title.

2. How did D'Artagnan convince the musketeers to let him join the group?

**Ans:** When the musketeers were attacked by the soldiers, he came forward to help them saying that he has the spirit of a musketeer although he did not have the uniform.

3. Who did D'Artagnan fight with first? What was the result of the fight?

**Ans:** He fought with Jusaac first. He attacked Jusaac from all the sides. Jusaac lost his patience soon and tried to attack D'Artagnan by jumping on him, but he moved aside quickly and severely injured Jusaac.

#### B. Answer in detail.

1. Describe the fight between the musketeers and the guardsmen.

**Ans:** Aramis killed one opponent and was being attacked by another one. Porthos and Bicarat were wounded but were still fighting. Athos, wounded by Cahusac, was looking pale and weak. He soon recovered and turned to fight Cahusac. Aramis forced his opponent to surrender. Porthos was still fighting with Bicarat. Athos and Aramis joined him along with D'Artagnan. Jusaac ordered Bicarat to surrender and he did as ordered.

2. What happened after the fight was over? (*The Three Musketeers and the Fourth*)

**Ans:** The musketeers and D'Artagnan carried the wounded men and left them in the porch of the convent where they had been fighting. Then they left the place and started on their way. The three musketeers and D'Artagnan walked arm in arm, occupying the whole width of the street and taking in every musketeer they met.

#### C. Choose the correct answer.

*How is the duel fought, in 'The Three Musketeers', different from a roadside brawl?*

- a. The duel in *The Three Musketeers* is not fought with deadly weapons.
- b. In *The Three Musketeers* there is no serious animosity between the contestants.
- c. In the duel in *The Three Musketeers* there appears to be a show of respect for the fellow-challenger.

**Ans:** c

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

*Fighting again? What about the edict gentleman?*

- a. Who was fighting?
- b. Who was the speaker?
- c. What is an edict?

**Ans:** a. D'Artagnon and Athos were fighting.

b. One of the guards commanded by Jusaac is the speaker.

c. An edict is an official order or statement of permission.

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

1. Why do you think Jusaac lost his fight?

**Suggested Ans:** He did not expect a tough fight from a man as young as D'Artagnan. He lost his patience being attacked by a young boy, lost his composure, made a hasty move and lost the fight.

2. Did D'Artagnan's encounter with the musketeers help him?

**Ans:** Yes, it did. He proved to the musketeers that he was brave when he offered to fight with Aramis. He convinced them that he had the spirit of the musketeer and ultimately joined their group. If he had not met the musketeers or argued with them, he would not have joined them.