

Dad and the Cat and the Tree

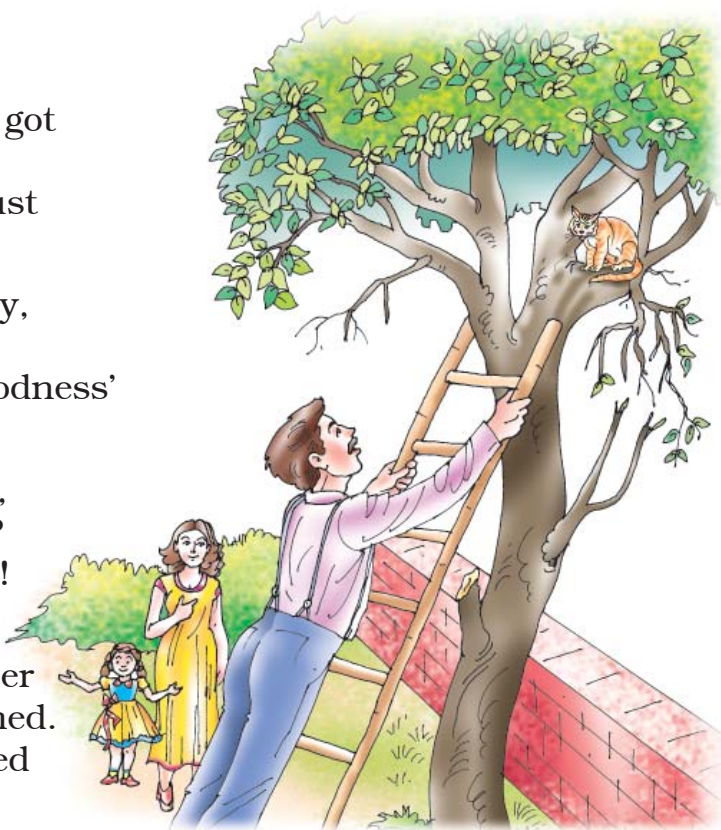
Have you ever seen a cat climbing a tree? Sometimes a cat may climb too high and get stuck in the tree. The poor thing can't come down without help. How would you help it? Surely, not like Dad in the poem. Is Dad a good climber? What were his plans? Read the poem to find out.

This morning a cat got
Stuck in our tree.
Dad said, "Right, just
Leave it to me."

The tree was wobbly,
The tree was tall.
Mum said, "For goodness'
Sake don't fall!"

"Fall?" scoffed Dad,
"A climber like me?
Child's play, this is!
You wait and see."

He got out the ladder
From the garden shed.
It slipped. He landed
In the flower bed.





“Never mind,” said Dad,
Brushing the dirt
Off his hair and his face
And his trousers and his shirt,

“We’ll try Plan B. Stand
Out of the way!”
Mum said, “Don’t fall
Again, O.K.?”

“Fall again?” said Dad.
“Funny joke!”
Then he swung himself up
On a branch. It broke.

Dad landed wallop
Back on the deck.
Mum said, “Stop it,
You’ll break your neck!”

“Rubbish!” said Dad.
“Now we’ll try Plan C.
Easy as winking
To a climber like me!”





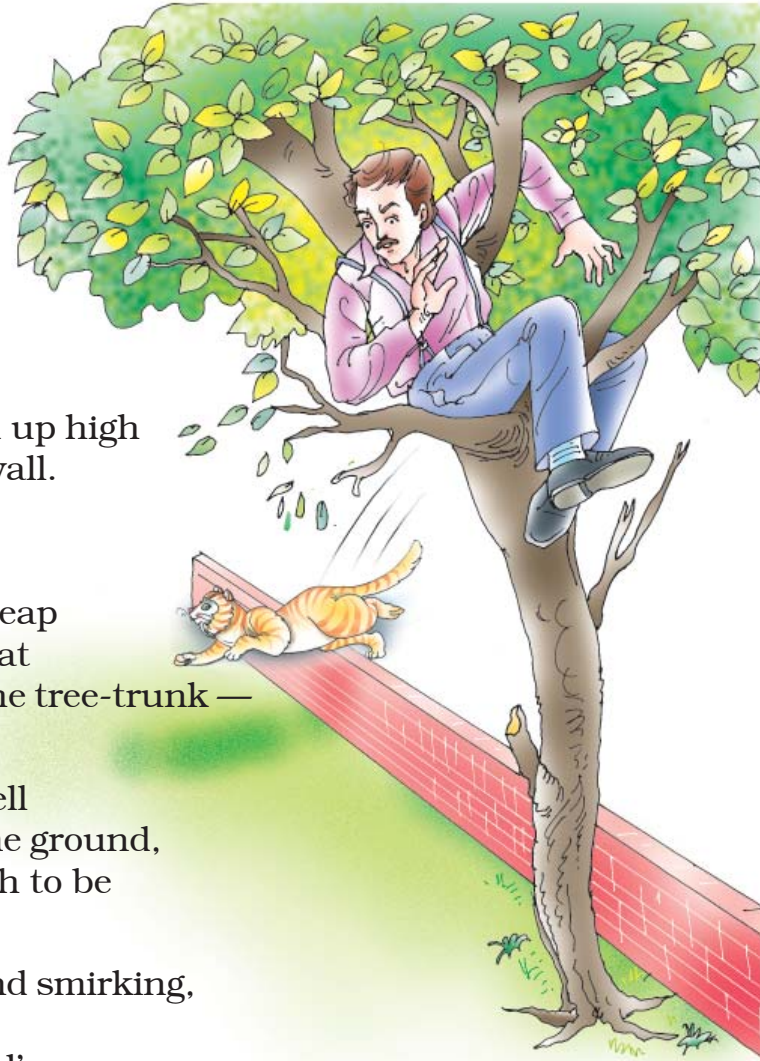
Then he climbed up high
On the garden wall.
Guess what?
He didn't fall!

He gave a great leap
And he landed flat
In the crook of the tree-trunk —
Right on the cat!

The cat gave a yell
And sprang to the ground,
Pleased as Punch to be
Safe and sound.

So it's smiling and smirking,
Smug as can be,
But poor old Dad's
Still

Stuck
Up
The
Tree!



KIT WRIGHT

**GLOSSARY**

wobbly: unsteady

for goodness' sake: an exclamation expressing protest

scoffed: laughed mockingly

child's play: very easy to do

landed wallop: fell heavily

pleased as Punch: very pleased

safe and sound: unhurt

Working with the Poem

1. Why was Dad sure he wouldn't fall?
2. Which phrase in the poem expresses Dad's self-confidence best?
3. Describe Plan A and its consequences.
4. Plan C was a success. What went wrong then?
5. The cat was very happy to be on the ground. Pick out the phrase used to express this idea.
6. Describe the Cat and Dad situation in the beginning and at the end of the poem.
7. Why and when did Dad say each of the following?
 - (i) Fall?
 - (ii) Never mind
 - (iii) Funny joke
 - (iv) Rubbish
8. Do you find the poem humorous? Read aloud lines which make you laugh.





NOTES FOR THE TEACHER

UNITS 8–10

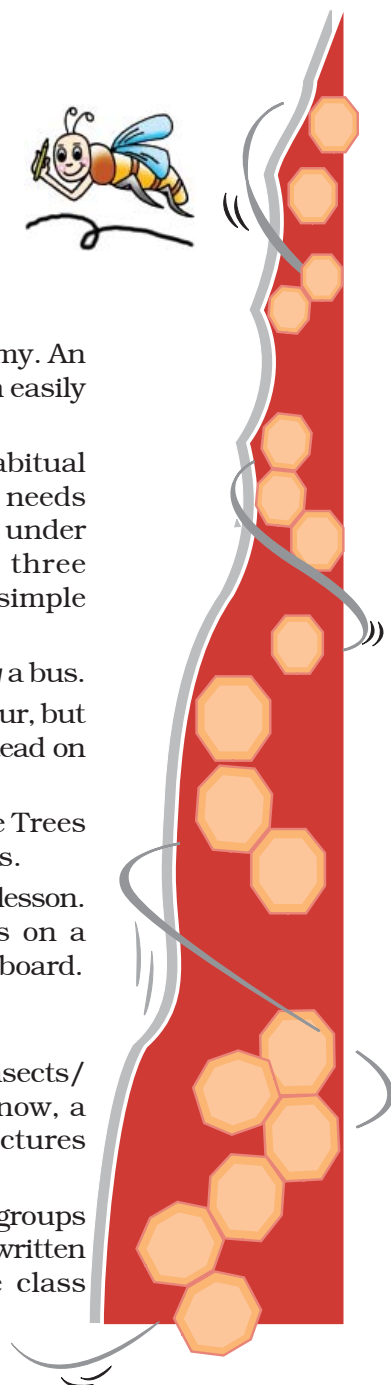


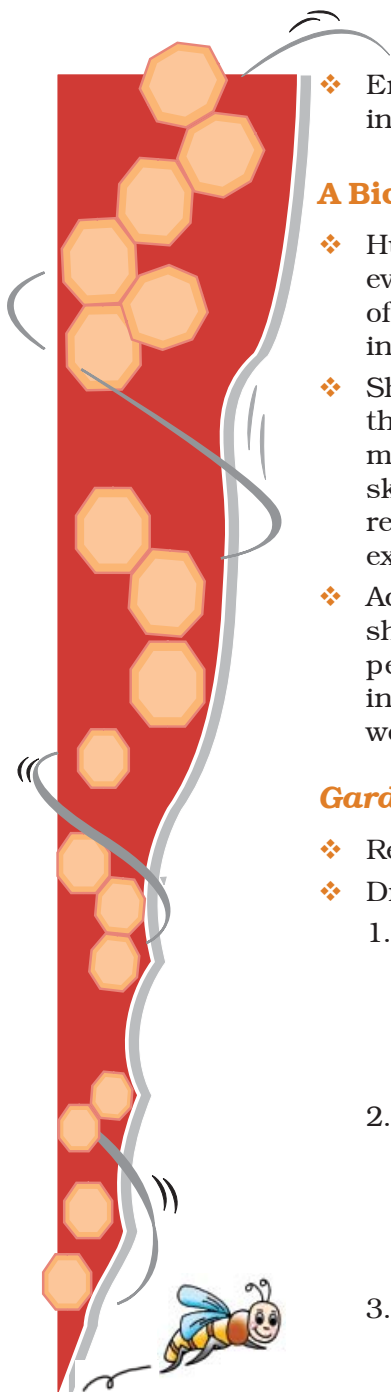
Fire: Friend and Foe

- ❖ Natural phenomenon — fire is both friend and enemy. An informative piece about a potential hazard that can easily be prevented.
- ❖ The point that the simple present tense signifies habitual or repeated actions rather than the present time needs reiteration and further practice. Build on Activity I under 'Working with Language' and design two or three additional tasks. It will be interesting to show simple present in contrast with present continuous.
 - I *walk* to school every morning. Today I *am taking* a bus.
 - We *have* our morning assembly before the first hour, but today we *are attending* a special programme instead on health and hygiene.
- ❖ The writing activity, as after 'The Ashes that Made Trees Bloom', is for further practice in language analysis.
- ❖ Read aloud the news item in the box at the end of the lesson. Ask children to find other news items/headlines on a specified theme. Display some on the class bulletin board.

Meadow Surprises

- ❖ Let children find pictures of a butterfly and other insects/ birds, a buttercup and other flowers that they know, a rabbit and/or a running brook and arrange the pictures in a patchwork design of their choice.
- ❖ Activity 4 can be taken up as a mini project. Involve groups of children in doing it. The paragraph(s) or poem(s) written at the end of the week may be put up on the class bulletin board.





- ❖ Encourage children to share with their peers any interesting 'surprise' that they may have come across.

A Bicycle in Good Repair

- ❖ Humour — exaggerated details of a commonplace event (pleasure ride on a bicycle) that never takes off, though numerous unexpected things happen in the process.
- ❖ Short notes on modal auxiliaries are given preceding the three exercises under 'Working with Language'. These may be suitably expanded, if necessary. However, the skill to use modals appropriately in contexts should receive primary focus in preference over out-of-context explanations.
- ❖ Activity 4 on 'en' as prefix, suffix or as part of the word should be completed in more than one session. One period may be devoted to each part including intermittent queries and explanations and the writing work involved.



Garden Snake

- ❖ Recite the poem with correct pauses.
- ❖ Draw children's attention to the following.
 1. That *snake in the grass* reported me to the Headmistress.
Does 'snake' refer to a snake in the meadow/grass or to a treacherous person who pretends to be a friend? 'A snake in the grass' is an idiom.
 2. 'Snake' can be used as a verb.
 - The road *snakes* its way through the mountains. (follows a twisting, winding course)
 - The river *snaked* away into the distance. (moving like a snake, disappeared)
 3. 'snaky' (like a snake)
 - the *snaky* movements of the young dancers
 - narrow *snaky* paths through the hill



The Story of Cricket

- ❖ Games and sport — the story of cricket told in a historical perspective, the continuity of the game down the ages and its emergence as the most popular modern sport and entertainment.
- ❖ Though the text is rather long and challenging, the content is exciting enough to work well in class. Most children know something about the game including names of players/teams, and will show enthusiasm for the story of cricket. Photographs given will enhance their interest in the lesson.
- ❖ No time need be expended on memorisation/recall of dates/years, names of places and clubs, measurements, etc. Additional sectioning of parts and designing of while-reading comprehension checks, as suggested elsewhere, will be of special use here.
- ❖ 'Wordsearch' clues to be explained at length before the activity is attempted. Another 'Wordsearch' for games-related words and phrases can easily be prepared in class.

