

Chapter 4: Sleep, My Treasure

EXERCISE [PAGES 81 - 82]

Exercise | Q 1. (a) | Page 81

Answer the following question:

Who is the speaker in the poem?

SOLUTION

The speaker in this poem is the baby's mother.

Exercise | Q 1. (b) | Page 81

Answer the following question:

To whom is the poem addressed?

SOLUTION

The poem is addressed to the baby.

Exercise | Q 1. (c) | Page 81

Answer the following question:

What time is being described in the poem?

SOLUTION

In the first stanza, the time described is twilight. In the second stanza, the time described is dawn.

Exercise | Q 1. (d) | Page 81

Answer the following question:

Name the white and bright things mentioned in the poem.

SOLUTION

The white and bright things mentioned in the poem are the lilies, daisies, garden, dawn, and daybreak.

Exercise | Q 2. (a) | Page 81

Guess the meaning of the following from the context.

The garden still is alight with lilies.

SOLUTION

The white lilies make the garden appear to be bright and well lit.

Exercise | Q 2. (b) | Page 81

Guess the meaning of the following from the context.

Dawn wakes the starling.

SOLUTION

When the sun rises and it is dawn, the starling wakes up.

Exercise | Q 2. (c) | Page 81

Guess the meaning of the following from the context.

The meadow is wrapped in shadow.

SOLUTION

The rays of the sun have not yet fallen on the meadow, hence it is covered with shade.

Exercise | Q 3 | Page 81

What is your favourite time of the day? Describe it in detail.

SOLUTION

My favourite time is the early morning. I get up very early and go for a round on my cycle. There is no traffic on the road at that time, and everything is silent. There are many trees near my house, and I can see birds and flowers. I can even hear the calls of the various birds. The air is cool and pure and there is always a slight breeze. There are dewdrops on the blades of grass in the garden near my house.

Exercise | Q 4 | Page 81

Visit a library:

Find and read stories and poems written by Edith Nesbit.

SOLUTION

Students do it by yourself.

Exercise | Q 5.1 | Page 82

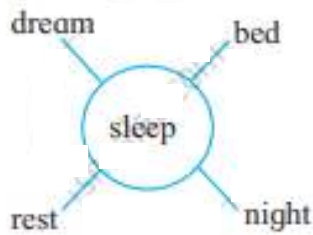
Draw word webs for the following.

Begin with the given word and go on writing as many other words associated with it, as you can.

Use these words to write other related words to form a word web.



SOLUTION

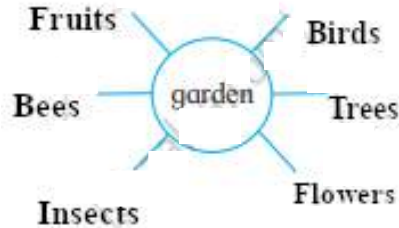


Exercise | Q 5.2 | Page 82

Draw word webs for the following. Begin with the given word and go on writing as many other words associated with it, as you can. Use these words to write other related words to form a word web.

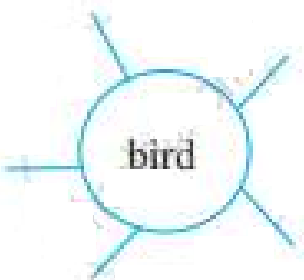


SOLUTION

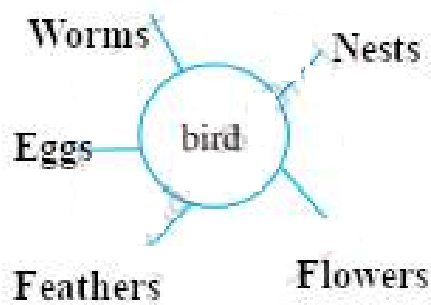


Exercise | Q 5.3 | Page 82

Draw word webs for the following. Begin with the given word and go on writing as many other words associated with it, as you can. Use these words to write other related words to form a word web.



SOLUTION



Exercise | Q 6. (a) | Page 82

An activity:

Speak fast, think faster! Form groups of 4-6. Discuss each of the following topics. Then each person in the group should choose a topic and speak about it for one minute. Try to say as many sentences as you can in that time.

What may happen ...

I may study ... A bird may fly into the classroom. The Principal may call me ... It may rain ... A dog may chase a cat ... A king may lose his kingdom ... My friend may give me a storybook to read ... Mother may make idlis today ...' etc.

SOLUTION

Students have to do by themselves.

Exercise | Q 6. (b) | Page 82

An activity:

Speak fast, think faster! Form groups of 4-6. Discuss each of the following topics. Then each person in the group should choose a topic and speak about it for one minute. Try to say as many sentences as you can in that time

What is not likely to happen or will never happen ...

'It won't rain in the classroom ... I won't ever see a live dinosaur ... The sun will never set in the east ...' etc.

SOLUTION

Students have to do by themselves.

Exercise | Q 6. (c) | Page 82

An activity:

Speak fast, think faster! Form groups of 4-6. Discuss each of the following topics. Then each person in the group should choose a topic and speak about it for one minute. Try to say as many sentences as you can in that time.

Imagine you are watching a scene. For example, someone learning to ride a bicycle; or a cricket match. Give a running commentary on what you see.

'Monu is sitting on the bicycle. It has side wheels. Monu tries to push the pedal down - No - he stops. His uncle holds the seat in one hand and the handle in the other hand. He says, 'Come on, Monu' ... etc.

SOLUTION

Students have to do by themselves.