**CLASS: V POEM: “SKY IN THE PIE! ”**

 **--------- Roger McGrough**

**Value: “Think twice before taking any decision..”**

 **NEW WORDS.**

**1. incredible**

**2. mincemeat**

**3. heaped**

**4. palette**

**5. delicate**

**6. texture**

**7. cinnamon**

**8. eternity**

**9. acquired**

**10.cosmos**

**WRITE THE FOLLOWING QUESTION AND ANSWERS IN NEW PAGE.**

 **POEM : “ SKY IN THE PIE!”**

**ANSWER THESE**

**Q1] What is the speaker’s initial reaction to finding the ‘sky in their pie’, and how does it change as they taste it?**

**Ans:**  **The speaker’s initial reaction to discovering the ‘sky in their pie’ is one of dissatisfaction and annoyance. They request that the waiter remove it, as they had expected a regular meal with mincemeat and cheese. However, as they taste the sky, their reaction changes dramatically. They begin to enjoy the flavours and textures, appreciating the unusual taste of the various heavenly elements.**

**Q2. Pick out all the words and phrases that show the speaker is unhappy in the first three stanzas.**

**Ans:Words and phrases displaying the speaker’s initial discontent:**

**• “Remove it at once if you please”**

**• “I can’t stand nightingales singing”**

**• “The whispering breeze is disturbing the peas”**

**• “Making my chips go all cold”**

**• “I don’t care if the chef is an artist”**

**Q3. What is the taste of the various heavenly bodies?**

 **Ans: a. Sun: --“The sun has a custardy flavour”**

 **b. Clouds:-- “The clouds are as light as air”**

 **c. Wind:-- The poem suggests the wind has a chewier texture, with a hint of**

 **cinnamon.**

**Q4. Is there a waiter around the speaker? Or is the speaker just calling the waiter for effect? How do you know?**

**Ans: The speaker appears to be calling the waiter for effect rather than there being an actual waiter nearby. This is indicated by the conversational tone and the somewhat theatrical way the speaker addresses the waiter, attempting to emphasize their displeasure at first and later their enjoyment of the meal.**

**Q5. How does the poem use humour to describe the unusal meal?**

**Ans: The poem employs humour by juxtaposing the speaker’s initial annoyance at discovering something unexpected in their meal with exaggerated reactions and descriptions. For example, the speaker’s exaggerated displeasure with unusual meal items such as nightingales, whispering breeze, and chips going cold adds humour to the situation.**

**Q6. What does the speaker mean when they say they’ve *acquired a taste for the Cosmos*?**

**Ans: When the speaker says they’ve developed a taste for the Cosmos, they mean they’ve grown to appreciate the celestial elements they once despised. They’ve grown to appreciate the taste of the sky, discovering it to be unexpectedly delightful and satisfying.**

**Q7. Why do you think the poem ends with the speaker asking for the Moon?**

**Ans: The poem concludes with the speaker requesting the Moon as a playful extension of their newfound adventurousness in attempting unusual elements in their meal. It emphasizes the speaker’s newfound interest in the unusual and unknown, as he seeks even more extraordinary experiences.**

**CLASS: V LESSON NO : “COLOURFUL SHOES ”**

**Value: “ I firmly believe that with the right footwear, one can rule the world..”**

 **NEW WORDS.**

**1. envelope**

**2. practise**

**3. score**

**4. arrive**

**5. champions**

**6. expensive**

**7. intelligence**

**8. famous**

**9. afternoon**

**10. field**

**11. backyard**

**WRITE THE FOLLOWING QUESTION AND ANSWERS IN NEW PAGE.**

**LESSON NO : 3 COLOURFUL SHOES”**

**ANSWER THESE**

**Q1]What was the message in the envelope Mr. Lewis sent home with the students?.**

**Ans: The message in the envelope that Mr Lewis sent home was about the P.E. teacher starting football lessons for the girls the following week. It contained a list of things that each child was to bring for the football class.**

**Q2. What was the school going to lend to help the children become good football players?**

**Ans: The school would lend each child a ball to practice in the evenings. Along with this, some part of the protective equipment was also provided by the school.**

**Q3. What kind of shoes did Jen want to wear? Why?**

 **Ans: Jen wanted to wear proper football shoes. She thought that was the only way to score goals, just like her football heroes did.**

**Q4. “*Nowhere in this entire world will you find shoes like you’ll find here*”. Why do yoy think the shoes-seller says this?**

**Ans: The shoe-seller said that line because he was trying to persuade Jen and her father to buy shoes from him. He also believed that those shoes were the best for learning football.**

**Q5. Work with your partner to answer these questions.**

**Who says these words to whom? When do they say them and why?**

**a. “*We’ve got ours already*”.**

**Ans: Jen’s friend says this when Jen tells her that she won’t be able to play with her as she had to go to the market with her father to buy her new football shoes.**

**b. “*Say hello to me first, Jen*!”**

**Ans: Jen’s father says this to her as she was impatiently waiting for him to read the envelope Mr Lewis had sent. Her father had just entered home when she handed him the envelope her teacher had sent.**

**c. “*No real football things*?”**

**Ans: Jen says this to her father after he reads the list of things the P.E. teacher required each girl to bring for the football lessons. Jen seemed upset because there was no mention of actual football equipment.**

**d. *“I’m buying the original ones with studs!*”**

**Ans: Jen says this to a shoe-seller selling cheap shoes for all sports at his stall in the market. Jen says this because she is determined to buy real football shoes.**

**e. *“I’ll never become a famous footballer*!”**

**Ans: Jen says this to her father after he decides to buy cheap sports shoes for her because all the shoes she tried on in the market either didn’t fit or were too expensive. She was disappointed and thought that she would not be able to become a famous footballer because of the cheap shoes.**

**f. “*Yes, and the same as Pam’s and Tessy’s and Shirley’s*.”**

**Ans: One of Jen’s classmates says this to her just before the football lesson. She says this because Jen was wearing the same shoes as four other girls.**

**g. “*This must be a record!”***

**Ans: The P.E. teacher says this to Jen and her classmates before their first football lesson after he notices the five of them wearing similar shoes. He tells them to play on the same team, which he names the Back**

**CRITICAL THINKING**

**Q1. “Costly shoes don’t make great footballers, Jen Hard work and intelligence do!”**

**Do you agree with Jen’s father? Give reasons.**

**Ans: Yes, I agree with Jen’s father that hard work and intelligence play a role in success, especially sports. Hard work requires patience and teaches you to face every challenge life throws at you. Intelligence helps you learn the rules of the game and understand how to get better at it.**

**Q2. Why are the Back Street children in similar shoes? How does Mr. Lewis make them feel?**

**Ans: The Back Street children are in similar shoes because they are from poor families who can’t afford to buy fancy football shoes. They have all purchased their shoes from the local market. However, Mr Lewis makes the children feel special by naming them the Back Street Heroes.**

**Q3. Jen’s father returns late from work. He asks Jen about the match. What do you think she tells him about her football match?**

**Ans:Jen will tell her father how four of her friends wore shoes just like hers and that Mr Lewis put them on the same team and named it the Back Street Heroes. She would then tell him about how she scored five goals and helped her team win the match.**

**Q4. Jen feel self-conscious about her shoes. Have you ever been in a situation where you felt self-conscious or embarrassed? Did you take any steps to deal with it? Share your thoughts with a family member you trust the most.**

**Ans: In the previous exam, I scored low marks in English. I made several spelling mistakes in the test. I felt very embarrassed by my score. I spoke to my parents about my marks and they helped me feel better and gave good advice on how to handle things. They also helped me do some worksheets so I feel better about my preparation for the next exam.**