

1. Grandfather's House

Self, Family, Home, Friends and Pets

Learning Outcomes

- ▶ comprehend the extract and read it aloud with fluency and expression
- ▶ learn new words and their meanings
- ▶ draw from personal experiences or real-life situations
- ▶ use singular and plural correctly
- ▶ learn the use of articles and countable and uncountable nouns
- ▶ practise different vowel sounds
- ▶ write a paragraph



Digital Desk



Warm-up



Did you know a female goat is called a 'nanny' or a 'doe', male goat is called a 'buck' or a 'billy' and a baby goat is called a 'kid'?

Take a drawing sheet and paste a picture of a goat in the centre. Then, discuss with your partner and draw or paste pictures of the food that a goat eats.



Mountains are high landforms that rise above the surrounding land.

Mountains provide us with fresh water, energy, food and medicinal products—resources that may become very rare in the coming decades. A chain of mountains is called a mountain range. The highest mountain range in India is the Himalayas. The highest mountain in the world—Mount Everest—lies in this mountain range.

At 8,848 metres above sea level, Everest is situated on the border between Nepal and Tibet.

Cross-curricular Connection



Heidi is an orphaned little girl who lives with her Aunt Dete. Dete takes Heidi to live with her grandfather, whom Heidi has never met before. He lives in a little wooden house, high up on the mountains called the Alps, with his two goats. The extract you are about to read describes Heidi's first day in her new home.

Now Heidi was alone with Grandfather. He sat on a wooden seat, looking at the ground. He didn't say a word.

Heidi walked round the outside of the house. At one side there was a room for the goats, which was empty. At the back were three big, old **fir** trees. She could hear the wind going through them. The sound was like singing, and she stopped to listen before going on round the house.

Grandfather was still in the same place. Heidi went and stood in front of him.

'What do you want to do?' he said at last.

'I want to see what you have inside the house.'

'Come, then.' He opened the door.

There was only one room in the house, but it was large. In one corner there was a big **fireplace** with a table and a wooden chair near it, and in the other was Grandfather's bed. There was also a big cupboard. It had everything in it that he needed: a few clothes; bowls and plates; bread and cheese. He carefully put in Heidi's things, which Dete had brought.

Heidi looked round the room. 'Where am I going to sleep, Grandfather?'

'Wherever you want,' he said.

Heidi noticed some steps in the corner. She climbed them, and found herself in a room under the roof. There was **hay** all over the floor, and it smelt good. From a window in the roof, she could see the mountains.

'I'm going to sleep here!' she called. 'It's nice here! Come and see how nice it is!'

'I know. I've seen it before,' he answered.

Heidi made a little bed for herself out of the hay. Then she called to Grandfather to bring her some sheets. He had no sheets, but he found some pieces of hard brown cloth. He brought them up and laid them over the hay.

fir: an evergreen forest tree with leaves like needles

fireplace: an open space for a fire in the wall of a room

hay: grass that has been cut and dried

'It's a lovely bed!' Heidi cried. 'I want to go to bed in it—but it's not night-time now.'

'I think we should eat first,' Grandfather said, and they went down the steps.

Grandfather made the fire burn well. Then he cut a big piece of cheese. He put it near the fire until it was golden-brown on all sides. Heidi ran to the cupboard. She took out the bread, and two plates and bowls, and put them on the table.

'So you can think for yourself!' said Grandfather. 'That's good! Now, where are you going to sit?'

He put her onto his own chair. The table was too high for her, but the hot cheese and bread was very good. Then Grandfather filled her bowl with goat's milk. She drank without stopping until the bowl was empty.

'I've never had such good milk!' she said.

When they had finished, Grandfather cleaned the goat house. Then he found four long sticks, and cut them so that they were all the same. He took a piece of wood, and made four holes in it. Then he **stuck** the sticks into the holes, while Heidi looked on in wonder.



stuck: pushed (the sticks; usually a sharp object) into something (the holes)



'What do you think it is, Heidi?' he asked.

'It's a chair for me! Because it's so high!'

Evening came, and the wind in the fir trees grew stronger. The sound made Heidi very happy.

Suddenly, she heard the sound of many feet. The goats were coming down from the mountain, running and jumping everywhere. And Goat-Peter was among them. He was a big, strong boy of eleven.

They reached the house, and went down the hill. But one white goat and one brown goat left the others and ran to Grandfather.

'Oh, they're so pretty!' Heidi cried. 'Are they ours, Grandfather? Are they both ours?'

'Yes, yes. Go and get your bowl, and some bread.' He put the bowl under the white goat and began to milk her. Soon the bowl was full of milk. 'Now eat, and go to bed! Your **nightdress** is in the cupboard. I must look after Snowy and Brownie.'

The goats followed Grandfather into the goat house. Heidi finished her bread and milk and climbed up the steps to her bed in the hay.

Next morning, Heidi was woken up by a shout outside. It was Peter, calling the goats. The sun was shining through the round window and falling in golden rays on her bed. As she opened her eyes, everything seemed to be **gleaming** with gold. She dressed quickly and ran down. Grandfather was leading out Snowy and Brownie.

'Would you like to go with them up the mountain?' he said to Heidi.

'Oh yes!' she cried.

Extract from *Heidi* by Johanna Spyri

About the Author

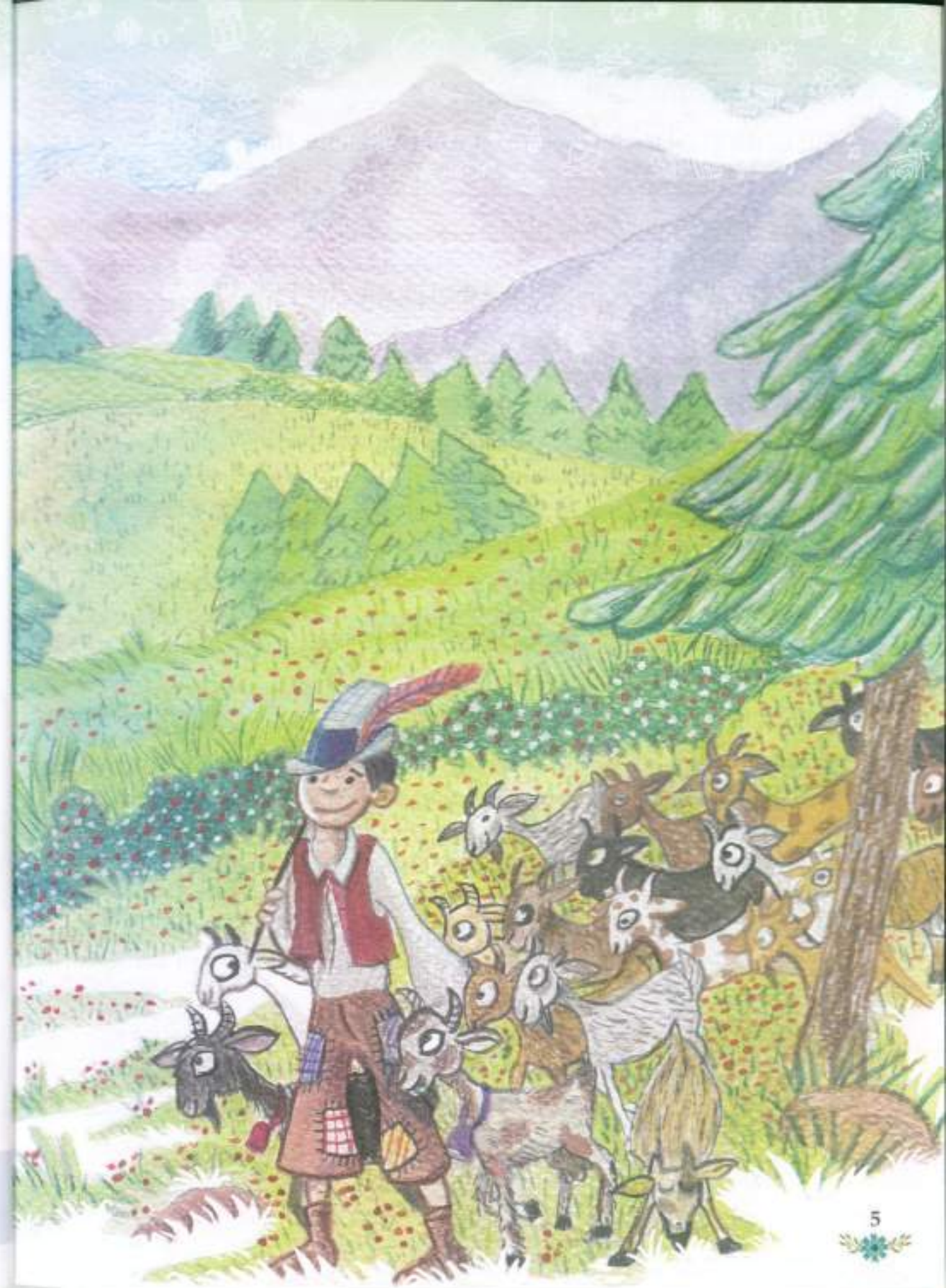
Johanna Spyri was born in Switzerland on 12th June 1827, and spent many summers in the mountains. She used these experiences in most of her stories and novels, eventually writing more than fifty such stories set in the Alps. Her portrait was placed on a postage stamp in Switzerland in 1951.

It was in 1880 that Spyri received much acclaim for *Heidi*. The novel was translated from German into fifty languages!



nightdress: a long loose piece of clothing like a thin dress, worn by a woman or girl in bed

gleaming: shining



Comprehension

A. Fill in the blanks with the correct words from the story.

1. Grandfather sat on a _____ looking at the ground.
2. In one corner there was a big _____ with a table and a wooden chair near it.
3. Grandfather made the fire and then he cut a big piece of _____.
4. The table was too high for _____.
5. The goats were coming down from the _____.

B. Answer these questions with reference to the context.

1. *Where am I going to sleep, Grandfather?*
 - a. Who is speaking to Grandfather?
 - b. Why did the speaker ask this?
 - c. What was Grandfather's reply?
2. *What do you think it is, Heidi?*
 - a. Who is talking to Heidi here?
 - b. What are they talking about?
 - c. Did Heidi like the speaker's idea?

Reference to the context deals with statements or quotes taken from the text. Generally, it is followed by questions like who said this to whom, when, where and why.



C. Think and answer.



1. Heidi's Grandfather did quite a few things for her. Would you agree that building a relationship requires kindness and love? Give reasons for your answer.



2. Heidi wakes up in the morning and feels that her surroundings are 'gleaming with gold'. The story suggests that nature's beauty is priceless when compared to material goods. Discuss your thoughts on this topic in class.

Word Wonder

Read this sentence.

- At one side there was a **room** for the **goats**.
Here, 'room' is a singular word and 'goats' is a plural word.



A **singular** word names only one person, place, thing or idea. A **plural** word indicates more than one of something.

- A singular noun is made plural by adding an **-s** at the end of the word. For example: pens, grandparents, bugs
- Words ending with **-ch, -sh, -s** and **-x** form their plurals by adding **-es**. For example: watches, boxes, glasses
- Words ending with **-y** form their plurals by dropping the **-y** and taking **-ies**. For example: flies, puppies
- In some cases, when nouns end with **-f** or **-fe**, the plural is formed by dropping the **-f** or **-fe** and adding **-ves**. For example: leaves, lives
- In some cases, when words end with **-f**, the plural is formed by simply adding an **-s**. For example: roof—roofs
- If there is a vowel (**a, e, i, o, u**) before the **-y**, we add an **-s** to change the number. For example: ray—rays, toy—toys
- Some singular words that end with **-o** become plural by adding **-es**. For example: echo—echoes
- Some singular nouns ending with **-o** become plural by adding an **-s**. For example: piano—pianos

Note

- Some words form plurals with both **-s** and **-ves**. For example: the plural of **hoof** is both **hoofs** and **hooves**.
- Some words are used only in the plural. For example: **trousers, scissors**.
- Some words remain the same in their singular and plural form. For example: **deer—deer, sheep—sheep**.

Change the highlighted singular words to plural words and rewrite these sentences.

1. The **nurse** looked after the sick **person**.
2. The **gardener** picked up the dry **leaf**.
3. The **thief** broke into the **house**.
4. The **sheep** ran down the **field**.
5. The **farmer** caught the **rat**.



Learn About Language

Read these sentences.

- ▶ He sat on **a** wooden seat. ▶ Heidi sat on **an** empty chair.
- ▶ He opened **the** door.

A, an and the are **articles**. Both 'a' and 'an' are called **indefinite articles** and 'the' is called the **definite article**.

Let us learn when we use the articles **a** and **an**.

- ▶ If a word begins with a consonant sound, we use 'a' before it. If it begins with a vowel sound, we use 'an'.
- ▶ For words like **honour**, **honest** and **hour**, where the **h** is silent, we use 'an'. For example: **an** honest man
- ▶ 'A' and 'an' are used with singular nouns (words).
- ▶ 'A' and 'an' are used with common nouns that we use for the first time. For example: My sister wore **a** long pink dress yesterday.

Now, let us learn when we use the article **the**.

- ▶ We use 'the' with nouns that have already been mentioned before. For example: A red car came to pick up my father. **The** car belonged to his friend.
- ▶ We also use 'the' when we know who or what we mean. For example: **the** Principal of our school, **the** driver of the red car
- ▶ We use 'the' when we write or talk about a person or thing of which there is only one. For example: **the** sun, **the** sky, **the** Ganges

Note

If an adjective comes before a noun, the rules for **a** and **an** remain the same. For example: **a** bad egg, **an** honest man.

A. Fill in the blanks with a, an or the to complete this conversation.

Joseph: Are we having _____ general knowledge test?

Lalit: Of course. It is on Thursday.

Joseph: Let's practise. Name _____ important river.

Lalit: _____ Ganges is _____ important river in India. You tell me _____ names of two more rivers.

Joseph: That's _____ easy answer! _____ Jamuna and _____ Gomti.

Lalit: What about mountains?



Joseph: _____ tallest mountain in the world is Mount Everest. (Kundan joins Joseph and Lalit in the classroom. He was having _____ egg.)

Kundan: What are you doing? Are you learning _____ poem?

Joseph: No, we have _____ general knowledge test.

Kundan: Oh, I see! I have _____ English test tomorrow.



Look at these pictures.

A



B



In picture A, we can count the number of balls. They are three in number. But in picture B, can we count sugar? No, we cannot.

The nouns that we can count are called **countable nouns**. For example:

- ▶ cars ▶ toys ▶ books

The nouns that we cannot count are called **uncountable nouns**. For example:

- ▶ rice ▶ hair ▶ water

Countable nouns may be singular or plural, but uncountable nouns are always singular and we do not use **a** or **an** with them.

B. Classify the words in the box as countable and uncountable nouns.

bird	chair	money	pastry	water
milk	computer	dust	juice	sweets
cream	oil	school	food	flies

COUNTABLE

UNCOUNTABLE



Language Lab

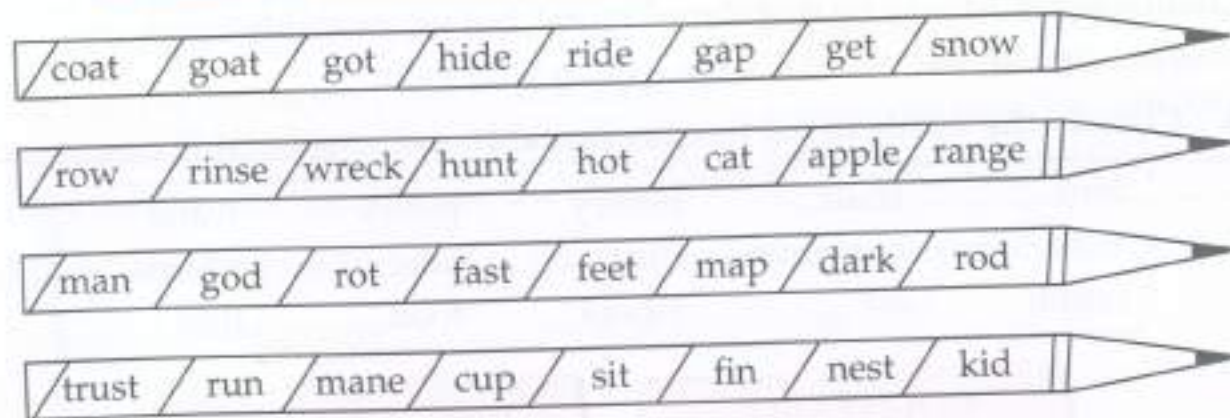
- A. Vowels can sound very different. Sometimes they sound drawn out and long, and at other times, they sound short or clipped. Listen to these words and concentrate on the vowel sounds to understand the difference.

long a gate lake	short a apple axe	long e eat feet	short e pen nest	long i kite iceberg
short i fit bill	long o lonely only	short o mop pot	long u blue June	short u pun bun

- B. Now, read these words and use the colouring key to indicate the vowel sounds.

Colouring Key:

long a	long e	long i	long o	long u
short a	short e	short i	short o	short u



- C. Listen to the passage 'A Trip to Goa' and answer these questions.

1. What was Dev's mother busy doing?
2. Why was Dev excited?

3. What had Dev's friends told him?
4. What did Rina see when she looked out of the window?
5. Why were they thrilled?

- D. Where would you rather live—on the hills or in the plains? Work in pairs and discuss your choice. Then, talk about your preference in class. Give reasons to support your choice.

Composition

A **paragraph** consists of a **topic sentence**, which is the first sentence and it is used to introduce the topic. The sentences that follow it are called **supporting sentences**. They explain in detail the point of the paragraph. In the end, there is a **concluding sentence**.

Read this sample paragraph on hobby.

My hobby is playing chess. After coming back from school and completing my homework, I spend all my free time playing chess.

I started to play chess when I was five years old. My father sent me to a coach to learn chess. It has been three years now that I am going there. Now, I really enjoy participating in inter-school competitions. I have won many prizes too.

Playing chess has taught me to concentrate well and keep a cool mind. I love playing chess.

INTRODUCTION:
Topic Sentences

Supporting Sentences


CONCLUSION:
Concluding Sentences


 Now, write a short paragraph on 'A Family Picnic'. Use the hints given below.

a holiday—getting bored—very nice weather—bright and sunny after two days of rain—called my cousins—mother made sandwiches—gathered fruits—picnic basket—fun at the beach/park—played volleyball—made sandcastles/played on swings—ate and danced—enjoyed ourselves



Activity

 A. Read *Heidi*. Now form groups of four and tell your classmates about your favourite parts from it. Make sure each person in the group shares different parts.

 B. Heidi loved the goats and Grandfather liked building things. Take some clay and other waste material and build something useful. Then, bring it to the class and show it around.



Further Reading: *What Sami Sings with the Birds* by Johanna Spyri

