CHAPTER: Three Questions

Grade: **7**
Board: **CBSE**
Book: **Honeycomb, NCERT**

1.

LEARNING OUTCOMES

[At the end of the chapter, the student should be able to:]

At the end of the chapter, the student should be able to:

- Explain the reason behind the king’s questions.
- Infer whether the advice given to the king was right or wrong.
- Apply to real life what was read in the chapter.
- Recall the text to be able to answer questions based on it.

2.

VOCABULARY ENRICHMENT

New and difficult words:

Use the information about new words as and when they appear in the text. They can also be summarised in the beginning of the class or make the children note them after completion of the chapter.

1. Avoid

Meaning: Means to keep away or stop oneself from doing something.

Sentence: One must avoid the company of dishonest people.

***Synonyms* :** bypass, divert, escape.

***Antonyms* :** face, meet, want.

2. Urgent

Meaning: Is something requiring immediate action or attention.

Sentence: Sunil's father left for office immediately to attend to an urgent matter

Synonyms : immediate, important, necessary, instant.

Antonyms **:** unimportant, unnecessary.

3. Strange

Meaning: Means unusual or not previously seen.

Sentence: There is a strange looking object on the dining table.

Synonyms : abnormal, different, new.

Antonyms : common, familiar, normal, usual.

4. Seek

Meaning: Means to look for.

Sentence: Refugees seek shelter in other countries.

Synonyms **:** chase, explore, hunt, search for.

Antonym : find.

5. Sowing

Meaning: Is to plant seeds by scattering the seeds in earth.

Sentence: The farmers are busy sowing wheat in their fields.

Synonyms : grow, seed, put in.

Antonyms : harvest, reap.

6. Pitied

Meaning: Is the past tense of ‘pity’ which means to feel sympathy or sorrow.

Sentence: I pitied the blind beggar.

Synonyms : comfort, soothe, sympathize.

Antonyms : indifference.

7. Purpose

Meaning: Is the reason for which something is done or made.

Sentence: A study table should be big enough to fulfill its purpose.

Synonyms : aim, plan, idea.

No antonyms.

3.

TEACHING PLAN

While teaching this chapter, the teacher may employ the following methods

I. INTRODUCING THE CHAPTER : Class Discussion

Suggested Topic: ' *Aim/Ambition* '.

Discussion Points:

- Ask the students what do they understand by 'aim or ambition'. Accept the answers : purpose in life, what they want to achieve, what they want to become,
- Then why is it important?
- What is yours ?
- Do you know how to fulfill it?
- Can you do it alone or do you require help?
- Who will help you?

Instructions for the teacher:

- Conduct discussions in a way to encourage maximum participation.
- Simultaneously, maintain discipline amongst students.
- Encourage weaker students to participate with their thoughts on what they want to do.
- Don't outrightly dismiss an answer, instead help the students with hints.
- Help the students to stay on track by keeping the discussions relevant and brief.

Concluding the discussion:

Conclude your discussion with the following sentence:
Now let us read what a certain king wanted and how he got it.

II. READING THE CHAPTER

- Ask students to take turns and read the text.
- To ensure every child gets to read, ask them roll number wise, alternating between top and bottom.
- Check for pronunciation and pauses.
- After reading of each paragraph, briefly explain the content.
- Allow students to express their own opinion.
- Don't discourage them from contradicting the expressed opinion, but do not allow an argument just for the sake of one.
- Questions should be asked frequently to test their understanding of the text.

- The teacher can ask the following questions:

a. What thought came to the king?
b. What did he promise to someone who could answer the questions?
c. What was the king advised to avoid?
d. Why was the king advised to have a council of men?
e. Why did he seek the advice of a hermit?
f. What did the king do to stop the bleeding?
g. Who had wounded the stranger?

Use simple vocabulary and also introduce students to new words listed above.

III. Vocabulary enrichment techniques

- Enhance the vocabulary of the students by discussing synonyms and antonyms of new words as and when they come in the text. Use the information provided in the Vocabulary Enrichment section above.
- Audio recordings may be used for teaching listening and speaking skills. Record the opinion of a colleague on ‘faith’ on your mobile and play it for the class.
- Worksheet 2 can be given after the class for reinforcing vocabulary learnt.

IV. Literature section preparation:

The teacher may highlight the important points such as :
The three questions.

- Details of the replies.
- Questions asked of the hermit.
- How the king helped the wounded man.
- Who was the wounded man.
- Hermit's answers.

Worksheet 1 can be used for additional practise.

V. Concluding the chapter:

The teacher can conclude the chapter in the form of a class activity.

The students can be asked to prepare a short skit and enact the beginning of the story where the wise men give answers to the king's questions.

Guidelines for the teachers:

- Divide the students in groups of three or four.
- Ensure that every student has something to do.
- Ensure that every student participates.
- Advise them to make their props with available resources.
- Help them to write their scripts.
- Keep the language simple.
- Give a time limit of three to four minutes.
- The students must make an effort to do their best
- They must memorize their lines.
- Work together as a team.
- Stick to the time limit.
- Take the help of the text to write your script.

Conclusion:

Sum up the activity by discussing the performances of various groups. Draw their attention to the words and expressions used.

4.

WORKSHEETS

The teacher can either print the worksheets or write them on the blackboard. The worksheets can be used as a home assignment or even a class test.

WORKSHEET 1: LITERATURE

Best used: after completion of the text for extra practice on literature questions, home assignment

Reference to context:

Q.1. A few others chose the doctors.
i. For what did they choose the doctors?
ii. Who had asked the 'few others' to make this choice?
iii. Who are these 'few others'?

Q.2. "Here comes someone running," said the hermit.
i. Who was the hermit speaking to?
ii. Who came running towards them?
iii. What had happened to this person?

Q.3. "How have I been answered? What do you mean?".
i. Who is the speaker?
ii. Who is 'you'?
iii. What was 'you' doing?

Short answer questions:

Q.1. What were the answers given to the king for the first question?
Q.2. Why did the king dress up as an ordinary man to see the hermit?
Q.3. What did the king do for the hermit?

Brain Teaser:

Q.1. Do you think the king was wise or foolish? Justify your answer.

WORKSHEET 2: VOCABULARY

Best used: Class work at the end or as a home work.

Q.2. The story is about a magical creature. Here are some more. Match them with their descriptions.

Q.1. Listed below are some words that you have come across in the chapter. Choose their antonyms from the options:

a. Prepare
i. arrange ii. demolish iii. ready iv. Make

b. Advance
i. later ii. first iii. earlier iv. Foremost

c. Satisfied
i. happy ii. certain iii. fulfilled iv. Dissatisfied

d. Seek
i. explore ii. hunt iii. find iv. Chase

e. Large
i. limited ii. enormous iii. huge iv. Wide

f. Fresh
i. crisp ii. stale iii. now iv. Raw

g. Forgive
i. excuse ii. forget iii. punish iv. Overlook

h. Faithful
i. unfaithful ii. devoted iii. loving iv. Obedient

WORKSHEET 2: VOCABULARY

Q.2. The story is about a king. Listed below are some words associated with kings. Match the words with their meanings.

a. Armor. b. Crown. c. Empire. d. Fort. e. Reign. f. Scepter.	A group of nations ruled over by a king. A rod or wand held by the king. The period during which a king occupies the throne. A protective covering. A headgear worn by a king. A strong place occupied by troops.

WORKSHEET 3:GRAMMAR

Best used: Class work or home work at the end.

Q.1. Fill in the blanks with the correct form of the word given in the bracket.

a. He is a very _____ person. His _____ is because of his pet dog. (happy)
b. I was _____ from school yesterday. My _____ was because of my illness. (absent)
c. Did she _____ herself yesterday? I heard that her mother was very upset with her _____. (behavior)
d. Prithviraj Chauhan was a _____ king. His _____ was famous far and wide. (brave)
e. We must _____ the classroom before our teacher arrives. _____ is very important for her. (clean)
f. Why are you so _____ ? Your _____ will get you into trouble one day. (greed)
g. Rohan is a _____ boy. His father gets very irritated by his _____. (lazy)
h. The well behind our house is very ____. We are planning to get its _____ measured. (deep)
i. Animals can see in the ____ and that is why they hunt under the cover of ____.(dark)
j. My mother hates _____ and has always taught us not to ____ food. (waste)

WORKSHEET 3:WRITING SKILLS

Best used : Home work.

Q.1. Imagine you are the bearded stranger. Write about your feelings towards the king after he had helped you.

5.

SOLUTIONS

Provided below are the solutions to the worksheets.

WORKSHEET 1: LITERATURE

Reference to context:

Q.1. i. The people most necessary to the king.
ii. The king.
iii. The wise men.

Q.2. i. The king.
ii. A bearded stranger.
iii. He was wounded and was bleeding.

Q.3. i. The king.
ii. The hermit.
iii. Sowing seeds.

Short answer questions:

Q.1. Prepare a timetable-follow it-notice all that was going on-avoid foolish pleasures-always do what seems necessary-council of men for advice-magicians to guide him.
Q.2. Hermit met ordinary people.
Q.3. Dug beds.

Brain teaser.

Q.1. Wise-didn't listen to the advice which didn't make sense, went dressed as an ordinary man, realised his unjust behaviour with the bearded man's brother, was patient with the hermit.

WORKSHEET 2: Vocabulary

Q.1. a. ii. demolish.
b. i. later
c. iv. dissatisfied.
d. iii. find.
e. i. limited.
f. ii. stale.
g. iii. punish.
h. i. unfaithful.

Q.2. a. A protective covering.
b. A headgear worn by a king.
c. A group of nations ruled by a king.
d. A strong place occupied by troops.
e. The period during which a king occupies the throne.
f. A rod or wand held by the king.

WORKSHEET 3: Grammar

Q.1.a. happy, happiness.
b. absent, absence.
c. behave, behaviour.
d. brave, bravery.
e. clean, cleanliness.
f. greedy, greed.
g. lazy, laziness.
h. deep, depth.
i. dark, darkness.
j. wastage, waste

WORKSHEET 4: Writing Skills

Q.1. The answer should cover the following feeling:
surprised and relieved-the king forgave him..
grateful-for all the care…
admiration for the character of the king...

5.

RESOURCE LIST

The teacher can use any of the listed resources below if she has access to resources and time at hand

Resource books:

Publications such as **Madhuban and Oxford** are recommended for this grade level

Websites:

Following website can be used:

- http://examples.yourdictionary.com/examples-of-abstract-nouns.html

Newspapers and magazines:

Students can be asked to take the front page of the newspaper and identify the abstract nouns.

Reading List:

Amar Chitra Katha on Vikram and Baithal.