Someone

Get Going!	✧ Explain the exercise. Make it a fun discussion by asking the students to use their imagination as they like. They can imagine sights, sounds, shadows, and as many magical and weird things as they like.
Read and Enjoy	✧ This poem by Walter de la Mare is truly delightful because it describes something familiar to almost all children in the world. All of us as children have been through those scary moments when some noise, some shadow, made us imagine thieves and dacoits, ghosts and all kinds of wild things.
	✧ In the first stanza, the poet, as a child, hears the sound of someone knocking at his door. It is a 'wee, small door', he says, and we can imagine the sudden fear he felt when he heard the knocking sound.
	✧ He says in the second stanza that he listened. He did not open the door immediately. Perhaps he was a little apprehensive. He then opened the door and then saw that there was nobody there, so he looked to the left and the right. "But nought there was a-stirring," he says. Nothing was moving, he says, "in the still dark night." It was a quiet night with nothing moving so the sound was surprising.
	✧ The poet describes the sounds he could hear in the still night. There was the tapping sound of a beetle from the wall. It seemed as if the beetle was very busy at his work inside the wall of the house. From the forest came the screeching sound of an owl.
	✧ Also, from somewhere the poet could hear the whistling sound of a cricket. All else was silent because it was late in the night. It was the time when 'the dewdrops fall'. Because of the silence and stillness and since he could see nobody there, the poet says he did not know who came knocking at all.
	✧ It is a poem showing the mystery of silence and stillness. Sometimes we can feel that strange quality of something being around us, but cannot see anyone. The poem is written in four stanzas that can be grouped into the first two about the unknown knock and the poet's fear, and the second part about the sounds he hears as he opens the door and finds no one outside. The poet uses some words that we do not hear very

often now: wee, nought, a-stirring. He also uses repetition to enhance the mood of mystery: sure – sure – sure; tap – tapping; at all, at all, at all. The rhyme scheme is abcb for each stanza.	
✧ Exercises A, B and C: Explain the exercises. Do them orally first. Then ask the students to write/mark the answers in their books/notebooks. Announce the answers aloud and let them check their own work.	**Read and Understand**
✧ Exercise A: Do them orally first. Then ask the students to write/mark the answers in their books/notebooks. Announce the answers aloud and let them check their own work.	**Appreciating the Poem**

✧ Brush up what has been learned in earlier classes about suffixes: letters added at the end of a word to change its usage/functions and meaning. Use the examples given and add your own. For example:
 	
  (i) Kind – kindness [quality/state of something]
  (ii) Mist – misty; mistily [quality]
 (iii) Care – careful [amount]
 (iv) Eat – eatable/edible [condition]
  (v) Act/Decide – action; decision [state]
 (vi) Develop – development [condition]
 (vii) Earth/wood – earthen/wooden [made of]
(viii) Strength – strengthen [increase/enhance]
✧ Exercise A: Do them orally first. Then ask the students to write/mark the answers in their books. Announce the answers aloud and let them check their own work.
	Word Wise

✧ Exercise A: Ask the students to do this on their own, and ask the answers at random from them. The correct answers can be written down on the blackboard and they can check their own answers.	**Dictionary Skills**
✧ Exercise A: Read out and explain the exercise. Ask the class to give you the lines and write them on the blackboard till the complete poem is written. Use the keywords given as far as possible, but it is not essential to use all of them.	**Write Well**
✧ Exercise A: Ask the students to bring the materials or supply from the school. Let them work in pairs. Read out, guide and help them with the activity. Display in class.	**AIL Activity**