

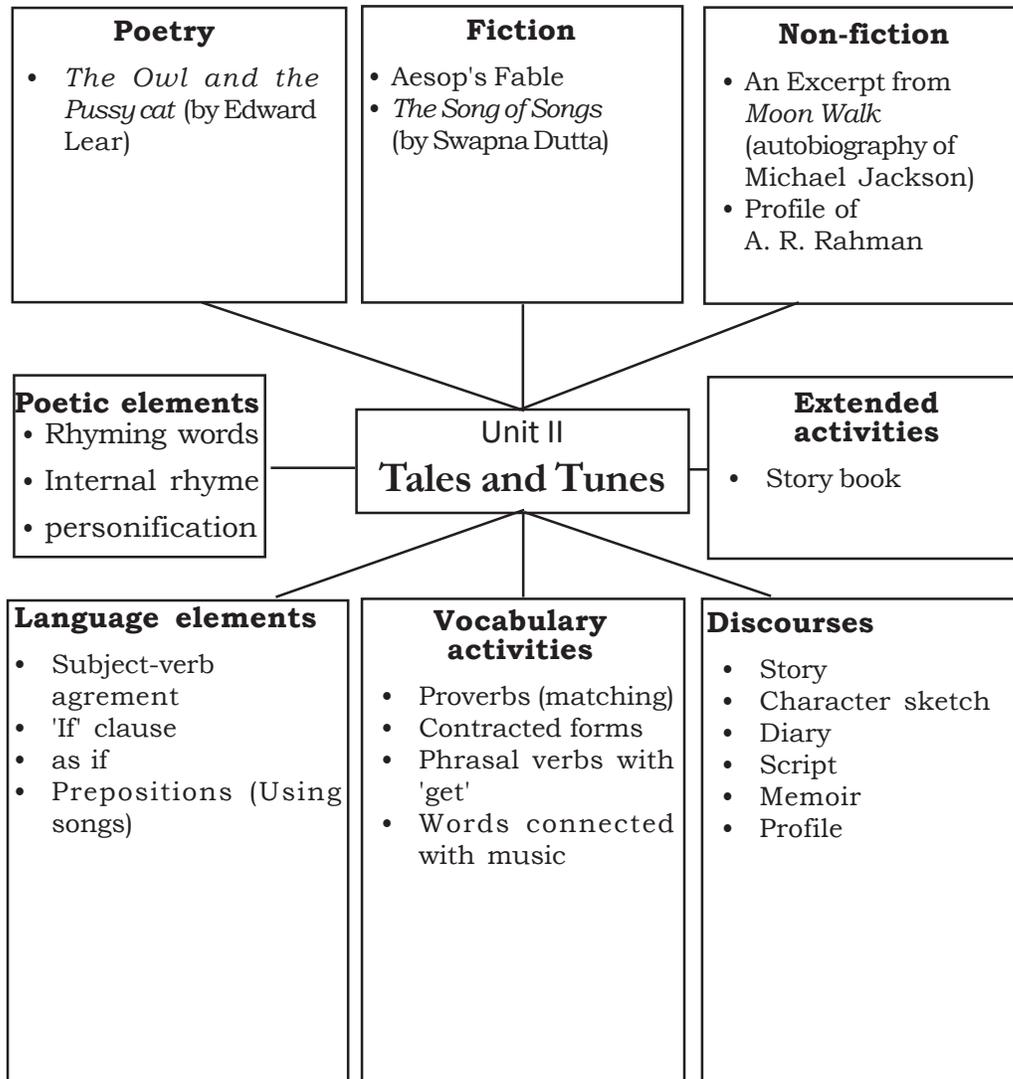
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# Tales and Tunes



Periods allotted - 35

## Unit at a Glance



## Unit Frame

Themes / Concepts / Ideas	Process/Strategies	Learning Outcome
<ul style="list-style-type: none"> <li>• Stories/fables impart values and moral principles.</li> <li>• Stories help to develop the four basic skills of language learning, viz., listening, speaking, reading and writing.</li>   <li>• Fables convey moral lessons.</li> <li>• Stories normally have certain essential elements.</li>   <li>• Harmonious existence, even among sworn enemies, is possible.</li> <li>• Poems make use of devices like rhyme, internal rhyme, images and personification.</li>   <li>• Thoughts and feelings can be effectively expressed through discourses.</li> </ul>	<ul style="list-style-type: none"> <li>• Interprets and analyses pictures.</li> <li>• Reads and analyses short stories and poems.</li>   <li>• Individual and group reading of the fable of the voyager.</li> <li>• Reads and analyses the story 'Keep Your Eyes Open.'</li> <li>• Develops beginnings and endings of stories.</li> <li>• Generates a story using questions.</li> <li>• Sequences events of a story and develops them into a paragraph using suitable linkers.</li> <li>• Writes own stories.</li>   <li>• Reads and analyse the poem 'The Owl and the Pussy Cat.'</li> <li>• Identifies internal rhyme and personification.</li> <li>• Collects poems with internal rhymes and writes a limerick.</li> <li>• Reads and analyses the story 'The Song of Songs.'</li> </ul>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> <li>• interpret and explain the picture given.</li> <li>• read and analyse fables/stories and poems.</li> <li>• generate, sequence and write their own stories.</li> <li>• imbibe morals.</li> <li>• identify various poetic devices like rhyme, internal rhyme, personification, etc.</li> <li>• describe a person or sketch a character.</li> <li>• write diaries and scripts.</li> <li>• identify words related to music.</li> <li>• get the meanings of phrasal verbs and appropriate use of contracted forms.</li> <li>• actively participate in discussions and express their views properly.</li> <li>• differentiate between a memoir and a profile and write them.</li> <li>• play language games.</li> <li>• analyse the agreement between subject and verb in a sentence, frame 'if' clauses and use 'as if.'</li> </ul>

Themes / Concepts / Ideas	Process/Strategies	Learning Outcome
<ul style="list-style-type: none"> <li>• Stories lay stress on the noble relationship between the Guru and the disciple.</li> <li>• Music creates everlasting and eternal joy.</li> <li>• The spelling, pronunciation, morphology and syntax of the language are governed by certain rules and regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses various reading activities to ensure comprehension.</li> <li>• Prepares character sketch, diary and script and analyses the linguistic components of them.</li> <li>• Familiarises biographical and autobiographical styles of writing.</li> <li>• Engages in vocabulary and language activities related to phrasal verbs, subject verb agreement, 'If' clause, 'as if,' contracted forms.</li> <li>• Edits different discourses/passages.</li> <li>• Participates and express their views freely in discussions.</li> <li>• Learns the use of prepositions through songs.</li> <li>• Prepares a Story Book.</li> <li>• Uses ICT resources.</li> </ul>	<ul style="list-style-type: none"> <li>• listen and enjoy English songs.</li> </ul>

## Unit Overview

*Stories / Fables help to nurture cultural awareness and promote the value of interdependence and universal brotherhood. They leave us with everlasting joy and entertainment besides imparting values and moral principles in an enjoyable, gentle and effective way. The Unit focuses on the use of story as a learning tool to develop the four basic skills of language learning, viz. listening, speaking, reading and writing. It enables children to recognise talents and use them for the good of the community, and to identify human foibles.*

*The fable used in the unit conveys the message that God helps those who help themselves. It questions the human folly of believing only in the help of the supernatural rather than doing things on one's own. The story 'The Song of Songs' by Swapna Dutta highlights the eternal joy that music creates, and lays stress on the noble relationship between the Guru and the disciple in the Indian tradition. Greatness and praise do not make Tansen proud and arrogant, but make him realise the sublime greatness and creativity of Sant Haridas, his Guru, who always listens to his soul and delivers everything free and unasked for. The excerpts about Michael Jackson and A. R. Rahman, in addition to giving information about the two legends of music, sketch the difference between two styles of writing - the autobiographical and the biographical. 'The Owl and the Pussy Cat' is one of the finest poems written by the master of limerick, Edward Lear. The main characters, the owl and the cat, sworn enemies in real life, are lovebirds in the poem. They go on a joy ride to the land 'where the bong-tree grows' to get married. All the animal characters in the poem are given human traits by the poet.*

## Unit Titular Picture



*The learners will be able to interpret and explain the picture given.*

Generate a discussion on the pictures given in the text book.

- Can you identify the birds and animals in the picture?
- How can we connect the pictures to the title?

Fables normally have animals and birds as characters, especially to arouse interest in children.

### Let's begin

You may use the entry activity given in the text or any other activity to lead the learners in.

### Suggested lead-in activities

#### Activity 1

You may initiate a discussion based on the questions given below.

- Can you name some of the days we celebrate? ( Children's Day, Teacher's Day, Book Day, Women's Day,..... etc.)
- Do you know that there is a day for telling stories?
- Why do we have a World Story Telling Day?

You may consolidate the discussion as:

- Stories are passed on from generation to generation.
- Stories once heard must be passed on.

#### Activity 2

You may help the learners to visit the website [www.youtube.com](http://www.youtube.com) to watch the story 'The Monkey and the Crocodile.'

You may initiate a discussion.

- Are you familiar with this story?
- Did the elders/grandparents tell you this story? Why?
- Would you have been familiar with the story if they hadn't told it?

- To enlighten posterity, our elders/grandparents passed on the stories which they had listened to. Shouldn't we do the same?

### Let's read

Let the learners read the text individually. Let them comment on the questions given in the text book.

### Possible answer to textual question on page 36

I really agree with grandma's statement. Stories which we hear are to be passed on from generation to generation.

Now, encourage the learners to tell a story that they've heard from their grandparents or their friends or their elders. Select one of the stories and ask them to enact it.

### Let's read one of Aesop's Fables

Any discussion on Aesop fables will be incomplete without a reference to Aesop. You may use the points given in the box for further discussion.

#### AESOP

The legendary figure Aesop is presumed to have been born around 600 BC. Aesop took themes and ideas from the folklore tradition to create his works. Aesop's fables were not written during his lifetime, but passed on from mouth to mouth. Over time, other fables were also credited to Aesop. Finally, a collection of 352 interesting and original work, simply called 'Aesop's Fables' was created. Aesop was most likely invented to provide an author of fables centring on beasts, so that "a story of Aesop" became synonymous with "fable".

### Why teach fables?

Fables, whether it is about 'the Lion and the Mouse' or 'the Tortoise and the Hare,' nonconsciously help children learn important lessons in life. By relating to the characters in the fables, they are prompted to think about their own behaviour and make corrective actions, if necessary. Children do not feel that somebody is lecturing to them about how they should/shouldn't behave, nor are they made to feel guilty about their actions or inclinations. Moreover, as children relate themselves easily to the animal characters, they imbibe the language used nonconsciously, and can let their imagination fly.

One of the ancient and universal forms of entertainment, storytelling has always been able to impart values and moral principles. In the classroom, sharing, examining and building fables can help to develop trusting communities in which learners practise ethical behaviour and strive to create an ideal and moral world. As you tell stories, encourage the learners also to build stories.

Fables help us to build literacy, and ethical and moral development. It is proven that the concise structure and language of fables help children recognize narrative structures and patterns and apply them to original writing. Moreover, fables help children to develop and apply critical thinking about events in stories to a variety of ethical issues.

You may initiate a discussion using the questions given in the textbook.

You may ask the learners to read the Aesop's Fable silently.

### Vocabulary activity



**L**  
**O**

*The learners will be able to predict the meanings of difficult words and use them in appropriate contexts.*

You may present the vocabulary activity given below to check how much the learners have understood the text.

#### VOCAB CHECK

Write two or three words from the text that are new or interesting.

Word 1 : \_\_\_\_\_

Word 2 : \_\_\_\_\_

Word 3 : \_\_\_\_\_

Guess the meanings by relating it to other words. e.g. For the word 'capsized', you may relate it to other words 'violent storm' and 'blew up' and infer its meaning and write it down.

Word 1 : \_\_\_\_\_

Word 2 : \_\_\_\_\_

Word 3 : \_\_\_\_\_

Use a dictionary to refer to the meanings of the words and examine whether the meanings are right, and then write the meanings in your notebooks.

Now, let the learners read the fable individually or in groups. Use some of the questions given below to arrive at the gist of the text.

- What happened during the course of the voyage?
- Have you ever faced such a difficult situation in your life? Narrate the incident.
- What does the companion mean when he says, 'use your arms as well'?

➤ If you had been the voyager, would you have behaved differently?

Now, lead the learners to the scaffolding question.

**Possible answer to textual question on page 37**

God will not come to the aid of those

**Possible answer**

<p>God helps those who help themselves.</p>	<p>God has given all of us talents, attributes, thinking power, resources and opportunities to achieve what we want. We should rely on the gifts that God has given us to make progress in life, rather than rely on God to do it for us. Here, we find the rich voyager simply praying to Athena without taking any initiative on his own. Unless he uses his arms and swims, he is not going to be saved. Success in life depends mostly on our hardwork.</p>
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You may ask the learners to infer the meaning of the other proverbs given.

<p>Don't cry over spilt milk.</p>	<p>Do not be upset about a mistake or a misfortune, since it cannot be changed now. Sometimes mistakes are funny, but sometimes they're deeply embarrassing. We should make every mistake a beautiful opportunity to learn and grow.</p>
<p>The early bird catches the worm.</p>	<p>This proverb was first encountered in John Ray's <i>A collection of English Proverbs</i>. The meaning of the proverb is clear: you snooze, you lose; that is, if a bird starts to search for food early, it can catch the worm easily, without much trouble. Similarly, we will be in trouble if we leave things till the last possible moment. This is true in every sphere and every phase of life, be it studies or business or projects. There are numerous benefits of making a head start. One doesn't have to worry about the deadline of the job, and one can explore the task at hand better.</p>
<p>Barking dogs seldom bite.</p>	<p>Barking dogs seldom bite because they merely make much noise. They lack courage and they only try to frighten people away by their bark. But there are dogs that do not bark much. They are sure to bite us. There are people who talk too much without meaning anything serious. Those who go about boasting are only anxious to project a false image of themselves in front of others. They are weak and they are aware of their weakness and are trying to deceive themselves and others by making a false show of strength. We need not take such people seriously.</p>

who refuse to try and help themselves; we must exert ourselves if we want to succeed.

**Activity 1 (a) on page 38**



*The learners will be able to select the appropriate moral from the fable and imbibe it.*

## Activity 1 (b) on page 38


**L  
O**

*The learners will be able to analyse the meaning of the proverb.*

**Know More**
**Proverbs**

Proverbs are the powerhouses of language. They contain threads of common meaning that weave the fabric of humanity. Proverbs say a lot in a few words. They are like the ocean in a pot. Proverbs and sayings both reflect values and beliefs.

Through the path of proverbs, the learners may

- explore universal themes and common values across cultures.
- develop depths of thought on the interconnectedness of all life.
- discover the link between language and cultural values, cognition and behaviour.

The learners are already familiar with the proverb 'God helps those who help themselves.'

You may help them to visit the website [www.youtube.com](http://www.youtube.com) to watch the story 'The Four Friends and the Hunter' to convey the meaning of the proverb, 'A friend in need is a friend indeed.' If you find it difficult to access the website, you may read out the story given in the box.

**THE FOUR FRIENDS AND THE HUNTER**

Far from any town, there was a forest in which all the animals and birds lived together peacefully. The forest was home to four inseparable friends: a deer, a tortoise, a crow and a mouse. Every evening, they met to discuss the events of the day. But one day, the deer became very frightened. "Hunters are laying traps everywhere. Is there

anything we can do to escape?" "Yes there is," the crow cried out, "as our friend the mouse knows!" The crow began telling everyone what he had seen.

"Just the other day, I saw the most amazing thing. A flock of doves got trapped in a hunter's net, their wings flapping wildly. Then suddenly, all together the doves picked up the net in their beaks and flew into the sky. And where did they go? Straight to our friend the mouse! With his sharp teeth, he tore the net to pieces. Free at last, the doves flew away. They were very grateful to our friend." When the story ended, the deer went in search of water, while the three friends started nibbling on the fruits, shrubs and leaves of the forest. They chatted late into the night, still waiting for the deer to return. But the deer was nowhere to be seen, and the friends began to worry. At dawn, while the others called out to the deer, the crow flew in every direction looking for her. In a clearing, he spotted the deer with her foot caught in a net. "Don't worry" he told her calmly. "We will think of something." The crow rushed back to his friends. The tortoise had an idea "Mouse, hop quickly onto the crow's back." And they flew off to rescue the deer. Without wasting time, the mouse bit through the net. Just then, the anxious tortoise reached the spot. "Why did you come here? If the hunter returns, you will never escape!" the deer exclaimed. And the hunter did return! Hearing his footsteps, all of them ran away, but the tortoise was too slow. The hunter picked him up and tied him to a stick. "Oh no! Because of me, poor tortoise is in trouble," said the deer. Suddenly the deer leaped up and ran to the pond near the path.

She lay absolutely still, while the crow pecked at her. When the hunter dropped the tortoise and picked up the deer, the mouse quickly cut the cords and released the tortoise. While the tortoise slipped into the water, the deer darted off and the crow simply flew away. The hunter trembled with fear. He had never seen an animal come back to life. Thinking that the forest was haunted, he ran for his life. The four friends went home and were happy to be together again.

**Possible answers to 1 (b) on page 38**

**MEANING**

1.	Don't take the chance of losing something you already have by going after something you think is better.
2.	If you eat the right food, you will be healthy.
3.	Don't put off doing or dealing with something, or else, it will become worse and cause extra work.
4.	You can't be sure about something until you try it.
5.	One good person can get the job done quicker.

**Activity 1 (c) on page 38**



**L  
O**

*The learners will be able to analyse a fable and understand the moral.*

You may help the learners to visit the website given in the textbook. If there is no access to the website, you may read out the following stories to them.

***THE FATHER AND HIS SONS***

A father had a family of sons who were perpetually quarrelling among themselves. One day, he told them to bring him a bundle of sticks. When they had done so, he placed the bundle

in the hands of each of them in succession, and ordered his sons to break the bundle into pieces. They tried with all their strength, but were not able to do it. He then opened the bundle, took the sticks separately, one by one, and again put them into his sons' hands upon which they broke the sticks easily. He said, "My sons, if you are of one mind, and united to assist each other, you will be like this bundle, uninjured by all the attempts of your enemies. But if you are divided among yourselves, you will be broken as easily as these sticks."

*United we stand, divided we fall.*

***THE FOX AND THE LION***

A young fox saw a lion for the very first time. He was so frightened by the appearance of the great beast that he ran away as fast as he could. The second time he saw the lion, he hid behind a large rock and peeped out to look at the lion. The third time he saw the lion, he went straight up to him and said, "Hello, Mr. Lion."

*Familiarity breeds contempt.*

***THE FOX AND THE GOAT***

One day, by an unlucky chance, a fox fell into a deep well from which he could not get out. Shortly afterwards, a goat passed by and asked the fox what he was doing down there.

"Oh, have you not heard?" said the Fox. "There is going to be a great drought, so I jumped down here in order to be sure to have water by me. Why don't you come down too?"

The goat thought well of this advice, and jumped down into the well. But the fox immediately jumped on to her back, and by putting his foot on to her long horns managed to jump up to the edge of the well.

"Good-bye, friend" said the fox, "remember next time: Think twice before you listen to the words of others."

*Look before you leap.*

### **THE LION AND THE THREE BULLS**

Three bulls for a long time pastured together. A lion lay in ambush hoping to catch them, but was afraid to attack them while they kept together. Having at last by guileful speeches succeeded in separating them, he attacked them without fear as they fed alone, and feasted on them, one by one, at his own leisure.

*Union is strength.*

### **MERCURY AND THE WORKMEN**

A workman, felling wood by the side of a river, let his axe drop by accident into a deep pool. Being thus deprived of the means of his livelihood, he sat down on the bank and lamented his hard fate. Mercury appeared and demanded the cause of his tears. When he told him of his misfortune, Mercury plunged into the stream, and, bringing up a golden axe, inquired if that was the one he had lost. On his saying that it was not his, Mercury disappeared beneath the water a second time, returned with a silver axe in his hand, and again asked the workman if it was his. When the workman said it was not, he dived into the pool for the third time and brought up the axe that had been lost. The workman claimed it and expressed his joy at its recovery. Mercury, pleased with his honesty, gave him the golden and silver axes in addition to his own. The workman, on his return to his house, related to his companions all that had happened.

One of them at once resolved to try and secure the same good fortune for himself. He ran to the river and threw his axe into the pool at the same place, and sat down on the bank to weep. Mercury appeared to him just as he hoped he would, and having learned the cause of his grief, plunged into the stream and brought up a golden axe, inquiring if he had lost it. The workman seized it greedily, and declared that truly it was the very same axe that he had lost. Mercury, displeased with his knavery, not only took away the golden axe, but refused to recover the axe he had thrown into the pool.

*Honesty is the best policy.*

#### **Possible answers**

##### **Moral**

- United we stand, divided we fall.
- Familiarity breeds contempt.
- Look before you leap.
- Union is strength.
- Honesty is the best policy.

Now, lead the learners to the story *Keep Your Eyes Open*.

#### **Activity 1 on page 39**

You may make the learners read the story *Keep Your Eyes Open* individually. To analyse the story you may ask the following questions and generate a discussion.

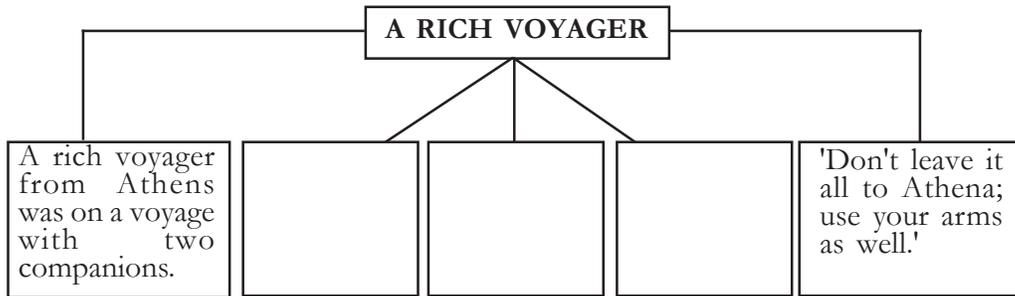
- Identify the characters.
- How does the story begin?
- What is the problem highlighted in the story?
- How is the problem solved?
- What is the ending of the story?

Now, familiarise them with the essential elements of the story.

#### **Additional activity**

You may give a web diagram to analyse the story given on page 37. The beginning

and ending of the story is given. You may ask them to find out the other essential aspects of the story.



You may follow the process given and elicit free responses. Encourage the learners to do the activity.

**Activity 2 on page 40**

 *The learners will be able to understand how a story should end and thereby apply it when they create their own stories.*

**L**  
**O**

- 1. in a castle
- 2. a. Jane
- 3. always sad
- 4. a ring
- 5. a flute
- 6. The fairy cast a magic spell
- 7. a musician
- 8. a bear
- 9. happy
- 10. the bear

**Possible answers**

- For saving them, the other animals rewarded the fox.
- As the fox stood there talking, the lion stealthily came out and killed him. 'Mind yourself before you mind others,' the lion told the fox.
- .....
- .....

**Activity 3 on page 41**

 *The learners will be able to generate a story by using questions.*

**L**  
**O**

This activity is intended to make the learners write a story on their own. You may use the questions given in the textbook to guide them. If the learner chooses the answers in the following way, then the story may be as the one given in the box.

**Activity 4 on page 42**

 *The learners will be able to write a story using the hints provided.*

**L**  
**O**

**JANE AND THE BEAR**

Once upon a time there was a king and a queen. They lived in a lovely golden castle. They had a very beautiful daughter named Jane. But Jane was always very unhappy. Nobody knew why she was sad. She never laughed or smiled. Both the king and the queen were quite worried about their daughter. One day, the queen offered a golden ring to the person who could make Jane happy. A musician came and played the flute, a fairy cast a magic spell, and a joker came and cracked jokes, but none of them could make her smile or laugh.

As days passed, a young musician came to work at the queen's castle. He

was accompanied by his little bear. The bear was extraordinarily brilliant and he captured everyone's heart. One day, while Jane was standing at the balcony of the castle, she happened to see the bear. She was happy to see the bear's pranks. She started to laugh wholeheartedly. The Queen was happy to see her daughter laugh. She kept her promise by rewarding the bear with a golden ring!

Let the learners develop the story in pairs.

Group refinement.

You may present your own version.

Select one or two products for editing.

**You may make use of the link [www.learnenglishkids.britishcouncil.org/eng/make-your-own/story-maker](http://www.learnenglishkids.britishcouncil.org/eng/make-your-own/story-maker) for related activities.**

### Activity 5 on page 42



**L**  
**O**

*The learners will be able to sequence the events of a story and thereby write it into a paragraph using the linkers.*

You may ask the learners to rewrite the story given in a jumbled order. Assistance can be given wherever necessary. You may invite the attention of the learners to the linkers used. After they have finished writing the story, you may ask them to present it before the class.

### Possible answer for Activity 5

#### THE THREE LITTLE PIGS

Once there lived three little pigs. The first and the second pig were lazy and built their houses very quickly with straw. However, the third little pig worked hard all day and built a strong house with bricks. One day, a big bad wolf saw the first and second pigs and decided to make a meal of them.

They felt scared, so they ran into the straw house. Even though the pigs tried to hide in their house, the wolf blew it down in minutes. Now, the two little pigs were terrified and they ran to the third pig's house. Though the wolf tried to huff and puff the house down, he could not and he died in the attempt. The two little pigs now felt sorry for being so lazy. They too built their houses with bricks, and lived happily ever after.

### Activity 6 on page 43



**L**  
**O**

*The learners will be able to write their own stories.*

Firstly, you may make the learners listen to the audio version of the story or you may help your learners listen to the story by visiting the website: [www.bbc.co.uk/schoolradio/subjects/english/aesops\\_fables/1-8/fox\\_crow](http://www.bbc.co.uk/schoolradio/subjects/english/aesops_fables/1-8/fox_crow). Later, ask the learners to complete the story with a different middle and ending.

#### THE FOX AND THE CROW

One morning, a fox was walking through the woods. He was looking for something tasty to eat. Soon, his nose picked up a scent: a scent of something very sweet. He stood still and sniffed the air. The fox didn't have to wait long to find out what it was. A crow was sitting on a branch high up in a tree, and in its beak was the biggest piece of cheese he'd ever seen. He thought for a while. Soon, an idea struck him. He decided to flatter the crow and therefore, began to praise him. He told the crow, "You are such a pretty and clever bird! If only you could sing as beautifully!" Now, the crow was very proud. He wanted to show the fox that

he could sing very well. So he opened his mouth to sing, and lo! The piece of cheese fell to the ground. The fox laughed at the crow and picked up the cheese and ate it hungrily. Too late the crow realised that one should not be vain.

Let the learners develop the story in pairs. Group refinement.

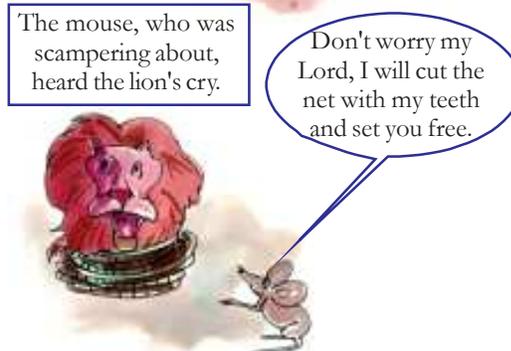
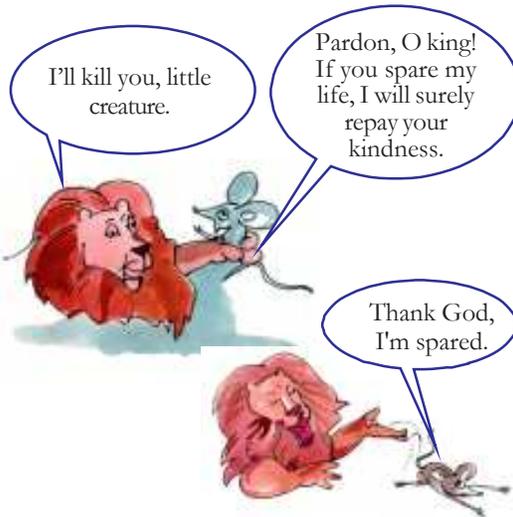
You may present your own version. Select one or two products for editing.

**Activity 7 on page 44**

*The learners will be able to write a short story using the hints provided. They will be able to predict the outcomes of a story.*

This activity is intended to make the learners understand how a picture cartoon story can be generated. It is intended to develop their writing and speaking skills. You may make them fill in the bubbles and frame the story individually. After they have finished, you may make them role play the story. As an extended activity, make them prepare an anthology of picture cartoon stories and display it.

**Possible answers for Activity 7**



The mouse set the lion free by gnawing the net with his teeth. The lion was very thankful to the mouse.



Let the learners develop the story in pairs. Group refinement.

You may present your own version. Select one or two products for editing.

**Extended activity**

**My Fable**

Learners have already been guided to write stories on their own. Now, give them a week to create their own fables. Give some questions to guide them. Call the activity as 'My Fable' writing.

**My Fable**

Answer these questions as you begin to think about a fable.

- What message or moral would you like to convey to the reader?

- Who are your characters?
- What is the conflict?
- How will the characters solve it?
- How will the fable end?

Give the children a chart and call it 'My Fable Chart.'

**Folk tale:** It is a story that parents pass on to their children orally through time.

**Folklore:** The traditional stories of a country/community/ group of people.

### My Fable Chart

Title	Characters	Setting	Problem/Solution	Moral

### Fable festival

You may conduct a fable festival with all the fables written by the learners. Send invitations to parents and others. Ask the learners to practise reading, emphasising presentation techniques like speaking loudly and slowly, reading with expression, making eye contact, etc. Let each learners get the name of a world famous author and read a fable to the audience. Then, bring out an anthology of fables.

You may also familiarise them with the terms Legends/Myths/Fairy tales/ Folk tales, etc.

### Know more

**Myth:** An ancient story or set of stories, especially explaining in a literary way the early history of a group of people or about natural events and facts.

**Legend:** A very old story or set of stories from ancient times, or the stories, which people tell about a famous event or person that are not always true.

**Lore:** Traditional knowledge and stories about a subject.

**Fairy Story/Fairy tale:** It is a traditional story written for children which usually involves imaginary creatures and magic.

### Read more

- *Panchatantra Tales* by Vishnu Sharma
- *The Arabian Nights : Tales from a Thousand and One Nights*
- *The Second Jungle Book* and *The Jungle Book* by Rudyard Kipling
- *English Fairy Tales* by Joseph Jacobs

Now, you may lead the learners to the poem by Edward Lear.

### The Owl and the Pussy Cat

#### Meet the poet

#### Edward Lear

Edward Lear (1812-1888), artist, traveller and writer, was born in Holloway. At the age of 13, Lear began to earn money by sketching birds, using a colouring method known as oriental tinting. He began his career as an artist at the age of 15. Instant fame followed and in 1832, the London Zoological Society hired him to execute the illustrations of birds. He also worked for the British Museum, drawing birds for the ornithologist John Gould. He is widely known as the writer of an original type of nonsense verse and as the populariser of the Limerick. Lear's nonsense verses are noted for their linguistic fantasies and inventiveness, and their occasional touches of underlying melancholy. He is remembered for his humorous poems such as "The Owl and

the Pussy Cat.' His books of humorous verse also include *Nonsense songs* (1871) and *Laughable Lyrics* (1877). John Ruskin placed Lear at the top of his list of greatest authors, and G. K. Chesterton dubbed him "The Father of Nonsense." Lear died at the age of 76.

### About the poem

'The Owl and the Pussycat' is considered as one of the best nonsense poems of all times. Edward Lear's nonsensical words gently undercut the sentimental story, balancing romance with frivolity, sense with nonsense, adventure with security.

The owl is an elegant fowl who sets out to woo a pussycat in a boat laden with honey and plenty of money and with a guitar at his side, ready for serenading. This is an impossible scenario, to have an owl and a cat together in the first place and to have them sailing to sea makes it even more improbable. But Lear lends human qualities and characteristics to these two animals and also, it reveals his sense of humour. The cat that he writes about is probably his own cat 'Foss'. Playing the guitar, the owl looking up at the stars sings to the cat, 'What a beautiful kitty you are.' The cat returns the love and calls the owl 'elegant fowl.' She urges him to marry her but they don't have a ring. Now, they travel to a land for a year or so where a 'bong - tree' grows to find a pig who will have a ring on his nose. This transaction also brings the 'real' world nearer to the surface. Without a ring, the marriage cannot take place. Only when the 'deal' has been done can the tale, and thus the poem, continue as before. The regular rhythm resumes, and eating mince and quince, the feline and the fowl dance 'hand in hand' on the edge of the sand..... by the light of the moon. Besides musicality, the other main feature of the poem is the 'word play' with Lear incorporating made-up words: 'bong-

tree,' 'piggy-wig' and the nonsense adjective 'runcible.' The words add to the humorous effect and introduce elements of spontaneous fantasy. On a symbolic level, the poem also stands for the assimilation of the representatives of two diverse cultures. The poem seems to suggest that harmonious existence is possible even among sworn enemies.

**You may help the learners to visit the website <http://etc.usf.edu/lit2go/111/po-ems-and-limericks-of-edward-lear> to listen to the poem.**

**To watch the animation of the poem, help the learners to visit the website [http://www.youtube.com/watch?v=FVU\\_6GLZ-5Q](http://www.youtube.com/watch?v=FVU_6GLZ-5Q).**



**L  
O**

*The learners will be able to read a poem and appreciate it. They will be able to visit different websites to find additional information.*

### Process

You may introduce the picture given along with the poem and trigger a discussion about it.

- There is a cat and an owl in the picture.
- Have you seen them together in real life? Explain.
- What is the owl doing in the picture?
- What might be the owl trying to tell the cat?
- How do you think the cat will respond?

Let the learners sit in groups and share their ideas.

You may read the poem aloud once or twice or you may use an audio version. Ask the learners to read the poem silently. After the reading, you may interact with them using some pictures/objects. For example:

- the mask of an owl
- Kitty

- pig
- the picture of a runcible spoon
- a ring

This may help the learners make sense of some of the unfamiliar expressions. Scaffold them using questions given in the text or frame your own questions.

### Additional questions

- The very idea of an Owl and a Pussy Cat on a journey together is funny. Why?
- What might the Owl and Pussy Cat buy with the money they took?
- Identify the expressions used by the Owl to convey his love?
- What did the Pussy say to the Owl?
- What did they do for the ring?
- Why did they need a ring?
- If you were going to sail for a year and a day, what objects/things would you carry with you?
- What might they see as they sail for a year and a day?
- How did they dance?
- Who, alive or dead, real or fictional, would you invite to their wedding reception?

Now, you may divide the class into owls, pussy cats, piggy wigs and narrators and ask them to read their part aloud. Being grouped with more confident readers will help the learners who are less confident to read more expressively.

Ask the learners to remain in groups and note down the important words/expressions in the poem like:

The Sea

A beautiful pea-green boat

Oh! Let us be married (the picture of an owl and a pussy cat)

Piggy

The light of the moon

The scenes sketched are all visual images from the poem. Allow the learners to select more.

Ask the learners to illustrate the phrases. Now, divide them into groups, provide them with chart papers and ask the groups to draw a map of the journey, starting with all the features they know. Let them stick the pictures of the phrases onto the chart wherever it is appropriate. Ask them to go into details, be inventive and add speech bubbles for their characters.

Let the learners write a narrative version of the story using the map as a guide.

Post selected stories in the blog of the school.

### Possible answers to textual questions on page 46

1. The Owl and the Pussy Cat went to sea in a beautiful pea-green boat.
2. They took with them a lot of honey and money.
3. The characters in the poem behave as human beings. The four animal characters in the poem are anthropomorphic (i.e. treating animals or objects as if they had human qualities).
4. a) The owl sang to a guitar to express his love for the Pussy cat.  
b) He emphasised his love by using expressions like 'lovely Kitty', 'my love', and repeating the expression "what a beautiful Kitty you are."
5. They sailed for a year and a day.
6. They sailed to the land where the bong-tree grew. They sailed in search of a ring.
7. They paid one shilling for the ring.
8. The expression 'they danced by the light of the moon.'

### Read more

Julia Donaldson's 'The Further Adventures of the Owl and the Pussy Cat,' which is a sequel to Edward Lear's much loved poem.

You may help the learners to visit [www.youtube.com](http://www.youtube.com) to listen to the author's reading of some of the extracts from her new book.

Now, lead the learners to the activities.

**Activity 1 (a) on page 47**



**L  
O**

*The learners will be able to identify the lines repeated and the made-up words used in a poem.*

You may ask the learners to revisit the poem and identify the lines repeated and the made-up words. Provide help only if necessary.

**Possible answers**

Lines repeated	Made-up Words
With a ring at the end of his nose	Piggy-wig
They danced by the light of the moon.	runcible spoon

**Know More**

'Runcible spoon' was created for 'The Owl and the Pussy Cat' by Edward Lear. He had no particular meaning for the word 'runcible.' Lear also referred to a 'runcible hat', a 'runcible cat', a 'runcible goose', and a 'runcible wall' in other poems, probably without any sense.

**Additional activity**

You may inform the learners that many English words which are commonly used nowadays were coined by great masters like Shakespeare and Milton. Some of the words may be displayed on a chart.

Word	Writer	Work
addiction	Shakespeare	<i>Othello</i>
cold-blooded	Shakespeare	<i>King John</i>
eventful	Shakespeare	<i>As you like it</i>
fashionable	Shakespeare	<i>Troilus and Cressida</i>
pandemonium	John Milton	<i>Paradise Lost Book XI</i>

Ask the learners to refer to a dictionary to find out the meanings of the above words in the present day world. Let them make a collection of such words for the class magazine.

**Activity 1 (b) on page 47**



**L  
O**

*The learners will be able to identify the end-rhyming words.*

Let the learners identify the end-rhyming words from the poem.

**Possible answers**

STANZA I	STANZA II	STANZA III
above-love	sing-ring	will-hill
guitar - are	grows-nose	spoon-moon

**Activity 1 (c) on page 47**



**L  
O**

*The learners will be able to identify the internal rhyme used in poems.*

You may present a stanza from Coleridge's *The Rime of the Ancient Mariner*.

In midst or cloud, on mast or shroud,  
It perched for vespers nine;  
Whiles all the night, through  
fog-smoke white,  
Glimmered the white moon-shine

Initiate a discussion in the class by asking questions like:

- Why are 'nine-shine' called as end rhymes?

- Do the words 'cloud-shroud' or 'night white' rhyme at the end or within the line?

**You may consolidate as follows:**

- Poetry can have end rhymes or internal rhymes.
- End rhymes occur at the end of a line of verse.
- Internal rhymes occur within a line of verse.

The stanza given above illustrates the patterned use both of internal rhymes (within lines 1 and 3) and of an end rhyme (lines 2 and 4).

**Possible answers**

- They took some honey, and plenty of money.
- They sailed away, for a year and a day.
- And there in a wood a Piggy-wig stood.
- So they took it away, and were married next day.
- They dined on mince and slices of quince.
- And hand in hand, on the edge of the sand.

**Activity 1 (d) on page 47**



*The learners will be able to collect poems with internal rhymes.*

Many poets have used internal rhymes in their poems. For example:

1) **'Annabel Lee'** by Edgar Allan Poe

For the moon never **beams** without  
bringing me **dreams**  
OF the beautiful Annabel Lee;  
And the stars never **rise** but I feel the  
bright **eyes**  
OF the beautiful Annabel Lee;  
And so, all the night-**tide**, I lie down  
by the **side**  
OF my darling, my darling, my life  
and my bride,  
In the sepulchre there by the sea,  
In her tomb by the sounding sea.

To listen to these examples of internal rhyme, you may help the learners to visit [www.examplesinpoetry.com](http://www.examplesinpoetry.com).

- 2) In Edgar Allen Poe's **'The Raven'** also you can see different patterns of internal rhyme.
- 3) Shell Silverstein's **'The Dirtiest Man in the World'**

Oh I'm Dirty **Dan**, the World's dirtiest **man**,  
I never have taken a shower.  
I can't see my **shirt**- it's so covered with **dirt**,  
And my ears have enough to grow flowers.

(Visit [www.youtube.com](http://www.youtube.com) to listen to the poem.)

- 4) The nursery rhyme **Jack and Jill**

Jack and **Jill** went up the **hill**  
To fetch a pail of water;  
Jack fell **down** and broke his **crown**  
And Jill came tumbling after.

**Activity 2 on page 47**



**L**  
**O**

*The learners will be able to identify personification.*

Let the learners answer the question given. You may also present one of the finest examples of personification used by John Milton in *Paradise Lost*, as Adam bit into the fatal apple.

'Sky lowered and muttering thunder,  
some sad drops

Wept at completing of the mortal sin'

You may ask the learners to identify the elements which are given a human quality by Milton. If the learners face any problems, you may help them to find out the elements like sky, thunder and rain drops.

**Possible answers to Activity 2 (a) on page 47**

- They sailed away, for a year and a day.
- They dined on mince and slices of quince.
- They danced by the light of the moon.
- 

**Activity 3 on page 48**
**L**  
**O**

*The learners will be able to write a limerick.*

**Know more**

Edward Lear is considered as the master of limerick. The name 'limerick' is probably derived from a convivial song having the refrain: 'Will you come up to Limerick?' (Limerick is a county in Ireland.)

You may encourage the learners to come out with their own limericks with the rhyme scheme aabba, or at least, a poem of five lines.

**Possible answers**

A wonderful bird is the peacock,  
Whose friend was a cock,  
They befriended a peahen,  
Who now and then  
Made her hide in a dock.

There once was an ape in a zoo  
Who looked out through the bars  
and saw YOU!  
Do you think it's fair  
To give poor apes a scare?  
I think it's a mean thing to do.

There was an old man with a  
beard,  
Who said, 'It is just as I feared!  
Two owls and a hen,  
Four larks and a wren,  
Have all built their nests in my  
beard'.

Now, lead the learners to the story 'The Song of Songs' by Swapna Dutta.

**The Song of Songs**
**L**  
**O**

*The learners will be able to read and analyse a story.*

**Meet the author**

A prolific writer and translator based in New Delhi, Swapna Dutta has been engaged in creative writing for more than two decades and has successfully tried her hand at a variety of literary genres. She is the author of children's books as diverse as *Stories for a Winter's Night* (1992), not to forget her ever popular *Juneli* series. She has also done several retellings of stories.

**About the story**

The story highlights the ineffable joy that music creates and also throws light upon the noble relationship between a guru and his disciple in the Indian tradition. A man becomes great when he is humble and not egoistic, the story seems to suggest. Mesmerised by the exquisite strains of Tansen's music, Emperor Akbar bestows him with immense praise. Thankful but humble, Tansen informs that there is someone who sings better than him, but to listen to him they have to go to his hut as ordinary people. The great emperor agrees. Tansen takes the emperor to the hut of his Guru, Sant Haridas. Both of them request him to sing. The Sant smiles, but refuses. Tansen knows that his Guru is a perfectionist. Offering to sing, he makes deliberate mistakes. Annoyed, Sant Haridas takes the tanpura and sings the right note. The emperor realises that Tansen has indeed spoken the truth as the Sant's music is unparalleled. As they walk back, Tansen

reveals why his Guru's music is better. It springs from the depth of his soul, free and unasked for. The story conveys a very basic lesson: be simple and humble and never be egoistic.

### Author speak

Excerpts from an Interview with Swapna Dutta by Nandini Nayar:

Q: There is a general feeling that the retellings of traditional stories are 'easy', that anyone can try their hand at it. As someone who has done several retellings, what is your opinion of this mode of storytelling in terms of the work involved, the purpose behind the enterprise?

- I think the retelling of classics is far more difficult than writing an original story, if one has to make it really attractive to the children of today. For one thing, it has to be told in a language they understand and present the happenings in a way that they can sympathize, if not exactly identify with. It requires a lot of homework as there are several versions of the same story from which one has to pick out the one most likely to appeal to the children of today.....

Q: What, in your opinion, is the role of the storyteller?

- I feel the primary role of the storyteller is to make the reader understand what he or she is trying to put across..... A writer can do this only if he or she is fully convinced about the story (in terms of storyline, credibility, development and climax) himself or herself.....

### Lead-in

You may frame a new activity or use one of the activities given below to lead the learners into the story.

### Suggested activity 1

Let the learners listen to the rendering of the flute by Hariprasad Chaurasia or any other eminent musician/singer. Then you may initiate a discussion about the effect of music. You may help children to visit <http://ragamusic.com/> category to listen to Hariprasad Chaurasia.

Ask the learners questions like:

- Is there anybody who doesn't love music?
- Why do we love music?
- What effect does it have on us?
- Can you name some famous musicians/singers?
- Can you identify the musical instrument shown in the text?
- What impression does the picture create in you?
- Why do you think the story is titled "The Song of Songs"?

### Activity 2 (Picture of gurukulam - to be shown)

You may invite the attention of the learners to the picture and initiate a discussion on it. You may ask questions like:

- Can you identify the people in the picture?
- What is each one of them doing?
- Do we have a name for such a system of education?
- How did the students learn in the Gurukula system of education?
- Can you tell a story about a Guru and his students?
- Can you talk about the Gurus/teachers who inspired you the most?
- Discuss the role played by Gurus/teachers in our life?

### Let's read

#### Reading: Segment 1

Let the learners read the part of the story from "Slowly, gently, -----humble lover

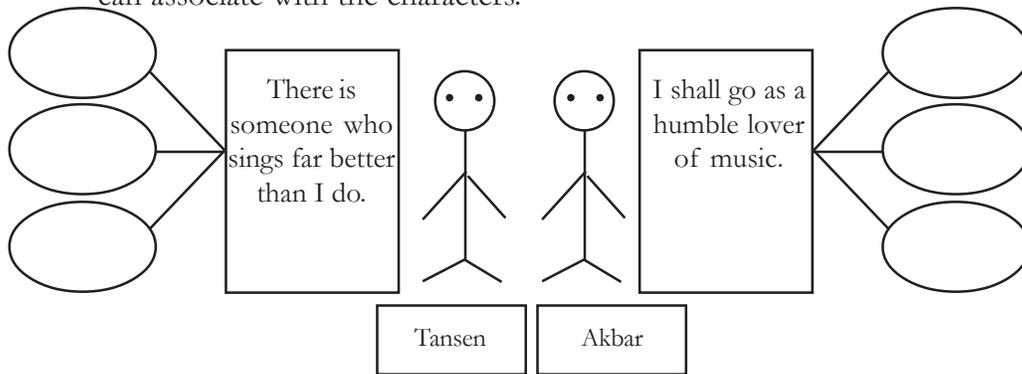
of music.' You may follow the reading process given at the beginning.

**During reading**

Let the learners skim through the passage and visualise the various scenes in their minds.

**Reading activity 1**

Then you may ask them to draw matchstick figures of both Tansen and Emperor Akbar. Write a sentence each for Tansen and Akbar. After reading the sentence, ask the learners to list the words they can associate with the characters.



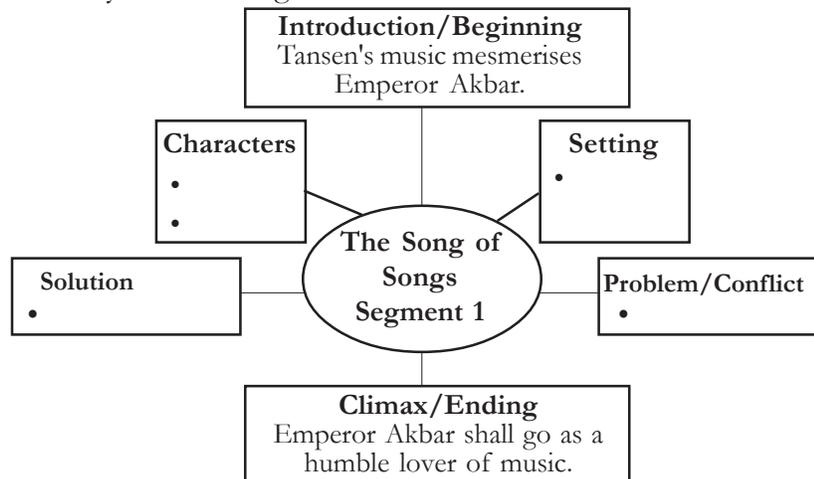
Then ask the question: What do you find common in both the characters?

**Possible answer**

Even though both the characters occupy different positions, they have the common traits of being simple and humble.

**Reading activity 2**

You may present the graphic organiser given below to the learners. Provide the beginning and ending parts. Do not insist on the learners using their own words to fill in. If they identify the sentences and write it down, that will do. At the same time, the learners who use their own words may be encouraged.



**Possible answers**

Characters - Akbar, Tansen

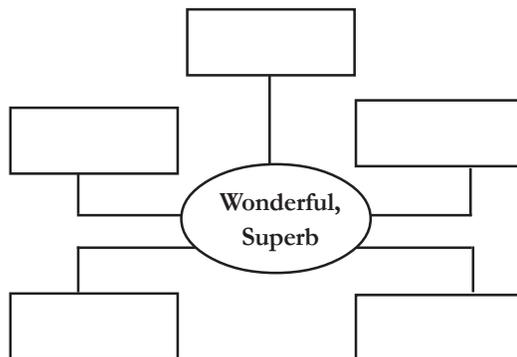
Setting - The palace of Akbar

Problem/Conflict -Tansen talks about his guru, the better singer, who will not come to sing before Emperor Akbar.

Solution: The emperor will go to him.

**Reading activity 3**

Now, you may present the Word Web before the learners.



Ask questions like:

- Who uses these words?
- Why does he use such words?

Ask the children to refer to a dictionary and find more words used to congratulate /praise others.

**List of words**

Well done, great, excellent, marvellous, bravo, nice one, fantastic, congratulations, good job, superb!

You may help the learners get an insight into the first segment of the story with the questions given in the text or by framing your own questions.

**Additional questions**

- How does Tansen react to Akbar's comment of appreciation?
- How is Akbar different from other emperors?
- Identify the expression which suggests Tansen was frightened.

**Possible answers to textual questions on pages 49-50**

1. The exquisite strains of raag darbari still vibrated within the hall.
2. What the emperor means is that the greatness of Tansen's music will make people listen to it again and again.
3. It reveals his simple and humble nature.
4. a) Elicit free responses like:
  - 1) The man is much more powerful than the emperor.
  - 2) The man is scared of the emperor.
  - 3) The man is a sanyasi.
  - 4) .....
 b) Elicit free responses like:
  - 1) I would use force to bring him to court.
  - 2) I would punish him.
  - 3) .....
 c) Akbar smiled and expressed his readiness to go to the man as a humble lover of music.
- 5) Probably, the man disliked royalty or royal people.  
Probably, the emperor's presence might disturb the peaceful life of the man.

**Now, lead the learners to activity 7 (a) on page 59**

*The learners will be able to identify the musical instruments and the persons who plays them.*

You may show the pictures of musical instruments and familiarise the learners with the new words. Let them attempt the tasks individually and check with the help of a dictionary how far they have been right in their attempts. Provide help only if necessary.

**Possible answers****Activity 7 (b) on page 59**

Violin—violinist      Flute—flutist  
Guitar—guitarist      Piano—pianist

Trumpet—trumpeter  
Saxophone—saxophonist  
Cello—cellist (Pronounced as 'chelo')

<i>Know more</i>	
Drum	– drummer
Harp	– harpist
Trombone	– trombonist
Xylophone	– xylophonist
Tabla	– tablist
Harmonium	– harmonist

**Activity 7 (c) on page 59**



**L  
O**

*The learners will be able to use prediction strategies to understand new vocabulary in context.*

- |                       |               |
|-----------------------|---------------|
| 1) band               | 2) orchestra  |
| 3) guitar, band, lead | 4) instrument |
| 5) player             | 6) musicians  |
| 7) conductor          |               |

Before going to the second section of the story you may ask the following questions and allow the learners to predict freely.

**Predict and go**

- Who might be the 'man'?
- How would he receive Akbar and Tansen?
- What might be the ending?

**During reading - Segment 2**

Let the learners read the story from 'Sant Haridas..... those heights?' You may follow the reading process given at the beginning.

**Reading activity 1**

You may present the following 'cause and effect' orgainser and fill in one of the boxes. Ask the learners to skim through the part and find out the cause or effect. You may ask them either to identify the sentences and fill in the columns or fill in with their own words.

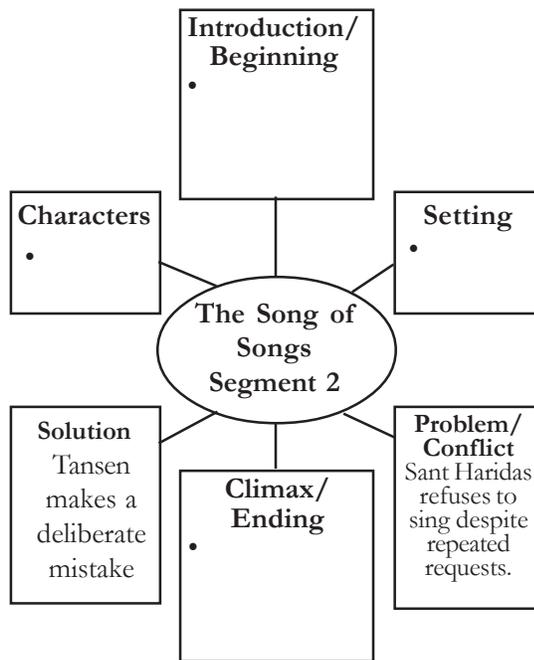
CAUSE Why did it happen?  	→	EFFECT What happened? Sant Haridas refused to sing.
Tansen made deliberate mistakes while singing.  	→	
	→	Akbar realised Tansen had spoken the truth about Sant Haridas.

**Possible answers**

- Sant Haridas was long past the age of singing.
- Sant Haridas took the tanpura and sang.
- The melody of the Sant's music spread across the forest. Both Akbar and Tansen were hypnotised by the music.

**Reading activity 2**

You may follow the process given in Reading Activity 2 in segment 1. Here, the problem and solution are given. Let the learners fill in the remaining columns.



**Possible answers**

- Characters: Akbar, Tansen and Sant Haridas.
- Introduction/Beginning: Emperor Akbar and Tansen reach the hut of Sant Haridas.
- Setting: The Hermit's hut/Forest.
- Climax/Ending: The Guruji's music is supreme as it springs from the depth of his soul, free and unasked for.

You may help the learners get an insight into the passage with the questions given in the text or by framing your own questions.

**Additional questions**

- Who was Sant Haridas and how did he live?
- Why did he refuse to sing?
- How did the emperor realise that Tansen had spoken the truth?

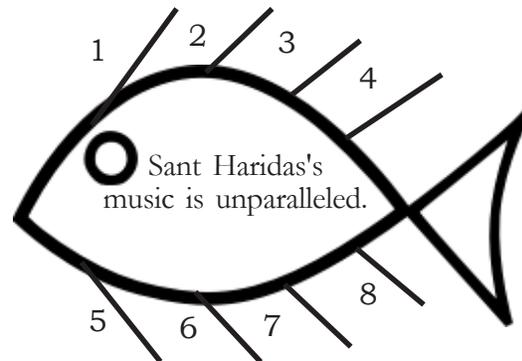
**Possible answers to textual questions on page 50**

- 6) The guru was amazed because he never expected Tansen to commit such a mistake.
- 7) It was a clever ploy by Tansen to make his Guru sing.
- 8) a) The song of Sant Haridas spread across the forest, like the first glimmer of dawn or the fragrance of jasmine.  
b) Both Akbar and Tansen were hypnotised.
- 9) Tansen sang at the command of the emperor. But the Guruji sang for one who was the king of kings – for God.
- 10) 'How can my music hope to reach those heights?'

**Post reading****Activity 1**

You may assign the roles of the narrator, Tansen, Akbar and Sant Haridas to the learners and make them read the text aloud. After reading, you may write the main idea in the centre of the fish. Then

you may ask the learners to pick out the events in the correct order from part 1 and part 2 that show this.

**Possible answers****Events:**

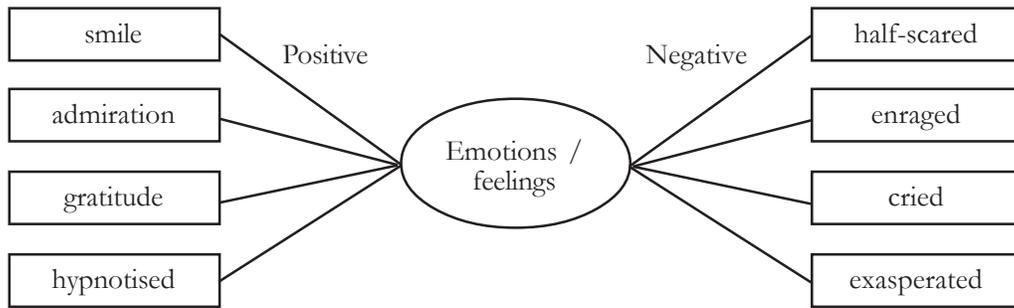
- 1) Akbar praises Tansen's voice as the most wonderful in the world.
- 2) Tansen says that there is someone who sings far better than him.
- 3) The emperor wishes to have him sing in his court. Tansen says that he won't do it.
- 4) The emperor decides to go to him as a humble lover of music.
- 5) Sant Haridas refuses to sing despite repeated pleas.
- 6) Tansen sings, but makes deliberate mistakes.
- 7) Sant Haridas takes the tanpura and sings melodiously.
- 8) Akbar realises that Tansen has really spoken the truth.

You may ask the learners to develop them into a paragraph, using suitable linkers.

e.g: 2 - **But** Tansen .... 3 - **When** the emperor .... 4 - **So**, the emperor decides .... 7 - **Then**, Sant Haridas takes ....

**Activity 2**

You may present the word feelings/emotions as the main idea on the centre of the blackboard. Ask the learners to find out words from the story that they could associate with the word. You may categorise them as positive and negative.



You may ask the learners to develop a story of their own. They may be given the freedom to add more such words.

Now, lead the learners to **Activity 5 (a)**.

**Activity 5 (a) on page 58**



**L**  
**O**

*The learners will be able to refer to a dictionary and imbibe the meanings of the phrasal verbs with 'get'.*

You may help the learners refer to a dictionary and find out the phrasal verbs beginning with 'get' and their meanings. Then, let them do activity 5 (b) individually and use appropriate phrasal verbs. Provide help, if necessary.

**Possible answers**

get away - escape (A courageous person never gets away from difficult situations, but faces it.)

get across - to communicate clearly or convincingly (It is a matter of grave concern that parents fail to get the right message across to their children.)

get off - to dismount (Christy got off his bike to help the accident victim.)

get over - to overcome / recover from (Ram finally got over the fever.)

get through - to finish something completely (You should get through the work before the weekend.)

get up - to rise from bed (Ashraf gets up every day at sunrise to go jogging.)

get on/get along - to have a good relationship (He finds it difficult to get on with his new roommate.)

get round - to succeed in avoiding or solving a problem (He is inviting trouble if he fails to get round the problem.)

**Possible answers for 5 (b) on page 58**

1. get up
2. get away
3. get on/ get along
4. get across

**Activity 6**

Lead the learners to **Activity 6 on page 58**.



**L**  
**O**

*The learners will be able to apply the contracted forms in different contexts. They will be able to refer to a dictionary.*

Let the learners revisit the story and find out the contracted forms. You may help them to refer to a dictionary to find out the forms which are not there in the text.

**Possible answers**

- |               |           |
|---------------|-----------|
| do not        | - don't   |
| that is       | - that's  |
| I am          | - I'm     |
| will not      | - won't   |
| does not      | - doesn't |
| It is         | - It's    |
| I would/I had | - I'd     |

**Know more**

- Contractions are not normally used in formal style, but are common and correct in informal writing/speech.
- Normally there are two types of contractions:

- 1) Noun / pronoun, etc + auxiliary verb  
e.g. - I'm going home.  
It's a rare sight.
- 2) Auxiliary verb + not  
e.g. - She won't give me the key.  
Don't you read the newspaper daily?
- Avoid confusion between 'it's' (it is/it has) and 'its' (possessive).
  - In questions, 'am not' is normally contracted to 'aren't'.  
I'm late, aren't I?  
'May not' is not normally contracted.

**Now, lead the learners to activity 1(a) on page 51.**

### Activity 1 (a)



**L  
O**

*The learners will be able to choose the correct meaning of unfamiliar words based on the context. They will be able to describe a person or sketch a character.*

You may follow the instructions given in the textbook. Let the learners refer to a dictionary and find out the meanings of unfamiliar words. Then you may ask them to work in pairs and find out the apt words for describing his/her partner. Ask the learners to consider the traits given in the textbook while they prepare a character sketch of his/her partner.

You may allow the learners enough time to prepare the description. Then you may ask them to present it before the class.

You may help the learners to develop the hints provided in the textbook on page 51 to write the character sketch of a boy named Ramu.

### Activity 1 (b) on page 51



**L  
O**

*The learners will be able to write a character sketch.*

Now, ask the learners to revisit the story 'The Song of Songs' and make a brief character sketch of Tansen. You may conduct a discussion in the class using the questions given in the textbook and help them to select the apt words.

### Possible answers for the activity

- reverent
- humble
- half-scared eyes
- clever

### Now write (Possible answer)

Tansen is the court musician of Emperor Akbar. He holds his emperor in high reverence. Quite humble in nature, heaps of praise never blind him from reality. When the emperor describes his voice as 'the most wonderful' in the world, he is not flattered. He only says, "There is someone who sings far better than I do." With half-scared eyes, he informs the emperor that he should not come as the Emperor of Hindustan to see the maestro. When Sant Haridas refuses to sing despite repeated requests, the clever Tansen offers to sing and makes a deliberate mistake. Tansen knows well that his Guru is a perfectionist and won't put up with mistakes. His trick works and Sant Haridas mesmerises them with his masterly craft. As a perfect disciple, he understands why his Guru's music is better than his -it is free and unasked for and comes from the depths of his soul.

Let the learners do it in pairs.

Group refinement.

You may present your own version.

Select one or two products for editing.

### Activity 1 (c) on page 52



**L  
O**

*The learners will be able to sketch a character.*

You may provide the learners with a worksheet to help them attempt the character sketch of Sant Haridas.

Name :

What do you know about him?:

(Job, his behaviour, how he leads his life, his likes)

What else do you know about him? :

(His attitude towards music)

After they've completed the worksheet, you may ask the learners to write the character sketch of Sant Haridas.

**Possible answer**

Sant Haridas is Tansen's music teacher, and he leads the austere life of a hermit. His music springs from the depths of his soul, free and unasked for and he has no intention to showcase it, neither for money nor for fame. He is so firm in his character that not even his favourite pupil can persuade him. Repeated pleas by Tansen and the Emperor could only elicit the reply, 'I am long past the age for singing.' But when Tansen sings and makes deliberate mistakes, he is amazed and cries out, 'That's not the right note, Tansen.' Anguished, he takes the tanpura and sings the right note. The melodious music enchants nature and leaves Akbar and Tansen hypnotised. The Emperor realises the greatness of the Guru. The Sant's unparalleled music and his love for his disciple make him stand very tall.

Let the learners do it in pairs.

Group refinement.

You may present your own version.

Select one or two products for editing.

**Activity 2 (a) on page 53**



**L  
O**

*The learners will be able to plan and prepare a script.*

You might have already familiarised the learners with the process of script writing in Unit I. This activity is meant to reinforce the learning that has already taken place.

**Possible answer**

ONE - ACT PLAY

**(Tansen enters the court of Emperor Akbar)... (Tansen bows in gratitude)**

- Tansen : (with a smile) But Shahensha, there is someone who sings far better than I do.
- Akbar : (disbelievingly) Really! Can you arrange his singing in my court?
- Tansen : (with fear and tension) Your Majesty, even if you summon him, he won't come and sing in your court.
- Akbar : (smiles) If he doesn't come, I shall go to him myself. Will you take me to him?
- Tansen : (relieved) Yes, your Majesty. But please do not come as the Emperor of Hindustan.
- Akbar : I shall come as a humble lover of music.  
(Akbar and Tansen... enchanting music.)
- Sant Haridas : (smiles) I am long past the age of singing. Tansen, make your friend understand that. Otherwise, he may feel bad.

Akbar and Tansen  
(together pleads): Please, please, Guruji.  
We have come a long way to listen to your music. At least once.  
(Repeated pleas don't change Guruji's mind. Tansen thinks for a while.)

Tansen : Guruji, allow me to sing before you.

Sant Haridas : I am eager to listen to you, my disciple.  
(As he sings, Tansen makes a deliberate mistake.)

Sant Haridas : (amazed) That's not the right note, Tansen. What has happened to you?  
(Tansen continues, repeating the same mistake.)

Sant Haridas : (puzzled) I think there is something wrong with you, Tansen. Come on, give the tanpura to me and listen carefully to the right note.  
(Sant Haridas sings. His melodious music spreads across the forest)

Emperor (aside) : What a majestic performance this is!  
Mind blowing. Tansen has really spoken the truth. This music is unparalleled. Wow!  
(As the soul stirring music comes to an end, both the Emperor and Tansen bow and leave the hut.)

Emperor (breaking his silence) : 'Why can't you sing like him, Ustadji?

Tansen (smiles) : Your majesty, Guruji sings for one who is the King of kings! His music springs from the depths of his soul, free and unasked for, unlike me.

(The Emperor nods in agreement. Both of them walk as if they were still listening to the enchanting music.)

Let the learners do it in pairs.

Group refinement.

You may present your own version.

Select one or two products for editing.

### Activity 2 (b) on page 53



L  
O

*The learners will be able to enact a play and at the same time, will be able to use handy cams.*

As the skit is enacted in the school auditorium, you may record it with the help of your learners. Most of the schools are now equipped with handycams and therefore recording may not be a problem. If you cannot use a video camera, you may seek the help of the learners or your friends. Then, upload it in your school blog or Youtube. This may inspire others too. Moreover, recording may help you to analyse the shortcomings and prepare for a better presentation the next time.

### Activity 2 (c) on page 53



L  
O

*The learners will be able to actively participate and express their views freely.*

A speech/talk is the representation of thinking. So you may consider this oral activity as a very important one. As a prelude to this activity, you may ask them to read the story again or conduct a visit to a nearby geriatric (old age) home.

### Process:

- Begin the discussion with informal talk about some light-hearted topics.

Informal 'small talk' will make the learners comfortable and they may be more inclined to add their opinions to the discussion.

- Arrange the desks/benches in a circle or horseshoe shape. It improves communication as it helps to see each other's faces and hear each other well. Moreover, it may help you to narrow and widen the communication channel, wherever and whenever necessary.
- You may sit along with your learners. It is a concrete physical signal that you want to be a part of the community rather than stand outside it.
- Maintain good eye contact to keep everyone involved.
- Try to avoid open questions as it may allow the active learners to dominate and allows others to hide. Call on individual students.
- Specify a class rule: 'I don't know' is not permitted: Tell them they are expected to think and always encourage the learners to guess, to speculate, to wonder aloud.
- Ask interactive questions.

You may use the following questions to initiate a discussion on the topic.

- Have you disobeyed your parents/teachers?
- Do you feel sad when you disobey your parents/teachers? Why?
- Why should we treat our parents/teachers/elders with respect?
- Do you think disrespect is the cause of many social evils in society?

**Activity 3 (a) on page 54**



*The learners will be able to analyse a diary entry.*

**L  
O**

You may display the diary entry given in the text book on a chart or on the

blackboard or may use the questions given in the textbook for discussion or can even frame questions.

You may consolidate the discussion with the hints given in the textbook on page 54.

**Activity 3(b) on page 55**



*The learners will be able to identify the features of a diary entry.*

**L  
O**

You may ask the learners to identify the features of the diary entry given on page 55.

**Possible answer**

Date	5th
Opening	Up, it being very cold and great snow.
Feelings expressed	Troubled, simply angry.
Closing	Home to supper and to the office again, and then late home to bed.

**Ann Frank's diary entries are world renowned. Some of her diary entries are given below. You may use them to familiarise the learners with the essential elements of a diary entry.**

**Sunday, 21 June 1942**

Everyone at school is waiting to hear what happens next. Who will move up a class, and who will stay down? We're all trying to guess! I think my girlfriends and I will be OK, though we'll have to wait patiently to find out.

Most of my teachers like me, but old Mr Keesing gets angry with me because I often talk too much! He made me do some extra homework and write about 'Someone Who Talks Too Much'.

**Saturday, 1 May 1943**

Yesterday was Dussel's birthday. He pretended that he wasn't interested, but when Mep arrived with a large bag of

presents from his friends, he was excited as a child! He had chocolates, eggs, butter, oranges and books. He arranged them on the table and left them there for three days, the silly old fool!

He already has plenty of food. We found bread, cheese, jam and eggs in his cupboard. He hasn't given us anything, but we've shared everything with him.

### Possible answer for Activity 3 (c) on page 55



*The learners will be able to make a diary entry.*

**L**  
**O**

#### Tansen's Diary

June 25th

What a wonderful day! Long time since I heard the divine voice of my Guru. His voice was so melodious that I felt hypnotized. The sweetness of his voice spread across the forest, like the fragrance of jasmine. I know his music springs from the depths of his soul. Moreover, his humble nature makes him even more worthy of respect. I feel blessed to be one of his favourite pupils.

Let the learners do it in pairs.

Group refinement.

You may present your own version.

Select one or two products for editing.

### Activity 4 (a) on pages 56 and 57



*The learners will be able to differentiate between a memoir and a profile.*

**L**  
**O**

You may ask the learners to read the memoir of Michael Jackson. After the learners have read it, initiate a discussion to make them understand the difference between a memoir and a profile and elicit

their responses. You may follow the process given in the text book.

You may ask questions like:

Did Michael Jackson use **I** or **he** when he wrote about himself?

Will you use **I** or **he** when you write about Michael Jackson?

#### Possible answer

The sentences given in the first table show the memoir or autobiography of Michael Jackson.

The sentences given in the second table show the profile/ biography of Michael Jackson.

Next, you may ask the learners to rewrite the memoir of Michael Jackson as a profile.

#### Possible answer

Michael Jackson had always wanted to be able to tell stories, stories that came from his soul. He would like to sit by a fire and tell people stories, make them see pictures, make them cry and laugh, take them anywhere emotionally with something as deceptively simple as words. He would like to tell tales to move their souls and transform them. He had always wanted to be able to do that. Imagine how the great writers must feel, knowing they have that power. He sometimes felt that he could do that. It was something that he would like to develop.....

Let the learners do it individually.

Group refinement.

You may present your own version.

Select one or two products for editing.

### Activity 4 (b) 1 on page 57



*The learners will be able to understand the difference between memoir and a profile.*

**L**  
**O**

*They will be able to write a profile.*

Now, you may make the learners read the profile of A. R. Rahman and ask them to rewrite his profile as a memoir.

**Possible Answer**

I'm popularly known as the man who has redefined contemporary Indian Music. I am hailed by the *Time Magazine* as the 'Mozart of Madras.'

I pursued music as a career from a very young age. In 1991, the noted film maker Mani Ratnam offered me a movie called 'Roja' which brought me nation-wide fame and many awards. I have won the National Award three times.

In 2008, my work gained global prominence with my score for the film 'Slumdog Millionaire'. I have been bestowed with the 'Padma Bhushan' and the 'Padma Shri', two of India's highest national civilian honours, in recognition of my contribution to music. I was also named by the *Time* as one of the 100 most

influential people in the world, in 2009.

Let the learners do it individually.

Group refinement.

You may present your own version.

Select one or two products for editing.

**Read more**

- Swapna Dutta's Juneli series

**Now, lead the learners to the language activities.**

**Activity 8 (a) on page 60**



**L  
O**

*The learners will be able to read and analyse a passage. They will be able to identify the subject and the verb in sentences.*

Let the learners read the passage given, individually. Then divide them into groups of 5-6 and ask the groups to read the passage again. Let them analyse the passage and identify the subjects and the verbs and write them down.

**Key**

**8 (b)**

Subject	Singular	Plural
He	Yes	
Tansen	Yes	
Tansen and the Emperor		Yes
The guru	Yes	
Sant Haridas	Yes	
The melody of his voice	Yes	

**8 (c)**

Verb	Singular	Plural
thinks	Yes	
is	Yes	
enquires	Yes	
wants	Yes	
reach		Yes
refuses	Yes	
sings	Yes	
corrects	Yes	
spreads	Yes	

After the learners identify the subjects/verbs, you may ask questions like:

- How do you know that the subject is singular/plural?
- What difference do you notice between the singular and plural forms of the verb?
- What changes do you notice in the verb form when the subject is singular and when it is plural?
- Which form of the verb goes along with the subject when it is singular and when it is plural?

### 8 (d)

You may ask the learners to do the task individually. Provide help, if necessary.

### Key

1. They think Tansen has the most wonderful voice in the whole world.
2. The courtiers enquire about the person.
3. Tansen finds him busy with his daily chores.
4. The emperor reaches his hut.

### Language game

You may help the children to visit [www.bbc.co.uk/skillswise/game/en30stru-game-verb-subject-treasure-hunt](http://www.bbc.co.uk/skillswise/game/en30stru-game-verb-subject-treasure-hunt) to play the verb-subject-treasure-hunt game.

### Additional worksheet

#### A day in the life of Ramu

Ramu ..... (gets/get) up at five o'clock in the morning. He ..... (brush/brushes) his teeth and ..... (drink/drinks) a cup of tea. Then he ..... (go/goes) outside. His friends ..... (wait/waits) for him there. They ..... (cross/crosses) the road and ..... (reach/reaches) the stadium. They ..... (play/plays) for an hour. Then he ..... (return/returns) home,

gets ready and goes to school. His classmates ..... (is/are) waiting because he ..... (is/are) the class leader. Ramu ..... (study/studies) well. So his teachers ..... (likes/like) him a lot. He ..... (return/returns) home at four o'clock. He, along with his brother and sister, (play/plays) for an hour. Then he ..... (study/studies) upto ten o'clock and sleeps at 10.30 pm.

### Know more

- 1) A) Read the conversation given below.  
Ramu: Are you a doctor?  
Shibu: Yes, I am.  
Ramu: Sir, I have a knee problem.  
Shibu: You better take an x-ray and come tomorrow.  
Note: 'I' and 'You' have their own rules in English.
- 2) e.g. a) The collector, along with many officials, has visited the drought prone areas.  
b) Many officials, along with the collector, have visited the drought prone areas.  
c) Raghu as well as the cats likes milk.  
d) The cats as well as Raghu like milk.

Note: When two nouns are combined using connectors like 'along with, as well as, besides, including, in addition to, with, accompanied by, and not, no less than,' etc., the verb should agree with the first noun.

- 3) e.g. a) Either a table or two chairs have got to be moved.  
b) Either two chairs or a table has got to be moved.  
c) Neither the monkey nor the squirrels are bothering us.

- d) Neither the squirrels nor the monkey is bothering us.

Note: When two subjects are joined by 'either...or', 'neither...nor', the verb is usually singular if the second subject is singular, and plural if it is plural.

- 4) e.g. a) Twenty thousand rupees is a large sum to earn for many in the world.  
 b) Six months is the duration of the course.  
 c) 200 runs is not a difficult target to chase in a 20-20 match.  
 d) Two hundred kilograms is a huge weight for an old man to lift.

Note: When nouns expressing periods of time, amount of money, or quantities are considered as a single unit, singular verbs are used.

- 5) e.g. 1) Your trousers have been put outside to dry.  
 2) Where are my spectacles?  
 3) The scissors that tailors use are very sharp.

Note: Trousers, bellows, pincers, jeans, pyjamas, pants, scales, scissors, glasses, spectacles, binoculars, pliers and the names of many similar divided objects are plural, and have no singular forms. (We may, however, say, 'A pair of binoculars is.....')

- 6) e.g. 1) The police are searching every nook and corner of the city for the criminal.  
 2) The staff are working day in and day out to complete the project.

Note: Expressions like 'cattle, police, staff, crew, the British, the English, the French', etc. are plural with no singular forms.

### Activity 9 (a) on page 61



**L**  
**O**

*The learners will be able to identify the 'if clauses'.*

You may ask the learners to read the sentences from the story 'The Song of Songs'. After that, let them go through the conversation given below and identify the 'if clauses' in it.

### Activity 9 (b) on page 61



**L**  
**O**

*The learners will be able to compare the two types of if clauses.*

### Possible answer

- If he sings in films, he will certainly become famous.
- She will get an apartment, if she wins the competition.

Now, you may ask the learners to read the conversation between Anil and Joy and compare the two types. You may generate a discussion using Activity 9 (c) on page 62. Worksheets for better understanding may also be provided.

### Activity 9 (d) on page 63



**L**  
**O**

*The learners will be able to frame 'if clauses'.*

### Possible answers

1. If you boil the water, it will turn into steam.
2. If you cool the steam, it will turn back into water.
3. If you heat a piece of metal, it will expand.
4. If you cool a piece of metal, it will contract.
5. If you freeze water, it will expand.

## Additional worksheets

### Activity 1

Choose the correct verb tense for each of the following sentences from the box given below.

1	takes, will take, take
2	will consult, consulted, consult
3	ask, will ask, asked
4	am, was, will be, were
5	will keep, would keep, kept

- If Ramu goes to the birthday party, he -----a present.
- I ----- the doctor, if my stomach-ache persists.
- She would marry him if he ----- her.
- I would make a sandwich if I ----- hungry.
- If you behaved nicely, the teacher-----you in the class.

### Activity 2

You may cut the following 'if' and 'main' clauses into strips and give one clause to each student. Now, ask the students to search for the partner who has a matching strip.

If she gains more weight	she will start dieting.
If I had a headache	I would take some aspirin.
If the police catches the culprit	they will take him to court.
If there is a power failure	we will light some candles.
If I missed the bus	I would hire a taxi.

#### Know more

An 'if clause' often refers to a condition - something which must happen so that something else can happen.

Oil floats if you pour it on water.

Clauses of this kind are called 'conditional clauses.' An 'if clause' can come at the beginning or end of a sentence. When an 'if-clause' comes first, it is separated by a comma.

If you eat too much, you will become fat.

You will become fat if you eat too much.

There are three types of 'if-clauses.'

Type	Condition
I	Condition possible to fulfil.
II	Condition in theory possible to fulfil.
III	Condition not possible to fulfil. (too late)

Type	If Clause	Main Clause
I	Simple Present	will future
II	Simple Past	would+ infinitive
III	Past Perfect	would have+ past participle

e.g. 'If clause' at the beginning

Type	If Clause	Main Clause
I	If I study exam.	I will pass the
II	If I studied exam.	I would pass the
III	If I had studied	I would have passed the exam.

### Activity 10 (a) on page 63



**L**  
**O**

The learners will be able to read and take part in discussions. They will be able to use the language element 'as if'.

You may ask the learners to read the sentence from the story 'The Song of Songs'.

You may generate a discussion using the questions given in the textbook so that

the learners will get a better understanding about the language element as if. You may consolidate the discussion using the language note given under activity 10 (b) on page 64.

### Activity 10 (c) on page 64



**L**  
**O**

*The learners will be able to use the language element 'as if'.*

#### Possible answers

1. He is rich. But he walked as if he were poor.
2. Raju treats Roy as if he were his servant.
3. We laughed as if we heard a joke.
4. He lay on the floor as if he were dead.

### Listening Task 1 on page 64



**L**  
**O**

*The learners will be able to listen and enjoy English songs.*

First of all, make the learners listen to the song by visiting the website: <http://www.youtube.com/watch?v=eKXfqpg>. Play the song at least twice. Then make copies of the task given, give it to the learners and ask them to fill in the blanks. Let them do it individually and then in pairs or in groups. When they finish it, play the song once again and ask them to check the answers. If you don't have access to the net, you may use the script given below.

Picture yourself **in** a boat **on** a river,  
**With** tangerine trees and marmalade  
skies

Somebody calls you, you answer quite  
slowly,

A girl **with** kaleidoscope eyes.  
Cellophane flowers **of** yellow and  
green,

Towering **over** your head.  
Look **for** the girl **with** the sun **in** her  
eyes,

And she's gone.

Lucy in the sky **with** diamonds

Lucy in the sky **with** diamonds

Lucy in the sky **with** diamonds

Aaaaahhhh....

Follow her down **to** a bridge **by** a  
fountain

Where rocking horse people eat  
marshmallow pies,

Everyone smiles as you drift past the  
flowers,

That grow so incredibly high.

Newspaper taxis appear **on** the shore,

Waiting **to** take you away.

Climb **in** the back **with** your head **in**  
the clouds,

And you're gone.

Lucy **in** the sky **with** diamonds

Lucy **in** the sky **with** diamonds

Lucy **in** the sky **with** diamonds

Aaaaahhhh....

### Listening Task 2 on page 65

Somewhere **over** the rainbow  
Way **up** high,

There's a land that I heard of

Once in a lullaby.

Somewhere **over** the rainbow

Skies are blue,

And the dreams that you dare **to**  
dream

Really do come true.

Someday I'll wish **upon** a star

And wake **up** where the clouds are far

Behind me.

Where troubles melt like lemon drops

Away **above** the chimney tops

That's where you'll find me.

Somewhere **over** the rainbow

Bluebirds fly.

Birds fly **over** the rainbow.

Why then, oh why can't I?

If happy little bluebirds fly

**Beyond** the rainbow

Why, oh why can't I?

**Activity 12 on page 66**

Kalyani **decides** to take part in a payasam-making contest. Her dogs also **go** with her. "If I **win** the first prize, I will give them a good gift," she thinks. Many **women** have assembled there. The payasam-making contest **begins** and everybody eagerly participates. Finally, the judges **announce** the results. Kalyani **wins** the first prize. With the money, she buys some biscuits and **returns** home.

**Activity 13 on page 66****Key**

- 1) frying, fire
- 2) count, hatched
- 3) honesty, policy
- 4) actions, words

**Activity 14 on page 66**

You may help the learners prepare a Story Book. Motivate them and when it is ready, request the headmaster or arrange a special guest to release it in the school assembly.

