

Coursebook
Teachers' Resource Manual
Sample

A CATCH FOR A TIGER

Objectives

- To trace the humorous flow of events
- To recognise the text as *Indian -writing*
- To identify the genre (humour)
- To recognise the ironical turn of events
- To infer that wrong-doings can backfire
- To identify and classify the features in the story
- To list the nature-traits of the characters

Warm Up

Explain the term 'irony' with the help of the input given in the Reader. Provide a few more examples. (a police station gets robbed; a flight attendant has a fear of heights...)

Discuss:

- what poaching is (*Poaching is the illegal taking of wildlife, in violation of local, state or international law.*).
- the dangers to animals around because of poaching.
- how we can avoid poaching.

READING

Students read to comprehend, predict and analyse

Tell students that they will be reading an engaging story about a tiger and that they will have to pay attention to

- the way the characters are described
- the genre dealt with

Play the audio / Read the text and pause at relevant points to explain / check comprehension.

- *Rana Shaan-Bahadur, the most macho... about to faint*

Ask students:

What are the words that tell us that it is an Indian story? How is the tiger introduced? Where does he live? What do the words 'set his

coat afire mean'? (Pause here to talk to the class about **imagery** and how the use of words creates the desired picture and appeals to the visual senses of readers and helps them see it the way the writer wants them to.) *How is the jackal introduced? Why did Rana Shaan-Bahadur decide to go to the waterhole? What does this tell you about him?*

The tiger's secretary "crawled towards him, head between paws". What does this tell us about him? (Suggested response: It tells us that he was inferior to Shaan-Bahadur, perhaps was frightened of him and wanted to show how he respected Shaan-Bahadur.)

Ask students to work in pairs and compare the two characters.

Rana Shaan-Bahadur	Naradmuni
Comparison: lives in the Sher-kila National Park Contrast: <i>Macho, regal, used modern, commanding language; vain and overbearing</i>	Comparison: lives in the Sher-kila National Park Contrast: <i>looked docile; put up a humble appearance, perhaps to please; spoke in a dramatic manner; was deceptive with his use of words—gives the impression that he does not think much about the tiger’s intelligence</i>

Sir, do forgive me...about to faint—What is the jackal trying to do here? (He is trying to shower exaggerated praises and impress Shaan-Bahadur.)

- *You talk too much...their own trap.*

What do you think that object is and who are these men? (That is perhaps a trap and these men are hunters or poachers.)

Talk to the class about:

- the introduction of the new characters in the story: The two men and their role in the story as negative characters and the words used to describe them and their actions; Ayesha as a positive character who has come there to capture the animals on her camera.

What is meant by “the sun had turned the waters to gold”? (The sun has risen and the golden shades were reflecting on the water.)

Ask students:

*What are the words that give away that the two men are not good characters? Why did they nod? How did they know where to lay the trap? Allow free response. (They may have checked for tracks and would have known that this is where the tiger came for his prey.) Identify the words that contribute to the **imagery** (the sun had turned the waters to gold.). Who was Ayesha and why was she allowed to enter the park unescorted?*

How did Rana Bahadur become famous?

Let students take turns to describe in parts, the whole episode involving the men and the tiger.

How do you shout out “Help!” in your home language? (Free response)

Now, ask students to identify the **irony** in the story. Poachers who came to trap a tiger were caught in their own trap.

Ask students to work in pairs and compare the new characters and their roles in the story.

The two men	Ayesha
<i>They are introduced as negative characters with words like ‘sinister’</i>	<i>Ayesha is a welcome visitor</i>
<i>They have come there stealthily without permission</i>	<i>Has come after taking due permission</i>
<i>They have come there to capture a tiger</i>	<i>Has come there to capture the animals on her camera</i>
<i>They end up getting caught in their own trap</i>	<i>Ends up capturing on her camera, the two men getting trapped</i>

Draw the given organiser on the board. Let students copy it in their notebooks. Tell students they will have to work in pairs and identify the words that support the given statements.

	Statements related to the story	Supporting details
A CATCH FOR A TIGER	The characters in the story are not human. They have certain character traits	
	The story is fiction	
	The story is <i>Indian -writing</i>	
	The story deals with personification	
	There is rich imagery	
	The story is humorous	
	There is irony presented	
The story has a message		

Post-reading

Group work

Divide the class into groups.

Let each group work on the script of the story.

Next, while some students mime the story, the others in the group provide the voice-over for the actions.

This activity will help develop creative thinking skills with a focus on inter-personal, kinaesthetic and spatial intelligences.

GRAMMAR

Reported speech

Ask a student to talk about something she/he did the previous week.

Now ask students to relate what the student had said.

Point out to students that they just reported what she/he had said.

Write the words *Reported Speech* on the board.

Put up a chart for easy understanding of the concept.

Direct Speech Tenses	Indirect Speech Tenses
Simple present: <i>play/s football</i>	Simple past: <i>played football</i>
Present continuous: <i>am/is playing football</i>	Past continuous: <i>was playing football</i>
Present perfect: <i>have played football</i>	Past perfect: <i>had played football</i>
Past simple: <i>played football</i>	Past perfect: <i>had played football</i>

Tell students that when we report or say something in indirect speech, we use reporting verbs like *asked, stated, enquired, ordered, exclaimed* and so on to help convey the information better.

Reinforce the concept further with the help of the input given in the Coursebook.

SPEAKING

Expressing opinions

Explain that in a conversation, we might like to give our opinion and express a point of view. It is a common way of interacting with other people. There are certain ways of expressing our opinions when we agree or disagree.

How do we go about it?

- We should start by listening politely.
- Express what we think in a clear, straightforward manner.
- Provide reasons to support our point of view.
- Use words like: *In my opinion...From my point of view...I would say...My impression is... I think...Speaking personally...I am of the opinion that and so on.*

If we want to emphasise our point of view, we may use words like:

I really think...I truly feel...I strongly believe... ... In my honest opinion... and so on.

Agreeing and disagreeing

We use words like *So do I... Absolutely...I couldn't agree more...* when we agree with someone.

But when we disagree with someone, instead of saying *I totally disagree!* or *You're wrong!* we may say: *I'm not sure I agree with you ...I'm sorry but I don't agree...I'm afraid I disagree.*

Another way of disagreeing politely is to tell the person you respect their opinion before sharing your own: *I see what you're saying but...I understand, but...*

WRITING

Newspaper report

Explain that a newspaper report is a story that is found in a newspaper. It provides factual information about what's happening around. A single newspaper report usually focusses on a specific event.

Guide students to write the newspaper report.

Tell students to provide:

- a striking headline followed by the place in the place-line and the date below the byline.
- factual details
- the source of information

1. **Headline (first line):** This gives the reader an idea of what the report is about.
2. **Byline:** Name of the reporter (comes after the headline)
3. **Place:** From where it is written
4. **Date:** the date when it is written (May 2024)
5. **Introducing paragraph and body:** Explains what the report is about. Includes information that says:
 - *who or what it is about.*
 - *when it happened.*
 - *where it happened.*
 - *why it happened.*
 - *how it happened.*
6. **Conclusion:** provides a closure with a closing statement.

PICTURE CORNER

Please note that

- the exercises in the *Picture Corner* section are meant to be verbal and/or activity-based. The students are to be encouraged to make use of **the four 21st century skills**. The answers are not to be written down in the note-books, unless specified in the instruction line.
- some of the questions also cover the different *Multiple Intelligences*. Encourage new ways of learning that will help develop *linguistic, mathematical, kinaesthetic, spatial, interpersonal, intrapersonal or naturalistic intelligences*.

1. The picture helps develop *critical thinking* skills. Generate a discussion on where they would see such a sign post. (*On the beach/park/sanctuary...*) Allow free response and accept any logical answer.
2. Encourage students to talk about the pollution that humans are responsible for. This will help develop *social responsibility*.
3. Let students share their thoughts and give reasons for their responses.
4. The group-work focusses on creativity and helps develop critical thinking, communication and collaboration. It nudges students towards spatial, kinaesthetic as well as interpersonal intelligences.

QUESTION BANK

A Catch for a Tiger

A. Answer in brief.

1. What news did Naradmuni bring Rana Shaan-Bahadur and how did Rana respond?

Ans. Naradmuni informed Rana Shaan-Bahadur that the beautiful raven-haired Ayesha who was a world-famous photographer from the National Geographic, had arrived at the Rest House of the National Park and that she was there to photograph the wild life. Upon hearing this, Rana Shaan-Bahadur decided to go to the waterhole and groom himself. He wanted to make sure that he was looking good.

B. Answer in detail.

Who was Ayesha? What did she capture and what was the outcome of this?

Ans. Ayesha was the world-famous photographer from the National Geographic, who had come to Sher-kila National Park to take some photographs. She captured the face-to-face meeting of man and tiger. She also caught the poacher falling backward into his own trap and the trap clamping shut on his bottom.

She posted these pictures on the internet, YouTube, Facebook and on every news channel. The posts became viral with countless viewers watching them. Within hours of posting, Rana Shaan-Bahadur had become the world's most famous tiger—the only tiger to have caught poachers in their own trap.

C. Choose the correct answer.

Rana Shaan Bahadur always

- a. wanted to look good.
- b. liked being photographed.
- c. took a swim at the waterhole.

Ans. a

D. Read the lines and answer the questions.

1. *What are you talking about?" Then understanding glimmered.*
 - a. Who is the speaker and who is he speaking with?

- b. What was the understanding that glimmered?
- c. Why and where did he head to after this realisation?

Ans. a. Rana Shaan-Bahadur is speaking with his personal assistant Naradmuni, the jackal.
b. The understanding that dawned on him was that he would be photographed by Ayesha.
c. He headed to the waterhole to groom himself.

2. "Yaaaa, help!"

- a. Who said these words?
- b. When did they say these words?
- c. What happened to them?

Ans. a. The two poachers screamed these words out.
b. They said these words when they came face to face with a tiger.
c. One of them was caught in a trap while the other was soon to become the meal of a crocodile.

E. Think and answer. (Answer in detail)

Describe the episode which highlights the irony in the story.

Ans. Two poachers entered the forest dressed in khaki shorts and shirts to look like the workers of the forest. They carried a trap to capture a tiger. They stopped at a spot they felt was the right place and placed the trap. Though they were armed, they were nervous and just while they were leaving, they came face to face with Shaan-Bahadur. One of the petrified poachers tripped and fell backwards and right on top of the trap which snapped shut on his bottom. Thus, the man who came to capture a tiger got caught in his own trap besides being 'captured' on camera.

STUDENTS' BOOK ANSWER KEY

A Catch for a Tiger

WARM UP

Free response

Embedded Questions

1. (*Suggested response*) It tells us that he was inferior to Shaan-Bahadur, perhaps was frightened of him and wanted to show how he respected Shaan-Bahadur.
2. He is trying to shower exaggerated praises and impress Shaan-Bahadur.
3. that is perhaps a trap and these men are hunters or poachers.
4. The sun has risen and the golden shades are reflecting on the water.
5. (*free response*)

Reading Skills

A.

Character	Plan	Achieved (Yes / No)	Reasons
Shaan-Bahadur	To get himself photographed	No	He came face to face with the poachers and had to flee.
Poachers	To trap the tiger	No	The tiger saw them and fled.
Ayesha	To get photographs of the tiger	No	The tiger ran away.

- B.
1. Shaan-Bahadur's secretary was Naradmuni. He told Shaan-Bahadur to get ready since Ayesha, the world-famous photographer, was visiting the Sher-kila National Park to take photographs of him.
 2. Shaan-Bahadur had a sparkling golden coat. He had bright green eyes. We know he was particular about the way he looked because every morning, he woke up and headed to the waterhole to look at his reflection. He made sure each hair in his whiskers was set perfectly and his coat glowed like the hot lava of a volcano.
 3. Naradmuni actually says how messy and smelly Shaan-Bahadur is when he wakes up in the morning but with clever use of words, he makes it appear as though he is praising Shaan-Bahadur's appearance.
 4. The waterhole was a little far off from Shaan-Bahadur's home. Only one winding rocky path led to the waterhole. It was surrounded by high elephant grass. This was the only place that would have water even in the summers.
 - a. It was Shaan-Bahadur's favourite hunting spot because he had often crouched behind the grass, at a bend and ambushed many animals when they came there for a drink of water. In the summer, when most of the other waterholes dried up, many animals had no choice but to come here to drink. So, this was an easy place for him to catch his prey.
 - b. The poachers and Shaan-Bahadur did not see each other because of the tall grass.
 5. (*suggested answer*) Ayesha did not capture photographs of Shaan-Bahadur fleeing away because the tiger is a mighty animal, much respected and feared by everyone. She did not want to show him at his defenceless and weak moment, fleeing out of fear. Instead, she highlighted the stupidity of the poachers who were frightened of the tiger and got caught in their own trap.

Thinking Skills

1. (*Suggested response*) Both these options suit the story because the evil poachers finally ended up falling into their own trap. Those who want to harm the innocent are sure to suffer the same fate. The other message is that Nature is always stronger and more powerful than humans. If humans try to harm nature it will turn around and show how much more powerful it is. Though conveyed humorously, this story has this powerful message.
2. Normally, in stories, tigers are shown as powerful, cruel and heartless hunters. But Shaan-Bahadur is represented a little differently in this story. He appears to be proud but likes attention and fame. He is particular about his looks and appearance. Though he is a tiger, he can also get frightened and run for his life. This is important since it helps us understand all creatures have feelings and would like to protect themselves in the face of danger.
3. Visitors are probably not allowed unescorted into the park in order to protect the animals in the park. The presence of poachers shows that perhaps poaching was a common problem there and the authorities wanted to keep an eye on those entering the park.

Grammar in Use

- A.**
1. Jacob said that no one had explained that problem to him.
 2. Mr Zeliang said that he was in the hospital then.
 3. Jameel replied that he had eaten some bread and his sister had eaten a few biscuits.
 4. Aman said that Raj played football in the evenings.
 5. Vihaan said that he had played the guitar for two hours.
 6. Dia told Nayna that she would meet her in school the next day.
- B.**
2. Safia replied that she had been unwell.
 3. Tapan enquired about her health and asked her if she had consulted a doctor, to which Safia said that the doctor had advised her to take complete rest for a few days.
 4. Tapan then asked Safia if she would like to go watch a play that day.
 5. Safia agreed and asked Tapan what time they should meet.
 6. Tapan told her that he would be there at six.

Words in Use

2. protested 3. insisted 4. replied 5. requested 6. admitted

Punctuation Skills

1. The ticket collector said, "Can I see your ticket, please?"
2. "We're going to the beach," said Naveen.
3. "Seema, are you feeling okay?" asked Shibu.
4. Nasreen exclaimed, "Oh, what a small plant!"
5. "The train is running late again," said Jatinder.
6. "Yes, I can help you," said the officer.
7. Bennet said, "How are you all preparing for the journey?"
8. "How I wish I could go on a holiday!" said Aaliya.

Listening Skills

1. a 2. b 3. c 4. b 5. c

Listening Text

...And as always, we'll close the show with the last part—Fun Facts.

Did you know that coffee was first discovered by goats? Well, a legend says that a goat-herder in East Africa called Kaldi observed that his goats became unusually active and frisky after eating berries from a bush. He found that they would not settle for the night for a long time. Curious about this, Kaldi tried eating the berries himself. He found that the berries gave him renewed energy. The news of this energy-filled fruit spread quickly throughout the region and everyone started eating the berries.

Some monks wanted to share these berries with their friends in distant monasteries. So they dried the berries and send them to faraway places. There, the monks mixed the dried berries in water and drank the liquid. The monks felt that they had more energy and could stay awake for a longer time. From that time onwards, people dried and powdered the berries before they had them. And that's how coffee became popular.

With this, we come to the end of your favourite weekly show Animal Time with me Tarun Paul. Thanks for tuning in, and I'll see you same time next week!

Writing Skills

Sample answer:

Captors Captured
Sreya Mukerji
Shernagar, 26 January 2023

Villagers around Sher-kila National Park spotted two outsiders hovering around the entrance of the sanctuary before sunrise. They did not look like tourists and their behaviour also seemed curious. When the security guards questioned them, they said they were tourists and walked away. Ms Ayesha, who had permission to enter the park for a photo shoot claimed to have seen the two men in the park.

She said, that morning, she was waiting for Shaan-Bahadur, the famed tiger to make his appearance at the waterhole of the park. At that time, she saw two men dressed in khaki trying to leave the place in a hurry. Just then, the men yelled and began to run. One of them fell on his back and when he got up, Ayesha saw a fearsome-looking tiger trap tightly latched onto his behind. According to Ayesha, while he was trying to free himself from the trap, his accomplice ran towards the water and jumped in.

It was later found from sources that the men had come to trap Shaan-Bahadur but ironically, got caught in their own trap.

Picture Corner

(Suggested answers – encourage free response)

1. The message is to not litter the place. This signpost might be found in a nature park.
2. It brings to mind, painful images of natural places like parks and forests littered with plastic bottles and packets left behind by tourists and visitors.
3. I think the signpost leaves a strong message.
4. *(free response)*

Objectives

- To comprehend that a tree takes years to grow into a full fledged one
- To infer the underlying message
- To realise that we have a responsibility towards nature conservation
- To evaluate the need to coexist

Summary

The poem itself takes the shape of a tree while it reminds us that a tree goes through days, months and years to be where it stands today.

The poem begins with an imperative note: **Think!**... a firm request to think about all the hard work that goes into coaxing a seed to open up and grow into a tree: a bird, animal or wind carries the seed to a suitable spot and leaves it there. The seed waits patiently for the right season, climate, weather conditions to help it let out roots and shoots.

The plant then grows with a hope that nature with all its elements would keep supporting its growth. Thus, it grows to be the tree that we see today.

The tree hopes to live... so give it a thought.

Pre-reading

Talk to the class about:

- how humans and trees are interdependent:
While we breathe in oxygen and breathe out carbon dioxide, trees take in carbon dioxide and give out oxygen.

Ask students: *Do you think we would be able to survive on earth if they were no trees?*

- the role trees play in the ecosystem and our lives:
Trees provide shade and shelter, prevent soil erosion, clean groundwater. They give us food and provide oxygen.
- the food chain.

Now ask students: *How can we pay back for what they are giving us?*

Allow free response.

READING

Play the poem on the screen, in parts. / Read / Let students read the poem in parts. Pause to explain / discuss / check comprehension.

- *Think...the sun.*

Ask students:

What does the poet want us think about? (that it took ages for the tree we see in front of us, to grow; that a lot of factors had contributed to its

growth; that the tree depended entirely on certain elements of nature to sprout out of a seed and grow) *What is the word that is repeated? What does this signify?* (The word 'waited' signifies that years have contributed to the growth of a tree; the tree had waited patiently as a seed, to be carried and dropped on a suitable spot and then waited again for the right climate and weather to help it sprout)

to clutch at grains of soil—*what is the emotion that is evoked here?* (a feeling of security with a hope to survive) *Can you provide alternate words that would highlight the sentiment that 'clutch' holds?* (cling, grasp) *when do we clutch, cling or grasp?* (to secure ourselves)

Write this sentence on the board / call out this sentence.

The child clutched her mother's hand firmly while they walked.

Why do you think the child clutched her mother's hand? (Elicit 'for security' 'she felt safe'...)

Now ask students: *Now do you feel what the root must have felt while clutching the grains of soil?*

What message does the poem want to convey? (The tree has a life, so let it live; It takes just minutes to destroy a tree that had taken years to grow; do not destroy trees, instead conserve nature)

- *Think how...it holds*

Ask students:

How long does a tree take to grow fully?

never knowing if it would find enough water or light—what quality or nature of the tree does this sentence convey? (positive, optimistic, hopeful)

spreading leaves, adding blossoms and dancing— How does this line describe the tree? (It is happy swaying in the breeze with its ever-spreading lush leaves and colourful flowers)

Why has the poet repeated the word **think**? (She wants us to ponder over the destruction humans have caused through deforestation.)

Poetic devices

Repetition for emphasis: Think; waited; maybe

Rhyme scheme: Irregular

Alliteration: time—temperature; send—slender; think—thickened; hope—holds

Hyperbole: swell and burst

Imagery: spreading leaves, adding blossoms and dancing

Post-reading

Let students work in groups and make a poster with pictures on the need to conserve and protect trees

QUESTION BANK

Whenever You See a Tree

1. Answer in brief.

How is the seed helped in settling down on a suitable place?

Ans. The seed is carried to the right spot by an animal, bird, wind or rain where it settles down to grow into a tree.

2. Choose the right answer.

The poem, 'Whenever You See a Tree', tells us that

- we should not harm trees in any way.
- we should keep looking at trees.
- seeds are very important in the growth of trees.

Ans: a

3. Read the lines and answer the question.

to swell and burst its hard shell so it could send slender roots

- a. What swells and bursts its hard shell?
- b. What do the slender roots hold on to and why?
- c. What reach toward the sun and why?

Ans. a. The seed swells and bursts its hard shell. b. The slender roots hold on to the soil for a firm grip c. The tender shoots reach toward the sun as sunlight is needed for the growth of the plant.

4. Think and answer.

How does the poem help us to understand our duty towards taking care of a tree?

Ans. The poem instils in us a sense of responsibility. It takes us through the long journey of a seed as it waits patiently for an animal or an element of nature to carry it to the right spot. Here, it waits again for rain, sunlight and the right temperature to burst into a plant and eventually a tree. This helps us understand that a tree grows with a hope of living a strong and healthy life and that we are responsible for its conservation.

STUDENTS' BOOK ANSWER KEY

Whenever You See a Tree

- A.**
1. This poem is about a tree and has been written in the shape of a tree.
 2. The seed waits for animals, birds and rain to carry it to the best place to grow in. It waits for the seasons to help it grow.
 3. Apart from sunlight and water, the tree needs patience and hope.
 4. a. The roots are delicate, and so they need to hold on tight to the soil to stay firm in the soil. Only if it is firm, can it grow well.
b. The words 'slender' and 'tender' show how delicate the young plant was before it became a tree.
 5. If the seed were a person, it would be:
hardworking: because it takes a lot of work for a seed to grow into a massive tree
patient: because it needs to wait for the animals, birds, rain and wind to carry it, to nourish it and help it grow.
hopeful: because it does not know how the weather would be – if there would be wind or rain but it lives in the hope that everything will turn out well
persistent: even if it is very hard for it to grow, it never gives up, it keeps trying with whatever it has, to grow bigger and better
 6. While it is growing, the roots and shoots are slender and tender. The roots need to clutch to the soil but once it grows bigger, it becomes thick and taller. It fixes itself deep into the soil. The speaker says, "Think how many decades or centuries it thickened and climbed and grew taller and deeper."

7. The tree is always happy, hopeful and optimistic while it is growing. The lines, *could keep on spreading leaves adding blossoms and dancing*, tells us this. The image of the trees producing flowers and swaying to the breeze gives the impression that it is very joyous and happy.
- B.**
1. The speaker repeats the word *think* because we hardly ever think or pay attention to how a seed grows into a tree. The word 'think' has been repeated twice in the poem to draw our attention to the simple yet difficult and slow process by which a seed grows into a large tree.
 2. The words *maybe* and *waited* show how unpredictable the growth of the tree is. Unlike humans and animals, it cannot go in search of food, it cannot even grow if it moves. It just needs to wait. The word *maybe* shows hope even if it is not sure of the outcome.
 3. Personification: waited for long years, temperature to coax it to swell and burst; send slender roots to clutch grains of soil; climbed-grew taller; never knowing if it would find; spreading leaves adding blossoms, dancing, holds hope.
 4.
 - slender roots – clutch at grains of soil
 - tender shoots reach toward the sun
 - thickened and climbed and grew taller and deeper
 - spreading leaves
 - adding blossoms

Thinking Skills

1. The speaker says that the seed waits in hope. This tells us that apart from sunlight and water, the seed needs a lot of patience and a belief that it will grow well.
2. Resilience means the ability to be happy after something difficult has happened. The seed shows resilience when it faces difficulties like unsuitable weather conditions. Even if it does not know if there is going to be rain to help it grow, it holds itself to the soil with the hope that it will grow well and blossom. It stays strong and cheerful even in moments of doubt.
3. (*suggested answer*) A tree is a symbol of hope because it teaches us to always believe that everything will turn out for the better.

Literature Reader
Teachers' Resource Manual
Sample

MUKESH STARTS A ZOO

Objectives

- To identify with the children in the story
- To highlight the humour in the story
- To explain how situations develop the story
- To identify the dramatic elements in the story
- To summarise the story in simple words

Summary: Mukesh visits Delhi with his parents. There, he is fascinated by the zoo with different animals in it. Since his hometown Dehra has no zoo, Mukesh decides to start a zoo with the help of his friend Teju. Mukesh, Teju and their other friends Dolly and Koki work hard at finding animals and making enclosures for them in their zoo. They start with a house lizard. Then comes Teju's grandmother's parrot that chants prayers and Mukesh's black dog with yellow eyes. They consider the washerman's donkey good addition to their zoo. Koki and Dolly handle the tickets and entry.

Things move as per plan till then but when visitors start streaming in and are escorted around the zoo, the commotion starts. The black dog digs its way out of the enclosure and tries to attack Koki's rabbit. She rescues her rabbit. Now, the dog directs its attention to the duck and chases it. The duck falls into the box with lizards, scattering them in all directions. Meanwhile, the donkey breaks loose and heads home. In the commotion, no one notices that the parrot's cage door is open. The parrot flies off to the nearby orchard. The children have no choice but to go to the bazaar with their collection of ten rupees and buy a similar parrot for Teju's grandmother. She could not tell the difference but is puzzled to see that the parrot has forgotten to chant prayers. Teju teaches the parrot Granny's prayers. Granny is happy not only because the parrot has started chanting again but that Teju has started chanting prayers as well!

Pre-reading

Divide the class into two groups.

Let Group 1 list the animals they generally see in a zoo.

Let Group 2 list the animals they have as pets or see around them.

Ask the groups to read/ share their lists.

Discuss:

Can the list of animals that are kept as pets or the ones we see around us, be housed in a zoo?

READING

Encourage students to read the parts silently.

- *On a visit...not a circus.*

Ask students:

Why did Mukesh want to start a zoo?
(*He was fascinated by the zoo in Delhi.*)

His town Dehra had no zoo. So, he wanted to start one there.)

Do you think it is possible for a young boy like Mukesh to start a zoo? Why/why not?
(Free response)

What is the first 'zoo animal' Mukesh and Teju find? (A lizard)

What do they do next? (They make enclosures for the animals using wire netting found in the poultry shed.)

What other animals do they plan to add? (Tejus's grandmother's parrot, Mukesh's dog, Koki's rabbit and washerman Sitaram's donkey)

Is Teju convinced that they are zoo animals? (Not in the beginning)

How does he agree to the plan? (Mukesh convinces him saying that the dog and the donkey they are going to have are wild ones and not ordinary animals they see everyday.)

Do you think they are wild dog and wild ass?
(Free response)

No, that's cheating. It's going to be a proper zoo. No tricks—it's not a circus! What is ironic or comical about this statement? (Mukesh wants to pass off the dog and donkey as wild animals in his zoo but Teju does not want to draw stripes on a donkey to call it a zebra though he is also participating in opening the zoo.)

- **On Saturday afternoon...member of the zoo.**

Ask students:

How do the children announce the zoo? (With a placard on the jack fruit tree)

How much was the ticket per head and who handled tickets and entry? (Fifty paise for adults and free for children, Koki and Dolly)

How is the rabbit presented in the zoo? (Freshly washed and brushed. People love it.)

How is the dog named? (RARE BLACK DOG WITH YELLOW EYES)

Would you consider Mukesh's dog rare? Why or why not? (Free response/We find many black dogs around us and they have different-coloured eyes.)

When do you get the first hint about the commotion that was going to happen? (When the dog paws at the ground, trying to dig its way out from under the fence to get at the rabbit.)

WILD ASS FROM KUTCH. What is most comical about this placard? (Almost everyone who came to the zoo has seen the washerman's donkey before.)

What is the star attraction of the zoo?
(The parrot)

Why do you think there were many admiring parents around the parrots?
(Free response. It chanted prayers and parents probably were wondering if or when their children would do the same.)

Why does the writer mention the word 'honorary member' here? (The parrot was taken from the grandmother [without her knowledge] and displayed in the zoo without paying any money to her.)

- **Mukesh and Teju were...nearby orchard**

You may ask students to dramatize this part of the story that will best bring out the humour in this part.

- **The parrot is gone...started praying too.**

Ask students:

- Where did the parrot go? (It flew to an orchard nearby.)
- Why does Teju start crying? (He is scared as he has to take it back home before grandmother returned.)
- What solution do the children find? (They buy another parrot using the money they collected as entry fee for the zoo.)
- Did Granny find out if the parrot was not hers? What did she find strange about the parrot? (No. It stopped reciting prayers and chanting.)

- What did Granny like about the situation?
(Her grandson Teju started reciting prayers and chanting.)

Tell students:

Although this story has quite a few characters, the events and situations move the story rather than the characters. But the writer has made every character lovable and endearing.

Even a minor character like Granny adds to the

humour in the story.

Post-reading

Ask students to work in groups. Let them give a different ending to the story from the time the parrot flies away. Let them share the endings with the class. Tell them that they should not miss the humour present in the story (Their story-endings should also be funny).

QUESTION BANK

Mukesh Starts a Zoo

A. Answer in brief.

1. Why was Teju's grandmother happy towards the end?

Ans: She was happy to see her grandson reciting prayers and chanting although it was only to teach the parrot.

B. Answer in detail.

1. Pick out the three situations in the story *Mukesh Starts a zoo* that you find the funniest.
Answers vary.

2. Does the humour start in the story only when Mukesh's dog tries to come out of its enclosure?

Ans: No. The idea of Mukesh deciding to start a zoo, adding pets and common animals including lizards to display in the zoo, the methods they use to bring these animals to the zoo and the way the placards display their names, all add to the humour in the story. The story is peppered with humour throughout in every single detail. Even a minor character in the story, the grandmother, adds to the humour by her few words of dialogue. The grandmother does not have any dialogues. According to the story, she bitterly complains that her parrot had stopped praying.

C. Read the lines and answer the questions.

1. *But a dog isn't a zoo animal.*
 - a. Who says these words?
 - b. Whose dog are they talking about?
 - c. How does the listener convince the speaker?

Ans: a. Teju says these words

b. They are talking about Mukesh's dog.

c. They convince the speaker by saying that he is a wild dog and is black all over and has got yellow eyes.

2. *Granny was happy again—not only because her parrot had started praying once more, but because Teju had started praying too.*

- a. Why was Granny happy?
- b. Has her parrot recalled the prayers?
- c. What is comical about this situation?

- Ans.** a. Her parrot had started praying again and Teju had started praying too.
b. No. This is a different parrot.
c. Granny did not know that it was not her parrot. But now, her grandson praying has made her happier than the parrot praying.

STUDENTS' BOOK ANSWER KEY

Mukesh Starts a Zoo

Warm up

Answers will vary from student to student.

Reading Skills

- A.** 1. Teju fetched a stick from the garden, and tipped the lizard off the wall, into a shoe box.
2. the lizards, Teju's grandmother's parrot, Mukesh's dog, Koki's rabbit, Sitaram's donkey and a duck that had strayed in on its own
3. The placard for the donkey read WILD ASS FROM KUTCH. Everyone however recognised it as the local washerman's donkey. It wasn't really a suitable title because it was clearly a domestic animal and not a wild one.
4. The star attraction was the parrot. It could recite three different prayers, over and over again and was soon surrounded by a group of admiring parents.
5. Mukesh's black dog had managed to dig his way out of his cage. He now tried to dig his way into the rabbit's compartment. The rabbit was running round and round in panic-stricken circles. Meanwhile, the donkey had snapped the rope that held it and, braying loudly, made for home. Koki went to the rescue of her rabbit and soon had it cradled in her arms. The dog now turned his attention to the duck. The duck flew over the packing case while the dog landed in it, scattering lizards in all directions. In all this confusion, no one noticed that the door of the parrot's cage had slipped open. With a squawk and a whirr of wings, the bird shot out of the cage and flew off into a nearby orchard.
- B.** 1. a. Mukesh said these words to Teju.
b. Teju suggested they paint black stripes on the washerman's donkey and call it a zebra. The speaker, Mukesh disagreed and said that they wouldn't cheat. This shows that Mukesh, even though he had a lot of silly ideas, was an honest child. He didn't want to trick the visitors to the zoo.
2. a. Teju's grandmother is referred to as 'she' in the above lines. As her parrot could recite three different prayers, over and over again, it was soon surrounded by a group of admiring parents. Oddly enough, Teju's grandmother had chosen that day to visit the temple. So she was unaware of what was happening at home.
b. The parrot had been made a part of the zoo without her permission or knowledge. It is quite comical that the parrot who could recite three prayers was the star attraction of the zoo while she was completely unaware of all that was happening.
3. a. Teju's grandmother, who was short-sighted, did not notice that her parrot had been substituted with a new one. She was completely unaware of the fact that her parrot has escaped. However, she complained bitterly that the bird had stopped repeating its prayers, and was instead making rude noises.
b. Every morning, Teju stood in front of the parrot's cage and repeated Granny's prayers. Within a few weeks the bird had learnt to repeat one of them.

Thinking Skills

1. Mukesh will not run his zoo any more. After the chaos and confusion that resulted in the loss of Teju's granny's parrot, he would not be able to gather together any more animals for the zoo.
2. Koki, Teju and Dolly are Mukesh's friends and they all enjoyed trying out new ideas to see if it would work. Before the dog was able to dig his way out and cause confusion and chaos, the zoo was quite successful.
3. Mukesh is the cleverest child. It was his idea to start the zoo and he came up with a list of animals to include in the zoo. Even after the parrot escaped, he had the presence of mind to suggest buying a new parrot to replace the one that had escaped.

Words in Use

1. in pursuit of
2. turned his attention to
3. fascinated by
4. sad state of affairs
5. broke loose

Writing Skills

Sample answer—

Mayhem Breakout at Children's Zoo

On Saturday afternoon, a children's zoo event was hosted by Mukesh and his friends. Children were allowed in free but grown-ups had to buy tickets at fifty paise each. Koki and Dolly sold home-made tickets.

The first attraction was a large packing-case filled with an assortment of house-lizards. Then came an enclosure in which a fluffy white rabbit was on display.

Next was a dog—RARE BLACK DOG WITH YELLOW EYES read the notice. The dog pawed at the ground, trying to dig its way out from under the fence.

Nailed to the tree was a placard saying WILD ASS FROM KUTCH. Everyone however recognised the donkey as the local washerman's beast of burden. Every now and then it tried to break loose.

The star attraction was a parrot. As it could recite three different prayers, over and over again, it was soon surrounded by a group of admiring parents.

Chaos ensued when the black dog had managed to dig his way out of his cage. He now tried to dig his way into the rabbit's compartment. The rabbit was running round and round in panic-stricken circles. Meanwhile, the donkey had snapped the rope that held it and, braying loudly, made for home. The rabbit was soon rescued by one of the children, Koki. The dog now turned his attention to the duck that had possibly strayed in on its own. The duck flew over the packing case while the dog landed in it, scattering lizards in all directions.

In all this confusion, the door of the parrot's cage slipped open. With a squawk and a whirr of wings, the bird shot out of the cage and flew off into a nearby orchard.

The hosts were now in big trouble. They needed to replace the parrot since it belonged to the grandmother of a child named Teju. So, taking the cage with them, they hurried off to the bazaar. There they soon found a bird-seller who was happy to sell them a similar looking parrot. The children were assured that it would talk. The situation was quickly brought under control.

Objectives

- to relate to the child's imagination
- to visualise and describe the imagery presented
- to identify the different types of trains described

Summary: The speaker in the poem is a child. From her window, she watches a variety of trains passing by, throughout day and night. The goods trains that trudge along in the night have no doors or windows. They move slowly and heavily like elephants that form shadows in the dark as they pass by. An express train rushes past with lights flashing from windows. The sound of the speeding train and its shrill whistle, together with the lights whizzing past, reminds the speaker of a wedding procession with dancers and loud music. During the afternoons when everyone around her takes a short nap, she watches trains marching past on iron rails like soldiers. At night again, she watches long trains slithering past like snakes. She wonders where the trains go day and night. Her mother has told her they travel through tunnels in hills, on bridges across rivers and across forests and plains. She wonders where they finally rest after their restless journeys.

Pre-reading

Ask students to discuss:

What would you expect from a poem titled, *Trains*?

What would you compare trains with? Why?

Who would find trains more exciting—an adult or a child? Give a reason/s for your answer.

READING

Read the poem aloud once / Play the audio.

Now let students read each segment marked and answer the questions.

- ***Mother I sit...shadowy dark***

Ask students:

What are the trains the child describes here?

How do you know? (*goods trains, no doors or windows could be seen and there is no light, they move slowly*)

Why do the trains move slowly?
(*They carry heavy goods.*)

What are these trains compared to? Why?

(*Elephants. They are huge in size and trudge one after another.*)

- ***Sometimes a train...revolving past***

Ask students:

What train is the child describing here? How do you know? (The child mentions the passenger train which comes at great speed with flashing lights. It has lots of windows and is well-lit too.)
How do you know that the train moves fast?
What words or phrases tell you this? ('flashing past' and 'movement swift')
Why do the lamps look like they are dancing and whirling?

(The train moves fast and the lamps move accordingly). *What is the passenger train compared to? Why?* (The passenger train seems to be a wedding procession because it has bright lights and loud music.) *Have you heard the shrill whistle of the train rising above the sound of the revolving wheels?* (Free response)

- ***On hot afternoons...their iron road.***

Ask students:

How does the poet compare and contrast the trains with living creatures? (Not only human beings but crows and dogs also take rest in shade, yet the train marches on and on along its iron road tirelessly.)

- ***Sometimes....finally rest.***

Ask students:

Towards the end of the poem, the speaker wants to know more about the trains. What does she want to know? (The speaker wonders where the trains

go day and night and is told that they travel through tunnels in hills, on bridges across rivers and across forests and plains. She/he wonders where they finally rest after their restless journeys.)

What is the train compared to here? (A huge serpent crawling through the night)

Do you think the poem could have a larger message? (Free response. Possible responses: Through this poem, the poet wants to say that life is a journey. Trains move tediously day and night and they keep moving until they reach their destination. Human beings also come across hindrances and challenges in life. But they should not give up or feel helpless / Whatever be the flurry of life, it has to stop somewhere, sometime.)

Post-reading

Ask students to write a short paragraph on what comes to their mind when they see a train/trains.

QUESTION BANK WITH ANSWERS

Trains

A. Answer the questions.

1. Why is the passenger train compared to a wedding procession?

Ans. The passenger train is compared to a wedding procession because it has bright lights and loud music like we have in the weddings.

2. Why does the speaker call the trains tireless?

Ans. The trains travel day and night without taking a break. Even on dizzy hot afternoons when every creature takes rest, the trains drag by tirelessly.

3. What does the child in the poem *Trains* want to know towards the end of the poem?

Ans. The child wants to know where the trains will rest finally after travelling/cruising through hills, bridges, forests, plains and streams.

Trains

Warm up

Answers will vary from student to student.

Reading Skills

1. Goods trains that carry commodities from place to another are described in the first stanza.
2. Some trains are compared to marriage processions because they are well illuminated with many lamps. They move past quickly and it looks as if the coaches are dancing like people in a marriage procession, as they pass. The loud noises that the train makes are compared to the music of the procession.
3. 'hot afternoons you go to sleep', 'with dizzy heat swoons all the world', 'Even the crows doze and forget to caw', 'the dog lies in the shade, with hanging tongue'
4. The trains move back and forth and they never seem to get tired. To the speaker it seems that the trains never seem to rest because they go on running for hours.
5. At night, the speaker can just make out the shadowy outline of the trains as they move past. They look like huge serpents crawling through the night.
6. The trains go through hills, over bridges to cross mighty streams. They go across forests and vast plains.

Thinking Skills

1. The speaker is an extremely imaginative child. She has a curious mind that is full of questions about the trains and where they go. She is also a patient observer of the world.
2. a. No, the poem does not answer the question.
b. Trains rest in railway yards.

Poetry Appreciation

1. like huge elephants, That move like shadows in the shadowy dark,
Like a huge serpent crawling through the night
2. Slowly they move: like huge elephants / That move like shadows in the shadowy dark.
With many windows lit by many lamps / That dance and whirl with movement swift. /
A marriage procession with music loud,
And beneath the light of the flickering moon / Moves the long shadowy outline far away /
Like a huge serpent crawling through the night.
You say they bore their way through hills, / They roar over bridges across mighty streams, /
They crash through forests and vast plains,

Words in Use

1. beamed 2. flashing 3. flickered 4. shimmered 5. twinkling

Values

Free Response