

Coursebook
Teachers' Resource Manual
Sample

GETTING TO KNOW RONNIE

Objectives

- To understand what *autism* means
- To learn to be accepting of autistic persons
- To infer the importance of compassion in dealing with autistic children
- To recognise the text as a narration with perspectives
- To note how the children's doubts were cleared with valid explanations

Warm Up

Let students share their thoughts with the class. After they have shared which activity helps them relax, proceed to talk about children with special needs and the stress they experience at times. Point out that these children need the support of others to help them relax.

Talk to the class about

- children with special needs and including them in classrooms.
- *inclusive classrooms* where students with mixed abilities learn together. (Inclusive classrooms support the diverse academic, social, emotional, and communication needs of all students.)

Distribute copies of the tabulated content and let students work in pairs and say which of the following in each row is the right procedure in a classroom which has a specially challenged child. Alternatively, you may write the details on the board.

The student's desk is away from other desks in the classroom	The student's desk is along with other desks in the classroom
The student attends outside activities with the class including assemblies, field trips and recess.	The student is given alternate activities while the rest of the class is involved in other class activities
The student is an independent, valued, and respected classroom member.	The student is looked upon as helpless and dependent.

Next, let students answer the questions in the Coursebook and share with the class.

READING

Students read to comprehend, analyse and deduce

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

Tell students that the text is a third-person narrative and touches upon the *point of view* of some characters in the story. Next, explain to the class what the *point of view* of a given text means.

(Point of view: The perspective from which a story is told is called its *point of view*. It expresses the personal emotions, thoughts, motivations and actions of a specific character or characters. It helps readers understand the character/s better.)

When students identify the *point of view* of a text, it helps them analyse the character traits and develops critical thinking skills.

- *The twinkling lights...making them twinkle.*

Discuss:

The text is narrated from Ronnie's *point of view* in the two paragraphs. What helps us recognise this feature?

Point of view	Details that help identify
is from Ronnie's perspective	The paragraphs talk about Ronnie's interest, his reaction to what he saw and how he felt

Ask students:

What fascinated Ronnie? How did he react to it?

- *The boys noticed Ronnie... to go away.*

Ask students:

Do these paragraphs continue to be from Ronnie's perspective? (No) How has the narration shifted?

Let students identify the *point of view* presented in this part of the text.

Point of view	Details that help identify
is of the two boys	The text talks about what the boys saw, their thoughts, what they felt and their reaction to Ronnie's presence.

Ask students:

Why were the boys disturbed? (Ronnie was standing directly over them and staring.)

Why was Ronnie quiet? Underline the lines that tell you the reason. (Encourage children to underline the following lines that tell us how Ronnie was fascinated by the marbles. That is why he was quiet. Ronnie was instantly fascinated. The lights abruptly stopped. So, Ronnie did too. But as quickly as the lights had stopped, they reappeared, so Ronnie moved towards them once more. Ronnie stood directly over the two boys, and continued to watch the marbles intently.)

What made them angrier and how did they react? Was this a normal reaction from the boys? Why do you think so? Allow free response.

Do you believe that Ronnie was mocking the two boys? Why or why not? (Free response; students may check if they were right or wrong in their opinions later.)

- *Miss Thornberry... everything was okay.*

Ask students:

What tells us that Ronnie was a special child? (He was accompanied by a personal aide; his outburst)

- *It was the first... comfortable at school with them.*

Tell students the narrative now takes a neutral course with all the characters involved in the discourse.

Ask students:

Why was Miss Thornberry required to be around? (She was specially trained to take care of an autistic child.) How did she handle Ronnie's outburst?

Who has taken the main role in this part of the text? (Miss Thornberry) What is her role? She explains about autism and clears the children's doubts regarding this condition.

Pause here to let students refer to the glossary to help them understand the term better.

'Was he in pain?' — What does this tell us about Ronnie's classmates? (This tells us that Ronnie's classmates were worried about him, and wanted him to be okay.)

Ask students:

Why did Miss Thornberry ask the students if any of them knew what it was like to be the new kid at school?

Why does Miss Thornberry ask Ronnie's classmates this question? Tick the suitable option.

- a. *She wants to get to know them better.*
 b. *She wants them to relate to Ronnie using their own experience.* (b)

What did the children promise Miss Thornberry?

Next, let students refer to their Coursebooks and help you list the things that they have learnt about Ronnie as an autistic child.

- got stressed under new situations and cried, holding the sides of head
- Echoed the words he heard
 - *After that first day...Ronnie liked that.*

Explain that the last part of the text goes back to being narrated from Ronnie’s perspective.

Let students identify the support words that help deduce that it is from Ronnie’s perspective.

Point of view	Details that help identify
is from Ronnie’s perspective	This part talks about how Ronnie felt and understood the things around; what he liked to play and enjoy; his fascination for red marbles and why he liked them better.

Let students talk about what helped Ronnie feel comfortable in his new school.

Post-reading

Discuss:

- how we can be compassionate towards children with special needs.
- why we should do it.

GRAMMAR

Subject-verb agreement

Recap subject-verb agreement.

Write a few sentences on the board and let students identify if the subject in each sentence is singular or plural.

The children play hockey on weekends. (plural)

The child plays hockey on weekends. (singular)

The kites fly high in the sky. (plural)

The kite flies high in the sky. (singular)

Draw from students that the verbs with the singular subjects have ‘s’ / ‘es’ added to them, while the plural verbs have no ‘s’.

Explain that:

- the verb changes with singular and plural subjects, only in the present tense. However, *was* changes to *were* in the past tense form.
- this way, the verb agrees with the subject and we call this arrangement *subject-verb agreement*.
- *I* and *you* are always used with a plural verb.

Next, explain that:

- Collective nouns may be singular or plural, depending on the context.

Example: *The jury was asked to give its verdict.* (refers to the jury as a whole)

The jury were asked to cast their votes. (refers to individual jury members)

- Indefinite pronouns such as *each*, *every*, *someone*, *nobody* take singular verbs.

Words like *some, any, most, all* may be singular or plural depending on the countable or uncountable nouns.

Example: *Some oil / is left in this canister.*

Some marbles / are missing in this box.

Proceed to **Compound Subjects**.

Explain that when the subject of a sentence is made up of two or more elements, it becomes a compound subject. The subjects are joined by words like *and, or, nor* or pairings like *either/or* and *neither/nor*. Subjects with collective nouns also form compound subjects.

a. **Compound subjects** with *neither/nor* and *either/or*

Explain that:

- *Neither...nor* and *either...or* take singular verbs if they are connected by singular nouns.

Example: *Neither Jack nor Jill / is hurt.*

- When one of the nouns is plural, then the verb agrees with the noun that is nearest to it.

Example: *Neither the students nor their teacher / is here.*

- *Neither the teacher nor his students / are here.*

b. **Compound subjects** using *and*

Write these sentences and ask students to read the sentences aloud.

Burgers and Pizzas / are not good for health.

The coach and his team / are leaving for Delhi.

Explain that compound subjects are taken as plural when joined by 'and'

c. **Compound subjects** with collective nouns.

Write these sentences on the board.

The swarm of locusts / has destroyed the crops.

A collection of old coins / was given to her.

Ask students to identify the main /head word in the subject.

Elicit that the words are *swarm* and *collection*.

Explain that these are *collective nouns* and are taken as singular. Hence these are used with singular verbs.

Write a few more collective nouns on the board and let students make complete sentences with them.

WORDS IN USE

Prefix

Explain what a prefix means.

A *prefix* is a set of words like *dis, un, im* and so on that is placed in front of a base word.

Example: *connect—disconnect; play—replay; polite—impolite; tidy—untidy*

Read out the list of prefixes and their meanings.

Brainstorm for more words with the prefixes given in the Coursebook.

A few examples: *pre—preheat; anti—antiseptic; inter—international*

WRITING

Paragraphs with linkers

Explain to the class that we use linkers to:

- show the order of events of an incident.
- tell readers about the relationship between ideas/things.
- combine short simple sentences to form longer complex ones.

Brainstorm for a few linkers.

Example: *and, but, although, yet, even though, then, after that*, and so on.

Reinforce the concept with the input given in the Coursebook.

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*.

WHAT I HAVE LEARNT

This section encourages students to reflect on how much they have understood the concepts taught. It promotes metacognition and helps self-evaluate.

Besides, teachers can help clear their doubts and ensure that students have comprehended the lesson.

Let students fill in the suitable options and state their reasons if they have not understood any of the concepts

QUESTION BANK

Getting to Know Ronnie

A. Answer In brief.

1. How did Ronnie react to the lights flashing from the marbles?

Ans. Ronnie was fascinated by the twinkling lights that flashed from a distance and started walking in the direction of the lights and stopped when the marbles stopped twinkling. When the lights reappeared, Ronnie moved towards them once again.

2. What caused the marbles to twinkle?

Ans. During the day, two boys were playing with marbles of different colours by rolling them and making them clash. This movement caused the sun's light to reflect off the marbles, making them twinkle.

B. Answer in detail.

1. What was the outburst that Ronnie had and why did he suffer this outburst? How did Miss Thornberry calm him down?

Ans. The two boys in Ronnie's new school shouted at him for staring at them which stressed Ronnie out. He burst into tears and grabbed the sides of his head with both hands and began to rock back and forth, crying loudly. Miss Thornberry gently removed his hands away from his head. She then, calmed him down by whispering softly to him that everything was okay. This comforted Ronnie.

2. Why did Miss Thornberry feel that it was the right time to speak with the children about autism?

Ans. Miss Thornberry felt it was the right time to speak with the children about autism because it was the first day at the new school for Ronnie who was an autistic child. She wanted the children to know that Ronnie should be treated with care and understanding and to know about this condition to help them respond to Ronnie in a gentle and friendly manner from the first day onwards.

C. Think and answer. (Answer in detail.)

Why is it important for students to know early on about special children?

Ans. It is important for students to know about special children because this will help them understand their behaviour and respond empathetically to their outbursts or any other action which they are normally not accustomed to. Educating children from an early age about such persons will nudge them towards the qualities of understanding, care, tolerance and acceptance of differently-abled people.

D. Fill in the blanks.

1. Miss Thornberry said that _____ are very stressful for children with autism.
2. Ronnie, at times, _____ the words and sounds he heard.
3. Jason promised to _____.
4. Miss Thornberry said that the children would learn that Ronnie was a _____, _____ and _____ boy when they got to know him better.

Ans. 1. unfamiliar surroundings 2. echoed/repeated
3. teach Ronnie how to play marbles. 4. wonderful, funny, intelligent

E. Choose the right answer.

Ronnie held his head in his hands and cried because he was

- a. in pain.
- b. stressed out.
- c. worried.

Ans. b

Punctuation Skills

1. I could only buy sugar, flour and cocoa powder.
2. The major holidays in the next few months are—Independence Day, Dussehra, Diwali, Christmas and New Year’s Day.
3. There are five friends participating in the quiz—Farhan,Dolly,Suresh,Paromita and Reshmi.
4. To summarise, we found the camp, set up our tents, then sat around a fire and talked to each other.
5. MS Dhoni, Virat Kohli, Shikhar Dhawan and Rohit Sharma are all cricketers from the Indian cricket team.

Speaking Skills

Answers may vary. Please accept all logical answers.

Listening Skills

name of player	how he got out
Captain Kohli	got caught at mid-off
Manoj Tiwary	dismissed because of an unfortunate hit wicket decision
Murali Vijay	run out
Shikhar Dhawan	clean bowled by a direct delivery
Suresh Raina	LBW

Writing Skills

- A. Once; At first; But; as always; Soon; As
- B. As – time
- So – cause and effect
- But – difference
- Now – time

Objectives

- To infer how different the world can be without mobile phones
- To recognise the underlying message
- To identify the poetic devices in the poem

Summary

The poem highlights all that we, as humans, are losing out on because of our addiction to mobile phones.

People walk back to their homes totally lost in their mobile phones, unmindful of the lampposts and traffic cones on the streets. The 'shrug' of the streets signifies a resigned reaction to the situation.

Attractive landmarks such as statues, cathedrals and historical domes are ignored. They do not appeal to people anymore because mobile phones are what they would like to keep themselves busy with.

No more do books and good reading occupy their minds. The untouched dusty books appear to be upset at being ignored while people stare at their mobile phones.

Humans have lost the charm of communicating effortlessly. They have no time to express freely what they would want to convey. No, there's no time for this as they would rather spend valuable time, staring at their mobile phones—in company or alone.

Pre-reading

Let students help you list the things we lose out on because of mobile phones.

READING

Tell students that they will be reading a poem that highlights all that one is deprived of because of mobile phones.

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

- Read the first two stanzas.

Ask students:

How does the poem begin? (On a resigned note with the streets being disillusioned about what is happening around.) *What is personification?* (Personification is a figure of speech in which an idea or thing is given human attributes or is spoken of as if it were human.) *How are streets*

personified? Why do they 'shrug'? Is it a negative or positive feeling? Who is responsible for evoking this feeling? Why has the line 'For we... phones' been repeated at the end of each stanza? (For emphasis; a constant reminder that we need to break this habit). *List the things that people have stopped taking notice of.*

- Read the poem till the end.

Ask students:

What else has been personified in the poem and how? (Dusty books) *Is the mood a happy one? Why? How does conversation falter? Why are the feelings left unknown? What is responsible for this kind of disconnect? What can we do to set things the way they once were?*

Poetic devices

Repetition: For we shall...mobile phones

Personification: Streets shrug; dusty rebuke of neglected tomes

Rhyme scheme: Irregular

Alliteration: courses–cones; landmarks–languish; poetry–prose

Post-reading

Group-work

Option 1: Let students make posters on when to use mobile phones and when not to use them.

Option 2: Let students prepare short skits based on the topic 'The disadvantages of mobile phones'.

QUESTION BANK

For We Shall Stare at Mobile Phones

A. Answer in brief.

How do the streets express their hopelessness in the poem *For We Shall Stare at Mobile Phones*? Why do they do it?

Ans. The streets shrug to express hopelessness at the way people have stopped paying attention to the streets and in all that is around them because of the addiction to their phones which keep them occupied all the time.

B. Answer in detail.

Summarise the poem *For We Shall Stare at Mobile Phones*.

Ans. People walk back to their homes totally lost in their mobile phones, unmindful of the lampposts and traffic cones on the streets. Attractive landmarks such as statues, cathedrals and historical domes are ignored. No more do books and good reading occupy their minds. The untouched dusty books appear to be upset at being ignored while people stare at their mobile phones. Humans have lost the charm of communicating effortlessly. They have no time to express freely what they would want to convey. They would rather spend valuable time, staring at their mobiles— in company or alone.

C. Choose the correct answer.

The lampposts have turned into obstacle courses because

- mobile phones show the way.
- people do not watch out for these.
- everyone is busy talking.

Ans. b

D. Answer with reference to the given context.

Yes, we shall stare at mobile phones, when we're together and when we're alone.

- What is the speaker trying to convey?
- What is the tone felt in these lines?
- What will happen if we continue being so?

Ans. a. The speaker is trying to tell us that our obsession with mobile phones is taking us away from communicating naturally with people and places around us. b. The tone is one of sarcasm and hopelessness/disappointment. c. Free response; suggested answer: We will become isolated from our dear and near ones.

STUDENTS' BOOK ANSWER KEY

For We Shall Stare at Mobile Phones

Reading Skills

- A. 1. Lampposts and cones have been called obstacle courses because people are too busy looking at their phones. They don't pay attention to the lampposts and cones on the streets. They may even crash into them, if they do not look up from their phones.
2. The landmarks and monuments close down due to neglect, because nobody pays attention to them.
3. a. People don't express their feelings now. So, now they remain buried in our own minds.
b. Conversations dry up now, because even when people are sitting together, they are on their individual smart phones.
4. The last line *For we Shall stare at our mobile phones*, is repeated in all the stanzas. The first two lines of the stanza tell us what is wrong. The last line tells us the reason why. For all the things going wrong, for examples, monuments closing or piles of books lying untouched, the main reason is that people can't stop staring at their mobile phone screens.

B.

Objects		Because
streets	shrug	no one pays attention to the routes and surroundings
landmarks	languish	no one admires or visits them anymore
tomes of books	rebuke (the people)	people do not read them
conversations	falter	everyone goes back to their smart phones instead of continuing to talk
feelings	lie buried	people don't express them anymore

Thinking Skills

1. *Answer may vary. Accept all suitable responses.*
I think people check their phones because there is always a chance that their screens will show something even more interesting and exciting than whatever it is they are doing at the moment. If they are doing something interesting in real life, they want to capture it in photos and videos instead of experiencing it fully.
Also, while scrolling on our phones or tablet screens, we do not have to think. We see whatever the screen shows and move onto the next video or photo. But living in the real world requires our full attention. It requires us to think, communicate, laugh, feel happy or sad, create something, or connect with someone. Once we get used to only living through our phone screens, we forget how to live life this.
2. *Answer may vary. Accept all suitable responses.*
The speaker in the poem *A Time to Talk* is in the middle of a busy work day. Yet when his friend comes around, he immediately sets his work aside to spend quality time with this friend. On the other hand, in the poem *For We Shall Stare at Mobile Phones*, we see how people have become so attached to their mobile phones, that they have neglected everyone, including their friends. The people do not have proper conversations anymore, as they are always in a hurry to get back to their screens.

Literature Reader
Teachers' Resource Manual
Sample

GETTING GRANNY'S GLASSES

Objectives

- To describe the relationship between Granny and Mani
- To sketch Granny's character
- To identify the elements of a travelogue
- To identify how setting plays a major role in the development of the story
- To sequence the story as a travel tale
- To describe Granny's feelings after receiving the glasses

Summary: Mani and Granny set off by bus to an eye hospital in Mussoorie to get her eyes tested. The road is blocked on the way due to landslide caused by heavy rain. Mani and Granny are forced to walk to Mussoorie. When they reach the top of the mountain, they realise that very few co-passengers have made closer to the summit and others have retreated. But Mani and Granny proceed further and reach Mussoorie although they have to trek along hillsides, fields and a gloomy forest. They enter Mussoorie and see the brightly-lit, crowded bazaar. Granny holds tightly on to Mani since she does not want to lose him in the crowd. They spend the night in a dharmashala as they cannot afford a hotel. They reach the eye hospital the next morning and meet the doctor. The kind doctor they meet prescribes new glasses to Granny. She sees Mani clearly for the first time in many years. The next day they board the bus after buying some things for themselves and Mani's father. Throughout the journey Granny keeps chattering excitedly as she can see people and things clearly now. After a while, Mani falls asleep with his head on Granny's shoulder.

Pre-reading

Ask students to write down a few words/phrases describing their grandmother. Let them take turns to read their word list while others underline the words that feature in the list. Now ask students about the words they have underlined. Tell them those words describe the qualities of grandmothers in general. Ask students who have the words left, to read theirs. Tell them these are unique characteristics of specific grandmothers.

Ask students:

Have you ever travelled only with your Granny anywhere? (Let those who have, share their experiences with the class.)

READING

Read the text in parts / play the audio / encourage students to read the text in parts.

- ***Mani's grandmother...for the night.***

Ask students:

Where are Mani and his grandmother going? Why? (They are going to an eye hospital in Mussoorie to get her eyes tested and buy new glasses for her.)

Why do they have to get down from the bus on the way to their destination? (Rain has caused landslide, blocking the road and forcing the bus to stop.)

The writer says that they could see a few stragglers far below and the rest had retreated to Nain. What does this tell us about grandmother? (Has grit and determination)

Does the story progress only by the events that happen? What do you notice in these paragraphs? (After Mani and Granny reach the summit, we get to know about the picturesque beauty of the place through the descriptive passages and how far they have come away from their village.)

Why does the writer give details about the monkeys and pakoras? (The finer details help us identify ourselves with the characters as well as setting. It provides a backdrop to the main events in the story.)

Why does Granny hold on to Mani's shoulder? (She does not want to lose him since she cannot see clearly. She needs the support of her grandson.)

Why do they look for the cheapest hotel? Where do they stay finally? What do we get to know from this incident? (This is one of the ways we get to know that the family is not rich. They stay in a dharmashala, where pilgrims are allowed to stay free of charge.)

- **Next morning...go shopping.**

Ask students:

Why do you think there is a long queue of patients? (Free response. Probably that is the only affordable eye hospital in that area. That is why Mani and Granny have travelled a long distance to reach the hospital.)

What would you say about the doctor after reading about their meeting? (The doctor is kind and knows what he is doing. Although he is friendly with Granny, he is firm and makes it clear that she has to change her glasses. His sense of humour is also brought out here.)

How does he deal with the situation positively? (He says that although Granny's eyes are weak, a strong pair of glasses will help her see better.)

How is Granny's sense of humour brought out here? (She plays with words and at one juncture, says that there is quite a lot of him to see, meaning that the doctor is not very thin.)

How does Granny express her joy at seeing Mani clearly? (She claps her hands with joy and even suggests that they should buy a new pair of shoes for him. She does not miss the opportunity to tell him about how he should have groomed better.)

How do you know Mani is happy too? (He laughs and says that he is ready to go to the market, but only after Granny gets her glasses fitted.)

- **A day later...was fast asleep.**

Ask students:

Sooner or later they would have to walk. What aspect of life of these people does this sentence convey? (It conveys the uncertainties their life is filled with and the people's matter-of-fact approach towards the situation.)

What did they buy in the bazaar? (New shoes for Mani, an umbrella for Granny, a thick woollen Tibetan pullover for Mani's father and seeds and bulbs and a cowbell)

How did the bus journey after wearing the new glasses make a difference to Granny's life? (She was able to see many things that she was unable to see for a long time, including a rainbow.)

How do you know that she was a content woman? (Although she was not able to find the difference between a cow and a buffalo, she was happy to be able to see it at all.)

Do you think Mani and Granny loved each other? How do you know? (Free response/Mani bringing her to Mussoorie, sticking to her throughout, giving her confidence, happy to see Granny enjoying her newfound clearer sight, Granny wanting her grandson to look good, sharing her feelings with him, having faith in him...)

Post-reading

Ask students to imagine the walking path taken by Mani and his Granny. Ask them to describe (oral or written) the path in their own words.

QUESTION BANK

Getting Granny's Glasses

Answer in brief.

1. What could Mani and Granny see from the summit of the mountain?

Ans. Their village was hidden from them by the mountain range to the north. The river rushed far below and far above circled a golden eagle. On the next mountain, the houses of Mussoorie were white specks on the dark green hillside.

Answer in detail.

1. What did the doctor do when he saw Granny's glasses? Why?

Ans. The doctor first dropped them in the wastepaper basket. Then, he picked them up from it and kept on the table saying that they could be kept in the museum. He said so because they were so old and were of no use to Granny. In fact, he told them that the glasses would do more harm to her than help as they were not going to help her see better.

2. How would you describe Granny? (*Getting Granny's Glasses*)

Free response. Suggested answer: Granny is portrayed as a person of grit and determination. She never gave up when the bus stopped in the middle. She loves her grandson and cares much for him. She has a good sense of humour which comes to light during her conversation with the doctor and later with Mani (about his grooming). She finds joy in small things of life. She is overjoyed when she is able to see the world clearer than it used to be. She always sees the positive side of life.

Read the lines and answer the questions.

1. *They could see a few stragglers far below, the rest had retreated to Nain.*
 - a. Who are 'they'?
 - b. Where were they standing?
 - c. What qualities of the older character can you infer from this line?
 - d. What is Nain?

Ans. a. They are Mani and Granny b. They are standing on the summit of the mountain
c. Granny's grit and determination. She was able to climb the mountains while many had retreated and some were lagging behind. d. Nain is their village.

2. *"I want you to see all of me," said the doctor.*
 - a. To whom are these words addressed?
 - b. Why does the doctor say so?
 - c. What qualities of the doctor do these words bring out?

Ans. a. The words are addressed to Granny. b. Earlier, Granny had said that she was able to see only some of him. c. His care for his patients and his sense of humour

STUDENTS' BOOK ANSWER KEY

Getting Granny's Glasses

Warm up

1. *Free response* (the objects are a hand fan, a ribbon / bow and an alarm clock)

2. These kinds of images are called silhouettes.
3. No, I would not have been able to see the images clearly if the background had been darker. Since silhouettes are solid dark images, their features are not visible and therefore, they cannot be viewed against a darker background at all. The white or light background makes the outline of these images clear and prominent and thus helps us to view and identify them.

Reading Skills

- A.
1. Mani's grandmother had to go to an eye hospital in Mussoorie to get her eyes checked. Mani decided to accompany her to the hospital.
 2. After the bus broke down, the passengers needed to walk the rest of the way. Granny and Mani started climbing a narrow path, which went steeply up the mountain side. Since the path was steep, they were huffing and puffing to catch their breath.
 3. Mani and Granny stood on the summit of the mountain. They had it all to themselves. Their village was hidden from them by the range to the north. Far below rushed the river. Far above circled a golden eagle. In the distance, on the next mountain, the houses of Mussoorie were white specks on the dark green hillside. Down again they went, and up the next mountain, and through fields and over bare windswept hillsides, and up through a dark, gloomy deodar forest.
 4. Mani and Granny spent the night in a dharamsala adjoining the temple, where other pilgrims had taken shelter for the night. The next morning, they went to the eye hospital, where they joined a long queue of patients.
 5. The bus that Mani and Granny were on, is being referred here. Since the bus that they had taken to come to Mussoorie had broken down on the way, the speaker felt that this bus, too, was not much reliable and wasn't sure how far it would go before breaking down. Sooner or later, everybody would have to walk.
 6. Granny looked eagerly out of the window. Each bend in the road opened up new vistas for her, and she could see many things that she hadn't seen for a long time. While most of the people in the bus looked weary and bored, Granny continued to gaze out of the window, discovering new sights.
- B.
1.
 - a. The speaker is the eye doctor that Granny consulted in Mussoorie. He said these words to Granny.
 - b. The speaker is talking about Granny's glasses which she hadn't changed for a long time. The glasses were so old that the doctor felt that they belonged in a museum.
 - c. The doctor said that they would get Granny a stronger pair of glasses.
 2.
 - a. Granny said these words to Mani.
 - b. The doctor made Granny try different lenses. Suddenly Granny could see much better. She turned around and saw Mani clearly for the first time in many years.
 - c. She said that Mani needed a haircut and a wash. He also needed buttons on his shirt and a new pair of shoes. She wanted to take him to the bazaar.

Thinking Skills

1. Yes, both Granny and the doctor had a sense of humour and we understand that from their conversation. When the doctor took a look at Granny's glasses, he was horrified and said that they belonged in a museum, thus indicating that they were so old that they weren't of much use. After this when he was making Granny try different lenses, he told her that he wanted her to see all of him, that is, see him clearly. When Granny was able to see much clearer, she said that she could see most of him and added by the way of being helpful that there was quite a bit of him to see, referring to his size. The doctor did not get offended at this remark at all.

2. *Answers vary. Sample answer*—The examples from the text are—

- **humour:** The doctor took a horrified look at Granny’s old glasses and dropped them into a waste-paper basket. But he soon pulled it out and said that he should probably send the pair to a museum as that is where it ideally belonged.
- **the warm relationship shared between Granny and Mani:** When Granny got her new pair of glasses, it opened a whole new world before her. She enjoyed seeing things that she had missed seeing clearly for so long. She got excited like a little child and even a buffalo fascinated her. She gazed out of the window and discovered new sights. In spite of being tired, Mani listened to her excited chatter and watched the sights with her for a long time before finally resting his head against her shoulders.
- **the vivid description of the places:** On their journey back home, Granny and Mani took a bus. As the bus moved off, Granny looked eagerly out of the window and felt that each bend in the road opened up new vistas for her, and she could see many things that she hadn’t seen for a long time. This included—distant villages, people working in the fields, milkmen on the road, two dogs rushing along beside the bus, monkeys in the trees, and, most wonderful of all, a rainbow in the sky.

Words in Use

1. hand out 2. bring out 3. put out 4. backed out 5. broke out 6. stand out

Writing Skills

Answers will vary from student to student. Suggested points—

- Walked into walls and people
- Missed steps
- Copied wrong from the board
- Could not write on the line in class
- Did not realize who was in front of you and said the wrong thing

Activity

Free Response

Values

Free Response

Objectives

- To identify and explain how adaptive grass is
- To interpret the message in the poem
- To analyse how grass is personified in the poem
- To infer the connect between the poem and geography

Summary: The speaker in this poem is grass. Grass grows in places where other plants cannot grow. It can grow in windy places and places where there is very little water. It manages to grow by drinking rain water and soaking in the warmth of the sun. Whether it is windy, snowy or dry, the grass adapts itself and manages to grow in different grasslands.

Pre-reading

Pre-teach vocabulary: Explain the terms *prairie*, *pampas*, *steppe* and *veld* if they have not studied these yet in their Social Studies/Geography lessons.

READING

Let students read the poem in chorus. This is to emphasise the point of view expressed in the poem.

- ***I grow in places...I spread.***

Ask students:

Where does grass grow? Have you seen grass grow in any specific places around you? (Free response/If needed, help them distinguish between wild / natural grass growth and manicured lawns.) *Who are the others mentioned here?* (Plants other than grass)

How does grass manage to grow everywhere? (It adapts to the climate and weather of the region.)

Do strong winds, snow and dry soil affect or stop the growth of grass? (No. Grass manages to overcome all the natural calamities like these. The grass either creeps or buries under the snow or ground to protect itself from the changes in nature.)

What does the grass convey in the last six lines? (that grass grows anywhere under the sky as bed, and as meadows wherever there is level ground)

Tell students:

The humility of grass is contrasted with and emphasised by the words *grand* and *enormous*. It is to tell us that every single living thing in this universe has its own place irrespective of their size or strength.

Ask students:

What message does the poem convey? (Free response /Everything, living or non-living, has a place in the scheme of things in the universe.)

How does the poet give human qualities to the grass? (The grass speaks and explains its point of view.)

What other subject does the poet inter-twine in this poem? (Geography)

Post reading

Ask students:

What generally are the typical topics for nature poems?

How is this poem different from them?

After reading the poem, would you look at grass differently? If so, how?

Optional: You may put students in groups. Ask them to try writing a poem about something that is usually considered too mundane for poetry.

QUESTION BANK

Answer in brief.

1. What are the four different grasslands spoken about in the poem *Grass*?

Ans. The four different grasslands are the Prairies, Pampas, Steppe and Veld

2. According to the poem, how is grass different from many other plants?

Ans. Unlike many other plants, it adapts itself to different climatic conditions and manages to survive, grow and thrive/spread.

B. Read the lines and answer the questions.

*I make my humble,
bladed bed.*

- Who is the 'I' here?
- Why does the speaker use the word humble?
- What does the word 'blade' mean here?

Ans: a. The grass b. The grass is not as tall or huge as many other plants. c. The leaf of grass.

STUDENTS' BOOK ANSWER KEY

Grass

Warm up

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

Reading Skills

- Grass can grow even in places where strong winds blow and there is scarcity of water.
- The grass absorbs energy from the sun and water from the rain in order to grow.
- Grass grows in the steppe which is a large area of flat treeless stretches of lands in Europe and Asia, in the veld, which is a grassland with scattered trees and scrubs especially found in Southern Africa and the pampas which are low flat lands in South America. The lines mean that grass can grow anywhere on earth, anywhere below the great big sky.
- The grass grows on the ground and does not ambitiously reach towards the sky. Therefore, the word *humble* has been used.

Thinking Skills

- Places with very little vegetation, where strong winds blow and rainfall is scarce. Places like the desert or the tundra

2. *Answers vary. Sample answer*—Grass has the ability to grow in different climatic conditions but not all species of grass can thrive in both hot and cold weather—only some species can. For example, cool-season grasses develop deep, healthy root systems in climates with hot summers and cold winters. They also grow quite quickly. These grasses can tolerate some drought during the summer but grow best with regular rainfall. In contrast, warm-season grass grows beautiful, thick, and lush during the summer months, when sunshine is strongest and temperatures are high. But when the temperature begins to drop during the winter months, these grasses become dormant and turn a yellow color.

Poetry Appreciation

The grass is the speaker in the poem and conveys the message effectively. The grass explains how it grows in places where other plants cannot grow—even in the ice and snow. It has the ability to brave every kind of climate and emerge as prairie, veld, pampas and steppe beneath the vast, enormous sky. All it needs is even ground, which is enough for it to spread. A human speaker would not be able to convey this as effectively as the grass.