

Coursebook
Teachers' Resource Manual
Sample

A PONY RIDE

Objectives

- To recognise the text as a first-person narrative
- To identify the genre (humour)
- To note how a casual suggestion works to the narrator's disadvantage
- To track the details of the pony-ride
- To infer that select memories are etched in memory for life

Warm up

Generate a discussion with the questions provided.

After students have shared their fears and thrills with the class, let them answer the final question.

This will give them an idea of what the text is going to be about.

READING

Students read to comprehend, predict and analyse

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

Tell students that the text is a humorous narrative related in the first-person.

- *An unusual clip-clop... many years ago.*

Ask students:

What was the mood of the horse and his rider? What are the words that support your answer? What does the narrator mean when she uses the words 'alarmingly rough'? (It could hurt the person seated on it.) Why do you think the saddle caught her attention? (Could be because of some past experience) Is the narrator going to talk about a past event? Was it a pleasant experience?

What are the two words that tell you that the speaker's pony-riding experience was not a pleasant one? (deceptively; wistfully)

- *I was in Ooty...I gave in.*

Discuss what 'sedate rides' means and why they were 'sedate'.

Ask students:

What were the turn of events that took place?

What does a playful tone sound like? Read this sentence in a playful voice: "Why don't you take a ride then, ma'am?" (Free response)

Do you think the narrator would have regretted having made a suggestion? Why could she not protest in a firm and strong manner?

Do you think the speaker felt that she couldn't say no? Why do you think she felt that way? (Yes. She felt that way because she had already scolded the girls for being timid. Now that she had been asked to ride the pony herself, she felt that she couldn't really give a good reason not to do so, without looking like a hypocrite.)

Why did the keeper offer the free ride to the narrator? Was he smart in doing so? (Yes; he knew that if the narrator took a ride, it would encourage the girls to follow suit and they would

pay of course. He was just being a shrewd businessman)

Discuss:

What do you think the ride is going to be like? What kind of adventures would the narrator get involved in? Allow free response. Students may compare later to see how close or far they were from the text.

- *The keeper tossed...part with it.*

The girls were hovering around the narrator with comforting words— were they being helpful or just having fun watching her discomfort? (They were being cheeky and having fun.)

What was the horse compared to? Why? (a bag of bones; it was a skinny old horse.)
Why did the keeper send her off on two more rides? (He was having fun too.)

arms locked in tight embrace...part with it. — what is the irony presented here? (She was terrified of the ride and wanted to escape from the situation but was forced to hold on to the horse, which appeared as if she didn't want to part with it.)

Why did the speaker panic?(She could not get comfortable on the pony, she kept sliding and the pony was moving very fast. So, she panicked because she felt out of control.)

- *Ma'am ride over...together to reply.*

Ask students:

Why did the keeper shout into her ears? (Her eyes were shut and she was too preoccupied with the traumatic situation.) *Why did the horse look balefully at her?* (The horse did not enjoy the ride just as much, which turned out to be three times over, non-stop for the poor horse) *What did she mean by 'putting my body and soul together'?* (collecting herself and trying to regain composure after the stressful ride).

1. *Do you think the pony was pleased with the speaker's performance?* (No, it was not happy. The speaker says that it looked balefully at her.)
2. *Why do you think the speaker's audience was cheering wildly?* (They were delighted that the speaker had been able to hold on while on a wild ride and they were perhaps slightly happy that the ride had not been a sedate one as she had first told them.)

Post-reading

Discuss:

- a. Which part of the text highlights the humour? Identify the words in the text.

Let students scan for details, underline the words and discuss.

- b. What kind of incidents stay on with us life-long?

GRAMMAR

Revising finite and non-finite verbs

Write the following sentences on the board:

I read books. / He reads books. / They are reading a book.

Ask students to identify the verbs in these sentences.

Is there a change in the verb form?

Explain that they are *finite verbs* and they change their forms according to the number and subject of the sentence. They are also governed by tenses.

Now write these sentences on the board:

Reading books is my hobby. / Having read the book, they returned it to the library. / She likes to read books.

Ask students to identify the finite verbs in the sentences. Now ask them to identify the verbs in the sentences that do not change their form according to the number and subject of the sentence. (*Reading, having read and to read* are non-finite verbs.)

Ask them under which grammatical category they are listed. They should be able to do this as they have already dealt with *gerunds, participles* and *infinitives*. If not, make it a matching exercise. Tell them *infinitives, gerunds* and *participles* are non-finite verbs.

Give them the following sentences:

1. *I heard him singing.*
2. *Driven by rain, we took shelter under a tree.*
3. *It being a small cot, he could not sleep on it.*
4. *Shaken, he moved away from the place and started to walk towards his dwelling.*

Ask them to identify the non-finite verbs in these sentences. Also, ask them to identify the number of clauses in these sentences.

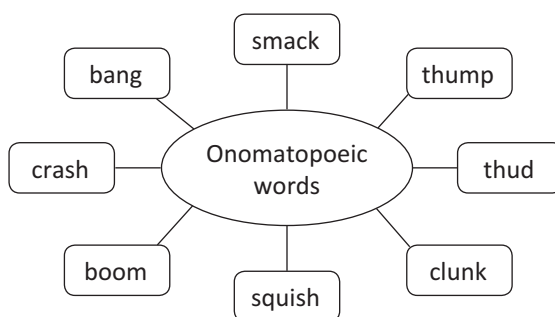
Which type of verbs decides the number of clauses—the finite or non-finite? Tell them that the number of clauses in a sentence is decided by the number of finite verbs in it.

VOCABULARY **Onomatopoeic words**

Explain to the class that there are words that mimic a natural sound. Such words are called **onomatopoeic words**. The sounds reflect the meaning of the words.

Draw a web diagram on the board and brainstorm with the class for some onomatopoeic words and the context they are used in.

Example:



WRITING **First-person narrative**

Explain that a **first-person narrative**

- is a story, real or imaginary, told by the narrator. The narrator is one of the characters in the story. And so, it is told in the first-person.
- lets the reader know exactly what is going on in the speaker’s mind.

Tell students to:

- begin the paragraphs by writing about the characters. Introduce them to the readers by describing them.

- describe the setting clearly. Use descriptions and contrast. Help the readers to visualise the place/scene.
- add the funny and interesting incidents. Help the readers see the humour in the situation.
- conclude by giving it a happy ending.

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*.

Allow students to share what they think the different kinds of emotions the people would be feeling. This will help develop *communication skills*.

Let students work in pairs or groups of four and come up with creative quotes and share with the class. Correct them if they move away from the target idea/thought. The task focusses on *creativity* while students *collaborate* and *communicate*.

Steer students towards *linguistic-verbal intelligence* by encouraging them to use appropriate expressions and intonation while providing the voice over. Guide them if required.

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

A Pony Ride

A. Answer in brief.

1. How did the pony with the happy rider differ from the narrator's pony?

Ans. The horse the narrator saw with a rider was trotting merrily. It was moving at a slow pace and was in no hurry while keeping its rider comfortable on its back. On the other hand, the pony on which the narrator took a ride on, was nothing but skin and bones. He looked miserable and appeared to be sad, sleepy and bored at the same time. The narrator was in for a shock when it started galloping away in a reckless way making her nervous and uncomfortable throughout the ride.

2. How was the narrator driven into taking the ride by the others and how did they prepare her for it?

Ans. The girls started chanting that the narrator would be taking the next ride and the keeper joined in saying that he would give her a free ride. He tossed the narrator up while the girls flocked around making sure that she was seated properly. Some of the girls thrust the reins into her hands while others pushed her feet into the stirrups. They kept filling her ears with encouraging words telling her that it would be a very short ride and that the pony would move at a dreadfully slow pace.

B. Answer in detail.

1. Describe the riding experience of the narrator.

Ans. The ride began with the narrator feeling uncomfortable sitting on the pony because it felt like sitting on a bag of bones. Just when she tried to adjust herself on its bony back, the horse would move in a way that would dislodge her from her position. She could feel her bones rattling and felt she was galloping like John Gilpin, a character from a comic ballad. Finally, when she thought that her ride was done, the keeper gave the pony a few slaps and chased it away for a couple of more rounds. When the rides came to an end, the narrator lay sprawled all over the pony with her eyes shut and her arms locked around its neck.

C. Think and answer. (Answer in brief)

How does the 'bone' in *A Pony Ride* add to the humour?

Ans. The narrator has described the situation during the ride in a downright hilarious manner. She begins by describing the horse as a bag of loosely-filled bones and matches it with the ride being a 'bone-shaking' experience for her. She continues with the 'bone' being a bone of contention when she talks about her difficulty in staying firmly mounted on the bony pony while it kept racing away on its rounds. She finds her bones rattling as well. Thus, the bone, expressed in various ways adds humour to the narration.

D. Read the lines and answer the questions.

1. *"That's just my natural colour, child," I whispered, smiling wanly.*
- Name the speaker and the 'child'.
 - What was the question that fetched this answer?
 - What was the speaker trying to hide?

Ans. a. The speaker was the narrator who was taking the pony-ride and the 'child' was one of her students. b. One of her students asked her if she was scared because she had turned a chalky brown and had a strange expression on her. c. The speaker was trying hard to hide her fear and the trembling of her lips.

2. *"Lucky you! You got three rides! What speed!"*
- Was it a great ride? Explain.
 - How did the rider end up taking the ride?
 - What brought back the memory of the pony-ride?

Ans. a. No, it was not a great ride because the rider did not enjoy the rough ride at all. b. When the narrator tried to persuade her students to take the pony-ride, the girls, along with the keeper, turned towards her and forced her to take the ride. c. Seeing a rider on a merrily trotting horse, brought back the memory of her own experience.

A Pony Ride**Warm Up**

1. *Free response*
2. *Free response*
3. *Suggested answer* It could be about a pony ride where the rider has no control over the pony.

Reading Skills

- A.
1. The speaker was on her morning walk when she saw a horse trotting merrily along. The rider, who was sitting on an alarmingly rough and home-made saddle, was basking in the admiring looks he was receiving.
 2. She describes it as a miserable, skin-and-bones pony that looked sad, sleepy and bored at the same time.
 3. The two reasons are that the poor pony appeared more afraid of the girls than the girls were of him. She also said there was nothing to fear in a slow pony ride when the keeper would hold the reins and stroll beside the pony.
 4. He did not want her to have any excuse to avoid the pony ride. She could hardly refuse when the ride was free.
 5. "That's just my natural colour, child," I whispered, smiling wanly and trying to hide the trembling of my lips.
 6. The pony took off with the speaker and she had to remain on it for three bumpy, wild rides. She also had no control over the pony and had to cling to it to stay seated.

- B. 1. b 2. a 3. b 4. c

Thinking Skills

1. Yes, they must have guessed that she was afraid when they saw how she looked before the ride started. Then the pony galloped away and they could see that she was clinging to the pony and was afraid.
2. The speaker thought that the pony ride would be slow and sedate when she saw the pony and so she told her students that. But later, when she was on the pony, it was a wild ride. This contrast makes the text funny because the ride was the opposite of what the speaker had insisted it would be.

Values

Free response

Grammar in Use

- A. 2. participle 3. participle 4. infinitive 5. gerund 6. participle 7. participle
8. participle
- B. 2. tell – finite verb; to bite – non-finite verb, I 3. wants – finite verb; to become, to help – non-finite verb, I 4. is – finite verb; Eating – non-finite verb, G
5. is, sending – finite verb 6. prefers – finiteverb; watching, reading – non-finite verb, G

Words in Use

A. splutter: d. i.

rattle: a. v.

crack: c. ii.

sizzle: b. iv

B. 2. rattled 3. jingle 4. cracked 5. sizzled

Writing Skills

Answers may vary. Please accept all logical answers.

Suggested answer:

It was a beautiful day in Ooty. There was no sign of rain and the sun was shining. The mist had cleared away and the sky was a brilliant blue. The tourist season had begun and I was very busy giving pony rides on my pony. So far, I had given rides to a bawling toddler, an elderly man who fancied himself as being on the race track and countless teenagers, ranging from the gleeful to the absolutely petrified.

I noticed a large group of college-aged girls along with their two lecturers waiting for their turn to ride my pony. Most of the girls were excited but there was a small group that looked frightened. One of their lecturers was telling off the group of timid girls, saying that the pony ride would be sedate and that they had nothing to worry about. But the girls did not look convinced.

I thought I would offer the lecturer a free ride as she was so sure that my pony would not be exciting to ride. I wanted to prove to her that my pony was not a miserable creature. I also thought it might cheer the girls up. Soon, we tossed the lecturer up on the pony and I slapped the pony on its side and said, 'Huah! Huah!' The pony raced away with the lecturer holding onto it for dear life.

I could hear the girls cheering their lecturer as I ran behind the pony. But it was galloping so fast that I could not keep up. I noticed that a crowd had gathered to watch the show so I knew I would have more customers. So, when the pony slowed, I gave the pony more slaps, clicked my tongue, mouthed more huah, huahs and they raced away on two more crazy rounds.

This was the most excitement I had the entire week. And of course, I had many more customers after the lady went on her crazy ride! It was a day I won't forget in a hurry.

Punctuation Skills

1. Rajiv took the juice out of the freezer; naturally, it was frozen.
2. We close the windows in the evening; otherwise, mosquitoes fly in.
3. Akshay enjoys watching action films; Rehana prefers to watch comedies.
4. I have five cats; two of them are brown.
5. We're moving into a new house next month; my aunt designed it.
6. Mr Patel likes rice, dal and vegetables; Mrs Patel likes roti, vegetables and curd; Vivek likes roti, dal and curd and Vinita likes rice, dal and curd.

Life Skills

Free response

Picture Corner

1. *Suggested answer* They are probably feeling a little afraid, thrilled and filled with wonder. They will look back on this experience as a highlight in their life.
2. *Free response*
3. *Free response*

Objectives

- To comprehend the activities associated with sunrise
- To infer that life is a routine
- To compare the sunrise and sunset in the poem
- To recognise the poetic devices

Summary

The poem begins on a bright note with the rays of the morning sun being compared to rows of ribbons.

These rays coloured the steeples a deep purple. All the creatures of nature were made aware of the daybreak as quickly as the fast brightening rays of the sun.

The hills, now free of mists due to the warm rays, looked bright and clear and the morning made the bobolinks break into songs. The speaker acknowledged that all this is indeed the work of the sun.

The poem then drifts towards sunset— Here, the speaker does not appear to know much about how the sun had set: All that the speaker noted was that the day closed with the yellow rays fading away into the purple horizon.

Pre-reading

Discuss:

What words will you use for describing sunrise and the activities associated with it?

How would you describe sunset?

If you were to give *sunrise* and *sunset* certain qualities (like hope, joy etc), what words will you choose for either?

READING

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

- *I'll tell you... been the sun!*

Ask students:

What does the speaker compare to ribbons? What do squirrels denote? (speed) What role does the rising sun play here? (Gets every creature of nature into its routine)

What are bonnets compared to? (mists /clouds)

- *But how he set...flock away.*

Let students say what the following mean:

- the stile (horizon)
- the yellow boys and girls (rays) and where they were moving (towards the end of day)
- the dominie (dusk/ end of day)
- the flock (rays of light)

Discuss the poetic devices in the poem.

Poetic devices

Simile: News like squirrels

Personification: Hills untied their bonnets; how 'he' (sun) set

Use of colours for portrayal: Purple stile and steeples (amethyst); yellow little boys and girls (rays); dominie (dusk) in gray

Metaphor: rays of the sun to ribbons; mists on hills to bonnets

Alliteration: steeples–swam; bobolinks–begun; said–softly; how–he...

Mood: The first two stanzas are light and chirpy; in comparison, the last two stanzas reflect calmness and acceptance.

Symbolism (optional): The poem deals with two natural processes— life and death: The first two stanzas talk about birth and the excitement that is associated with it while the next two stanzas delve into the gradual move towards death which is inevitable.

Post-reading

Let students help you fill in the use of colour in the poem.

Colour	Details
Purple	The steeple was coloured purple by the morning rays of the sun
Yellow	The rays of the setting sun
Purple	The stile (horizon) appeared purple in the evening
Gray	The dominie (end of day) was robed in gray

QUESTION BANK

A DAY

A. Answer in brief.

1. What does the speaker mean by the line *The steeples swam in the Amethyst*?

Ans. The steeples on top of the churches turned a deep purple when the rays of the morning sun fell on them. They were bathed in the soft hues of the rising sun.

2. What activities of the morning does the speaker attribute the sun to?

Ans. When the hills are cleared of the mist that covers them and the bobolinks start to sing so early in the morning, the speaker attributes the activities to the rays of the rising sun.

B. Answer in detail.

Compare dawn and dusk as portrayed in the poem *A Day*.

Ans. The poem begins on a bright note with the rays of the morning sun being compared to rows of ribbons that coloured the steeples a deep purple. The creatures of nature were made aware of the daybreak as quickly as the fast brightening rays of the sun.

The hills, now free of mist, looked bright and clear and the bobolinks broke into songs at the break of day. The speaker knew that all this was the work of the sun.

In comparison, the speaker did not know when the sun had set. All that the speaker noted was that the day closed with the yellow rays fading away into the purple horizon.

C. Choose the right answer.

The little yellow boys and girls in the poem 'A Day' are:

- a. children who are out at play.
- b. the rays of the sun.
- c. squirrels running here and there.

Ans. b

D. Read the lines and answer the questions.

Till when they reached the other side, A dominie in gray Put gently up the evening bars, And led the flock away.

- a. Who is the dominie in gray?
- b. What are the evening bars?
- c. When does this happen?

Ans. a. The dominie in gray is dusk. b. The rays of the setting sun are described as evening bars. c. This happens at sunset.

STUDENTS' BOOK ANSWER KEY

A DAY

Reading Skills

- A.**
- 1. The speaker describes the sunrise and the sunset in the poem.
 - 2. The sun rises with one ribbon of light at a time.
 - 3. It means that the hills were no longer covered by darkness—their peaks were lit up with sunlight.
 - 4. No, she does not seem as sure. She says that she does not know how the sun set. It seems a more mysterious happening for her.

5. A priest led the little boys and girls away. He seems to represent a father figure or a figure of authority. He seems to be a caring figure who guides and looks after the children.
- B.**
1. the news ran (spread) like squirrels, a dominie in grey
 2. the hills untied their bonnets

Thinking Skills

1. The speaker seems to be a young man or woman. The speaker seems to enjoy and appreciate the beauty of nature. He/She also seems to be a person who likes to think deeply about the world—about life, how we live it and the journey that is our lives.
2. No. A deeper meaning could be that this is a reflection on birth, life and death.

Literature Reader
Teachers' Resource Manual
Sample

THE BLUE LIGHT

Objectives

- To identify the supernatural elements in the story
- To describe how the atmosphere creates mystery
- To describe the mixed feelings of the narrator
- To explain how the setting plays an important role in the story
- To interpret the end in one's own words

Summary: The narrator is a writer who rents a house in the outskirts of a small town in Kerala. In spite of warnings from the locals, that it is haunted by a ghost by name Bhargavi, he chooses to live there. In fact he considers it a perfect place to write his next novel. Nearly two-and-half months pass without an incident. That day, the kerosene lantern flickers and dies down as the writer was writing an emotional piece. It is ten at night. The writer realises that the lantern is out of kerosene and decides to borrow some from his friends who live nearby. They make fun of him by saying that he could have asked Bhargavi for kerosene. However, one of them pours kerosene into the bottle when it starts raining. Since they do not have an umbrella, the narrator decides to stay awhile and play cards with them till the rain stops.

It is one o'clock when the narrator finally leaves their place. He walks along the deserted road guided by the light of his torch. When he reaches home, he feels strangely sad and wants to weep for no reason. Then something unusual happens. The writer remembers that when he had locked the house it was dark as the lantern had died down. Now, he sees light in his room. He walks in after opening the door and is stunned to see blue light coming from the lantern that had no kerosene. He wonders who has lit the lantern and where the blue light comes from.

Pre-reading

Generate a discussion in class:

Have you watched supernatural films? In such films, what drives the audience's interest?

Optional: You may mention Manoj Night Shyamalan's films, where the films rely almost entirely on setting and atmosphere and not on dialogues, if they are familiar with a few. Do check PG rating though, before you talk about the films.

READING

Read the parts/play the audio /encourage silent reading.

Note: You may create an ambience in the classroom by closing the doors and windows in the classroom and playing the audio.

The speaker...main door.

Ask students:

Who is the narrator of the story? (A writer set to write his next novel)

Why do you think he picked the house? (Free response/He did not want to be disturbed by anyone while writing his next novel. Since people around are pretty scared of the house as it is supposed to have been haunted, he could write in peace without any visitors dropping by.)

Is there a hint in this part of the story that it could have supernatural elements if we do not know the background? (Free response/ No. It is mundane happening.)

How does the narrator tackle the situation of not having kerosene to light the lantern? (He decides to borrow some kerosene from his friends who live not very far.)

Does he leave the front door open? Do you think if anybody would enter the house even if he leaves it open? (No, he locks it. Free response.)

Outside, there was...reached the road.

Ask students:

What does the misty moonlight and overcast sky signify? (It would rain.) *Why does the writer use this description?* (To create an atmosphere through vivid images) *Do his friends help him when he goes there?* (Yes. They give him some kerosene.) *His friends pour kerosene from the stove and not from the lantern. Why does the writer mention so?* (They must be using an electric bulb. The narrator's house has no electricity.) Point out that having no electricity at home during a dark night with overcast sky adds to the mysterious atmosphere.

Ask students:

What does the writer do when it starts raining? (Waits awhile and plays cards with his friends till it stops raining.) *Why could he not concentrate on the card game?* (His mind is on the unfinished part of the story he is writing.)

There was no one...blue light came from?

Ask students:

What does the narrator find strange about his own feelings? Were the feelings same when he was with his friends? (He feels sad and wants to weep for no reason. The feeling was not the same when he spent time with his friends.) *What does the author of the story try to convey through this?* (An emotion has taken over him over which he has no control.) *What leaves him astounded?* (He sees light in his room. The last of the lantern died down when he left the house.) *Do you think the padlock has changed?* (No. The narrator feels that the lock smiles in the light. It is the image his mind creates in the situation.) *The narrator says that he was not frightened but stunned. Why?* (Maybe the stories he heard from the locals would have made him sympathetic towards Bhargavi and he acknowledged her presence. He does not see her as a ghost who would harm people.) *Does the story provide an explanation to the happening? Why does it end so?* (The author wants to leave it to his readers.) *Do you think Bhargavi wants to help the narrator write his story by providing light?* (Free response)

Post-reading

Ask students to work in pairs and write a paragraph on the following topic:

Imagine you are the narrator. Describe your feelings when you entered the house after returning from your friends' place.

QUESTION BANK

The Blue Light

A. Answer the following.

1. What made the narrator in the story, *The Blue Light*, go out at night?

Ans. The narrator was writing an emotional part of the story while the lantern got dimmer and dimmer and went out finally. He realised that it had no kerosene. He did not want to stop writing the story. So, he decided to borrow some kerosene from his friends who lived not very far, and went out locking the door.

2. Do you think that the narrator in the story *The Blue Light* is an adventurous type? How do you know?

Ans. Yes. The narrator has decided to rent a house most would not have considered. It did not even have electricity. He is not threatened by the story told by the locals. Even when the lantern goes out, he does not hesitate to walk in the dark.

3. What did the narrator in the story *The Blue Light* see when he entered his room? Why was he stunned?

Ans. When he left home, the lantern was not on as there was no kerosene. But when he opened the door to his room, he saw the whole room illuminated by the blue light from the lantern. He was stunned to see this.

B. Answer in detail.

Relate the part of the story of *The Blue Light* from the time when the atmosphere completely turns eerie.

Ans. It is one o'clock when the narrator finally leaves their place. He walks along the deserted road guided by the light of his torch. When he reaches home, he feels strangely sad and wants to weep for no reason. Then something unusual happens. The writer remembers that when he locked the house it was dark as the lantern had died down. Now, he sees light in his room. He walks in after opening the door. He is stunned to see blue light coming from the lantern that had no kerosene. He wonders who has lit the lantern and where the blue light comes from.

C. Read the lines and answer the questions.

1. *I was writing feverishly when I felt the light from the lantern becoming gradually dimmer.*

- a. Why was the light getting dimmer and dimmer?
- b. Why was the writer writing feverishly?
- c. Is there a hint in this line about supernatural elements in play?

Ans. a. The kerosene was getting used up. b. He was writing an emotional piece.
c. No. It is mundane happening. (Accept any other logical response as answers may vary.)

2. *I'll narrate it as my subconscious has recorded it.*

- a. How did the narrator feel?
- b. What does the word 'subconscious mean'?
- c. Why does the narrator say so?

Ans. a. He felt strangely sad and felt like weeping. b. The part of your mind that notices and remembers information when you are not actively trying to do so.
c. He could not reason out his feelings.

STUDENTS' BOOK ANSWER KEY

The Blue Light

Warm Up

Answers will vary from student to student.

Reading skills

- A.**
1. The speaker let the lantern burn out because he was writing an emotional story. All his attention was on writing it and he did not want to get distracted by getting up to refill the lamp.
 2. The speaker played cards with his friends because it had started raining. Since they did not have an umbrella to lend him so he had to wait at their house for the rain to stop.
 3. The speaker felt like weeping because his mind full of a strange sadness for no reason.
 4. The speaker took a look at the lock because he wanted to open the door and get in. The lock gleamed and it seemed as though the lock smiled at him.
 5. The speaker was stunned to see the blue light because he knew that the lamp had no kerosene in it and wondered how it was burning without any kerosene.
- B.**
1. a. The speaker kept quiet because he probably did not believe that there was a ghost in the house.
b. Yes, the speaker's friend expected the speaker to laugh along with him because he was only teasing him. They didn't take the story of the house being haunted too seriously. Moreover, the speaker might have joked about the ghost to his friends before and therefore his friend that this time too he would find the joke funny.
 2. a. The first reaction of the speaker was that his body jerked in surprise. He was too stunned.
b. There is a mood of great suspense at this point. The speaker had a hard time accepting what he was seeing with his own eyes. The entire atmosphere is eerie and mysterious. The supernatural elements add to the mystery.

Thinking Skills

1. The way the speaker narrates the story creates an eerie atmosphere. There is a pause in the story right before he describes something supernatural or mysterious. He draws the readers into the

story with the style of narration he employs. He also uses clues to describe what is going to happen next and prepares the reader for the next unexpected turn. The questions in the speaker's mind add to mystery. The description of the misty moonlight and the overcast sky also contribute to the mystery and bring about a feeling of something unknown waiting in the darkness.

2. *Answers will vary from student to student.*

Words in Use

1. picked up 2. picking through 3. picked on 4. picked over 5. picking at

Writing Skills

Answers will vary from student to student.

Discussion

Free Response

Objectives

- To describe a rainy day as depicted in the poem
- To compare and contrast the images in the poem
- To identify the images related to rainy day and visualise them
- To describe how this poem is different from many other rainy-day poems

Summary: The poem is a depiction of an Indian scene on a rainy day. The poem brings to life the picturesque image of a village in India. It gives us three different perspectives—that of nature, men and women. While the palm trees sway as though trying to hit the sky, crows sit silently in the trees and the river looks gloomy under the dark sky. The wind roars among the branches of bamboos. The water in the river gushes forth and the rainwater fills the narrow lanes. Someone is looking to get on to a boat as the crossing at the ferry is closed. Men are happy catching fish in the flooded fields as water rushes across the narrow lanes. Women fill water from the Ganges and hasten home to light the evening lamps as it is getting dark. There are not many people out in the open. The speaker in the poem asks the child not to go out since it is raining.

Pre-reading

Ask students to discuss if they like rainy days. Why/Why not?

READING

Read the poem in parts / play the audio / encourage silent reading / a combination of all.

Sullen clouds are gathering fast... till I bring her into the stall.

Ask students:

Why is the speaker asking the child not to go out? (Clouds are gathering and it is going to rain.) *Why does the speaker describe the wings of crows as draggled?* (The wings must have been wet and dirty because of the rain.) *Does the poet describe a scene of happiness?* (Let students identify the words that talk otherwise—dismal, silent, haunted, gloom.) *Why is the cow lowing?* (It wants to be sheltered.)

Men have crowded...made ready, O child, do not go out!

Instruct students to read these lines again.

Ask students:

Is there a mood- shift in these lines? (Ask students to explain how the mood shifts from gloom to happiness and down-to-earth practical thinking—men enjoying, rainwater gushing like a naughty boy, someone wanting to board a boat, women worried about chores...)

According to the poem, do men and women enjoy or celebrate rain the same way? If yes/no how? (Free response. Men seem to enjoy the onset of rain as they go out to fish from the flooded waters in the fields while women think of the chores to finish.)

The road to the market ... tangled in a net.

Explain that:

- in these lines the mood slips to a not-so-happy note and the force of nature is also emphasised.
- this poem talks about the practical difficulties people and animals face on a rainy day.

Draw the attention of the students to the visual imagery in the poem (present almost throughout the poem)

Post-reading

Read the poem aloud very slowly.

Let students work in pairs / groups and draw any scene depicted. Tell them that this is to bring out their understanding of the **imagery** in the poem and not a drawing competition.

QUESTION BANK

The Rainy Day

A. Answer in brief.

1. Pick out the words in the poem that create a gloomy atmosphere?

Ans: dismal, silent, haunted, gloom, desolate.

B. Answer in detail.

2. Is the poem *The rainy Day* different from the other rainy-day poems? Why do you think so?

Free response. Suggested answer: Many of the rainy day poems glorify rain and describe how people and animals enjoy rainy days. This poem depicts the practical difficulties people and animals face on a rainy day. People and animals have to shelter from rain and protect themselves from floods. It might even affect their common day-to-day-chores like travelling and reaching home on time.

C. Read the lines and answer the questions.

O child, the daylight is dim, and the crossing at the ferry is closed.

- a. Why is the day dim?
- b. Why is the crossing at the ferry closed?

Ans: a. The day is dim because sullen clouds are gathering/the sky is overcast.

b. The river may get flooded because of the rain and it is difficult to ferry in flooded rivers.

The Rainy Day

Warm up

Sample answer:

Heavy rainfall can lead to numerous hazards, for example, flooding, including risk to human life, damage to buildings and infrastructure, and loss of crops and livestock. It can cause landslides, which can threaten human life, disrupt transport and communications.

Reading Skills

- A.**
1. The child is being told not to go out because grey clouds are gathering in the sky and it is about to rain very soon.
 2. Men have crowded the flooded field to catch the fish that have escaped into the field from the overflowing ponds.
 3. The women went home early from the Ganges because it was overflowing. They had gone to fill water in their pitchers were now hurrying home with the filled pitchers.
 4. According to the speaker, evening lamps should be kept ready because the sky will get dark very soon and lamps will need to be lit earlier than usual.
- B.**
1. The clouds at the edge of the forest look angry and bad-tempered to the speaker. The sky is looks gloomy.
 2. The palm trees are shaking due to the strong winds. To the speaker it looks as if the palm trees are hitting their heads against the sky.
 3. The rain water is running in rills through the narrow lanes and looks ready to pour down from the sky, with all its might. The water of the river flows very fast and looks menacing.
 4. The road to the market is deserted and the lane that leads to the river is slippery.

Thinking Skills

1. The wind is so strong that the crows are perched silently on the tamarind tree. The cow tied to the fence moos loudly and wants to be taken into the stall. The fish from the ponds have overflowed into the fields. The strong winds, the gloomy skies and the awareness of the impending heavy rain have made the animals react in this way.
2. *Answers vary. Sample answer:* The speaker in the poem is the child's mother (the child referred to as 'O, child' in the beginning of the poem). She vividly describes the scenes in the village before a heavy spell of rainfall is about to strike the place. Her words also serve as a warning to a child who wishes to venture out at this time.

Poetry Appreciation

1.
 - The palm trees in a row by the lake are smiting their heads against the dismal sky,
 - Men have crowded into the flooded field to catch the fish as they escape from the overflowing ponds
 - Women have hastened home early from the Ganges with their filled pitchers.
 - The wind is roaring and struggling among the bamboo branches like a wild beast tangled in a net.

2.
 - sullen clouds – The clouds are described as angry and bad-tempered to show that there is going to be heavy rainfall.
 - The palm trees in a row by the lake are smiting their heads against the dismal sky – the palm trees look like they are hitting their heads against the gloomy sky to depict the strong winds that are making the trees sway so strongly.
 - The water in the river is loud and impatient – The river roars and flows fast to show that the weather has a strong effect on the water as well.
3.
 - the rain-water is running in rills through the narrow lanes *like* a laughing boy who has run away from his mother to tease her.
 - The wind is roaring and struggling among the bamboo branches *like* a wild beast tangled in a net.

Discussion

Free response