

WHEN WISHES COME TRUE

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

Learning Outcomes

- To develop an attitude of being happy and satisfied with whatever we have in life
- To value every stage of life given to us
- To observe the traits of the father in the son
- To infer that time wasted cannot be got back



Pre-reading

This section focuses on *assessment for learning*. The students are able to tap on their prior knowledge and experience, to differentiate between their preferences and setbacks when young and assuming when old.

Group discussion

A. Ask students:

Have you ever wished that you were an adult? Why?

B. Ask students to do the task given in the Reader. Then, encourage them to share their views with the whole class.

READING

Students read to comprehend, infer and evaluate

Note: Use appropriate voice modulation and read the following excerpt slowly, to create the desired natural setting in the classroom. Pause occasionally to share what the student sees in her/his mind and the emotions she/he feels.

Tell students that the story has a *beginning*, *middle* and *end*.

Beginning

- *Susheel did not want to go to school... She read the minds of both father and son.*

Why did Susheel not want to go to school?

Name one thing Susheel could enjoy during such preparations. (Sample answer: sorting out the different kinds of exciting firecrackers)

'After a lot of thought, he went back to bed'. What do you think he must have been thinking at this time? (He must have been deliberating whether to go to school or not.) Why did he go back to bed? (He had made his decision to stay away from school that day.) Why did Subal have no difficulty in guessing the truth about his son's stomach ache? (He must have given similar excuses as a child.) How do you think Susheel must have felt when his father

agreed that he stay at home, but restricted his visit to the Bose house and consumption of the sweets he got for him?

Group discussion: Have you ever regretted telling a lie due to the consequences you had to face after that? Would you try to wriggle your way out of it?

Why do you think Subal went to get 'a particularly bitter medicine'? (Ans: because he knew Susheel was lying and wanted to teach him a lesson)

Why does Susheel say that his stomach ache had suddenly gone? (He was faking it, and in the hope of avoiding consuming the bitter medicine, and the punishment he was to get, he hurriedly says this.) Subal locked the door after giving Susheel the bitter medicine. What does this tell you about Subal? What made Susheel wish that he were as old as his father? What made Subal wish he were young again? Who appeared at that moment?

This section focuses on *assessment for learning*. Students are encouraged to involve in the story by attempting to predict what is to happen next.

Discuss: Do you think their wishes would be granted? Will they be happy after this? (Encourage students to predict what will happen, and to infer what the change would do to them.)

Middle

- "From tomorrow, you'll be as young as your son ... Are you both satisfied?"

Why were father and son delighted that their wish would be granted? What physical changes took place in Subal? Why did he jump up at daybreak? Why did Susheel get up late? What does this indicate? (Though they swapped roles, not all features were exchanged.) Was Susheel able to do all that he wished for? Why did the passers-by laugh at Susheel? Did they know the truth? (No) Susheel decided not to give the sweets to his father as they would make him ill.

Based on the last line, do you think Susheel would let his father do the things he had himself wanted to do as a child?

This question can be used as *assessment for learning*, allowing the reader to put himself/herself in the role of another character and think critically.

(Suggested answer (Accept any logical answer): No, Susheel is now thinking like a grown-up and will not allow Subal, a young boy, to do whatever he wants, even if he himself had wanted to do those things, like eating a lot of sweets.)

Did they succeed in their intentions? What events show that they had their share of mishaps after their roles were swapped? Make a list of incidents to show that the new roles did not suit them. Were there qualities in the son that seemed similar to the father when he was young? What made them want to go back to their own identities? (Both were frustrated with their new roles and wanted to embrace back their true identities.) Did they realise the value of their true identity?

Discuss: Do you think the Goddess of Wish-Fulfilment will grant a reversal of roles? Why?

End

- *Father and son bowed down before her ... Father, I've lost my books."*

Why did they feel as if they had been dreaming? (Sample answer: because what had happened was so different from their usual lives and hence was very difficult to believe)

Did their character change after they got back their true identities? Give an example. (No, they reverted back to their old character. Subal continued to ask his son to study and Susheel continued to give excuses not to study.)

What does the writer want to tell his readers? (Be satisfied with what you have.)





Post-reading

This task can be used for *assessment as learning* as students share their opinions in their groups and assess the opinions shared, while they communicate using the right words and expressions.

Group discussion

Divide the class into two groups. Let one group discuss the first question while the second group discusses the second questions.

Let the groups share their views with the entire class after the discussion.

1. Have you ever done the work of a grown-up? How did you feel? What did you learn from the incident?
2. Imagine that as a child, you are asked to do the work of a grown-up. You were asked to mind the house when everyone else went to the beach. Make a list of things you enjoyed about this job, and a list of things you hated about it.

GRAMMAR Simple sentence with subject and predicate, phrases and clauses

Simple sentence with subject and predicate

Subject and predicate

Recap subject and predicate.

Write on the board:

The boy bought some apples.

Ask students:

- *Who are we talking about in this sentence?* (The boy)

This part is the **subject** of the sentence.

- *Which part of the sentence tells us what the subject did?* (bought some apples)

This part is called the **predicate** of a sentence.

Tell students:

The **subject** of a sentence is the person, place, thing or idea that the sentence is about.

The **predicate** is the word or group of words that tells us what the subject of the sentence is or does.

Tell students to underline the subject and the predicate in these sentences:

Suraj went to the market.

The children are playing in the park.

Simple sentences

Follow the inputs in the Reader.

Write a few sentences on the board and ask students to underline the verbs, and identify if they are simple sentences or not.

Example:

My mother asked me to accompany her to the mall. (Simple)

My mother asked me to accompany her to the mall, but I did not want to go. (Not a simple sentence – more than one clause)

Differentiating between phrases and clauses

Write on the board: *a group of students*

Now ask students:

Does the sentence have a subject and predicate? (No)

Does it have a verb in it? (No)

Tell students:

A group of words that does not make complete sense by itself is a **phrase**. A phrase does not have a verb.

Write the sentence on the board. Highlight one clause.

*Varun's friends did not know/ **that he could not swim.***

Ask students:

Does the sentence have a subject and predicate? (Yes)

Does it have a verb in it? (Yes)

Does the group of words make complete sense? (Yes)

Tell students:

A clause is a group of words that contains a subject and a verb.

Now complete the exercises given in the book.

VOCABULARY

synonyms, antonyms



This activity can be used for *assessment of learning* where students check whether the ones from the answering group provide the correct answers.

Synonyms and antonyms







Preparation: One dice and a copy of the following table for each group.

Procedure: Write the list of words from the vocabulary exercise in the Reader. You may add additional words to the list.

Divide the class into groups and provide each group with a dice and a copy of the instruction table. Alternately you may draw the instructions on the board.

Direct representatives from the groups to take turns to roll the dice, and perform the given activity for the words on the board.

Let the others refer to the dictionary if required, to help the representative of the group.

 Define the word	 Draw it if possible
 Give a synonym	 What does it remind you of
 Use the word in a sentence	 Give an antonym

LISTENING

Post listening

Post-listening – poem summary, gap-fill

Tell students that they will be listening to a stanza of a poem, *Forgetful Pa*, by Edgar Albert Guest. Tell them that after listening, they must fill in the gaps in the given passage.

- Permit them to quickly go through the passage.
- Ask them to listen carefully to the poem.
- Play the audio track once and let students do the given exercise.
- Play it once again so that students may fill in gaps they might have missed / check their work.

Let students do the task and share with the class.

Correct them / guide them if required.

SPEAKING

Role play/ dramatisation

This activity focuses on *assessment as learning*. The teacher models a role play and students dramatise the situations while their partner checks.

Organise students in pairs and encourage them to speak to each other. Tell them that body language speaks volumes to the listener. Demonstrate different ways that one can say the same words, such as, "How are you today?"

Go around the class as they are speaking and correct them, if required. Guide students through the exercise with expressions, voice modulation and intonation.

WRITING

Dialogue from personal experience

Note: Help students set their objectives (*Why do I want to write this?*)

Guide students through every step. Share the guidelines with them but encourage them to write their own dialogue.

Explain to students that a dialogue is a conversational exchange between two or more people. It is used to receive or give information, to express one's ideas and thoughts.

Help students to follow a few rules for effective **dialogue-writing**.

1. The conversation should reveal the character of the speaker. It should also reveal the character's intention and set the tone.
2. Use contractions
3. Use punctuation to show pauses, exclamations and questions.
4. Conclude the conversation by wrapping up the scene.



Example:

C : *Wow! That was an amazing experience, wasn't it?* (Write just as you would be talking.)

S : *Oh, come on! Don't tell me you believe all that nonsense!* (Go straight to the point.)

C : *Why not? You were telling me ... and ..., wasn't she?* (Use incomplete sentences, tag questions.)

S : ... (Respond to the question in the previous line.)

C : (Cutting her short) *Gosh, I'm not talking about ... I'm talking about things ...* (Make the point clear.)

S : ... (Make an exclamation of disbelief)

C : *What's wrong with that? Do you realise that ...*

S : *Sorry, ... , your arguments seem a bit too far-fetched. Don't you agree with me M... ?*

M : *Oh dear! What a strange and wonderful ... !.*

Now guide them to do the exercise given in the Reader.

DICTIONARY



This activity focuses on *assessment as learning* where students check whether their partner has found out the meaning of the word correctly by referring to a dictionary.

Organize students in groups with five in each group. Encourage each student in the group to find the meaning, in context, of one sentence. Let them share in the groups. Tell them to correct each other, if they find incorrect usage.

Now allow groups to share with the whole class.

STUDENTS' BOOK ANSWER KEY

Pre-Reading

Free response

Comprehension

- A. 1. Susheel did not want to go to school because there was a geography test that day and because a neighbouring family was going to light firecrackers in the evening. Susheel wanted to spend the day at their house, enjoying the preparations. He pretended to have a stomach ache to avoid going to school. It worked partly as his father let him miss school, but it did not work completely as his father did not let him go to the neighbour's house either, and locked him up in his room.
2. Susheel had planned to climb trees, dive into ponds, eat raw mangoes, go where he pleased and do as he pleased if he became a grown-up. Yet, he could not enjoy those things when he actually became as old as his father because he could no

longer climb trees with an aged body. When he tried bathing at the pond, his arthritis worsened. He could not even enjoy sweets as much as before or chew a paan properly.

3. Subal had planned to work hard instead of wasting his time, if he could become a child again—even if he had to close the door of his room and study till late at night without listening to stories. But when he became a child, he did not want to go to school, and tried to make excuses to not go there. After school, he only wanted to run around and play.
4. When Subal, looking like a child, went to play cards with his old friends, they threw him out for acting too smart. When he addressed his teacher like an equal, he was punished. When he asked the barber to shave his beard, the barber joked. And when he tried being strict with his son, who now looked like a grown-up, he was scolded.
5. Susheel and Subal first prayed for a change when they were their real ages. Susheel wanted to be a grown-up so that he could do whatever he wished and Subal wanted to be a child so that he could make better use of his time. The two of them prayed for a change again when Susheel had been a grown-up and Subal a child for some time. Each found that to be like the other was not as fun and easy as they had thought, so they wanted to go back to their old states.

Free response.

- B. 1. a. The truth was that Susheel was only pretending to have a stomach ache so that he would not have to go to school.
- b. *Suggested answer:* Subal could guess the truth because he knew his son very well and Susheel had tried such plans earlier also, to avoid going to school.
- c. Subal wanted to teach Susheel a lesson, so he did not tell him directly to go to school. Instead, he made sure that Susheel could neither have fun lighting firecrackers, nor could he have sweets.
2. a. Susheel had pretended to have a stomach ache so that he could avoid school and go to the Bose house. But he was in a fix because his father had said that because of the stomach ache he should not go out at all or even have sweets, which Susheel loved.
- b. To get out of the situation, Susheel told his father that his stomach ache was gone and he could go to school.
- c. His plan did not work because his father still made him take a bitter medicine and lie down. He even locked the door so that Susheel could not go out.
3. a. They, meaning Subal and Susheel, had each wanted to become as old or as young as the other. Susheel had become as old as his father and Subal as young as his son.
- b. It was not all plain sailing because things and situations turned out to be very different from what they had thought. Susheel could not enjoy the things he had loved as a child and Subal found that he did not want to study, nor could he act like a grown-up.

4. a. Susheel said this to Subal.
- b. Susheel knew all about such stomach aches because he himself had made up similar excuses many times when he had been a child.
- c. The fact that Susheel was now behaving exactly how his father used to behave and that Subal was behaving just like his son made the situation particularly funny. In spite of being in the other's place, none of them had more sympathy or understanding.

- C. 1. *Sample answer:* ...it may not always be a good thing.
2. *Suggested answer (accept any logical answer):* This story is made funny by the situations and the characters. The situations where the child wants to do as he pleases and the grown-up tries to restrain him are very common, yet funny. (Example: the opening scene where Susheel tries to avoid school and his father punishes him through his own plan.) When the characters exchange places, the situations continue to be funny, as things don't go according to their plan and new problems arise. (Example: when Subal tries to miss school and Susheel scolds him.) The characters of Subal and Susheel are simple and funny because of how they behave—as a mischievous child and a strict grown-up.

Grammar

- A. 1. × 2. SS; subject: The sun and the moon 3. SS; subject: The zebra
 4. × 5. × 6. SS; subject: Ryan and Kaif
 7. × 8. SS; subject: Vivek
- B. 1. C 2. P 3. P 4. C 5. P 6. C

Vocabulary

- A. 1. agile 2. delighted 3. bald 4. tasty 5. honourable 6. mischievous
- B. 1. strict 2. bitter 3. boisterous, noisy 4. reluctant 5. satisfied

Listening

Listening text:

Forgetful Pa

By Edgar Albert Guest

My Pa says when he was in school
 He got a hundred as a rule;
 An' grammar was a thing he knew
 Becoz he paid attention to
 His teacher, an' he learned the way
 To write good English, an' to say
 The proper things, an' I should be
 As good a boy in school as he.
 But once I asked him could he give
 Me help with the infinitive—
 He scratched his head and said: "Great Scott!
 I used to know, but I've forgot."

Answers:

- | | | | |
|--------------------|-------------|--------------|--------------|
| 1. funny | 2. father | 3. boy/child | 4. marks |
| 5. English/grammar | 6. teachers | 7. good | 8. forgotten |

Writing

Sample answers:

1. eat vegetables
2. they are good for your health
3. eat cakes and ice creams
4. I had those things only on special occasions
5. eat only what I want to and not boring food
6. you *want* to have more vegetables and fewer cakes
7. I don't think that will ever happen!
8. I did not have to worry about preparing food

Dictionary Work

Sample answers:

1. the length of time a person has lived
2. the state of being old or older than before
3. a certain period in history
4. grow older
5. a long time

QUESTION BANK

A. Answer in brief.

1. Why does Susheel say that his stomach ache had suddenly gone?
Ans: He was faking it, and in the hope of avoiding consuming the bitter medicine, and the punishment he was to get, he hurriedly proclaims that his stomach ache has gone.
2. What made Subal and Susheel want to go back to their true identities?
Ans: Both were frustrated with their new roles and wanted to embrace back their true identities.

B. Answer in detail.

1. Why was Susheel not happy when he played the role of an old man?
Ans: Susheel faced several difficulties after becoming an old man. For instance, he was too weak to play like his friends. After becoming old, he suddenly lost his childish enthusiasm and cheerfulness. He no longer enjoyed the sports that he used to enjoy with friends.
2. Did the character of Subal and Susheel change after they got back their true identities? Give an example.
Ans: No, their characters did not change. They reverted back to their old character. Subal continued to ask his son to study and Susheel continued to give excuses not to study.

C. Choose the correct answer.

What does the writer want to tell his readers?

- a. Living life is not easy.
- b. Be satisfied with what you have.
- c. Never be disobedient to elders.

Ans: b

D. Read the lines and answer the questions.

1. *After a lot of thought, he went back to bed.*

- a. Who went back to bed?
- b. Why did he go back to bed?
- c. What do you think he must have been thinking at this time?

Ans: a. Susheel went back to bed. b. He was trying to avoid going to school that day. c. He must have been deliberating whether to go to school or not.

2. *Today, as soon as he stepped on a branch, it broke under his weight and he fell down.*

- a. What was the speaker trying to do? Why?
- b. Who is being described here?
- c. What was the result of this attempt?

Ans: a. He was trying to climb a tree. He assumed that he could do all the things he could do during his childhood days. b. Subal, who was playing the role of Susheel, is referred to here. c. Due to his weight, a branch broke when he stepped on it, and the passers-by laughed at him.

E. Answer in brief. (Think and answer)

1. Why did Subal have no difficulty in guessing the truth about his son's stomach ache?

Ans: He had no difficulty guessing the truth about his son's stomach ache as he must have given similar excuses as a child.

2. Though physical changes took place in Subal he jumped up at daybreak which was rare for him. Susheel, on the other hand got up late. What does this indicate?

Ans: Though Subal and Susheel swapped roles, not all features were exchanged. This resulted in them doing the things they did when they were their true identities.

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

Learning Outcomes

- To instil an appreciation for nature, particularly stars
- To experience the exhilarating side of nature
- To get the main idea in each stanza of the poem
- To identify the poetic devices used in the poem

Summary: *Stars* by Sara Teasdale is a simple, yet touching, and enchanting poem that describes the beauty of stars in the night sky. The poet celebrates the natural world, specifically the stars in the night sky, and relishes the beauty of eternity. The speaker delves into the power of these stars and the way they have remained unvexed. Through her skilful use of imagery, personification and metaphors, she conveys how the stars seem alive to her, and by the end of the poem the readers are left in a peaceful mood more appreciative of the natural world than they were when they began the poem.

Pre-reading

Group discussion:

1. Have you noticed the night sky? What do you see?
2. Have you wondered what the stars in the sky are?

3. What do you expect from a poem, *Stars*?

After students have discussed in groups encourage them to share some of their thoughts with the class.

READING

Tell students they are going to read a poem about how the speaker appreciates the stars in the night sky.

Play the audio on the Smart Book. Let students listen to the way the poem is read out/Read the poem aloud with modulation. Pause at relevant points to ask these questions.

Stanza 1 and 2

Ask students:

Where is the speaker standing? What is the imagery used here? (The stars are visualised as

'White and topaz' and 'misty red') *How does this imagery help the reader?* (The reader is able to imagine the scene she describes and it transports the reader to the hillside along with the speaker.)

Stanza 3 and 4

Ask students:

Why does the speaker say that the numerous stars have "beating / hearts of fire"? (She tries to convey how alive these stars seem to her.) *Pick out the lines that say that the stars do not fade away even after several years?* (That aeons

/ Cannot vex or tire ;) Explain the lines "I watch them marching / Stately and still". (The speaker uses contrasting words here, *marching* and *still*, to describe the stars as she sees them. She conveys to the reader that the stars are moving, yet from where she is standing, they appear to be still.)

Stanza 5

Ask students:

What does the speaker compare the stars to? (Royalty) What is the structure of the poem? (It has 5 stanzas which are separated into five sets of four lines which are known as quatrains)

Post reading

Class discussion

1. *Night skies are vanishing*. Why do you think this is happening? (Light pollution in cities)
2. Why are stars more visible in rural areas than in cities?

Poetic devices

Rhyme scheme: Quatrain with abcb, with changing end sounds from stanza to stanza

Metaphor: "beating / hearts of fire,"

Personification: "beating / hearts of fire,"

Contrasts: Marching and still

Alliteration: "Spicy and still" in line four of the first stanza and "heaven" and "head" in stanza two.

Imagery: "White and topaz / And misty red." / "spicy and still" / "white and topaz"

Tone: Direct and appreciative conveyed through simple language

3. Is star gazing beneficial to an individual? ((Free response Welcome varied suggestions. Suggested answers: Reconnects you with nature, is a perfect stress reliever, can spark your creative mind, can be a family fun activity)

STUDENTS' BOOK ANSWER KEY

Comprehension

- A. 1. b 2. b 3. a 4. a 5. b
- B. 1. a. The pine trees on the hill.
b. *Suggested answer*: Because pine trees have a spicy smell.
c. The stars have also been described as being stately and still.
2. a. The poem mentions aeons to describe the countless number of years that the stars have been up there in the sky without being vexed or tired.
b. The word 'myriads' also means a great number. It has been used to refer to the number of the stars.
c. The stars are not vexed or tired by aeons.
d. The speaker thinks that the stars are not vexed or tired by aeons because whenever she looks at them, the stars look the same—in the same place, with the same colour, unchanged. Time or anything that occurred in the course of time has not been able to upset or change them.

- C. 1. The scene described in the poem is a common scene—a hill at night with stars above and pine trees nearby. That suggests that the beauty of nature is not rare—it can be found in many different places wherever nature is visible, like woods, rivers, mountains, gardens and so on—even a single flower in a pot.

Free response

2. *Free response*

Appreciating the Poem

1. a. 'a heaven full of stars,' 'myriads' b. 'White and topaz / And misty red'
c. 'with beating / Hearts of fire' d. 'aeons'
e. 'Cannot vex or tire' f. 'marching,' 'still'
g. 'Up the dome of heaven / Like a great hill,' 'stately,' 'so much majesty'
2. a. Y b. Y c. *Suggested answer:* N d. Y

Suggested answer (accept any logical answer): As the speaker in the poem, we would feel amazed and fascinated, honoured and humbled to see the beauty and majesty of the stars. We would also feel peaceful in that place—a dark hill at night with only the pine trees and the stars above for company.

Vocabulary

1. a. negative connotation b. positive connotation
2. a. negative connotation b. positive connotation
3. a. positive connotation b. negative connotation
4. a. positive connotation b. negative connotation
5. a. negative connotation b. positive connotation

Going further

- Hints:* 1. Robin Hood is a famous figure who used to take from the rich and give to the poor.
2. Cinderella had to return home by midnight from the prince's ball or her magic carriage would turn into a pumpkin.
3. William Shakespeare's play *A Comedy of Errors* is about two pairs of twins and much funny confusion surrounding them.
4. Charles Dickens was a 19th-century novelist whose works are known for their depiction of poor social conditions in London. Dickensian is a word used to describe something that brings to mind his novels.

QUESTION BANK

A. Answer in brief.

What does the "white and topaz" describe?

Ans: The "white and topaz" describes the glittering brilliance of the stars in the sky.

B. Answer in detail.

What thoughts pass through the speaker's mind when she sees the stars in the night sky?

Ans: The speaker praises the staggering majesty of nature, and while sitting alone on a hill at night, she is mesmerized by the countless stars in the sky. She is struck not only by the beauty of these celestial bodies, but also by their constancy—the way that their “Hearts of fire” never stop “beating.” The peaceful steadiness of these magnificent stars fills the speaker with gratitude for the simple fact that she could bear “witness” to nature’s grandeur.

C. Choose the correct option.

What does the speaker feel about viewing the stars in the night sky?

- a. The speaker feels such a sight is meant only for royalty.
- b. The speaker feels that it is a privilege to view such a grand and powerful sight.
- c. The speaker knows that she deserves to see the beauty of nature.

Ans: b

D. Read the lines and answer the questions.

Myriads with beating

Hearts of fire

That aeons

Cannot vex or tire;

- a. What do myriads mean? What does it refer to here?
- b. What figure of speech is used in these lines?
- c. What do the lines mean?

Ans: a. Numerous. Myriads refer to the numerous stars in the sky.

b. Personification and metaphor

c. There is nothing, throughout time, that can trouble or “tire” these lights in the sky.

D. Answer in detail. (Think and answer)

The poet uses several poetic devices. How do the phrases, “spicy and still”, “alone in the night”, “hearts of fire”, help in understanding the poem?

Ans: “Spicy and still” is used to draw the attention of the reader to the suddenness and attractiveness of the darkness on the hill surrounded by pines. “Alone in the night” expresses the speaker’s yearning for escape. When the speaker describes the stars as having “hearts of fire,” she personifies the stars to exemplify their strength and brilliance.