

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

Learning Outcomes

- To inculcate a sense of compassion, empathy and friendship in students
- To identify the consequences of pride and social status disparities
- To introduce plot identification



Pre-reading

This question focuses on *assessment for learning*. Readers now get an indication that the story is about compassion and helping the needy.

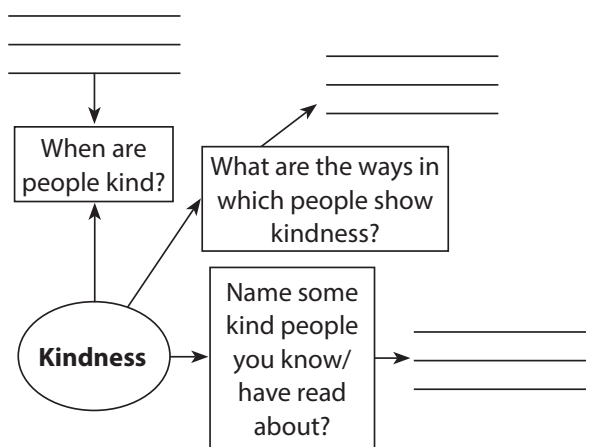
A. Ask students:

1. What makes you happy?
2. What do you think would make a prince happy?

B. Encourage students to do the Pre-reading section given in the Reader.

Group work

Have each group work on these questions about kindness and put up their answers on a chart or on the board.



READING

Students predict, anticipate, scan for vocabulary

Tell students to take parts and role play this unit. Instruct them the previous day to read the play and be prepared. You may take the role of the narrator. Before you begin, give students an introduction to all the characters in the play. Let students close their books and watch the play being enacted.

- *Night falls over the city of Paris...Little swallow, will you help me?*

Where does the story take place? '...all is peaceful—or is it?' When the writer says this what does it mean? (It is an indication that all is not really peaceful.) What moved the swallow to pity the Happy Prince? Why did the

Happy Prince not cry when he was alive? Why is he crying now, though his heart is made of lead? Is this something usual? What did the Prince see, and what did he ask the swallow? Do you think the swallow will help him?

- Swallow: *Winter is quickly... so I cannot leave you.*

Why did the swallow have to leave for Egypt? What made him stay back? What did the Happy Prince ask the swallow to do? Why do you think the swallow felt warm when it was really very cold? (He had done a good deed.) Did the swallow go to Egypt after this? Who else does the swallow help? What was the girl's reaction? Why did the swallow not want to go to Egypt after this? From all the activity so far, who do

you think had compassion – the swallow or the Happy Prince?

- Prince: *No, dear Swallow! You must ... up to the Prince's shoulders.*

How did the swallow help the Prince after he could see no more? What did the Prince ask the swallow to do with the gold leaves on him? Did the gold leaves help the poor and starving? How do you know? How did the statue of the Happy Prince look after some time? Though it became colder, the swallow did not fly away. Why? What was his last attempt? (To fly to the shoulders of the Prince)

- Swallow: *Goodbye... had snapped right in two!*

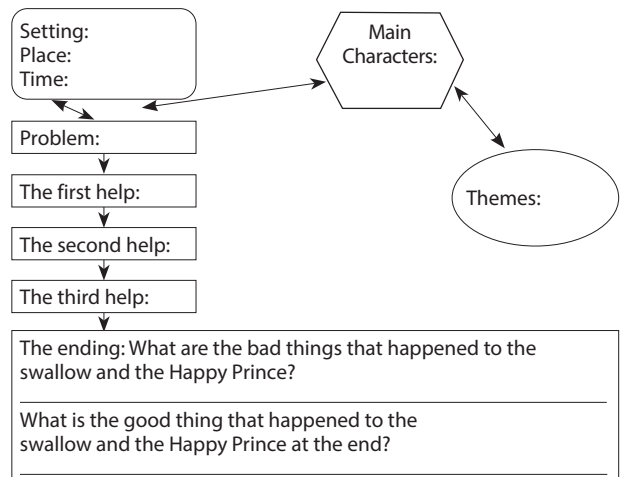
When the swallow said goodbye, what does the Prince think? Where is the swallow going? Why did the Prince's heart snap right in two? (He loved the swallow very much, and they had built up such a beautiful relationship, based on compassion for others in need. Though he was a statue, the writer says that his heart broke in two to show how much he loved a creation that selflessly worked for the good of the needy.)

Have students discuss the questions in groups:

What are the problems the characters face? Who are the characters? How do they solve these problems? Who is your favourite character and why? How does the story end? What lesson does this story teach you?

What does the word "compassion" mean? How did the Happy Prince show compassion? Why did the swallow decide not to go south with the other birds? Do you think this was a wise decision? What made the Prince and the swallow such good friends? Why do you think the Prince gave away his jewels and gold for the citizens of the town? Do you think this was noble? The story ends very sadly. Why do you think the author decided to do this? Can you think of a happier ending the author could have used?

Now review the groups' answers with the class and have them fill this chart. (Put it up on the board for students to copy.)



Pair work

1. Do you like the story? Why/why not?
2. If you were the Prince, would you do what he did? Why/why not?
3. Would you do everything you could to help others without even thinking of yourself? Why or why not?

Post-reading

- A. **Retelling the story:** Have students retell the story with an alternate ending.
- B. **Reporting Kindness:** Tell students that they are going to act like reporters from a news channel.
 1. Ask each student to write down and create a news story where acts of kindness are shown. (e.g.: school children helping the elderly to carry their shopping bags.)
 2. Then have them summarise the news and share it with their group members.
 3. Invite some students to present their report on the stage/to the entire class.

GRAMMAR**Direct speech and reported speech**

Write this sentence on the board:

Ravi: *I play cricket on Saturdays.*

Ask students: *Who is the speaker in this sentence?*

Tell students: Repeat the same sentence as if you are reporting what Ravi is saying. Or, you may ask students: *What does Ravi do on Saturdays? (Ravi said that he plays cricket on Saturdays.)*

Draw their attention to the changes in verb tense forms pointing out to the chart.

Chart for reference:

Direct Speech Tenses	Reported Speech Tenses
present simple... play/s football	past simple... played football
present continuous... am/is playing football.	past continuous... was playing football
present perfect simple ... have played football	past perfect simple ... had played football
present perfect continuous ... have been playing football	past perfect continuous ... had been playing football
past simple ... played football	past perfect simple ... had played football
past continuous ... was playing football	past perfect continuous ... had been playing football
past perfect...had played football	past perfect...had played football
past perfect continuous...had been playing football	past perfect continuous...had been playing football

Write these words on the board:

the policeman	nurse	shopkeeper	an elder	a friend
teacher	dentist	my classmate	a cartoon character	doctor
an actor	a chef	the principal	a sports person	bus driver
mother/father	a musician	a sales person	bus conductor	prime minister

Put students in groups of three. Assign a number to each student. Tell them that Student 1 will choose one of the words from the board and will imagine they are this character. They then say things that this person would say (Direct speech).

Example: Garfield: I wanted to eat some Pizza.

Student 2 then reports the statement. (Garfield said that he wanted to eat some Pizza.)

Student 3 listens to both the statements and using the chart, checks to see if the statements are correct.

The activity is repeated and roles are switched among the 3 students so that each member gets a chance to play Student 1, 2 and 3.

VOCABULARY

Phrasal verbs

Write the phrasal verbs on the board and ask students to create a pictorial representation for the word: example *set aside* (*set aside* – a piggy bank with a hand dropping coins in it, *set out* – someone taking bags and leaving the door, *set up* – building blocks and so on)

LISTENING

Post listening – discussion

Tell students to listen to a conversation between three officials about the broken statue. Allow them time to read the questions before listening to the audio. Play the recording and instruct them to fill in details as they are listening.

Play the recording a second time and ask them to fill in the details they had missed out the first time. Check their answers.

SPEAKING

Ask and give information

This task can be used for *assessment as learning* as students communicate using the sentences clearly asking for and giving information in a conversation.

Given below is a dialogue.

Features: 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.

Sample Exercise

Hello, this is Vijay speaking.

Hi Vijay, this is Amritha. Is your sister there?

No, she's at the mall. Can I take a message?

Yes, could you tell her to call me back, please?

Sure.

Thanks. Bye.

Bye.

Do the exercise in the Reader.

WRITING

Message writing

A message is the method of conveying information in a precise and clear manner.

Ways to write a message effectively:

- Use the appropriate language, style and format.
- It can be written either in a formal or an informal tone.
- Be clear, brief and direct.

Format for message writing:

- A message does not need an address.
- The message must be put in a box.
- The key points are to be very brief and precise.

30th January 2022

10:30 a.m.

Dad,

Mr. Manohar called to remind you that the golf tournament is on 2nd March. You had planned to go with him. But due to his wife's hospitalisation, he will not be able to go for the tournament. You can join Mr. Sunil for the game. Call him when you are back.

Rahul

READING ALOUD

Enact the play, focus on expressiveness and enunciation.

STUDENTS' BOOK ANSWER KEY

The Happy Prince

Pre-reading

Free response

Comprehension

- A.** 1. One cold winter night, Swallow landed on the Prince's statue and just as he was putting his head under his wings to go to sleep, he was awakened by large teardrops falling from the eyes of the statue. When Swallow saw that the Prince was crying, she was filled with pity and asked him what the matter was. This was how Swallow and the Happy Prince met.
2. The Happy Prince was crying because he could see a thin, tired woman sitting sadly at a table in a house far away. Her little son had fever, but she had nothing to give him.
3. The Happy Prince sacrificed his eyes to help the poor boy, who had fever, and the poor match girl. The Happy Prince's eyes were made of sapphires. He gave these precious stones away so that in exchange of the sapphires, the boy's mother would be able to buy medicines for her son and the match girl would be able to buy some food to feed her family.
Helping them gave the Happy Prince great joy.

4. Swallow stayed with the Happy Prince because the Happy Prince could not see after giving away both his eyes in an effort to help others. Swallow also stayed back because he liked the Happy Prince and wanted to be with him.
Swallow helped the Happy Prince serve the poor people of the city. Since the Happy Prince could not see any longer, Swallow flew into the dark lanes of the city and told him about the starving children and families. Then, as the Happy Prince requested, Swallow took off all the gold leaves from the statue and distributed them among the poor people in the city.
5. The Happy Prince's heart broke because his dear friend, Swallow, had died.

- B.**
1.
 - a. The Happy Prince said these words to Swallow.
 - b. When the Happy Prince was alive, he lived a comfortable life within the palace and did not care for what lay beyond the high walls of the palace. He did not know anything about the suffering and sorrow of others, especially the poor and the downtrodden. Therefore, he did not know what tears were.
 - c. When the Happy Prince was alive, he lived a life of comfort in a palace and did not know what tears were. But now that he was a statue, standing on a tall column, and could see beyond the walls, he could not help but be moved by the suffering, pain, poverty and misery of the people in the city. So, though his heart is now made of lead, one of the hardest metals, he cannot help but weep.
 2.
 - a. 'The boy' refers to a poor and ailing little boy, who lived with his mother, in a little street. He had high fever.
 - b. Swallow fanned the boy's forehead with his wings. He did so to comfort the little boy because he was unwell and had high fever.
 - c. The Happy Prince had seen from afar the poor and ailing boy and his helpless mother. The woman was too poor to buy medicines to cure the boy. The Happy Prince asked Swallow to pluck out one of the sapphires, which were his eyes, and give it to them. So, Swallow took the sapphire and flew to the poor woman's house. He hopped in and laid the sapphire beside the woman's sewing, so that she could sell it and buy some medicines for the boy. This is why Swallow visited the boy.
 3.
 - a. Swallow said these words to the Happy Prince.
 - b. The Happy Prince was 'blind now' because he had asked Swallow to pluck out the sapphires, which were his eyes, and give them to help a mother with an ailing son and the poor match girl who did not have money to feed her family.
 - c. Swallow was supposed to go to Egypt because it was a warmer place.

- C.**
1. *Answers may vary. Accept any logical answer. Suggested answer:* This story teaches us about the value of sacrifice and kindness and the joy it brings us. Through Swallow and the Happy Prince, we learn how our acts of compassion and generosity can change the lives of those in need and also make us better. The Happy Prince gave up his eyes and the gold on his body to help the poor. Swallow, on his part, not only helped the Happy Prince help others, but also gave up his life for it. He did not leave for Egypt and stayed back to be with the Happy Prince because the prince had become blind. Swallow became the Happy Prince's eyes. These acts of kindness

also impacted the Happy Prince and Swallow positively. The Happy Prince was more compassionate now than earlier and Swallow felt warm and happy by helping the little boy get well.

2. *Answers may vary. Accept any logical answer. Suggested answer:* When the Prince was alive, he lived a life of comfort in a palace and did not know what tears were. But that was not true happiness. He discovered true happiness when he sacrificed his own possessions for the happiness of others and helped those in need. Thus, the title helps us realise that not material comforts but kindness and sacrifice bring true happiness. The Prince was truly happy now.

Grammar

- A.** 2. My grandmother said that I must go to sleep early.
3. Rohan said that he was going on a holiday the following week.
4. The teacher asked me why I was late.
5. She asked me where I lived.
6. Mother told Akash to go and clean his room right then.
- B.** 2. Ruma said, "Reshma will be visiting me in January."
3. My brother said, "Buy some fruits on your way home."
4. The cat said, "I will teach the rats a lesson."
5. The commentator said, "The match is very exciting."
6. The policeman asked, "Why are you not wearing a helmet?"

Vocabulary

- A.** 1. set up 2. set off 3. set us back
4. set it apart 5. set some rice aside 6. set about

Listening

Listening text

Listening

Speaker 1: Look, the statue of the Prince is broken!

Speaker 2: Yes, and look how dull and ugly it looks!

Speaker 3: There is a useless swallow by its side. Let us get rid of that bird first. It didn't fly away in time for winter. Serves it right for being so silly!

Speaker 2: How can we have something so ugly in the city square?

Speaker 3: Shall we get it fixed?

Speaker 1: But that will cost a lot of money!

Speaker 3: If we are to have a statue of the Little Prince, then it must look grand and beautiful. Or else, there is no use.

Speaker 1: But where will we get the money from?

Speaker 2: That's simple! Let the people of this town pay for it.

Speaker 3: That's a good idea. We can increase their taxes and use the extra funds to encrust it in jewels once more.

Speaker 1: I think it is wasteful to spend so much money on a statue. We can use that money to help the people instead. It is not right to take their hard-earned money from them.

Speaker 3: Never mind. They must pay. As for this ugly statue, have the cleaners throw it outside the city where it cannot be seen. And tell them to take away that dead bird too!

Answers

1. dull and ugly
2. Speaker 3 calls the bird 'silly' for it did not fly away in time for winter.
3. They will make the people of the town pay for it through higher taxes.
4. 1
5. *Answers may vary. Accept any logical answer. Suggested answer.*
Speaker 1: kind/compassionate/thoughtful
Speaker 2: insensitive
Speaker 3: unkind

Speaking

Free response.

Writing

Answers may vary. Accept all logical answers.

Spelling

1. decide 2. wealthy 3. weird 4. wizard 5. comical

ANSWER KEY TO WORKSHEET 11

- A.** Javed told his mother that Neeta's cousin was visiting and that she had asked him to go and play tennis at her house. He asked his mother if he could go. His mother said that he could go only if he had finished his homework and his chores. Javed replied that he had done his homework and finished cleaning his cupboard. He said that he just had to make his bed and pack his bag for the next day.
- B.** "I hope I will remember the tune of the song," said Anita. "Don't worry! You are a gifted musician and can play the piano very well," said her teacher. "Thank you for your kind words!" said Anita. "I can hardly wait for the concert to begin!" she said excitedly.
- C.** 1. Look out 2. look up to 3. look back
4. looking forward to 5. looked down on 6. look after
- D.** 1. a. self-involved b. displayed c. satisfaction
2. a. Self-involved means to look only into our own needs and not think about others.
b. We can be generous by sharing our toys with our siblings or others or by donating food or clothing to those who do not have enough money to buy them.
c. Generosity makes us happy because when we help others and are polite to them, it gives us a sense of satisfaction and joy. It also helps to make the world a better place because when we are kind towards others, they feel good, which in turn makes them be kind to others.

QUESTION BANK

The Happy Prince

A. Answer in brief.

1. Why was the Prince unhappy?

Ans: When the Prince was alive, he never cared what lay beyond the walls of the palace. But after his death, standing as a golden statue towering high above the city, the Prince was able to see miseries like poverty, sickness and starvation around him. All these sights made him unhappy.

2. Why did the Prince want the swallow to help him?

Ans: The Prince was extremely pained to see the miseries around him. He saw a swallow which had landed on his statue to take rest. The sad Prince somehow wanted to help all those who were suffering. As he could not go anywhere, he sought the help of the swallow who could fly and help the needy.

B. Answer in detail.

1. How did the swallow help the Prince? Why did she hesitate in the beginning?

Ans: Initially, the swallow hesitated to help the Prince as she wanted to fly with her friends to Egypt before winter set in. But later, she agreed to help the Prince. First, the Prince asked her to take one of the sapphires from his eyes to a woman who was beside her sick son. Then she took the other sapphire eye for the little match girl. All that was left was the golden leaves from the Prince's body which she gave to the poor and starving children in the city.

2. What happened to the swallow in the end?

Ans: The swallow helped the Prince by giving every part of the Prince's body to the poor and the needy, as he was told. The swallow experienced great pleasure in doing so. She did not want to leave the Prince's side. She loved him a lot and as it grew colder, the swallow knew she was going to die. When she bid the Prince good bye, the Prince thought she was going to Egypt to join her friends. But soon, unable to bear the severe cold, she fell down dead.

C. Choose the correct answer.

Why did the swallow decide to stay with the Prince?

- a. The swallow knew that she would be rewarded for helping the Prince.
- b. The swallow was confident that the Prince would arrange for a warm place during winter.
- c. The swallow decided to stay and help the Prince because he became blind.

Ans: c

D. Read the lines and answer the questions.

1. *She flew over the little match girl and slipped the jewel into the palm of her hand.*

- a. Who flew to the little girl?
- b. Who gave her the jewel?
- c. Why did she go to the girl?

Ans: a. The little swallow flew to the little girl.

b. The Happy Prince gave her the jewel.

- c. The Prince had seen the little match girl whose matches had fallen into a puddle of water and she did not have any money to feed her family. It is for this reason the Prince wanted the swallow to give her the jewel.
2. *The poor little swallow grew colder and colder, but she would not leave the Prince.*
- a. Why was the swallow getting colder and colder?
- b. Why did she not leave the Prince?
- c. What does this tell you about the character of the swallow?

- Ans:** a. The swallow had stayed back to help the Prince though the time had come for her to fly to Egypt with her companions to avoid the winter cold. Her little body could not withstand the harsh cold weather.
- b. The Prince had become blind for he had given his sapphire eyes to the needy people. The swallow did not want to leave the blind Prince alone.
- c. The swallow was very compassionate and helpful. In the beginning she planned to go after helping the Prince. But when the Prince became blind, she decided to stay and help him, although she knew that she would die in the cold.

E. Answer in brief. (Think and answer)

1. What tells you that the swallow experienced great happiness and contentment in helping the Prince?

Ans: The swallow felt great warmth from within when she left the sapphire near the poor woman. Though it was cold outside she felt warm from within, showing that she was happy and contented. By helping the Prince she did a noble deed which she never had the opportunity to do before.

2. The Prince's heart had snapped right into two. What does this suggest?

Ans: Both the Prince and the swallow had developed a strong bond over a few days. But soon, unable to tolerate the severe cold, the swallow died. Losing his dear friend was unbearable for the Prince and as a result his heart broke into two. This showed that the death of his dear friend resulted in his own death.

Answer in detail. (Think and answer)

Whose sacrifice do you think is greater—the swallow's or the Prince's?

Free response