

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

Learning Outcomes

- To note the development of the main character
- To recognise the role of the supporting characters
- To appreciate the boy's admiration for beautiful sounds of birds and animals
- To estimate the richness of the boy's talent
- To note that the text revolves around the main character

Pre-reading

Allot some time for students to do the pre-reading given in the Reader.

Tell students that they are going to read a story about a boy who was an expert vocal mimic.

READING

Students comprehend, answer questions and analyse the main character

Read the whole text aloud slowly. /Play the audio track and let students listen to the text.

- *There was a drumstick tree ... withdraw him from school."*

What made Sujan imitate the call of birds? (He loved the sound of the call from the robin and this inspired him to sing.) When did he realise that he had learnt the call of the robin? Do you think this is a talent? What was his mother's reaction? Do you think her reaction would have encouraged him? How is the main character introduced? (He is introduced as an eight year old boy who could imitate the call of a robin due to his admiration for the sound of its call.) Who is the additional character introduced? Can you predict what the text is about? Who was Sujan's father? Where did Sujan go to learn? Who was his school teacher?

How is the 'pathshala' different from your school?

(Ans: Free response)

Did he learn well at school? How do you know? Why was he punished? What did he do when he was punished? What does this tell the reader about Sujan? (He had a passion for mimicking the call of birds.) After three years of study, what was Haran's suggestion for Sujan? What additional information do we gather about Sujan? Who are the supporting characters? How do the supporting characters help in building up a character sketch of Sujan?

- *Dibakar called Sujan and ... mistook his mimicry for the real thing.*

What was Sujan's reply when his father asked him what he learnt at school? What does the boy's reply tell you about Sujan? (He was an honest boy) Was his father angry with him? What did his father ask him? Who is a harbola? How did Sujan spend his time when he stopped

going to school? Quote a line to show that he liked doing this? ('When the birds responded to his cries by calling back, his heart danced in delight.')

Sujan's heart danced in delight when:
a. the birds responded to his cries.
b. people came out of their huts.
c. the groom wondered whose horse was neighing.
(Ans: a)

How do you know that Sujan mastered the art of mimicry? How is the main character developed? (He furthers his talent.) Would you say that he particularly mastered the mimicry of birds? (Yes, he could imitate the call of nearly a hundred varieties of birds.) Who mistook the mimicry as the real thing? (Humans and birds)

- One day, his father took him... that'll be a good start."

Who did his father take him to meet? Why? What did Sujan realise? Was Kartik impressed by Sujan's skill? What was his reaction? What was Sujan's response when Kartik

refused to take him as an apprentice? Was he discouraged? What does this tell you about Sujan? (He does not get discouraged easily and is determined to pursue his career.)

- One day, Sujan went to Chanrali ... "All right, Your Majesty."

What did Sujan do at Chanrali? Who does he meet there at the end of the day? What does the king ask him? How does he convince the king not to kill a tiger?

Sujan not only mimicked animals but also _____
(Ans: cared for them / loved them)

Once he gets the king's assurance, what does he do? What does the king offer him? Do you think Sujan is happy?

Post-reading

Discuss

- Do you think Sujan's parents supported his talent? In what way did they support him?
- What message does the reader convey? (Pursue your talents)

GRAMMAR	Regular and irregular verbs—the simple present and the simple past tense
The simple past tense	
Encourage a student from the class to come to the front and ask her / him to talk about how she / he spent the weekend. Pick out a sentence from the student's narration: <i>I went to the park on Sunday.</i>	
Ask students the following questions: <i>Is she in the park now?/When did she go to the park?</i>	
Elicit from them that their friend is talking about an action that is over. Explain that we use simple past to describe these actions. Now encourage the other children to give one word each to describe any of the actions they did in the recent past.	
You may help them by asking questions if needed: <i>What did you do at eight in the morning?</i>	
Explain the use of 'did' in the use of the simple past tense.	

The simple present tense

Write the following sentences on the board (You may add more). Ask them to fill in their friend's names when they speak. Draw their attention to the words in italics (you may underline them) in every sentence.

Make sure that every student says at least one sentence.

_____ *wakes up before 5 a.m.*

_____ *has breakfast at 8.*

_____ *drinks tea in the morning.*

_____ *plays in the evenings.*

_____ *polishes his/her shoes.*

Now write the following sentence: *A cat drinks milk.*

Ask students:

Is the cat drinking milk now? (Don't know.)

Does it always like milk? (Yes)

Is it true that a cat drinks milk? (Yes)

Explain that we use the present tense to talk about routine, things that happen again and again and things that are always true.

Irregular Verbs

Recap on the simple past tense and simple present tense. Write down the given table on the board:

Verb	Simple Present	Simple Past
play	plays	played
grow	grows	grew
hear	hears	heard

VOCABULARY

Compound nouns; alliteration

Compound Words

Write these words on the board and ask students to combine two of these words to form another word that appeared in the lesson:

head wheel master chair (wheelchair and headmaster)

Point out that these are compound words.

Activity

Preparation: On small cards/ pieces of paper, write down each one part of the compound word and place it in a bowl in the centre of the class.

Method: Have each student pick out one word from the bowl. Now tell them that they have to go around the class and find the student who has the other half of their compound word.

Once all the pairs are formed have them call out their compound word to the class.

rail	road	earth	quake
water	fall	up	stream
key	board	skate	board
butter	flies	any	body
life	time	cross	walk

Alliteration

Write these tongue twisters on the board.

Peter Piper picked a peck of pickled peppers.

She sells seashells down by the seashore.

Ask student what is unique about these sentences.

These are common tongue twisters; however, they are examples of a literary term called **alliteration**, which occurs when a series of words, usually two or more neighbouring words, have the same first letter, and sound. The function of alliteration is to give a musical effect to words / phrases.

Divide the class into groups. Conduct a quiz and award groups points for each round. Time each round.

1. How many characters / famous personalities, with alliterative names can you list? (Example: *Mickey Mouse, Pied Piper, Peter Pan, Fred Flintstone, Donald Duck, Marilyn Monroe, Spongebo Squarepants, William Wordsworth*)
2. What brands can you think of that use repetitive consonant sounds in their ads? (Example: *Coca-Cola, Dunkin' Donuts, PayPal*)
3. Create 2 word alliterations for each letter of the alphabet.
4. Create as many tongue twisters as you can. (Make silly / funny tongue twisters)

LISTENING

Post listening—sentences in different tone, stress, emphasis

While speaking, our tone and expressions are important to convey our thoughts effectively.

Put students in pairs and put these two tables up on the board.

That was brilliant!	Anger
We won the competition!	Joyous
I can't wait all day.	Annoyed
Stop taking my lunch.	Sadness
We will really miss him.	Disappointed
I expected better weather today.	Excitement
I don't believe it.	Guilt
I trust you.	Shock
I'm sure we will win the game!	Confidence
I don't think I can appear on stage.	Hope
I didn't take it.	Shyness

Now tell students that the first list contains the phrases they have to say and the second contains the way they have to say it. Tell them to match the phrases. Then, in pairs, have students try saying the same phrase using different expressions. Demonstrate a few to them before they start.

Now tell students that they are going to listen to 8 sentences. Ask them to read the sentence and check if the right expression is being used. Let students read the questions and the options before listening, as this will help prepare them for the task.

Now let the class listen to the piece and write answers as they listen. Play it again for them to check their answers.

SPEAKING

Describe a picture

This task can be used for *assessment as learning*. Students learn to speak with the correct intonation to describe a picture. They communicate using the right words and expressions.

Things to do before speaking:

Look and study the picture carefully.

Practise the words given so you can explain which part of the picture you are talking about.

Words to use while describing the picture

Describing things in the picture	Where in the picture can you see these things?	Other useful phrases
In the picture I can see ... A woman is Some men are	At the top/bottom of the picture ... In the middle of the picture ...	Beside him Near the stall Close to the lady

<p>There is / There are ...</p> <p>There isn't a ... / There aren't any.</p> <p><i>Say what is happening with the present continuous</i></p> <p>The man is ... ing</p> <p>The people are ... ing</p>	<p>On the left/right of the picture ...</p> <p>next to / in front of / behind / near / on top of / under / in the background / in the foreground / at the top of the picture / at the bottom of the page</p>	<p>It looks like a ... / It might be a ... / He could be ... / Maybe it's a ... / It seems to be / I think that / maybe / I suppose / the atmosphere is, / In my opinion</p>
--	--	--

Example:

The scene takes place in a marketplace. In the foreground there is a vegetable seller. Beside her are a few more peddlers selling their wares. In the far end are two customers who seem to be negotiating a price on some goods. There are some men standing around an open container/tank. The market does not seem to be too crowded and it seems to be a good day for some leisure shopping.

WRITING

Informal letter

Note: Guide students through every step. Share the sample letter and guidelines with them but encourage them to write their own letter.

What is an informal letter?

An informal letter is a letter you would write to a friend, a family member, or an acquaintance.

I write an informal letter to:

- keep in touch with family and friends
- share information / inquire about their health and well being
- just chat

There are five main components of an informal letter:

- Date and place on the left side of the letter
- Greeting / Salutation: Dear
- Body: Main text or message using paragraphs. Keep it chatty and friendly
- Closing: Yours lovingly / your friend
- Signature: Just your name as this is an informal letter

Greetings or Salutation: The most common way to start off an informal letter is with Dear since this letter is meant for your friends or family.

Chennai

17/1/2017

Dear Kavitha,

How are you? It has been a while since we spoke. How are your parents?

How is Ooty? How is your new school? Hope you like it. The pictures that you mailed from there are beautiful. Thanks a lot! After seeing your pictures I am eager to visit you at Ooty.

Text or Body: While writing the main content of the letter, keep in mind the following:

- Paragraphs: Make sure the paragraphs are indented.
- Informal language usage: Be as friendly as possible but do not overdo it.
- Use active voice: Active voice makes your letter sound more conversational and makes it interesting to read. It is as if the person is conversing with you face to face.
- Put in questions: Questions in your letter motivates the Reader to reply.

When do your holidays start? Can you guess why I'm asking you this question? Well, my parents have organised a trip for me this summer, and have asked me to invite you. You know that my holiday would not be complete without you. So please join us on this trip. We will drive down to Ooty, pick you up and then we will visit the temples of Madurai. I'm so excited about this trip!

- Close with a Compliment: After writing the letter, sign off in a friendly manner such as *Love*, or *Missing you a lot* and so on. Add your name after that.

Miss you a lot. See you this summer.

Love

Diya

STUDENTS' BOOK ANSWER KEY

Sujan Harbola

Pre-reading

Free response

Comprehension

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

B. 1. a. Dibakar, Sujan's father, said these words to Sujan.

- b. Sujan said that he had learnt the call of 22 different birds. He explained that there was a banyan tree behind his pathshala and all sorts of birds came there.
- c. Dibakar realised that his son, Sujan, was not interested in studies. Seeing that Sujan was interested in mimicking birds, he asked Sujan if he wanted to be a harbola or a vocal mimic. He even suggested that Sujan could make a living by performing vocal mimicry for audiences.

2. a. Kartik said this to Sujan

- b. Kartik said this when Dibakar, Sujan's father, took Sujan to meet Kartik, the harbola, in the next village.

When Sujan went to meet Kartik, the latter saw that Sujan was far more talented than he was. He was astonished by Sujan's skills and rather jealous as well and so he said that he did not take apprentices. He also realised that as an apprentice, Sujan would not have anything new to learn from him.

- c. When Sujan went to meet Kartik, he realised that he knew many more cries than Kartik. So, when Kartik refused to take Sujan as his apprentice, Sujan asked Kartik to help him by telling him how Kartik had got started.

3. a. The King of Jabarnagar said this to Sujan. They were in the middle of Chanrali forest, which was very near Sujan's village, Khira.

- b. After the king promised that he would not harm the tiger, Sujan cupped his hands around his mouth, leaned forward, took a deep breath, and gave out a roar. It was exactly like that of a tiger and so, in a flash, a tiger roared from within the forest. In this way, Sujan could show the king that there were tigers in the forest.
- c. The king was very impressed by Sujan’s talent. He invited Sujan to perform as a harbola at his daughter’s wedding, which was to be held the following month. She was to marry the prince of Ajabpur.

C. 1. *Answers may vary. Accept all logical answers. Suggested answer:* Dibakar did not scold Sujan for not concentrating on his studies but understood what his son really wanted to do. He was very supportive and guided Sujan to do what he was good at and what would make him happy.

- 2. a.
 - But Sujan sat with his palm-leaf notebook, listening to the cries of birds.
 - ...from where he listened to the calls of nightingales, brain-fever birds and cormorants and waited eagerly to practise these cries after school.
 - He loved to walk around the fields and woods, listening to the cries of birds and beasts and imitating them. When the birds responded to his cries by calling back, his heart danced in delight.
- b.
 - Even his mother, Dayamoyee, said, “How lovely, little one, I’ve never heard the cry of a bird in a human voice before!”
 - “I’ve learnt the call of 22 different birds,”
 - He had mastered the cries of cows, calves, sheep and goats too. His mooing brought people out of their huts, thinking a long-lost calf had suddenly returned. The washerman’s donkey pricked up his ears and brayed in response to Sujan’s brays, wondering where this other donkey was. When Sujan mimicked the neighing of horses outside the zamindar’s house, the groom often wondered whose horse it was.
 - As for birds, Sujan had mastered the calls of at least a hundred varieties—crows, kites, sparrows, jackdaws, cuckoos, pigeons, doves, parrots, mynahs, nightingales, tailor-birds, snipes, woodpeckers, barn owls and many more.
 - Like humans, birds too mistook his mimicry for the real thing.
 - Kartik had been working as a harbola for 20 years but Sujan realised that Kartik did not know even half the cries that he did.
 - Sujan could mimic the shehnai, doing his own accompaniment on the tabla; he could make the sound of a trumpet; and of dancers’ anklets.
 - Kartik, astonished by Sujan’s skills, was too jealous to say anything.
 - The king was very surprised. “You have an amazing gift,” he said.

Grammar

A.	2. begin	begins	began
	3. bring	brings	brought
	4. think	thinks	thought
	5. have	has	had
	6. break	breaks	broke
	7. rise	rises	rose
	8. drive	drives	drove

- B.** 2. saw 3. meets 4. rings 5. went 6. stood
7. ate 8. buys

Vocabulary

- A.** 1. c snowflake
2. e firefighter
3. f backbone
4. a earthquake
5. b battleship
6. d keyhole

B. Free response

Listening

Listening text

1. How lovely, little one! (lovingly, appreciation)
2. Even the gods won't be able to give your son an education. (happily excited)
3. What have you learnt at the pathshala in all this time? (questioning, curious)
4. I've learnt the call of 22 different birds. (happily)
5. A harbola? What's that? (sadly)
6. Can you please tell me how you got started? (enquiringly)
7. Who do you think you are? (rudely)
8. You have an amazing gift. (angrily)

Answers

1. Y 2. N 3. Y 4. Y 5. N 6. Y 7. Y 8. N

Speaking

Free response

Writing

Free response

Spelling

- | | | | |
|-------------|--------------|-------------|--------------|
| 1. arrogant | 2. absent | 3. patient | 4. fragrant |
| 5. tolerant | 6. different | 7. dominant | 8. permanent |

ANSWER KEY TO WORKSHEET 9

- A.** 1. waits 2. heard 3. sells 4. made
5. drive 6. taught 7. bore 8. brought

B. Free response

- C.** 1. a. fascinate b. profession c. renowned
d. compiled e. migration

2. a. Bird watching clubs are formed by people who are interested in birds and often set out in search of birds.
- b. Bird watching is a popular hobby because it is not an expensive hobby to have since all one needs is a pair of binoculars, a book for identification, and a notebook for recording time and place of sightings. It has also become popular thanks to the internet, digital photography and social media.
- c. Birdwatchers help us have information about bird population, their habitats, and migration patterns of the different species.
- d. Birdwatching can help in protecting birds through increasing awareness and knowledge about them.

QUESTION BANK

Sujan Harbola

A. Answer in brief.

What did Sujan do when he was punished?

Ans: When he was punished, Sujan stood in a corner, and he listened to the calls of nightingales, brain fever birds and cormorants and waited eagerly to get home to practise these cries, after school.

B. Answer in detail.

Was Kartik impressed by Sujan's skill? Why didn't he take him as an apprentice? Support your answer with facts from the text.

Ans: Though Kartik was impressed with Sujan's skills, he did not take him as an apprentice because he was jealous of him. Even though he was a 'harbola' for 20 years, Kartik did not know even half the cries that Sujan did. Sujan could mimic the 'shehnai', doing his own accompaniment on the 'tabla'; he could make the sound of a trumpet; and of dancers' anklets.

C. Choose the correct answer.

'Sujan Harbola' is mainly about _____

- a. a boy who earns a lot of money as a harbola.
- b. a boy who loves mimicking birds and animals.
- c. a boy who stopped the king from hunting.

Ans: b

D. Read the lines and answer the questions.

"But what harm has it done to you?"

- a. Who spoke this line? To whom was it spoken?
- b. Who is the *it* referred to here?
- c. What is the speaker referring to? What does it tell you about the speaker?

Ans: a. Sujan spoke to the king.

b. *It* refers to tigers.

c. Sujan was telling the king that if he got to hear a tiger, he should not kill it. The speaker loved animals and did not want them to be killed.

E. Answer in detail. (Think and answer)

Give examples from the text to show how Sujan pursued his talent.

Ans: Free response