

## GORILLA IN THE GUEST ROOM

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

### Learning Outcomes

- To trace the gorilla's journey to new environments
- To note the tone of affection used in the narration
- To study the humour in the narration
- To familiarise with first-person narratives
- To sum up ideas to relate to the topic

### Pre-reading



This section focuses on *assessment for learning* as it tells readers that the story is about animals and man's relationship with them.

Have a discussion on SPCA with the class.

Take it further by asking students:

*How can we prevent cruelty to animals? Why do we have adoption drives?*

Do the pre-reading task given in the Reader.

Note: The first *Society for the Prevention of Cruelty to Animals* (SPCA) was organised in England in 1824. This was primarily begun to prevent the abuse of carriage horses in the days before automobiles were used. The SPCA helped to pass laws that regulated the carriage-horse business. With this success, the Society expanded to include dogs and other animals in its fight against cruelty.

## READING

*Students comprehend, scan, sum up ideas*

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

Draw the table on the board and ask students to copy it in their notebooks.

Now instruct students to work in groups and identify the paragraph/s that best suit each given title. You may begin the task to help them get started.

This activity will help develop comprehension skills. It will also help students to analyse the text along with classmates and develop oral communication skills.

Note: The details provided under 'Extract' are for the teacher's reference

Title	Extract
The meeting	<i>I flew ... my life</i>
N'Pongo's looks	<i>He stood ... pieces of coal.</i>
N'Pongo's initial antics	<i>He lay back ... amusement</i>
New abode	<i>When we arrived ... hawk</i>
Curious but careful N' Pongo	<i>When he became bored ... behaviour</i>
Well-behaved?	<i>N'Pongo, of course ... map of Japan</i>
Budding engineer	<i>There was also the fact ... proportion to his size</i>
Starry airs	<i>Owing to his attractive ... section of lawn</i>

Once students have completed the task let them share with the class.

Conduct comprehension checks with the following questions. Allow students to refer to the text for the answers.

- *I flew over to London ... catch the plane to Jersey.*

*What did the narrator fear when he walked into the animal shelter? Why did he harbour this fear? (Perhaps it was not easy to get a gorilla for adoption.)*



*Why was the speaker afraid that he would end up with a chimpanzee? Do you think it is easy to confuse the two?*

This question focuses on *assessment for learning*. It indicates to the reader that the episode is about a gorilla, and also informs the reader how difficult it is to get a gorilla.

(Ans: The speaker was afraid that he would end up with a chimpanzee because he knew that the two looked very similar and not many people may know the difference. As soon as he walked into the room, he saw some baby chimpanzees on a table and thus was sure that he had been sent a chimpanzee. Yes, it is easy to confuse the two, especially if one doesn't know the difference between them.)

*What does the phrase walked into my life mean? (He became a part of the narrator's life.) Which literary device has the narrator used in the second paragraph while describing the baby gorilla? (Simile)*



*Imagine the baby gorilla as described by the speaker. What feelings does it stir in you?*

This question focuses on *assessment for learning*. It invites the reader to share the feelings that the writer experiences at this moment, heightening the exciting experience that takes place.

(Ans: *Free response*)

*Why did N'Pongo protest? (Did not like being caged)*

- *When we landed at the ... numerous traces of his presence.*

*Why did the narrator keep careful watch over N'Pongo?*

*Why does the speaker refer to N'Pongo's behaviour as beautiful?*

This question focuses on *assessment for learning*. It invites the reader to take a closer look at the gorilla, and observe its traits.

(Ans: The speaker refers to N'Pongo's behaviour as beautiful because it showed him how gentle, observant and intelligent gorillas can be. It showed the speaker a glimpse into this animal's natural behaviour and thus the speaker was so touched as to call it beautiful.)

- *On one wall, for instance ... section of the lawn.*

*What traces did N'Pongo leave in his room before leaving for the zoo? How does the map of Japan take its place on the wall? What did N'Pongo do to the handle? Did he mean to do it? What was the realisation that dawned on the narrator when he saw the state of the handle? How did N' Pongo have fun at the expense of the visitors at the zoo? Is this a humorous situation? Why do you think so?*

*What have we learnt about gorillas so far? They are—*

- a. gentle      b. curious      c. fearsome
- d. ill-tempered      e. intelligent

This question focuses on *assessment for learning*. This question assesses how much the reader has learnt about gorillas from the essay.

(Ans: a, b, e)

## Post-reading

### Pair work

Everything the baby gorilla did, endeared him to his owner even more. Write a paragraph on the above statement.

Your paragraph should include how the baby adapted to new environments with ease, which made him even more endearing.



## GRAMMAR

## Mixed tenses, Error correction

### Mixed tenses

Divide the class into groups of four.

Make photocopies of the given passage and hand out a copy to each group.

*Rita woke with a start. She did not know why she had woken up. But then she heard a noise and jumped out of bed and looked outside the window. She saw nothing. While she was standing near the window the noise grew louder. 'The cats are playing on the roof again', she thought to herself, searching all the while for a stick to shoo them away.*

Ask students to underline the verbs and identify the tenses.

Explain to students that at times the narration may not follow the same tense. This gives us a clear picture of the situation or event.

Let students identify the tenses in the paragraph given in the Reader.

This activity can be used for *assessment as learning*. Students share their answers with the class and the class assesses whether the usage of tenses is correct.

### Error correction

Error-correction exercises are mastered best with practice.

Form groups of five or six. Let each group write down five incorrect sentences (in tenses) along with their corresponding correct versions.

Example: *I playing cricket with my friends every Sunday. / I play cricket with my friends every Sunday.*

Let one group call out the incorrect sentences to another group, and elicit the correct versions. Award points for the correct answers.

Mistakes should be corrected by the group that has put forth the challenge.

Now make your own list of incorrect sentences on the board and let students continue to work in groups and correct them.

Conduct whole-class review of the answers.



## VOCABULARY

## Movement words

Divide the class into groups.

Write as many movement words as there are groups.

*(tiptoe, crawl, march, prance, climb, tumble, gallop, wriggle...)*

Let each group refer to the dictionary for the meaning (if required) and write a sentence on the allotted word and share with the rest of the class.

Once students have warmed up to the concept, let them do the exercise in the Reader.

## LISTENING

## Post-listening – report

Tell students that they will be listening to a report on a programme called *Roots and Shoots* that focuses on making the world a better place to live in.

Tell the class that only some of the sentences from the given ones are correct. Direct students to listen carefully, and mark only the sentences that are correct, after they have listened to the complete report.

Play the audio track. Let students do the task after they have listened to the track.

Play it once again so that students check their work / complete the work.

Review the answers.

## SPEAKING

## Group discussion – conservation of leopards

This task can be used for *assessment as learning*. Students share their opinions with the class and the class assesses the opinions shared, while they communicate using the right words and expressions.

Talk to the class about a few simple rules we follow during group discussions. Following certain rules that facilitates easy flow of the conversations, thoughts and ideas.

- Know your topic well. Be prepared.
- Listen carefully to other speakers and agree or disagree only if you are sure about it.
- Do not raise your tone if you are not in agreement with the other speakers.
- Be polite while conversing.
- Maintain a good posture throughout the discussion.

Tell students to go through the points to discuss, given in the Reader and after jotting down points for the discussion, they can begin.

## WRITING

## Picture composition

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

Guide students through every step. Share the sample passage and guidelines with them but encourage them to write their own composition.

### Picture composition



Describe the picture in terms of

- What it shows
- What it suggests.

*Note:* Ask students to imagine this to be a colour-picture. You may take photocopies of the picture and use them as handouts.

**What it shows:** This is a picture of a boy and an elderly person standing by the shore of a lake. The boy looks colourful in a red shirt, a pair of greenish-grey shorts and blue shoes (Describe the colours) while the elderly person looks staid in a blue shirt, grey trousers and brown shoes. The boy's hair is a dark shade of brown whereas the man's hair is almost white. (Point out the contrast.) There are yellowish birds flying in formation in the distance, against a blue-white sky. While the people are towards the left of the picture, the birds are more to the right. Also, the people seem to be closer while the birds are farther away. (Describe position.) These two units as well as the contours of the lake are well-defined whereas the trees, shrubs and sky are indistinct as in a landscape painting. (Use comparison.) The reddish smudges against the green are flowers among foliage.

**What it suggests:** The birds flying in a V formation suggests that the time of the day could be evening. They seem like birds of the same flock flying away to their nests because the V is shaped away from the people. (Use expressions of suggestion.) The elderly man is holding the boy's hand in his and looking at him as if he is listening to him. The boy is pointing to the birds in flight and so he could be talking about them. (Use the present continuous to describe what they are doing.) The two are obviously related. Perhaps they are grandfather and grandson. I can even imagine their conversation:

"Where are the birds going, Grandpa?"

"They're going home, my boy, just as we too will be doing in a little while."

"Is their home far away?"

"It could be... Well, I'm glad we don't have to walk too far. Come, let's go. Grandma will be waiting for supper."

(*Conclude with something imaginative and interesting.*) That is the kind of conversation I would have had with my Grandpa had I been the boy in the picture.

### **What you can interpret from this:**

*It's a beautiful world with grandparents around. It seems that they have all the love, affection and warmth in the world stored within them. Not all grandparents may possess bookish knowledge, but they have a wealth of experiences and information to share with their grandchildren and they do this with a smile — all the time, just like my Grandpa.*

*I loved spending precious moments with Grandpa. A pleasant evening walk brought with it the joy of bonding. Grandpa had so much to share; take for instance the flock of birds we saw the other day, flying in a 'V' formation. Grandpa told me how birds followed their leader instinctively and moved along together.*

*I asked him... 'So what does 'instinct' mean Grandpa'?*

*Here again Grandpa explained what it means. 'It is a behaviour that is not learnt, but that one possesses. Come along there's so much more to see...'*

**You can write a story on what happened after this.**

## STUDENTS' BOOK ANSWER KEY

### Gorilla in the Guest Room

#### Pre-reading

*Free response*

#### Comprehension

- A.**
1. At the animal shelter of the Royal Society for the Prevention of Cruelty to Animals, the speaker met N’Pongo for the first time. He stood about eighteen inches high and was the most handsome and healthy-looking baby gorilla that the speaker had ever seen. He walked towards him and then held up his arms to be lifted up. The speaker was amazed at how heavy the baby gorilla was for his size. He lay back in his arms and stared at him carefully, and then raised his chubby, gentle forefingers and examined his beard. The speaker then tickled his ribs and the little baby wriggled about in his arms, giggling while his eyes shone with delight. After this, the speaker gave him a banana which he accepted with little growls of pleasure, and then ate very neatly.
  2. The courteous and gentle behaviour of the baby gorilla won over the narrator’s wife and mother and soon they pampered him with delicacies.
  3. Having kept a chimpanzee earlier, the speaker knew how an ape could break and destroy things in a home. To prevent this, he watched N’Pongo like a hawk.
  4. N’Pongo had tried to follow the speaker out of the room. He knew that the handle opened the door but didn’t know how exactly to turn it. So, he simply pulled it down with all his might and that’s why the handle was bent.
  5. When visitors tried to take pictures of N’Pongo, he would either loll in the grass looking bored or else pose for a picture with a mischievous expression. Just as the picture was about to be taken, he would rush forward, grab the visitor’s leg and push it from under them. This often resulted in one of two things—the visitor would either injure themselves or have a picture of an empty lawn.
- B.**
1.
    - a. The speaker was at the animal shelter of the Royal Society for the Prevention of Cruelty to Animals to collect a baby gorilla.
    - b. His heart sank because he saw several chimpanzees sitting around and thought that perhaps a chimpanzee had been mistakenly sent instead of a gorilla. As a result, he would have to return without a gorilla.
  2.
    - a. This refers to N’Pongo’s tendency to walk around the room and carefully observe anything that interested him. He would do so carefully and gently, showing great interest in what he was looking at.
    - b. The speaker was captivated by this behaviour because it made him aware of N’Pongo’s gentleness and also his extraordinary abilities of observation and intelligence.
- C.**
1.
    - a. *Free response*
    - b. The narrator shared a deeply affectionate relationship with N’Pongo. The feelings that stirred in him when he first saw the baby gorilla tell us that not only did he love animals but also cared deeply for them and N’Pongo was no different. We also see that he understood and appreciated different animals

for their natural abilities and behaviour and this shaped his relationship with N’Pongo. He didn’t get angry when N’Pongo bent the door handle or plastered the wall with jam because he understood that he was a gorilla and a little baby at that. We also sense a deep sense of respect for animals even while he narrated the amusing and comical things that N’Pongo did.

2. From the text, we understand that the speaker is very compassionate towards animals, as he showed great care towards the baby gorilla. He even carried N’Pongo, the baby gorilla, to his home and kept him for a couple of days as his cage was not ready yet. His family pampered N’Pongo with lots of attention and food. He was an animal lover and from his experience, he knew a lot about the behavioural patterns of different kinds of apes.

*Suggested answer. Accept any logical answer.*

3. The speaker’s descriptive narrative in the first person immediately captures the readers’ attention. He is imaginative and describes simple situations humorously. His narrative style engages the reader while also adding a comic element to the text. The speaker’s detailed description of the action going on in the text also makes the extract interesting.

- a. In comparing the red marks on the wall to the map of Japan, the speaker lightens the situation and adds humour to what some people may think of as the behaviour of an unruly animal.
- b. In describing his interactions with zoo visitors, he throws light on N’Pongo’s mischievous nature and describes the whole process in great detail which adds humour and also endears the gorilla to readers.

*Suggested answer. Accept any logical answer.*

## Grammar

- A.** 2. had been/was    3. was    4. was studying    5. not spare    6. had  
7. watches    8. play    9. ask/asked    10. regrets/regretted    11. will/would  
12. say    13. do not    14. have not given    15. play    16. am doing  
17. have    18. wanted    19. had followed

- B.** It was Neena’s first trip by aeroplane. She be happy and nervous at the same time. She fly to Mumbai to meet her cousin, Aarti. She not see Aarti for ten years now. She wonder whether they be able to recognise each other. These be some of the thoughts on her mind as she board the flight. The air hostess help her buckle the seat belt and she find a young woman sitting next to her. The young woman smile at her.

Neena says, “This be my first flight!”

“You enjoy it, I am sure,” say the woman, as they took off.

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### **Vocabulary**

1. slithered    2. plunged    3. scampered    4. strolled    5. darted    6. trudged

### **Listening**

#### **Listening text**

Roots and Shoots is a programme about making positive change happen—for us, for animals and for the environment. With thousands of young members in almost a hundred countries, the Roots and Shoots network connects youth who share a desire to create a better world. Young people identify problems in their communities and take action. Through service projects, youth-led campaigns and an interactive website, the members of Roots and Shoots are making a difference across the globe. Roots and Shoots is unique because it is guided by the principles and great vision of Dr Jane Goodall, world-famous primatologist and environmentalist. She believes that young people—when they realise what they do truly makes a difference—can indeed change the world. This powerful message of hope is at the very heart of the programme and inspires young people around the world to work for this cause. Here is the vision that drives the programme in Dr Jane Goodall's own words. "Roots creep underground everywhere and make a firm foundation. Shoots seem very weak, but to reach the light they can break open brick walls. Imagine that the brick walls are all the problems we have inflicted on our planet. Hundreds of thousands of roots and shoots, hundreds of thousands of young people around the world, can break through these walls. We CAN change the world.

**Answers:** a, c, d, e

### **Speaking**

*Free response*

### **Writing**

*Free response*

### **Punctuation**

1. Rakesh Kumar is a well-known author and has written many award-winning books.
2. My seven-year-old sister loves to play on the see-saw and the merry-go-round in the park.
3. My mother has had a part-time job at the library since end-June.
4. The Himalayas are snow-capped mountains.
5. We saw a middle-aged man sitting on a bench.
6. The construction of the multi-storey building is likely to begin by mid-August.

### **ANSWER KEY TO WORKSHEET 12**

- A.** It is my sister's birthday next week. We are planning a birthday party for her. But the exciting part is that she does not know. Yes! It will be a surprise party! We have invited all her friends. They have all promised to come. We have placed an order for her cake at



her favourite bakery. We will also serve some snacks and juices. We have told her that we are going to our cousin's house that day. We will return at 5 p.m.—by then all her friends will have arrived. Once the cake is cut, we will play different types of games. There will be prizes for the winners. We will have a good time.

**B.** 1. pranced    2. bolted    3. floated    4. soared    5. wade

**C.** *Free response*

## QUESTION BANK

### Gorilla in the Guestroom

#### A. Answer in brief.

1. Why did the author think he might have to go back home empty handed?

**Ans:** The author was very keen to take back a gorilla from the animal shelter. When the animal dealer opened the door, the author could only see a couple of baby chimpanzees and there was no gorilla around. It is for this reason he thought he might have to go back home empty handed.

2. How did N’Pongo become the favourite occupant of the zoo?

**Ans:** N’Pongo was a handsome and healthy-looking baby gorilla. He had soft chocolate coloured fur. On the whole, he looked very attractive, possessed good manners, a sweet nature and a great sense of humour. It was no wonder that he became the most sought-after occupant of the zoo.

#### B. Answer in detail.

1. Why did the author keep a watch on N’Pongo in the guest room? How did the ape behave there?

**Ans:** The author had to accommodate N’Pongo in his guest room for two days as N’Pongo’s cage in the zoo was not ready. His wife and his mother took to the gorilla immediately because of his courteous and pleasant behaviour. However, the author did not want to take any chances as he had had a bitter experience earlier when he kept a chimpanzee in the house for a while. This prompted him to keep a close watch on N’Pongo, but much to the author’s surprise, N’Pongo was suave and gracious, walking elegantly, observing everything in the room like a professor would do in a museum. The author was absolutely captivated by this well-behaved baby gorilla.

2. What traces of his presence did N’Pongo leave in the guest room?

**Ans:** N’Pongo was a civilised and a well-behaved ape and the author was greatly impressed by him. However, as he was a baby, perfect behaviour could not be expected of him. As a result, the guest room had designs in red, resembling the map of Japan on the wall, which was actually marks of raspberry juice. Additionally, the handle of the door was bent in an odd way, which could be because of N’Pongo’s attempt to get out of the room. These were some of the noticeable traces of N’Pongo’s presence in the room.

**C. Choose the correct answer.**

*The animal dealer escorted the writer to a room in the animal shelter of the Royal Society for the Prevention of Cruelty to Animals \_\_\_\_\_*

- a. to examine the wounded animals.
- b. to adopt a baby gorilla.
- c. to choose a chimpanzee to help in his work.

**Ans:** b

**D. Read the lines and answer the questions.**

*He lay back in my arms and studied me carefully with an unwinking stare, and then lifted a fat and gentle forefinger and examined my beard.*

- a. Who does 'He' refer to?
- b. Why was he staring at the author?
- c. How did he impress the author?

**Ans:** a. 'He' refers to the baby gorilla N'Pongo.

- b. The author had just got him from the animal shelter. He probably was trying to get familiar with the author.
- c. The baby gorilla impressed the author with his soft and gentle behaviour.

**E. Answer in brief. (Think and answer)**

1. The author says that the gorilla was very well-behaved. Do you agree with him? Give reasons.

*Free response. Suggested Ans:* The gorilla's behaviour towards the visitors was not acceptable. He was unpredictable at times, and just to amuse himself he would suddenly push a visitor down and almost injure him severely. This was a clear example of his misbehaviour. He chose to be well-behaved only when he wanted to. / N'Pongo behaving like a decent visitor at the house of the author, his touching and examining pictures and ornaments in the room like a professor, posing for pictures in the lawn – all go to prove that N'Pongo was more like a well-behaved human than an ape.

2. What examples can you find in the text to show that N'Pongo, though a baby, was huge and strong?

**Ans:** N'Pongo was eighteen inches tall and had solid bones and muscle, even at the age of two. The author could estimate that N'Pongo was heavy for his age. N'Pongo could bend the handle of the door such that the author could not rectify it. He could push an unsuspecting adult visitor down, resulting in his suffering a slip disc.

**F. Answer in detail. (Think and answer)**

How would you explain the deep bond the author and N'Pongo shared?

**Ans:** One needs to have a lot of love for animals and a sense of responsibility and commitment to bond with animals and give them a secure life. This could be seen clearly in the author's interaction with N'Pongo. The writer developed a feeling of love and a sense of admiration for N'Pongo. The baby gorilla also seemed to take an immediate liking to the writer and showed his love for the writer in many different ways. The writer was very proud of the baby and admired him like a father would admire his son. He trusted the little gorilla enough to accommodate him in his guest room. The ape too was well-mannered and won the love of the writer's wife and mother. Thus, both the writer and N'Pongo developed a strong bond.