

HANUMAN AND I

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

Learning Outcomes

- To help students identify the reasons for their own fear of stage performance
- To appreciate the writer's ability to laugh at herself
- To discuss / write about myself in a similar situation, real or imaginary
- To predict and analyse
- To chart out the sequence of events in a flowchart

Pre-reading



This section focuses on *assessment for learning* as it tells readers that the story is about stage performances and the fears accompanied with it.

A. Ask students:

1. Would you like to be one of the dancers or an actor in a play for your Annual School Day? What does this choice tell you about yourself?
2. Do you think your teacher will ask you to play one of the lead roles or the role of a

supporting character in the play? Why? What are the qualities the teacher looks for while casting a play?

(Note: It is imperative to tell the students that not everyone is the same. Some may be shy while some are confident. And, it is okay to be the way they are. They should learn to accept each other because it takes all types of people to make this world.)

B. Give students some time to do the Pre-reading section given in the Reader.

READING

Students predict, analyse and relate to situations

Read the text slowly and clearly, with modulation/play the audio. Read the introduction to the story.

Pause at relevant points to check the students' comprehension of the story.

- *It is time for the school ... find out what happens.*

Ask students:

What roles do you like to play during the Annual Day of your school? Can you identify with the little girl mentioned in the introduction? In what way can you identify with her? Do you think the little girl was happy when she was cast as one of the soldiers in

Hanuman's army? Why? (She was not happy as she did not want to be one of the many in a crowd. She wished to play a significant role in the play. She had high self-esteem and self-respect and wished to be given a lead role in the play but was given a very minor role. However, she accepted the minor role and was willing to fit into the role that the teacher gave her.)

- *We were dressing up when... Speak as loudly as you can."*

Ask students:

What do you think the interesting turn of events could be? Alka's loss is the little girl's gain. Do you agree? Why / Why not? Do you think the teacher chose the little girl for the role of Hanuman by choice? Justify your answer.



Was the teacher confident that the speaker would do a good job?

This question focuses on *assessment for learning*. It indicates that there might be a regret for this choice.

(Ans: No)

Why did the teacher's dismay turn to one of joy for the narrator? What does this tell you about the narrator? (She was confident about herself, loved drama and was enthusiastic.) Why do you think the teacher did not want to give the role of Hanuman readily to the narrator? (Free response) Was it a good solution to offer the role to the girl? (Free response) Do you think everything will be smooth-sailing? Why or why not? (Free response)

- *As the curtains went up for the third ... had to be on stage in the last act.*

Is there a change in scene? Where do you think they were before? Does the change in scene help? (They were probably in a classroom during the casting and on a stage during the performance. They provide the background for the emotional state of the characters.) The girl says, "I opened my mouth to say my lines but my throat was dry and I couldn't remember them." How do you think the little girl felt at this moment? Why do you think this happened to her? Did the teacher's promptings help her?

What do you think can go wrong because of this prompting?

This question focuses on *assessment for learning*. It cautions the reader that the acting will not be smooth sailing.

(Ans: Free response)

How does the writer bring in humour in the episode? "I meant MY tail—I have forgotten to pin on my tail." What do you think this exhibits about the little girl? (She is actually very talented and needed presence of mind to try to make right a wrong situation, especially

when she was so nervous.) Why do you think the teacher cut short her role? Was the audience enjoying the performance? Did they really realise that these were mistakes?

- *I was feeling less nervous ... unceremoniously dragged me away.*

Ask students:

The child says, "I was feeling less nervous now and said my lines well." Does she now justify her role well? How can you say?

The main character of the story makes a number of mistakes. But these mistakes help in adding humour to the story. Point out these mistakes.

Why do you think the speaker made these mistakes again and again?

This question focuses on *assessment for learning*. The reader begins to understand the traits of character and identify with the stage fear the character faces.

(Ans: The speaker made the mistakes again and again because she was nervous.)

Was there a difference in the last act of the play? (Yes, the narrator felt less nervous.) Did it help? (No, it did not really help because she confidently repeated all the prompts aloud, even the wrong prompts.) Why did the little girl in the play not say that she was the son of Pawandev, the wind god; the worshipper of Rama; the immortal Hanuman?

Why was the speaker terrified?

This question focuses on *assessment for learning*. The reader gets to know how seriously the character takes the situation on stage and forgets that it is only a play. She actually imagines that the characters have come to life and is genuinely afraid.

(Ans: The speaker was terrified because she was already overwhelmed and nervous and then was taken by surprise by the actor who was playing Ravana.)



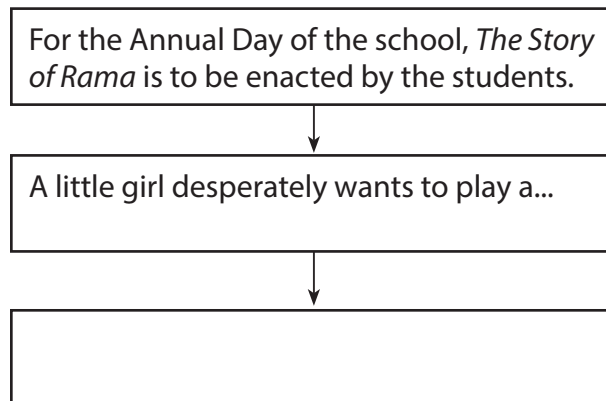
In the end the teacher had to drag her off the stage. Why, in your opinion, could the child not perform her role? What was lacking in her that was there in the other characters? (This was a last minute change of plan and the child did not have time to practice her lines. Her courage and enthusiasm is evident from the fact that she willingly took on the job without a moment's hesitation. With practice she could have done a better job. Meticulous hard work could have made her perform very well had she been given the time. She certainly tried to act out the role. She was, after all, only a child.) Why was the girl dragged away unceremoniously?

How has the narrator made this episode humorous? (Wrong lines repeated. By now the audience was aware that the girl was being prompted.) Do you think the audience thought of the little girl's mistakes to be deliberate and in line with the script? Why / Why not? How does the story unfold to the readers? (The story unfolds through the characters.)

Post-reading

Pair work

Guide students to draw a flowchart of the events in the story. Write the beginning of the flowchart on the board to help students.



Group work

Allow students to discuss and then share their ideas with the class.

- Identify the part of the play that is most humorous to you. Give reasons.
- Can you think of an instance or an experience when you felt like the little girl in the story?

GRAMMAR

Transitive and intransitive verbs

Review subject and predicate done in the earlier classes.

Write the following sentence on the board: *Neeta painted the wall.*

Help students identify the object. You may use the following clues:

- Find the subject. (*What / who is it about?*)
- Identify the verb.
- Identify the direct object. (*Who / what is receiving the action?*)
- Check if the identified word is a noun / pronoun.

1. *Chaya is eating a biscuit.*

2. *Laura is watching a film.*

3. *Fluffy is barking.*

4. *The baby is crying.*

Ask students:

Can you identify the subject and the verb in each sentence? (*Underline with different coloured pieces of chalk.*)

Can you identify the object in each sentence?

They are a biscuit and film. There are no objects in sentence 3 and 4.

Tell students:

If the action of the verb passes on from the doers of the action to the object then the verb is said to be **transitive**.

If the action of the verb ends in itself then the verb is said to be **intransitive**.

VOCABULARY

Compound adjectives

Follow the input in the Reader.

LISTENING

While listening (Identifying feelings)

Tell students that they are going to listen to a few people talk about their experiences at the Annual Day of National School. Instruct them that as they listen, they must circle the emotions that are being expressed.

Play the audio track and let students do the task as they listen. Play it once again so that students complete their work/check their answers. Review the answers.

SPEAKING

Persuade someone

This task can be used for *assessment as learning* as students share expressions in class to persuade, convince or urge others for a particular situation. The class assesses them while they communicate using the right words and expressions.

Read out the following situation:

You want to attend a famous concert on the weekend. You do not want to go alone. Your friend is not at all interested. How will you persuade her/him to join you?

Ask students to say how they will persuade their friend to accompany them. Point out that they will have to use complete sentences in their answers and that they will have to use polite ways of persuasion.

Proceed to explain that we can express ourselves better while persuading by using polite words. Showing force or aggression does not help.

Let students read the given expressions aloud once, using the right intonation and tone. Proceed to the given task. Tell pairs to assess each other. Monitor the activity.

WRITING

Informal letter

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

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

Whom do I write informal letters to?



To people whom I feel close to (*best friends, grandparents, brothers and sisters, cousins...*)

How do I write an informal letter?

Generally speaking, informal letters are written as we speak.

Follow a few simple guidelines:

- Write your address on the top left side of the page.
- Leave space and write the date below the address.

How do I begin my letter?

Begin your letter with a cheerful salutation/greeting: *Hello.../Dear.../Hi...*

Start with an informal introduction in the next line. Remember to leave some space before you do.

Thanks for your letter. It came as a surprise. I really enjoyed reading it. / I'm so sorry for replying so late. I was busy with my exams. / How are you? I hope everything is fine out there...

What is the body of a letter?

The body of the letter is the main and largest part of a letter. It is made up of one or more paragraphs in which the main idea of the letter is conveyed.

Here, write all that you want to convey. Space your words well and write in a clear legible way. Show a steady flow of content while you write.

How do I end my letter?

If you want to, you can end it in an informal manner.

I must go now, need to clean up my room/ Must rush, got a few errands to run/ Guess I'd better say bye because...

Do stay in touch,/ looking forward to seeing you, / Can't wait to hear from you...

Sign off in a short sweet way

Lots of love / love / best wishes, hugs, take care

xxx

STUDENTS' BOOK ANSWER KEY

Hanuman and I

Pre-reading

Free response

Comprehension

- A.** 1. The speaker was originally supposed to play the role of one of the monkeys in the Vanar Sena. She was disappointed as she hoped to play a bigger role, but nevertheless she was eager and excited to be a part of the play in some way.
2. When the speaker went on stage for the first time, she was possibly overcome by stage fright. She nearly tripped and felt as if she couldn't see or hear anything.

Her hands and feet went cold and numb and her throat went dry. She couldn't remember her lines.

3. The teacher helped the speaker during the play by reading out the dialogues that she forgot.
 4. The cause of all the confusion was that the speaker grew very nervous and, as a result, repeated whatever the teacher was saying without realising what she was saying.
 5. In the last scene, the speaker saw the person playing the role of Ravana entering the stage. Ravana was tall and walked towards the speaker in a scary manner. The speaker heard Ravana speak to her in a thunderous voice and was scared. She forgot that this was an actor and not Ravana himself, and pulled off her mask, begging Ravana not to hurt her. The audience found this confusion very funny and so, they laughed.
- B.**
1.
 - a. The speaker's dream was to play an important role in her school play, either the lead role or that of Laxmana or Hanuman.
 - b. When Alka, who was supposed to play Hanuman, fell sick on the day of the programme, the teacher had to find someone else to play her part. Knowing that the speaker wanted to play this role, the teacher picked her, thus making her dream come true.
 2.
 - a. Rama was talking to the speaker. The speaker was repeating what the teacher said without realising what she was saying. In this case, the teacher was telling the speaker that she had forgotten to pin on her tail and the speaker repeated this to Rama.
 - b. When the teacher prompted the speaker to jump, the speaker said the words 'jump' making it seem as if she was asking Rama to jump instead of actually jumping herself.
 3.
 - a. The speaker said these words. The girl playing Sita was supposed to say these words instead.
 - b. The whole cast of the play was startled by the speaker saying these lines. The teacher meanwhile grew increasingly annoyed with the speaker.
- C.**
1. The speaker would have felt terrible after the play. Playing the role of Hanuman had been a dream come true for her and she had not done a very good job. She would have felt disappointed in herself. Also, the audience had found the mistakes she made hilarious. They had laughed at her and this would have embarrassed her. The speaker's classmates would have been angry at her for causing the confusion and this would have made her unhappy. The speaker would also be feeling ashamed for having let her classmates and her teacher down.
Suggested answer. Accept any logical answer.
 2. brave, hopeful, cheerful, nervous
 3. The school play would not have been considered a success by the teacher and the cast. The lines forgotten by the speaker and the resulting confusion would have made the students feel embarrassed and ashamed. But the mistakes made by the speaker were funny and made the audience laugh repeatedly. The play entertained

Writing

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30th June, 2023

Dear Kabir,

How are you? I hope you're feeling much better than I am. My class staged a play, 'The Story of Rama' in school and I hoped I would get selected to play the lead role or at least the part of Hanuman or Laxmana. At first I was chosen to be part of the Vanar Sena—I won't lie that I wasn't disappointed. But I got over my disappointment and looked forward to the play. On the day of the play, Alka, my friend who was to play Hanuman, fell ill with measles. The teacher knew how eager I was for a big role and how I wanted to prove myself. So, I got the role of Hanuman. Great news, right? Wrong! As soon as I went on stage, I felt very nervous and forgot my lines. But my teacher was prompting me and I simply repeated what she said. That's when the problem started. She said that I had forgotten my tail. Without thinking, I repeated what she said and ended up telling Rama that he had forgotten his tail. When she asked me to jump, I repeated that as well. But by the time I realised what happened and started to jump, the audience understood what had happened and started to laugh. The teacher cut short my role. I felt bad but I understand why she did it. But it didn't end there. When Sita forgot a dialogue, I assumed the teacher was prompting me and repeated that too! Then in the end, when Ravana appeared, he looked so huge and frightening in his costume that I became terrified and forgot that this was just a play. Can you believe what I did next? I pulled off my mask, saying I wasn't really Hanuman and begged Ravana not to kill me. I'm sure you are laughing as you read this just like the audience did. My classmates were shocked and my teacher was annoyed.

As for me, I felt very bad because I let down my classmates and my teacher. Everyone had worked so hard and I felt like I was the one who ruined the show. But later, my classmates and teacher cheered me up. They said the audience had a good time because of me and that was what mattered. I still feel bad about it though and I don't know if I will get the confidence to act again. But my teacher said she will give me another chance and lots of practice too!

If that ever happens, I hope you will be there to encourage me and also watch my performance. Have you had any funny experiences like this? Do tell me about them when you write back. Hope to see you soon!

Your loving friend,

Misha

Suggested answer. Accept any logical answer.

Spelling

Listening text with answer

1. abundance 2. audience 3. confidence 4. independence 5. occurrence
6. existence 7. substance 8. diligence 9. tolerance 10. guidance

ANSWER KEY TO WORKSHEET 6

- A.** 1. find, T 2. running IT 3. dawned, IT 4. blew, T
5. read, T 6. hear, T 7. left, IT 8. eat, T; play, IT
- B.** 1. absent-minded 2. well-respected 3. densely-populated
4. record-breaking 5. last-minute 6. sure-footed
- C.** *Free response*

QUESTION BANK

Hanuman and I

A. Answer in brief.

1. Do you think the little girl was happy when she was cast as one of the soldiers in Hanuman's army? Why?

Ans: She was not happy as she did not want to be one of the many in a crowd. She wished to play a significant role in the play.

2. What happened when the girl in *Hanuman and I* was pushed on stage?

Ans: When the little girl was offered the role of Hanuman, her joy knew no bounds. She was confident that she would play the role though she did not know the dialogues. But when she was pushed on stage, she became very nervous. Her hands and feet became cold and numb. Her throat went dry. She could not utter a single word and her mind became blank due to fear.

B. Answer in detail.

The Story of Rama turned out to be a comedy of errors on stage. Support your answer with examples from the text.

Ans: The little girl acted as a substitute for the original actor, who was meant to play the role of Hanuman. Since there was no time for her to learn the dialogues, she entered the stage with the assurance from her teacher that she would prompt her from behind the stage. That was the main reason for the comedy that ensued after the girl entered the stage. Both the teacher and the girl, in their nervousness, erred as the communication between the two was not clear. While the teacher gave some personal instructions to the girl, the girl thought that was the dialogue and delivered it without realising that it was totally irrelevant. Throughout the play, such miscommunication continued, leading to the embarrassment of both the teacher and the girl. The play turned out to be hilarious due to the number of errors made.

C. Choose the correct answer.

What made the episode, 'Hanuman and I' humorous?

- a. The teacher changed the dialogue to make it humorous.
- b. The little girl repeated the wrong lines on stage.
- c. The girl wanted to try a new version of *The Story of Rama*.

Ans: b

D. Read the lines and answer the questions.

I am not supposed to have a tail. You've forgotten yours. (Hanuman and I)

- a. Who says the above lines to the little girl?
- b. Why does the speaker say so?
- c. How does the little girl respond to the speaker?

Ans: a. The boy who played the role of Rama says the above lines.

- b. When the teacher saw the girl, she realised that she had forgotten to pin her artificial tail and she commented aloud. But the girl thought that was the dialogue and, without thinking, repeated what she was told.
- c. She manages by saying that she was talking only about her own tail and that she had forgotten to pin it.

E. Answer in brief. (Think and Answer)

- 1. The girl was happy that she got the role of Hanuman. Could she act her part well? Explain.

Ans: The girl was excited and showed a lot of confidence before entering the stage. She thought she would do justice to the role, but she did not, as she was not clear about the dialogues. Though the teacher said she would prompt her, the teacher too was distracted by other things on stage. There was total chaos due to lack of understanding between the teacher and the girl.

- 2. "Don't kill me, I am not Hanuman." Bring out the humour that precedes this remark.

Ans: The girl was already very upset and nervous because of the mistakes she had made on stage. At that moment, the entry of the person playing the role of Ravana, totally unnerved her. The character had a huge figure and wore six-inch heels and in a thunderous voice asked who the puny creature was. Terrorised by this, the little girl forgot she was on stage playing the role of Hanuman. Instead of responding proudly to Ravana, she screamed and pleaded with him to spare her life.

F. Answer in detail. (Think and Answer)

The comedy on stage was not intended to be so. The girl in *Hanuman and I*, became a laughing stock in front of the large audience and the teacher was also very unhappy with her. Who would you blame for this fiasco? Why?

Ans: It was the girl's dream to act on stage but probably she was unaware of the difficulties that came along with the responsibility. She relied on the teacher's advice that she should only repeat what is being prompted from the wings. The girl, on her part, did exactly that. The teacher should have kept to her word and should have just spoken only the lines meant for the role. She, instead, directed and instructed her and prompted for others also. The little girl on the stage had no time to think, and repeated whatever was said. She became a laughing stock for no fault of hers.