

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?

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

Group discussion

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

second group discusses the second question.

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

Subject and predicate (Recap)

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.

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.

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)

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)

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

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 again so that students may fill in gaps they might have missed.

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

When Wishes Come True

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

ANSWER KEY TO WORKSHEET 1

A. 1, 3, 4, 5 and 7.

B. 1. a 2. b 3. b 4. a
5. b 6. a

C. *Suggested answers (accept any logical answer):*

1. I have no idea
2. Why don't
3. Speaking of
4. Never mind
5. In that case
6. By the way

D. 1. *Sample answers:*

- a. cause problems / difficulties for
 - b. cried loudly because of sadness
 - c. determined; refusing to change his mind
2. a. When the woodcutter tried to chop a down a tree that was the home of a fairy, the fairy came out and asked him to stop. The woodcutter agreed, so the fairy was pleased and gave him three wishes.
b. The woodcutter and his wife could not think of anything good and suitable enough to wish for. Instead, they said "I wish..." by mistake and wished for simple things.
c. Though he had not got grand or fine things, the woodcutter had managed to eat a really good pie and also got the pie off his nose. So he was satisfied. He felt that having a really good meal was also important.
 3. *Sample answer:* The woodcutter had got three wishes from a fairy. But he and his wife could not decide upon a good enough wish. Instead, they wished for other things either by mistake or to correct another mistake. Thus, all three wishes were spent, but their life remained unchanged.

QUESTION BANK

When Wishes Come True

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.