

IN FATHER'S PRESENCE

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

Learning Outcomes

- To introduce students to Indian writing
- To help students identify reasons for difficulty in problem solving
- To draw their attention to alternative ways of explaining

Pre-reading

Students read to predict, infer and analyse

Group Work

A. Write the title on the board and allow groups to predict:

Ask students:

What do you think this lesson is about? (Write all predictions on the board)

B. Display the pictures from the Smart book. Ask students to look at the pictures and discuss with their groups what they think the lesson is about. Ask the groups if they would like to change/modify their predictions.

Now have groups present to the class:

- What the title, words and pictures talk about the story.
- How many times they changed their predictions and to justify their reasons for changing the predictions.

Does it create an element of suspense? Build up curiosity? How?

Now tell them that they have been practising inference. In fact, every time they changed their prediction based on a picture, they were changing their inference based on new evidence that was available to them.

READING

Pair Work

Tell students that they are going to work in pairs and solve a math problem:

"Rama has 10 mangoes with which he wants to earn 15 annas. Krishna wants only 4 mangoes. How much will Krishna have to pay?" (Silently time the children as they work out the problem.)

Now ask students, how many of them thought the following things when they were given the problem to solve: (Show of hands)

- Why am I working out a math problem in an English class?
- What are 'annas'?
- I love mangoes ...

- Were the mangoes ripe?
- I have a friend called Krishna ...

Explain what an *anna* is. (Note: One anna was a currency unit formerly used in India and Pakistan, equal to 1/16 of a rupee.)

Allow brainstorming.

Ask students: what were the other thoughts running through their mind? Now reveal the time taken to solve the sum, by some pairs.

Tell students they are going to read a story about a boy named Swami. Direct the class to work in pairs and skim for words, phrases or scenes that identify the text as Indian-writing.

Let students take turns to read the story aloud, clearly and with modulation. Pause from time to time to ask questions to check comprehension.

Tell students that they are going to understand this story through a story map. The following steps will be followed:

The main components of the story (beginning, middle, end) will be identified

Each student will copy a story map organiser and complete it as the story is being read.

Fill in any missing parts after reading the story

The following is a story map organiser:

Beginning:

(Characters, setting)

Who are the characters in the story?

Where does the story take place?



Middle:

How are the characters developed?

What information do you gather about the characters?

What was the reason for Swami's fear?



End:

(Solution and theme)

How was he forced to face his fear? Was he successful?

What do you learn from the story?

Note: You may ask questions to help in comprehending the story.

- Swaminathan has been ... beginning to hate.

Ask Students:

Where do you think this is taking place? Who are the characters in the story? Who do you think is the main character? What did Swami do when he looked at the sum? Why? Why did Swami sympathise with Krishna?

Who could Sankar be?

(Ans: Sankar could be a mango-seller.)

What do you think is meant by 'iron determination'?

(Ans: Iron determination means a very firm decision to do something, no matter what.)

What are Swami's thoughts in this part? Why did he want to know whether the mangoes were ripe? Why do you think Swami was beginning to hate Rama? What are the feelings/emotions associated with these thoughts? How would you describe Swami in one word? (imaginative/dreamer...)

- "Father, I cannot do the sum," ... gently twisted it.

Ask students:

The story begins with a problem—What seems to be the problem in the story? How would you feel if you were in this situation? Do you think Swami was afraid? Identify words or phrases from the text that support your answer. Was Swami taught this (fractions) in school? Why do you think so? If yes, then why did he say he was not taught this? Was Swami really thinking of the sum? Pick out words that tell us this. In what way was Swami's father torturing him?

A while ago, Swami had felt sympathy for Krishna. Why does he call Krishna a 'fool' now?

(Ans: Suggested answer (accept any logical answer): Swami calls Krishna a fool now because he is getting tired and irritated with this sum.)

Why did Swami's father get angry with him?

- Swaminathan could not open his mouth ... and burst into tears.

Ask students:

Why was Swami not able to speak? What was happening the longer Swami was taking to answer? Why? What did Father finally say before letting go of Swami's ear? Did Father's question change? Why did father change the question? (To simplify it) What was Father's way of admitting defeat? How did he help Swami get the answer?

What is the meaning of 'to be contradicted'?

(Ans: To be contradicted means to be opposed or called wrong.)

Why did Swami cry? (Free response.)

Post-reading

A. List out the various emotions / feelings shown in these characters:

- Swami: *confusion, longing for mangoes, fear, hesitations, relief ...*
- Father: *irritation, annoyance, disappointment, felt defeated ...*

B. Ask students:

- *What were Swami's fears?* (He did not know the solution and felt helpless.)
- *What did Swami learn?* (That with a little help he could solve the problem)
- *What helped him to get to the solution?* (A little help from Father)

Let students discuss the last few questions in A and B in groups and share with the class.

GRAMMAR

Adverb clauses

Clauses

Write on the board:

I do my homework before going out to play.

Ask students:

How many clauses does this sentence have? Which clause in the sentence tells you the time it happened? Tell them that it is an **adverbial clause of time**.

Underline and read the clause.

Point out to students that the adverbial clause has a subject and a verb.

Point out the subject (I) and verb (do) of the main clause (independent clause) and explain that this is the main part of the sentence.

Based on the concept understanding, ask them to do the matching activity given below.

Use the table given below as a matching activity. Change the order of words in the second column. You may choose to underline the adverb clauses in the sentences. Ask students to take cues from the underlined clauses to get the answers.

Some different types of adverb clauses

1. I sing a song before going out to bed.	Time
2. I start jogging wherever I see a track.	Place
3. I exercise before doing my homework, because it makes me feel energetic.	Reason
4. Although I did not complete my homework, I went out to play.	Concession
5. I will go out to play only if I complete my homework	Condition

Follow the inputs in the Reader to do the exercises.

VOCABULARY

Idioms with 'mind'

What is the meaning of an idiom?

- An idiom is a common phrase that has a different meaning from the actual words used

Activity – Dumb Charades

Preparation: Prior to class, write out each of these idioms on small strips of paper and put them in a box or jar.

Procedure: Divide students into groups. Have one student from each group come forward, pick out a piece of paper from the jar and act out the idiom, while the rest of the group guesses what is being enacted. Award points for correct guesses and write them on the board.

Award additional points if they state the meaning of the idioms correctly.

Bear in mind / Change my mind / Bring to mind / Great minds think alike / Crossed my mind / Set my mind on / Slipped my mind / Speak your mind

LISTENING

Post-listening –poem

Tell students to listen to a poem and write the main idea of the poem in a few sentences.

Play the audio track and let students do the task.

Play the recording a second time so that students check their work.

Review the answers. Monitor the activity.

SPEAKING

Personal account

This task can be used for *assessment as learning*. Students introspect and make self-reflections, and in the process developing *intrapersonal intelligence*. They also develop verbal intelligence when they communicate using the right words and expressions.

Tell students they are going to share a personal account of a task or skill they struggle with. Let them choose from the options given and make notes. Instruct students to refer to the question, to guide them what to focus on while speaking.

Tell students before you speak, be aware of:

- Your audience
- Be direct, specific and clear
- Pay attention to nonverbal communication
- Be positive

WRITING

Book review

Purpose of a book review

The basic purpose of a book review is to help readers decide whether to read the book themselves. A book review should identify the central idea of the book; give the reader some indication of the author's style, approach, then offer an overall evaluation and recommendation.

The review should do the following:

Inform Describe Compare Contrast Analyse Evaluate

Points to be covered in the review:

Follow the inputs given in the Reader.

Introduction: Short, descriptive sentence about the book. Name of book and author, publisher

Body (Detail 1): A brief introduction of the subject, plot, setting, theme and characters.

Body (Detail 2): Description and analysis of the style of writing

Body (Detail 3): Strengths and weaknesses of the book

Conclusion: Your opinion and recommendation of the book.

Sample book review:

The book "If I forever endeavour", was written by Holly Meade, AA Publishers. This book is about a bird that did not yet know how to fly. The theme of this book is courage.

The story takes place inside the bird's nest, on top of a tree. Safe inside his cosy nest, a young bird considers whether or not to give his new wings a try. On the one hand, he worries he might fail and on the other, he thinks of how he may succeed. He worries that if he tries, he may get lost in the world. That makes him want to stay in his nest where he is safe.

With the help of her bold, beautiful artwork and descriptive language the writer offers a gentle nudge for hesitant people of all ages and species to step out, to dare, to try, and to fly.

This book would help students learn that trying new things can be scary, but sometimes when we try, we can find things that make us happy too. This book also helps us know that mistakes are okay and are a part of learning.

My favourite part is where the bird tries and learns that she could fly. People of all ages should read this book because it teaches about trying new things. I give the book 5 stars since I think it is important for other children to learn about courage.



PRONUNCIATION

Rising tone in yes/no questions

This task can be used for *assessment as learning*. Students learn to use the rising tone for certain type of questions. Pairs assess each other while they communicate using the right intonation.

Pair work

Play the audio or read the sentences with the correct intonation. Conduct a choral drill.

Encourage students to do the exercise given in the Reader with their partner.

STUDENTS' BOOK ANSWER KEY

In Father's Presence

Pre-Reading

The teacher is talking about the monument while the student is thinking of food because Pisa sounds like pizza.

Comprehension

- A.**
1. every time he read it, it seemed to mean something else
 2. the mangoes were ripe or not
 3. the character of Rama
 4. the real and right price
 5. he felt uncertain about the whole sum
 6. he was tired and upset after struggling with the sum for so long
- B.**
1. a. Father regarded Swami for a while because he had asked Swami to do a sum involving mangoes, and Swami had asked if the mangoes were ripe or not. Father may have been trying to understand if Swami was being mischievous on purpose.
b. Father hid his smile because he was trying to act strict with Swami. He thought that was the only way to get Swami to finish the sum. If he had smiled, Swami would have felt encouraged to not work on the sum.
c. Father told Swami to do the sum first and that he would tell him if the fruits were ripe or not, afterwards.
 2. a. Swami was referring to simple problems in Simple Proportion.
b. *Suggested answer (accept any logical answer):* It must have been taught in his school as he had sums on that topic. Swami said that because he could not solve the sum.
 3. When Father asked Swami the price of ten mangoes, and Swami said that he did not know, Father thought Swami particularly foolish because the answer to that was given in the sum—Swami would not even have to solve the sum to find it out.
 4. a. Swami was disgusted because he had been struggling with the sum for a long time, he could not figure out the answer and did not want to work on it any longer. He felt irritated with Rama and Krishna as if they were real people who were making things difficult for him on purpose.
b. He thought that an easier way to find out the price of mangoes would be to go to the market and find out the price of mangoes there.
c. Even when Swami gave the correct answer, he felt uncertain and upset, not happy or confident, because he was not sure about the answers he gave and he was tired of working on the sum.
- C.**
1. *Free response*
 2. *Suggested answer (accept any logical answer):* Yes, Swami does make us smile as well as feel sympathy for him. His situation is a common one because most of us have struggled with some or other lesson at some time. He wanted to go out and play instead of working on the sum, and that is also very natural. He thought that a simpler way to find the price of mangoes was to go to the market, and that is a very funny idea. Also funny is Swami's feelings toward Rama and Krishna, as if they were real people who were posing problems for him. He really struggled with the sum, because he was not confident or glad even when he could give the correct answer, which shows that he just wanted to get it over with. This makes us feel sympathy for him.

Grammar

- A.**
1. until he heard the door close; adverb clause of time
 2. before they had reached the forest; adverb clause of time

3. because she is unwell; adverb clause of reason
4. though it had rained yesterday; adverb clause of concession
5. In case you don't find your teacher in the library; adverb clause of condition
6. as if she was in a great hurry; adverb clause of manner
7. where the water was the coldest; adverb clause of place
8. if you have forgotten to bring yours; adverb clause of condition

- B.** 1. whether 2. as though 3. so that
4. after 5. in order to 6. If

Vocabulary

1. give them a piece of her mind
2. was in two minds
3. called to my mind
4. drove him out of his mind
5. have a lot on his mind
6. bear in mind

Listening

Listening text:

At School

By John Boyle O'Reilly

The bees are in the meadow
And the swallows in the sky;
The cattle in the shadow
Watch the river running by.
The wheat is hardly stirring;
The heavy ox-team lags;
The dragon-fly is whirring
Through the yellow-blossomed flag.
And down beside the river,
Where the trees lean o'er the pool,
Where the shadows reach the quiver
A boy has come to school.
His teachers are the swallow
And the river and the trees;
His lessons are the shallows
And the flowers and the bees.

Sample answer: This poem describes nature—bees, swallows, cattle, river, crops, flowers and insects. It says that when a boy spends time with nature, in a way he comes to school, because there is a lot to learn *from* as well as a lot to learn *about* different creatures and things in nature, like the birds, rivers, trees, flowers and insects.

Writing

Free response

Spelling

- | | | | |
|------------------|---------------|-----------------|----------------|
| 1. extraordinary | 2. finery | 3. artillery | 4. theory |
| 5. imaginary | 6. directory | 7. satisfactory | 8. machinery |
| 9. temporary | 10. judiciary | 11. laboratory | 12. embroidery |

ANSWER KEY TO WORKSHEET 8

- A.**
- | | |
|----------------------------|--------------------------------|
| 1. adverb clause of time | 2. adverb clause of condition |
| 3. adverb clause of reason | 4. adverb clause of time |
| 5. adverb clause of place | 6. adverb clause of concession |
| 7. adverb clause of reason | 8. adverb clause of manner |
- B.**
- | | | |
|---------------------|--------------------|-----------------------|
| 1. remind, nag | 2. clever, cunning | 3. inquisitive, nosy |
| 4. proud, conceited | 5. scent, odour | 6. inexpensive, cheap |
- C.** *Free response*

QUESTION BANK

In Father's Presence

A. Answer in brief.

1. What situation was Swaminathan in? Why was he confused?

Ans: Swami was given a sum by his father to work on. However long he gazed at the sum, he was unable to find the answer to the sum. He was confused because every time he looked at the sum, it seemed to acquire a new meaning.

2. Why did Swaminathan want to know if the mangoes were ripe or unripe?

Ans: Swaminathan felt that knowing whether the mangoes were ripe or unripe contained the key to the problem. He strongly felt that asking fifteen annas for ten unripe mangoes would be unfair. So, he wanted to know if the mangoes were ripe or unripe.

B. Answer in detail.

Why couldn't Swaminathan tell the price of ten mangoes when his father asked him?

Ans: Swaminathan did not know which part of the sum contained the answer to this question. His father prompted him by asking how much Rama expected for the mangoes, Swaminathan felt that the price expected by Rama was unjust, unless they were ripe mangoes. So, he was baffled when his father asked the question.

C. Choose the correct answer.

Why did Swami want to know if the mangoes were ripe?

- He felt that if the sum was more descriptive, it would be easy to solve.
- He was trying to avoid giving the answer to the sum by asking unnecessary questions.
- He felt that the price was too high if the mangoes were not ripe.

Ans: c

D. Read the lines and answer the questions.

It would be scandalous to expect fifteen annas for ten unripe mangoes.

- a. What would be scandalous?
- b. What does the word 'scandalous' here mean?
- c. Does the answer to the question really depend on whether the mangoes were ripe or unripe?

Ans: a. To expect fifteen annas for ten unripe mangoes, according to Swaminathan would be scandalous.

- b. Highly unfair and wrong
- c. No, it did not matter if the mangoes were ripe or unripe to arrive at the answer to the question.

D. Answer in brief (Think and answer)

How do you know Swaminathan was an imaginative child?

Suggested answer: The sum was given; instead of looking at it just as a sum to be solved, he started thinking about what kind of people Rama and Krishna were. He also started debating if fifteen annas was the right amount for ten unripe mangoes.

E. Answer in detail. (Think and answer)

Can you say that Swaminathan could grow up to be a fair person? Justify your opinion.

Suggested points to be considered:

- wanted to know if mangoes were ripe or unripe
- found the price too high for unripe mangoes
- could justify the price for ripe mangoes
- thought Rama was greedy
- did not look at the sum as a mathematical problem but beyond that
- will want to justify his decisions in a fair way when he grows up

(Please accept any logical answer from the students.)