

FIVE CHILDREN AND IT

Learning outcomes

By the end of the lesson, students will be able to:

- analyse a story based on fantasy.
- note the features of a fantasy story.
- see the *It* as an alien.
- compare the characters in the story.
- identify direct and indirect objects in sentences.
- identify the strong and weak forms of words.
- write a paragraph using the correct format.

Pre-reading

- What do you think would 'It' be?
- What kind of a story would have an 'It' in it?

Understanding the Text

Play the text in parts, on the screen. / Ask students to read the text in parts. / Read the text in parts.

Pause to check comprehension.

Cyril, Anthea, ... "I wish you would."

Ask students:

What were the children doing when they found a strange creature? Why did Anthea call out for help? (*She did not want it to escape from them.*) How does Anthea describe the creature she had found? (*As a strange creature with hands and legs that was too big for a rat and too furry for a snake, and as something that could speak*) Were the children frightened or excited on seeing the creature? Why do you think so? (*They were not frightened. They were excited because they were thrilled to see the creature and wished it to come out.*)

Oh well, ... Now, goodbye!

Ask students:

How does the narrator describe the strange creature? (*As a fat, furry brown creature about the size of a large cat, with arms, legs, feet and hands like a monkey's, long whiskers and pointed ears like a bat's but with eyes on stalks, like a snail's horns, that it could stretch or shorten.*) Where, do you think, such a creature could belong? Why did the creature show annoyance at Jane's suggestion that they should take it home? (*The creature had heard her earlier comment that it could be a snake. Now when it heard her asking if they could take it home, even without so much as asking if that is what it wanted, it expressed annoyance.*) How would you describe the Psammead's temperament? (*The Psammead was easily annoyed. It showed indignation when asked if it was afraid as it expected the children to be afraid*)

of it, rather than the other way round.) Why was the Psammead pleased with Robert? (He flattered it by saying it was the most wonderful creature he had ever seen.) Why did Robert say nice things to the Psammead? (He wanted to get to know it better and this was the way he could keep it from going back into its hole.) What did the children learn about the Psammead? (It had lived with other Psammeads for thousands of years but most of its kind had died of cold when water entered the moats that children built around the sand-castles they built for the Psammeads.) How do we know the Psammead was sad when he spoke about other Psammeads? (It bowed its head and its whiskers drooped.)

“Please stay!”...as a desert.

Ask students:

Why did it say it had already granted a wish? (While pleading with it to come out of its hole, Anthea had earlier said, ‘I wish you would.’ And it had emerged saying, ‘Oh well, if that’s your wish.’ So it thought it had already granted a wish.) What wish did Anthea ask the Psammead to grant her and Jane? Why did the Psammead say Anthea was a kind girl? (She was worried that it might hurt itself while puffing itself out to grant her wish. The Psammead was touched when she asked if it was hurting.) How do we know the children did not like looking more attractive than they used to be? Why did the Lamb protest when the children tried to carry him home? (He could not recognise the pretty faces as those of his siblings.)

When they reached... And they never have.

How did Martha respond to the children when they returned home? (She did not recognise them when they came home with Lamb. She thought some strange children were playing a trick on her, instigated by the Lamb’s siblings. She sent them away threatening to punish those who were behind this game.) What did the children do until the spell wore off? (They were too tired and hungry to do anything but rest under a hedge until sundown when the spell wore off and they could go home again.) Why was Martha willing to let the children in when they came again in the evening? (They looked the same as before and she only thought they had come

home late from playing.) How did the children explain to Martha the reason for their delay in coming home? (They said they had been detained by the children with beautiful faces and could only get away that evening.) Why did they not narrate their adventure to Martha? (They were too tired and hungry to do anything but eat the delicious supper she set before them. Perhaps, they knew she would not believe their story; it might sound too far-fetched. And, in any case, they had learnt their lesson to be happy as they were.)

Discuss:

How does this fit in as fantasy story?

Appreciating the Text

As a fantasy, this excerpt from a story has:

- an alien as a main character interacting with a group of children. The alien looks strange as a fat, furry brown creature about the size of a large cat, with arms, legs, feet and hands like a monkey’s, long whiskers and pointed ears like a bat’s but with eyes on stalks, like a snail’s horns, that it could stretch or shorten. It describes itself as a sand-fairy and calls itself a Psammead. It is surprised that the children do not know about Psammeads. The alien has the magical power to grant them wishes and makes them more attractive
- an adventurous plot with a mystery in it. The children have an adventure when they meet the mysterious Psammead in the gravel-pit where they planned to build a sand-castle. The adventure is when the Psammead grants the children their wish to become more attractive.

Characterisation: The story revolves around the Psammead. It is portrayed as a grumpy yet relenting creature, as we see when it gives in to the children’s requests easily. It gets annoyed when it hears silly comments, especially from Jane and wastes no time reacting to it. It misses its fellow Psammeads that have died and expresses how lonely it is. It comes across as a likeable creature.

Post-reading

Discussion

- What would you wish for if the Psammead were to grant you a wish?
- How does it help us to be content with what we have and to make the best of it?

Grammar and Usage

reflexive pronouns and emphasising pronouns

Ask students to imagine standing in front of the mirror.

Ask students:

What does a mirror do? (reflect)

What do you see? (a reflection)

The mirror reflects an object directly before it.

Write these words on the board: *my, your, him, her, it, our, your, them*. Ask them under which grammatical category would they put these words. (*Pronouns*) Take it further.

Ask students:

If my stands in front of the mirror what would the mirror reflect? (myself)

Ask them to name all the other pronouns the same way. Remind them that some pronouns are plurals. Write all the reflexive pronouns on the board including *oneself*. Explain that they refer back to the same person or thing. *What do we call these pronouns? (Reflexive pronouns)*

Explain that in such sentences the subject and the object are the same person or thing.

Example: *I cut myself while using a knife. / The creature dried itself in the sun.*

Ask students:

Who is responsible for the action?

Who did it to the subject? (*The subject himself / herself / itself*)

Can you identify the subject in the sentences? (*I / The creature*)

Can you identify the object in the sentences? (*myself / itself*)

Explain that we use reflexive pronouns when the subject does something to himself / herself / itself.

Point out that we do not use a reflexive pronoun after verbs which describe things people usually do for themselves, such as wash, brush, dress, eat and so on. *She washed herself. × / Jai dressed himself and got ready to go to school. ×*

Reflexive pronouns used for emphasis or emphasising pronouns:

Give them the following situation.

You bring a cake that you baked, to school. Your friend asks you if your mother made the cake or you bought it from a shop. How will you respond? (*I made the cake myself.*)

You emphasise the fact. So, such reflexive pronouns that are used for emphasis are called **emphasising** or **emphatic pronouns**.

Reflexive pronoun	myself yourself himself herself itself ourselves yourselves themselves	It refers back to the subject of a sentence	Example: I hurt myself.
Reflexive pronouns used for emphasis	myself yourself himself herself itself ourselves yourselves themselves	Emphasises the noun or pronoun in a sentence	She made this painting herself.

Words in Use

collocations

Write these words on the board:

take a break ; take advice; take rest; take care

Explain with the help of these words that collocations are a combination of two or more words that are used together as an expression which convey a specific meaning.

Brainstorm with class for more collocations.

Writing

mini biography

Explain that a biography is a written account of a person by someone else.

Encourage students to work in pairs and write a few details about their partners. Let them then share the information with the class.

Ask students to map the biography with the help of the answers to the following questions.

General Details

Name of the person

Where are they from (country, state, region)

What you know about them (hobbies and other interests)

WORKSHEET

FIVE CHILDREN AND IT

GRAMMAR

Name of Student: _____

Class: _____

**Complete these sentences with a suitable reflexive or emphasising pronouns.
Then, write R for reflexive and E for emphasising pronouns.**

1. Mini considers _____ the best student in the class. _____
2. I hurt _____ on a sharp rock. _____
3. They mended the roof _____. _____
4. You and your sister must solve the problem _____. _____
5. They packed the gift _____. _____

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VOCABULARY

Make sentences of your own with the following collocations.

take charge of take a while take an interest take care

WORKSHEET

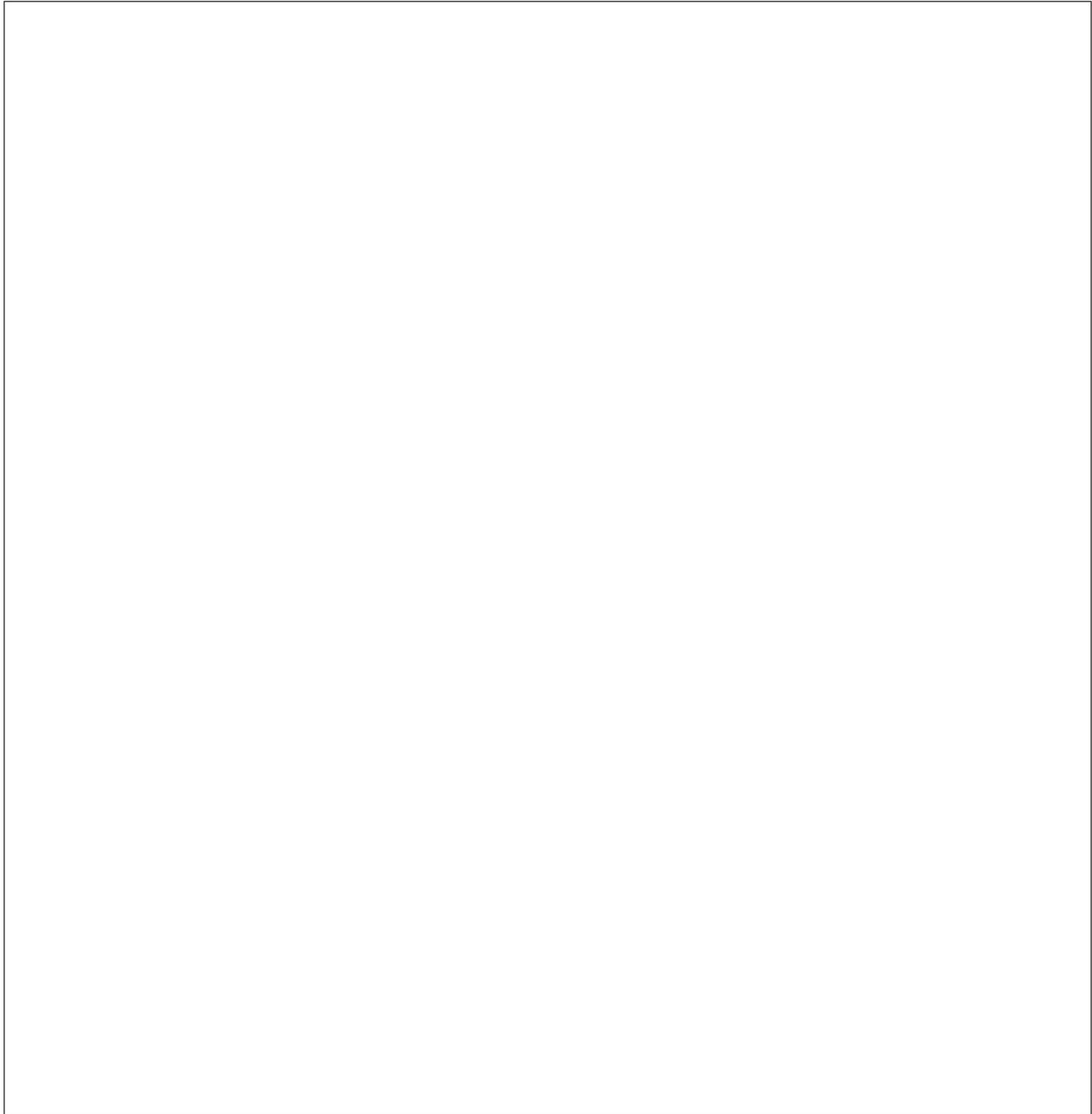
FIVE CHILDREN AND IT

WRITING

Name of Student: _____

Class: _____

Write a mini biography of Ivan as you have read about him in the earlier chapter.
You may refer to the text for details.



ANSWER KEY TO THE WORKSHEETS

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Answer key to the grammar worksheet

1. herself – R 2. myself – R 3. themselves – E 4. yourselves – E 5. themselves – E

Answer key to the vocabulary worksheet.

Free response

QUESTION BANK WITH ANSWER KEY

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1. Read the lines and answer the questions.

Each of them was looking at three astonishingly beautiful faces. It was like looking at strangers. If it hadn't been for their clothes, they wouldn't have known each other.

- Who are the characters that are being referred to?
- How did their appearance change?
- How did the baby react on looking at them?
- What trouble did this situation get them into?

Answers:

- The characters are the four children, Cyril, Anthea, Robert and Jane .
- The sand fairy, Psammead, had granted them their wish to look very beautiful
- The baby started howling. When the children tried to pick him up, he refused to go to them and started fighting and kicking.
- Martha refused to let them inside the house as they looked different.

2. Answer in brief.

- How did the children come across the sand fairy, Psammead?

The children had come outside to build a sandcastle in a big gravel pit. While digging to build the sandcastle, they came across the strange looking creature, which they later discovered to be a sand fairy which could talk.

- How did the sandcastles made by children affect the Psammeads?

The Psammead said that when the children built sandcastles on the beach for them to live in, they would also dig moats around them which would allow the sea to rush in and make the Psammeads sick. The delicate Psammeads caught a cold because of that and died.

3. Answer in detail.

Why did Martha refuse to let the children in? How did the children get back their original look and what explanation did they give Martha for being late?

Martha did not recognise them as they looked very different from their original selves and chased them away thinking they were pranksters. The spell wore off at sunset and the children looked themselves again. They then marched back home and told Martha that some horrible children had stopped them from coming home and that they could return home only after they left.

4. Think and answer.

Is the Psammead a good or bad character in the story? Explain why you think so.

Suggested answer: The Psammead appears to be a good character as it does not harm the children in anyway. On the contrary it agrees to come out of hiding when the children plead with it and even grants them a wish. The little outburst of temper could only be because it is all alone and is vary of people.

STUDENTS' BOOK ANSWER KEY

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Understanding the Text

- A.**
1. The five children were building a sandcastle in a big gravel pit, when they suddenly saw the sand-fairy.
 2. The sand-fairy said it was a Psammead. It was about the size of a large cat but with arms, legs, feet and hands like a monkey's, long whiskers and pointed ears like a bat's. Its eyes were on stalks, like a snail's horns and it could stretch or shorten them. It had a husky voice.
 3. The children's second wish was to become beautiful but they were not happy when the wish came true. They felt they looked strange and completely different. They would not have been able to recognize each other, if not for their clothes. They thought they liked each other the way they originally were. Robert said that the girls looked like silly greeting cards, which meant that they looked too bright and beautiful in an unnatural way.
 4. Martha did not believe the children because they looked so different that she could not recognise them. When Martha sent them away, they began to wander down the lane. Finally, they sat down under a hedge and fell asleep there.
 5. After the sun had set, they children changed back to their normal selves. So when they came back home this time, Martha let them back into the house.
- B.**
1. a. The Psammead is talking to the children.
b. It sounds annoyed because the children did not recognise it. It was as though the Psammead expected everyone to know about it and recognise it.
 2. a. When the author says that the Psammead's head and whiskers drooped, he means that its face suddenly became dull and he looked sad.
b. The Psammead felt sad remembering the other Psammeads who had died.

3. a. Jane says this to the Psammead.
b. Jane is asking the Psammead for another wish. No, children get wishes granted only fairy stories. When the Psammead tells the children that it is a sand-fairy, they get curious and ask if it can grant wishes like a real fairy. The Psammead says that it just now granted their wish by coming out of its hole. So Jane asks the Psammead if it can grant another wish.
4. a. Robert says Jane and Anthea looked like silly greeting cards.
b. This means that they looked too pretty in an unnatural way.
5. a. Anthea says this to Martha.
b. When the children go home the first time, Martha does not let them in, thinking that they were strangers. After the sunset, when the magic wears out, the children come back home and this time Martha lets them in. She tells them that earlier there were some children who tried to get into the house. Anthea goes with the same story and says that those children had in fact stopped them from going back home and that they had to run away from them. Anthea says this maybe because she thinks Martha will scold her or because she thinks Martha will not believe her if she tells her about their adventure with the Psammead.

Appreciating the Text

1. a; d; e (answers may vary)
2. fantasy

Grammar and Usage

- A.** 2. It 3. you 4. hers 5. Those
6. They 7. it 8. mine
- B.** 2. ourselves 3. themselves 4. yourself 5. himself 6. myself
- C.** 2. yourselves 3. ourselves 4. himself 5. herself 6. oneself

Words in Use

1. take cover 2. take a while 3. take steps 4. takes my breath away
5. takes an interest in

Listening

Listening Text

The people who live near the mountains of Nepal often talk about a strange creature that lives there. This wild creature is called the yeti. It is white and hairy and they say it moves very fast. No one has ever seen a yeti standing still. Its white hair helps it to hide in the snowy mountains. Many mountain climbers say they have seen the yeti in the mountains of Nepal and other countries. They have seen footprints of the yeti in the snow. One photographer even took a photograph of a footprint. Scientists too have searched caves and rocks in the Himalayan mountains for hundreds of years. They found clumps of rough white hair. They found the bones of a hand trapped in ice for hundreds of years. But they could not find a single yeti. So the yeti remains a mystery. Some people say the yeti is not real. But many others believe that the yeti is real. Someday, someone may just be able to catch a yeti!

1. ✗ 2. ✗ 3. ✓ 4. ✓ 5. ✗ 6. ✓

Writing

The Psammead is a sand-fairy. It is about the size of a large cat but with arms, legs, feet and hands like a monkey's, long whiskers and pointed ears like a bat's. Its eyes are on stalks, like a snail's horns and it could stretch or shorten them. It can grant wishes just like a fairy. There are just a few more Psammeads alive now. That is because the children used to build castles on the beach for the Psammeads to live in. But they would dig moats around them and that sea would rush in. The Psammeads are so delicate that if they get wet, they catch a cold and die.