

# 5

# A Day to Remember



## Warm up

Close your eyes for a moment and think of a day that was important in your life.

What happened on that day?

Why is that day special to you?

Take turns to share your memories in class.

Let's read a story about a memorable day in the life of Helen Keller.



The most important day I remember in all my life is the one on which my teacher came to me, three months before I was seven years old.

That afternoon, I guessed **vaguely** from my mother's signs that something different was about to happen. I went to the door and waited. I felt **approaching** footsteps. I stretched out my hand. Someone took it and held me close. It was my new teacher, Anne Sullivan.

The next day she gave me a doll. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l." I was at once interested in this fingerplay and tried to **imitate** it. When I finally made the letters correctly, I felt happy and proud. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in **imitation**.

**vaguely**: in a way that is not detailed or exact  
**imitate**: to copy somebody or something

**approaching**: moving near  
**imitation**: the act of copying somebody or something

In the days that followed I learned to spell many words, among them *pin*, *hat*, *cup* and a few verbs like *sit*, *stand* and *walk*. But my teacher had been with me several weeks before I understood that everything has a name.

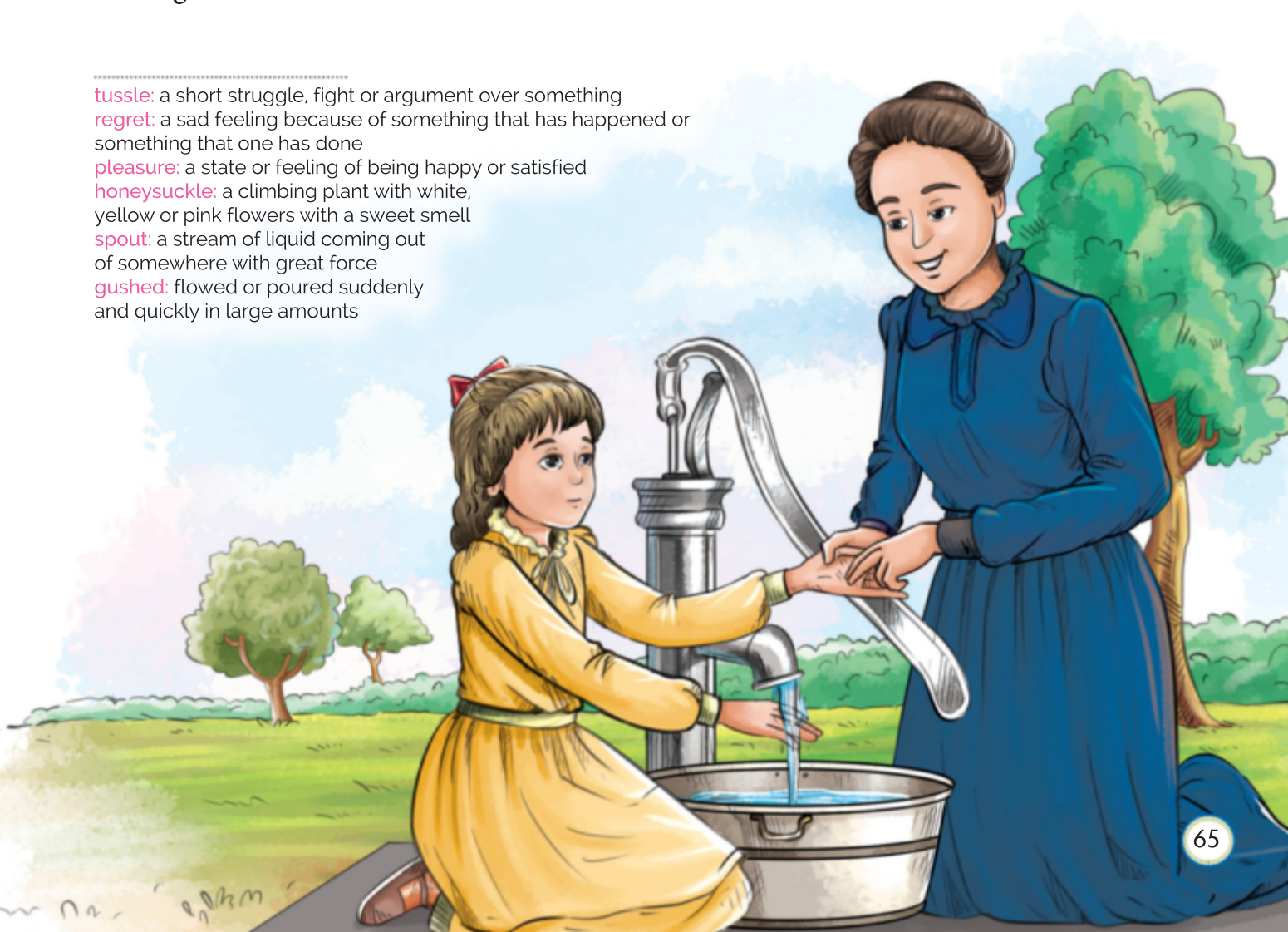
One day, we had had a **tussle** over the words “m-u-g” and “w-a-t-e-r.” Miss Sullivan had tried to teach me that “m-u-g” is *mug* and that “w-a-t-e-r” is *water*, but I kept confusing the two. I became annoyed at this and smashed the doll upon the floor. I was delighted when I felt the parts of the broken doll at my feet. Living in my silent, dark world, I felt no sadness or **regret**. My teacher brought me my hat, and I knew I was going out into the warm sunshine. It made me hop and skip with **pleasure**.

What impression do the words 'silent' and 'dark' give you?

We walked down the path to the well-house. I could smell the **honeysuckle** on its walls. Someone was drawing water from the well, and my teacher placed my hand under the **spout**. As the cool stream of water **gushed** over one hand, she spelled into the other the word *water*. She did this slowly at first, then rapidly. I stood still, my attention fixed upon the feel of her fingers moving.

How could Helen tell that they were near the well-house?

**tussle**: a short struggle, fight or argument over something  
**regret**: a sad feeling because of something that has happened or something that one has done  
**pleasure**: a state or feeling of being happy or satisfied  
**honeysuckle**: a climbing plant with white, yellow or pink flowers with a sweet smell  
**spout**: a stream of liquid coming out of somewhere with great force  
**gushed**: flowed or poured suddenly and quickly in large amounts



Suddenly, I had a **vague** understanding, and somehow, the mystery of language became clear to me. I knew then that "w-a-t-e-r" meant the wonderful cool something that was flowing over my hand. Understanding that living word thrilled me, making me feel hope and joy. I felt free! There were **barriers** still, it is true, but they seemed like something that could be **overcome** with time.

What do you think is the 'mystery of language' that Helen solved that day?

I left the well-house **eager** to learn. Everything had a name, and each name connected to a new thought. On entering the house, I remembered the doll I had broken. I felt my way and picked up the pieces. I tried to put them together. Then my eyes filled with tears; for I realized what I had done, and for the first time I felt regret and sadness.

I learned a great many new words that day. That night, I lay in my **crib** and thought of the joys the day had brought me, and for the first time I longed for a new day to come.

When she was five, Anne started suffering from trachoma, an eye disease, which left her partially blind. She studied at a school for the blind and soon after completing her studies, she became a teacher to Helen. How do you think Anne's own life helped her to be a teacher to Helen?

**Helen Keller** (1880–1968) was an American author, speaker and activist. She lost her sight and hearing at a young age but learned to communicate through sign language and Braille. Her first teacher, Anne Sullivan, taught her language, including how to read and write. Helen became the first deaf-blind person to earn a Bachelor of Arts degree in 1904. Her work for people with disabilities and her life story continue to inspire many around the world.



In this section, we will:

- remember details about the story.
- learn how to analyse the structure of a story. (C-1.2, 2.1, 2.2)

## Make connections

### Map the story

Answer the following questions based on the story.

1. A **narrative** is a story told in order or an account of connected events. Number these events from the text in the correct sequence to create a narrative.
  - a. Helen could not grasp the connection between words and things.

**vague:** not clear in a person's mind      **barriers:** problems, rules or situations that prevent someone from doing something, or makes it more difficult      **overcome:** to succeed in dealing with a problem      **eager:** very interested and excited by something that is going to happen or about something that one wants to do      **crib:** a child's bed with high bars around the sides



- b. Helen met Anne Sullivan.
  - c. Helen felt confused and angry.
  - d. Helen felt regret and sadness.
  - e. Helen learnt that everything had a name.
  - f. Helen got a doll from Anne.
  - g. Helen longed for a new day.
  - h. Helen threw the doll down and broke it.
2. A **personal narrative** is a story about something that has happened to you. It usually focuses on an event or a time in your life. 'A Day to Remember' is a personal narrative because
- a. Anne Sullivan tells Helen's story.
  - b. Helen's mother tells the story of Helen and Anne.
  - c. Helen tells her own story.
3. An **autobiography** is a story a person writes about their life. It is made up of many personal narratives. 'A Day to Remember' is taken from Helen Keller's autobiography *The Story of My Life*. Which of the following makes this text an autobiographical narrative?
- a. The author mentions personal thoughts and feelings about an event in her childhood.
  - b. The narrator of the story is the author.
  - c. The plot created by the author has events in sequence.

## Deep dive

Answer the following questions with reference to context.

1. *The most important day I remember in all my life is the one on which my teacher came to me, three months before I was seven years old.*

### RECALL

- a. Who is the narrator?
- b. How could the narrator guess that this day was important?

### INFER

- c. Why do you think the narrator says that the most important day of her life was the day her teacher came to her?

### ANALYSE

- d. From your reading of the story, what qualities do you think the narrator's teacher has?

2. *Understanding that living word thrilled me, making me feel hope and joy. I felt free!*

**RECALL**

a. What had happened that made the narrator feel like this?

**INFER**

b. Why does the author use the phrase 'living word'? Give reasons for your answer.

**ANALYSE**

c. What do you think of the way the narrator was taught the meaning of a word when she did not understand it at first?

d. How do you learn words that have challenging meanings?

## Read, reflect and write

1. Do you think Anne Sullivan was an inspirational figure to Helen? Give reasons for your answer.
2. Our feelings tend to change as we experience different events in life. What feelings does Helen experience through the course of the narrative?

## Integrate

People who are blind use a system of raised dots, called Braille, to read. Look up the Braille alphabet and numbers on the internet. Write your name and birthday in Braille.

## Word wall



## Feelings

Helen Keller describes the different feelings she had as she tried to learn words.

**Fill in the missing vowels to complete the A-to-Z chart of feelings. See if you can add more words to the list.**

**In this section, we will:**

- identify feelings and add them to the chart.
- make new compound words using the set of words given. (C-4.1, 4.2)

annoyed	br_v_	ch__rf_l	d_s_pp__nt_d	en_rg_t_c
f__rf_l	gr_mpy	h_ppy	irr_t_t_d	j_lly
k__n	l_zy	m_sch__v__s	n_rv__s	opt_m_st_c
pr__d	r_l__v_d	s_rry	thr_ll_d	ups_t
v_l__d	w_rr__d	exc_t_d	y_cky	z_sty

**Make sentences of your own using any five of the words from the list.**

## Compound words

The word **footsteps** is made up of two words: **foot** and **steps**.

Use the words in the box to form three compound words each.

One is done for you as an example.

Words like these that are made up of two words are known as **compound words**.

head rain back up water out class

airplane  
airport  
airtight

\_\_\_\_\_ bone  
\_\_\_\_\_ ground  
\_\_\_\_\_ pack

\_\_\_\_\_ mate  
\_\_\_\_\_ room  
\_\_\_\_\_ work

\_\_\_\_\_ fall  
\_\_\_\_\_ colour  
\_\_\_\_\_ melon

\_\_\_\_\_ date  
\_\_\_\_\_ hill  
\_\_\_\_\_ stairs

\_\_\_\_\_ bow  
\_\_\_\_\_ coat  
\_\_\_\_\_ fall

\_\_\_\_\_ grow  
\_\_\_\_\_ line  
\_\_\_\_\_ break

\_\_\_\_\_ phone  
\_\_\_\_\_ stand  
\_\_\_\_\_ light

## Grammar time



### Subject and predicate

Read these sentences.

- Helen Keller threw the doll.
- Helen and Anne walked to the well-house.

Sentences have two parts: a **subject** and a **predicate**.

In this section, we will:

- learn to identify the subject and predicate in a sentence.
- learn the rules of subject-verb agreement. (C-3.4)

The **subject** of a sentence tells us *who* or *what* the sentence is about.

Helen Keller

Helen and Anne

The **predicate** of a sentence tells us what the subject *does* or *is*.

threw the doll

walked to the well-house

In the sentences given below, circle the subjects and underline the predicates.

1. The Great Banyan is the broadest tree in the world.
2. Rabindranath Tagore composed the Indian national anthem.

3. Tigers can growl, roar, moan, snarl, chuff, hiss and gasp.
4. Four lions stand back-to-back on the Indian national emblem.
5. Mangoes contain lots of vitamins and minerals.
6. Peacocks eat fruit, berries, grains, insects and small animals.
7. The Ganges river dolphin lives in freshwater.
8. Dhyan Chand was one of the greatest hockey players.

## Subject-verb agreement: Matching nouns and verbs

Read the sentences given below.

- A **teacher** **teaches** students.  
**Teachers** **teach** students.
- **Helen** **spells** the words.  
**Helen and Miss Sullivan** **spell** the words.

A **teacher** **teaches** students.  
**subject** = teacher  
**verb** = teaches

Did you notice that the verb changes depending on the number of the subject? This is called subject-verb agreement.

### Subject-verb agreement

**ANCHOR  
CHART** 

**Subject-verb agreement** is a rule which states that the **subject** and **verb** in a sentence must **agree in number**. Singular subjects take singular verbs and plural subjects take plural verbs.



**Helen** **sits** on the grass.  
SINGULAR SUBJECT SINGULAR VERB



**Helen and Miss Sullivan** **sit** on the grass.  
PLURAL SUBJECT PLURAL VERB

This rule also applies to **helping verbs**.

**Helen** **is** *playing* with the doll.  
SINGULAR SUBJECT SINGULAR VERB

**Helen and Miss Sullivan** **are** *playing* with the doll.  
PLURAL SUBJECT PLURAL VERB

The *main verb* remains the same when we use a **helping verb**.

**subject** = Helen/Helen and Miss Sullivan  
**helping verb** = is/are  
**main verb** = playing

## 1. Circle the verbs that agree with the nouns in these sentences.

- Bees like/likes honeysuckle flowers.
- The queen bee lay/lays eggs.
- Grasshoppers make/makes music by rubbing their wings with their legs.
- A ladybird eat/eats more than 5000 other insects in a lifetime!
- Butterflies taste/tastes with their feet.
- Rhinoceros beetles is/are very large insects.
- One dung beetle drag/draws 1,141 times its weight – that's like a human pulling six double-decker buses!
- Insects has/have six legs, but a spider has/have eight.
- The Antarctic Midge is/are the only known insect species living in Antarctica.
- Monarch butterflies fly/flyes over 2000 kilometers to escape the winter cold.

Look at the **subject** carefully in the given sentences. Is the subject singular (one) or plural (many)?

The **book** **has** many pages.  
SINGULAR SUBJECT SINGULAR VERB

One book, even though  
it has many pages

The **pages** of the book **are** torn.  
PLURAL SUBJECT PLURAL VERB

Many pages, even though  
they come from one book

The **class** **is** quiet.  
SINGULAR SUBJECT SINGULAR VERB

One class, even though  
it has many students

The **students** in the class **are** quiet.  
PLURAL SUBJECT PLURAL VERB

Many students, even  
though they come from one class

## 2. Fill in the blanks using **is** or **are** to complete these sentences.

- The school hockey team \_\_\_\_\_ playing a match this afternoon.
- The players in the team \_\_\_\_\_ very good.
- The shelf of books \_\_\_\_\_ dusty.
- The books on the shelf \_\_\_\_\_ dusty.
- The travellers in the bus \_\_\_\_\_ tired.
- The bus full of travellers \_\_\_\_\_ driving up the hill.



# Pronunciation



## Syllable stress

When we say a word out loud, we put more **stress** on certain syllables. With words that end in **-ic**, we put more stress on the syllable just *before* the **-ic**.

Practise saying these words with stress on the correct syllable.

O/lym/pic	mu/sic	ge/o/graph/ic	mag/ic	pub/lic
gi/gan/tic	a/ca/dem/ic	e/ner/get/ic	a/pol/o/get/ic	vol/can/ic

# Write well

## Writing step-by-step instructions

This graphic organizer given helps you plan a 'How to' sequence. Use the template to write in your notebook how to do something step by step (for example, how to play a game, perform an experiment or make your favourite dish). Plan the details in sequence and write the instructions step-by-step. You can also add an illustration for each step.

### PLANNING A SEQUENCE

Introduction: \_\_\_\_\_

\_\_\_\_\_

First, \_\_\_\_\_

\_\_\_\_\_

Next, \_\_\_\_\_

\_\_\_\_\_

Then, \_\_\_\_\_

\_\_\_\_\_

Last, \_\_\_\_\_

\_\_\_\_\_

Conclusion: \_\_\_\_\_

\_\_\_\_\_

In this section, we will:

- listen to a poem and arrange the related illustrations in sequence.
- conduct and participate in an interview.  
(C-1.1, 1.2, 2.1)

# Listen and speak well



1. Listen to a fantasy poem about an elf and a dormouse and then sequence the illustrations to match the poem.



2. The poem gives us an imaginary account of an invention. Divide the class into groups. Within your group, choose an inventor to represent. The rest of the class will interview the group for five minutes. Then another group will take its turn as the 'inventor' and so on till all the groups have had a turn at being interviewed.

## Five tips

for conducting a good interview

Research and learn more about your subject.

Plan your questions carefully so that you get lots of interesting information in the time you are allotted.

Conduct your interview like a conversation with one question leading to another.

Listen carefully, and do not interrupt the speaker.

Be friendly and speak politely.