

A FUNNY MAN

Let us do these activities before we read.

Look around you for things or people that make you laugh. Write them in the bubbles given below. Share the reasons for your answers with your classmates and the teacher.

Things
I Find Funny





Let us read

One day a funny kind of man
Came walking down this street
He wore a shoe upon his head
And hats upon his feet.

He raised the shoe and smiled at me,
His manners were polite;
But never had I seen before
Such a funny sounding sight.

He said, "Allow me to present
Your Highness with a rose."
And taking out a currant bun
He held it to my nose.

I staggered back against the wall
And then I answered, "Well!
I never saw a rose with such
A funny looking smell."

He then began to sing a song,
And sat down on the ground;
You never heard in all your life
Such a funny feeling sound.

"My friend, why do you wear two hats
Upon your feet?" I said.
He turned the other way about,
And hopped home on his head.

NATALIE JOAN



Let us discuss

I Work in pairs. Identify the **true** statements. Check your answers with the teacher.

1. The poet says that she had never heard such an amusing song.
2. The funny man was quite ill-mannered.
3. The funny man wore two hats on his feet.
4. The funny man hopped on his head to reach home.
5. The funny man gave a rose to the poet.
6. The funny man smiled at the poet.

II Identify the words from the poem based on the meanings given. Share your answers with your classmates and the teacher.

1. a small seedless raisin – C _ R _ _ _ T
2. moved unsteadily – S _ _ G G _ _ _ D

III Complete the following sentences with a reason.

1. The tone of the poem is _____ because _____.
2. The rhyme scheme of the poem is _____; and it gives a _____ quality to the poem.
3. The poet has frequently repeated the word 'funny' in order to _____.

IV Choose the correct answer from the options given in the brackets.

1. The poem uses vivid imagery to create a _____ (humorous and nonsensical/ confusing but thought-provoking) scene.
2. The structure of the poem is in _____ (monologue/ dialogue) form.
3. The phrases 'sounding sight' and 'hopped home' are examples of _____. (alliteration/simile)

V Rewrite the following line from the poem in the correct order.

1. *But never had I seen before
Such a funny sounding sight.*

Sometimes, the poets change the word order (inversion) in a line in order to maintain a rhythm.



2. Why has the poet used phrases like 'funny sounding sight' and 'funny feeling sound' with reference to the funny man?

VI Can you think of any real-world situations where people do similar things for fun, entertainment, or performance? Share with your classmates and the teacher.



Let us think and reflect

I Read the extracts given below and answer the questions that follow.

1. *He said, "Allow me to present
Your Highness with a rose."
And taking out a currant bun
He held it to my nose.*

*I staggered back against the wall
And then I answered, "Well!"*



- Why does the funny man address the poet as 'Your Highness'?
- Choose a phrase from the extract which indicates a polite request.
- Choose the option which shows a 'currant bun'.



A. Image 1

B. Image 2

C. Image 3

D. Image 4

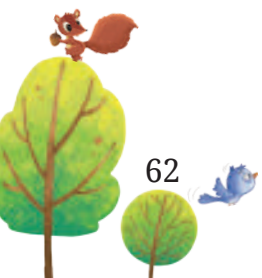
- Complete the sentence with an appropriate reason.

When the poet says, 'Well!', it expresses surprise. This was so because _____.

2. *You never heard in all your life
Such a funny feeling sound.*

*"My friend, why do you wear two hats
Upon your feet?" I said.*

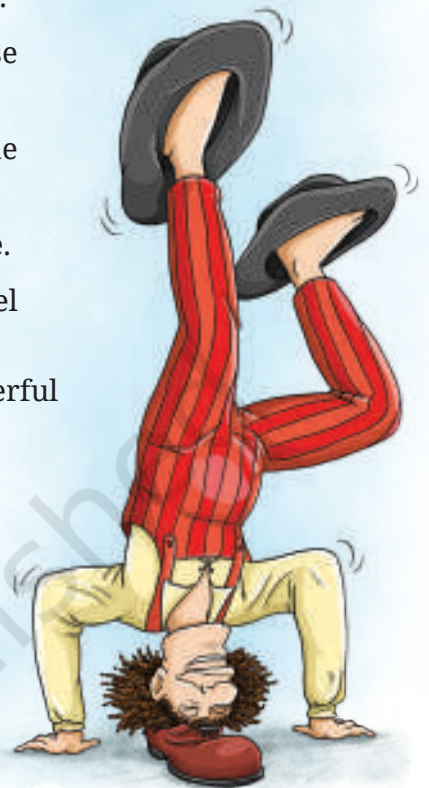
*He turned the other way about,
And hopped home on his head.*



- (i) Choose the line from the extract which tells us that the sound was unique.
 - (ii) Complete the sentence with an appropriate reason.
The poet calls the funny man 'my friend' because _____.
 - (iii) What does the reaction of the funny man to the poet's question tell us about him?
 - (iv) Choose the correct option to complete the sentence.
The last line of the extract makes the readers feel _____.
- A. dreamy B. impatient C. worried D. cheerful

II Answer the following questions.

1. Which character trait of the funny man was most appealing to you? Why?
2. The funny man does unusual things in the poem. How does it affect the overall mood of the poem?
3. What alternative title would you suggest for the poem? Give reason(s) for your choice.
4. Why do you think the poet has included dialogues in the poem?
5. What does the poet wish to convey by highlighting the unusual behaviour of the funny man?



Let us learn

Read the following phrases from the poem.

- walking down • taking out • sat down

These are phrasal verbs.

Phrasal verbs are combinations of a verb with a preposition or adverb that together function as a single unit. They often have meanings that are different from the individual words used alone. The same verb followed by different prepositions or adverbs conveys different meanings.





I Match the phrasal verbs in Column 1 with their correct meaning in Column 2.

Column 1

1. take up
2. take after
3. take in
4. take over
5. take off

Column 2

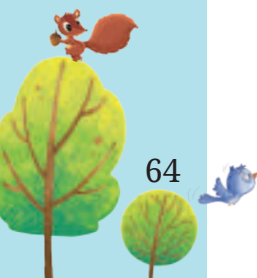
- (i) to understand or comprehend something
- (ii) to assume control or responsibility for something
- (iii) to begin to study, practice, or do something
- (iv) to become successful or popular quickly
- (v) to resemble or look similar to (usually a family member)

Now, fill in the blanks with suitable phrasal verbs from the table given in I. You may change the tense of the verb, if required.

1. The new technology is set to _____ traditional methods of communication.
2. I tried hard to _____ what the writer wanted to say but was unsuccessful.
3. Arjun decided to _____ painting as a hobby.
4. The smartphone quickly _____ the sales in the market.
5. Sheela _____ her father; they have the same smile.

II Match the verbs in Column 1 with any suitable adverbs or prepositions in Column 2. Write their meanings in Column 3. An example has been done for you.

Column 1	Column 2	Column 3
1. look	after, away, up, for, in, on, into, down, off, out	look after: take care of,
2. run		
3. put		
4. break		
5. call		



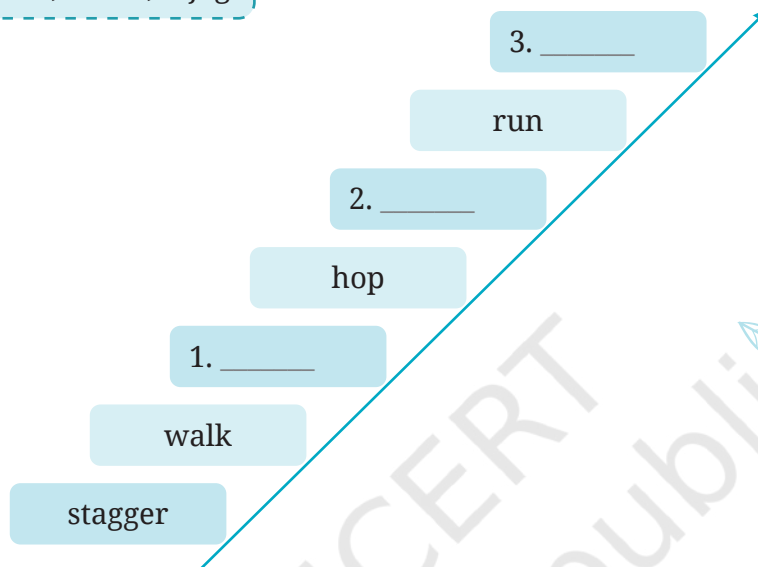
Now, frame sentences of your own using any five phrasal verbs.

III Read the following words from the poem.

walking, staggered, hopped

The given words denote the different ways of walking. Arrange the words given in the box in increasing order of pace.

sprint, trot, jog



Let us listen

I You will listen to a girl narrate a personal incident. As you listen, select the picture related to the narration. (Transcript for the teacher on pg. 88)



1.



2.



3.



4.





II You will once again listen to the girl narrate a personal incident. As you listen, arrange the events in order of occurrence.

- | | |
|---------------------------------|----------------------------------|
| 1. Ate lunch | 2. Took off shoes |
| 3. Put shoes in the room | 4. Laughed at the mistake |
| 5. Placed the plate in the room | 6. Prepared for the presentation |
| 7. Put the plate in the kitchen | |



Let us speak

Read the joke given below.

A man is talking to God.

The man says, "God, how long is a million years?"

God replies, "For me, it's about a minute."

The man asks, "How much is a million rupees?"

God smiles and replies, "It's less than a rupee for me."

The man quickly requests, "God, may I have a rupee?"

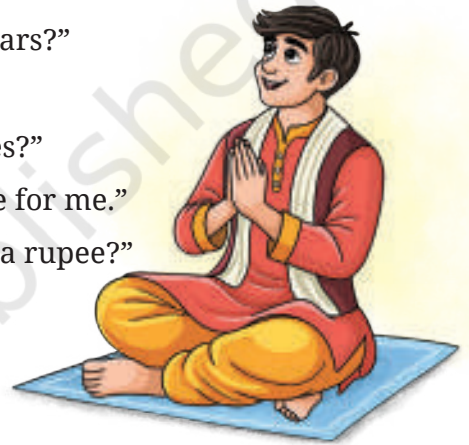
God promptly says, "Wait a minute."

Work in pairs and take turns to tell the joke.

Remember:

- Narrator's voice – your own voice (speak in a matter-of-fact manner)
- Man's voice – change to louder voice (speak with respect)
- God's voice – deep voice (speak in a pleasant tone)

Now, work in pairs to create a joke and tell it in front of the class.

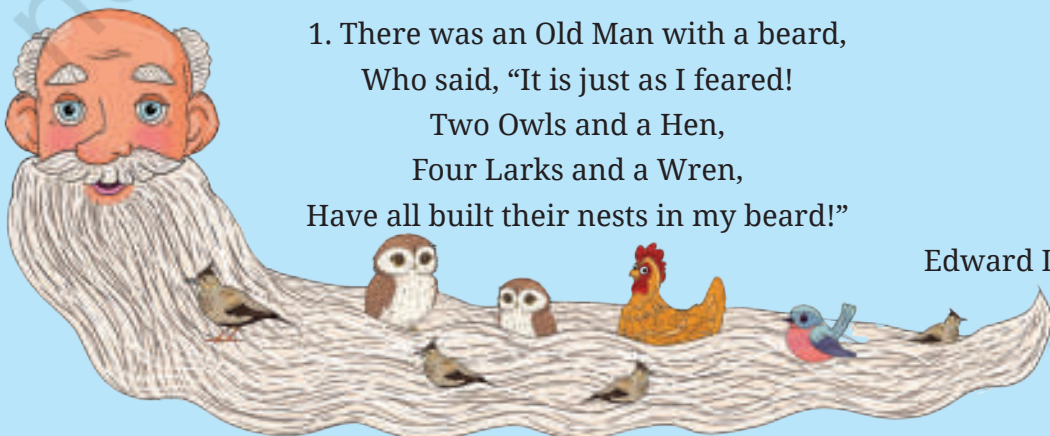


Let us write

I A limerick is a nonsensical and funny verse consisting of five lines. Study the limerick given below and identify the rhyme scheme.

1. There was an Old Man with a beard,
Who said, "It is just as I feared!
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!"

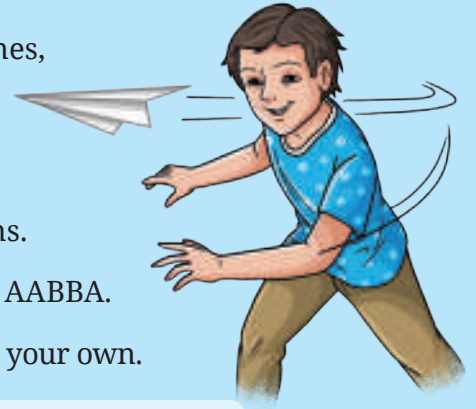
Edward Lear





Now, read another limerick

2. There were two friends in Bengaluru's lanes,
One loved books, the other flew planes.
They'd laugh and they'd play,
In their own unique way,
Creating stories and flying in dreams' trains.



Remember all limericks have the same rhyme scheme AABBA.

II Follow the structure given below and write a limerick on your own.

Line 1 : Introduction
of a person or place

There was a child from _____

Lines 2-4: A silly story

Who _____

She/He _____

Line 5 : An unexpected ending



Let us explore

I In ancient Indian literature and mythology, there are several humorous or funny characters who play important roles in the stories. These characters often represent wit, humour and mischief while conveying deeper moral lessons. Here are a few well-known funny characters:

Tenali Rama

Birbal

Mullah Nasruddin

King Vikramaditya and Betal

Take any story to read and share it with your classmates and the teacher.

II We can identify the acts of the funny man with certain modern-day activities that have playfulness, or unconventional behaviour. For example:

STREET PERFORMERS OR CLOWNS: Like the funny man in the poem, modern-day street performers or clowns often dress in unusual ways and do unexpected acts to entertain people.



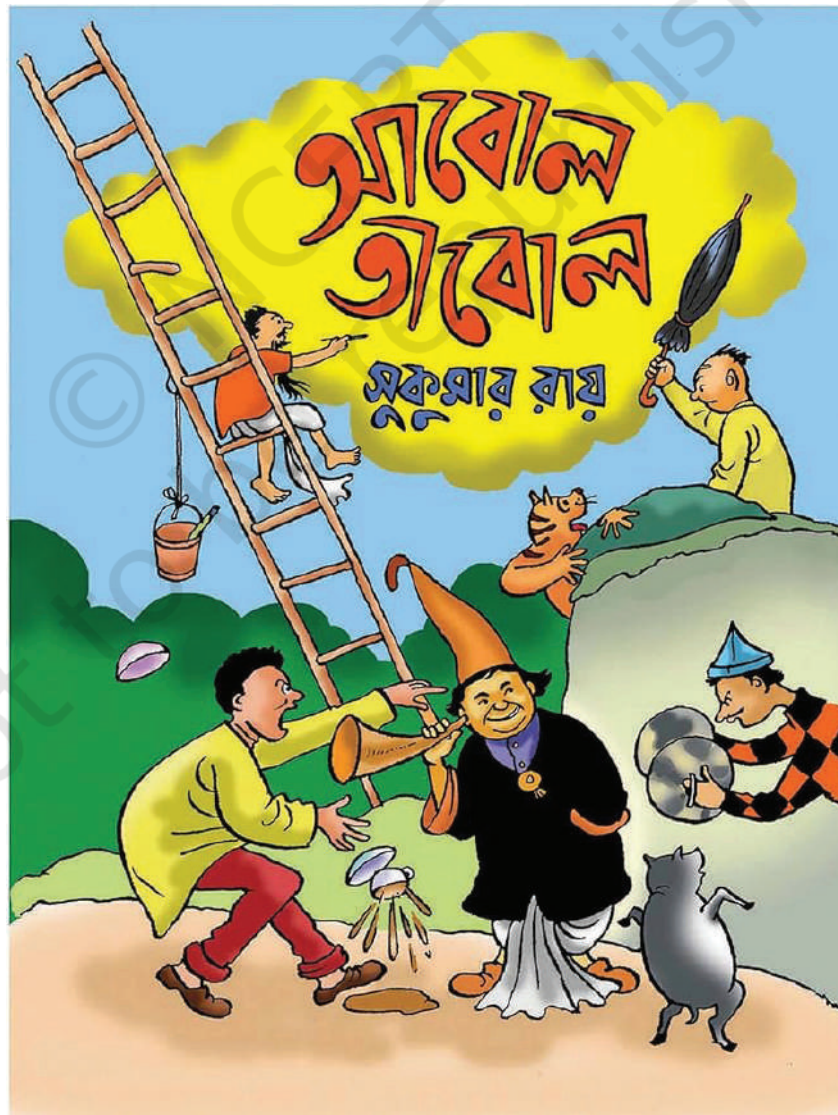
PERFORMANCE ART OR ABSTRACT THEATRE: The funny man's actions, such as singing a song and hopping on his head, resemble performance art or abstract theatre, where artists break conventional rules to create thought-provoking, often humorous experiences.

CHILDREN'S ENTERTAINMENT AND COMEDY SHOWS: The funny man's behaviour is reflected in children's shows to evoke laughter.

In these examples, the common theme is humour, imagination, and defying logic or expectation, which is exactly what the funny man in the poem represents.

III Sukumar Ray, an Indian poet and illustrator, wrote poems in a similar style in his book *Abol Tabol*.

You may also share a similar poem from your native language with your classmates and the teacher.



IV Read and enjoy the poem.

MY LOST PENCIL

Oh pencil, dear pencil, where have you gone?
I just had you here a minute at dawn!
You were sharp and perfect, ready to write,
Now you're missing—gone from sight!

Did you roll off my desk? Did you fall to the floor?
Did someone swipe you for sure?
It's always the same, I've lost fifty this year,
By the end of the month, they just disappear!

Next time, I'll tie you with tape or a string,
Because losing my pencils is a real thing.

