

USING STORIES FOR ACCESSING REAL LIFE LANGUAGE



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© Author

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Dedicated to

My family:

My parents

My husband and children



Foreword

Storytelling is an age-old tradition, part of almost every culture in the world. For centuries, the Bible with its parables has educated us about the right path of living. They are stories told by Jesus. Closer home, the Ramayan and the Mahabharat, the two Indian epics carry tales of experiences told and retold by people. In the past, stories from the Puranas attempted to make the masses aware of religious thoughts in simple language. Through the Vedic times and beyond, the older generations passed on traditional knowledge and wisdom to the younger generations essentially through stories. In later years, poetry on stories of mythological heroes, written in the layperson's language, during the Bhakti movement became very popular.

The book, *Using Stories for Accessing Real Life Language* is a compilation of stories with language learning activities given at the end of every story. *Using Stories for Accessing Real Life Language* has been the result of a research and material development project undertaken by the author with my students. The project was integrated in the course with a view to sensitizing every participant to research and to initiate them into material production.

Vandana Lunyal

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Introduction

Why Stories?

'Once upon a time...' magic words, which open the door into a new world where anything is possible because the normal rules of logic do not apply; worlds where children (of all ages) can let their imaginations loose in a framework of safe familiarity. And, once those words have been spoken, there must be few people who can resist the fascination as they are drawn deeper into the web of the story.

-Alan Maley

The power of stories is without doubt immense. Generally storytelling/ listening begins in the mother tongue but the power exerted by them is the same even in the other tongues.

For all teaching/learning, it is extremely important that the learners are motivated enough and the stories help to motivate them with a single phrase 'once upon a time.' The stories, few would disagree, have a universal appeal and familiarity to them is quite soothing to the children's mind due to which children follow the stories told even in the foreign language, though if they may not understand each and every word.

Language Awareness through Stories

Stories help children become aware of the general 'feel' and 'sound' of the foreign language. They are exposed to various language elements even if they don't need to actively use them. The experience enriches their reservoir of language and they can transfer it to their active use with very little effort on their part.

In addition to this, stories lend themselves to a lot of variation and offer opportunities for a variety of activities that could appeal to all senses as well as function as a stimulus to the mind. Stories therefore, help

the children to develop a positive attitude towards language and also develop their skills of predicting and guessing, which are essential for comprehension.

Minimizing Stress and Maximizing Learning

It is a fact that real learning takes place when the learner is not aware that s/he is involved in the process of learning; when s/he is not under any kind of pressure. The absence of any anxiety in a classroom situation leads to a lot of creativity in them, while the fear of making mistakes restricts not only their language but also the desire of using the language. It would not be out of context to recall that in the 1983 Prudential World Cup, the Indian Cricket Team went on to win the tournament. The Captain Kapil Dev had openly declared before the match, "We have nothing to lose." With this, he relieved his team of all the psychological pressure. This declaration was enough to bring out the best in all his players. This holds true in all types of skill acquisition and also using the skills acquired successfully.

Working on the skills of language through stories is seemingly one of the best ways of minimizing the psychological pressure on children. Stories not only offer a stress free environment in the class but also encourage fluency in all the skills, if dealt with effectively in the class.

Using Stories for Accessing Real Life Language

The conviction about the importance of stories as effective medium for developing the skills of language lead to the conception of the idea of developing teaching/learning material for children using children's literature.

Using Stories for Accessing Real Life Language is a collection of stories for children of ages ranging from 5 years to 15 years. These stories have been collected from various sources. All the stories in the book are followed by a 'worksheet' for students, which the teacher can easily photocopy and distribute among the students. The worksheet has a variety of exercises on vocabulary, grammar and also the language skills (LSRW). The book also has a list of difficult words taken from all the stories. For the benefit

of the teachers the words have been transcribed phonemically and their meanings are also provided. The teacher can easily use all this to facilitate learning in the class.

The book includes a write-up on "Storytelling For Developing Listening Skills". This write-up is quite relevant in the present context. We can promote all the four skills through storytelling but it is primarily 'listening' on which the whole activity of storytelling is based. Telling of a story, obviously, needs an audience or listeners. The article, under reference, lays emphasis on developing listening skills of students through various activities because listening is one such area that is very important but generally neglected by the teachers.

I expect that story reading and telling for language teaching will have a cascading effect and will result in many more similar efforts on part the trainees and other teachers who lay their hands on this book.

I feel great pleasure in saying that this book is a result of our collective efforts and total cooperation of the participants in delivering what was conceptualized.

Storytelling For Developing Listening Skills

Listening is not merely not talking.....it means taking a vigorous human interest in what is being told us. You can listen like a blank wall or like a splendid auditorium where every sound comes back faster and richer.

- Alice Duer Miller

Language skills are often broadly categorized as active and passive. While 'Listening' and 'Reading' are considered passive, 'Speaking' and 'Writing' are considered active. 'Listening' and 'Reading' are generally given peripheral treatment and are neglected in a language classroom and are considered as '**not talking**' and '**not writing**' activities respectively. It is an anomalous mindset that needs to be changed.

Any language development is considered to have taken place only if all the four skills are given their due importance. In order that listening gets its share of importance, we may ask ourselves the following questions.

- a. Do we listen or hear (when the other person speaks)?
- b. For how long can we listen?
- c. For how long do we listen?
- d. What do we listen to?
- e. What should the children listen to?
- f. What would they like to listen to?

The answers would be quite simple without any need for much research. Generally, a normal and healthy person can hear but not everyone is a good listener. Hearing is biological given but listening is not. It is acquired.

A person who listens attentively (with comprehension) to whatever is being spoken for a considerable period of time may be considered as a good listener. The listening span of a person is thought to be about 20 minutes but some people stop listening after 5 minutes only, if the matter does not concern their field or is uninteresting. The task of increasing the listening span of people if handled intelligently may not be a very difficult. It is common knowledge that people love a good story and can listen to a story for even longer than 20 minutes. All the mythical stories of the world have survived for centuries only by word of mouth. It was much later that they were scripted. They survived because these stories were told from one generation to the other. The popularity of the 'Ramayana' and the 'Mahabharata' could be easily ascribed to the inherent story element. Hence, it could be understood that adults also love stories. What is true of adults is more true in case of children. Without doubt, everyone is interested in what comes after the phrase, 'once upon a time' and also in the answer to the question, "what happened next?" The longer the answer, the more interesting it is.

Keeping the popularity of stories in mind, the teachers should try to utilize this as effective listening material for language teaching. They should give the children what they want, of course, interspersed with lots of short activities and at the same time making sure that the interest in the story is sustained. As teachers, they should make sure that the stories suit the mental level of the students. The stories could have in them a lot of repetition of structure, vocabulary or even events. The teachers being the best judges of the level of their students can reframe the stories and make suitable for their students. In this regard a story is being given as example. This story has been taken from '*Storytelling with Children*' by Andrew Wright. (1995: 14, 96).

Once a suitable story has been chosen the next step is to plan its telling. A storytelling session normally has three steps:

- Pre-telling-the stage of preparation before storytelling
- While-telling-the stage of actual storytelling, and
- Post-telling-the stage of winding up.

The while-telling stage is definitely the most interesting stage but the pre-telling and the post-telling stages are very important. These two stages, if punctuated with the right type and well-placed activities, can turn storytelling into a very fruitful language comprehension and language generation exercise.

Let's take the story 'Goldilocks and the Three Bears' into consideration for teaching basic language learners say class 3 students. Some interesting listening activities for all three stages can be thought of for this story.

Pre-telling

(The teacher can choose any two activities)

- I. Introduction of the three bears-big Papa bear, middle size Mamma bear, small baby bear and Goldilocks with pictures.
- II. The children can be given colourful jigsaw cutouts of Goldilocks, Papa bear, Mamma bear and the baby-bear. They listen to the teacher and put the jigsaws together (The teacher also pastes these pictures on the board and gives them spoken instructions in phrases to join the pieces.

A. Goldilocks

- i. a girls's face
- ii. golden hair, etc
- iii. Put them together as in picture

B. Papa Bear

- i. a big bear face
- ii. very big ears
- iii. big bear body
- iv. Put them together as in picture.

C. Baby Bear

Similar instructions substituting 'small' for 'big' may be given.

D. Mamma Bear

Instructions to make one more bear with the remaining parts may be given.

- III. The children can be given outline pictures of these characters for colouring.

The name of the colour could be mentioned on the worksheet.

OR

The children can be asked to listen to the teacher and colour the figures as per the spoken instructions.

- IV. The children listen to the instructions and label the colourful body of the bear, Example.

The teachers says: **Red-Ears**

The children write 'ears' for the red part

The teacher says: **Brown-Body**

The children label the brown part of the picture as 'body'

- V. Children can be taught to draw outline figures of the bears and Goldilocks and then be asked to draw them in different positions (actions verbs). The teacher can draw these positions on the board and then ask the learners to copy them –

- | | |
|------------------------|--------------|
| i. Walking | ii. Eating |
| ii. Sitting in a chair | iv. Sleeping |

(these pictures could be used in the while-telling stage also)

- VI. Different words in the story like breakfast, porridge, stairs, middle-size, bowl, broke, soft, hard, low, high can be explained to the children through pictures, realize, etc.
- VII. The concept of **'too'** (too hard, too soft, etc) **'just right'** may also be explained through classroom situation or presenting it verbally in a context.

While-Telling Activities

At least two or three tellings of the story may be done. However, the teacher could stop in between for some activities.

- I. The teacher may try to dramatize the story with the help of cutout pictures or outline pictures prepared for the pre-telling stage.
- II. The teacher may use voice-modulation for different characters.

- III. During the second telling, children can be asked to fill in a grid based on the characters, the sequence of events, important vocabulary, tec.
- IV. Another important recognition exercise can be done where the children get a worksheet in which human emotions like love, anger, happiness, surprise etc. are given in a table and the number of sentences in the story is also given with a blank in front of each number. The children listen to each sentence very carefully and write the emotion expressed in the sentence. If the sentence has no emotions, the children put a cross (x) in the blank.

Post-telling Activities

The post-telling stage is again very important as the children now know the story and it becomes easy for the teacher to practice the various elements present in the story. For example, in the story under reference, we find repetition of some sentences, structure, and words.

- A.
 - i. Somebody has eaten my porridge.
 - ii. Somebody has sat on my chair.
 - iii. Somebody has slept on my bed.
- B. It was too ... (hot, cold, high, etc.) to eat/to sit, etc.
- C. It was just right.
- D. Words: porridge, chair, bed, bowl, etc.
- I. The teachers can practice these structures in the class. After the practices, the teacher can transfer this to their classroom situation, which would help in developing some classroom language also.
- II. The teacher tells the story again with deliberate mistakes and the students correct the teacher.
- III. The teacher can also ask the students to think of one lesson that they get from the story. The children can be given the cue sentence.

We should/we should not...

If the children are unable to answer, the teacher can help them with various possibilities taking the vocabulary from the story itself:

...eat hot porridge.

...go into someone else's house.

...take permission before eating someone's porridge.

...take permission before going into someone's room etc.

- V. The teacher can help the children to enact the story.
- VI. The teacher can make pictures on the story and ask the students to arrange the pictures in a proper sequence.
- VII. The teacher can do various exercises based on the story. The teacher can choose from a variety of exercise like yes/no questions, true/false statements, matching statements, completion exercise etc.

To conclude, we could say that stories are very effective materials for development of language skills especially, the listening and speaking skills. Pedagogically speaking, motivation is the first step towards learning. In storytelling, the listeners don't need any external motivation as stories themselves are a motivating factor. Therefore, motivation pre-exists in the stories. The listening skill being the most neglected one needs to be nurtured with a lot of interesting material and as mentioned earlier, storytelling is not only highly interesting but also extremely motivating.

A word of caution as quoted in *Storytelling with Children* by Andrew Wright (1995:8).

If the teacher uses stories merely to introduce and practice grammar or particular lexical areas or functions, the children may lose their faith in the teacher and what she or he means by the word 'story'. When focusing on features of the language, be careful not to lose the magic of the story altogether.

The Story: Goldilocks

Once upon a time there were three bears a big Father bear, a middle-sized Mother bear, and a little Baby bear. The bears lived in a house in the middle of a wood.

One morning they made porridge for breakfast. Father bear poured the hot porridge into three bowls: a small bowl for Baby bear, a middle –sized bowl for Mother bear, and a big bowl for himself. But the porridge was too hot and the bears couldn't eat it. So they went for a walk in the woods while the porridge was cooling.

Just then a little girl called Goldilocks went into the bears' house. Goldilocks saw the three bowls of porridge. She tasted the porridge in the big bowl but that was too hot. She tasted the porridge in the middle-sized bowl but that was too cold. But when Goldilocks tasted the porridge in the little bowl and it was just right. She ate it all up.

Then Goldilocks saw three comfortable chairs. She sat on the big chair but that was too high. She sat on the middle-sized chair but that was too low. She sat on the little chair and that was just right but it broke into hundred pieces!

Next Goldilocks walked into the bedroom. She saw three beds in a row. She lay down on the big bed, but that was too hard. She lay down on the middle-sized bed, but that was too soft. She lay down on the little bed, and it was just right. Goldilocks fell fast asleep.

When the three bears came home to have breakfast Father bear said: 'Someone has tasted my porridge!'

Mother bear said: 'Someone has tasted my porridge!'

And Baby bear said: 'Someone has tasted my porridge and has eaten it all up!'

Then the three bears saw their chairs. Father bear said: 'Someone has sat in my chair!' Mother bear said 'Someone has sat in my chair!' And Baby bear said: 'Someone has sat in my chair and it's all broken!'

When the three bears saw their chairs. Father bear said: 'Someone has slept in my bed !' Mother bear said" 'Someone has slept in my bed!'

And Baby bear said; 'Someone has slept in my bed, and she's still there!'

The bears' voice woke up Goldilocks. She jumped out of bed and ran down the stairs and out of the front door fast as she could. And Goldilocks never went back to the three bears' house again!

THE RED AND WHITE COW



Peter was most excited because his father and mother had moved into the country from the town. How different it was ! There were green lanes instead of busy streets, big trees. Instead of tall chimneys, and such a lot of animals and birds to see.

There are thirsty two sheep in the fields and six little lambs!; said Peter to his mother.; and there are eleven horses at the farm, and I saw two goats this morning and about twelve ducks. I could not count them properly because they would not stay still. 'the hens would not stay still either'. 'What about the cows?' said his mother?' Have you counted those?'

'I do not like the cows, ' said Peter. 'They have big horns and they roar at me.' 'Oh, no', said his mother. 'Lions roar. Cows only moo.' 'Well, it sounds just like roaring to me', said Peter. 'I do not like the cows at all. They are my enemies.' 'They are very good friends!' said Mother, and she took down a jug of milk. She poured it out into a mug and gave it to Peter. He drank it.



'So that came from the cow, did it?' he said. 'Well, it was simply lovely!' At dinner time Mother put down a dish of stewed apples for Peter. He looked round for the custard that mother usually made for him. There was not any. 'The cow has sent you this present instead!' said Mother-and she gave him a dear little jug full of thick cream. How delicious it was! Peter poured it all over his apples. They tasted much nicer than usual. 'So that come from the cow too!' said the little boy. 'Well, it must be a very kind animal!' At teatime Mother put the loaf of bread on the table. Peter was surprised. Usually there were slices of bread and butter. Present from the cow again! She said, and laughed, 'You can spread your present yourself on slices of bread for a treat!' Goodness me!' said Peter. 'What a nice friendly creature the cow is! I will not hate it any more or be frightened of it.' 'I should think not!' said Mother. 'Look, Peter the cow has sent me a present too!' Mother lifted up the lid of the cheese-dish, and underneath Peter saw a big lump of orange-coloured cheese. Mother cut herself a piece, and said it was delicious.

'I shall go and stand on the gate that leads to the cow fields and say think you to the cows!' said Peter. 'I did not know they were so kind!' And now he is not a bit afraid of them, and he like them very much. He says they are his friends, not his enemies. What do you say?

(Source: *Five O'clock Tales*, by Enid Blyton)

VOCABULARY

Exercise 1.

Fill in the blanks. Select suitable words from the story. The paragraph number is given at the end of each sentence.

1. Peter was _____ because his parents had moved to the countryside. (para1)
2. Cows moo and lions _____. (para 3)
3. Cow sends us a lot of _____. (para 3)
4. The cream was very _____. (para 4)
5. She prepared a cup of tea and she _____ it into a glass. (para 4)
6. He always takes _____ in his breakfast. (para 4)

Exercise 2.

Choose sounds of animals from the given box. Write in the given blank. Two examples are given below.

A cow _____. [moos]

A dog _____. [barks.]

- | | |
|-----------------------|-----------|
| 1. A horse _____. | quacks. |
| 2. A sparrow _____. | crows. |
| 3. A goat _____. | neighs. |
| 4. A crow _____. | chirps. |
| 5. A duck _____. | trumpets. |
| 6. A lion _____. | roars. |
| 7. A cock _____. | bleats. |
| 8. An elephant _____. | caws. |

GRAMMAR

Exercise 1.

Fill in the blanks with the words given below.

Lifted up, put down.

1. A woman _____ a glass on the table.
2. David _____ the bag on the table.
3. He _____ his baggage and left for the railway station.
4. She _____ her books from the shelf.
5. Please _____ your suitcase and relax.

LISTENING

Exercise

I will tell you the story once more (second telling). Please listen to it carefully and write the names of the people/animals from the story. The first two letters of each word are given.

Examples: co _____ cow

He _____ hen

- | | | |
|-------------|-------------|-------------|
| 1. Li _____ | 2. Go _____ | 3. ho _____ |
| 4. la _____ | 5. Sh _____ | 6. pe _____ |
| 7. du _____ | | |

SPEAKING

Exercise

Listen to the story (second telling) and tell your partner about all the presents that we get from the cow. You can also add a few from your side.

Example: A cow gives us milk.

1. _____ gives _____ delicious cream.
2. _____ butter.
3. _____ cheese.
4. _____ curd.
5. _____.
6. _____.

READING

Exercise I

Read each sentence. If it is correct write "yes" or if it is not correct then write "no" in the space provided.

1. Peter's family moved from country to town.

2. A cow roars.

3. A cow gives us a lot of presents.

4. At the end, Peter dislikes the cow.

5. Peter's mother says that butter is a delicious thing.

Exercise 2

Read the story and answer the following questions.

1. What is the name of the boy in the story?

2. Where did the boy and his family come from?

3. Who gives us milk?

4. What does the boy say about the cow at the end of the story?

WRITING

Exercise 1

Read the story and pick up all the sentences on "cow" and write them in your notebook. Some hints are given in the box.

Example: Cows moo. They have big horns.

presents, milk, kind animal, friendly creature, delicious things

1. A cow gives us _____.
2. It must be a very _____.
3. Cow sends us a lot of _____.
4. We can make many _____ from the cow's milk like custard, cream, butter and cheese.
5. A cow is a _____.

Exercise 2

Now fill in the blanks using the above information.

1. A cow is a _____ animal.
2. Cow sends us a lot of _____.
3. It gives us _____.
4. We can make many _____ from cow's milk like custard and _____.
5. Though it has big _____, we should not be afraid of it.
6. It is a friendly _____.

Now remove the numbers and put the sentences above in a paragraph form.

INTEGRATED SKILL PRACTICE

Exercise

[Reading, Writing, Vocabulary & Grammar]

Have you seen a buffalo? How does it look like? Read Exercise 2 in the writing section. Write 5 sentences on a buffalo. You can use the following words/ phrases.

- | | | |
|-------------|-----------|----------------|
| 1. domestic | 2. black | 3. milk |
| 4. butter | 5. cheese | 6. round horns |

THE LITTLE RED HEN

Once upon time, a red hen lived in a farmyard.

One day the little red hen found some grains of wheat. She took them to other animals in the farmyard. "Will you help me to plant these grains?", asked the little red hen.

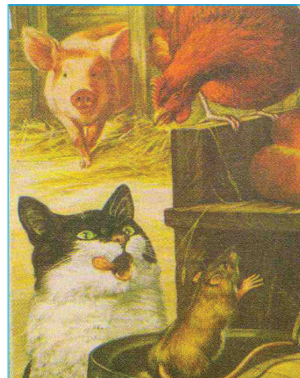
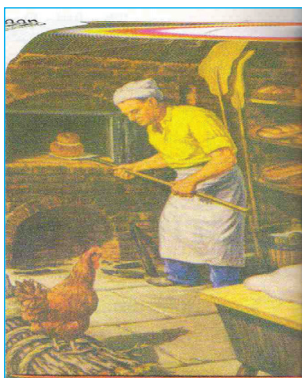


"Not I", said the cat. "Not I", said the rat. "Not I" said the pig. "Then I shall plant the grains myself", said the little red hen. So she did.

Every day the little red hen went to the field to watch the grains of wheat growing. They grew tall and strong. Now the wheat was ready to be cut. So she went to the other animals in the farmyard. Little red hen requested them, "Who will help me to cut the wheat". Said the cat, "I will not". Said the pig, "I will not". "Then I shall cut the wheat myself", said the red hen. So she did. "The wheat is now ready to be made into flour", said the little red hen to herself as she left off from the yard. "Who will help to take the wheat to the mill, to grind it into flour", asked the little red hen.

"I will not", said the cat.

"I will not", said the rat. "I will not", said the pig. "Then I shall take the wheat to the mill myself", said the little red hen. So she did. The little red hen took the wheat to the mill and the miller ground it into flour.



When the wheat had been ground into flour, the little red hen took it to the other animals in the farmyard. "Who will help me to take this flour to the baker, to be made into bread", asked the little red hen.

"I will not", said the cat. "I will not", said the pig. "Not I", said the rat. "Then I shall take the flour to the baker myself", said the little red hen. The little red hen took the flour to the baker and the baker made it into bread.

When the bread was baked the little red hen took it to other animals in the farmyard. "The bread is now ready to be eaten", said the little red hen. "Who will help me to eat the bread?" "I will", said the rat. "I will", said the cat. "I will help you Madam", said the pig.

"No, you will not", said the little red hen. "I shall eat it myself." So she did.

(Source: Lady Bird Series)

Poetry Reading

Exercise

Read the following poem loudly in your groups, one by one.

Time: 15 Minutes

THE LITTLE RED HEN

*Little red hen found some grains and bend its knees.
I wish to plant it, will you help me please.
"Not I", said the cat. "Not I", said the rat
And all these refused.
"I shall plant", said the hen, while you may muse.
I wish to cut the crop. Help me please.
"I will not", "I will not", said they with ease.
"I shall cut it" said the hen, you go where you please.
So she did, now your help please, for grinding need.
"I will not", "I will not", once again they refused.
Now she did. Took the flour from the mill.
Now take to the baker, who will?
"Not I", "Not I" once again they refused.
Then I shall take it to the baker too.
Now bread is ready to eat, will you?
"I will help you", said the cat.
"I will help you", said the rat.
Said the pig, "Madam I will help with ease".
No, you will not, now, relax please.
I shall eat it, you may dance on your knees.*

Jawid Iqbal Malik

VOCABULARY**Exercise**

Fill in the blanks taking the words from the story.

1. She found the wheat in the _____.
2. She planted the wheat in the _____.
3. She ground the wheat in the _____.
4. She baked the flour in the _____.

GRAMMAR**Exercise**

Fill in the blanks by picking the correct word from the brackets.

1. The red hen _____ some grains of wheat. (find, found)
2. She _____ the grains herself. (planting, planted)
3. She _____ the flour to the baker. (took, take)
4. The baker _____ it into bread. (make, made)
5. The red hen _____ the bread herself. (eat, ate)

LISTENING**Exercise**

Listen to the story (second telling) and correct the statements that are incorrect and rewrite them in the space provided. (Teacher to tell the story once again)

1. The little red hen drops grains of wheat in the farmyard.

2. The pig watched the field. These grew tall.

3. The rat helps to cut the wheat.

4. The little red hen takes the wheat to the mill.

5. The cat makes the bread of the flour.

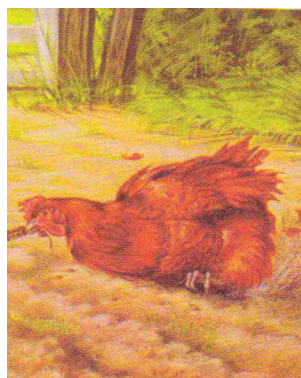
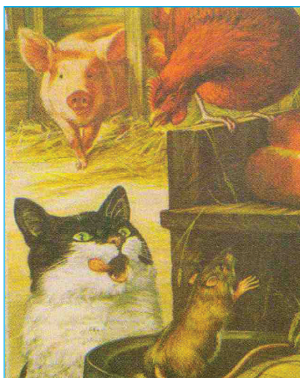
6. The little red hen eats the bread herself.

SPEAKING

Exercise

The students will work in pairs or in separate groups.

Look at the following pictures. Select one of them and tell three things or sentences about the picture to your partner.



READING

Exercise

Match the words in column, 'A' with words in column, 'B'.

'A'	'B'
Grains	plants
Baker	farmer
Mill	wheat
Field	bread

WRITING

Exercise I

Fill in the blanks after reading the story.

Once upon a time_____red hen lived in_____farmyard. One day_____hen found some grains_____wheat. She took_____to the other animals in_____farmyard. "Will you help me_____plant_____grains?" asked the little red hen. "No I", said_____rat. "Not I", _____the cat. "Then I shall plant_____grains_____", said the little red hen.

INTEGRATED SKILL PRACTICE

Exercise I

[Reading, writing, Grammar, Cohesion]

Put the following sentences in order according to the story you have read and write the order number the space provided.

1. The bread is now ready. _____
2. I shall take the flour to the baker. _____

3. I shall cut the wheat. _____
4. The wheat grew tall and strong. _____
5. The little red hen took the wheat _____
to the mill.

Exercise

Now write the sentences above together in paragraph form

THE CHRISTMAS FLOWERS

It was two days before Christmas and Noddy was finishing his shopping in Toy market. He wanted to buy some special flowers for Tessie Bear. Flowers were Tessie Bear's favourite things. He went to Dinah Doll's stall to look for some.



"Hello, Dinah Doll," told Noddy. "Do you have any special Christmas flowers on your stall?" Dinah Doll told Noddy that he was just in time. "All I have left are these five lovely red ones," she said. "Do you like them?"

Noddy said he loved the flowers and bought all five of them. "Tessie Bear will be so happy when I give her these", he said to himself. He arrived home with his shopping, singing his favourite song. He arrived home with his shopping, singing his favorite Christmas song. When Noddy arrived at his home, he took his parcels first. "I shall come back for the flowers in a moment, little car," he said.

Noddy came back to get his flowers from the car. "One, two, three, and four...FOUR", he said, "That's funny. I'm sure I bought five."

Noddy looked at his shopping. "It's all there in stead of the missing flower," he said. "Tessie Bear and Big-Ears are coming tomorrow evening and I want everything to be right. Maybe Dinah Doll still has it."



Back at the market, Dinah Doll said she was certain Noddy had left with five flowers. As he was going back, he was Tessie Bear with one of the flowers! "Hello, Noddy!" she called, " I'm coming tomorrow!"

Noddy was disappointed. "Someone has given Tessie a flower just like the ones I bought her," he said to himself, when he got home. "Now there are only one, two, three flowers. What's going on?"

Noddy told Bumpy Dog to watch over the special flowers. When Noddy got back to his home, Bumpy Dog was nowhere to be seen. "Where is Bumpy Dog?" he wondered. "Oh, no!" he said. "Now I only have one, two flowers left. This is very strange". Noddy went to look for Bumpy Dog. While he was out, he saw Mr. Plod and stopped to tell him about his

disappearing flowers. "Disappearing flowers?" Mr. Plod wondered. "Maybe you've forgotten how to count, Noddy!"

Noddy went to see if Bumpy Dog had gone home. Stepping inside Tessie Bear's house, he stopped and wondered she had three red flowers now. "Aren't they lovely?" She said.



Noddy was so tired he went home to bed. When he got up the next morning, there was only one flower left. He was so sad.

Mr. Plod was passing. Noddy was telling him about the other flower, when Mr. Plod blew his whistle. "There's your thief, Noddy!" he said. "Bumpy Dog, stop in the name of God" said Mr. Plod! That's Noddy's flower!"

They chased Bumpy Dog home and saw him give Tessie Bear the flower. "That's your thief," said Mr. Plod. Noddy had to laugh. "He's more of a delivery dog, really," he said. "Thank you, Noddy," Tessie Bear smiled.

That evening, Tessie Bear and Big-Ears came to Noddy and to give each other presents. "Where's your other present for Tessie Bear, Noddy?" Big-Ears asked. "Ah," smiled Noddy, "It's a long story..."

(Source: Enid Blyton's Noddy)

VOCABULARY

Exercise 1

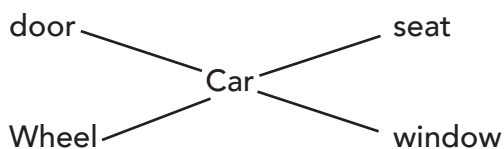
Make meaningful words by adding one letter to the following.

ORNGE	_____	APLE	_____
ICE-CREM	_____	BANNA	_____
CKE	_____	BSKET	_____
BRED	_____		

Exercise 2

Make a word web of the given words according to the given example.

Example



Shop, kitchen, house

Exercise 3

Colour the following items and write their names in the space provided.



1. JOKER _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Exercise 4

Give opposites of the following words.

happy	_____
love	_____
little	_____
finish	_____
come	_____
inside	_____

GRAMMAR

Exercise

Read the story and pick out five naming words/objects and five doing words from the story.

Naming words		Doing words	
1	_____	1	_____
2	_____	2	_____
3	_____	3	_____
4	_____	4	_____
5	_____	5	_____

LISTENING

Exercise

Listen to the story (second telling) and write 'True' or 'False' in the space provided. Teacher to read the story again for students.

1. Tessie Bear wanted to buy some flowers _____
for Noddy.

2. Noddy came back to get his flowers from _____
the car.
3. Dinah Doll told a dog to look after the _____
flowers.
4. Mr. Plod was Noddy's friend. _____
5. Noddy was very sad when he lost his _____
flowers.

SPEAKING

Exercise



(Students will be divided in groups of five)

Look at the following pictures and spot one difference each. Speak about it to the other students in your group one by one.



READING

Exercise I

Answer the following questions.

1. Name Noddy's one friend.

2. What is the name of the dog?

3. What does Noddy buy?

4. Who is your favourite person in the story?

5. What is the name of the policeman?

Exercise 2

Complete the following names from the story.

T__s__ie B__a__,

D__n__h, D__l__

WRITING

Exercise

Make sentences of the following words.

tree _____

flower _____

bear _____

dog _____

smile _____.

INTEGRATED SKILL PRACTICE

Exercise

[Picture Reading, Writing, Vocabulary]

Look at the following picture and write five sentences on any one of the three friends.



Example:

Bumpy dog is running with a flower.

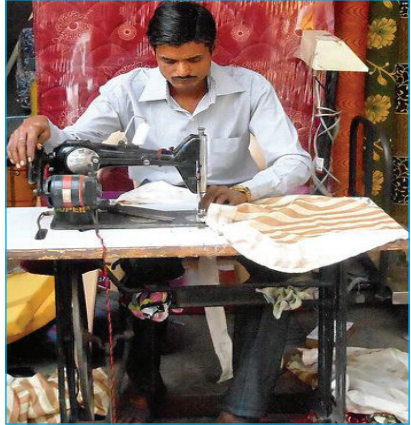
1. _____
2. _____
3. _____
4. _____
5. _____

TIT FOR TAT

An elephant went to a river to have bath and drink water. His name was Appu. On his way, there was a tailor's shop. His name was Ramu. Once, Appu was passing through the bazaar. Ramu gave him a banana. Every day, the elephant put his trunk inside the shop and got a banana to eat.



One day Ramu was not present in the shop. His son, Raju was there. He was in an angry mood. As usual, the elephant put his trunk inside for the banana. But Raju pricked a needle in his trunk.



The elephant was unable to forget the pain and the cruelty of the boy. He became very angry and decided to have revenge. He went to the river and filled his trunk with dirty water. While returning, the elephant threw the dirty water over Raju. His clothes got spoiled. Thus Raju had to pay for his unkindness.

(Source: Anonymous Anecdote)

VOCABULARY**Exercise 1**

Match the following

(A)

drink

eat

sell

prick

(B)

banana

water

needle

shop

Exercise 2.

Write opposites of the following words.

day _____

angry _____

inside _____

give _____

present _____

able _____

dirty _____

GRAMMAR**Exercise**

Give the three forms of the verbs.

Example	play	played	played
	pass	_____	_____
	get	_____	_____
	put	_____	_____
	eat	_____	_____
	forget	_____	_____
	able	_____	_____
	dirty	_____	_____

LISTENING

Exercise

Listen to the story (second telling) and answer the following questions.

1. Who went to the river?
2. Why did the elephant go to the river?
3. Who was Ramu's son?
4. Who was in an angry mood?

SPEAKING

Exercise

(The students will be divided into groups. They will practice the following dialogues with proper stress and intonation).

Now you will practice the following dialogues in your groups. After that, each group will speak them aloud in front of the class.

Speak the following dialogues.

Ramu : What do you want?

Appu : I want a banana.

Ramu : Here, take it.

Raju : Who are you?

Appu : I am Appu.

Raju : What do you want?

Appu : I want a banana.

Raju : Go away, I do not have it.

Appu : You are a bad boy.

Raju : Go, away from here.

Appu : You will pay for this unkindness.

Raju : I do not care.

READING

Exercise I.

Read the story and complete the following sentences.

1. The name of the elephant was _____
2. The _____ went to the river.
3. Ramu gave him a _____
4. On his way there was a _____ shop.
5. Raju pricked a needle in Appu's _____.

Exercise 2.

Answer the following questions.

1. What did Ramu do for a living?

2. Who was Raju?

3. Who decided to have revenge?

4. Who threw the dirty water over Raju?

5. Who gave a banana to Appu?

WRITING

Exercise

Re-arrange the following sentences according to the events in the story in the given spaces.

1. The elephant threw dirty water over Raju.
2. Raju pricked a needle in the trunk of the elephant.
3. Raju had to pay for his unkindness.
4. Ramu was not present in the shop.
5. His son, Raju was there.

1. _____
2. _____
3. _____
4. _____
5. _____

INTEGRATED SKILL PRACTICE

Exercise

[Reading, Writing, Dictionary Reference]

Read the story and underline the difficult words. Look up the dictionary for their meanings. Make sentences of those words.

THE GIVING TREE

Once there was a tree and she loved a little boy. Everyday the boy would come, eat apples and play with her. He would swing from her branches and eat apples. The boy loved the tree very much. And the tree was very happy.

The time went by. The boy grew older. The tree was often alone. Then one day the boy came to the tree. The tree said, "Come boy, come. Climb up my trunk, swing from my branches, eat apples, and be happy."



"I am too big to climb and play," said the boy.

"I want some money to buy things and have fun. Can you give me some money?"

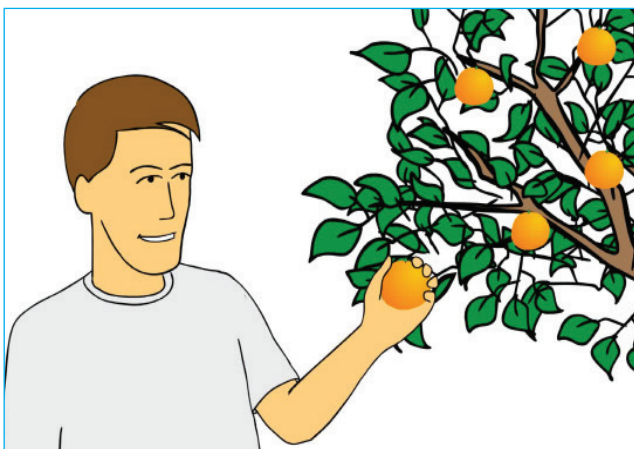
The tree said, "I have no money but you can take my apples and sell them in the city. Then you will have some money and you will be happy." The boy did so and went away. The tree was happy.

The boy stayed away for a long time. The tree was sad. One day the boy came back. The tree said with joy. "Come boy, come. Climb up my trunk,

swing from my branches eat apples and be happy."

"I am too busy to climb trees," said the boy.

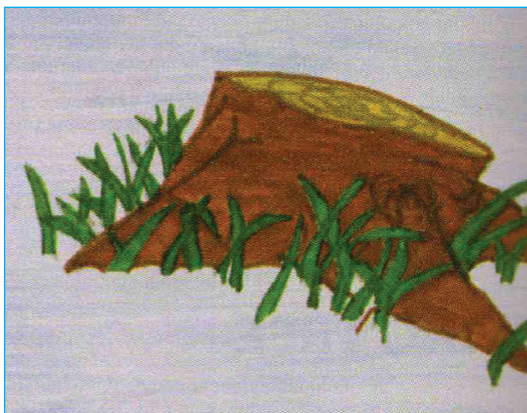
"I want to get married. I need a house. Can you give me a house?"



The tree said, " You may cut off my branches. Build a house and be happy." The boy cut off her branches and carried them away to build his house. The tree was happy.

The boy again stayed away for a long time. One day he came back. The tree was very happy and said, " Come boy, come. Climb up my trunk, swing from my branches, eat apples and be happy."

The boy said, " I am too sad to play. I want to go another city for business. Can you give me a boat that will take me away to another city."



The tree said, "Cut down my trunk and make a boat. Then you can sail away and be happy. The boy did so and sailed away. The tree was very happy, but not really.

After a long time, the boy who was now an old man came back again. "I am sorry boy. I have nothing to give you," said the tree." I wish I could give you something. I am just an old stump."



"I don't need anything now. I just want a quiet place to sit and rest. I am very tired," said the boy.

"Well, an old stump is good for sitting and resting. Come boy, sit down and rest." The boy sat on the stump to rest. And the tree was very happy.

(Source: Shel Stevestein)

WRITING

Exercise 1.

Fill in the blanks with the words given below.

Sailed, tree, stump, grew, happy

- 1) Once there was a
- 2) The boy.....older.
- 3) The boy did so andaway.
- 4) And the tree was very.....
- 5) The boy sat on theto rest.

Exercise 2.

Select the opposite words from the words given in the box.

happy	.....	noisy
give	.....	buy
sell	.....	sad
come	.....	take
Quiet	.....	Go

GRAMMAR

Exercise 1.

Find any five 'Describing Words' from the story and write them in the space provided. Also write the word that it describes.

For example: Once there was a tree and she loved a **little boy**.

	Describing Word	+	Described Word
	Little	+	boy
1.	_____	+	_____
2.	_____	+	_____
3.	_____	+	_____
4.	_____	+	_____
5.	_____	+	_____

Exercise 2.

Add 'ed' to the following words.

- a) want b) climb..... c) play.....
d) sail e) rest.....

LISTENING

Exercise

Listen to the story carefully (second telling). Write whether the statements are 'True' or 'False' in the space provided.

- The tree loved the little boy. _____
- The boy did not swing from the branches of the tree. _____
- The tree became angry whenever boy came back. _____
- The tree gave him a lot of money. _____
- The tree asked the boy to cut off her branches and make a boat. _____
- The boy wanted a car to go another city. _____
- The tree allowed the boy to cut down her trunk. _____

8. At last, the boy wanted a quiet place to sit and rest. _____
9. The tree refused the boy from sitting on her old stump. _____
10. The story shows that 'the boy' is selfish. _____

SPEAKING

Exercise

(The children will be divided in groups.)

Now speak the following dialogues in groups for ten minutes. After the practice, one of you will become tree and one will become the boy. Then all, the groups will speak these dialogues in front of the class.

- (i) The tree said, " Come boy, come. Climb up my trunk, swing from my branches, eat apples and be happy."
- (ii) The boy said, "I am too big to climb and play. I want some money to buy things and have fun. Can you give me some money?"
- (iii) The tree said, "I have no money but you can take my apples and sell them in the city. Then you will have some money and you will be happy."
- (iv) The tree said. "Come boy, come. Climb up my trunk, swing from my branches, eat apples and be happy."
- (v) The boy said, "I am too busy to climb trees. I want to get married. I need a house. Can you give me a house?"
- (vi) The trees said, "You may cut off my branches. Build a house and be happy."

READING

Exercise 1.

Read the story carefully and answer the following questions in 'Yes'/'No'.

For example

Did the boy love the tree when he was a child?

Ans: Yes, he did.

(i) Did the trees love the little boy?

(ii) Did the tree have money to give the boy?

(iii) Did the boy want to go to a nearby village?

(iv) Did the boy get married?

(v) Did the tree allow the boy to sit down the stump?

Exercise 2.

Answer the following questions.

(i) Who would come and play with the tree?

(ii) Who would too big to climb and play?

(iii) Why did the boy want a boat?

(iv) Why did the boy want to go to another city?

(v) What did the tree say in the end?

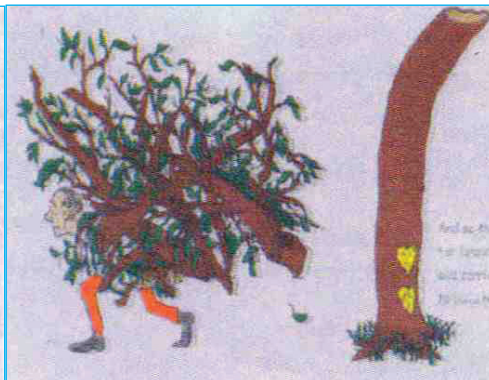
WRITING

Exercise

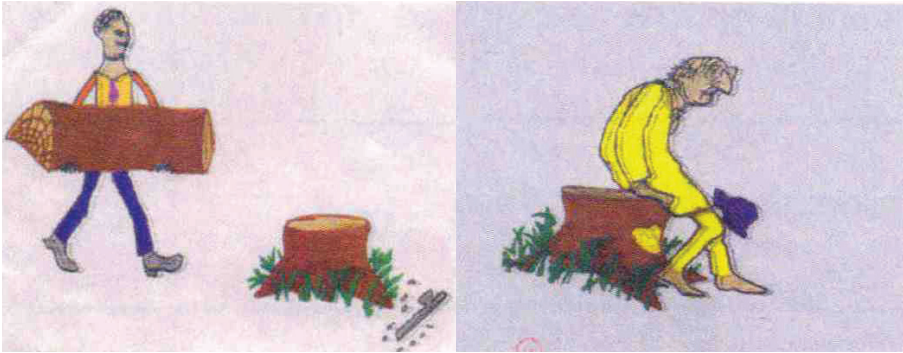
Look at the following pictures. Write two sentences for each picture.



(i)



(ii)



(iii)

(iv)

Picture (i)

1. _____
2. _____

Picture (ii)

1. _____
2. _____

Picture (iii)

1. _____
2. _____

Picture (iv)

1. _____
2. _____

INTEGRATED SKILL PRACTICE

Exercise

[Reading, Writing, Coherence, Cohesion, Vocabulary, Grammar]

Read the writing activity and make a small paragraph from the sentences written above. Use words like, 'and', 'or', 'but', 'if', 'because', etc.

[illegible]

MULLA NASIRUDDIN

Mulla Nasiruddin was the most educated man of his village. He often led the prayers in the village and also settled disputes and gave justice.

One day a man came along with a woodcutter to Mulla Nasiruddin. The man had a complaint against the woodcutter and asked the Mulla to give justice. Mulla Nasiruddin said, "Tell me what your complaint is?" The man had the following story to tell.



"Mulla Ji. This man was going with a bundle of sticks on his head. While he was walking, he tripped over a stone and the bundle fell down. As I was passing by, the wood-cutter requested me to lift the bundle and put it on his head. I agreed to help him and said, "I will help you, but what will you give me in return?" The woodcutter said, "Nothing." I lifted the bundle and put it on his head and then I said, "Now please give me nothing, but you see Mullah Ji, this man refused to give me nothing." The Mullah said, "Oh! I see. So you want nothing?"

"Yes I do not want anything else."

"All right, do not worry, I will see to it that you get nothing right now.

"Saying this Mullah pointed at an empty pot and asked the man to bring it.

The man brought the empty pot. The Mullah asked him, "What is this?"

The surprised man replied, "Sir, this is a pot."

The man looked into the pot carefully, the pot was empty. The Mullah asked him, "What do you see in the pot?" Nothing," replied the man. The Mullah said, "All right. Then take it. You have got what you wanted. Take that nothing and leave. The man was disappointed and felt humiliated, he immediately left Mullah Nasiruddin's house. The woodcutter was satisfied with the judgement and went home happily.

(Source: *Once upon a time*)

VOCABULARY**Exercise**

Read the following explanation/meanings of some words from the text. Find these words from the text. Write the words in the space provided.

1. an argument or disagreement between _____
two people, groups
2. to make someone feel ashamed of _____
3. to fulfill a need or desire _____
4. almost fell _____
5. to state that you are not happy _____

GRAMMAR**Exercise 1.**

Fill in the blanks with suitable prepositions.

(in, on, over, with)

1. the bundle of sticks are -----his hand.
2. The woodcutter cut the tree-----his axe.
3. The woodcutter tripped-----a stone.
4. The woodcutter was satisfied-----the judgement.

Exercise 2.

Add 'ing' to the verbs.

Example

play	_____	playing
bring	_____	
take	_____	
put	_____	
give	_____	
help	_____	
go	_____	
walk	_____	
say	_____	

LISTENING

Exercise

Listen to these sentences carefully and arrange them in proper sequence.

The man brought an empty pot.

1. The woodcutter was satisfied and went home happily.
2. One day a man came along with a woodcutter to Mulla Nasiruddin.
3. Mulla Nasiruddin was the most educated man of his village.

SPEAKING

Exercise

Practice the following sentences twice (in pairs).

Mulla Nasiruddin: Tell me what your complaint is?

The Wood cutter: Nothing.

The Mullah: Oh! I see. So you want nothing?

The Wood cutter: Yes, I do not want anything else.

The Mullah: What do you see in the pot?

The Wood cutter: Nothing

The Mullah: All right then take it. You have got what you wanted. Take that nothing and leave.

READING

Exercise

Read the story and answer these questions.

1. Who was Nasiruddin?
2. Who came to Mullah Nasiruddin one day?
3. Who came along with him?
4. What did the man bring?

WRITING

Exercise

Put the phrases in correct order to make meaningful sentences.

Example: The man /an empty pot/ brought.

The man brought an empty pot.

1. came along/a man/with a woodcutter/to Mulla Nasiruddin/one day.
2. the man/an empty pot/ brought.
3. what is this/the Mulla/asked him/?
4. what is this/the Mulla/asked him/?

INTEGRATED SKILL PRACTICE

Exercise

[Reading, Writing, Vocabulary & Grammar]

[This exercise can be given as Homework]

Mulla Nasiruddin is an intelligent man. Can you think of any other intelligent people from the storybooks that you have read {Birbal, Tenali Ram, Chacha Chaudhri etc.} Read a story of one of these people and rewrite it in your own words in the given space.

A FOOLISH MILKMAID

Once there was a very poor milkmaid. She lived in a hut in a village. She collected the milk daily from the village and used to sell it in the city market. She made some profit but it was not much for her. One day she was going to the market. She had a pot of milk on her head and a bucket of milk in her hand. She supported the pot on her head with the other hand.

As she was walking along the road, she thought, "I will get good money from milk today. I will not spend all the money. I will deposit it in the monthly savings. I will buy some hens. These hens will give more eggs. I will sell them at good profit. Then I will buy more hens and have a poultry farm of my own. These hens will lay plenty of eggs. Thus I will have a lot of money. Then I will buy a calf. This calf will grow into a cow. This cow will give milk. I will sell the milk in the morning as well as in the evening. I will earn more money. Then I will buy some more cows. These cows will give more milk. I will sell this milk at a great profit. I will become very rich. I will buy a big house, a car, and costly clothes, gold ornaments. I will live like a princess. Many young men will want to marry me. The village landlord will ask my hand for his son. To show that I don't care for his proposal. I will just shake my head and refuse."

As the milkmaid shook her head, the pot of milk came down. She lost her balance and fell. The bucket rolled over. All the milk spilled on the road. Her clothes were drenched with milk. Her dream ended. She sat down with putting her hands on her head. Living in a dreamland had ruined her present prospects also.

VOCABULARY**Exercise**

Match the words in column A with their opposites in column B

(A)	(B)
up	good
bad	move
buy	loss
profit	sell
stop	down

GRAMMAR**Exercise**

Fill in the blanks using suitable words given below.

(in, on, for, from, to)

1. The milkmaid had a pot of milk.....her had.
2. She was going.....the market.
3. I will get good money.....milk today.
4. The milk was.....the pot.
5. All the milk spilled.....the road.

LISTENING**Exercise**

Listen to the story (second telling) and correct the given statements. Also put them in order.

1. These hens will not lay plenty of eggs.
2. One day milkmaid was going to the fair.
3. Then I will buy some more cows.
4. The milkmaid shook her head.
5. I will live like a prince.
6. Her dreams came true.

SPEAKING

Exercise (pair work)

Tell answers of the following questions to your partner. You must take turns.

1. Where did the milkmaid live?
2. Why was she going to the market?
3. Why did she want to save money?
4. What were her dreams?
5. Were her dreams fulfilled?

READING

Exercise

Put tick against the true and cross against the false statement in the following sentences. The space for your answer is given on the right side.

- | | |
|--|---------|
| 1. The milkmaid lived in the city. | [] |
| 2. She wanted to buy a calf. | [] |
| 3. She split all the milk. | [] |
| 4. She wanted to live like a princess. | [] |
| 5. She did not lose her balance. | [] |

WRITING

Exercise 1.

Rearrange the following sentences.

1. She was walking along the road.
2. She was thinking about her dreams.
3. She was a poor milkmaid.
4. The clothes were drenched with milk.
5. I will become rich a buy expensive clothes.

Exercise 2.

Now write the above sentences in a paragraph form.

INTEGRATED SKILL PRACTICE

Exercise

[Reading, Writing, Vocabulary & Grammar]

Change the following words in the story with the words of your choice.
Rewrite the story in your notebook.

- | | |
|--------------|------------|
| 1) poor | 2) hut |
| 3) village | 4) bucked |
| 5) profit | 6) plenty |
| 7) hen | 8) eggs |
| 9) cow | 10) money |
| 11) rich | 12) dream |
| 13) drenched | 14) refuse |
| 15) morning | |

THE BEAUTIFUL HANDWRITING

Once upon a time, in a small village in Maharashtra, there lived a boy called Balaji. Though his parents were poor, they sent him to school. Balaji worked sincerely and concentrated on his studies. But he was forgetful. He could not remember anything. The more he studied, the more he forgot.

Balaji, however, had beautiful handwriting that did not require a good memory! So he decided to work hard to further improve his handwriting. Gradually, his hard work paid and his writing became more and more beautiful.

His teachers said to him, " Your handwriting is becoming tidier and more beautiful. It is certainly better than that of any other boy." Balaji was immensely encouraged by these comforting words from his teacher. His handwriting became very beautiful and artistic. He used to console himself, "I am the best in at least one field, my handwriting is the best".

This was during the time of Shivaji's rule. At that time, there were no printing presses, so everything including books, was written by hand. There were experts who were specially appointed to write manuscripts. They were called 'writers'.

Shivaji, of course, had a writer in his court. Yet he was in search of another person who could write even more beautifully. He asked his Chief Minister to search far and wide for the best writer.

The Chief Minister travelled all over the kingdom and collected the handwritings of at least seven good writers. He himself, however, found Balaji's writing to be the most beautiful of all. The Chief Minister returned to the capital and gave the samples of the handwritings to Shivaji.

Shivaji minutely observed all the handwritings and found Balaji writing to be the best. So Balaji was appointed as the personal writer for Shivaji.

(Source: By Mohanbhai S Patel)

VOCABULARY**Exercise**

Match the words in Column 'A' with their antonym in Column 'B'

(A)	(B)
natural	low
beautiful	remember
high	ugly
wide	rich
poor	artificial
forget	narrow

GRAMMAR**Exercise**

Shyam is strong. Ram is stronger than Shyam. Iqbal is the strongest boy of our class.

The underlined words in the above sentences refer to the three degrees of adjectives i.e. Positive, comparative and Superlative. Write the different degrees for the following words.

- | | | | | | |
|-----------|-------|-------|----------|-------|-------|
| i) Weak | _____ | _____ | ii) hard | _____ | _____ |
| ii) Short | _____ | _____ | iv) poor | _____ | _____ |
| iii) Fat | _____ | _____ | v) near | _____ | _____ |
| iv) Rich | _____ | _____ | vi) fast | _____ | _____ |

LISTENING

Exercise

Listen to the story (second telling) and write T and F for the statements that are true or false in the space provided.

- i) Balaji was a forgetful student. (_____)
- ii) Balaji was good at studies. (_____)
- iii) Shivaji was the ruler of Maharashtra. (_____)
- iv) Shivaji had no writer in his court. (_____)
- v) Balaji did not compete with other writers. (_____)
- vi) Shivaji found Balaji writings to be the best. (_____)

SPEAKING

Exercise (Pair Work)

Look at the pictures below. Choose the best one as a gift for your friend. Then tell your partner why you have chosen the item in one minute. You must take turns in speaking.

a watch



a book





READING

Exercise

Read the story. Answer the following questions.

i) Where did Balaji live?

ii) Why was he not good at studies?

iii) Who encouraged Balaji for his good handwriting?

iv) What did Shivaji ask his Chief-Minister?

v) Why was Balaji appointed as the personal writer for Shivaji?

WRITING

Exercise

Write the summary of the story in the given space.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

INTEGRATED SKILL PRACTICE

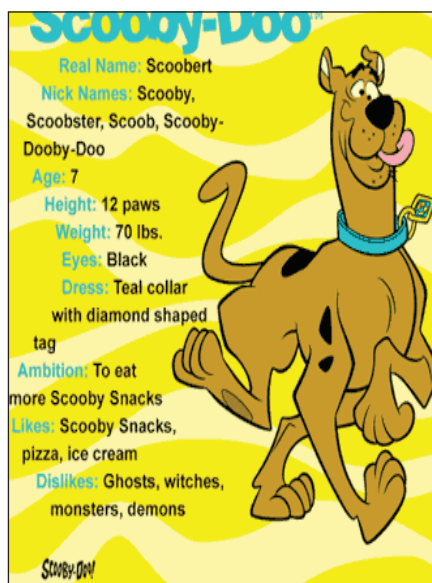
Exercise

[Listening, Writing, Reading, Tele-viewing]

[The teacher can also show a film to the children]

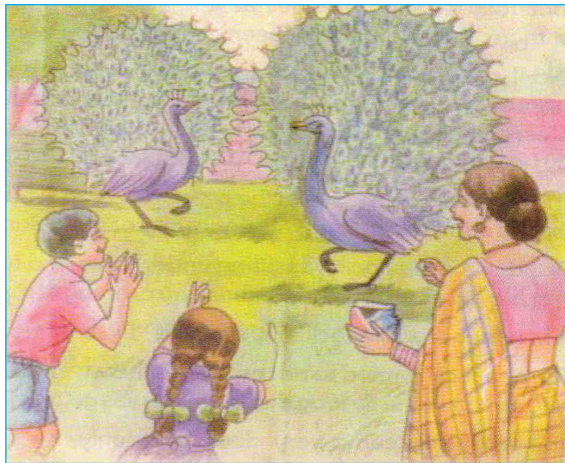
The following pictures are of two cartoon characters. Watch the cartoon on the TV.

Identify the characters and write their names and five sentences on them. You should take help from the given information.



A PEACOCK'S DANCE

One day a peacock and a peahen from the jungle right in the heart of town. The peacock family lived in the same park. Children visited the park every morning and evening. They were delighted to watch the peacock's colourful feathers. Every evening the peacock used to give his rain dance performances. Delighted by the show, the children always applauded the peacock. They used to bring nuts and spicy chips for the couple.



Both the peacock and peahen were very happy in their new environment. But suddenly one day the peacock was not well. He did not well. He did not feel hungry and did not want to put up his dance show for the kids.

The park was located in the heart of the town and the pollution levels had risen. Fast running vehicles polluted the environment with their exhausts. Dust also polluted the environment.

One day the peahen said to the peacock, " We have been staying here for quite some time. I think we should return to the clean and fresh environment of our jungle. Your health would also improve in the clean

atmosphere of jungle. Moreover, I also want to meet our old friends and relatives."

The peacock was not very keen to leave the town, but his bad health forced him to accept the suggestion. Next morning, they left for their jungle. Once back in the jungle, they first met the mischievous monkey who jumped from one tree to the other and spread the news of their arrival in the jungle. And with in no time all the animals gathered.

Jumbo elephant, Blackly bear, Tolly camel, Chichi sparrow, Squeakysquirrel, Whitey rabbit, everybody came. They brought carrots, sugarcane, corns and whatever they could lay their hands on to welcome the peacock couple. The peahen was very delighted.

"See, didn't I say that our friends would be delighted to see us. We have not got any gifts from the town for them and they have brought so many things for us. Now you just watch, your health would also improve," said the peahen.

"Yes dear, you are absolutely right," replied the peacock.

Within a few days the health of the peacock improved in the fresh and clean environment of the jungle. Their friends often asked them about the town.

Whitey often asked if the town is bigger than the jungle. The peacock mostly answered but the peahen preferred to be quiet.

One-day clouds appeared in the sky and the animals in the jungle expected rain. Tolly camel said to the peacock, "Friend, I heard that you used to give beautiful dance performances in the town.

Why don't you present your dance number for us? We all are interested to see your dance," said Tolly.

"No. I don't dance these days," replied the peacock in the dry tone.

Poor Tolly felt said. After he had left, the peahen said, "Why did you say no to him? If you had danced for them, they would have been delighted; you used to dance in the town as well.

"No, I don't want to dance for these uncultured animals. They cannot appreciate my dance. Am I supposed to dance for the Jumbo Elephant,

Blackly Bear and Tolly? No, in town there are so many interested people. Neither do I want to stay here anymore, nor do I want to eat their half cooked food. My health had also improved. We should return to the town at the earliest.” said the Peacock.

The peahen became sad at the peacock’s logic. The peacock never felt like dancing in the jungle. But he used to dance sometimes all alone. He roamed alone.

One day the peacock was sitting under a tree and he heard some body’s footsteps. He saw that Whitey, mischievous monkey, Lily vixen were running at top speed.

When they saw peacock they shouted “Dear friend! Run the wild dogs have arrived in our jungle”.

The peacock wanted to run but his feathers were heavy for him to run with them. Neither was he able to run, not could he fly long distance. He was getting jittery.

The wild dogs came very close. Suddenly, he saw Tolly Camel running towards him as well.

“Dear friend! Run, the wild dogs are very near,” shouted Tolly.

“But I cannot run,” said peacock. Tolly stopped and saw his heavy feathers and said,” okay, ride on my back, fast.”

The peacock flew on Tolly’s back and Tolly started running. Soon, they were out of sight of the wild dogs.

By then peahen also arrived. “Tolly, the favour you have done to us,” said the peacock. We cannot repay you.

“Come on you are my friend and a friend in need is a friend in deed”, said Tolly.

“Oh! Yes, of course. I would give my dance performances for you,” said the peacock. He had realized his mistake by now.

The peahen was extremely delighted, as the peacock had changed completely.

(Source: Short Story by Sharma Chaturvedi)

VOCABULARY

Exercise

Match Column A with Column B

(A)

exhaust
stay
complete
keen
roam
repay
interrupt
extremely

(B)

to a very high degree
pay back
to interfere
finish
to wander
eager
to continue to be
to stop for a moment

GRAMMAR

Exercise 1.

Add 'ing' to the following words.

Example	dance	dancing
	perform	_____
	like	_____
	alarm	_____
	run	_____
	go	_____
	broadcast	_____
	prefer	_____
	Warn	_____
	interest	_____

Exercise 2.

Make sentences using the second form of the given words.

Locate _____
Stay _____
Enquired _____
Brought _____
Watch _____
Improve _____
Arrive _____

LISTENING

Exercise

Listen to the story (second telling). Fill in the blanks with the words from the story.

- A) The peacock and the peahen were _____ in their new environment.
- B) Fast running vehicles _____ the environment.
- C) They brought sugarcane, carrots and _____.
- D) He _____ alone.
- E) The peacock had changed _____.

SPEAKING

Exercise

(The students will be divided in groups of five. The teacher will give the first sentences as the cue and the students will continue the story in their groups. In the end, a new story will emerge.)

Now I will speak a sentence. You will make changes in the story and continue the story within your groups.

Example

One day the peacock and the peahen from the jungle came to the town.

Pupil 1 There was a big market right in the heart of the town.

Pupil 2 STOP The peacock family lived near the market.

Pupil 3 STOP People visited the market every morning and evening.

READING

Exercise

Read the story. Answer the following questions.

1. Where was the big park?

2. Why did the peacock couple leave the town?

3. How many types of animals were found in the jungle?

4. Why could the peacock not run?

5. Suggest another title for the story?

Exercise

Write True/False for the following sentences in the space provided.

1. Children visited the park every afternoon. _____
2. The peacock was keen to leave the town. _____
3. The wild dogs have arrived in the jungle. _____
4. Poor Tolly felt sad. _____
5. The peacock's health had improved. _____

WRITING

Read the story once again and fill in the gaps.

One day a _____ and the peahen from the jungle _____. There was a big park _____ of town. The peacock family lived _____ park. Children _____

Every morning and evening. They _____ delighted to watch _____ feathers. Every evening, the peacock _____ dance performances. Delighted by the show, the children always _____. They used to bring _____ and _____ for the couple.

INTEGRATED SKILL PRACTICE

Exercise

[Reading, Writing, Vocabulary & Grammar]



Write four sentences on why you like a peacock? Write one sentences on why peacocks do not like their feet.

Note: You can take help from the story you have read.

THE SKY IS FALLING

One day a chicken was walking in a wood. All at once a nut fell on her head. "oh!" she cried, " the sky is falling. I must run and tell the king." So she ran till she met a hen. "Where are you going so fast?" asked the hen. "Oh! The sky is falling. I am going to the King", said the chicken. "How do you know?" said the hen. " A piece of it fell on my head", said the chicken. " Really?" said the hen. "I will go with you."



So the chicken and the hen ran on together till they met a cock. "Where are you doing?" asked the cock "oh! The Sky is falling", cried the hen. "The chicken saw it falling, and heard the noise, and a piece of it fell on the head. We are going to tell the king.

"This is serious," said the cock, " I will go with you."



The chicken, the hen and the cock ran on till they met a duck. "Where are you going?" asked the duck. "Oh! The sky is falling", cried the cock. "The hen says this chicken saw it with her own eyes, and heard it with her own ears, and felt a piece of it fall on her head. We are going to tell the King."

"Run! Run!" cried the duck. "I will go with you." So the chicken, the hen, the cock and the duck ran on till they met a fox. "Where are you all going so fast?" asked the fox.

"Oh! The Sky is falling," they all cried at once. "We saw it with our own eyes, we heard it with our own ears, and a piece of the sky fell on this chicken's head. We are all going to tell the king."

"Yes, indeed, he indeed, he must be told. Come with me. I will show you the way." The fox led them on until they came to his hole.

"This is the way", he said.

"Come right in with me."

They all went in. But they never came out again!

(Source: New Study Readers Reader-I)

VOCABULARY**Exercise**

Write the opposites of these words. Take help from the box.

- (i) small _____
- (ii) go _____
- (iii) in _____
- (iv) day _____

big
night
come
out

GRAMMAR**Exercise 1.**

Use 'is', 'am' 'are' in the blanks.

- (i) Where _____ you going, Rita? I _____ going to the market.
- (ii) The teacher _____ teaching English.
- (iii) All my friends _____ in the class. But I _____ in the garden.
- (iv) The duck _____ crying while the chicken, the hen and the cock _____ running.

Exercise 2.

Listen to the words spoken by the teacher and add 'ing' to them.

Example	walk+ing	-	walking
	say	-	
	hear	-	
	tell	-	

fall	-
go	-
meet	-
cry	-
show	-

LISTENING

Exercise 1.

- Listen carefully to the story (second telling). Complete the given sentences.
- "I must run and"
- The hen said, "Really?....."
- The cock said, "....."
- The duck cried, "....."
- The fox asked, " Where are you"

SPEAKING

Exercise (Pair Work)

After listening to the story, complete the following sentences. Tell your partner about them.

Example	We smell	(with our nose)
(i)	We see	()
(ii)	We hear	()
(iii)	We feel	()
(iv)	We taste	()

READING

Exercise 1.

Read the story. Complete the sentences by matching column A with column B.

- | (A) | (B) |
|--------------------------|--------------|
| 1. A chicken was walking | a hen. |
| 2. A nut fell on | in the end. |
| 3. The chicken first met | in a wood. |
| 4. A fox met them | her head. |
| 5. The fox led them | to his hole. |

Exercise 2.

Write 'T' for true 'F' for false statement in the space provided.

- | | |
|--|--|
| 1. A chicken was walking in a wood. | |
| 2. A stone fell on her head. | |
| 3. The chicken, the hen and the cock
Ran on till they met a duck. | |
| 4. They were going to tell the queen. | |
| 5. They never came out again. | |

WRITING

Exercise 1 A.

Write the names of animals/birds whose pictures are given below

Cock, chicken, duck, hen, fox.



Exercise 1B

Now make two sentences on each of them.

Fox 1. _____
2. _____

Cock 1. _____
2. _____

Hen 1. _____
2. _____

Chicken 1. _____
2. _____

Duck 1. _____
2. _____

INTEGRATED SKILL PRACTICE

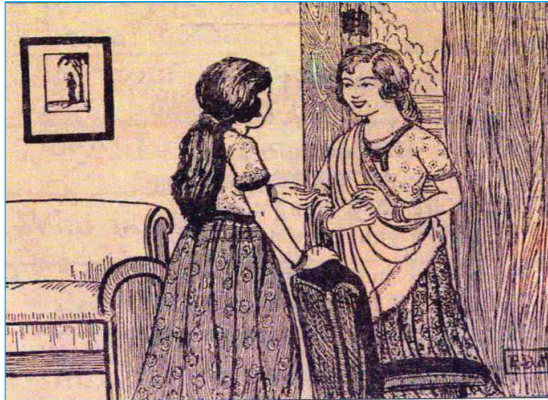
Exercise

[Reading, Writing, Imaging, Grammar, and Vocabulary]

Write 4 sentences on what happened inside the fox's hole.

A LITTLE SACRIFICE

Prerna was crying. She did not want to go to school. When her mother asked her, she replied that unless she paid the amount for the class picnic, she could not go to school. The teacher would scold her and the girls would make fun of her. Prerna's father had died and her mother worked in a house as a domestic servant. They had little money in the house. Her mother said, "Go and tell your head mistress, she will excuse you from the picnic". So Prerna went to school with tears in her eyes.



Her friend Geeta saw her crying. Geeta had brought some extra money for a chocolate.

She went quietly to the teacher and used the chocolate money to pay for Prerna's participation on the picnic.

The teacher questioned Geeta and came to know about her sacrifice. She praised Geeta for her generosity. She called Prerna and told her the good news that Geeta had paid for her. Geeta wiped Prerna's tears.

They both went for the class picnic and had an enjoyable day. Geeta was very happy. She had shared her love and money with another child. She remembered her father telling her, "When you give to others, God definitely blesses you."

VOCABULARY

Exercise

Fill in the blanks with the words given.

Chocolate, servant, bless, tears, share.

1. Perna's mother worked as a domestic.....
2. Geeta wanted to buy a
3. Geeta wiped Perna's.....
4. God will.....the good giver.
5. We must.....your love and money.

GRAMMAR

Exercise 1.

Match the words of column, 'A' with the column, 'B'

'A'

Go

Make fun

Worked

Excuse

Know

'B'

about

in

of

to

from

Exercise 2.

Fill in the blanks using was/were

1. Perna.....a poor girl.
2. Perna and Geeta.....good friends.
3. Theyboth happy.

4. The day of picnic.....very enjoyable.
5. Geetaa helpful girl.

SPEAKING

Exercise

What can you share with your friends? (pair work)

1. Your storybooks
2. Your toys
3. Your magazines or comics

Think of some more things and tell your partner about them. You must take turns in speaking.

READING

Exercise

Read the story. Answer the following questions.

1. Why didn't Perna want to go to school?

2. Why could she not pay the money?

3. Who paid the money for her to go for the picnic?

4. Whose father had died?

5. Who praised Geeta?

WRITING

Exercise

Re-arrange the following sentences as they occur in the story and write in the box below.

1. She had shared her love and money with another child.
2. They both went for the class picnic and had an enjoyable day.
3. Geeta paid her chocolate money for Prerna's participation in the picnic.
4. So Prerna went to school with tears in her eyes.
5. Prerna's mother worked as a domestic servant.

1. _____
2. _____
3. _____
4. _____
5. _____

INTEGRATED SKILL PRACTICE

Exercise

[Listening, speaking, reading, writing]

Read the story. Copy all the sentences about Geeta in the space provided.

Read the sentences again. Tell your partner about Geeta. Also listen to what your partner says. Write the common words used for Geeta in your talk. Make sentences of those words.

Words	Sentences

WHY THE BEAR'S TAIL IS SHORT

Did you ever go to a circus where there was a bear in cage? Did you notice how short his tale was? I will tell you how the bear's tail came to be short.



Why the bear's tail is short.

Once it was very cold day in winter. A fox saw some men taking home a load of fish. The fox jumped upon the cart. The men did not see the fox. They were already busy in gossiping. So the fox threw off some of the best fish from the cart.

This stock of fish was enough for his dinner. Then Mr. Fox jumped from the cart and began to eat the fish. When he was eating the fish, Mr. Bear came. 'Good Morning', said Mr. Bear, "You have good luck today. These are very fine fish. How did you catch them?" "Yes, they

are fine fish', said Mr. Fox. 'If you will go for fishing with me tonight, I will show you how to catch even better fish than these.' "I will go with you gladly", said the bear. "I will bring my hook and line too." "you don't need a hook and line", said the fox. "I always catch fish with my tail. You have a much longer tail than I and you can fish so much better.



At sunset the bear met the fox. They went to the frozen river. Then they come to a small hole in the ice. "Now Mr. Bear", said the fox. "Sit down here on the ice. Put your tail into the hole. You must keep still."

Keep still for a long while. That is the best way to catch fish," "Wait until a great many fish take hold of your tail. Then pull with all your might." The bear sat for a long time. At last he began to feel cold. He moved a little. 'OW!' he cried, for his tail had begun to freeze in the ice. 'Is it not time to pull out the fish?' said the bear. "No, no", cried the fox. "Wait until more fish have taken hold of your tail. You are very strong. You can wait a little longer." So the poor bear waited until it was almost morning. Just then some dogs began to bark on the bank of the river. The bear was so afraid that he jumped up quickly and pulled with all his might, but his tail was frozen fast in the ice. He pulled and pulled until at length the tail was broken short off. Mr. Fox

ran away laughing and laughing at the trick he had played upon Mr. Bear.

Bears' tails have been short ever since.

For the teacher

Pre-reading activities could be included:-

Tell me the names of (i) Any five animals (ii) Any two animals that have a long tail. (iii) any two animals that have a short tail.

VOCABULARY

Exercise I A.

Match words in column A with their opposites in column B. Write them in the given space.

A	B	
1. Longer	big	1. _____
2. Strong	melt	2. _____
3. Freeze	weak	3. _____
4. Small	up	4. _____
5. Down	warm	5. _____
6. Morning	day	6. _____
7. Night	evening	7. _____
8. Cold	shorter	8. _____

Exercise I B.

Write the following in the right order to make meaningful words.

For example etbet better

(i) dolc	_____	(vii) gromst	_____
(ii) htros	_____	(viii) tasf	_____
(iii) nfie	_____	(ix) itellt	_____
(iv) tbse	_____	(x) orop	_____
(v) malls	_____	(xi) gdoo	_____
(vi) nogl	_____	(xii) zfreno	_____

GRAMMAR

Exercise I A.

We have made describing words in 1 B. (vocabulary). Now write a naming word (a place, a thing, or a person) after each describing word.

For example

(i)	cold	place
(ii)	short	rope
(iii)	_____	_____
(iv)	_____	_____
(v)	_____	_____
(vi)	_____	_____
(vii)	_____	_____
(viii)	_____	_____
(ix)	_____	_____
(x)	_____	_____
(xi)	_____	_____
(xii)	_____	_____

Exercise I B

Fill in the blanks as given in the example.

good	better	best
long	_____	_____
short	_____	_____
strong	_____	_____
much	_____	_____

LISTENING

Exercise

I will tell the story once again (second telling). You will fill in the blanks while listening to the story.

A fox saw some men taking home a1.of fish. Then Mr. Fox2.....upon the cart while the3.....were not looking. He threw off some of the best.....4.....A bear also wanted to eat the fish. So5.....said, "You have good luck fishing today.....6.....are very fine fish. "If you will go with me tonight. I will.....7.....you know to catch even.....8.....fish than these," said Mr. Fox. "I will go with you9.....," said the bear. They went across the frozen.....10.....They come to a small.....11.....Put your.....12.....into the hole. The bear sat very still for a13.....time. Some dogs began to14.....on the bank of the river. The bear was so.....15.....that he jumped up quickly pulled with all his.....16.....He pulled and pulled until at length the tail was.....17.....short off. Mr.18.....ran away laughing and laughing at the trick he had played.....19.....Mr. Bear. Bears' tails have been20.....ever since.

SPEAKING

Exercise

(The children will be divided into groups of five. Each group will be given four sentences from the story.)

Now you will work in groups of five. You will speak your sentences by giving the opposite of each noun, adjective, etc. For example, it is not, 'Once it was a very cold day in winter but, once it was a very warm night in summer'. One of you will not speak. S/he will write all the sentences on a piece of paper. S/he will speak all the sentences in front of the class.

Note: The teacher will decide which group will speak first.

READING

Exercise I A.

Unit 1

Once it was very -----so much the better.

Read unit 1. Write the answer of the following questions from the story in the given space.

1. Who jumped upon the cart?

2. What was fox eating?

3. Who said 'Good morning' to the fox?

4. Did Mr. Bear agree to go with the fox gladly?

5. What did Mr. Bear want to bring for fishing?

Exercise I B

UNIT 2

At sunset the bear met-----short ever time.

Read Unit 2 Answer the following questions.

1. At what time did the bear meet the fox?

2. Where did the bear sit?

3. Why was Mr. Bear afraid?

4. Who pulled his tail?

5. Who ran away laughing?

_____.

Exercise 2.

In the box at the end of each sentence write **T** for a true statement and **F** for a false one.

- | | |
|--|-------|
| (i) The bear jumped upon the cart. | _____ |
| (ii) The fox had enough fish for his dinner. | _____ |
| (iii) Mr. Bear said 'good morning' to the fish. | _____ |
| (iv) Mr. Bear put his tail through the hole. | _____ |
| (v) Mr. Fox began to feel cold. | _____ |
| (vi) The poor fox waited until it was almost morning. | _____ |
| (vii) The bear was so afraid that he jumped up quickly. | _____ |
| (viii) Some dogs began to bark on the bank of the river. | _____ |
| (ix) Mr. Fox pulled and pilled until at length the tail
was broken short off. | _____ |
| (x) Mr. Bear ran away laughing and laughing. | _____ |

Exercise 3.

Fill in the blanks with the help of pictures.



1. Some men were taking home a load of
2. The fox jumped upon a
3. The.....began to eat the fish.....
4. When he was eating the fish.....came.
5. Atthe bear met the fox.
6. They went across the frozen.....
7.began to bark on bear.
8. Bear's tail was frozen fast in the.....

WRITING

Exercise

(a) Make sentences of the following words.

- (i) bear _____
- (ii) sun _____
- (iii) fox _____
- (iv) fast _____
- (v) cart _____
- (vi) tail _____
- (vii) ice _____
- (viii) dog _____
- (ix) long _____
- (x) cold _____

INTEGRATED SKILL PRACTICE

Exercise

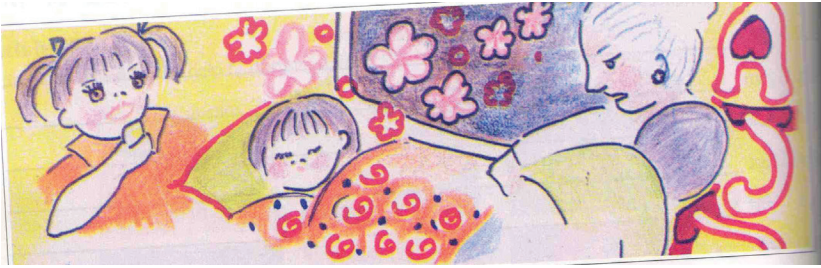
{Reading, Writing, Vocabulary, Grammar & Comparison}

Write three sentences each on the nature of Mr. Bear and Mr. Fox.

Mr. Bear	Mr. Fox
1. He was innocent.	1. He was clever.
2.	2.
3.	3.
4.	4.

CONFESSION

Guddi was not an introvert but she used to remain silent most of the time. But, her brother, Monu was an extrovert in the real sense. He would interrupt his sister time and again. The same had happened this very morning also.



Mother was red with anger because someone had removed the flowers from her new Chunni that she had specially made for herself.

Mother called out loudly, "Guddi! Monu! Come here immediately. Tell me, who has removed the flowers from my Chunni?" Guddi wanted to speak but stammered, "Mom.....Mom....." Monu, as per his habit, interrupted her and said, "It is only Guddi's work. I don't know about it." As soon as the mother heard this, she slapped Guddi. Guddi began to weep. She could not speak to her mother although she knew that Monu had removed the flowers. She went to her room weeping bitterly. She did not eat anything for the whole day.

Monu was happy having escaped the punishment. But, in the evening, he saw that Guddi was still sobbing. She had not eaten anything for the whole day. He felt guilty and went straight to his mother. He confessed that it was he who had removed the flowers and not Guddi.

Mother went to Guddi's room. She said, "Guddi, I am sorry. But you must learn something from this. Please, learn to speak for your rights. Crying never helps". Guddi understood and hugged her.

(Source: A Story by Shri Bhagwan)

VOCABULARY**Exercise**

Match the following words.

Example	know	about
	(A)	(B)
	listen	out
	be angry	to
	remove	for
	make	from
	call	with

GRAMMAR**Exercise 1 A.**

Add '-ing' to the words given below.

Example	play	playing
	tell	_____
	speak	_____
	weep	_____
	go	_____
	sob	_____
	come	_____
	call	_____
	prepare	_____

Exercise I B.

Add '-ed' to the following words.

Example	push	pushed
1.	happen	_____
2.	want	_____
3.	interrupt	_____
4.	play	_____
5.	confess	_____

LISTENING

Exercise

Listen to the story (second telling). Fill in the blanks.

1. Guddi used to remain.....most of the time.
2. Monu wouldhis sister time and again.
3. Someone had removed thefrom the Chunni.
4. She wanted to speak but.....
5. Learn to speak for your.....

SPEAKING

Exercise I.

Speak the following words properly. Give more force on the part that has capitals.

- | | |
|----------------|--------------|
| 1. INtrovert | 2. SILent |
| 3. EXtrovert | 4. InterRUPT |
| 5. imMEdiately | 6. STAmmered |
| 7. alTHOUGH | 8. Bltterly |

SPELLING

Exercise

Find the word out which is spelt correctly and write it in the given blank

Example

- | | |
|--------------------|-----------|
| (A) introwert | |
| (B) introvert | |
| (C) Introvert | introvert |
| (D) introvert | _____ |
| 1. (A) sylent | |
| (B) Silant | |
| (C) Silent | |
| (D) Silint | _____ |
| 2. (A) extrovert | |
| (B) ixtraverrt | |
| (C) oxtrovert | |
| (D) extrevert | _____ |
| 3. (A) interrupt | |
| (B) anterrupt | |
| (C) unerrupt | |
| (D) interrupt | _____ |
| 4. (A) immediately | |
| (B) emmediately | |
| (C) ammediately | |
| (D) immediately | _____ |
| 5. (A) punisment | |
| (B) punishmant | |
| (C) ponishmunt | |
| (D) punishment | _____ |

READING

Exercise

Read the story. Put tick for the true statements and cross for the false ones in the given space.

- | | |
|---------------------------------------|----------|
| 1. Guddi was an introvert. | [] |
| 2. Monu was not Guddi's brother. | [] |
| 3. Monu was an extrovert. | [] |
| 4. Mother was not angry. | [] |
| 5. The Chunni was prepared by mother. | [] |
| 6. Guddi removed the flowers. | [] |
| 7. Mother slapped Guddi. | [] |
| 8. Mother began to weep. | [] |
| 9. Monu wept bitterly. | [] |

WRITING

Exercise I.

Rearrange the following to make meaningful sentences.

Example: a girl/was/Guddi.

Guddi was a girl.

- | | |
|----------------------------|-------|
| 1. An/Guddi/introvert/was. | _____ |
| 2. Was/her/Monu/brother. | _____ |
| 3. Mother/angry/was. | _____ |
| 4. Removed/he/the flowers. | _____ |
| 5. To/went/his mother/he. | _____ |

Exercise 2.

Re-arrange these sentences according to the events in the story. You can use the space given below.

1. Monu interrupted Guddi.
2. Mother was angry.
3. She called out Guddi and Monu.
4. Mother slapped her.
5. Guddi wept bitterly.
6. Mother hugged her.
7. Monu felt guilty.

INTEGRATED SKILL PRACTICE

Exercise

[Reading, Listening, Speaking]

What was the advice given to Guddi? Do you think it was a right advice? Discuss it in your group. Everyone will speak at least one sentence.

Photocopiable

BACK TO SCHOOL

The day joined as a teacher at PS 18 (Public School 18) in New York was a decisive day for me. I came from a small town in Buffalo and New York really awed me. My friend, who was teaching at a nearby institute, had warned me about the big bad city the kids at my school.

They were a hearty bunch of future hoodlums, he warned me. I laughed away his warning, My heart was full of hope at the thought of shaping the minds of tomorrow.

Brought up on the classic, E.R. Braithwaite's 'To Sir with love'. I had always felt that "us-American"- which included "us Indian Americans" as well – were far better than the British brats that the black teacher had had to deal with.

First day. I entered room 9A. It was so quiet that I wondered if I was too early or if it was wrong room. No, the number was all right. I stepped in cheerfully.

A duster flew by nearby knocking my head off. Chalk dust lightly dusted my face. I back peddled fast picking up courage after a long minute I stepped in less confidently this time. Hesitantly, I asked, 'is this 9A?'

Having confirmed my suspicion, I walked to the board and wrote my name in block letters-M-E-E-N-U—S-I-N-D-H-U.

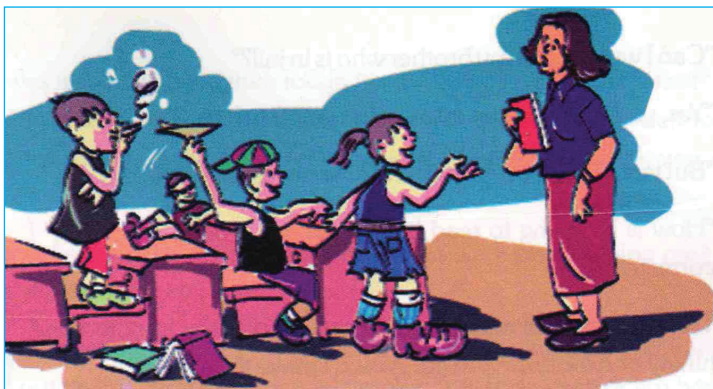
"Who're you?" this from an angelic face.

"Are you Mr. George? We're supposed to have a Mr. George."

"I'm Miss Meenu. Good morning."

Suddenly a hand shot up. "I don't belong here. My mom told me I should be taught things by a man."

I was pushed from behind by a tornado in checked shirt and denim jeans. "Hey, who stole my chair?" and looking at me, "What's your name?"



Controlling my indignation I replied as politely as I could, "its on the board."

"I can't read your writing. If I could, would I be here?"

"Okay, Stop shoving at the back. Class I am your new English teach..."

"No wonder! You speak differently."

".....cher. And, perhaps, for history as well. ('God forbid!' this from the back of the class) Please come to order while I take your attendance. Please till out these forms with an ink pen for submission to the administration. I will collect them at the end of the class. Any questions?"

"I got no ink. Can I use pencil?"

"I don't remember my address!"

"Someone stole my pen!"

"Should we fill it right now? My lawyers say never give out any information and always take the fifth (amendment)".

Suddenly, there was a commotion. "Hey teach! Johnny just went wet his pants."

Ha, ha, ha! roared the class. Poor Johnny was looking murderously at Jeff Blaum. Jeff had poured a glass of water over Johnny.

"Johnny take this pass and go to Nurse for a change of clothes."

Then the bell rang. The mad rush nearly knocked me down. The older ones sauntered out at the end, giving me a once over to freeze me.

What had I let myself in for?



In the melee a tiny voice perked up. "Hey Miss! The bell is not for us."
"Shaddup you!"

I was torn between correcting 'shaddup' and hauling the boy for saying it.

How did I get into this mess? Suddenly a hand went up. "Can I be given a toilet pass, please?" The 'please' did me in. It was a tall girl in pigtails.

Back to class. "This week, we will do a small test on creative writing. Write on anything you feel like."

"Can I write about me brother who is in jail?"

"Yes, yes can, you can even write a letter to him, if you want."

"But teach! How he gonna read? He never went to no school."

"How is he going to read it? He had never been to school, " I corrected.

This time the bell really rang. Thank God!! One hundred and ninety-one more days to go! Would I make it?

"Hey teach! Abyssinia!"

"What did you say ya. You see? It's the same as bye bye or Adios."

I rubbed my forehead to ease the pain as I slowly walked down the hall to my room. Thank god it was the end of the day. And what an appalling day it had been ! I tried to imagine what it would be like day in and day out. It was too awful to imagine.

At home, after kicking off my shoes and switching on the remote, I opened my bag to take out the class assignments to read. And the first one I read went something like this!"

"If you want to know something, why don't you look it up at the library instead of asking it of us? After all, you are the teacher!"

I had to laugh at this one: "I have a Serb teacher for History, an Englishman to teach French and an Indian-American to teach English. If only you all knew your subjects well and what you were talking about, I could get some education."

"You are the best looking English teacher we have had in a long time. It's my heart saying it, not my mouth." "I always get low marks because teachers test me when I am unprepared. Tests are spiteful and given to keep the class quite I think."

And the best for the last: "dear bro', howse youse man? School be fine. Am learning my R's. Grrrrrr! Mr. George didn't come today. A nice looking lady took class. She was real cool, man. Don't know if she be lasting long. Not after today, am sure. Otherwise school's dull. See my English be improving already? Dunked ten baskets at the court. Ma's fine. She wants to know what you be wanting coz she come visiting Saturday. Have Mr. Cooper read this man. He be nice guy. He teach me tricks last time. Miss you around. 'dios.'

I knew immediately that the class act was a show to keep their tough fronts up. So I was "cool", was I? I closed my eyes. Perhaps I was jumping the gun. Didn't Braithwaite struggle to establish himself for years before he was accepted? And what an uphill task it was for him, added to the fact that he was a black man!

What was I crying about after one day of school when these little hoodlums were only ragging me? I decided I would show the kids that I could last it out with them if I had to.

I would do all the things mentioned in the self-help books: count till ten, take deep breaths and even have a screaming tree at home to take out my frustration, but I would make it my business to learn how to teach. The least they deserved was to gain something in school that would give them the strength to stand up to the world in the future.

And go back to school I would.

I did.

(Source: www.pitara.com/talespine/backtoschool)

VOCABULARY**Exercise**

Fill in the blanks with the help of the words given below.

(flew, peddled, confidently, 9th, board, Meenu, Sindhu, angelic)

First day I entered, a duster _____ by nearly knocking my head off. I back _____ fast. Picking up courage after a long minute I stepped in less _____ this time. I stepped in less _____ this time. Hesitantly, I asked, "Is this _____" Having confirmed my suspicion, I walked to the _____ and wrote my name in block letter _____ "Who are you" this came from an _____ face.

GRAMMAR**Exercise**

Make nouns of the following words by adding a suffix.

Example.	Teach	teacher
1.	warn	.....
2.	enter	.....
3.	speak	.....
4.	create	.....
5.	write	.....

LISTENING

Exercise

Listen to the story and write the next sentence to the following in the space provided.

1. "Are you Mr. George? We are supposed to have a Mr. George"

2. "I will collect them at the end of the class"

3. "Hey teacher! Johnny just wet his pants"

4. "Can I be given a toilet pass, please?"

5. "See my English be improving already?"

LISTENING

Exercise

(The class will be asked to do pair work. They will get 5 minutes to ask questions from each other).

Now you will talk to each other in pairs. Each one of you will get 3 minutes to ask questions from your partners on the given topic. After that, you will introduce your partner to the rest of the class. You will speak for a minute each. Your topic is "Hobbies".

READING

Exercise

Read the story. Answer each one of the following questions in 1-2 words or short phrases.

- 1) Give the name of the school where the author joined.

- 2) "If you want to know something, why don't you look it up at the library instead of asking it of us?"

- 3) The writer says "They were very naughty hoodlums" he warned me. What do you understand by "naughty hoodlums?"

- 4) What are the differences between the behavior of the teacher and the students?

- 5) The students throw a duster at the teacher's head. What does this tell you about the students?

WRITING

Exercise

Write five sentences on what you would have done if you had been in place of Meenu Sindhu,

If I were in Meenu Sindhu's place I _____

INTEGRATED SKILL PRACTICE

Exercise

[Reading, Writing]

Write 50 words on 'The US Schools'

You can write about 'children', 'teacher' atmosphere in the schools of the US from what you understand the story.

GLOSSARY FOR TEACHERS REFERENCE

Note: The teachers should use various techniques like teaching through pictures, charts, gestures, symbols, realia, verbal context, textual context, association and mother tongue to teach the following words. The meanings and pronunciations given below are for teachers' reference only.

1. The Red and White Cow

Word	Pronunciation	Meaning
Excited	/ɪk'saɪtɪd/	feeling happiness
Country	/kʌntri/	village
Roring	/rɔːrɪŋ/	making a continuous loud deep noise
Present	/dɪ'lɪʒəs/	gift
Delicious	/sleɪs/	having a very pleasant taste or smell
Slice		a piece
Creature	/'kri:tʃə(r)/	a living thing
Underneath	/ʌndə'ni:θ/	below something

2. The Little Red Hen

farmyard	/'fɑ:mjɑ:d/	the area surrounded by farm buildings
mill	/mɪl/	a building fitted with machineries for grinding grain
flour	/flaʊə(r)/	a powder made from grains to make bread
baker	/'beɪkə/	a person whose job is baking bread
grind	/graɪnd/	to break or crush into small pieces between two surfaces or using a special machine

grow	/graʊ/	to increase in size, measure and quantity
strong	/strɒŋ/	having a lot of physical power

3. The Christmas Flower

Favourite	/ˈfeɪvərɪt/	a thing liked more than others
Stall	/stɔ:l/	shop
parcel	/pɑ:səl/	something that is wrapped in the paper
disappointed	/dɪsəˈpɔɪntɪd/	upset
wondered	/wʌndəd/	surprised
disappear	/dɪsəˈpiə(r)/	vanish
culprit	/ˈkʌlprɪt/	a person who has done against the law
chased	/tʃeɪzd/	run or drive after

4. Tit for Tat

Trunk	/trʌŋk/	the long nose of an elephant
Prick	/prɪk/	to make a very small hole in something with a sharp point
needle	/ˈni:dl/	a small thin piece of metal that you use for sewing
cruelty	/ˈkru:əlti/	behaviour that causes pain

5. The Giving Tree

Swing	/swɪŋ/	to move backwards or forwards
Grew	/gri:ʊ/	increased in size or quantity
Climb	/klaɪm/	to go up
Trunk	/trʌŋk/	the thick main part (stem) of a tree from which the branches are grown.
Busy	/ˈbɪzi/	having much to do
Cut off	/kʌt ɒf/	to remove by cutting
Sad	/sæd/	unhappy
Business	/ˈbɪznəs/	the activity of selling and buying things for money
Sailed	/seɪld/	to travel on water in a boat
Stump	/stʌmp/	the bottom part of a tree left in the ground after the rest has been cut down.
Quiet	/ˈkwaɪət/	with little or no noise

6. Mullah Nasiruddin

Dispute	/ˈdɪspju:t/	an argument or disagreement between two people, groups or countries
complaint	/ˈkəmpleɪnt/	to state that you are not happy or satisfied
bundle	/ˈbʌndl/	a number of things tied or wrapped together
tripped	/ˈtrɪpt/	almost fell
humiliate	/hjuˈmɪliət/	to make someone feel ashamed of or feel stupid
jumped	/ˈdʒʌdʒmənt/	an opinion about something after carefully thinking about it.
Satisfy	/ˈdʒʌstɪs/	to fulfill a need or desire
Justice	/ˈʃætɪsfəɪ/	fair treatment of people

7. A foolish Maid

ornaments	/ˈɔːnmənts/	jewellery
proposal	/ˈprəʊzəl/	suggested plan
supported	/səˈpɔːtəd/	helped to keep it in pace
refuse	/rɪˈfjuːz/	to say no
drenched	/ˈdrentʃt/	made completely wet
ruined	/ˈruːnd/	destroyed

8. The Beautiful Handwriting

Sincere	/sɪnˈsɜːr/	honest
Concrete	/kənˈkriːt/	give all your attention to something
Memory	/ˈmeməri/	ability to remember
Gradually	/ˈɡrædʒuəli/	slowly
Immensely	/ɪˈmensli/	very
Artistic	/ɑːtɪˈstɪk/	creative
Manuscript	/ˈmænʊskɪpt/	a piece of writing that is not published
Observe	/əbˈzɜːv/	to watch

9. The Peacock's Dance

Applauded	/ə'plɔ:dɪd/	clapped
Feather	/'feðə(r)/	many soft light parts of bird's body that cover it.
Mischievous	/'mɪstʃɪvəs/	a person who enjoys playing tricks and annoying people
Absolutely	/ə'plɔ:dɪd/	completely
Performance	/'feɪə(r)/	a show, example: play, dance, concert, etc.
Sender	/'mɪstʃɪvəs/	a person who sends the things
Extremely	/ə'bsəlu:tli/	highly

10. The Sky is falling

Wood	/wɪd/	trees occupying a piece of land
Nut	/nʌt/	fruits with hard shell with seeds inside the shell.
Falling	/'fælɪŋ/	For example: Cashewnut, coconut etc.
Fast	/'fæst/	coming down
Piece	/'pi:ʃ/	quick moving
Really	/'ri:əli/	a bit or a part
Together	/'təʊɡeðə/	in fact
Noise	/'nɔɪz/	in company
Serious	/'sɪəriəs/	loud sound
Met	/'met/	thoughtful
Cried	/'kraɪd/	into contact
Indeed	/'ɪndi:əd/	made a loud sound
Led	/'led/	in truth
		went in the front to show the way

11. A Little Sacrifice

Scold	/skəʊld/	to speak angrily
Domestic	/də'mestɪk/	used in the home
Excuse	/ɪk'skju:z/	to forgive
Sacrifice	/ˈsækrɪfaɪs/	an act of giving up something important for someone else
Praised	/preɪz/	show admiration for somebody
Generosity	/ˌdʒenə'rɒsəti/	quality of giving to others
Participation	/pɑ:tɪsɪ'peɪʃn/	the act of taking part in an activity
Enjoyable	/ɪn'dʒɔɪəbəl/	giving joy
Shared	/ʃeəd/	divided
Noise	/nɒɪ'membə/	loud sound
Definitely	/ˈdefɪnətli/	certainly

12. Why the Bear's Tail is short

Cart	/kɑ:t/	a vehicle pulled by bulls or animals
Bring	/brɪŋ/	to take with
Gossiping	/ˈɡɒsɪpɪŋ/	talking
Stock	/stɒk/	a store of things
Fine	/faɪn/	very good
Fishing	/ˈfɪʃɪŋ/	catching fish
Gladly	/ˈglædli/	happily
Hook	/hʊk/	instrument used in fishing
Frozen	/ˈfrəʊzn/	very cold
Hold	/həʊld/	catch
Might	/maɪt/	great strength or power
Afraid	/ə'freɪd/	frightened
Quickly	/ˈkwɪkli/	moving fast

13. Confession

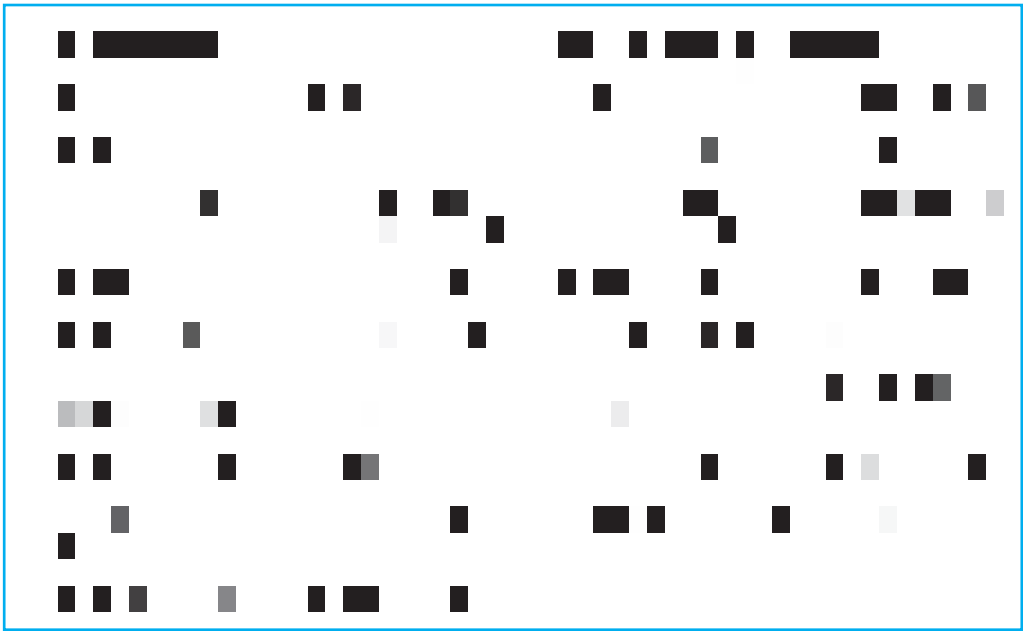
Confession	|kən'feʃn|	when you admit that you have done something wrong
Introvert	|'Intrəvɜ:t|	a quiet person who thinks more about himself than talking to others
Extrovert	|'extrəvɜ:t|	lively and confident person who enjoys being with other people.
Interrupt	|,Intə'rʌpt|	to stop the continuous progress of something for a short time'
Slap	|s'læp|	to hit something
Bitterly	|'bɪtəli/	in a way that shows feeling of sadness
Escape	|ɪs'keɪp|	to get away from an unpleasant situation
Sobbing	|'sɒbɪŋ|	to cry noisily
Emphatically	|ɪm'fætɪkəli/	an answer given in a forceful way to show that it is important
Hugged	|'hʌgd|	put one's arms around somebody and held one tightly

14. Back To School

Decisive	|dɪ'saɪsɪv|	able to decide something quickly and with confidence
Hoodlum	|'hu:dləm|	violent and noisy youngmen
Tornado	|,ɪndɪg'neɪfən/	a violent storm with very strong winds
Indignation	|,kə'məʊʃn/	a feeling of anger and surprise
Commotion	|'pɜ:kt/	a sudden period of noise and confusion
Perked	|'sɜ:f|/	became more cheerful or lively

Note: The explanation of the phonetic symbols used in the glossary is given on the next page. The chart has been taken from A.S. Hornby's Oxford Advance Learner's Dictionary. The vertical bar on the words indicates stress.

Phonetic Symbols



Suggested Reading

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Notes

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