

Lesson 14

THREE LITTLE PIGS

A. WARMER

- 1. What are the things you need to build a house? List them.*
- 2. Have you ever seen or heard of or read about any animal eating another animal? If so, share your experience with your class.*

Once upon a time there were three little pigs and the time came for them to leave home and seek their fortunes. Before they left, their mother told them “Whatever you do, do it the best that you can because that’s the way to get along in the world.

The first little pig built his house out of straw because it was the easiest thing to do.

The second little pig built his house out of sticks. This was a little bit stronger than a straw house.



The third little pig built his house out of bricks.

One night the big bad wolf, who dearly loved to eat fat little piggies, came along and saw the first little pig in his house of straw. He said, “Let me in, Let me in, little pig or I’ll huff and I’ll puff and I’ll blow your house in!”

“Not by the hair of my *chinny chin chin*,” said the little pig. But of course the wolf did blow the house in and ate the first little pig.

The wolf then came to the house of sticks. “Let me in, let me in, little pig or I’ll huff and I’ll puff and I’ll blow your house in”.

“Not by the hair of my *chinny chin chin*,” said the little pig. But the wolf blew in that house too, and ate the second little pig.

The wolf then came to the house of bricks.



“Let me in, let me in” cried the wolf, “Or I’ll huff and I’ll puff till I blow your house in”. “Not by the hair of my *chinny chin chin*” said the pig.



Well, the wolf huffed and puffed but he could not blow down that brick house. But the wolf was a sly old wolf and he climbed up on the roof to look for a way into the brick house.

The little pig saw the wolf climb up on the roof and lit a roaring fire in the fireplace and placed on it a large kettle of water.

When the wolf finally found the hole in the chimney, he crawled down and splashed right into that kettle of water and that was the end of his troubles with the big bad wolf.

The next day the little pig invited his mother over. She said, “You see it is just as I told you. The way to get along in the world is to do things as well as you can.” Fortunately, for that little pig, he learnt that lesson. And he just lived happily ever after!

WORDS TO KNOW

fortunes (n): (फॉ:चॅन) भाग्य **luck**

chin (n) : (चिन) ठुडी / चिबुक **the part of the face below the mouth**

huff and puff (idm): (हॅफ अँन् पॅफ) – फुँफकार छोड़ना **breath out noisily**

fireplace (compound noun): (फाइअँ प्लेस) अँगीठी **a partially enclosed space at the base of a chimney for a domestic fire**

splashed (n): (स्प्लैश) छपाक से गिरा **fell or cause to fall in scattered drops.**

B. LET'S THINK AND TELL

B.1. Answer the following questions orally:

1. What advice did the mother give to her children before they left to make their fortunes?
2. List the materials used by the three pigs to build their houses.
3. Pick out the words from the text that describe the character of the wolf.
4. What quality of the third pig saved his life?

C. THINK AND WRITE

C.1. Answer the following questions:

1. Why do you think the wolf succeeded in killing the first two pigs?
Give reasons for your answer
2. Why couldn't the wolf succeed with the third pig? Discuss.
3. Which of the three pigs proved to be the wisest? Explain.
4. Can you suggest another title for this story?
5. What do you learn about the pigs' mother?

D. LET'S INCREASE WORD POWER**D.1. Match the words with their opposites:**

- | | |
|--------------|---------------|
| 1. build | a. tiny |
| 2. carefully | b. much |
| 3. agreed | c. started |
| 4. later | d. destroy |
| 5. finished | e. small |
| 6. little | f. earlier |
| 7. enormous | g. disagreed |
| 8. great | h. carelessly |

D.2. Look at the following words used in this lesson:

happily, finally, dearly and fortunately

All these words end in suffix '–ly.' As you will notice all these words are adverbs. Most adverbs end in '–ly'.

Make a list of at least 10 adverbs that end in '–ly' and use them in your own sentences.

D.3. There are many other suffixes, e.g., '–al', '–ment', '–tion', '–acy', '–ness', '–ive', '–ous', '–ful'. Add suitable suffixes to the following words :

1. time
2. argue
3. beauty
4. heavy
5. create
6. useful
7. secret

E. LET'S LEARN GRAMMAR

Read the following sentences:

- a. The wolf said, "Let me in, little pig."
- b. The mother told them, "The way to get along in the world is to do things as well as you can."

In sentence (1), the wolf is the speaker, and in sentence (2), the mother is the speaker. The words/sentences within the quotation marks ("...") are exact words of the speaker.

We can speak or write the words of another person in two ways:

- i. by repeating the words of the other person as they were.
- ii. by stating the meaning of the words of the other person in our own words.

Suppose Ashu speaks the words, "I am feeling tired." Any person other than Ashu can express his words in the following two ways:

(1) Ashu said, "I am feeling tired." Or

(2) Ashu said *that he was* feeling tired.

In sentence (1), the exact words of the speaker (Ashu), that is, "***I am feeling tired***" are quoted within quotation marks. This is called the ***direct or reported speech***.

In sentence (2), we have reported what the speaker (Ashu) said, that is, ***he was feeling tired*** without quoting the exact words. This is called the **indirect speech**.

In sentences (1) and (2), we observe the following facts:

- (i) The first sentence gives Ashu's words as they were spoken by him. So we have put them within quotation marks (double inverted commas).
- (ii) We have used the word **that** in the second sentence to connect the Ashu's words with the words of the reporting person.
- (iii) As the main clause (with the verb said) was in the past tense, so we changed the dependent clause within the inverted commas into past tense.
- (iv) We changed the pronoun **I** into **he**.
So, you can see that when we change a speech from direct to indirect form, the following changes take place:
 - (i) We remove the inverted commas enclosing the direct speech.
 - (ii) We use a relative word (conjunction) **that** before the reported speech.
 - (iii) We change the tense of the reported speech according to the rules of sequence of tenses.
 - (iv) We change the pronouns of the direct speech under certain rules.
 - (v) We also change some other words indicating place, time, etc.

1. Change in tenses:

Direct speech

Simple present

Present continuous

Present perfect

Present perfect continuous

Indirect or reported speech

Simple past

Past continuous

Past perfect

Past perfect continuous

Simple past

Past perfect

Shall and **will** of the future tense **Would**

2. Change of adverbs and other special words:

Direct speech

Indirect or reported speech

ago

before

here

there

last (year, night, etc.)

the previous (year, night, etc.)

this

that

these

those

today

that day

tomorrow

the following day

yesterday

the previous day/the day before

3. Change of pronouns:

Direct speech

Indirect or reported speech

First person pronouns (I, we) According to the person of the **subject** of the reporting verb.

Second person pronoun (you) According to the person of the **object** of the reporting verb

Third person pronouns (he, she, it, they) No Change

Examples:

She said, "I want to meet my friend."

She said that she wanted to meet her friend.

They said, “We are going to school.”

They said that they were going to school.

He said to me, “Where are you going?”

He asked me where I was going.

He said, “She will not come.”

He said that she would not come.

If the reported speech is a statement (an affirmative sentence), we use the conjunction **that** and remove the inverted commas. The reporting verb **said** is changed into **told** if it has an object after it.

Direct speech: He said, “I am a doctor”

Indirect speech: He said that he was a doctor.

Direct speech: He said to me, “I am a doctor.” (with object *me*)

Indirect speech: He told me that he was a doctor.

If the reported speech is an imperative sentence, we do not use any conjunction (that, etc.). Instead, we use **to** or **not to** to join the reporting verb with the reported speech. Also the reporting verb said is changed into ordered, **advised**, **requested**, **asked**, etc.

Direct speech: The teacher said, “Pooja, please speak English!”

Indirect speech: The teacher requested Pooja to speak English.

Direct speech: The mother said to her son, “Don’t tell lies.”

Indirect speech: The mother advised her son not to tell lies.

Direct speech: “Sit down, Aniket”, he said.

Indirect speech: He asked Aniket to sit down.

E.1. Report the following in indirect speech:

1. Ayesha said, “I want to eat cake.”

2. Shubham said, “I wrote a letter to my father yesterday.”
3. Anshu said, “The weather here is great.”
4. Parwez said, “I am reading a novel.”
5. He said, “I will clean the blackboard.”
6. Pooja said to me, “I have finished my homework.”
7. “Stop talking, Anuj,” the teacher said.
8. “Give me the key,” he told her.
9. “Take off your shoes,” she told us.

F. LET’S LISTEN AND SPEAK

F.1. Complete this conversation :

Teacher : Mala, why didn't you come to school yesterday?

Mala : I'm sorry. _____

Teacher : You missed a whole day's work. Now complete your pending work.

Mala : _____

Work in pairs and role play the conversation.

G. LET’S WRITE

G.1. The following sentences tell the story of ‘The Hungry Fox’, but they are not in correct order. Arrange them in the correct order and also use suitable linkers (conjunctions) to join the sentences.

1. He got tired.
2. He jumped to reach the grapes.
3. He entered a fruit garden.
4. He saw a bunch of grapes.

5. He said to himself, “The grapes are sour.”
6. One day a fox was very hungry.
7. He wanted to eat them.
8. He failed.
9. He left the garden.
10. He tried many times.

H. ACTIVITY

The pigs made their houses of straws, sticks and bricks.

Work in groups and make a list of construction materials (including all sorts of fittings) that people use in building their houses.
