

Lesson 4



The Stork and the Fox

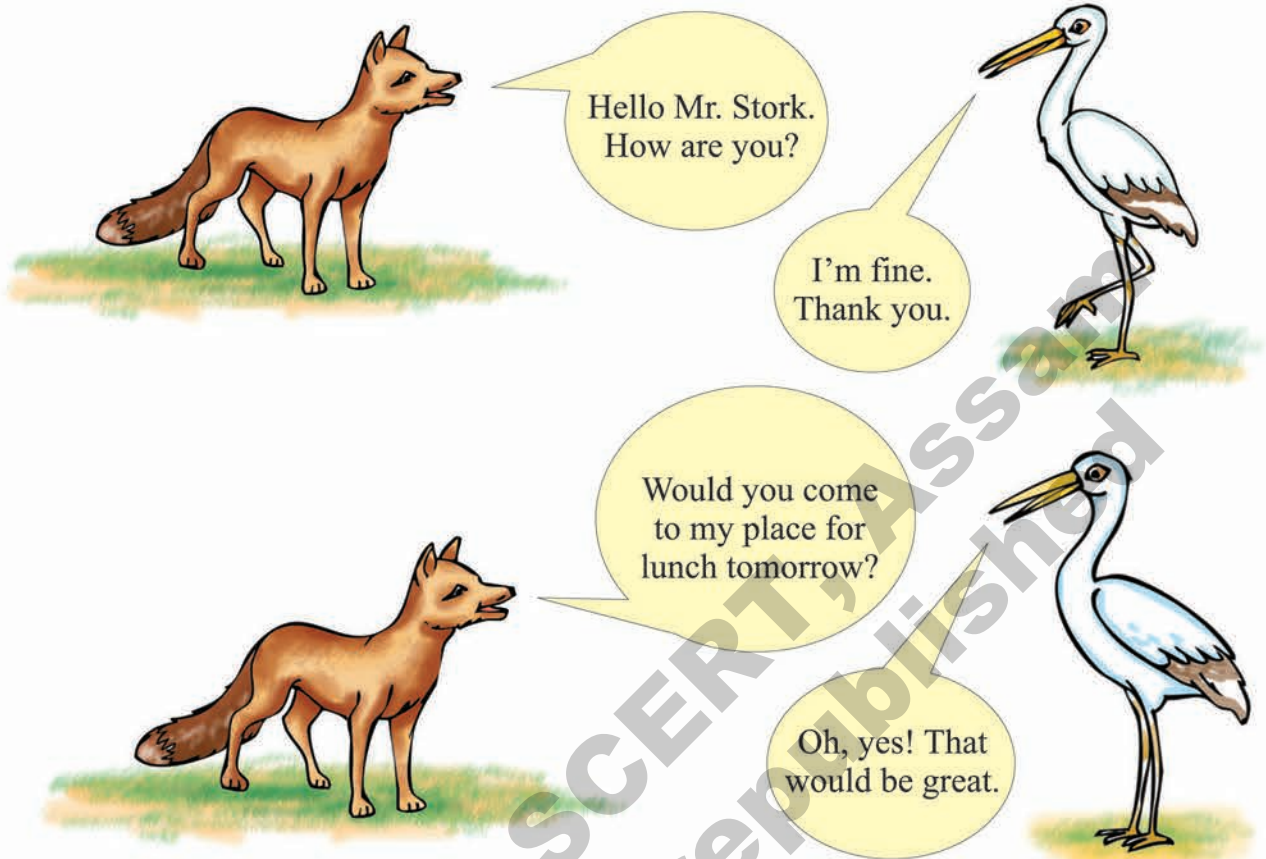
Look at the pictures below:



Work in pairs and talk about what you see in the pictures above:

- ☞ The teacher will encourage learners to talk about ways in which food is served. He/she will tell learners that food may be served in brass/ bone china/ steel plates or plantain leaves.
- ☞ The teacher will elicit answers from the learners about the customs that prevail in their homes for serving food.

Read the story 'The Stork and the Fox':



The next day, the fox prepared a tasty meal and announced to the stork, "The meal is ready". He served the meal on a beautiful plate and said, "Let's start."



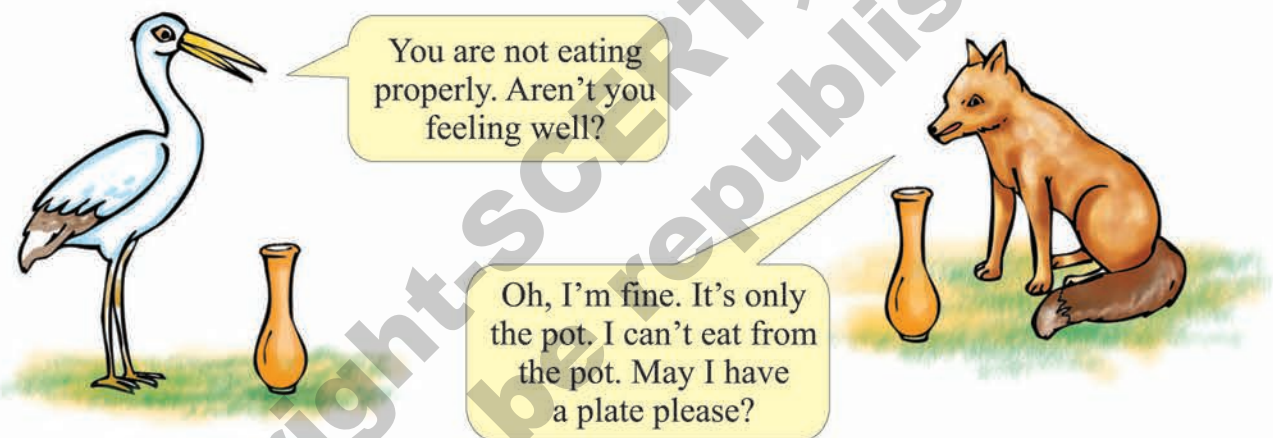
The stork looked at the meal and said, "My friend, I have a long beak. Will you please give me the food in a pot?"

The fox did not respond to the stork's request and kept on eating his food. The stork looked at his plate hungrily. He could not eat anything. He left the house of the fox, hungry and sad.

A few days later.....



That evening the stork prepared a tasty meal. He served it in a pot with a long and thin neck. He then invited the fox to have the food.



The stork did not respond. He kept on eating his food.



Now the fox remembered how he had treated the stork at his home. He realized that others treat you the way you treat them. He left the house of the stork sadly, having learnt his lesson.

ACTIVITIES

1. Let's see how much we have understood. Choose the correct answer:

a) The fox invited the stork for

- i) lunch
- ii) breakfast
- iii) dinner
- iv) tea

b) The stork requested the fox to serve his food in

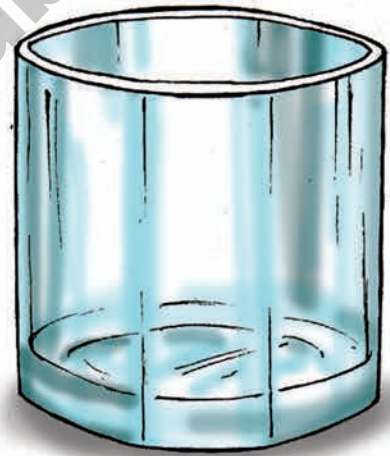
- i) a plate
- ii) a cup
- iii) a pot
- iv) a bowl

c) The stork served the food in

- i) a pot
- ii) a bowl
- iii) a plate
- iv) a glass tumbler

d) The fox could not eat the meal served by the stork because

- i) the meal was not tasty
- ii) he was not feeling well
- iii) the food was hot
- iv) the pot in which the food was served had a long and thin neck



2. Write the answers:

a) Who invited the stork for lunch?

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b) What was the utensil in which the fox served the meal?

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c) Why didn't the stork respond to the fox's request?

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3. Read the meal timetable of the stork:

Meal	Time
Breakfast	8:30 a.m.
Lunch	1:00 p.m.
Dinner	9:00 p.m.



a) At what time does the stork have his lunch?

b) What does the stork have at 8:30 a.m.?

4. Work in pairs:

Ask each other the following questions about your favourite dish.

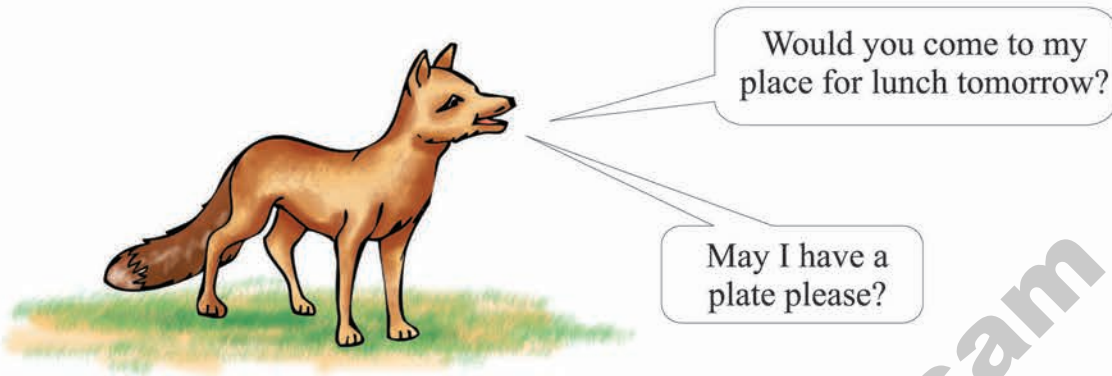
a) What is your favourite dish?

b) Who cooks it for you?

c) What ingredients are used to make it?

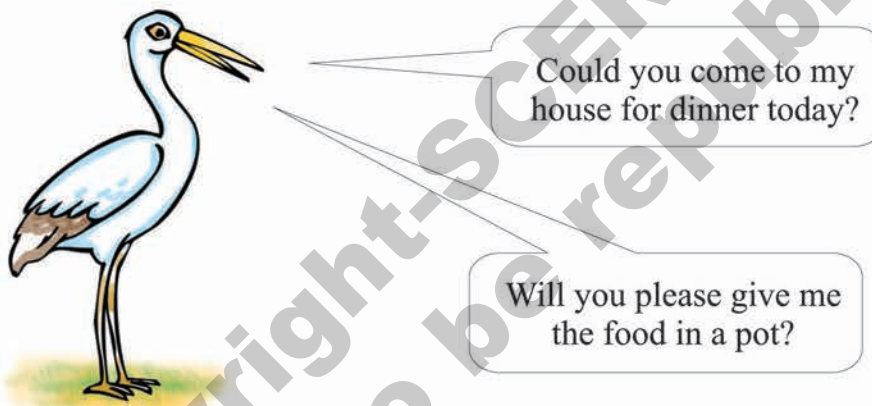
d) Why do you like it?

5. Read the following sentences:




The first sentence is used to make an invitation. The second is used to make a request.

Now, read the sentences below and say which one is used to make an invitation and which one is used to make a request.

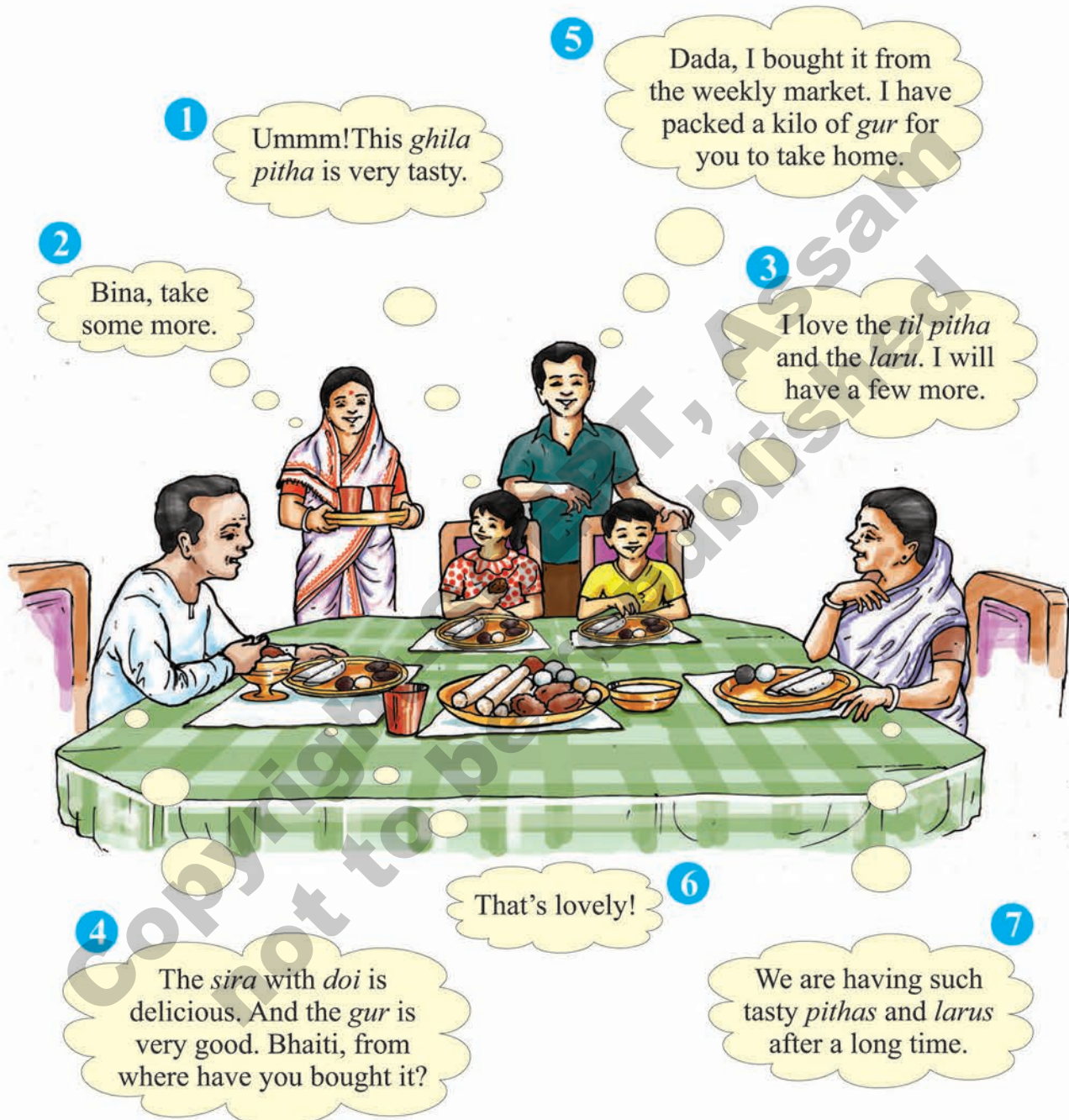


6. Work in pairs and make invitations and requests using the clues in the brackets:

- a) Will you (give, pen)?
- b) Would you (like, some chocolate)?
- c) Could you (come, my house)?
- d) May I (play, you)?

 The teacher will tell learners that this sentence structure is used not only to make questions but also to make invitations and requests.

7. Bina is Rohit's sister. They, along with their parents are at their uncle's place in Tezpur for Magh Bihu. Now they are having tea. Let's read their conversation:



☞ The teacher will explain to the learners that the English word for '*sira*' is 'flattened rice', '*doi*' is curd and '*jaggery*' is the English word for '*gur*'.

☞ The teacher will help the learners to understand the kinship terms like '*dada*', '*bou*', etc. and local food items of Assamese community like '*ghila pitha*', '*til pitha*', etc.

8. Let's see how much we have understood:

- a) Who visited whom and on what occasion?
- b) What are the people in the picture doing?
- c) What did Bina's aunt say to Bina?
- d) What did Bina's uncle offer to his brother?

9. Answer the following questions in a serial order to complete the narration of a recent visit you made to your friend's/relative's place:

- a) Where did you go and when?
- b) Who did you visit and with whom?
- c) How did the host behave when he/she saw you?
- d) What did you do there?
- e) What did you talk about?
- f) What did you eat?
- g) Did you like the food and why?
- h) How did you feel?



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 The teacher will help the learners understand the meaning of words like 'offer', 'host', etc.

10. While going back home, Bina, Rohit and their parents stopped at a tea stall to have tea and snacks. This is the menu that they were given. Read it aloud:

MENU		MENU	
Cutlet	Rs. 30	Ghila Pitha	Rs. 5
Paratha	Rs. 20	Tel pitha	Rs. 5
Puri	Rs. 20	Narikal laru	Rs. 5
Chop	Rs. 10	Til pitha	Rs. 5
Samosa	Rs. 10	Sira Doi	Rs. 20
Sweets	Rs. 10	Tea with milk	Rs. 10
Porridge (Kheer)	Rs.30	Black tea	Rs. 5

Imagine that you are at this tea stall. Which of the above food items will you have? Count and say how much money you will have to pay.

11. Draw your favourite food and colour it:



12. Bina shows this advertisement to her father:

Have you
tried our
fresh *ghila*
pitha, *laru*,
til pitha?

JALPAN

Today's offer:
Get 50% off
when you spend
Rs. 100 or more.

Free home
delivery

Order now: Call - 9803114532



Bina tells her father, "This is an advertisement for snacks sold by Jalpan. I like the *ghila pithas*. Let's order some. If we buy *pithas* for Rs. 100 or more we will get 50% off."

13. a) Collect and paste an advertisement here. Write two sentences about it:

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13. b) Now tell your friend a few sentences about it.

14. Find words ending with 'ly' from the word grid below:

A	V	U	R	P	M	S	H	S
Q	U	I	E	T	L	Y	A	O
B	L	O	U	D	L	Y	P	F
C	T	L	M	N	U	U	P	T
S	L	O	W	L	Y	V	I	L
H	A	P	P	I	L	Y	Q	Y

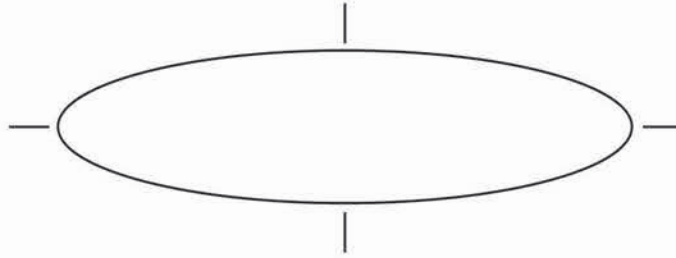
15. Bina has drawn the following picture in a drawing competition.



Bina has to write a paragraph of five sentences about the picture. Work in pairs and help her in writing the paragraph. You may use the words from the box below.

on the eve of Magh Bihu celebrate community feast
merry making gather people Uruka food items

16. a) Write in the oval below the name of a festival that you celebrate:



Pick up any four points related to the festival from the box below and complete the word web with appropriate words.

special dress gifts time of celebration special food
rituals places of celebration reason of celebration

16. b) Among the four points which one will you choose first and then next? Write them below accordingly:

i) _____ ii) _____

iii) _____ iv) _____

16. c) Now, make sentences using the above points to form a paragraph and write in your notebook.

17. Pick up any one card from below and say two or three sentences about it:

Your favourite food

Your school

Your favourite festival

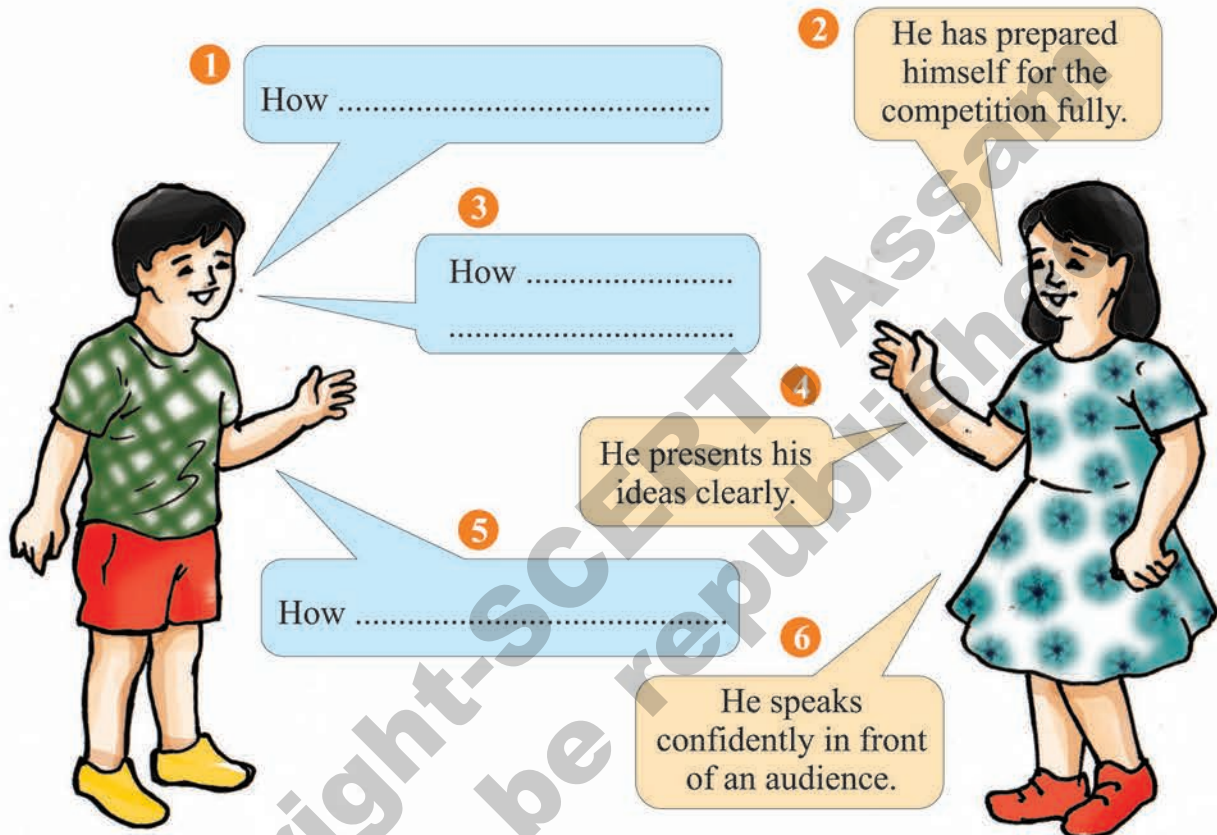
Your best friend

Bihu

Summer vacation

18. Rohit is in Guwahati to participate in a debating competition. Rohit's friends Jabin and Hardip are talking about Rohit's chance of winning the competition.

Now, read the answers that Jabin gives and make the question that Rohit asks.



19. Some of us are good at painting, singing, dancing, etc. Work in pairs and ask each other what you are good at. Also say how well you do it.

20. Read what happened to the stork in the house of the fox:

a) He looked at his plate hungrily.

Now, read how the fox left the house of the stork.

b) He left the place sadly.

The underlined words in sentences a) and b) say how something is done.

Lesson 4

For the Teacher

The theme of this lesson is based on our culture and our customs.

Reading and Writing

After a pre-reading activity, the teacher will help learners to read aloud the story of “The Stork and the Fox”. The teacher will be able to test their comprehension in the activities that follow.

Another reading exercise in Activity 5 will help the teacher to introduce the polite forms of expressions for making invitations and requests.

A short text along with conversations is included in Activity 7 to familiarize learners with some delicacies of the Magh Bihu.

The teacher will guide learners to complete the writing exercises in Activities 13, 15 and 16.

Grammar focus

In Activity 14, the teacher will show learners that we add ‘ly’ to words like sad, hungry, happy, etc. to show how something is done.

Learners will find the words slow, loud, happy, quiet and soft formed by adding ‘ly’ in the grid in Activity 14.

The teacher will tell learners that such words ending with ‘ly’ are also called adverbs.

Learning Outcomes:

The learner –

1. reads independently in English storybooks, news items/headlines, advertisements, etc. talks about it, and composes short paragraphs
2. uses synonyms such as ‘big/large’, ‘shut/close’ and antonyms like inside/outside, light/dark from clues in the context
3. appreciates either verbally/in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to-day life, in storybooks/heard in narratives/seen in videos, films etc.

