



LESSON -3

The Cat and the Squirrel

Pre-story telling

- **Socialisation** (as before) :
- **Recapitulation** (as before) :
- **See the pictures.** Tell what is the story about ?

ଗୁଣ୍ଡୁଚି ମୁଖକୁ ଇଂରାଜୀରେ କ'ଣ କୁହନ୍ତି ?

Listen to the story.....

While-story telling

(Teacher tells the story with action, showing the pictures where necessary.)

"There was a squirrel. He had a very long tail.... One day ଦିନେ the squirrel was eating grains, ଶସ୍ୟ ଖାଉଥିଲା । A cat took away its tail. ବିରାଡ଼ିଟିଏ ତା ଲାଞ୍ଜ ନେଇ ପଳେଇଲା । The squirrel hopped, then jumped and went to the cat and said...,

"Cat, cat, give me my tail back."

Cat : "No, I'm very hungry..... Go to the cow and get me some milk."

So the squirrel first hopped, then jumped and went to the cow and said,

"Cow, cow, give me some milk... I'll give the milk to the cat and the cat will give me my tail back"

The cow said, "No, I'm hungry... Give me some grass."

So the squirrel hopped, then jumped and brought some grass for the cow... the cow gave him some milk.. He gave the milk to the cat and the cat gave him his tail back....



• **Teacher asks these questions.**

• **Comprehension :**

Do you like the story ?....

What is the story about ?....

Who are there in the story ? ଗପଟିରେ କିଏ ସବୁ ଅଛନ୍ତି ?

What did the cat ask the squirrel to bring ?.... ବିଲେଇ କ'ଣ ଆଣିବାକୁ କହିଲା ?

What did the cow ask the squirrel to bring ?...

Did the squirrel finally get his tail back ?.....

Post-story telling

1 Visual Memory Development Technique(VMDT):

(i) Pictures (as before): on the cow, on the squirrel with the long tail, on the squirrel asking the cat for his tail.

(ii) Writing: on the cat, asking cat for his tail, on the squirrel asking the cow for milk...

2 Listening (TPR): Total Physical Response .

(I) I'll say where to put your finger....

- on cow, on cat, on squirrel, on the long tail of squirrel.

(ii) I'll say, you will do action....

- "Cat, cat, give me my tail back."

(Students act)

- "No, I'm hungry. Go to the cow and get me some milk"

(Students act.)

3 Speaking:

(i)Chain-drill :

a. words ;

- Cat, cat.....,

- Squirrel,squirrel.....,

- Cow, cow.....,

- Cat, Squirrel and cow.....

b. Sentences (One student the first sentence, the next the second...)

Cat, cat give my tail back.

No, I'm hungry. Give me some milk.



(ii) **Dialogues:**

a. Squirrel : Cat, cat give me my tail back .

Cat : No, I'm hungry, get me some milk.

b. Squirrel : Cow, cow, give me some milk.

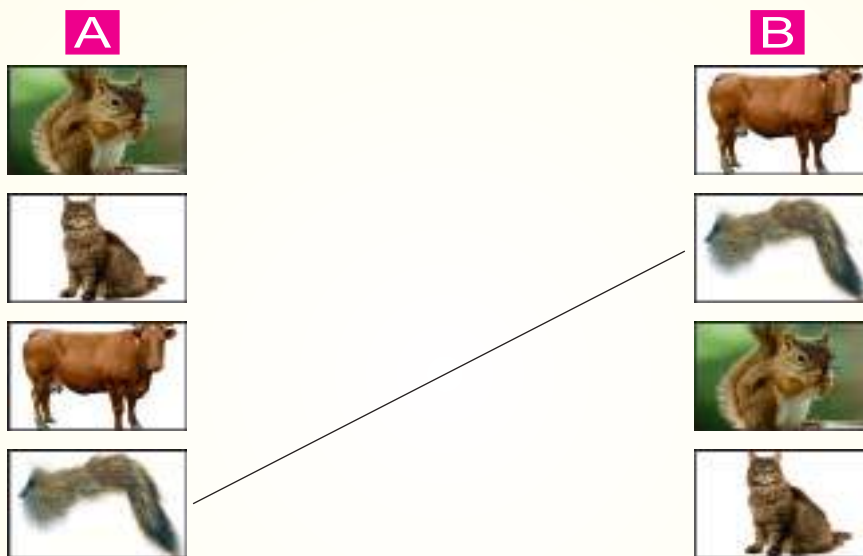
Cow : No, I'm hungry, get me some grass.

(Rehearsal, Tr vs stds, Stds vs stds, two stds with change of roles)

4 Mental Talk : Dialogues under 3 (ii)

5 Matching Activities :

(I) Pictures with pictures : One has been done for you.



(ii) Writing with pictures :

A	B
squirrel	
cat	
cow	
tail	

(iii) Writing with writing :

A

Squirrel

Cat

Cow

Tail

B

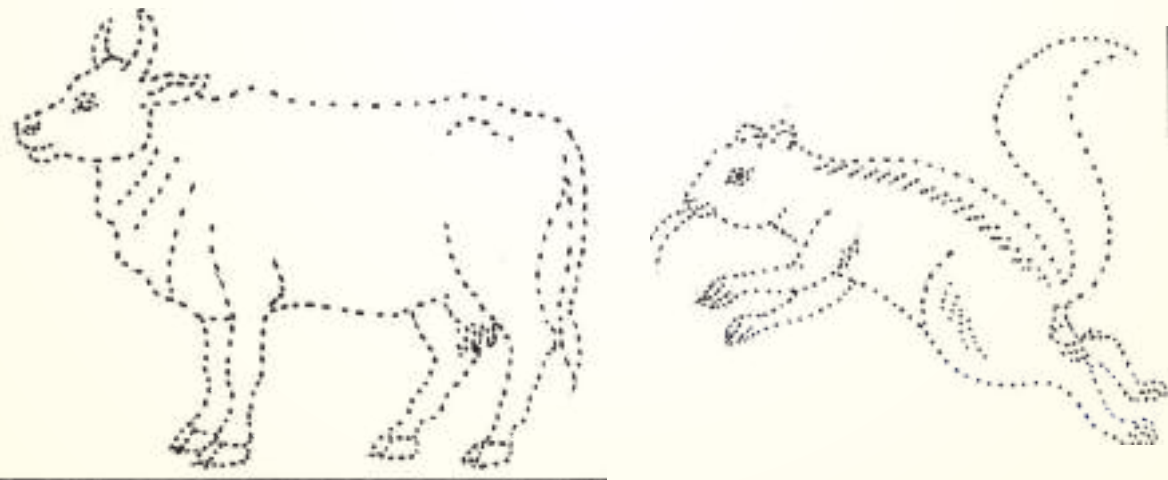
Cow

Tail

Squirrel

Cat

6. Draw the pictures of a squirrel, and a cow.
Follow the sketch of the pictures given below.



Introduction

ଶବ୍ଦ (Vocabulary) ଭାଷାର ଏକ ମୂଳ ଏବଂ ମୁଖ୍ୟ ଅଙ୍ଗ । ବିନା ଶବ୍ଦରେ ଭାଷା ବ୍ୟବହାର ପ୍ରାୟତଃ ଅସମ୍ଭବ । କେବଳ ଶବ୍ଦ ଦ୍ଵାରା, ବିନା ବାକ୍ୟରେ, ଭାବର ଆଦାନ ପ୍ରଦାନ ସମ୍ଭବ । It is possible to communicate, only with words । ଗୋଟିଏ ଭାଷାରେ କେବଳ ‘ହଁ’ ଏବଂ ‘ନାଁ’ (‘Yes’ or ‘No’) ଜାଣି କିଛିଟା communicate କରାଯାଇପାରିବ । ତେଣୁ ଗୋଟିଏ ଭାଷା ଶିଖିବାକୁ ହେଲେ, ସେ ଭାଷାର vocabulary ଶିଖିବାକୁ ପଡ଼ିବ । ବିଦ୍ୟାଳୟକୁ ଆସିବା ପୂର୍ବରୁ ଆମ ଛାତ୍ରଛାତ୍ରୀ ବେଶ୍ ସଂଖ୍ୟକ ଓଡ଼ିଆ ଶବ୍ଦ ଘରୁ ଶିଖିକରି ଆସି ଥାଆନ୍ତି । ତେଣୁ ଓଡ଼ିଆ ଶିଖିବାରେ ସେମାନଙ୍କ ପାଇଁ ସହଜ ହୋଇଥାଏ । But what about English ? Do they already know some English words before they come to school to learn English? Yes, they know. How ? ଇଂରାଜୀ ହେଉଛି ଆମର ଦ୍ଵିତୀୟ ଭାଷା (Second language) । ଦ୍ଵିତୀୟ ଭାଷାର ଅର୍ଥ ହେଲା ଯେ ଭାଷା କେବଳ ଆମ classroomରେ ସିମ୍ବିତ ନୁହଁ । ତାହା କିଛି ମାତ୍ରାରେ ଆମ ପାଣି ପବନରେ ଥାଏ । ବିଦ୍ୟାଳୟକୁ ଆସିବା ପୂର୍ବରୁ ଆମ ଛାତ୍ରଛାତ୍ରୀ ଆମ ବାତାବରଣରୁ କିଛି ଇଂରାଜୀ ଶବ୍ଦ ଶିଖିଥାନ୍ତି । ତେଣୁ ଗୋଟିଏ ବିଦେଶୀ ଭାଷା (Foreign language) ତୁଳନାରେ ଇଂରାଜୀ ଭାଷା ଶିଖିବା ଆମ ପାଇଁ ସହଜ ।

ଆମେମାନେ ଇଂରାଜୀ ଶିକ୍ଷା ଦେଉଥିବା ଶିକ୍ଷକ ଶିକ୍ଷୟିତ୍ରୀ ଜାଣିବା ଉଚିତ୍ ଯେ ଆମ ଛାତ୍ରଛାତ୍ରୀମାନେ ଅନେକ ଇଂରାଜୀ ଶବ୍ଦ ଆମ ବାତାବରଣରୁ ଶିଖିଥାନ୍ତି ଏବଂ ସେଗୁଡ଼ିକୁ ଇଂରାଜୀ ଶିକ୍ଷାର ମୂଳଧନ ହିସାବରେ ବ୍ୟବହାର କରାଯାଇପାରିବ । ଇଂରାଜୀ ଭାଷାକୁ ଏକ ନୂଆ ଭାଷା ପରି ଶିକ୍ଷା ଦିଆଯାଏ । ଖାଲି ନୂଆ ନୁହେଁ ଏକ କଷ୍ଟ (difficult) ଭାଷା ପରି । This creates problems for our students in learning English. ପ୍ରଶ୍ନ ହେଲା, ସେମାନେ କେତେ ଇଂରାଜୀ ଶବ୍ଦ ଜାଣିକରି ଆମ ବିଦ୍ୟାଳୟକୁ ଆସିଥାଆନ୍ତି, ତାହା ନିର୍ଭର କରେ ପିଲାଟି କେଉଁ ବାତାବରଣରୁ ଆସିଛି; from a town or a village, from a rich family or a poor family, from an educated family or from an uneducated family ? ସାଧାରଣ ଭାବେ ଆମ ଛାତ୍ରଛାତ୍ରୀମାନେ ୫୦୦ ରୁ ୧୦୦୦ ପର୍ଯ୍ୟନ୍ତ, କିଛି ସ୍ଥଳରେ ବେଶି ଇଂରାଜୀ ଶବ୍ଦ ଶିଖି ବିଦ୍ୟାଳୟକୁ ଆସିଥାଆନ୍ତି । ସେସବୁକୁ ଇଂରାଜୀ ଶିକ୍ଷାରେ ମୂଳଧନ ହିସାବରେ ବ୍ୟବହାର କରିବା ଆବଶ୍ୟକ । ଏହି ବିଭାଗଟିର ମୁଖ୍ୟ ଉଦ୍ଦେଶ୍ୟ ହେଲା, ସେସବୁକୁ ଇଂରାଜୀ ଶିକ୍ଷାର ମୂଳଧନ ହିସାବରେ ବ୍ୟବହାର କରିବା ଏବଂ ସେମାନଙ୍କ ମନରେ ଆଗ୍ରହ ଓ ଉତ୍ସାହ ସୃଷ୍ଟି କରିବା ।