



LESSON -3

The Crab and the Jackal



Pre- reading

Socialisation :

- Look at the pictures. Who are there in the pictures ?
- What has happened to the tail of the Jackal ? Who cut his tail ? Who is the doctor in the picture ? Let's read the story and see.



Text

There was a crab and there was a jackal. The crab lived in a hole. The jackal lived in a forest. One day the jackal was very hungry. He wanted to eat the crab. But the crab was inside her hole. The jackal said, "Come out of the hole."

The crab replied ! "I'm not a fool." She did not come out of her hole. The jackal, therefore, pushed his tail inside the hole. The clever crab cut the tail of the jackal. The jackal was without his tail. He, therefore, went to a monkey, the doctor.



While-reading

- Teacher tells the story with the help of pictures and action. Students listen.
- Teacher reads aloud the story pointing at the words s/he reads (showing the page to students), students listen to him/her and at the same time see their texts.
- Teacher reads aloud one sentence pointing at the words s/he reads (showing the text to the students), students repeat after him/her pointing at the words they read.
- Students read the text silently.
- **Teacher asks comprehension questions.**
 1. What is the story about ?... ଗପଟି କାହା ବିଷୟରେ ?
 2. Who are there in the story ?....
 3. Where did the crab live ?
 4. Where did the jackal live ?
 5. The jackal wanted to eat the crab. Why couldn't he do this ?
 6. What did he say to the crab ?
 7. What did the crab reply ?
 8. What did the jackal do to catch the crab ?
 9. What did the crab do to the jackal ?
 10. To whom did the jackal go ?
 11. Why was the jackal asking the crab to come out of her hole ?
 12. Did the crab know why the jackal was asking her to come out ?
 13. How do you know that the crab knew this ?
 14. Whom do you like ? Why ?

Post- reading

1. VMDT: (Visual Memory Development Technique)

(i) **Picture** : on monkey-doctor, jackal without tail, crab, jackal



(ii) **Story** : went to the doctor, 'I'm not fool', pushed tail,

2. Comprehension Activities :

(I) **MCQ** : Fill in the blanks with the correct answers.

1. The crab lived in_____.

- a. the water, b. a pond, c. a hole, d. a forest

2. The jackal lived in_____.

- a. a hole, b. a forest, c. on a tree, d. a house

(ii) **Odd one out**: Put cross (x) mark against the odd one.

(i) crab, frog, crow, rat

(ii) frog, dog, cat, rat

(iii) snake, rat, mongoose, dog

(iii) **Match** the animals/ birds under 'A' with their food under 'B'.

One is done for you.

A	B
jackal	grass
cat	crab
cow	fish

3. Listening:

(i) Your teacher will read aloud some words from the list. Tick those your teacher reads aloud.

forest, hole, crab, jackal, push, tail, fool, doctor, inside.



- (ii) Your teacher will read aloud the following lines. You listen to him/her and fill in the gaps by putting numbers on the missing words given below. One is done for you.

There _____ a _____ and there was a _____. The crab _____ in a _____. The jackal lived in a _____.

(1)forest, (2)was, (3)jackal, (4)crab, (5)lived, (6)hole

4. Speaking :

- (i) **Chain-drill:** "The crab and the jackal"

"I like the crab. What about you ?"

- (ii) **Dialogue :** Rehearsal, Teacher vs students, students vs students, Two students (change role)

Jackal : "It is very cool.

Come out of the hole."

Crab : "I'm not a fool.

I'll live in my hole."

5. Vocabulary :

- (I) Play the game of Word-chain.

Make words from the last letters. Choose words from the list given.

Crab

(kangaroo, book, owl, pet, lamp, rat, paper, tortoise, elephant...)

- (ii) Learn the spelling of the following words following the four-step **method** : look - cover-write-verify.

crab, jackal, forest, hungry, push, doctor, without.

6. Writing :

- (I) In 2 (iii) You have matched words. Now write four sentences based on your matching. One is done for you. (A sentence begins with a cap letter and ends with a full stop.)



1. The jakal eats crab.

2.

3.

(ii) Answer the following questions. :

1. Who lived in a hole?

The crab

2. Who lived in a forest ?

3. Who was hungry ?

4. Who cut the tail of the jackal ?

5. Who is clever ?

6. Who do you like ?

I like

(iii) See what is written about the jackal. Then write about the crab.

A. The Jackal lives in a forest. It has four legs. It has two eyes. One day it said to the crab, "Come out of the hole".



A crab

- (iv) The jackal went to the monkey doctor. Given below is a dialogue between the doctor and the patient. Read the dialogue and fill in the gaps.

Monkey : What happened to your tail ?

Jackal : Sir, the _____ cut my _____.

Monkey : Why did the crab cut your tail ?

Jackal : Sir, I pushed my _____ inside her _____.

Monkey : Why did you push your _____ inside _____ hole ?

Jackal : Sir, I wanted to eat the _____.

Monkey : Why did you want to _____ the _____ ?

Jackal : Sir, I was very _____.

Monkey : I'm also hungry. Should I eat you ?

(The monkey pretends to eat the jackal. ମାଙ୍କଡ଼ ବିଲୁଆକୁ ଖାଇବା ପରି acting କଲି)

Jackal : No.... No.... Sir - Sir (He runs away.)

(This play can also be staged.)

7. Mental Talk :

1. "The crab and the jackal."

2. "Come out of the hole."

I'm not a fool."

8. Draw the pictures :

Crab

Jackal



APPENDIX-I

NOTES ON TECHNIQUES

1 Brainstorming:

Brain is the centre of learning. No learning can take place without brain. In this book we use BS Method to activate the brains of our learners. This can be done in many ways. We can write a word, for example 'rain' on the BB and ask our learners to come up with words that relate to the word 'rain' like –storm ,umbrella ,flood, mud-----etc. Similarly we can introduce a topic from the textbooks of students by writing the title on the BB, then use BS to help learners predict the possible contents of the topic. Any writing, be it a paragraph, an essay or a letter can start with BS. In real life we often storm our brain to solve our day to day problems. But unfortunately, we never use BS to help our learners to learn. If we have not done this before, let's make this a part of our present teaching.

2 Visual Memory Development Technique :

Those who are endowed with powerful visual memory are found to learn faster. Whatever they see gets visually printed in their minds. In fact each one of us is endowed with visual memory. By closing our eyes, we can mentally see places, even persons, that we had seen long before. Our eyes act as cameras and our brain as computers to store what we see. But unfortunately our students while learning do not use their visual memory to the extent they do in their real life. Thus, the visual memory of our learners can be developed by systematic use of VMDT.

Ask students, after they read the text, to take a photograph of the text with their eye cameras. Then close the book and ask them to locate words and phrases in the text (at the top, bottom, left, right , middle of the text). The students can also be trained to use this method on their own. They read a paragraph, take a mental photograph of the paragraph in their eye cameras. Next they cover the page and ask themselves to locate important words from the text by touching the cover with their index fingers. Then they remove the cover and see whether they have rightly located the word. They can keep on doing this till the paragraph gets printed in their brains. Students enjoy VMDT activities very much. Use of the method over a period of time helps learners remember things better. Please try and see.



3 Mental Talk :

This is a very good method for learning language, particularly a second language like English. Language is a very complex matter. How humans pick up language so quickly, particularly the small ones do so at homes. Earlier, it was thought that language was mostly learned by speaking. Language is verbal. But current researches have shown that language is more mental than verbal. We learn language so quickly and so fast because most of the time, without being aware, we mentally talk. This mental talk helps us master a language which is so complex. But the thing is we mentally talk in our mother tongue. But it is possible, with a little conscious effort, to mentally talk in English. Suppose we are going to the market to buy certain things, usually we mentally talk (First I'll go to the medicine shop-----) and plan. But with conscious efforts, we can do this in English. And once our learners begin to do this, learning of English becomes easy on his/her part. This has two benefits: One, in our context, there is little scope to speak in English, which is why we fail to learn English. Second, even when we get the chance to speak English, we hesitate to speak in English for fear of going wrong. Mental talk provides us the scope to use English without fear of going wrong.

Our students can be encouraged to mentally talk in English. We can call them to mentally repeat lines from a poem they have read or a dialogue they have practiced to start with.

4 Chain-drill :

Chain-drill is an utterance – a word, a phrase or a sentence, a line from a text or the title of a story – which the learners of a class repeat one after another in a serial order, usually at the beginning or at the end of a lesson. Students can also be asked to introduce themselves through chain-drills. For example, "I'm _____. I am from _____. What about you ? Chain-drill has the advantage of making everyone in a class speak something. Apparently, chain-drills seem boring but in reality it is interesting. When used, many think it is waste of time for many as one has to wait too long to get his/ her chance. But during this time the person waiting for his/her turn, in fact, keeps on mentally repeating what s/he plans to say when his/her turn comes. It is, therefore, not a waste of time as mental repetition helps one learn Language.



APPENDIX - II

SOME USEFUL TIPS

A. Instructions for Good Handwriting :

1. Put your writing paper on a hard plain surface, not on heaps of books, your lap or a pillow.
2. Use ink / pencil (well sharpened) dot pen; bad dot pens affect handwriting.
3. Provide margins at the top and left of the sheet of paper you are going to write on.
4. Write in straight line. Rolled paper is more useful for the beginners.
5. Use unjoined printed letters.
6. Always tilt all your letters slightly to the right.
7. Provide proper space between words and lines.
8. Use neither too big nor too small letters.
9. Avoid over-writing.
10. Maintain distinction between your capital and small letters.
C,K,O,P,S,U,V,W,X,Y,Z
c,k,o,p,s,u,v,w,x,y,z
11. Take care of your problem letters –m,n,u,w , for example. You write the blackboard text on BB, then, move inside the class to help your students to follow these principles of good handwriting. Correct and instruct them where necessary.

B. Suggestions for asking questions during while-reading stage:

1. Ask right question to the right person.
2. Distribute questions all over the class.
3. Ask question to the whole class-then identify whom you want to answer your question.
4. Never answer questions to yourself-provide clues to help your students to ask you questions.



5. Encourage your students to ask you question.
6. Encourage your students' question-ask other students to answer.
7. If you fail to answer your question from your student, bounce back the question to the whole class (you can answer his/her question?)
8. Allow your students to answer in words/phrases....don't force them always to answer in full sentence.
9. Allow them to answer in chorus at times so that the shy ones can join with others develop courage to answer individually later.
10. Allow your students to consult the text while answering your questions
11. Allow your students to answer in Odia, if it is difficult on their part to answer some questions in English.

C. Rules of Reading Aloud :

1. Make yourself familiar with the text before you see it in the class.
2. Introduce briefly what you are going to read.
3. Hold the book or paper up in front of you but not blocking your face.
4. Look interested in what you are reading.
5. Your voice should be clear and loud enough to be audible to all the learners. Use correct volume depending on the size and shape of the room, the number of people in it and what you are reading.
6. Don't read too fast. The listeners need time to absorb what is being read to them.
7. It is important to avoid monotony. Raise and lower your voice to show that a different character is speaking a dialogue, or to indicate a change of mood or to introduce a new idea.
8. You can stress important words by increasing the power of your voice or by lowering it.
9. If you make a mistake, don't stop or repeat yourself unless the mistake alters the meaning of the text.
10. If you can, make an eye contact with your listeners by looking up from your text and looking at them. Gauge their reactions with the help of their facial expressions.
11. If you have to turn a page during the reading, have the page you are going to turn ready before you finish the page you are reading.

