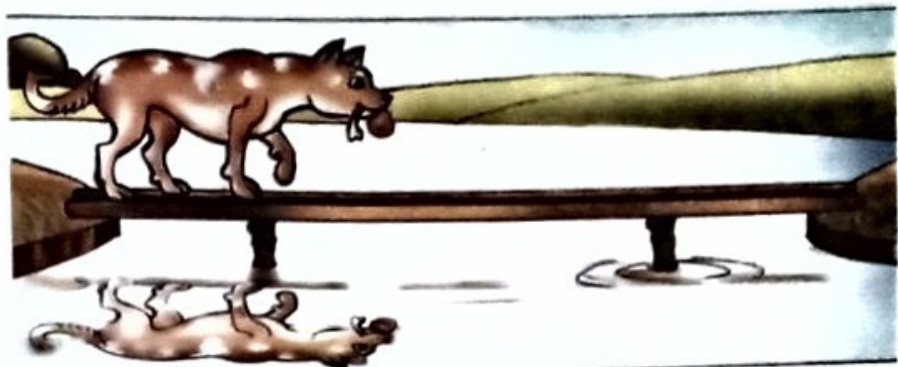


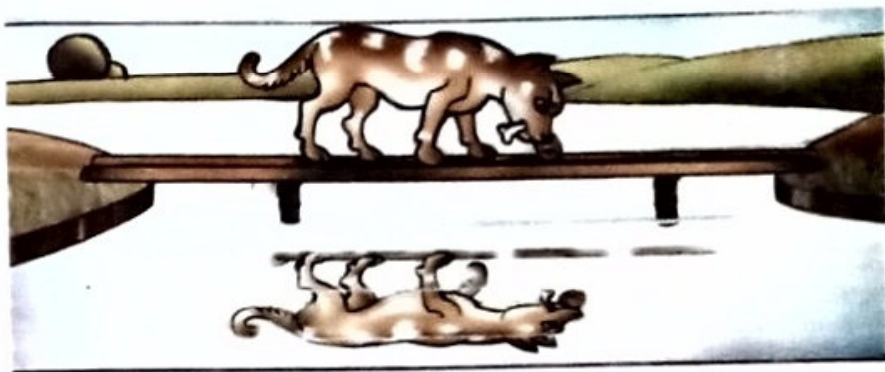
## Lesson 8

### The Greedy Dog

Let's talk about each picture and listen to the story:



One day a dog found a piece of meat. He took it and began to cross a stream.



He looked down. He saw another dog with a piece of meat in the water. He wanted to have the piece of meat from the other dog.



He opened his mouth to get it. His piece of meat fell into the water.



He understood what had happened. He had made a mistake. He felt very sad and walked away.

or The teacher will help learners ask questions on the pictures. They will be encouraged to ask questions beginning 'Who', 'What', 'Why'.

## ACTIVITIES

### 1. Let's say:

- Who found a piece of meat?
- "He took it and began to cross a stream."- What did he take?
- What was he crossing?
- Where did the dog see the other dog?
- Why did the dog open his mouth?
- What happened to the piece of meat?
- How did the dog feel?



### 2. Work in pairs:

What will you do if you get a bar of chocolate? Put a tick (✓) or cross (x) for your answer:

I will share it with my friend. ☐

I won't share it with my friend. ☐

How do you feel when you share something with friends?

I feel happy. ☐

I don't feel happy. ☐

How do you feel when your brother or sister does not share a toy with you?

I feel happy. ☐

I don't feel happy. ☐

### 3. Let's talk :

Do you have any bird or animal at home?

Which of these do you want as your pet?

Put a tick (✓) to answer:



### 4. Let's know about Bonu and her pets :

Bonu is six years old.

She is a sweet little girl.

Her hair is long and black.

She loves animals.

She has two pets.

She has a pet dog.

Tommy is her pet dog.

It likes to play with a ball.

She has a pet rabbit.

It eats carrots.



### 5. The following sentences tell us about Bonu and her dog. Choose the correct word from the box to complete each sentence. One is done for you :

dog    it    animals    six    her    she

a) Bonu is ~~44~~ years old.

b) \_\_\_\_\_ is a sweet little girl.

c) \_\_\_\_\_ hair is long and black.

d) She loves \_\_\_\_\_

e) Bonu has a pet \_\_\_\_\_

f) \_\_\_\_\_ likes to play with a ball.

### 6. Write about yourself :

a) My name is \_\_\_\_\_

b) I am \_\_\_\_\_ years old.

c) I am a little \_\_\_\_\_

7. Choose the words from the box and say where Tommy's ball is :



The ball is \_\_\_\_\_ the box.



The ball is \_\_\_\_\_ the table.



The ball is \_\_\_\_\_ the table.



8. Let's make 'many' by adding 's' :

one



duck

.....



girl

.....



brick

.....



house

.....



flower

.....



carrot

.....



9. Think and say :

I say moo moo.

I have horns.

I eat grass.

I give milk.

Who am I?

I am a.....

10. Let's listen :

I'm Pimpim

Hello! I'm Pimpim.  
I'm a little bird.  
I can sing songs.  
I can fly in the sky.  
I can also dance.



This is my beak.



These are my wings.  
I have two wings.



These are my feet.  
But I have no shoes.

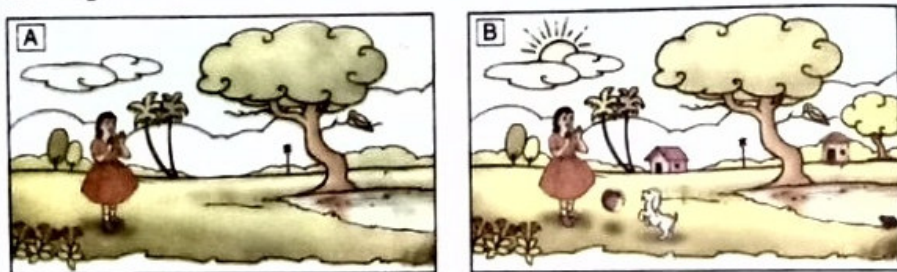


I have two small eyes.  
My eyes are black.  
I like to eat apples  
and bananas.



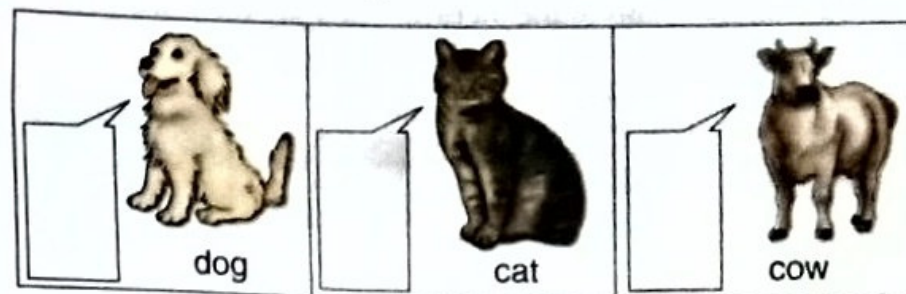
11. Write four letter words with letters from the grid. You can use a letter more than once :

12. Spot the differences:



138

13. Fill in the bubbles to get the sound of these animals :



Listen and put a tick (✓) on the one that you hear.

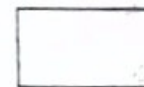
- |   |   |
|---|---|
| 1. bat <input type="checkbox"/> dog <input type="checkbox"/>  | 2. duster <input type="checkbox"/> fan <input type="checkbox"/> |
| 3. cap <input type="checkbox"/> sun <input type="checkbox"/>  | 4. fish <input type="checkbox"/> tree <input type="checkbox"/>  |
| 5. nine <input type="checkbox"/> egg <input type="checkbox"/> | 6. hat <input type="checkbox"/> man <input type="checkbox"/>    |
| 7. ant <input type="checkbox"/> cup <input type="checkbox"/>  | 8. boy <input type="checkbox"/> house <input type="checkbox"/>  |
| 9. girl <input type="checkbox"/> fox <input type="checkbox"/> | 10. three <input type="checkbox"/> hen <input type="checkbox"/> |

14. Think and say :

I am in the word **PINK**

but not in **INK**.









Who am I?




The teacher will say a word from each pair of words.

139

15. Put a tick (✓) on the circle of letters that matches the beginning sound of the picture. Then say the words. One is done for you:

 (try) (br)	 (bl) (st)	 (sl) (sh)	 (br) (sk)
 (cr) (tr)	 (br) (fl)	 (dr) (gr)	 (sk) (sl)

16. Circle the rhyming words in each row :






bat	log	fat	lap
cap	fat	log	lap
dog	lap	log	leg
egg	leg	fat	log

17. Let's try to separate the letters in these words and clap:

apple ap   ple	basket bas   ket	guava gua   va
jumping jump   ing	reading read   ing	sitting sit   ting
painting paint   ing	rabbit rab   bit	river ri   ver
table ta   ble	village vil   lage	market mar   ket

18. Who says what :

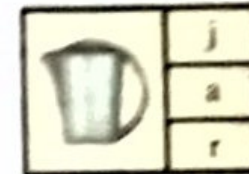
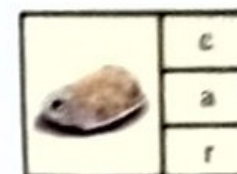
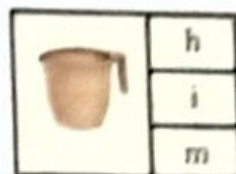
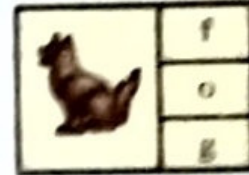
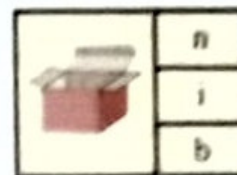
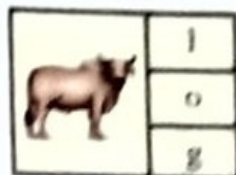
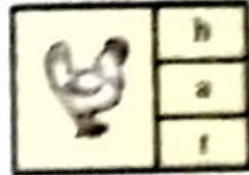
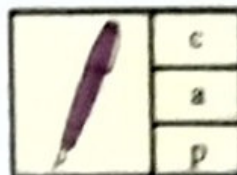
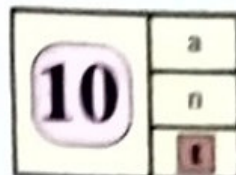
 quack quack  
 cluck cluck  
 croak croak  

duck                      hen                      frog

19. Let's talk :



20. Identify these pictures. Colour the beginning sound of each of these pictures. One is done for you :



21. Talk about the picture and say a few sentences :



## Lesson 8

### For the Teacher

By the end of Lesson 8, learners are expected to read a few words, consisting of three or four letters in English. The learners will be able to associate pictures with words and answer simple questions which the teacher will ask.

#### Enhancing listening and speaking

The teacher will help learners to ask questions on the picture story of "The Greedy Dog". Teachers will encourage them to begin their questions with 'wh'. For example, 'who', 'what', 'why', 'where', 'when', etc. The activities that will follow, will help learners to associate words, and sentences with the pictures and enable them to speak meaningfully. The self talk of "I'm Pimpim" is a listening activity, where introducing oneself is focused.

#### Reading

Teachers will help learners to read a text on Bonu and her pets. Activity 5 that follows, helps learners to fill in the blanks with the correct words to complete the sentences which will give them practise both in reading and writing.

#### Developing writing

The teacher will help learners to write about themselves. The teacher may guide learners to write words that mean 'one' and 'many'.

#### Games with letters

A grid consisting of sixteen letters has been provided in Activity 11. The teacher will help learners to make words with these letters. They may use a letter more than once to make a number of words. Teachers may use other language games too.

#### Sounds of animals

To enable learners to be aware of different sounds that animals and birds make, the teacher will help them to know these in the activity provided. For example, duck-quack quack, hen-cluck cluck, etc.

The teacher will extend this activity by telling learners that the dog says Bow Wow, the cat says Meow Meow, etc.

#### Beginning sounds and rhyming words

The teacher should be aware that Activity 20 is an extension of similar activity provided in the previous lessons. Learners will be able to identify the beginning sounds associated with the pictures.

By the end of Lesson 8, the learners will have developed the minimum levels of the four basic language skills-listening, speaking, reading and writing with the help of their teachers. They will also learn to think and create expressions on their own.

#### Learning outcomes: The learner-

1. responds orally to comprehension questions related to stories/poems
2. identifies characters and sequence of a story and asks questions about the story
3. names familiar objects seen in pictures
4. uses prepositions "in", "on", "under", etc.
5. talks about self/situations/pictures in English
6. produces words with common blends like "br", "fr" like "brother", "frog", etc.
7. recognizes letters and their sounds

\*\*\*\*\*

### Persons associated with the development of the Textbook for English in Class - I

#### Members of the Steering Committee

- |   |                     |
|---|---------------------|
| 1. Commissioner & Secretary to the Govt. of Assam, Elementary Education Department, Assam | Chairperson         |
| 2. Mission Director, SSA, Assam   | Vice Chairperson    |
| 3. Director, SCERT, Assam   | Member Secretary    |
| 4. Director, Elementary Education, Assam  | Member              |
| 5. Executive Director, SSA, Assam   | Member              |
| 6. Director, ELTI, Assam, Gidwahati   | Member              |
| 7. Dr. Mizo Prova Borah, Lecturer cum HoD, Languages, SCERT, Assam                        | Member Co-ordinator |
| 8. Dr. Ajanta Brahma, Reader, SCERT, Assam  | Member              |
| 9. Apurba Thakuria, SPO, TT & Pedagogy, SSA, Assam  | Member              |
| 10. Mazafar Ali, State Consultant, TT & Pedagogy, SSA, Assam                              | Member              |
| 11. Surajit Kalita, State Consultant, TT & Pedagogy, SSA, Assam                           | Member              |

#### Reviewers

1. Prof. Madan M. Sharma, Dept. of English & Foreign Languages, Tezpur University, Assam
2. Dr. Partha Sarathi Misra, Former Director, ELTI, Assam
3. Sawpon Dowerah, Former A.O., SEBA

#### Other Representatives in the Workshops for Review

4. Dr. Mizo Prova Borah
5. Ranjit Kumar Kalita
6. Parameswar Das
7. Diganta Kalita

#### Expert (Gender)

Rubi Bhagawati Sarma

#### Technical Assistance

1. Mrinal Sarma
2. Niva Rani Das Hazarika
3. Prapansa Borah

#### Illustrators

1. Gunabhiram Borah
2. Ananta Gogoi
3. Sankar Kalita
4. Horojyoti Sarma

Academic Coordinator  
Dr. Mizo Prova Borah

#### DTP Operators

1. Sailen Kumar Talukdar
2. Rinku Deka
3. Parag Sarmah
4. Mushtak Ali

#### Members of the Academic Core Group

1. Sawpon Dowerah
2. Dr. Mizo Prova Borah
3. Ranjit Kumar Kalita
4. Krishna Dutta Deika
5. Samhita Malini Baruah
6. Chitra Lekha Sarma
7. Parameswar Das
8. Mazafar Ali

#### Resource Persons/Participants/Facilitators in charge in the Workshops for developing the textbook

1. Sawpon Dowerah
2. Dr. Mizo Prova Borah
3. Rubi Bhagawati Sarma (Gender)
4. Ranjit Kumar Kalita (Local Specific Elements for Classroom Transaction)
5. Krishna Dutta Deika (TLM for Teacher Support)
6. Samhita Malini Baruah (Compiling, Illustration, Curriculum Analysis, Editing Activities)
7. Parveen Ahmed (Teacher Notes)
8. Bhanu Deika (Activities on Handwriting)
9. Himansree Bezbaruah (Rhyme and Rhythm elements, Field Trial)
10. Chitra Lekha Sarma (Compiling and Editing Activities)
11. Mazafar Ali (Resource Support)
12. Hirendra Kumar Kalita (Rhyme and Rhythm elements)
13. Parameswar Das (Teacher representative for textbooks on trial in school)
14. Diganta Kalita (do)
15. Hemanta Rajbanshi (do)
16. Namita Boro (Content compiling)
17. Jabun S. Ahmed (do)
18. Dr. Juri Devi (Resource Centre Management & Textbook Analysis for Activities)
19. Priyansu Baruah (Documentation & Draft Curriculum Outline in consultation with S. M. Baruah and Dr. M.P. Borah)

If you find yourself helpless or if you come across a child (0-18 years of age) who is helpless or in distress, dial CHILDLINE Emergency Number '1098' (Toll- Free)