SNAKE TROUBLE

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

Learning Outcomes

- To recognise the humour in the narration
- To read the text from the narrator's perspective
- To connect events and predict
- To develop awareness about raising pets
- To relive memories of travelling in a train
- To recognise the bond between grandchildren and grandparents

Pre-reading

This focusses on *assessment for learning*. Students learn that there are people who have unusual pets and will understand the adoption of the python as a pet, in the story.

Ask students:

Why do you think people keep unusual pets? (Some people like to keep unusual pets because they want to do something different. They gain new learning experience)

Pre-reading

Generate a discussion on how people may be taking care of such unusual pets.

Let them share with their groups on what kind of unusual pet they would like to have and the reason for the choice.

READING

Students read to comprehend, predict and analyse

Note: Draw up the following prediction chart on the board with the statements given. You may also add more to it. Let students copy in their note books.

Let students predict, while you pause at relevant places, during the course of the reading session. They can compare their predictions once they read that part of the text. This will help develop creativity and prediction skills.

Statement	Agree/Disagree	Were you right?
1. Look at the illustration. The story is about a snake that sneaked into a train by itself.		
2. Grandmother was afraid of snakes, so Grandfather did not want her to know.		
3. The snake escaped from the hamper and harmed the people in the train.		
4. The snake then got out of the train through the ventilator.		
5. The train came to a 'grinding halt' because someone pulled the chain.		
6. The snake harmed the driver.		

Play the audio / Read the text and pause at relevant points to explain / check comprehension.

Ask students to read the title and look at the first illustration.

Ask them what the story could be about and to fill in the first row.

- Now read the text from *My grandparents and I ... "Don't let Grandmother see him," he said.*

Let students compare their first prediction and then see if they were right or wrong.

> *Why do you think they couldn't take their unusual pets with them on the train?* (Suggested answer, please accept any logical response: They could not take their unusual pets with them on the train because the pets might scare the other passengers.)

Ask students:

What kind of pets did they have? Which words tell us that the python belonged to them? Why was Grandfather sure that the python had not eaten their dinner?

> *What do you think will happen next?* (Free response)

Why did grandfather shut the hamper? What did he forget to do after shutting the hamper? (He forgot to tie the straps.) *Why did Grandfather not want Grandmother to know about the python?* – Here, let students fill the second row of the table.

- Read from *A little after… came to a grinding halt.* (Pause after The hamper was open. and then after through the ventilator and let students fill in rows 3 and 4)

Ask students:

What brought the narrator and his grandfather outside the compartment? When did the narrator realise that their snake was out? Do you think Grandmother liked the snake? Pick out a word that shows that she did not like the snake. (She refers to it as 'creature') *Why do you think the train stopped?* (Let them fill in row 5)

> *Why do you think the train stopped suddenly?* (Suggested answer, please accept any logical response: The train might have stopped suddenly because the python reached the driver's compartment and scared the driver.)

Now let students study the second image and predict for row 6.

- Continue with the reading session till the end.

Ask students:

Why did Grandfather say "No station here"? (He wanted to check if the train had stopped for a station; otherwise this would mean that the train had stopped for some other reason, probably his snake) *What did they see in the engine? How did Grandfather handle the situation? Was the engine-driver's reaction a normal one?*

Now ask the class:

How good were you with your predictions? Do you feel good about yourself that you were able to anticipate and make predictions about the story even before reading it?

Post-reading

Let students share with class what they think were the fears of the engine driver when the snake coiled round his leg.

GRAMMAR	**Verbs**

Take a printout of the words given and cut out each word. Put them in a box. Ask students to pick a card and take turns to mime the action. Make sure that every student gets an opportunity to mime and answer. Ask them what they did. Elicit from them the word *act*. Now tell them these words are *action words* or *verbs*.

fly	jump	play	run	walk	climb	sit	stand	laugh	smile
hear	smell	ride	swim	eat	play	dance	sing	cry	talk
exercise	cook	sleep	skip	read	write	swim	think	kick	jog
listen	post	mix	peep	peel	polish	pull	push	pray	rub
stitch	travel	tie	pack	wipe	erase	whisper	yawn	clean	climb

VOCABULARY   Prefix- *un*

Prefix

Follow the input given in the Reader.

LISTENING   Post-listening

Tell students that they are going to listen to a conversation between two children, Abha and Imran. Prepare them for the listening task by telling them that they would have to listen carefully and answer the questions after they have listened to the conversation.

Play the audio track and let students listen and do the task.

Play it once again so that students complete the work / check their answers.

SPEAKING   Role-play

Generate a discussion on the reaction of the people in the train after getting to know about the

snake. Allow free response.

Proceed to ask students how they would have reacted to the situation.

Once students have warmed up to the idea, let them role play the conversation using the hint questions in the Reader.

Monitor the activity.

WRITING   Paragraph

Explain what a paragraph is.

(A paragraph is a group of sentences organised around one main topic. It focusses on one idea. A well-written paragraph draws a clear picture for the readers.)

Explain:

- we share ideas with readers; hence paragraphs should be written in a clear and interesting way.
- adding descriptive words to things and people would make the paragraphs more interesting. Example: *There are flowers on the plant* can be rewritten as, *The lovely green plant has beautiful flowers!*

STUDENTS' BOOK ANSWER KEY

Snake Trouble

Pre-reading

Free response.

Comprehension

A.

1.	*My grandparents and I were going to Lucknow to visit Aunt Ruby.* <u>*We had to travel by train*</u>*, and so we couldn't take any pythons, monkeys or other unusual pets with us.*	Why could the speaker not take any unusual pets along?
2.	*Shortly after we boarded the train, Grandmother stretched herself out on the berth.*"<u>*I think I'll go to sleep. If you're hungry, you can help yourselves to parathas, omelettes and chicken curry from the hamper under the berth*</u>*.*"	Which line tells us that Grandmother did not want anyone to disturb her?
3.	*As soon as I untied the straps, the lid flew open and I let out a gasp of surprise.* <u>*In the hamper was our python, curled up contentedly.*</u> *There was no sign of our dinner.*	Why was the speaker surprised?
4.	*"Nonsense," said Grandfather.*"Pythons like their food alive! *Why, this is an old hamper which was stored in the box room.* <u>*The one with our food in it must have been left behind!*</u>"	How did Grandfather explain the missing food?
5.	*Grandfather said to the engine driver, "Anything I can do to help? I know all about engines."* *But the engine driver was speechless.* <u>*The python had curled itself around his legs, and the driver was too frightened to move.*</u>	Why was the engine driver speechless?

B. 1. a. The speaker tugged at the hamper.
   b. He was looking for the food his grandmother had packed.

   2. a. A passenger in the train said this.
      b. The speaker and his grandfather entered the washroom. They found that the python was gone and there was no sign of it in the washroom.

   3. a. Grandfather said this.
      b. He along with the speaker hurried towards the engine.

   4. a. Grandfather said this to the engine driver.
      b. Grandfather dragged the python off the driver.

C. 1. *Suggested answers (Accept any logical answer)*: Yes, I think that Grandfather knew about the creature. He was not surprised when the speaker told him about the python. He also wanted to hide it from Grandmother.

2. *Suggested answers (Accept any logical answer)*: Grandfather was trying to hide the python from Grandmother because she had asked him to leave it at home. They were not allowed to carry a python on the train.

Grammar

A. 1. runs   2. sings   3. go   4. jumped   5. screamed

B. 1. is   2. am   3. is   4. was   5. are   6. became   7. seems   8. were

Vocabulary

1. unhappy   2. unable   3. unfair   4. unwell
5. untidy   6. uncomfortable   7. unclean   8. unkind

Listening

1. mother   2. white   3. rub herself against Abha   4. moving things   5. Muffin

Writing

Free response.

Spelling

1. c a r r i a g e

2. v e n t i l a t o r

3. b r a k e

4. h a m p e r

5. c r e a t u r e

ANSWER KEY TO WORKSHEET 5

A. 1. The (cat) sleeps under the bed.
2. I (walk) for one hour every day.
3. Nidhi (plays) basketball after school.
4. Karan (hit) the ball out of the park.
5. The children (jumped) up and down in excitement.
6. Anuj (drinks) milk at breakfast.

B. 1. seems   2. tastes   3. is   4. became   5. was   6. am

C. 1. unlucky   2. unhappy   3. unable   4. unkind   5. unclean   6. untrue

D. *Free response*

Snake Trouble

A. Answer in brief.

1. Did the speaker and Grandfather enjoy the meal prepared by Grandmother? Explain.
   Ans: No, they did not have the meal prepared by Grandmother. The hamper with the food in it had been left behind and instead, a hamper with the snake inside, had been taken to the train in its place.

2. Why did Grandfather check to see if the train had stopped at a station?
   Ans: Grandfather felt that if the train had not stopped at a station, then the train may have stopped because the engine driver could be in trouble because of his pet snake.

B. Answer in detail.

1. What happened a little after midnight in the train?
   Ans: A little after midnight, there was a great noise at the end of the corridor, as a passenger had found a huge snake in the washroom. The narrator and his grandfather entered the wash room, but there was no sign of the python.

2. What did Grandfather and the speaker see in the engine and how did they help?
   Ans: When the speaker and his grandfather entered the engine, they found that the python had curled itself around the engine driver's legs and the driver was too frightened to move. Grandfather took the snake and dumped it in the narrator arms and got the train moving.

C. Choose the right answer.

The snake was able to get out of the hamper because
a. the hamper was left under the berth.
b. the hamper straps were left untied.
c. the hamper was pulled out to the middle.
Ans: b

D. Read the lines and answer the questions.

1. *"You told me you'd left that creature behind, and all the time it was with us on the train,"* *she scolded.*
   a. Who scolded whom and why?
   b. What 'creature' was she talking about?
   Ans: a. Grandmother scolded Grandfather for bringing the creature on the train.
   b. She was talking about their pet python.

2. *"Don't let Grandmother see him," he said.*
   a. Who said this and to whom?
   b. Why did he not want Grandmother to see him?
   c. What did Grandfather do with the hamper?
   Ans: a. Grandfather said this to the speaker.
   b. He knew that Grandmother would be angry with him.
   c. Grandfather snapped the hamper shut and pushed it back beneath the berth.