

## MY DONKEY SALLY

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

### Learning Outcomes

- To inculcate a sense of family love and friendship in students
- To identify the subtle use of humour
- To instill a sense of caring for pets

### Pre-reading

A. Do the task in the Reader.

B. Generate a discussion on the following idea:

Imagine it is your birthday

1. Who are some people you want to see and spend time with throughout the day?
2. What are some of the gifts you would like to get?

Ask students if they have pets at home or if they have taken care of an animal or bird?

*Group work (optional)*

Share your experience of taking care of an animal or bird.

Narrate a funny incident with you and your pet/ the animal you took care of.

## READING

*Students predict, scan for details*

Write the title *My Donkey Sally* on the board. Read the title aloud.

Ask students:

*What is this lesson, 'My Donkey Sally' about?*

List their responses on the board. Students may compare their responses later as this will help develop prediction skills.

Now direct their attention to the Smart Book. Zoom the pictures given.

Ask students:

*What do you see in the picture? Now, what do you think the lesson is about? (Encourage varied responses as it develops imaginative/creative thinking.)*

Proceed to tell students that they are going to read a story about a donkey named Sally.

Let students take turns to read the story aloud, clearly and with modulation.

*What are the elements that go into the making of a story? (Setting – Characters – Plot – Point of View – Theme)*

- *Ever since we arrived in Corfu ... of the day chased green lizards.*

*When did Gerry decide his birthday gift? What features of the donkey attracted him? How did he try to convince his mother to get him a donkey? What was Costas building?*

*What do you think the bamboo house is for?*

*(Ans: Free response)*

*Why was everyone acting mysterious? (They were trying to hide the surprise.) Was the narrator upset by the strange behaviour? How did he react?*

- *That night, I had just turned ... from the village of Gastouri.*

*What did Gerry hear that night? What made him soon forget what was happening? On*

the morning of his birthday, what was all the confusion about?

What could be going on in the hall? What kind of 'decorations' could they be using?

(Ans: Free response)

Who came into Gerry's bedroom? Explain how the family came together to prepare the present for Gerry. (They decorated the donkey, helped hide it, arranged for its house ...)

Focus on the roles of Mother, Margo and Larry.

Who were the people involved and how did they keep the secret? What did the donkey do after it entered Gerry's bedroom? Why was the narrator speechless?

Which two emotions could Gerry be feeling right now?

(Ans: Suggested answers: surprise and joy)

How does the narrator describe Sally?

- "You remember Katerina's donkey ... and then went in to breakfast.

Why was this donkey even more special? When Gerald received the donkey, what was his first concern? When did Gerry realise that he had a lovely family?

Explain:

- the idiom: 'beside myself' (overcome with)
- the extended simile: 'as soft as everything I could think of—silkworm cocoons, newly born puppies, sea pebbles or the velvety feel of a tree frog'
- the expression: 'dream-like trance' (in a dazed manner)

### Post-reading

Group work

A Surprise Party: Divide students into groups. Tell them they have 15 minutes to plan a surprise party for a friend/ family member. The celebrations will include:

You have some important questions to answer.

- a) Who will go to the party?
- b) Where will the party be?
- c) What time?
- d) What will you have to eat and drink?
- e) How will you hide the present creatively?
- f) A very important question when planning a surprise party is – how will you get the guest of honour to go to the right place at the right time, without telling them about the party?

Now present your surprise plan to the class.

## GRAMMAR

### Coordinating clauses and coordinating conjunctions

#### Coordinating conjunctions and compound clauses

##### Activity

Read this passage aloud to the class, telling them to focus on the sentence pattern:

*I woke up this morning. The time was 6.30. I brushed my teeth. I had a bath. I went to the kitchen. There was no milk. I went to the shop. I bought milk. I bought bread. I decided to take the bus back home. The bus did not come. No auto came either. I decided to walk back home.*

Ask the students how they liked the passage. How did the sentences sound?

They will probably tell you that it sounded 'boring,' 'weird,' 'broken up,' 'irregular' and/or 'monotonous' and sounded too short.

Proceed to explain that such sentences can be written in a better way. (*I woke up this morning at 6:30 and brushed my teeth and had my bath.*)

Now write this sentence on the board:

*Damu likes to watch cricket.*

*He eats pizza.*

Ask students to underline the finite verb in the sentence.

Tell student that a simple sentence has one finite verb and a single clause.

*Damu likes to watch cricket and eat pizza.*

Explain that shorter sentences are combined together with a **coordinating conjunction**.

Tell students that in a sentence, the clauses that are joined by a coordinating conjunction and are of equal importance. These are **coordinating clauses**.

## VOCABULARY

## Simile

Note: A **simile** is a phrase or figure of speech that compares two things using the words *like* or *as*.

Pattern 1: *like*                      verb + *like* + noun

Example: *She swims like a fish.*

Pattern 2: *as*                      *as* + adjective + *as* + noun

Example: *She is as graceful as a swan.*

Write the following words on the board.

*bat mouse lightning cucumber bee feather tree desert button*

Tell students to work in groups and write the phrases (using 'as') associated with these words:

Example: *blind as a bat*

Answers: *quiet as a mouse; fast as lightning, cool as a cucumber, busy as a bee, light as a feather, tall as a tree, dry as the desert, cute as a button*

## LISTENING

## Post listening – conversation

Tell students that they will be listening to a conversation between Jake and Mona.

Allow them to read the questions before listening to the audio.

Play the recording and let the class tick the answer after listening to the track.

Play the recording a second time and ask them to fill in the details they may have missed out / check their answers.

Review the answers.



## SPEAKING

## Pair discussion

This task can be used for *assessment as learning*. Students discuss about factors involved in adopting a pet. They display their ability to open-mindedly discuss giving their opinions with examples, using words, expressions and body language to communicate effectively.

### *Pair discussion*

Tell students that they are going to participate in pair discussion.

Explain that there are **four essential skills** for effective discussions.

Write these skills on the board.

1. Asking questions
2. Recognising and using non-verbal cues—these include body movements, body orientation, nuances of the voice and facial expressions.
3. Listening carefully and responding
4. Recording the partner's points

Let students follow these guidelines for a successful discussion.

- The individual prepares for a few minutes and notes down points of discussion.
- They start discussing the points they have written down.
- They should remember to listen to their partner's points and respond and give their opinion.

## WRITING

## Poster

### *What is a poster?*

A poster is a very short piece of writing in formal style. Individuals and organisations use it to announce events and celebrations or to give information.

A poster should:

- give complete information
- be clear and logical
- be in easily understandable language

### *How do I write a poster?*

Include the following details in a poster to make it attractive, clear and concise:

a catchy title—mention the date, time and venue—the name of the person/organisation issuing the poster—the contact person's telephone number and email address—interesting illustrations—an attractive colour scheme

## LIFE SKILLS

This exercise focuses on *Naturalistic intelligence* which is related to environmental issues, plants and animals. Students will develop a sense of caring and empathy for animals.

## STUDENTS' BOOK ANSWER KEY

### My Donkey Sally

#### Pre-Reading

*Free response*

#### Comprehension

- A.**
1. Gerry had been delighted to see a great number of donkeys with their babies at Katerina's wedding. That was when he decided that he wanted to own one himself.
  2. Gerry promised his mother that if she gifted him a donkey on his birthday, he would give up all other presents. He also pointed out that a donkey would help him to carry his things and go further. His mother only answered that she would see (think about it). However, she must have actually decided to get a donkey for Gerry because she soon ordered the building of a bamboo house for the donkey and eventually got a donkey for the boy.
  3. On the day before his birthday, Gerry spotted Margo running around with mysterious bundles. Larry shouted hunting slogans like "Tantivy" and "Tally Ho". Leslie and Spiro had secret conversations in the garden and when Gerry tried to overhear them, Leslie told him off. At night, he heard sounds of laughter and singing from the groves.
  4. The donkey galloped into Gerry's bedroom and halted by his bedside. She gazed at the boy, then shook herself so that the feathers fell off. She approached the edge of Gerry's bed and when Gerry stretched out his hand, she thrust its muzzle into it. She then stood chewing coloured paper. Gerry was speechless with surprise and delight and thought that the donkey's muzzle was the softest thing ever.
  5. When Gerry learned that the house Costas had built was for the donkey, he led the donkey out very carefully through the garden into the olive grove and inside the bamboo hut. Then he took out the donkey again and tied her to an olive tree. She grazed and Gerry stared at her in admiration. He also gave her a kiss before returning indoors.
- B.**
1. a. Costas, the brother of their maid.  
b. Costas responded that he didn't know—perhaps she wanted to keep sweet potatoes in it.  
c. The house was actually to keep the donkey that the family was going to get for Gerry's birthday.
  2. a. He was speaking to Margo.  
b. coloured crepe paper, Christmas decorations and three huge feathers  
c. When the donkey shook herself, the feathers fell off from between her ears. The donkey also chewed some of the paper.
  3. a. Margo said this to Gerry.  
b. The donkey was a rich dark brown, with large ears like lilies and white socks over tiny polished hooves. Running along her back was a broad black cross. Round each great brown eye she had a neat white circle. She also had a grey, soft muzzle.  
c. When Gerry heard that the donkey was Katerina's donkey's baby, he felt that she was all the more special.

4. a. Gerry felt this way because he realised that the family had decided to gift him the donkey some time ago and had also thought about how and where to keep her.
- b. He also thought of how cleverly they had kept it a secret from him and how hard they had worked to decorate the animal.
- c. *Sample answer:* Gerry had felt that the family was unfriendly, when he tried to overhear what Leslie and Spiro were discussing and Leslie told him to jump off a cliff.

**C. 1. *Sample answers:***

- a. Gerry's family members decided to get a donkey for Gerry. Larry shouted hunting slogans. Leslie scolded Gerry rudely although he was actually planning Gerry's birthday surprise. They sang and laughed at the olive grove where they must have brought the donkey before the birthday. Margo decorated the donkey as one wraps a birthday gift.
- b. Gerry's family worked together to get him the gift he wanted and to keep it a surprise for him. However, they also had arguments and difficulties about decorating the donkey and some of them were not happy about how the donkey smelled or how the decorations were spoilt by the carelessness of the others.
- c. The fact that they loved Gerry is proved by how they got him the exact birthday gift that he wanted, and that too, the baby of the very donkey Gerry had admired particularly. They kept it a surprise for him and also got a hut made for the animal. They did not always express it in words because their love did not stop them from scolding Gerry when he tried to find out the secret.

**2. *Sample answer:***

The day before his birthday, Gerry noticed that his family members were acting strangely. His brother Larry was shouting hunting slogans like 'Tantivy' and 'Tally-ho'. This sounds quite strange and funny. Later, when Leslie discovered Gerry attempting to eavesdrop on his and Spiro's conversation, he told Gerry to jump off a cliff. This is a piece of harmless scolding which actually increases the fun of the surprise gift. When the family gathered in Gerry's room to deliver his birthday gift, Leslie was holding on to the donkey's tail, as if the donkey was leading him on. Earlier, Leslie kept shouting, "Hold its head," which makes us imagine that the donkey must have been impatient to take the decorations off, and that is a funny scene. Larry's disgust with the smell and the dung also makes us laugh.

**Grammar**

- A.** 1. but                    2. so                    3. or                    4. yet                    5. so                    6. and

**B. *Sample answers:***

1. used it in the sun                    2. very few turned up                    3. they are in the garden
4. did we get any shoes                    5. she can order dosa on phone                    6. he felt lonely

**Vocabulary**

1. d                    2. e                    3. b                    4. f                    5. c                    6. a

*Free response*

## Listening

Listening text:

Mona: Have you thought of a gift for Grandfather?

Jake: I will. Isn't there some time left before his birthday?

Mona: His birthday is day after tomorrow. I had reminded you last week.

Jake: Oh my! Did you? I don't remember it at all. But what should we get for him?

Mona: I know what I am getting for him. You need to think a little bit.

Jake: Okay, I will. But what are you getting for him?

Mona: You'll have to guess.

Jake: A painting? A book of poems?

Mona: You will never guess it.

Jake: Are you getting him chocolates? Or a perfume?

Mona: I am getting him a pair of binoculars so he can birdwatch whenever he wants. He has been sad about being unable to walk for long distances any more. This will uplift his spirits, I think.

Jake: That is so thoughtful of you, Mona!

Mona: He will like it, don't you think?

Jake: Of course! He will love it! But it will be really difficult for me to pick up a gift for him now.

Mona: Just gift him something he likes.

Jake: I think I will get him a canvas and some colours to paint those birds that he watches all day. What do you think?

Mona: That is a splendid idea. Grandfather will have his happiest birthday yet!

Answers: 1. b            2. a            3. b            4. a

## Writing

*Free response*

## Punctuation

*Correct sentences: 1, 3, 4 and 6*

## Life Skills

*Suggested answer: 2*

## ANSWER KEY TO WORKSHEET 3

**A.** 1. and            2. but            3. or            4. so            5. but/yet

**B.** *Sample answers:*

1. paint a picture of this scene

2. did they feel hungry
3. makes a tasty pickle
4. he could not see anyone
5. he went to bed early

- C.**
1. as clear as day
  2. as different as chalk and cheese
  3. as slippery as an eel
  4. as loud as thunder
  5. as fast as the wind
  6. as free as a bird

- D.**
1.
    - a. a task / situation that tests someone's abilities because it is difficult
    - b. a situation where there is no movement / activity
    - c. discourage
  2.
    - a. Biblioburro is the term used to describe the donkey(s) that Louis Soriano used to carry books to children. Biblio- means related to books and burro means donkey.
    - b. Soriano did not stop going around with his biblioburros even when he lost one of his legs in an accident. He himself got a college degree by studying with a professor who visited his village twice a month.
    - c. We can sow many seeds and not see all of them grow into big trees. Yet we cannot stop sowing seeds because of that. Soriano keeps taking books to children in the hope that they will read, grow up educated and improve their lives. Even if that does not always happen, he does not stop his work.
  3. *Sample answer:* Soriano uses his donkeys to carry books to those children who do not have books. This way, he helps them to be educated. Many of them, like Maria, can grow up and find a good job because they could read with the help of Soriano and his donkeys.
  4. *Free response*



## QUESTION BANK

### My Donkey Sally

#### A. Answer in brief.

What made Gerry feel that the family was unfriendly?

**Ans:** The day before Gerry's birthday, he observed everyone in the family behaving strangely. It was obvious that they were doing something without his knowledge. On seeing Gerry overhear them, Leslie sent him off rudely. This made Gerry feel that the family was unfriendly.

#### B. Answer in detail.

Describe the entry of the donkey into Gerry's bedroom. How did it impress Gerry?

**Ans:** Gerry woke up on his birthday and wanted to go out and see his presents. Before he opened the door, the bedroom door burst open and a donkey walked in. It was dressed in coloured crepe paper; Christmas decorations and three enormous feathers were attached skillfully between its large ears. The donkey galloped into the bedroom with Leslie hanging from its tail. The donkey stopped near Gerry's bed and stared at him in surprise. Gerry had never seen so beautiful a creature ever before. It had the softest muzzle, the most beautiful skin colour and 'white socks' over its tiny polished hooves were as neat as a dancer's shoes. Gerry was speechless looking at the best present he could ever think of for his birthday.

#### C. Choose the correct answer.

*Throughout the story, Gerry indicated that his family was eccentric and were behaving very strangely. Why did they do this?*

- They felt that Gerry was too small to share their secrets.
- They wanted to keep his birthday gift a secret.
- They did not like Gerry as he was very fussy and cranky.

**Ans: b**

#### D. Read the lines and answer the questions.

*"Perhaps she wants to keep plants in it or store sweet potatoes for the winter."*

- Who speaks the above lines to whom?
- What is he talking about?
- Who wants to keep plants or vegetables? Was that the real reason?

**Ans:** a. Costas, Gerry's maid's brother speaks to Gerry.

- He is talking about the bamboo house he was erecting for Gerry's mother.
- Costas says Gerry's mother had asked him to erect the bamboo house to keep plants or store sweet potatoes for the winter. It is in fact, for the donkey that Gerry is to get on his birthday.

#### E. Answer in brief. (Think and answer)

How did his mother's gift become more special for Gerry?

**Ans:** His family made sure that the baby donkey he got as a gift for his birthday was the baby of the same donkey he had liked a lot at Katerina's wedding. It is for this reason it became more special as it was not just any donkey but the baby of the one he had wanted to own.

#### F. Answer in detail. (Think and answer)

Why do you think people keep pets? Was the donkey a peculiar pet to have? Give reasons.  
*Free response*