

MADAM RIDES THE BUS

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

Learning Outcomes

- To observe and appreciate the efforts put into fulfilling a dream
- To comprehend the story from a child's perspective
- To identify the descriptive words used to portray scenes

Pre-reading



This section focuses on *assessment for learning* as it informs the reader what is to follow.

A. Generate an interaction on what we see and enjoy while travelling from one town to another.

(The sights and sounds; the smells; the company of co-passengers; the food we like to eat while travelling)

B. Guide students to do the Pre-reading activity given in the Reader.

READING

Students comprehend, skim, scan and map out the sequence of events

Explain to the class how imagery plays an important part in conveying a vivid picture to the readers. Sometimes a play with words can make the text interesting and help readers visualise the scenes the way the reader sees them.

Tell students that the story they are going to read is rich in imagery, where the writer lets

us see the world from the perspective of an eight-year old.

Draw the columns and the headings on the board. Ask students to help you fill in the details during the course of the reading session. This will help students scan for target words and get familiar with the concept of imagery.

Let them copy it in their notebooks after completion.

For the teacher's reference

Description of the bus	Description of the view	Description of the journey
It was a new bus, its outside painted a gleaming white with some green stripes along the sides. Inside, the overhead bars shone like silver. Directly in front of Valli, above the windshield, there was a beautiful clock. The seats were soft and luxurious.	The road was very narrow. On one side there was the canal and, beyond it, palm trees, grassland, distant mountains, and the blue, blue sky. On the other side was a deep ditch and then acres and acres of fields—green, green, green, as far as the eye could see.	The bus rolled on now cutting across a bare landscape, rushing through a tiny hamlet or past an odd wayside shop. Sometimes the bus seemed on the point of gobbling up another vehicle that was coming towards them or a pedestrian crossing the road. Somehow it passed on smoothly, leaving all obstacles safely behind. Trees came running towards them but then stopped as the bus reached them and simply stood there helpless for a moment by the side of the road before rushing away in the other direction.

Play the audio track / Let students read the story from

- *There was a girl ... planned and re-planned.*

Who was Valli? What was her favourite pastime? Why did the bus fascinate Valli? (She may not have travelled in one before) What kind of questions do you think she would have asked and to whom? (Free response; her neighbours and the people who travelled by the bus) Do you think she was planning on doing the right thing? What does not seem right here? (She was too small to travel on her own) How did she calculate her trip?

Take it further by generating a discussion on why it is important to let the elders know about our whereabouts.

- *One fine spring day... Oh, it was all so wonderful!*

What happened when one day the afternoon bus was about to leave? What did the conductor do?

Who do you think it is? Why do they need to hurry?

(Ans: Suggested answers: It may be Valli. She needs to hurry because the bus is leaving.)

Was the conductor a friendly man? How can you tell? What kind of a girl was Valli? (An independent-minded girl; confident, daring, intelligent, shy...) What did Valli notice about the bus? (Here, let students scan for the target words and help you fill in the first column) What were the wonderful sights that Valli saw? (Let students help you fill in the next column)

- *Her first journey ... Struck dumb with wonder, Valli gaped at everything.*

How did she save the money for her bus trip? How do you think she could have sixty-paise coins? When do you think the story has taken place? (Explain that in those days, we had 5, 10, 20 paise coins as well; it must have taken place quite a while ago) Why did she give

her mother the slip? Was she doing the right thing? How did she capture the journey while the bus moved? (Let students close their eyes and visualise the scenes while you read this part of the text—The bus rolled ... in the other direction—Now let them help you fill in the third column.)

What impression does the text create about the trees? While travelling by a fast-moving vehicle, have you ever noticed anything else 'behaving' similarly?

Clap your hands with the correct gleeful expression.

(Ans: The last sentence makes it sound as if the trees were moving and even had expressions—of helplessness. Suggested answer: While travelling by a fast-moving vehicle, buildings like houses and shops also 'behave' similarly.)

What did Valli find funny? Did the driver drive the bus fast? Was the driver of the bus a careful man? How do you know? (Yes he drove fast, but he was a careful driver, and slowed down when he had to) Why did Valli gape at everything? (She was from a village and all this was new to her)

- *When everyone got off the bus ... much chance of that, was there?*

Explain:

- why Valli showed restraint when the conductor asked her to look at the sights. (She was careful and did not want to lose her way. She was a careful child.)
- why she refused the cold drink. (She did not want any favours.)

Imagine yourself in Valli's position. Would you have accepted the conductor's treat?

(Ans: Suggested answer: No)

- what had killed the young cow (some reckless driving) and why it is important to show compassion to our fellow creatures.

'Haunted' means disturbed her even when she could not see it / frightened her like a ghost.

(Ans: disturbed her even when she could not see it)

- why Valli just smiled in the end. (She may give away her secret.)

Ask students:

What does the last line of the story mean?

(They would not be able to understand why

she smiled because they were not aware that she had travelled outside their village and seen a little of the world outside) *What is the symbolic meaning of the bus journey?* (Life is full of ups and downs)

Post-reading

Group work

Write a conversation between Valli and her mother where Valli tries to explain to her mother about what she did and her mother's response.

GRAMMAR Compound sentences, difference between simple and compound sentences

Ask students:

What is a simple sentence?

A **simple sentence** contains an independent clause (main clause) that stands alone.

Write a few sentences on the board and ask them to underline the verbs, circle the clauses and identify if they are simple sentences or not.

My mother asked me to accompany her to the mall. (Simple)

My mother asked me to accompany her to the mall, but I did not want to go. – (It is not a simple sentence – more than one clause.)

Recap compound sentences

Tell students a **compound sentence** has two or more independent sentences and is linked with a conjunction. Such a conjunction is called a coordinating conjunction. Some compound conjunctions: *and, but, for, nor, or, so, yet...*

Activity

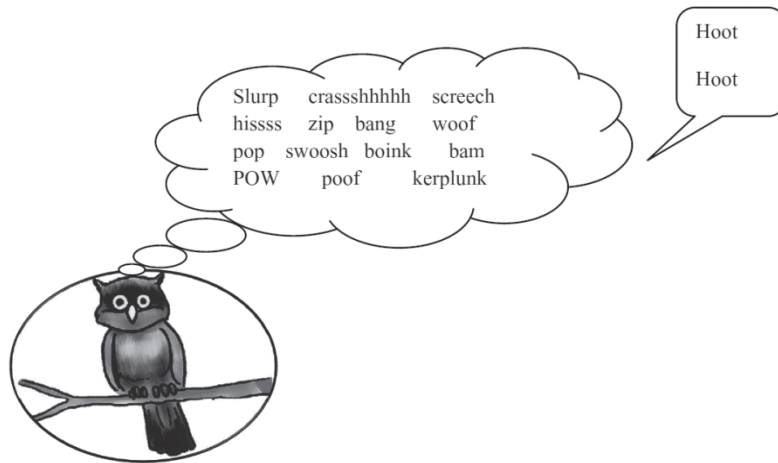
Join the sentences in the passage using compound conjunctions to form compound sentences.

In the morning, I brushed my teeth. I had a bath. I went to the kitchen to have breakfast. 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. I reached home. I found out that the newspapers had still not come.

Example: *In the morning, I brushed my teeth and had a bath. I went to the kitchen to have breakfast but there was no milk...*

VOCABULARY

Onomatopoeic words



Ask students where they would usually find these words? (*In a comic book*)

Tell students that **onomatopoeic words** are words that are used to describe sound. For example, the words we use to describe the noises that animals make are all onomatopoeic, such as a dog's *bark*, a cat's *meow*, or a cow's *moo*.

Ask students to list out some more onomatopoeic words they can think of. (*Zoom, woo hoo, vroom, whimper, growl, whisper, squeak, squawk, splash, splatter, snap, rumble, murmur*)

LISTENING

While-listening – real account

Tell students that they are going to listen to a passage which is a true account. Let students read the passage as this will help them get familiar with the text.

Now play the audio track and let students fill in the missing words as they listen.

Play it once again so that they fill in any words they might have missed out / check their work.

Review the answers.

SPEAKING

Expressing opinion

Ask the class to list out some of the words/phrases they would use in order to express their opinion. Write all the words/phrases on the board. Allow them to look at the words in the Reader.

This task can be used for *assessment as learning*. Students discuss the topics given in the Reader. They display their ability to open-mindedly discuss giving their opinions with examples, using words, expressions to communicate effectively.



Activity

Write these words on the board.

family photos	phone	laptop	certificates	wallet
favourite jeans	food	comics	60" hdtv	water
keys	blankets	books	jewellery	
favourite stuffed toy which you had since you were born				

Pair work

Tell students to imagine that both students in the pair share a house and have just found out that a fire has broken out in their house. From the list of things on the board, they are allowed to save only 10 things.

Their task is to give their opinions and reach an agreement on which five items to choose and in which order to rescue them. Students are encouraged to justify their opinions and give reasons using the agreement and disagreement words and phrases discussed earlier. When everyone has finished, each pair reads out their results and the class discusses the findings.

WRITING

Picture composition

How do I write a short description based on a given picture?

Take some time to study the picture.

- Check if the picture talks of events or if it conveys a message, thought or idea.
- Decide on what would work out best with reference to the picture.
- Write down the main idea you are going to expand in the story. Everything you write in the story should provide information about the central idea.
- Use descriptive words that would help the reader visualise the scene as you see it.
Example: 'The Night' can be written as 'A cold, dark, wintry night./' a starry night with clear skies.'

PROJECT

This task can be used for *assessment as learning*. Students discuss and decide the information that can go into the presentation.

Prior to the class instruct students to gather information, pictures or maps to make a presentation in class. Encourage each group to present in any form they find creative: PowerPoint presentations, charts, role-play, interview, drama, poetry or plain written matter read with expression and organized creatively.

Allot the same length of time for each group. Let other groups assess the group that is presenting. Give them the assessment criteria and supervise the presentation as well as the marking.



STUDENTS' BOOK ANSWER KEY

Madam Rides the Bus

Pre-Reading

Free response

Comprehension

A. (Rewritten lines are sample answers.)

1. *It gave her many new, unusual experiences.* Standing at the door, watching the goings-on helped Valli see, hear and learn many new things.
2. *The most fascinating thing of all was the bus that travelled between her village and the nearest town.* Valli felt most interested in and excited about the bus that travelled from her village to the nearest town and back.
3. *Over many days and months Valli listened carefully to conversations between her neighbours and people who regularly used the bus. She also asked a few discreet questions here and there.* For a long time, Valli listened to what regular passengers of the bus said about it, and noted details. She also asked a few questions, carefully and quietly, to learn other things.
4. *Suddenly Valli clapped her hands with glee.* Valli was both surprised and delighted at the sight of the cow and clapped her hands like a happy child who is having fun.
5. *Struck dumb with wonder, Valli gaped at everything.* Vallie was amazed to see the different things and did not what to say, so she only kept looking at them.
6. *The memory of the dead cow haunted her, dampening her enthusiasm.* Valli could not forget the sight of the dead cow and remembering it disturbed her, so that she no longer felt so eager to look out of the window at everything.
7. *"Okay, madam," he answered her, smiling. "Come and join us whenever you feel like."* The conductor smiled at Valli because he liked this polite young girl and answered her jokingly as Madam, while inviting her to ride on the bus again.
8. *She spoke very casually, not expecting a reply.* Valli's aunt addressed Valli because she had just come in. She was not really waiting to know where Valli had been.

- B.
1. a. The bus conductor said this to Valli.
b. He addressed her as 'fine madam' as a joke, because Valli had refused his help and had got on the bus by herself. Valli was not really angry with him.
c. The other passengers began laughing at the conductor's joke and that made Valli feel very shy.
 2. a. Valli stood up on the seat because when she started to look outside, she found her view cut off by a canvas blind that covered the lower part of the window.
b. The bus was going along the bank of a canal. On one side of the narrow road, there was the canal and, beyond it, palm trees, grassland, distant mountains, and the blue sky. On the other side was a deep ditch and then acres of green fields as far as the eye could see.
c. Valli felt very happy and excited to see the different sights.
 3. a. Valli had saved whatever coins she could, without buying peppermints, toys, balloons, and the like. Finally, she had saved a total of sixty paise. She had even gone without a ride on the merry go-round at the village fair, even though she had had the money.

- b. Valli's other problem had been to get out of the house without her mother's knowledge. So she had slipped out when her mother was sleeping after lunch.
 - c. Yes, Valli's efforts for the journey were justified as she really enjoyed the journey and all the various things she could see and hear.
- 4.
- a. The line refers to the possibility of Valli's mother and aunt understanding her smile or knowing where she had been.
 - b. There was little chance of that happening because none of them had any idea that Valli had taken a bus ride, there was nothing to give it away and Valli was not going to tell them.
 - c. Valli felt quietly glad about this because she enjoyed her secret.

C. 1. Sample answer:

We can describe Valli as curious, determined, sensible, innocent and brave. She wanted to know about new things; she waited and worked to make her wish come true; she did not accept a treat from the conductor because he was a stranger after all, neither did she get down at the town by herself, where she could have got lost or missed the bus back; she was fascinated by simple things like the sight of the cow—this shows her innocence. Yet she was also brave because she went on the journey for the first time all by herself.

Valli was also patient as she waited and saved carefully to be able to ride on the bus.

- 2.
- a. Yes, the simple bus journey was an adventure for Valli because it was the first time she was going on the journey, she had waited and wanted for a long time to ride on the bus and she was happy and excited by most of the things she saw. It was additionally exciting as it was a secret.
 - b. Yes. Valli saw trees, fields, grassland, mountains and a canal as well as a shopping street with shops selling different things and crowds passing through.
 - c. No, on the return journey, the sight of the dead cow filled Valli with sadness and decreased her eagerness and excitement.

Grammar

A. Free response

- B. 1. SS 2. CDS 3. SS 4. SS 5. CDS 6. CDS**

Vocabulary

1. whizzed 2. screeched 3. moored 4. sizzled
 5. chirped; tweeted 6. knocked; jingle

Listening

Listening text:

When she had paid her fare, Rosa was glad to sit down in a vacant seat. She had mild manners and spoke in a soft, quiet voice. She obeyed the laws of the country and envied nobody. As an African American passenger, she was asked to give up her seat, but she sat still and did not stir. After all, no passenger was disabled. Because Rosa was not obeying the rule, she was arrested and was tried in a court of law. She took the advice of her lawyers when they advised her not to pay the fine. Other African American passengers boycotted the buses and went by

on (other modes of) public transport. The bus company lost millions of dollars. The Supreme Court ruled that the bus company had been unlawful.

Answers:

1. fare
2. mild manners
3. the laws
4. her seat
5. disabled
6. arrested
7. her lawyers
8. the fine
9. bus company
10. Supreme Court

Writing

Free response

Dictionary Work

1. for the ride
2. let it ride
3. Riding high on
4. took you for a ride
5. rides on

ANSWER KEY TO WORKSHEET 4

A. *Free response*

- B.**
- | | | | |
|-------|-------|-------|-------|
| 1. SS | 2. CS | 3. CS | 4. SS |
| 5. SS | 6. SS | 7. CS | 8. CS |

- C.**
- | | | |
|-------------|--------------|------------|
| 1. BACKPACK | 2. CARPOOL | 3. COMMUTE |
| 4. CRUISE | 5. HITCHHIKE | 6. SHUTTLE |

D. *Free response*

QUESTION BANK

Madam Rides the Bus

A. Answer in brief.

1. What was Valli's pastime? What fascinated her the most?

Ans: The eight year old Valli was very curious about things. She would often stand in the front doorway of her house to watch what was happening in the street outside. She loved the experience. The most fascinating thing of all was watching the bus that went through her street carrying and dropping passengers.

2. Why did Valli discreetly gather information about the bus from others?

Ans: The running bus really fascinated Valli and she wished that some day she should ride on that bus for once at least. With that wish in her mind, she started gathering information about the bus from those who regularly used the bus. She did that discreetly because she did not want anyone to spoil her plan to travel alone once.

B. Answer in detail.

1. What information did Valli gather about the bus journey? How did she plan her first journey?

Ans: Valli learnt that a two way ticket to the town was sixty paise and took forty-five minutes. She decided to take the one-o'clock afternoon bus and return by the same bus around two forty-five, because her mother would be taking her afternoon

nap. She resisted every temptation, to save money for her bus ticket. Finally, one afternoon she boarded the bus.

2. Describe the first bus journey as experienced by Valli.

Ans: Valli's journey was fascinating. On one side she saw the canal and beyond it palm trees, grass land, distant mountains and the blue sky. On the other side there was a deep ditch, and then lovely green lands. The bus passed through tiny hamlets and bare landscapes. Whenever other vehicles came close, Valli felt as if her bus would gobble that vehicle. She saw a young cow running in front of the bus, which she found funny.

C. Choose the correct answer.

The episode, *Madam Rides a Bus* is about

- a. Valli being a brave girl by going alone on a bus ride
- b. Valli going to the market in town and buying things
- c. Valli enjoying the beauty of creation and everyday life

Ans: c

D. Read the lines and answer the questions.

On and on went her thoughts as she calculated and recalculated, planned and re-planned.
(Madam rides the bus)

- a. Who is 'her' in the above lines?
- b. What was she calculating?
- c. Why was she doing that alone?

Ans: a. 'Her' in the above lines refers to Valli.

- b. She was calculating about the money she may have to save to take her first bus journey.
- c. She was planning to take that journey without the knowledge of her mother. Hence she had to plan everything all alone.

E. Answer in brief. (Think and answer)

1. What amused Valli the most during her bus journey? Was it really amusing?
Free response *Suggested answer:* Valli was amused by a young cow, tail high in the air, running very fast in front of the bus. It did not run away even when the driver repeatedly horned. She was so innocent, she did not realise the young cow could get hit by the bus and get killed. She found the plight of the cow funny and exciting.

2. Do you think Valli was taking a risk by travelling by bus alone without telling her mother?

Free response *Suggested answer:* Yes, she was taking a risk. She was too young to travel alone. Anything could have happened. No one would have known where she had gone. Even the conductor did not ask her anything. Fortunately for her, everything went well. She should never have left her house without her mother's knowledge.

F. Answer in detail. (Think and answer)

Valli enjoyed her journey in the bus travelling from her village to the town. Would she have enjoyed her journey as much, had she gone with an adult? (Free response) Accept any logical answer.