

JUST SHOOT!

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

Learning Outcomes

- To appreciate the characteristics of adventure stories
- To sequence events
- To identify the beginning, middle and end of a story through character sketches



Pre-reading

This section focuses on *assessment for learning* as it tells the reader that the text that follows is about an adventure with lions in the forest.

Encourage students to do the activity in the Reader.

Whole-Class Activity

Write the title on the board.

Ask students:

a) *What do you think the story is about?*

Have students brainstorm words they think relate to the topic. (Jungle / Forest / National Park)

b) *Have you been on an adventure?* Share your experience with your partner:

- *Who was with you?*
- *Where did the adventure take place?*
- *What was the adventure?*

Pick out a few pairs to share their experiences in the class.

KWL Chart (Activate prior knowledge and make predictions)

Draw the KWL table on the board or a chart.

K	W	L

Introduce the “K” section by telling students that this section is for all the facts and information the class knows about lions. Create a list of facts students currently know about lions.

Introduce the “W” section as the section where the class creates a list of things they would like to learn about lions.

Pre-reading questions (K) and (W)

What does a lion look like? (Male has a mane and female does not) *What do we do when face-to-face with a lion? Who does the hunting, the male or the female lion? What are some the features / characteristic of lions? How would you react if you saw a lion now? Why?* (Reason for reaction) *What would happen if you come between a lion and her baby?*

Finally, explain that the “L” section will be the section that they will revisit and fill out after reading the text. This is the section where they will list all the things they learned about from reading the story and discussing it together.

(Note: **K** – what they know about the topic, **W** – what they want to know and **L** – what they have learnt from the lesson)

READING

Analysing characters, Sequencing

Read the entire story. Pause at relevant points to ask questions.

Ask students:

What did Spiirubaagu want to do? Why did he give stage directions to the animals?

Think—why did Spiirubaagu behave this way? How would it make the speaker feel?

(Ans: Suggested answer (accept any logical answer): Spiirubaagu behaved this way because he did not realise that he could not control the animals; he was too busy trying to take good photos. The speaker might feel surprised or irritated with him.)

He ‘...walked a little farther, without...’ Why did the narrator do this? Why did he say he was ‘stupid’? How did the narrator make the situation sound dangerous? (He said that he had seen the same lions ‘ripping other animals to pieces on several occasions’.)

Why do you think the speaker felt ‘naked and cold’?

(Ans: The speaker felt naked because he felt vulnerable/helpless/unprotected—open to danger. He felt cold because he was scared.)

What was a sure sign of a mock charge? Why did he try to roar? What was the outcome? ‘All that was left was their pungent odour...’ Why does the narrator say this? What does it imply? (His proximity to the lion and appeals to the sense of smell)

Which three senses does the speaker use to describe the lions?

Sight (how they looked / moved)...

(Ans: sight, sound (growls) and smell (pungent odour))

Where did the lions go? Why did the group of tourists squeeze into the back seat? What do you think the narrator must have felt when Spiirubaagu wanted to repeat the scene?

Tell students to say what senses the narrator uses to describe the scene, with examples of each sense.

Post-reading

- What are some themes in the story?
- What are the comic elements in the story?

Tell students they are going to identify the beginning, middle and end of the story by creating character sketches.

Description of the characters	Physical Appearance / Occupation	Attitudes/Habits/ Behaviour/ Mannerism	Relationship with other characters	Other Traits / Qualities
Spiirubagu				
The tour guide				
Martina and her sister				

Tell students to recount the story in the correct sequence of events.

GRAMMAR**Subordinating clauses with subordinating conjunctions**

Write the sentence on the board and highlight the subordinate clause.

They will visit us before they leave town.

Ask students:

Does the sentence have a subject and a predicate? (Yes)

Does it have a verb in it? (Yes)

Do the groups of words make complete sense? (Yes)

Explain that:

A clause is a group of words that contains a subject and a verb. The first clause is a **main clause** and the second one is a **subordinate clause**. A subordinate clause depends on the main clause in the sentence for its complete meaning.

Mostly subordinating clauses begin with the following:

after	since	although	so that	as	though
as if	till	as long as	unless	as though	until
because	when	before	whenever	even though	where
if	wherever	once	while	provided	whether

Activity

Divide students into groups, with 6 students in each group.

Have two students create a main clause; the next two add a subordinating clause. Repeat till all get a chance to add subordinate clauses.

VOCABULARY**Domain specific words – wildlife**

Follow the inputs given in the Reader.

LISTENING**While Listening – information****Listening for details**

Tell students that they are going to listen to some information about animal safaris in Africa. Inform them that the recording will only be played twice. Instruct them to listen carefully and fill the gaps. Allow them to read the questions and underline key words in the question before listening to the audio. Explain that doing this will help them focus on the information needed. Now play the audio track.

Play the audio track one more time so that they may listen to any missed out information.

SPEAKING

Narration of personal experience

Tell students to use the points given in the Reader as a guideline to speak.

Do:

- Take time to think about the question and the incident you are narrating – take notes.
- Use narrative tenses – past simple, past continuous and past perfect.
- Use adjectives and adverbs to make the story interesting.
- Use sequencing words: *first of all, then, after that, later on, finally, in the end ...*
- Give your story an introduction. Say briefly what your story is about.
- Give a background to your story – when and where it took place and what you were doing at that time.
- Say what happened step by step. Use words like *so, because* and *although* to connect the actions until you reach the end of the story.
- Remember to maintain an upbeat voice tone and intonation to keep the attention of your audience.
- Finish your incident by saying why it is important to you or why you remember it.
- Look at your listeners.

Don't:

- Take too long telling the story or your listeners will get bored.
- Use a flat or bored voice.
- Look down or look around the room.

WRITING

Narrative (personal experience)

Guidelines for Writing Personal Narratives

In a personal narrative, you have control over how your story is told.

1. Write your narrative as a **Story** with an introduction, characters, plot, setting, climax, anti-climax (if any), and conclusion. The introduction should set the **tone**. The conclusion can tell the reader what lessons you have learned from the story you have told.
2. Giving it a **Clear Purpose** to help focus and choose which story to tell. It will also help focus on what lessons you learned along the way.
3. The narrative should **show readers** what happened, **instead of telling them**. As well as being a storyteller, the author should take part as one of the characters. Show your reader with action. You can use **dialogue** to make it sound more interesting.
4. Pay Attention to **Tenses** which is the key to understanding. Personal narratives mostly tell the story of events that happened in the past, so many authors choose to use the past tense. This helps separate out your current, narrating voice and your past self who

you are narrating. If you are writing in the present tense, make sure that you keep it consistent throughout tenses in narratives.

5. Make your **Conclusion satisfying** by giving your readers an unforgettable closing scene. The body of the narration should build up the plot to climax. This does not have to be something incredible or shocking, just something that helps give an interesting take on your story.

READING ALOUD

News report

Play the audio track and let students pay attention to the expression, pauses and enunciation.

Ask students to listen to the report. Instruct them to pay attention to the expression and tone.

Now let the class take turns and read the text in groups. Make sure that they use the right expressions while reading. Stop and correct them if required.

STUDENTS' BOOK ANSWER KEY

Just Shoot!

Pre-Reading

1. This could be a safari or a wildlife tour.
2. Yes, since he is standing outside the vehicle and near the lions.
3. *Free response*

Comprehension

- A.**
1. Spiirubaagu appears in the story twice—once at the beginning, as they are setting out, and then at the end, when the speaker comes back to the vehicle. His chief interest seems to be taking photos of animals.
 2. The speaker stepped out of the vehicle to take a better look at some fresh lion tracks on the dirt road. He moved away from the vehicle to follow the tracks and to make sure the lions had not moved into a thick bush on his left. He walked farther, hoping that the lions would be somewhere on his right, where it would be easier to spot them.
 3. The speaker makes the lions sound dangerous by telling us that getting between a lion and her cubs is as dangerous as crossing a busy road with eyes and ears shut. He also says that he had seen Martina and her sister ripping other animals to pieces on several occasions. The description of how the lions looked—fur along their spines erect, faces twisted into snarls, showing their sharp teeth and growling—also makes them sound menacing.
 4. The lions were not coming in a straight line at the speaker, but were bouncing stiff-legged, from side to side. It was a sign of a mock charge. The lions would stop before they got to the speaker and then back off. They came close to the speaker, then backed away, bellies low to the ground, their focus on him. Then they stopped, tails twitching,

and then they charged. Every time they kept coming at the speaker, with a bouncing run, they backed off. Finally, when they ran to the speaker, they ran past him.

5. The speaker's arms were raised, making him look bigger. He faced the lions, showing that he had forward-facing eyes like them. It was meant to make the lions hesitate. Then the speaker tried to roar. At first it came out as a whimper. He kept his focus on the lions and backed away step by step. Finally, when they came straight at him, he gave a loud roar.
 6. The last paragraph makes us feel both relieved and amused. We are relieved because the speaker is safely back at the vehicle and we feel like laughing because after all this, Spiirubaagu asks if the speaker can go through it again because he could not shoot the animals the first time.
- B.**
1.
 - a. The speaker was standing on the road, away from the car, with the lions on one side and the cubs on the other.
 - b. The speaker had acted stupidly because he had moved away from the car and come between the lioness and her cubs.
 - c. He compared his situation—getting between a lioness and her cubs—to crossing a busy road with eyes and ears shut; both were equally dangerous.
 2.
 - a. The speaker tried to roar in order to look and sound threatening.
 - b. It came out as a pathetic whimper because the speaker was actually very scared and could not shout properly.
 - c. *Suggested answer:* Yes.
 3.
 - a. This time, the speaker gave a really loud roar because the lions were coming straight at him.
 - b. No, as they did not slow down and came at the speaker in a second.
 - c. Immediately after this, the speaker realised the lions' intentions—that they were not going to attack him—when they ran straight past him and headed for their cubs.
 4.
 - a. The speaker wanted to sit down because he felt shaken and tired.
 - b. He continued walking because he knew he had to reach the car in order to be completely safe.
 - c. He was moving slowly because the lions were still nearby and he did not want to catch their attention with sudden or fast movements. He was moving shakily because he had just had a very close encounter with the lions—he had been really scared and thought that the lions would attack him—and he was still feeling nervous.
- C.**
1. *Sample answer:* He's spotted tracks! Perhaps we'll see some lions soon... Oh, he says there might be cubs too, how wonderful. There are the lions! But they are looking at him! What if they attack him? They are going to attack him...or, no... they stopped. He's backing off. There they go again. What is happening? Why are the lions behaving in such a strange manner? Wow, he's given quite a roar. This is it; he's gone... they're running straight at him. Oh no! Wait, they went past him. He's saved. Phew! He's backing towards the vehicle now. What an experience!
 2. *Suggested answers (accept any logical answer):*
 - a. No, he did not appreciate the real danger the speaker faced. We know this as after everything, when the speaker went back to the car, he asked whether the speaker could do it again, as if the speaker had been putting on a performance.

- b. He adds to the humour of the story with his single-minded focus on taking photos without any regard for the situation or what was possible or impossible.
- c. Yes.

3. *Sample answer:* Yes, some tourists like Spiirubaagu are only concerned with their own interests and comforts. They may be so busy taking photos that they do not pay attention to the place and the animals. They may not appreciate that they cannot tell animals how to behave, that certain places may be out of bounds or closed to tourists or that places need to be kept clean. Tourists like that often tease animals in zoos or take photos even where photography is not allowed, or litter and break other rules in places like wildlife parks and zoos.

Grammar

A. 1. Although 2. whether 3. so that 4. where 5. which 6. whom

B. *Sample answers:*

- 1. works so hard to help animals
- 2. school is closed today
- 3. we go during our holidays
- 4. Mother returns with the children
- 5. her partner was not well
- 6. tomorrow is a bright and sunny day

Vocabulary

- 1. BUSH
- 2. FAUNA
- 3. FLORA
- 4. HABITAT
- 5. PREDATOR
- 6. PREY
- 7. SAFARI
- 8. TERRITORY

Listening

Listening text:

The success of an African safari is usually measured by the number of animals you've seen along the way. Here are a few points on how you can make your safari a successful one.

Pick the right season. The dry season is the best season to see animals. The waterholes attract a large number and a wide variety of animals, making it easy for you to view these animals as you drive by. Many game parks have small shelters overlooking the waterholes.

The dry season also means that the vegetation has thinned out. I've been on safaris in smaller game parks, where you could hardly see anything beyond the road because the grass was so tall. You would be amazed at how well-hidden even a large group of elephants can be when the vegetation is nice and lush after some good rains.

Pick the right time of day. The best time to see animals is at dawn and dusk. At midday, the sun is hot and most animals prefer to rest in cool and shady spots, usually far from the roads you're driving on.

Go with a guide. The guides are usually in radio contact with each other. So, if one spots a great lion kill, they will let your party know and you will get to see it too. A guide is also useful in identifying species. Even if you carry a nice guidebook, it can be difficult to tell the difference between a female sable and an impala when they are running.

Answers:

1. Africa
2. Dry season
3. waterholes
4. shelters
5. vegetation
6. elephants
7. rains
8. dawn
9. dusk
10. roads
11. guide
12. informs
13. species
14. animals are running/moving

Writing

Free response

Spelling

Correct answers:

1. b
2. b
3. a
4. a
5. b
6. b
7. a
8. a

ANSWER KEY TO WORKSHEET 5

- A.**
1. subordinate clause: After she had finished dinner; subordinating conjunction: After
 2. subordinate clause: which is kept on my desk; subordinating conjunction: which
 3. subordinate clause: so that he could reach the station on time; subordinating conjunction: so that
 4. subordinate clause: who trains the children; subordinating conjunction: who
 5. subordinate clause: Since she wanted to participate in the debate; subordinating conjunction: Since

B. *Sample answers:*

1. the book fair is held
2. I don't sleep well
3. we have guests
4. loves cooking
5. it was very popular

- C.**
1. b
 2. b
 3. b
 4. a
 5. a
 6. b

- D.**
1. a. blamed or scolded myself silently
b. drawn / tempted / attracted
c. magical or spiritual—a quality that cannot be fully understood or explained
 2. a. The antelope was big, old and extremely handsome, with great horns. And unlike most antelopes, which run at the sight of a vehicle, this one stood looking around a bush at the speaker for a long time.
b. The speaker thought that by following the antelope, he had wasted precious daylight time which he could have used to look for other animals, perhaps the elephants.
c. By following the antelope, the speaker reached a place where he could finally see the elephants—a big herd of them. If he had not followed the antelope, he may never have seen those majestic animals although he had wanted to see them for a long time.
 3. *Sample answer:* The speaker wondered if every animal had a mystical nature. He was sure elephants did, and when he thought of what had happened that day, the old antelope seemed to be mystical too—as if he had known what the speaker wanted and had led him to it.

4. *Free response*

QUESTION BANK

Just Shoot!

A. Answer in brief.

Why was Spiirubagu frustrated?

Ans: Spiirubagu was filming everything on the trip. He wanted to film a lion killing something. On all instances, Spiirubagu tried to teach every animal how to pose, not realising that all the animals would not understand his instructions. He grew frustrated as a result of this.

B. Answer in detail.

What did the narrator know about the lions? How did he expose himself to danger despite knowing about the jungle?

Ans: The narrator was a wildlife tour guide. When he saw the tracks on the soft dust of the road, he instantly knew that they were the tracks of two adult female lions. He also knew that they were in the territory of Martina's pride, a group of only two adults. Despite being aware of that, he took the risk of moving farther away from the vehicle to show the group the lions and their cubs. He probably did not anticipate the lions and the cubs to be in two opposite directions. That was when the narrator realised that he had been quite stupid and careless.

C. Choose the correct answer.

What did Spiirubaagu represent in this narration?

- He was a selfish tourist who had no feelings for others.
- He was a tourist too involved in his own interests to appreciate wildlife and the environment.
- He was a humourous tourist who took keen interest to film a lion killing its prey.

Ans: b

D. Read the lines and answer the questions.

I had just forgotten to look both ways. Martina and her sister, whom I had seen ripping other animals to pieces on several occasions, were coming at me.

- Who is the narrator? Where was he?
- Who are Martina and her sister?
- How did the narrator feel at that point of time?

Ans: a. The narrator was a guide and was in the middle of the jungle with his group of tourists.

b. Martina and her sister are two female lions.

c. He thought he would be soon ripped apart by the lions as he felt exposed right in front of the lions.

E. Answer in brief. (Think and Answer)

Do you think Spiirubagu was mocking the narrator when he asked him to repeat the action of escaping from the lion?

Ans: Spiirubagu must have been preoccupied and was more interested in clicking pictures or taking a video. He probably underestimated the situation the narrator was in. He did not even notice how petrified the narrator was when he asked him to repeat the performance. He also might have assumed that the narrator was acting the entire episode to impress the tourists.

F. Answer in detail. (Think and Answer)

Why do you think the narrator did not run back to the vehicle to safety when he expected the lion to attack him?

Ans: When the narrator found himself standing between the cubs and the lionesses, he could not move for fear of getting attacked by the lionesses. However, he observed that the animals were not intending to kill him, but were only making moves to threaten him. It was only in the end when the lionesses came charging towards him that he thought that they were coming to attack him and he hardly had time to run to the vehicle.