

A WILD LITTLE THING

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

Learning Outcomes

- To introduce students to classic short stories
- To deduce the underlying message of the text
- To initiate a debate on the wisdom of taming wild animals
- To summarise the lesson



Pre-reading

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

Write the title on the board: A wild little thing

Have students brainstorm in their groups and predict what the story might be about?

A. Students are asked to change where they are sitting so, they can experience the emotions and feelings often associated with change. After the class gets seated and comfortable, ask students to change seats again.

Discussion Questions

How did it feel to be asked to change seats? Did you view changing seats as an opportunity to sit with someone new or as an uncomfortable

or undesirable change? What are some things that make people resistant to change? Have you ever changed schools / cities? How did you feel? List out some things people did to make you feel comfortable? What can you do to make it easier for people in your class / family to accept the changes?

Ask students:

Name some animals people usually have as pets. Is it okay to have wild animals as pets? Why / Why not? Have you ever had a rabbit for a pet? How do you think a wild rabbit will adjust to the change of its habitat?

B. Tell students to do the Pre-reading section given in the Reader.

READING

Students comprehend the text and learn from one another, summarise

Preparation: Prior to the class arrange for: 1 chart for each group along with drawing material.

Divide the class into 2 groups.

Determine 2 reading selections:

1. **Father's gift:** From "When we were children...trouble into our house."
2. **Caring for the rabbit:** From "Trouble fell on us...tame, quite tame."

Tell students that they will only read and discuss their assigned passage. Encourage individual involvement telling them that they are going to inform and teach the other students about their assigned passages.

Give all students a framework for managing their time on the various parts of the task:

Task 1: Reading the passage aloud

Groups read their assigned passage aloud, taking turns to read.

Task 2: Answer and discuss questions. The respective groups are given a copy of their questions, which they will discuss and answer.

Questions for **Father's gift** groups:

Why was Father tired and weary in the morning? Why was he sometimes happy?

Pick out one thing the speaker's father liked and one thing he disliked about working at night.

(Ans: The speaker's father liked walking through the fields at daybreak—the open morning after a night in the pit. He did not like going to bed in the spring morning sunshine.)

What gift did he bring home for the children?

How do you think the family will react to this surprise?

(Ans: Free response)

Where did Father get it from and how? What was Mother's objection regarding the gift? Was this the first wild animal that was brought to the house? What were the consequences of wild pets in the past?

(Note: Recall the Pre-reading Activity Point out to students how sometimes we get into a comfort zone and it is difficult to adjust to new situations. Similarly, Mother was hesitant to accept a wild rabbit into their home knowing that it would need special care. It would also mean coping with the children's emotions at home if the rabbit failed to survive.)

Questions for **Caring for the rabbit** groups:

Where did caring for the rabbit take place? List out the different ways in which the children cared for the animal? What did mother want them to do with the rabbit? According to you, why did the rabbit become more silent when the children approached it?

Why do you think the rabbit is behaving in this manner?

(Suggested answer (accept any logical answer): The rabbit may still be too shocked at its family's death and may be feeling scared and uncomfortable in the new, unknown place—the speaker's home.)

Why did the rabbit not want any love and affection? What did it want? Why?

Read the last sentence of this para. Which imagery, mentioned before, does it suggest?

(Ans: a storm)

Why was the rabbit kept in the scullery?

Who do you think 'allowed' and 'forbid' the mother to do these things? Why?

(Ans: The speaker and his siblings—the children of the family—'allowed' and 'forbid' their mother to do these things because they wanted to keep the rabbit undisturbed in the scullery. This way, it could calm down and feel more comfortable.)

What was the "ray of hope" the children received in the morning?

Why do you think the word 'alive' has been repeated?

(Suggested answer (accept any logical answer): The word 'alive' has been repeated because it means both that the rabbit was still living as well as the fact that it was now more lively. The repetition of the word also expresses the speaker's gladness.)

(Note: Recall the Pre-reading Activity Point out how a change in place made them experience different emotions. If they happened to sit next to a friend, they were happy. If they were placed next to someone they did not know, they might face emotions of doubt, fear, discomfort, uneasiness,

expectancy and so on. The wild rabbit might have experienced similar emotions when taken from the wild into their home.)

Task 3: Group observations and assessments of the passage read.

Groups now list out their observations and assessments of the passage read.

Tell students to share their part of the story with the entire class.

Post-reading

Tell the groups that they will now prepare a summary chart or graphic organiser for each group as a guide for organising the information report.

GRAMMAR

Noun Phrase and Noun Clause

Noun Phrase

Review nouns. Let students name a few nouns they see in the class.

Tell students:

Noun phrases are groups of words that do the work of a noun.

Example: *the boy* — *the baby boy* — *the happy baby boy* and so on.

Read these sentences aloud and ask students to identify the noun phrases in the sentence. You may add more sentences.

The creature with long ears darted away quickly. / Let me take this colourful bunch of flowers. / Throw away the strange package. / The friendly Spiderman is here again!

Group work

Add words to modify the noun phrase. Encourage free response and write the answers on the board.

The girl (*the tall girl, the tall blue-eyed girl, ...*)

Noun Clause

Write the following sentences on the board:

1. *Manish expected to get a prize.*

2. *Manish expected that he would get a prize.*

- Ask students to substitute the underlined words with a single word (*rains, samosas*). Elicit from them that they perform the function of a noun.
- Review the differences between phrases and clauses.

Draw their attention to sentence 1.

Ask students:

- Do the underlined words in sentence 1 have a subject and a predicate?
- Do the underlined words in sentence 2 have a subject and a predicate?
- Can you identify the connector?

Tell students:

A group of words which functions both as a noun and a clause is **a noun clause** and the *connector* joins the two parts of the sentence.

Write the sentences on the board and underline the noun clauses. Discuss their function.

1. What the English teacher said was downright inspiring. (used as a subject.)
2. The wonderful thing about our class students is that they all get along so well. (used as a subject complement)
3. I must decide which English course to take. (used as a direct object.)
4. The counsellors gave advice to students who were going to the university. (used as an indirect object.)

The words that introduce a noun clause in a sentence are *who, whom, whose, which, that, if, whether, what, when, where, how, why*.

Write these sentences on the board. Ask the students to underline the noun clauses.

1. That the brothers are triplets is amazing.
2. We do not know what songs she often sings.
3. He is what we would call a celebrity.

Ans: 1. that the brothers are triplets 2. what songs she often sings 3. what we would call a celebrity

VOCABULARY

Figurative meaning

Write the words on *pins and needles* on the board.

Ask the class what the figurative and the literal meanings of this phrase can be. Explain how figuratively it means in *an agitated state of suspense*. Stress on the fact that it differs from the literal meaning *a pricking sensation*.

Group Activity

Preparation: One dice and a copy of the following table for each group

Procedure: Write the list of figurative words on pieces of paper and put them in a hat or a jar.







Provide each group with a dice and a copy of the instruction table.

One volunteer from the first group picks up a piece of paper.

The group then rolls the dice and the volunteer performs the corresponding activity, after which the group guesses the literal / figurative word as asked in the question.

Figurative Words	Meaning
Shake a leg	Make a start
Get your head out of the clouds	Stop daydreaming
You're all thumbs	You're clumsy
Your heart is in the right place	You're trying to be helpful
Give me a hand	Help me
Zip your lip	Be quiet
Keep an eye out	Look and see
Play it by ear	Don't make a plan
Have egg on your face	Feel embarrassed or silly
A bitter pill	A situation or informant that is unpleasant but must be accepted
Actions speak louder than words	People's intentions are judged by what they do

Extra words: *cat nap, couch potato, dime a dozen, call it a day, have a blast, don't put all your eggs in one basket, hit the road, it takes two to tango, miss the boat, off the hook, piece of cake, once in a blue moon, when pigs fly, spill the beans.*

 Draw the figurative meaning	 Draw the literal meaning
 Act out the figurative meaning	 Act out the literal meaning
 Use the literal meaning in a sentence	 Narrate a short story using more than one literal meaning for a word

LISTENING

Post listening

Tell students to listen to the story. Allow them time to read the questions before listening to the audio. Ask students to take down notes as they listen. Play the recording.

Play the recording a second time and ask them to note down any details they had missed out the first time. Check their answers.

SPEAKING

Contradicting politely

This task can be used for *assessment as learning*. Students role play the dialogues given in the Reader and display their ability to contradict, using words that are polite.

Group Work

Have two student volunteers perform a role play of the dialogue in their books.



Ask students:

Has anyone ever contradicted what you said? How did you react? Is it okay to contradict someone? When can you contradict someone? What are different ways of contradicting someone or interrupting when you know they are wrong? What is the best / polite way to contradict someone?

Have students sit in pairs and work out the questions from the book.

Now ask them to discuss and frame a new a situation of their own where they feel contradiction is necessary.

Have a few pairs demonstrate their situations.

Self Reflection: Now ask students to reflect silently on *Have I ever contradicted anyone rudely? How can I be more polite next time?*

WRITING

Argumentative Essay

Discussion Questions

What is the purpose of argumentative essays?

- *Goal:* To assert a claim to try and convince a reader or audience of its validity.
- *Focus* is on logic supported by verifiable examples and facts.
- *Evidence-based arguments* build the case for its claim out of available evidence.
- *Solid understanding of the topic* at hand, is necessary in order to argue effectively.

What is the most important element of an argumentative essay?

- *evidence-based argumentation* – facts and examples

How does evidence help an argumentative essay?

- Helps to strengthen an argument and prove a point of view

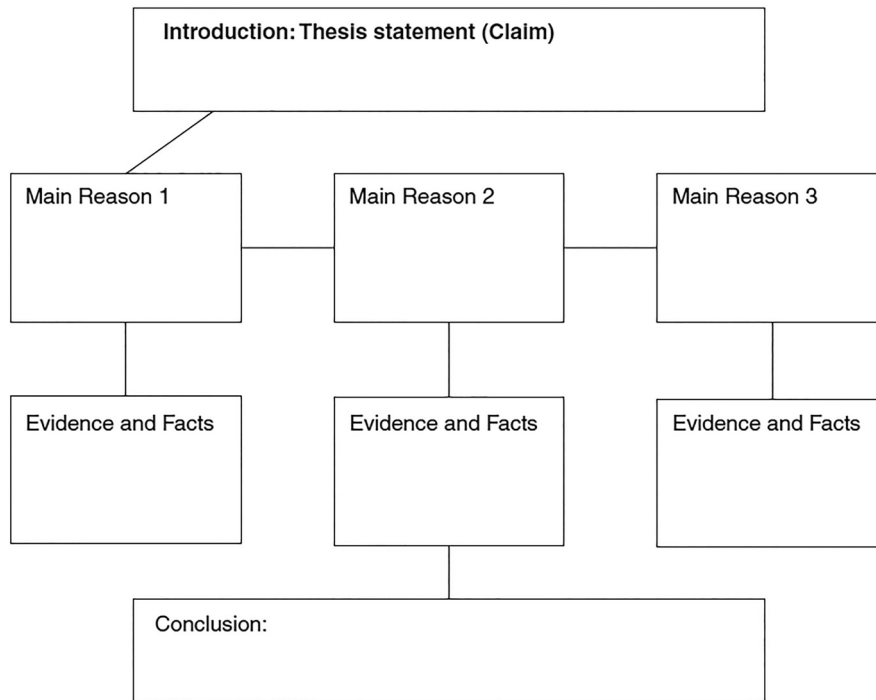
What do counters do for an argumentative essay?

- Enhances an argument and helps us think of both sides

There are four parts to the argumentative essay:

- The **claim** (that typically answers the question: *What do I think?*)
- The **reasons** (that typically answers the question: *Why do I think this?*)
- Guide students through the process of generating an evidence-based argument by deciding on an area of focus and jot down details or phrases related to that focus in the first space on the chart. Encourage discussion of the focus area, have students look at the evidence and notice any patterns.
- The **evidence** (that typically answers the question: *How do I know this is the case?*). Point out to students that most texts can support multiple claims, so they are not looking for the one right thing to say about the topic, but they should strive to say something that has plenty of evidence to support it, but is not immediately self-evident.

- Once students have a claim, they can use the patterns they detected to start formulating reasons and textual references for evidence.



STUDENTS' BOOK ANSWER KEY

A Wild Little Thing

Pre-Reading

Free response

Comprehension

- A.** 1. b 2. a 3. b 4. b 5. a 6. a
- B.** 1. Since the speaker's father worked during the night in a pit, he came home in the morning, tired and dirty, just when the children had woken up and were beginning their day fresh and ready. When they met each other, it was like night meeting morning, and it was not always happy because the speaker's father sometimes felt unhappy that he had to go to bed tired when it was a bright spring day, and his children may also have felt unhappy to see him so tired and going to bed when a beautiful new day was just beginning.
2. a. The speaker is referring to his father.
 b. The speaker and the others felt that the father had something to tell them when he came into the kitchen. They knew the man's habits and nature, and they would understand when he was going to tell them something.

- c. The 'something' was a rabbit that the speaker's father had picked up in a field because its family had died. The rest of the family was very surprised to see the animal. The children were excited, but their mother was displeased.
3.
 - a. The other little wild animals that the speaker's father had brought to the house had been quiet and unhappy and had finally died, which had made the children very sad.
 - b. The speaker's mother was reminding her husband of those animals because she was annoyed that he had brought yet another wild animal even after those previous experiences. Just before this, he had said angrily that the animals didn't always die.
 - c. From this, we can guess that the speaker's father was a man who liked animals, and tried to help them. That is why he brought so many animals to his house so many times—to try and give them food and shelter when they looked lonely or helpless.
 4.
 - a. No, this line does not mean that the speaker and the others were not caring. The speaker said this because their care and affection did not seem to have any effect on the rabbit at first. It sat silently and did not respond to their love at all.
 - b. Instead of looking happy or relaxed, the rabbit seemed to become even more silent when the children went to it to look after it or pet it.
 - c. Because of its behaviour, the speaker compared the rabbit to a tiny dark cloud or a solid little cloud of silence.
 5. *Suggested answers (accept any logical answer):*
 - a. It means that the rabbit was looking at the speaker out of the corner of its eye—it was noticing the speaker, but it was not looking at him directly.
 - b. It took the rabbit so long to accept life with the speaker's family because it had been shocked to lose its own family and its own natural home. It missed its family, its natural surroundings and felt nervous, scared and uncomfortable in the human home. It did not know what people were like, what they wanted and did not know whether it could trust the people even when they were being nice to it.
 - c. The rabbit may have finally accepted its new life when it realised that it could not go back to its old family and old home, and when it saw that these people were not hurting or disturbing it in anyway, but were giving it food and shelter.
- C.**
1.
 - a. The children's mother was not happy to see the rabbit. She remembered the other wild animals which, when brought to the house, had sulked and refused to live and reduced her children to tears. So she was not delighted with the new 'pet', and her reaction was quite justified.
 - b. The rabbit did not make the family united and happy. Instead, it divided the family's opinion—the father thought it should be brought home; the children were excited and then anxious when it did not respond to their affection; the mother was clearly displeased.
 - c. The rabbit itself was not happy in the human home at first. It did not feel at home, and behaved like a solid little cloud of silence that did not respond to love and affection.

These are the ways in which this text breaks away from the pattern of stories that show a new pet to be an occasion for everyone's happiness.

2. *Suggested answers (accept any logical answer):*
 - a. Yes, the description of the events and the characters in the story is realistic. The story includes certain things that are not perfectly good or happy, but that is how it happens in real life—an animal that loses its family, a man trying to help it but his wife worried about how things might turn out; the children excited and caring, but the animal refusing to love them back and so on.
 - b. Yes, this excerpt ends on a happy note as the rabbit was not only alive the next morning, but it also looked livelier and by evening became quite tame. So, the children were happy and their mother too, must have been relieved.
3. *Suggested answer (accept any logical answer):* Yes, it is true that we cannot know what an animal has experienced or what it might be feeling. This is particularly true for wild animals or stray animals that we do not know well, as opposed to pets that live with us. Since we do not know what an animal has been through, we cannot know for sure how it will act or react in a particular situation. For example, in this text, we do not know how the rabbit's family had died, what this rabbit must have experienced. It might have been very disturbed or nervous. It might have been missing its family. Or it might have been just too surprised to find itself in a human house. Whatever be the reason, when the children tried to take care of it, it did not respond at first, proving that we cannot take an animal for granted.

Grammar

- A.**
- | | |
|-------------------------------------|---|
| 1. a new school | 2. a large collection of stamps |
| 3. a good sense of humour | 4. This oil painting; the work; a 17 th -century painter |
| 5. a very kind, hard-working person | 6. The heavy rains; terrible traffic jams |

B. *Suggested answers (accept any logical answer):*

- | | | |
|-------------|----------|---------------|
| 1. when/how | 2. How | 3. whether/if |
| 4. that | 5. where | 6. Who |

Vocabulary

- | | | | | | |
|------|------|------|------|------|------|
| 1. F | 2. L | 3. F | 4. F | 5. L | 6. F |
|------|------|------|------|------|------|

Listening

Listening text:

Brown Wolf by Jack London

They called him Wolf. In build and coat he was a huge timber wolf; but in his colour, he advertised himself as a dog. No wolf was ever coloured like him. He was brown, deep-brown, red-brown, a mixture of browns. And his eyes were twin topazes, golden and brown.

Walt Irvine and Madge loved the dog very much—perhaps this was because it had been such a task to win his love. When he had arrived at their mountain cottage from nowhere, he had proved to be very unsociable. He had resented all their advances and had refused to let them touch him. Nevertheless, he had stayed there as he was tired and famished. But when he had recovered, he simply disappeared.

And this would have been the end of him if Walt had not spotted him along the railway line and brought him back to the cottage. Walt then got a metal plate made, on which was written 'Return to Walt Irvine, Glen Ellen, Sonoma County, California' and attached it to a collar strapped about the dog's neck. So, every time he disappeared, he was caught and returned.

The remarkable thing about his disappearing was that every time he fled, he went north. 'Homing instinct' was what Walt thought about it. After a futile year of many flights, he decided to remain at the cottage. But even after that, a long time went by before Walt and Madge succeeded in getting close to him. It was a great victory, for they alone were allowed to touch him. If anyone else tried, they were greeted with an angry growl that would turn into a frightening snarl. And snarling was all the sound he made. No one had ever heard him bark even once.

Answers:

1. T 2. DNS 3. T 4. F 5. DNS 6. F

Writing

Free response

Punctuation

1. Self-driving cars have been involved in many accidents recently.
2. The second part of this report—pages 52–65—focuses on Hindi-speaking people.
3. World War II (1939–1945) was longer than World War I (1914–1918).
4. I called my brother—the one posted in Srinagar—to ask if he was coming home for the festival.
5. This entire stretch—from the main road to the children's hospital—is a horn-free zone.
6. The fourteen-hour flight to Tokyo was quite tiring.

Life Skills

Free response

ANSWER KEY TO WORKSHEET 2

- A.**
1. NP; No one knows what the topic of discussion will be.
 2. NC; Shaurya was confident of winning the trophy.
 3. NP; I wondered what the outcome of the contest would be.
 4. NP; Madhu went to the seaside expecting that her health would improve.
 5. NP; The weather department predicted that the heat wave would continue.
 6. NC; I do not know the location of my father's office.
 7. NC; Mohan asked Kamna the time of the birthday party.
 8. NC; Ramya did not understand the reason for her failure in the art test.
- B.**
1. L; *Sample answer:* It was raining cats and dogs, so I took a car.
 2. F; *Sample answer:* Albert said that he was extremely hungry.
 3. F; *Sample answer:* The library was so cold that we were freezing inside.

4. L; *Sample answer:* The darkness was a friend to the princess.
 5. F; *Sample answer:* My infant cousin is a source of great joy to his parents.
 6. F; *Sample answer:* My mother provided the ideas for the art project.
- C.**
1.
 - a. a place where some trees and bushes grow closely together
 - b. bend / lower yourself closer to the ground
 - c. moved quickly through the air, usually from a higher to a lower point
 2.
 - a. The Biggest Little Rabbit's eyes were going to open for the first time; hence he had an odd feeling on his face where his eyes were.
 - b. Mother Rabbit told the little rabbits to crouch down on leaves that were the colour of their fur, when they were chased by another animal or bird.
 - c. The little rabbits would have to run because they might be caught by a hawk or a snake if they did not.
 3. *Sample answer:* As soon as the Mother Rabbit had taught her little ones when, where and why they should run and hide, a hawk came swooping at them. But the little rabbits knew it was dangerous, so they ran into a burrow and saved themselves just in time.
 4. *Free response*

QUESTION BANK

A Wild Little Thing

A. Answer in brief.

Why was meeting the children in the morning unpleasant for the father most of the time?

Ans: The children mostly met their father only in the mornings before going to school. Anyone who works through the night would be exhausted and tired in the morning. The same was the case with the father. While all the others in the family could start the day energetic and gay, father had to drag himself back home and rest, without which he would not be able to work the following night.

B. Answer in detail.

What made the father pick up the little rabbit from the field? Why did the mother vehemently object to its inclusion in the family?

Ans: The father, on his return home, found a dead mother rabbit and three dead little ones – the one he had picked up was alive but not moving. He had earlier brought animals from the field and the children had been very happy, but unfortunately, none of these animals survived. Their loss brought great pain to the family, and the mother did not want the children to experience the same pain. Hence, she vehemently objected to bringing another little animal which she thought would not survive for long.

C. Choose the correct answer.

'Why doesn't it drink its milk, Mother?' we whispered. What was the mother's response?

- a. She said that the animal preferred to sulk its life away.

- b. She said that the rabbit needed more affection and love from them.
- a. She felt that the rabbit was hungry and needed to be fed with food it liked.

Ans: a

D. Read the lines and answer the questions.

"It is a wild one!" came my mother's quick voice.

- a. What is mother referring to?
- b. Who responded to this statement? What was the response?
- c. Where was 'it' found?

Ans: a. Mother is referring to the little brown rabbit that the father brought home.
b. The father responded to this statement. He agreed that the rabbit was a wild one.
c. The father found it in the field path on his way back from work that morning. The little rabbit's mother and siblings were lying dead near it.

E. Answer in brief. (Think and answer)

Why did the children use the words, 'dark' and 'black' often when they referred to their father?

Ans: Their father must have been a miner. He often worked at night and naturally after working in the mine he returned black, tired, soiled and weary. The children also mention about his working in the night down the 'pit'. All these words suggest that he worked in a mine, probably a coal mine.

F. Answer in detail. (Think and answer)

Discuss the life journey of the little rabbit from 'almost dead' to 'quite tame'.

Ans: The little rabbit lying abandoned beside its dead family would hardly have expected that someone would take him to a cozy home where everyone was very anxious to see him up and jumping. The father's compassion and concern for the little one gave him a new home. However, it was not used to so much attention and care, must have got terrified and did not react at all to the family's loving advances. The children were distressed and almost gave up and went to bed with tears. The next morning, the little one had drunk milk and was sitting bright eyed behind the boots. All their efforts and prayers had worked. The 'almost dead' little one became quite a tame little one, though it took a while.