1.4 Miss Slippery

WARMING UP !

CHIT - CHAT

(1) Do you argue with your friends? Why?
(2) Do you stop your arguments after sometime or continue it for a long time ?
(3) Why do people quarrel/fight?
(4) Do we forgive or punish our dear ones for their mistakes?
(5) What do you feel after a quarrel with dear ones?

(1) Think over the following and tick mark ☑ the proper option as per your choice.

(a) Do your classmates tease, trouble and avoid you?
Yes ☐ No ☐ Sometimes ☐

(b) Do you with your friends, also tease, trouble or give names to any of your classmates?
Yes ☐ No ☐ Sometimes ☐

(c) How do you handle the teasing?
Cry ☐ Ignore ☐ Complain to teacher ☐

(d) How do you handle yourself when punished in class?
Cry ☐ Get angry ☐ Decide to change ☐

(e) What is the best way to react when others trouble/ insult you?
Take revenge ☐ Ignore them totally ☐
Become depressed ☐ None of them ☐

(2) Rewrite using proper punctuation marks and capital letters.

(1) amar said i could not complete my geography homework
(2) why did you go to nagpur
(3) the president of india lives at rashtrapati bhavan in new delhi
(4) what a loud explosion that was
(5) physics chemistry zoology and botany are branches of science

(3) Write in your own words, what according to you is the best way to get rid of a negative (bad) quality in your friend.

Miss Slippery

(Given below are extracts from the story of a lonely girl who is teased by classmates in school. Because she is upset and unnerved due to certain problems at home, she is unable to do any task well. The story tells us what happens next.)

Part - 1

I got ready and went to school. In the first period, our class teacher, who taught us English, told us to take out our composition notebooks. I took out the mathematics notebook by mistake. I replaced it quickly but the teacher, perhaps, had kept her **gaze** fixed on me. She shouted, "Come here with your book, Sayali!" I obeyed her but her angry looks made my legs tremble and when I reached her chair, the notebook fell on her feet.

Some girls laughed loudly. The teacher thought that I had dropped the notebook on purpose. She stared at me with an **all-devouring look**. "Go and stand near your seat," she yelled. I kept standing, punished for the whole period.

The next was History class and my favourite subject. The teacher had asked us to memorize the causes and effects of the Battle of Panipat. I was well-prepared. She began testing all of us, one by one. When my turn came I **went blank**. The teacher gave me a **stern** stare, while I stood there stiff, still, with my head hanging down in shame.

Mama and Papa continued their never-ending **tiffs**. Papa used every opportunity to express his **annoyance**. Mama on her part, did not allow any such occasion to slip without turning it into a **vociferous** quarrel. The quarrel was between the two, but the punishment **inevitably descended** on a third one, that is me at school. Wherever and whenever I heard raised voices, I felt as if Mama and Papa

- **gaze :** stare

◆ ***Why could the notebook have fallen from Sayali's hand?***

- **all-devouring look :** a frightening look

◆ ***What happened when it was Sayali's turn to answer?***

- **went blank :** could not remember anything
- **stern :** strict
- **tiffs :** a slight argument
- **annoyance :** feeling of being angry
- **vociferous :** noisy and forceful in expressing one's feelings
- **inevitably :** certainly
- **descended :** come or go down

were quarrelling. Sometimes, even in the midst of silence, Mama's screams came piercing through my ears. And, whenever I heard Mama's high-pitched yells, my legs **quivered.**

One day, I was coming down the school stairs. Somebody from the top gave a **frantic** scream. I fell and came tumbling down about seven steps. My elbows and knees were badly bruised. My new frock was torn at the **seams**. When I reached home, Mama shouted, ''I am sick of you. When will you stop making me pay through my nose for such **extravagant** losses?"

Mother seized me by the arm, gave me a good jerk and seated me on the bed. She fetched an antiseptic lotion and applied it to my elbow and knees; but did not hug me. Within me **lingered** the **yearning** that she would hold me and **console** me! Even if she had given me just a sympathetic pat, my **smarting** limbs would have been **soothed**.

My younger brother was close by. As Mama walked away to the kitchen, he came and sat beside me. He placed his little hand on my arm and whispered, "Are you in great pain?" I hugged him tight and started crying again.

I used to walk quite cautiously, yet I would often stumble. One day, the class monitress announced, "We'll call her 'Slippery'. Others slip on wet ground. Sayali manages to slip even on dry land."

That provided the other girls of the class new scope for fun. They teased me with the new title every day. Soon, a verse was composed in my honour :

"Slippery! Slippery!
Slipping without ***muck****!*
Ask her the simplest question
No answer is your luck!"

I lived in **perpetual** fear of everyone the girls, the teachers, the young and the old. When I was in class, I dared not move out and when I was outside, I was afraid of re-entering the class. Nor could I **muster** the **courage** to speak to anyone.

Part - 2

The bell had already rung when I reached the school. The teacher was in the classroom. I sought permission to enter. The teacher wore a frown on her face, but she let me enter and told me to see her in

- **quivered :** shook or trembled
- **frantic :** in extreme fear
- **seams :** edges that are joined
- **extravagant :** very expensive
- **lingered :** remained behind
- **yearning :** longing for

◆ ***What did Sayali long for, from her mother?***

- **console :** comfort
- **smarting :** hurting
- **soothed :** became less painful

◆ ***Why did Sayali begin crying again?***

◆ ***By what name did the girls tease Sayali?***

- **muck :** wet mud or dirt
- **perpetual :** constant
- **muster courage :** gather courage

◆ ***What was Sayali told to do by teacher?***

- **reassuring :** confirming

- **confide :** share a secret
- **thrill :** great joy

◆ *What two relationships did the teacher offer Sayali?*

- **to stand by someone :** to support someone
- **pal :** friend
- **lavished :** poured in great quantity
- **spontaneously :** sudden impulse from within
- **to be beyond oneself :** to lose control of oneself
- **hysterical laughter :** uncontrolled laughter
- **reverie :** dreamy sleep
- **prime :** most important

◆ *Why did Sayali feel like rejoicing a lot?*

the teachers' room, after the class. Her tone was not of annoyance or anger. Yet an unknown fear made me nervous. **Reassuring** myself that she was a kind-hearted teacher and would not punish me, I reached the teachers' room with hesitant steps.

The teacher greeted me with a smile and asked me to sit by her side. Her tender tone turned my sighs into sobs. She pulled her chair close to mine and patting me on the head, said, "What makes you cry, my child? I haven't said a word to you." After a brief pause, she continued, "Tell me what your trouble is. **Confide** in me, for am I not like a sister to you?" A rare **thrill** ran through my entire frame. For a moment I felt I should cling to her and cry and cry. Of course, I did not do so, but I kept gazing at her with tearful eyes.

Tenderly, teacher continued, "Do you know the meaning of *didi*? It means elder sister. Won't you tell your sister your troubles?" Amid sobs I said, "The girls keep teasing me." She laughed, ''Why are you scared of them? If you cry like this, they will pester you all the more. So ignore them. Who is your friend?"

I shook my head and teacher smiled. It seemed the teacher had poured her smile into my eyes. "Like to be my friend?" she said.

The bell rang. She rose. With a tender pat on my back, she said, "Listen! You were a sister alright! Now you are a friend too. But I like my friends to be brave. You've got to try to be brave. I'll always **stand by** you, rest assured, my little **pal**. Now rise and hop off to your class."

Excitement made my face flush – red-hot to the ear-tips. Never before had anyone **lavished** love on me thus and here was my teacher who had **spontaneously** accepted me as a sister, a friend! I was **beyond myself** with joy. I wanted to chuckle – to burst into near-**hysterical laughter**.

On winged feet I ran to my class. Soon I was lost in a rare **reverie**. I forgot that I was sitting in a class of wild girls whose **prime** pastime was teasing me.

During the break, the water bottle that I was drinking from, fell on me and I got fully drenched. Right in front stood Maya and Chanda, laughing away to their hearts' content. Chanda teased, "From the slippery hands of Slippery, the slippery bottle went slip,

slip, slip!" "And now, let's watch the fun," said Veena.

I was squeezing the water out of my wet frock. Remembering the teacher's words, I turned my back to them and ignored them completely. They were **non-plussed** and went away. I sensed a feeling of victory.

Before the school closed for the day, the teacher came to the classroom again and said to me, "From today, you are going to be responsible for bringing the register, chalk and duster every morning. Come, take this key, carry these notebooks to the teachers' room. Count them and keep them in my drawer. Ask the peon to show you my drawer."

My otherwise trembling legs were now filled with some **miraculous** strength. I rushed enthusiastically and completed the **assigned** job **in a jiffy**. When I placed the key on the teacher's table, she looked at me and smiled. I smiled back.

I was thrilled from top to toe. I felt my little heart **inflate** with pride. I found no **awkwardness** in moving about in my still-wet frock. Nor was there any trace of fear, while returning home.

– *Adapted from the story by Popti Hiranandani*

◆ *How did Sayali react this time to the teasing?*

- **non-plussed :** confused and unable to react

◆ *What responsibilities did the teacher give Sayali?*

- **miraculous :** magical
- **assign :** allot
- **in a jiffy :** within no time
- **inflate :** fill up and enlarge
- **awkwardness :** an uncomfortable feeling

◆ *What great change had come over, in Sayali's heart?*

English Workshop

1. Two different words are joined to form a new word with a new meaning. Such words are called Compound words. (Sometimes there is hyphen (–) between compound words.)

For example : homework or kind-hearted

Pick out some Compound words from the lesson.

(1) ..... (2) .....

(3) ..... (4) .....

(5) ..... (6) .....

2. (A) Add the proper prefix to make the following words opposite in meaning.

(1) obey x ..... (2) sympathetic x .....

(3) honour x ..... (4) afraid x .....

(5) content x .....

(B) Add suffix to convert the following words to Adjective forms.

laugh ..... thought .....

forget ..... care .....

count ..... fear .....

move ..... tear .....

punish ..... joy .....

3. Find words / expressions from the story which are similar in meaning to.

(1) very expensive .....

(2) longing for .....

(3) could not remember at all .....

(4) constant .....

(5) gather all ones courage .....

(6) filled and increased in size .....

(7) paining badly .....

(8) forced to pay a big amount of money .....

4. Answer in short, in your own words.

(1) The history teacher had asked them to memorize it (WHAT?)

(2) Sayali's new frock tore (HOW?)

(3) Sayali hugged him tight (WHO?)

(4) Sayali was called 'slippery' (WHY?)

(5) Teacher told Sayali to meet her in the teachers' room (WHEN?)

(6) Teacher asked Sayali to carry the notebooks (WHERE?)

5. Divide the class in 2 groups with the help of your teacher and convert the story into a skit. Each group can take up one part of the story and later combine both the parts. Mention the following in your compilation. Present the skit in your class.

(1) A new title (2) Scenes (3) Characters

(4) Dialogues (5) Entry (6) Exit

6. Write what expressions does a person use in the following situations.

(1) When a person gets a sudden fright.

(2) When a person is very nervous.

(3) When a person is tensed.

(4) When a person is very happy.

(5) When a person is very confident.

(6) When a person is very angry.

(7) When a person is very sad.

Language Study

1. Some Verbs in English do not change in a regular pattern when their Tense changes. These verbs are called Irregular Verbs. Fill the forms of verbs in the following table. (Two are done for you.)

Present Tense	Past Tense	Past Participle
(1) break	broke	broken
(2) do	did	done
(3) go	.....	.....
(4) come	.....	.....
(5) sing	.....	.....
(6)	bought	.....
(7)	drove	.....
(8)	fell	.....
(9)	.....	known
(10)	.....	run
(11)	.....	seen
(12)	.....	taken

2. Read the following sentences.

(a) I was coming down the school stairs.

(b) Teacher has asked us to learn it up.

In sentence (a) the verb indicates an action that is continuous or in progress at a particular time. (past/present/future)

- The verb is said to be in **Continuous (Progressive) Tense.**
  'was coming' is an example of Past Continuous Tense.
  (Auxiliary verb + main verb + ing = Continuous Tense.)

In sentence (b) the verb indicates an action that is complete at particular time (past / present / future).

- The verb is then said to be in **Perfect Tense.**
  'has asked' is said to be in **Present Perfect Tense.**
  (has / have / had + verb in Past Participle form - Perfect Tense)

3. (i) Fill up the table of Tenses using the verb 'GIVE'.

Type of Tenses	Simple	Continuous (Progressive)	Perfect
Present	give	am / is / are giving	.....
Past	gave	.....	.....
Future	shall / will give	.....	shall / will have given

(ii) Say whether the following sentences are in Continuous Tense or Perfect Tense.

(1) I was entering the class. .....

(2) The girls are teasing me. .....

(3) I haven't said a word to you. .....

(4) Never before had anyone lavished love on me. .....

(5) You are going to be responsible for it. .....

(6) According to the teacher, I had dropped the notebook on purpose.

4. Turn the following sentences into Polite Requests.

Example : Show me the way to post office.

Would you please show me the way to post office?

(i) Take me to your teacher.

(ii) Tell me something about your school.

(iii) Give me the details about your extra curriculur activities.

(iv) Provide me the information about books in your school library.

Here are some phrases to make polite request.
You may use
Do you mind .....?
Would you mind .....?
Could I .....?
Would it be ok if ..... ?
Would it be possible .....?
Would you willing to .....?
May I .....?

FN692J

WORD PLAY

ANAGRAMS

An anagram is a play on words created by rearranging the letters of the original words to make a new word or phrase. Anagrams can be fun and witty. We can often find examples of anagrams in everyday life.

For example, state - taste, dusty - study, save - vase, thing - night, etc.

Group Activity : Divide the class in four groups. The first group finds out anagrams of 3 letters, the second group finds out anagrams of 4 letters, the third and fourth group finds out anagrams of 4 and 5 letters respectively in the given time. The group which collects maximum anagrams in given time will be the winner.

Individual Activity : Make anagrams of the following words. Remember an anagram contains exactly the same letters no more no less only, in a different order.

• ten • dairy • glean • former • auctioned • listen • allergy • funeral • teacher • dormitory

MOTHER TONGUE OR OTHER TONGUE?

There are some words in English which sound like words in your mother tongue. But, if you consider the meaning and use, you realize that they are different words altogether.

For example :

Words	Meaning in English	Meaning in Marathi	Meaning in Hindi
Rose	a flower	daily	everyday
Sun/Son	a star/a male heir	festival/year	year
Piece/peace	a bit/calm	a feather	grind
calm	peaceful	work	work

Activity : Now complete the following table.

Words	Meaning in English	Meaning in Marathi
Boat	.....	a finger
.....	.....	daughter in law
Rope	a strong cord	.....
Lake	pond	.....
name	a name of person place or thing	
more	much	.....
case	suit	.....

Find more such English words which would be meaningful in your mother tongue, too.

Riddles

Group Activity : The teacher divides the class in four groups. Teacher asks the groups to read the riddles and choose the correct answer for each one. The group that finishes correctly first is the winner.

• What comes down but never goes up ? .....

• What has hands but can not clap? .....

• What has a neck but no head? .....

• What can you see in a calendar as well as eat it up ?

• What belongs to you but is used more by others? .....

Traffic Signs and Road Safety

Santosh : Hello, Amruta, Happy Sunday! What's the plan today?

Amruta : Can we play chess?

Santosh : It's a good idea! But how about visiting a Language Lab?

Amruta : Wow! It's an innovative idea; I would really like to visit a Language Lab.

Santosh : So let's go on a bicycle.

(Santosh and Amruta keep on bicycling over a long distance……..)

Amruta : Santosh! We might have lost our route to the Language Lab.

Santosh : Yes, let's ask someone.

(They ask one elderly person.)

Amruta : Hello Uncle, could you help us to find the route of Language Lab?

Uncle : Oh! You have missed the route; did you not see the sign board at the last turn?

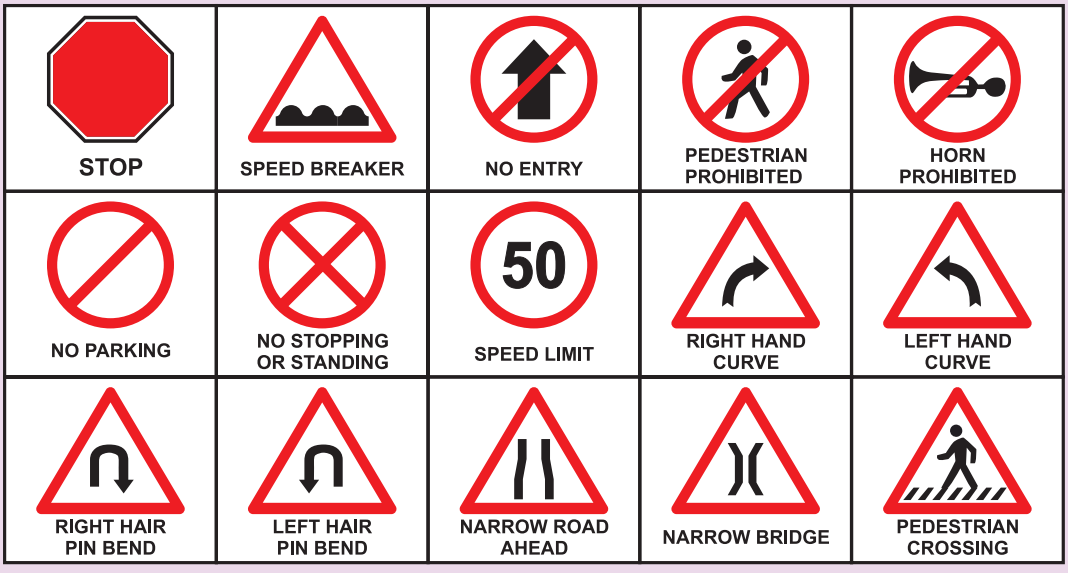
Amruta : We saw it, but could not understand the meaning of it.

Santosh : We are very sorry, Uncle. We should have studied traffic signs. After this visit, we will study traffic signs.

Uncle : Okay dear, don't worry, now go back and enjoy your visit, and do not forget to follow the traffic signs.

Amruta : Thank you, Uncle.

(1) Work in groups, discuss the following signs and share with the class.



(2) Search on Internet the following signs and discuss with your partner.

- ROUND ABOUT
- DANGEROUS DIP
- HUMP OR ROUGH
- BARRIER AHEAD

(3) Prepare a chart on traffic signs and display it in your classroom.