

Draw the children's attention to the fact that there may be words in the paragraph that look like verbs but act like adjectives. Give them time to think and respond. You can add to their examples with phrases such as:

1. a) I need some **sleep**. "sleep" as a noun  
b) I could **sleep** all day. "sleep" as a verb  
c) **Sleepy** dog. "sleepy" as an adjective
2. a) Did you watch the **fight**?  
b) Do not **fight** with her.  
c) Did you see the **fighting** bull?
3. a) **Scratching** in front of others is considered bad manners.  
b) He **scratched** himself.  
c) The already **scratched** glass pane broke.

Ask the students to look at the list once again and to use the words in the list to try and make different sentences in which the same word appears as a noun, a verb and an adjective. When the students finish the activity in their groups, ask each group to present and write a few sentences that they have created on the board. They may be asked to relate the process they went through to make the sentences. Highlight any specific point that is shared by them. These could, for example, be what they used to think earlier, what they were able to understand while doing the activity, etc. Also emphasize that such categories of words are not rigid or fixed. They can move from one category to another. Sometimes they move keeping their form intact and at other times, there may be a few changes in the form as can be seen in the earlier examples. How the word acts in the text actually depends on the context.

It was seven o'clock of a very warm evening in the Seonee hills when Father Wolf woke up from his day's rest, scratched himself, yawned and spread out his paws one after the other to get rid of the sleepy feeling in their tips. Mother Wolf lay with her big grey nose dropped across her four tumbling, squealing cubs, and the moon shone into the mouth of the cave where they all lived. "Augrh!" said father Wolf. "It is time to hunt again." He was going to spring downhill when a little shadow with a bushy tail crossed the threshold and whined: "Good luck go with you, O Chief of the Wolves; and good luck and strong white teeth go with noble children that they may never forget the hungry in this world."

*The Jungle Book*

## References

- Agnihotri, R. K. & Khanna, A. L. (1996). *English Grammar in Context*. Delhi: Ratna Sagar.
- Kipling, R. (2013). *The Jungle Book*. Scholastic. (First published 1894, London, UK): Batra Art Press, New Delhi.

**Rajni Dwivedi** is interested in language and language teaching. She is currently working with Vidya Bhawan Education Resource Centre, Udaipur.

[rajni@vidyabhawan.org](mailto:rajni@vidyabhawan.org)

## Activity 2: One Story, Many Skills

### Holistic Language Development through Stories: Some Important Observations

1. Stories have the ability to hold a reader's interest, trigger his/her imagination and encompass socio-cultural and historical aspects of the world, which forms the very basis of language development.

2. They provide a powerful anchor for developing language skills.
3. Stories can integrate language with other knowledge areas.
4. They provide an excellent context to cater to the multilingual aspect of our societies and classrooms.

### Level

Class II-III (primary grade students who are in the initial stages of reading and writing)

### Material

A storybook with simple story structure (story-syntax) and familiar characters (e.g. “*Billi ke Bachhe*” or “*Three little pigs*”), a chalk-board or a big chart paper, and blank sheets.

### Objectives

1. To develop recognition of different levels of linguistic organisation such as words, letters and phrases;
2. To develop a sense of story-syntax and event-sequencing;
3. Summarization skills;
4. To provide opportunities for hypothetical thinking.

### Task 1

1. After telling the story, the teacher asks the students to recapitulate the story as a group and writes it using small sentences on the board or a big chart paper.
2. Students are then divided into groups and given sheets of papers.
3. Each group is assigned a letter (or set of letters) and they are required to list all the words which start/end with that letter. For instance, in Hindi, the syllable “*ne*” can be taken, differentiating it from the independent sound (/n/ in this case).

### Task 2

1. Students are asked to identify the phrases spoken by the teacher in the text written

on the board. For example, in the sentence “Three black little kittens came out of the pipe”, the teacher can ask the students to identify “little kittens” or “out of the pipe”.

2. The teacher can help the learners to locate the phrases by drawing their attention to the sounds and words including the sight words in the phrases. The students can mark these phrases in their books, and the teacher can write them on the board.

[Note: It is neither assumed that the children know the term “phrases” nor is the teacher expected to use this term. She will only “speak out” the phrases.]

### Extensions

This is an open-ended activity hence it can have many extensions such as:

- a. Changing the end or some other part of the story by posing questions, e.g.: If the kittens had jumped into a drum of oil, what would have happened?
- b. Summarising the story in a specific number of sentences;
- c. Counting the frequency of words that appear more than once.

**Suneeta Mishra** is Assistant Professor, Department of Elementary Education, Institute of Home Economics, University of Delhi. Her interest and specialisations include children's literature and interaction of language and thought.

*suneeta.m76@gmail.com*