

The syllabus of the English for Fun Project

(September 2024)

Pre-school and Primary School syllabus

Pre-school Nursery Rhymes

All twenty-three of these rhymes and songs, should be methods of teaching children to clap in rhythm and move their bodies to the music. The illustrations (found in the book and website) can be used to teach them concepts like shapes and colour. Vocabulary can be built up within the contexts of the rhymes. Instructions specific to the rhymes are given below.

There is a student text book and a teachers guide given for the Pre-school Rhymes and the Primary School Stories, which can be downloaded from the EFF website. What is hoped to be achieved by each of these will be given in detail here, as the youngest level is the most important, within the framework of the English for Fun project.

1. The Alphabet Song	<ul style="list-style-type: none">○ Sing out and enjoy the music.○ After a while point to the letters that they sing – once in capital and once in simple.○ Later, point to any letter and get the child/children to shout out its name.
2. I'm a Little Teapot	<ul style="list-style-type: none">● Movements:<ul style="list-style-type: none">○ Show short and stout with your hands.○ For handle put one arm on the hip. For spout, show a spout with the other arm.○ Bend down to the side of the spout like a teapot for "Pour me out".● Vocabulary<ul style="list-style-type: none">○ Words associated with tea – tea cup, saucer, teapot, strainer, tea leaves, jug, kettle, water, milk, sugar

	<ul style="list-style-type: none"> • General Knowledge <ul style="list-style-type: none"> ○ Teach them the process of making tea. • Drama: <ul style="list-style-type: none"> ○ They can play act making tea – with pretend things. ○ They can serve tea to visitors.
<p>3. Pat-a- cake, pat-a- cake</p>	<ul style="list-style-type: none"> • Movements <ul style="list-style-type: none"> ○ For the first two lines, stand in front of another child and clap you palms together once and then the palm of the child in front, moving the arm diagonally. ○ Then act out patting, then pricking the cake, and then drawing a B over it ○ And then mime putting the cake in the oven. • Vocabulary <ul style="list-style-type: none"> ○ Food items that can be made with flour – bread, cake, chapati, dosa, buns ○ Objects in the kitchen – hearth, gas cooker, coconut scraper, refrigerator (fridge), oven. ○ Professions – baker, postman, policeman, doctor, teacher, pilot, nurse etc.
<p>4. Are you sleeping?</p>	<ul style="list-style-type: none"> • Movements <ul style="list-style-type: none"> Show the movements of ringing a bell in the last line. • Vocabulary – verbs - sleep, sit, stand etc. • Drama <ul style="list-style-type: none"> ○ Act as if you are getting up in the morning. ○ Act as if you are going to sleep in the night ○ Act as if you are trying to wake someone up.
<p>5. Row Row Row Your Boat</p>	<ul style="list-style-type: none"> • Movements <ul style="list-style-type: none"> ○ Sit facing another child and hold each other’s hands and rock forwards and backwards to the rhythm. • Vocabulary

	<ul style="list-style-type: none"> ○ What are the modes of transport on water? Boat, sail boat, motor boat, ship, raft ○ What travels on earth? Train, car, bicycle, lorry, bus, truck, motorbike ○ What travels in the air? Airplane
<p>6. Baa Baa Black Sheep</p>	<ul style="list-style-type: none"> ● Sing this out. ● Clap to the rhythm ● Movements: <ul style="list-style-type: none"> ○ Show three on your fingers ○ Nod at ‘Yes, sir, yes sir’. ● Learn how to count – 1 – 10 in English. ● Learn some colours – black and white ● General Knowledge: Identify some colors in animals. <ul style="list-style-type: none"> ○ What colours do cows have? ○ Sheep? ○ Ants/crows/stalks/parrots?
<p>7. Twinkle Twinkle Little Star</p>	<ul style="list-style-type: none"> ● Movements: Do these actions with each line: <ul style="list-style-type: none"> ○ Show with your fingers what it is to twinkle ○ Place a finger under your chin to show you are thinking. ○ Point to the sky when you say up above ○ Show a diamond shape with your fingers at the last line ● Activity to learn directions <ul style="list-style-type: none"> ○ Point above ○ Point below ○ Point to the left/right/at the sky/at trees (and whatever you can see there)
<p>8. Head, Shoulders, Knees, and Toes</p>	<ul style="list-style-type: none"> ● Movement: The children can touch the parts of the body used in this rhyme as they sing the song. ● Activity to learn parts of the body <ul style="list-style-type: none"> ○ Point to different parts of your body and name those in English. ○ As practice get the children to shout out the name when you next point

	to the parts silently.
9. Hey Diddle Diddle	<ul style="list-style-type: none"> • Teach vocabulary related to <ul style="list-style-type: none"> ○ Animals – cats, cow, dog ○ Crockery – spoon, dish, fork, plate ○ Instruments – fiddle, drum, piano ○ Things in the sky – moon, stars, clouds • Drama <ul style="list-style-type: none"> ○ Pretend to be the dish and the spoon and run away. ○ Pretend to be the cow and jump over the moon ○ Laugh like the dog.
10. Hickory Dickory Dock	<ul style="list-style-type: none"> • Movement: This rhyme also has actions <ul style="list-style-type: none"> ○ Roll your arms over one another and clap at “dock” ○ Raise your arms at ran up the clock – as if the fingers are walking ○ After the lock struck one – clap once (and keep adding claps at two three four etc.) ○ At down bring your hands down ○ Repeat first action for the last line of Hickory Dickory Dock • Vocabulary – <ul style="list-style-type: none"> ○ Teach them animal names like the ones that come in the rhyme ○ Teach them numbers from 1 - 5 • General Knowledge: Reading the time - <ul style="list-style-type: none"> ○ They will get used to reading the clock at hourly intervals if you can draw the clock face on the board and show what the hours they shout out in the rhyme, look like
11. Incy Wincy Spider	<ul style="list-style-type: none"> • Movements: <ul style="list-style-type: none"> ○ For the first line walk your fingers upon each other, starting with the thumb on the forefinger of the other hand and vice versa, raising your arms up as you go. ○ For 'Down came the rain', bring your arms down fast ○ For ‘Out came the sun’, spread your arms in a wide circle

	<ul style="list-style-type: none"> ○ And then repeat the first action again ● Vocabulary – names of insects
<p>12. Bingo was his name-</p> <p style="text-align: center;">○</p>	<ul style="list-style-type: none"> ● Rhythmic Awareness: <ul style="list-style-type: none"> ○ A letter from the word BINGO is taken away at every verse, and is replaced with a clap. Get the students to do this. This gives them a good sense of rhythm and timing. ● Get them to shout out the letters that make BINGO as loud as they can. ● Personality development <ul style="list-style-type: none"> ○ This rhyme and action requires them to focus intently to get the clapping right. Teaching them the skill of focusing is very important for their future work.
<p>13. Mary had a Little Lamb</p>	<ul style="list-style-type: none"> ● Vocabulary – farm animals ● Drama: <ul style="list-style-type: none"> ○ Act this rhyme out. Pretend to be Mary and the lamb. Some children can be the school kids laughing and talking around lamb. One child can be the teacher, trying to get the lamb out of school.
<p>14. One, Two, Buckle My Shoe</p>	<p>15. Movements: Act out the buckling shoes, shutting the door, picking up sticks and laying them straight.</p> <p>16. Vocabulary – Count from 1 to 10</p> <p>17. Play: Draw a grid with the numbers on the floor, and jump to the numbers as you sing this rhyme.</p>
<p>18. My Father Has a Garden</p>	<ul style="list-style-type: none"> ● This song may be difficult to sing along to – but they can enjoy listening to it. ● Vocabulary <ul style="list-style-type: none"> ○ Names of flowers ○ The animals that live in or use trees – birds, bees, squirrels ● Classification - <ul style="list-style-type: none"> ○ Who are the animals that live in trees? In water? Under the earth? On

	the earth?
19. If You are Happy and You Know It	<ul style="list-style-type: none"> • Movements: <ul style="list-style-type: none"> ○ The children have to do the action when they see the words after each line – clap, stomp and shout hurray. • Activity – <ul style="list-style-type: none"> ○ You can add different verbs to the actions in this rhyme - wave your hand/ swing your arms/shake your legs/ turn around etc. • Vocabulary – verbs of action
20. Hush a Bye Baby	<ul style="list-style-type: none"> • Once you know the words, sing this softly like a lullaby • Movements - Swing a baby to sleep in your arms as you sing. • General Knowledge – learning about trees <ul style="list-style-type: none"> ○ What are the strong tall trees, on which you can build swings? ○ What are small trees, whose branches are not that strong?
21. Wheels on the Bus	<ul style="list-style-type: none"> • Movements Each of these verses have an action that you can do while you sing that verse. <ol style="list-style-type: none"> 1) Turn your arms over one another 2) Pretend you are bouncing on a seat going up and down 3) Pretend to press a horn and say ‘beep, beep, beep’ 4) Wave our hands with palms outwards like a wiper 5) Put your fingers together and then open them to show twinkling lights 6) Pretend to cry like babies 7) Put your finger on your lips and say ‘Shhhh’
22. Old McDonald Had a Farm	<ul style="list-style-type: none"> • When the song is sung, encourage the children to make the sounds the animals make as realistically as they can. • Vocabulary – farm animals • Drama <ul style="list-style-type: none"> ○ Make animal sounds – cows – moo/sheep – baa/ hens – cluck. ○ What sounds do they make according to your culture?

<p>23. The Ants Go Marching One by One</p>	<ul style="list-style-type: none"> • Movements: This can be sung with the following actions: <ul style="list-style-type: none"> ○ When it says one by one, the children stand in a line. At two by two, they stand two together. At three by three, three children stand together ○ and so on, all the way up to 10. ○ All the while they go marching up and down the class. • Tell them to shout out the ‘Boom boom boom’. • Vocabulary – Counting from numbers 1- 10. • Play (to learn verbs of movement) <ul style="list-style-type: none"> ○ Shout ‘march’ or ‘run’ or ‘walk’ or ‘crawl’ and get the children to show those ways of movement.
<p>24. Hush Little Baby</p>	<ul style="list-style-type: none"> • Movements: <ul style="list-style-type: none"> ○ Sway your body to the rhythm ○ Pretend to rock a baby to sleep in your arms • Vocabulary <ul style="list-style-type: none"> ○ Learn the nouns that come in the song – mockingbird/diamond ring/looking glass/billy goat/ cart and bull/ dog/ horse and cart Which of these can you see most often in the environment around you?
<p>25. I Can Sing a Rainbow Too</p>	<ul style="list-style-type: none"> • Vocabulary – Learn the colours of the rainbow • Show the relevant colours while you sing. Have color strips ready or show the colours in the picture found in the book. • General knowledge <ul style="list-style-type: none"> ○ Teach the children what eyes etc. do. What do eyes do? - See What do ears do? – Hear What do noses do? Smell What do mouths do – Taste • Personality Development: Igniting imagination <ul style="list-style-type: none"> ○ Ask the children why, in this song, the rainbow is ‘sung’ and not ‘seen’. (The answer can be something like – because the colours of the

	rainbow are sung out. Any creative answer will be alright here.)
26. Home on the Range	<ul style="list-style-type: none"> • Vocabulary – learn the names of the animals here – buffalo, antelope etc. • General knowledge <ul style="list-style-type: none"> ○ Geographical locations – beach, coast, mountain, valley, plains

Pre-school Stories: Five Trilingual Readers

These are very short stories that have a message important to children, about self-discipline and morality. For the moment, these are the only video segments available on the EFF website, with two videos each for each story: one with the storyteller telling the story and the other with her voice over the words given in English and Tamil. These stories have been written by Madhubhashini Disanayaka Ratnayake, the creator of the EFF website.

1. Play with Me	Teaches the value of sharing
2. Learning	Discusses what real learning entails: being able to do things as opposed to getting someone else to do the school work for you.
3. Standing in Line	Teaches the importance of patience in awaiting your turn.
4. Tell Me the Truth	Teaches the importance of speaking the truth even if it means discomfort to oneself.
5. Keeping Things in Place	Teaches the importance of organization

Primary school stories: Aesop's Fables

<p>1. The Country Mouse and the Town Mouse</p>	<ul style="list-style-type: none">• Vocabulary – verbs of action<ul style="list-style-type: none">○ Jump, run, hide, chase, shout, walk• Game - Simon Says<p>Shout out a verb of action with the words “Simon says” or without that. The children should do it when they hear the verb with “Simon says’ and not do it when only the verb is said. So the facilitator should mix the way the verb is shouted out to make it exciting. If they do the action when the phrase ‘Simon says’ is not there, the child is ‘out’. The one/ones who get left at the end is the winner.</p>• General Knowledge<ul style="list-style-type: none">○ Where can houses be located be located? Town, country, beach, city, mountains○ In what types of buildings can people make homes? Huts, mansions, castles, flats, apartments. IF possible show pictures of these different types of homes.• Drama<ul style="list-style-type: none">○ Act out the scene where the mice run from the cat and then is chased by a maid too.○ Act out the mice eating their fill on the table.○ Act out how country mouse is shivering in fright when the cat is yowling outside the hole in the night
<p>2. The Oak and the Reed</p>	<ul style="list-style-type: none">• Vocabulary - Adjectives – Strong, weak, angry, scornful, sad, proud.• Drama<ul style="list-style-type: none">○ Teach children how to show these emotions on their faces.

	<ul style="list-style-type: none"> ○ Shout out an adjective “Be angry”, “Be proud” “Be sad” and get them to show it on their faces and in their posture.
<p>3. Goldilocks</p>	<ul style="list-style-type: none"> ● Classification game – <ul style="list-style-type: none"> ○ Pick stones/leaves/flowers of different sizes and tell them to group them according to the rough sizes of ‘small, medium and big’. ○ Say “Show me a small/medium sized/big stone/leaf/flower – and get them to hold it up. (Of course, these sizes are relative. So whatever you can find, group accordingly) ● Vocabulary – <ul style="list-style-type: none"> ➤ Colour - gold, black, brown, blue, red <ul style="list-style-type: none"> ○ Identify the colours in the pictures that come in the story. ○ Have little strips of colour (or colour pencils) and tell them the name of the colour in English. Then hold it up and let them shout the name out. ➤ Furniture - chair, table, bed, <ul style="list-style-type: none"> ○ Name the furniture in the pictures ➤ Crockery - bowl, cup, plate, spoon ● Drama – <ul style="list-style-type: none"> ● Act out the three bears seeing their bowls, seeing their chairs, and seeing their beds. ● Act out Goldilocks seeing the bears, getting frightened, and running away. ● Learning language functions – <ul style="list-style-type: none"> ○ Greetings – <ul style="list-style-type: none"> Hello, how are you? Welcome. ○ Requests to enter some place <ul style="list-style-type: none"> May I come in?

	<ul style="list-style-type: none"> ○ Giving permission to enter some place Please come in. You may enter (formal) ○ Apologizing I am sorry. Sorry. Please forgive me. ○ Being grateful for something Thank you Thank you very much. (The answer to this is also 'Welcome'. Or 'You are welcome'.) ○ Leaving Good bye. ● Drama <p>Role play people in these situations. Act this out. Knock on a door. Open a door. Invite someone in. Ask permission to come in.</p>
<p>4. Juno and the Peacock</p>	<ul style="list-style-type: none"> ● Vocabulary – <ul style="list-style-type: none"> ○ Animals – Peacock, eagle etc. ○ Adjectives – wide, magnificent, pretty, beautiful, special ● Comparison of adjectives <ul style="list-style-type: none"> ○ Teach them what pretty, prettier, prettiest means or beautiful, more beautiful, most beautiful ○ Show with your hands – wide, wider, widest/tall, taller, tallest/short, shorter, shortest

	<ul style="list-style-type: none"> • Drama <ul style="list-style-type: none"> ○ Fly like an eagle ○ Strut like a peacock ○ Admire someone
<p>5. The Ants and the Grasshopper</p>	<ul style="list-style-type: none"> • Vocabulary – <ul style="list-style-type: none"> ○ Fruits and vegetables ○ Names of insects ○ Names of music instruments • Drama <ul style="list-style-type: none"> ○ Walk in line like the ants ○ Walk pretending to carry something heavy ○ Laze around like the grasshopper ○ Shiver in the cold ○ Dance and sing like the grasshopper • Teach Opposites <ul style="list-style-type: none"> ○ Cold – warm ○ Hardworking – lazy ○ Intelligent – stupid ○ Slow – fast • Teach adverbs <ul style="list-style-type: none"> ○ Call out these instructions to the children- <ul style="list-style-type: none"> Walk fast Walk slowly Sing loud Sing softly
<p>6. The Wind and the Sun</p>	<ul style="list-style-type: none"> • Vocabulary – Colours <ul style="list-style-type: none"> ○ What are the colours in the picture? • Comparison of adjectives – <ul style="list-style-type: none"> ○ Just teach them what tight, tighter, tightest mean (no need

	<p>to tell what they are called positive, comparative and superlative).</p> <p>Also Strong, stronger, strongest</p> <p>Powerful, more powerful, most powerful</p> <ul style="list-style-type: none"> ○ Activity Tell the children to run fast, then faster Pretend to hold a hat tight and then tighter ● Drama – <ul style="list-style-type: none"> ○ Pretend to be the wind. Run around as if you are blowing down everything in sight. ○ Act like the man walking against the wind.
<p>7. Look Before You Leap</p>	<ul style="list-style-type: none"> ● Vocabulary <ul style="list-style-type: none"> ○ Seasons in the tropics: rainy season, monsoon, drought. ● Drama – <ul style="list-style-type: none"> ○ Swim like fish. Hop like frogs. Glide like swans. Waddle like ducks. ● General knowledge <ul style="list-style-type: none"> ○ Discuss the following – What are the creatures that exist in ponds? Who can stay only in water? Who can stay on earth? Who can live in both water and land?
<p>8. The Boy who Cried Wolf</p>	<ul style="list-style-type: none"> ● Vocabulary <ul style="list-style-type: none"> ○ Animals: sheep, wolf, cows, horse, lamb, goat ● Classification – of animals <ul style="list-style-type: none"> ○ Predators/Prey ○ Carnivores – animals who eat meat only/ Herbivores – animals who eat only plant-based food/ omnivores - those who eat meat and leafy things

	<ul style="list-style-type: none"> ○ Farm animals/ wild animals ● Drama – <ul style="list-style-type: none"> ○ Run down the mountain like the boy did shouting ‘Wolf!’ or ‘Help!’ ○ Act like the wolf scaring the sheep and the sheep running around scared. ○ Run up the mountain like the villagers, looking worried.
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The Middle School Syllabus

This has a detailed syllabus as this is taught to Grade 6 students in the hostel of a state school. Both the student text book and the teachers’ guide are available to be downloaded on the EFF website, so this will be less detailed than the above.

Middle School Rhymes

1. Ten Green Bottles	Vocabulary: Numbers
2. This Old Man	Vocabulary: Numbers Grammar: Pronouns - possessive pronouns
3. Yankee Doodle	Vocabulary: Animals
4. The Farmer in the Dell	Vocabulary: Wild animals vs farm animals, place names Grammar: Asking questions with ‘who?’
5. Three Little Kittens	Vocabulary: Pets/ winter clothing Learning to categorize

6. Here We go Looby Loo	Vocabulary: Parts of the Body Grammar: Learning Prepositions
7. Cobbler, Cobbler Mend My Shoe	Vocabulary: Professions Grammar: Learning to make requests and give commands The present simple tense Skill development: Telling the time
8. Wee Willie Winkie	Vocabulary: Parts of a house/ furniture/ kinds of dresses Skill development: learning different dress styles – formal/informal attire
9. Lavender's Blue	Vocabulary: Colours Grammar: Present Continuous Tense
10. This Little Light of Mine	Skill development: Learning about Formal and Informal language
11. Oh My Darling Clementine	Grammar: Making nouns out of verbs
12. Girls and Boys Come Out to Play	Vocabulary: kinds of cakes Grammar: Learning action verbs
13. The Muffin Man	Social knowledge: Places in and around Colombo to eat, hang around and eat etc.
14. Over the Hills and Far Away	Vocabulary: names of musical instruments Skill development: learning about orchestras and choirs

15. Once I saw a Little Bird	Grammar: Verbs of action Skill development: learning how to brainstorm/disagree politely/debate
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Middle School Songs

These are used to show the beauty of music and songs in English to the children. Getting them into some discussion about important things in life is also suggested.

1. Somewhere Over the Rainbow	Discussion about what a dream is, and why is it important to have one.
2. Fly to your Heart	Discussion on figurative and literal language: What does it mean “to fly” here?
3. Puff the Magic Dragon	Symbolic language: Is this about a real dragon or the process of growing up?
4. I don't want to live on the moon	Discussion about the earth and why it is important to protect it.
5. The Second Star to the Right	Discussion on imaginary worlds: In which kind of world would these ‘directions’ make sense?
6. Where does the time go?	Discussion about the importance of time and enjoying each moment in life.
7. Do – Re – Mi	Learning a musical scale

Middle School Poems

1. Star Light, Star Bright -	Learning about objects in the sky - Talking about wishes and dreams
2. To Bed, to Bed -	Describing people – Adjectives
3. Silver – Walter de la Mare	Learning scientific aspects with the literary
4. There was a Crooked Man	Making up a story through imagination - Learning how to talk about disability
5. The Grand Old Duke of York	Learning directions
6. This Little Piggy	Learning about quantifiers
7. The Wise Old Owl	Animals in imagination
8. The Swing – RL Stevenson	Vocabulary: sports Playing some simple board games
9. My Shadow- RL Stevenson	Non-literary discussion about how shadows are made
10. Escape at Bedtime – RL Stevenson	Learning about constellations
11. The Moon – RL Stevenson -	Vocabulary: The sounds animals make/nocturnal animals Writing: how to organize thoughts and write an essay
12. The Arrow and the Song – Henry Wadsworth Longfellow	Giving an idea of the figurative and literal aspects of language
13. Dream Variations – Langston Hughes -	Learning adjectives and adverbs Learning about colour-politics

Middle School Stories

The stories lead to discussion about some topic. A children's film that touches upon the same theme is also suggested here. Getting children to enjoy exposure to the language through such means is very important.

1. The Bundle of Sticks -	Writing a small skit - Discussion about what it means to be united/happy	Film – Trolls
2. The Lion and the Mouse - -	What's a moral of a story? - Learning about predators and prey	Film: Zootopia Learning about accepting difference
3. Hercules and the Wagoner -	Discussion on the concept of hard work.	Film: Karate Kid Discussion about what friendship means
4. The Emperor's Clothes	Writing a small play - Discussion about leadership.	Film: The Lion King
5. The Ugly Duckling	Discussion about self-worth and self-confidence.	Film: Kung Fu Panda
6. The Lumber Room – Saki	Discussion on how important	Film: The Secret Garden

	imagination is.	Discussion about the power of the mind
7. The Happy Prince - Oscar Wilde	Discussion on the concept of helping people. Discussion on what it means to be a good statesman.	Film: The Rise of the Guardians

The Upper School Syllabus

What is expected at this level is simple enjoyment of these literary work and exposure to some of the finest writing in the English language.

Upper School Poems

1. I Dream of a Time – John Foster
2. If – Rudyard Kipling
3. A Poison Tree – William Blake
4. Sea Fever – William Blake
5. Be like the Bird – Victor Hugo
6. There is Another Sky – Emily Dickinson
7. Along the Road – Robert Browning Hamilton
8. Light – Francis William Bourdillon
9. What are Heavy? Chritina Rossetti
10. Do not stand at my grave and weep – Mary Elizabeth Fry
11. Abou Ben Adham – Leigh Hunt
12. The Snare – James Stephens
13. Daffodils – William Wordworth

14. The Charge of the Light Brigade – Alfred, Lord Tennyson
15. I, too – Langston Hughes
16. Mother to Son – Langston Hughes
17. Break, Break, Break – Alfred, Lord Tennyson
18. Leisure – W.H. Davies
19. The Sea – James Reeves
20. Ozymandias – Percy Bysshe Shelley

Upper School Stories

1. The Gift of the Magi – O’ Henry
2. After 20 years – O’ Henry
3. The Necklace – Guy de Maupassant
4. The Nightingale and the Rose – Oscar Wilde

The Undergraduate Syllabus

Undergraduate Poems

1. Fire and Ice – Robert Frost
2. Time is – Henry Van Dyke
3. Lone Dog – Irene Rutherford McLeod
4. Night of the Scorpion – Nissim Ezekiel
5. The Tyger – William Blake
6. How I learnt to Sweep – Julia Alvarez
7. Not Waving but Drowning – Stevie Smith
8. Dulce et Decorum Est – Wilfred Owen
9. Anthem for Doomed Youth – Wilfred Owen
10. Prospero’s Farewell – Shakespeare
11. Seven Ages of Man – Shakespeare
12. Acquainted with the Night – Robert Frost
13. Sudden Light – Dante Gabriel Rossetti
14. Caged Bird – Maya Angelou

15. Defining the Problem – Wendy Cope
16. Flowers – Wendy Cope
17. Still I Rise – Maya Angelou
18. Remember – Christina Rossetti
19. I am Nobody. Who are you? – Emily Dickinson
20. Hope is a thing with feathers – Emily Dickinson
21. The Road Not Taken – Robert Frost
22. The Chariot – Emily Dickinson
23. Stopping by the Woods on a Snowy Evening – Robert Frost

Undergraduate Stories

1. Hills like White Elephants – Ernest Hemmingway
2. Cat in the Rain – Ernest Hemmingway
3. Joy – Chekov
4. Death of a Government Clerk – Chekov
5. Lament – Chekov