The page features a light yellow background with several thin, overlapping yellow circles and two yellow four-petaled flowers. One flower is positioned to the right of the title, and another is to the left of the text block.

COMMUNICATIVE LITERATURE READER

A yellow four-petaled flower is located to the left of the text block.

Since a revised Literature Reader is going to be introduced from 2011-12, only four sample units have been included in this manual. Teachers are advised to prepare Formative Assessment tasks and activities on the other units using the four sample units as examples



ENGLISH 
LANGUAGE & LITERATURE



Suggested Annual Planner

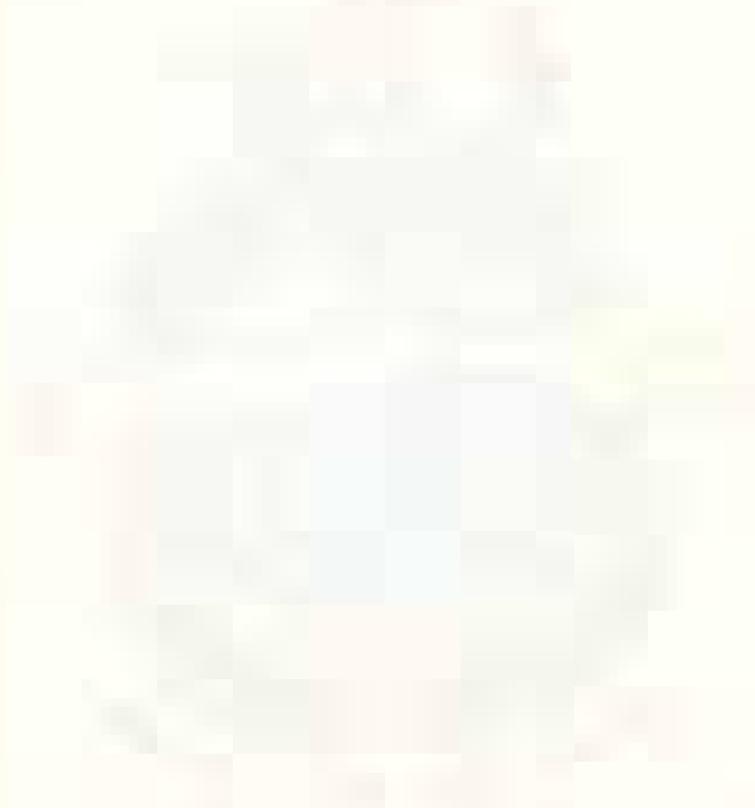
Class X English Language & Literature

FA/ Months	First Flight		Footprints without Feet
	Prose	Poetry	
FA 1 April - May Weightage 10%	1. A Letter to God 2. Nelson Mandela: Long Walk to Freedom 3. His First Flight	1. Dust of Snow; Fire and Ice 2. A Tiger in the Zoo 3. How to tell Wild Animals	1. A Triumph of Surgery 2. The Thief's Story 3. The Midnight Visitor
FA 2 July - August Weightage 10%	4. Black Aeroplane 5. From the Diary of Anne Frank 6. Hundred Dresses-I 7. Hundred Dresses-II	4. The Ball Poem	4. A Question of Trust 5. Footprints without Feet
SA 1 WILL COVER ALL THE UNITS INCLUDED FOR FA 1 AND FA 2			
FA 3 October - December Weightage 10%	8. A Baker from Goa; Coorg 9. Tea from Assam	5. Amanda 6. Animals 7. The Trees	6. The Making of a Scientist 7. The Necklace
FA 4 January - February Weightage 10%	10. Mijbil the Otter 11. Madam Rides the Bus 12. Sermon at the Benars 13. The Proposal	8. Fog 9. The Tale of Custard the Dragon 10. For Anne Gregory	8. The Hack Driver 9. Bholi 10. The Book that Saved the Earth
SA 2 WILL COVER ALL THE UNITS INCLUDED FOR FA 3 AND FA 4			



Important Note

- ✦ The Formative Assessments should be based on both the books.
- ✦ The Formative tasks should take into account the four skills - Listening, Speaking, Reading and Writing.
- ✦ The teachers may decide the marks for each task; however, the weightage for each Formative Assessment should be calculated for 10%.
- ✦ The Summative 1 will cover all the Units taught in the First Term and the Summative 2 will cover all the Units taught in the Second Term.
- ✦ Tasks on the four language skills have been included in the manual and they are common for both English Communicative and English Language & Literature.



FIRST FLIGHT

A Letter to God

Task 1

SKILL AREA - THINKING / DISCUSSION/ WRITING

Pre-reading

Objectives

- ✦ To sensitise students to problems people may face.
- ✦ To help students empathise with others.

Task - Individual/Pair Activity

Approximate Time: 15 minutes.

Procedure

- ✦ The teacher will distribute the worksheet and ask students to discuss the given questions in groups.
- ✦ The students can be asked to make a presentation in class.

What do you think the following people would ask God for?



What would you pray for?

Respond to the statements below by stating whether you agree or disagree with each. Afterwards share your responses with your group and discuss the reasons why you agreed or disagreed.

1. If a person has a problem, he or she is justified in taking this problem to his/her deity (i.e. his or her god).
2. If a person has a problem that is seemingly life threatening, he or she has the right to ask this deity for help.
3. People are obligated to help each other no matter what.
4. If someone has received help, but it is not what he or she expected, he or she is justified in complaining about it.
5. Governments are not to be trusted.
6. Governments must help its citizens during their crises.

Based on your discussion, make a presentation in the class.

This activity need not be graded.

Task 2

Pre reading

TASK TYPE: SPEAKING/ DISCUSSION/ PRESENTATION

Objectives

- ❖ To test students' previous knowledge of problems faced by farmers in their area.
- ❖ To encourage students to suggest solutions to these problems

Task - Individual/Pair Activity

- ❖ Teacher could give the worksheet / read out the newspaper clipping and draw the web charts on the blackboard.
- ❖ Students to discuss and fill in all the details that they know.
- ❖ They will present their views to the class in groups

Approximate Time: 15 minutes.

Read the newspaper clipping given below.

A tough year for farmers in India, says Agri Sec

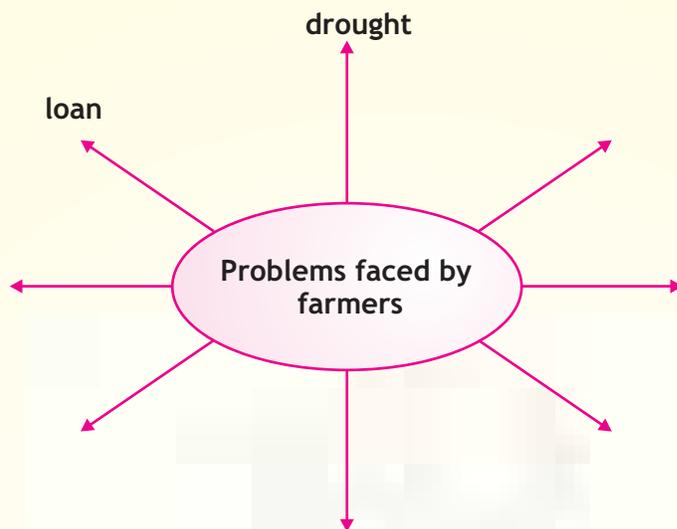
"2009 has been a difficult year for agriculture in India. It is a worrying situation." says Nandkumar, Secretary in the Ministry of Agriculture. In an exclusive interview to indiatimes.com, Nandkumar talked about the rain deficit, its impact on paddy crop and the disturbing economic situation for farmers.

Nandkumar says it is too early to quantify the deficit in foodgrain production but, a 6-million hectare deficit in paddy cultivation has been noted in Bihar and Uttar Pradesh.



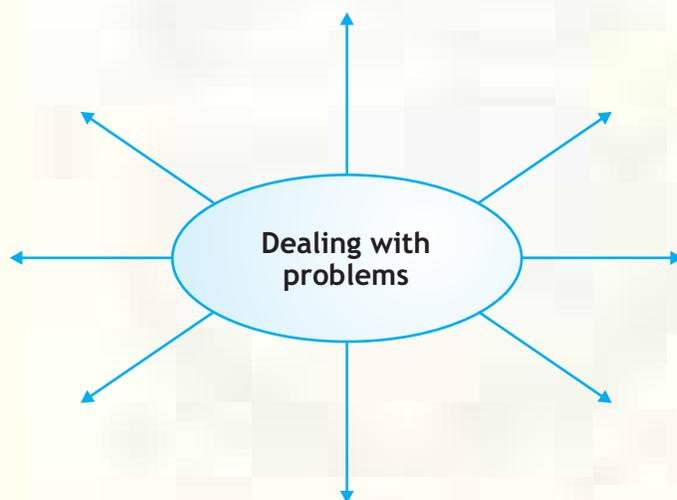
Working in groups complete the web chart given below listing problems a farmer may face.

a)



b) How can farmers deal with these problems?

Grow a different crop (maize instead of paddy)



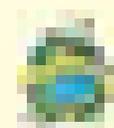
c) Based on the discussion above, present your views in the class.

Criteria for Marking:

◇	Content	Relevant, rich	2 marks
◇	Language	Accurate, Cohesive	2 marks
◇	Presentation	Effective intonation and body language	1 mark

Feedback:

- ◇ Some of the errors made by the students could be put up on the blackboard and discussed.
- ◇ The teacher could encourage self assessment by a few students.



Task 3**Post -reading****Objectives**

- ✦ To test students' understanding of the text

Task - Individual/Pair Activity

Fill in all the details that you know/want to know in the chart provided.

Approximate Time: 15 minutes.

Procedure

- ✦ The teacher will distribute the Chart/ write the table on the blackboard.
- ✦ The students can be asked to complete the table given below.

Consider Lencho's attitude or how he feels at the beginning of the story and at the end. Give as complete a description as possible.

Area of Focus	Attitude at the beginning	Attitude at the end
Family		
Crop		
Faith in God		
Post Office Employees		

Expected Answers:

Area of Focus	Attitude at the beginning	Attitude at the end
Family	Not worried about their well-being; content	Worried about them; 'We'll all go hungry this year'
Crop	Has enough for survival; Sure of good harvest; Looks at field of ripe corn with satisfaction	Crop destroyed; nothing left; saddened; in despair
Faith in God	Has a lot of faith in God; Says, "Don't be so upset, even though this seems like a total loss. Remember, no one dies of hunger."	Faith in God unchanged despite adversity
Post Office Employees	Has faith in their ability to deliver his letter to God	Considers them a bunch of crooks

This activity could be graded.

Criteria for Assessment

Award ½ mark for each correct response.

Task 4

Post reading

Writing a letter

Objectives:-

- ❖ To make students write a letter
- ❖ To develop the writing skill in students
- ❖ To sensitize students about the victims of natural disaster

Task: Students will write a postcard to their father, requesting him to send money for charity fund for Orissa Cyclone victims.

This task could be followed by another letter writing activity.

Procedure:

- ❖ The following situation will be given to the students:

Reflect on what you understand about Lencho and the postmaster. Write a letter from the postmaster in response to the note that Lencho writes at the end of the story. What would you say to Lencho? What would you try to explain to him? How would you explain that you only sent 70 pesos?

- ❖ Students in pairs, will discuss the situation.
- ❖ Students will write the letter individually.

Criteria for marking:

Both letters will be assessed for 5 marks each on the following criteria:

Content	2 marks
Accuracy	1 mark
Fluency	1 mark
Originality	1 mark

Feedback:

- ❖ The teacher may guide students to be brief with necessary information while writing the letter.
- ❖ Some of the letters could be read out and discussed.
- ❖ They could form a part of the portfolio



Unit 2

Dust of Snow



Robert Frost

I PRE READING ACTIVITY - Pair Work

Objective: To introduce the theme of the poem.

Task: Working in pairs, list any two experiences that usually cheer you up.

Time: 10 minutes.

Procedure:

- ✧ The task is explained to the students
- ✧ Students, after discussing the task in pairs, may read out the experiences they have listed.
- ✧ A brief class discussion may follow to identify the common 'mood lifters'.
- ✧ The theme of the poem may be linked to this activity.

This activity need not be graded.

II POST READING ACTIVITY - Individual Work

Objective: Global and Local Comprehension.

Task: Answer the following questions in a sentence or two.

Questions

1. Write the theme of the poem as you understand it.
2. What are the symbols of sadness or sorrow in the poem? Give reasons.
3. What does 'dust of snow' represent in the poem? Why?
4. Why does the poet say, "And saved some part/ of a day"?

Procedure:

- ✧ The questions are put up on the blackboard.
- ✧ Students write the answers referring to the poem.
- ✧ The answers are discussed and assessed (peer correction)

Assessment: One mark for each correct answer.

Suggested Answers (Variations of these answers could also be accepted)

1. Usually some simple common occurrences bring a lot of cheer to us and lift our spirit.
2. Crow and hemlock tree could be seen as symbols of sadness because a crow is black like a 'black mood' and the hemlock tree is considered poisonous.



3. 'The dust of snow' represents good cheer or joy. It is white, the opposite of the black colour of the crow.
4. The poet seems to suggest that a bad mood usually spoils our day and when we are cheerful, the day is 'saved' - we live that day fully.

Feedback: Some of the questions may be challenging. The teacher may provide some clues.

III ADDITIONAL ACTIVITY

Write a short poem (using the same rhyme scheme: a b a b) on a similar theme.

Alternatively the teacher can compose a similar poem taking help from the class. An example is given below. The teacher may blank out a few words and ask the class to complete the poem in any way they want.

Rain Drops

A dreary and dull sky,
Like my desolate heart,
Hurt deeply, wantonly by
A sharp unkind dart.

Sudden drops of rain
Falling on my face.
Take away the pain-
Wetness of heaven's grace.



Fire and Ice



Task I

Post reading

Vocabulary

Negative emotions may be hot like fire or cold like ice. Study the list of words given below. Working in groups, place the words in the appropriate box.

fear	mistrust	anger	disgust	aggravation	irritation
agitation	annoyance	grouchiness	grumpiness	exasperation	
frustration	rage	outrage	fury	wrath	hostility
ferocity	bitterness	hate	scorn	spite	
vengefulness	dislike	resentment	revulsion	contempt	
loathing	envy	jealousy			

Fire

Ice

This task need not be graded.

There are no 'correct' answers.

Feedback:

- ❖ The answers given by the students could be discussed.
- ❖ The teacher could generate a lively discussion by encouraging the students to give reasons for their choices.
- ❖ Students could also be asked to give simple examples from daily life.



Task II Post Reading Activity

Objective: To enable the students to express their ideas in writing.

Task:

The poem equates 'fire' with 'desire' and 'ice' with 'hate'. It goes on to say how both the attributes of human race can lead to the destruction of the earth.

Discuss the theme of the poem in your group with reference to the happenings in the world today. Based on the discussion, write an article on 'How to save the world from destruction'.

Time: 1 period

Procedure:

1. The teacher will explain the task to students.
2. Students will discuss the theme of the poem in their groups.
3. Some ideas could be suggested:
 - a) Man's greed - global warming and its consequences.
 - b) Man's hatred - terrorism, war, nuclear proliferation
 - c) Examples: unrest in Asia, Middle East, Korea etc.
4. Students will write the article individually
5. The articles could be collected and corrected by the teacher.

Criteria for Assessment:

- ✦ **Content:** Relevance to the theme of the poem; richness of examples from the world today.
- ✦ **Fluency:** Coherent and well - organised
- ✦ **Accuracy:** Grammatically correct sentences, appropriate vocabulary, spelling and punctuation
- ✦ **Organisation:** Division in to paragraphs, arrangement of ideas in a logical manner

Feedback:

- ✦ Corrected version could be displayed.
- ✦ Common errors could be taken up for discussion.
- ✦ Stylistic devices for an analytical article such as opening statement, paragraphing, use of discourse markers etc could be discussed on the basis of the articles written by students.



Nelson Mandela:

Long Walk to Freedom

Task 1

Post-reading

Objectives

- ❖ To familiarize students with discriminatory vocabulary
- ❖ To test their previous knowledge

Task - Individual/Pair Activity

Fill in all the details that you know/want to know in the chart provided. Then read the text given under the table and try to decipher the meaning of the words in italics on your own.

Approximate Time: 15 minutes.

Procedure

- ❖ The teacher will distribute the KWL Chart and ask students to complete only the K and W column.
- ❖ The students can be asked to read the text given below the table.
- ❖ The students should be asked to deduce the contextual meaning and match them with the given words.
- ❖ There after students may be asked to complete the L column.

Criteria for Assessment

Award ½ mark for each correct response.

Feedback

- ❖ The activity is a step towards making students independent learners. However, some students may show reluctance to do the task on their own.
- ❖ Some may just sit and copy from others for the sake of doing.
- ❖ The teacher should encourage self learning.

Answers:

1. **Apartheid:** a political system that separates people according to their race.
2. **Democratic:** a system of government where government is carried out by means of elected representatives of the people
3. **Black:** a racial group of humans with skin colours that range from light brown to nearly black.
4. **Oppression:** the exercise of authority or power in a burdensome, cruel, or unjust manner

5. **Whites:** referring narrowly to Caucasian people or people claiming ancestry from Europe.
6. **Coloureds:** an ethnic group of mixed-race people who possess some sub-Saharan African ancestry, but not enough to be considered Black

WORKSHEET

Fill in all the details that you know/want to know in the chart provided. Then read the text given under the table and try to decipher the meaning of the words in italics on your own:

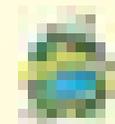
Military Vocabulary	K-What I Know	W--What I want to know	L-What I learnt
Apartheid			
Democratic			
Black			
Oppression			
Whites			
Coloureds			

Text:

Mandela, and his African National Congress, spent a lifetime fighting against apartheid. Mandela had to spend thirty years in prison. Finally, democratic elections were held in South Africa in 1994, and Mandela became the first black President of a new nation. "Never, never again will this beautiful land experience the oppression of one by another," said Nelson Mandela in his address. Jubilant scenes on the streets of Pretoria followed the ceremony with blacks, whites and coloureds celebrating together.

Match the following words by writing the correct serial number against the meaning:

Word	Definition/ Meaning
1. Apartheid	a racial group of humans with skin colours that range from light brown to nearly black.
2. Democratic	a political system that separates people according to their race.
3. Black	an ethnic group of mixed-race people who possess some sub-Saharan African ancestry, but not enough to be considered Black
4. Oppression	a system of government where government is carried out by means of elected representatives of the people
5. Whites	the exercise of authority or power in a burdensome, cruel, or unjust manner
6. Coloureds	referring narrowly to Caucasian people or people claiming ancestry from Europe.



Task 2**Pre reading****Objectives**

- ❖ To enable the learners to read independently.
- ❖ To develop the skill to scan for specific information.
- ❖ To test the students' ability to comprehend.

Task

- ❖ Individual work - Reading Comprehension

Procedure

- ❖ The teacher will distribute a printout / copy of the worksheet to every student.
- ❖ Students may be instructed to complete the task in 15 minutes.
- ❖ Then the students exchange the completed worksheets.
- ❖ The teacher reads out the correct answers and students mark the worksheets.
- ❖ 1 mark to be awarded for each correct answer.

Based on your understanding of the passage given below, complete the statements that follow by ticking the correct options.

Chief Joyi railed against the white man, who he believed had deliberately sundered the Xhosa tribe, dividing brother from brother. The white man had told the Thembus that their true chief was the great white queen across the ocean and that they were her subjects. But the white queen brought nothing but misery and perfidy to the black people, and if she was a chief she was an evil chief. Chief Joyi's war stories and his indictment of the British made me feel angry and cheated, as though I had already been robbed of my own birthright.

Chief Joyi said that the African people lived in relative peace until the coming of the abelungu, the white people, who arrived from across the sea with fire-breathing weapons. Once, he said, the Thembu, the Mpondo, the Xhosa, and the Zulu were all children of one father, and lived as brothers.

The white man shattered the abantu, the fellowship, of the various tribes. The white man was hungry and greedy for land, and the black man shared the land with him as they shared the air and water; land was not for man to possess. But the white man took the land as you might seize another man's horse.

I did not yet know that the real history of our country was not to be found in standard British textbooks, which claimed South Africa began with the landing of Jan Van Riebeeck at the Cape of Good Hope in 1652. It was from Chief Joyi that I began to discover that the history of the Bantu-speaking peoples began far to the north, in a country of lakes and green plains and valleys, and that slowly over the millennia we made our way down to the very tip of this great continent.

However, I later discovered that Chief Joyi's account of African history, particularly after 1652, was not always so accurate.





Tick the correct option.

1. Chief Joyi was angry with the white people as they had
 - a) brought a white queen to rule over their tribe
 - b) caused a rift between the people of their tribe.
 - c) given the Thembus a true white chief.
 - d) taken the Thembus across the ocean to meet their queen.
2. The word **abelungu** refers to
 - a) the African people
 - b) the great white queen
 - c) the white people
 - d) the people of Chief Joyi's tribe
3. The word **abantu** refers to
 - a) the fire-breathing weapons of the white men
 - b) the name of a tribe in Africa.
 - c) the chief of the Xhosa tribe
 - d) the friendship of the various tribes
4. The white people came to Africa as they wanted
 - a) land
 - b) weapons
 - c) horses
 - d) people to rule over
5. The British did not study the history of the African tribes as
 - a) they felt the real history of South Africa began with the landing of Jan Van Riebeeck at the Cape of Good Hope in 1652.
 - b) they thought the account of African history given by the African people was not always so accurate.
 - c) they did not consider the African people important enough to study their history.
 - d) they did not know of the lakes and green plains and valleys that the Bantu-speaking peoples came from.

Expected Answers

1. caused a rift between the people of their tribe.
2. the white people
3. the friendship of the various tribes
4. land
5. they did not consider the African people important enough to study their history.

Task III

While reading

Listening activity

Objective

To enable the students to

- ✧ process utterances spoken at different speeds
- ✧ be aware of cohesive devices used in speech
- ✧ distinguish between literal and implied meaning
- ✧ use different strategies to decipher meanings

Task: Individual Activity

This activity is to be conducted just after Nelson Mandela's swearing in speech**.

Approximate time: One period**Procedure**

1. The teacher will inform students about what they are going to listen to, i.e. an extract from the lesson.
 2. The teacher can read the passage once.
 3. Thereafter, she can distribute the worksheets to the students.
 4. She can then read out the passage again.
 5. Students can be instructed to complete the worksheet while listening to the passage.
 6. If required, the passage can be read a third time by the teacher.
- ✧ The teacher may select short sections from the lesson for listening comprehension.
 - ✧ After selecting suitable sections, the teacher may frame multiple choice or True/ False questions on the content. A few questions on vocabulary may also be included.

Task IV

Post reading

Task: Writing a report

As a reporter of a newspaper who attended Nelson Mandela's swearing in ceremony as the President of the newly elected government, write a report in about 125 words about the occasion.

Your report must include

- a) the swearing in ceremony
- b) A gist of Nelson Mandela's speech
- c) The fly past



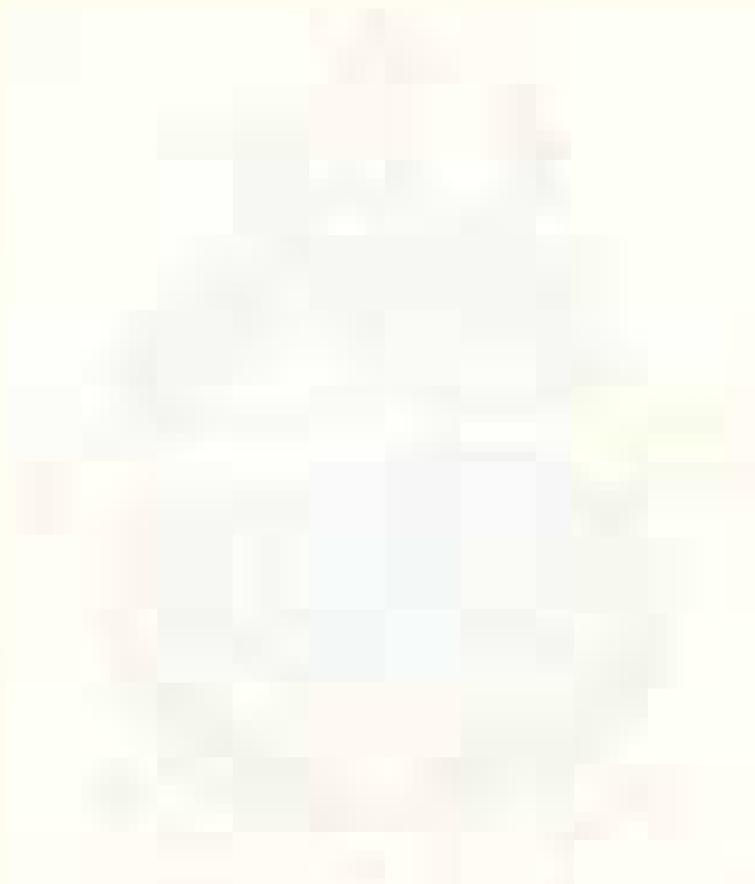
Criteria for Marking:

✧ Content	rich, relevant	2 marks
✧ Language	accurate, cohesive	2 mark
✧ Presentation	original, effective	1 mark

Feedback:

- ✧ Some of the reports could be read out in the class.

Criteria for Assessment



A Tiger in the Zoo

I. PRE READING ACTIVITY

Objective

To sensitize the students to the needs of animals.

Task: Make a poster or write an article or hold a panel discussion on the topic: 'Save the Tiger, Save Humanity'.

Approximate Time: 20 mins.

Procedure

- ✦ The students will discuss the causes of endangered/ extinct species in groups.
- ✦ They will collect information about 'Project Tiger'.
- ✦ They will draft a poster on 'Save the Tiger, Save Humanity'
- ✦ They could also have a panel discussion or write an article on the topic

Suggested Value points

Why tigers are becoming extinct in the wild

1. encroachment of habitats
2. poaching
3. loss of food source
4. population growth
5. loss of forest land to farming.

This activity could be used for grading as part of Portfolio.

Criteria for Assessment

The assignment must be graded as per the given criteria.

Poster	Panel Discussion/ Article
✦ Relevance to the subject	✦ Content
✦ Use of visuals	✦ Accuracy
✦ Effectiveness of language	✦ Fluency
✦ Overall Effect	✦ Originality



II. POST READING ACTIVITY

Objective

1. To sensitize the students to the needs of animals.

Task

Compare the two poems

Approximate Time: One period

Procedure

- ✦ The students will read the three stanzas of 'I Know Why the Caged Bird Sings' by Maya Angelou
- ✦ They will compare the themes of both the poems.
- ✦ They will write their interpretations.

Text

The caged bird sings
with fearful trill
of the things unknown
but longed for still
and his tune is heard
on the distant hill for the caged bird
sings of freedom.

The free bird thinks of another breeze
an the trade winds soft through the sighing trees
and the fat worms waiting on a dawn-bright lawn
and he names the sky his own.

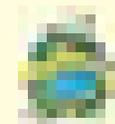
But a caged bird stands on the grave of dreams
his shadow shouts on a nightmare scream
his wings are clipped and his feet are tied
so he opens his throat to sing

This activity could be used for grading as part of Portfolio.

Criteria for Assessment

The assignment must be graded as per the given criteria.

- ✦ Comparison of the themes.
- ✦ Interpretation.
- ✦ Accurate and fluent language.



His First Flight

Liam O' Flaherty

I PRE READING ACTIVITY

Objectives

- ✧ To encourage oral expression.
- ✧ To enable the learners to put forth their views convincingly.
- ✧ To encourage the students to be receptive to the ideas of others in a peer group.

Task- Group Work

In groups, discuss-

- ✧ My first solo stage performance (speaking, singing, acting etc)
- ✧ My first journey alone (by train / bus / air)

Approximate Time: 15 minutes

Procedure

- ✧ The class can be divided into four groups.
- ✧ Each group is given ten minutes to discuss the topic and sum up their thoughts and put them on paper.
- ✧ During the discussion each group member is given a chance to speak.

This activity need not be graded

Feedback

- ✧ It is possible that a few students may not participate and the teacher may need to go around and encourage the students to speak up.

II POST READING ACTIVITY

Objective

To sensitize the students to the emotions of different beings.

Task

Pair Work- Pick out the words / phrases to describe the emotions and actions of the young seagull and his family in the story.

Approximate Time: 20 minutes

Procedure

- ✧ The teacher will initiate a discussion on the emotions and actions of shown by the young seagull and his family members before, during and after his first flight.



- ✦ The teacher could copy the table on the blackboard and students will draw it in their notebooks.
- ✦ This activity could be used as an open book test.

	BEFORE FLIGHT	DURING FLIGHT	AFTER FLIGHT
1. Young seagull		e.g. dizzy	
2. His father			
3. His mother			
4. His siblings			

Criteria of Assessment

Teacher may decide the marks to be awarded.

Suggested answers are given below:

(Some expressions are common for father, mother, and siblings)

1.	Young seagull	afraid	dizzy (also joyful)	exhausted
2.	His Father	upbraiding, threatening taunting	screaming	beckoning, calling, shrilly screaming, praising
3.	His Mother	upbraiding threatening derisively taunting	swooped past	
4.	His siblings	taunting, took no notice	curveting, banking, soaring, diving	

III POST READING ACTIVITY

Objective

To enhance vocabulary and use it effectively.

Task

Individual Work - Complete the word search with the help of given clues.

Approximate Time: 15 minutes

Procedure

- ✦ The teacher will distribute the sheets among the students.
- ✦ The students will solve the crossword individually.
- ✦ After completion of the worksheet, the students could exchange their work with their partners and correct it.



Unit 6

- ✦ The teacher could call out the correct answers while the students correct them.
- ✦ The students could total up the correct answers and award marks.

This activity could be used for grading as part of portfolio.

Criteria for Assessment

One mark could be awarded for each correct answer.

Feedback

- ✦ Some students may not be able to complete the worksheet on their own and may need guidance / help from the teacher.

Answers

E	E	T	O	O	M	L	E	F	W	V	M	E	S	G
C	G	K	B	L	G	A	N	O	L	D	X	G	V	L
A	W	G	V	G	D	B	A	S	C	I	R	Q	E	I
P	Z	Q	E	X	U	J	L	U	A	Z	G	T	N	D
S	I	S	R	G	V	C	P	K	M	Q	I	H	U	E
G	E	Y	U	E	P	N	R	F	M	K	M	G	T	R
W	A	S	F	K	T	J	I	T	W	Q	V	H	S	F
W	C	C	Y	A	R	P	A	W	O	E	D	L	V	S
K	Z	I	F	O	F	N	O	X	V	L	K	E	X	N
O	Z	Q	C	F	O	K	U	C	R	W	I	H	X	E
B	W	K	R	O	L	A	N	D	I	N	G	P	L	V
B	E	B	L	X	C	S	X	G	R	L	H	J	I	G
T	Q	L	R	V	R	U	A	N	R	O	E	R	S	N
U	A	O	G	R	A	C	T	T	I	F	L	H	X	B
B	M	J	E	T	M	S	K	K	W	C	N	M	T	H

WORKSHEET

FUN WITH FLIGHT WORD SEARCH

Find and circle these words in the word search

AIRPLANE	BALLOON	CARGO	FLIGHT	GLIDER
HELICOPTER	JET	KITE	LANDING	PILOT
ROCKET	SPACE			



WORD SEARCH

E	E	T	O	O	M	L	E	F	W	V	M	E	S	G
C	G	K	B	L	G	A	N	O	L	D	X	G	V	L
A	W	G	V	G	D	B	A	S	C	I	R	Q	E	I
P	Z	Q	E	X	U	J	L	U	A	Z	G	T	N	D
S	I	S	R	G	V	C	P	K	M	Q	I	H	U	E
G	E	Y	U	E	P	N	R	F	M	K	M	G	T	R
W	A	S	F	K	T	J	I	T	W	Q	V	H	S	F
W	C	C	Y	A	R	P	A	W	O	E	D	L	V	S
K	Z	I	F	O	F	N	O	X	V	L	K	E	X	N
O	Z	Q	C	F	O	K	U	C	R	W	I	H	X	E
B	W	K	R	O	L	A	N	D	I	N	G	P	L	V
B	E	B	L	X	C	S	X	G	R	L	H	J	I	G
T	Q	L	R	V	R	U	A	N	R	O	E	R	S	N
U	A	O	G	R	A	C	T	T	I	F	L	H	X	B
B	M	J	E	T	M	S	K	K	W	C	N	M	T	H

IV POST READING ACTIVITY

Objectives

- ✦ To enable the students to
 - ◆ comprehend the lesson locally and globally.
 - ◆ infer the contextual meaning of the text.
- ✦ The teacher could use it as a diagnostic test after the students have finished reading the lesson.

Task

Individual Work - Multiple Choice Questions

Approximate Time: 1 period

Procedure

- ✦ The teacher could photocopy the worksheet and distribute it to students.
- ✦ After completion of the worksheet, the students could exchange their work with their partners and correct it.
- ✦ The teacher could call out the correct answers while the students correct them.
- ✦ The students could total up the correct answers and award marks.

This activity could be used for grading as part of portfolio.



Unit 6

Criteria for Assessment

One mark could be awarded for each correct answer.

Feedback

- ❖ If some students find it difficult to complete the assignment, they could be allowed to consult the text.
- ❖ Wherever students have not comprehended the lesson, the teacher can clarify the same.
- ❖ The teacher could further discuss the questions and their options in order to reinforce the lesson.

Answers:

1. c
2. a
3. b
4. d
5. b

WORKSHEET

Multiple Choice Questions

Complete the sentences by choosing an appropriate option from the choices given below:

1. The young seagull was alone on his ledge because_____.
 - a) he had no family of his own
 - b) he had not made his nest
 - c) his parents, brothers and sister had flown away except him as he was afraid to fly
 - d) he was too young to start flying
2. In order to encourage the young seagull to fly, his parents _____.
 - a) scolded him and threatened to let him starve unless he flew
 - b) showed him how to fly
 - c) came around and persuaded him to fly
 - d) yelled at him
3. But he kept calling plaintively....
In the above line 'plaintively' means _____
 - a) cheerfully
 - b) sadly
 - c) joyfully
 - d) nostalgically



4. But when she was opposite to him, she halted her wings motionless...
Mother of the seagull halted because_____.
- she wanted to take rest as she had been flying for long
 - she wanted to fly back
 - she wanted to offer the piece of fish she was carrying to the seagull's brother
 - she wanted the young seagull to make an effort to fly himself
5. Before his first flight the young seagull was very _____.
- nervous
 - afraid
 - happy
 - excited

V POST READING TASK

Objective:

- ✦ To enable the students to

Task: (Individual Work)

You have been asked to make a speech on the topic: 'True Learning Liberates' in the morning assembly of your school. Write the speech in about 200 words using the ideas from the lesson and your own ideas.

Approximate Time: 1 period

Procedure:

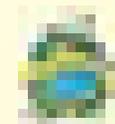
- The teacher may have a brief class discussion on the topic.
- Students may also brain storm and note down the ideas that can be included in the speech.
- Some examples of inspirational nature from the lives of leaders, scholars and other achievers could be collected.
- A few students may be asked to read out their speeches. This activity could be used for grading as part of portfolio.

Criteria for Assessment:

- Content - 2 marks
Fluency - 1 marks
Accuracy - 1 marks
Originality - 1 marks

Feedback:

- ✦ Some of the speeches could be edited and the edited versions could be displayed to show the improvement.
- ✦ Common errors could be discussed in the class.



Black Aeroplane

I PRE READING ACTIVITY

Objective

- ✧ To encourage oral expression.
- ✧ To enable the learners to put forth their views convincingly.

Task

Pair Work - Imagine you are Mark. You have read and heard about a lot of incidents about alien and UFO sightings. Once you chanced to meet an alien named Zombie. As Mark, write and enact an imaginary dialogue between you and Zombie.

Approximate Time: 1 period

Procedure

- ✧ Students could discuss and write out their dialogues with their partners.
- ✧ Thereafter the teacher could ask a few students to enact their dialogues.
- ✧ The others could critically appreciate the presentations.

This activity need not be graded.

Feedback

- ✧ If some students find it difficult to enact, they can have a conversation.
- ✧ The teacher could discuss some of the grammatical and syntactical errors.

II POST READING ACTIVITY

Objective

- ✧ To enable the students to think of an alternative ending.

Task

Group Work - Paraphrase the story with a different ending.

Approximate Time: 1 period

Procedure

- ✧ The teacher will divide the class into groups.
- ✧ The students will paraphrase the story and give it a different ending.
- ✧ The teacher could go around ensuring that all are participating and persuade the students to come up with original ideas.
- ✧ A representative from each group will read out the story to the class.



Criteria for Assessment

One mark may be awarded for each of the following:

- ✧ Relevance of content
- ✧ Language is free from errors
- ✧ Coherence
- ✧ Use of innovative ideas
- ✧ Group shows healthy group dynamics which will include-
 - ◆ Respecting others' point of view
 - ◆ Giving a chance to everyone to participate
 - ◆ Agreeing/Disagreeing and arriving at a conclusion using appropriate language

Feedback

- ✧ It is possible that a few students may not participate and the teacher may need to go around and encourage the students to speak up.
- ✧ The group representative may not give a very comprehensive and conclusive presentation and the teacher can give constructive suggestions to the students so that they could improve their future presentations.
- ✧ The teacher could ask the other groups to give their comments with valid reasons.
- ✧ The best one(s) could be enacted.

III POST READING ACTIVITY

Objectives

- ✧ To be able to share their personal experience.
- ✧ To express themselves in grammatically correct language.
- ✧ To enable the learners to extrapolate from the given text.
- ✧ To sensitise the readers to the feelings of an individual.

Task

Individual Work

Imagine you are the narrator. You were utterly amazed at your experience, when you were rescued by the pilot in the black aeroplane during the storm. Later you decide to write a page in your diary describing your experience and doubts about the plane and its pilot. Write the diary entry in about 150 words.

OR

Imagine you are the narrator. You were utterly amazed at your experience, when you were rescued by the pilot in the black aeroplane during the storm. Later you decide to write a letter to your friend describing your experience and doubts about the plane and its pilot. Write the letter in about 150 words.



Approximate Time: 1 period

Procedure

- ✦ The teacher will initiate a discussion on the experiences of the narrator.
- ✦ After the discussion, the teacher instructs the students to write the letter / diary entry.
- ✦ Some of the letters/diary entries could be read out.
- ✦ The letter/diary could form a part of the portfolio.

Criteria for Assessment

- ✦ Relevance to the theme
- ✦ Use of incidents from the story
- ✦ Coherence of ideas
- ✦ Appropriate language
- ✦ Creative use of language

Feedback

- ✦ Students can also be encouraged to edit their own work.
- ✦ The edited versions showing the process of improvement could be displayed.
- ✦ Some of the language errors could be discussed in the class.

IV POST READING ACTIVITY

Objectives

- ✦ To enable the students to
 - ◆ comprehend the lesson locally and globally.
 - ◆ infer the contextual meaning of the text.
- ✦ The teacher could use it as a diagnostic test after the students have finished reading the lesson.

Task

Individual Work - Multiple Choice Questions

Approximate Time: 1 period

Procedure

- ✦ The teacher could photocopy the worksheet and distribute it to students.
- ✦ After completion of the worksheet, the students could exchange their work with their partners and correct it.
- ✦ The teacher could call out the correct answers while the students correct them.
- ✦ The students could total up the correct answers and award marks.

This activity could be used for grading as part of portfolio.

Criteria for Assessment

One mark could be awarded for each correct answer.

Feedback

- ✦ If some students find it difficult to complete the assignment, they could be allowed to consult the text.
- ✦ Wherever students have not comprehended the lesson, the teacher can clarify the same.
- ✦ The teacher could further discuss the questions and their options in order to reinforce the lesson.

Answers:

1. a)
2. c)
3. c)
4. d)
5. b)

WORKSHEET

Multiple Choice Questions

Complete the sentences by choosing an appropriate option from the choices given below:

1. The narrator remarks - ...it was an easy flight. He means to say that _____.
 - a) there were no problems on the flight
 - b) it is an easy task to fly an aeroplane
 - c) the flight was an easy one
 - d) the situation was under control
2. I was very happy to go behind the strange aeroplane like an obedient child. The literary device used in the above line is _____.
 - a) metaphor
 - b) personification
 - c) simile
 - d) alliteration
3. The narrator says, 'The radio was dead too.' The radio was dead because _____.
 - a) it had been switched off
 - b) it was not working properly
 - c) the radio connection had snapped.
 - d) it was night time and there were no signals at that time



4. The narrator wanted to reach England at the earliest because_____.
- a) he had to attend an important meeting
 - b) a storm seemed to gather in the sky
 - c) he was competing with his friend
 - d) he was excited about being there with his family
5. The narrator was greatly _____ when he saw another aeroplane in the storm.
- a) shocked
 - b) relieved
 - c) petrified
 - d) astounded



How to Tell Wild Animals



Carolyn Wells

I PRE READING ACTIVITY - PAIR WORK.

Objective: To introduce the theme of the poem.

Task: Look at the following pictures of African and Asian elephants. Working in pairs, identify the differences between them and complete the table given below.



African Elephant Male



African Elephant Female



Asian Elephant Male



Asian Elephant Female



African Elephant	Asian Elephant
◇ Size - bigger/ smaller	◇ Size - bigger/ smaller
◇ Height - taller/ shorter	◇ Height - taller/ shorter
◇ Ears - bigger/ smaller	◇ Ears - bigger/ smaller
◇ Tusks	◇ Tusks
◇ Skin -	◇ Skin
◇ Any other	◇ Any other

Approximate Time: 10 minutes.

Procedure:

- ◇ The teacher will provide photo copies of pictures to students for pair work.
- ◇ Students will complete the table after discussing the differences by looking at the pictures.
- ◇ Teacher will read out the correct answers. Students will carry out peer correction.
- ◇ Teacher will introduce the theme of the poem highlighting its humour.

Answer:

African Elephant	Asian Elephant
◇ bigger	◇ smaller
◇ taller	◇ shorter
◇ bigger	◇ smaller
◇ more wrinkled	◇ smoother
◇ both sexes have long tusks	◇ only males have long tusks
◇ shape of forehead- smooth	◇ shape of forehead- dented

Assessment Criteria: One mark for each correct answer.

Feedback:

- ◇ The teacher will use this activity to focus the attention of the students on the distinguishing features of animals and birds.
- ◇ The teacher may also use other activities like the one given below to have some fun working on animals and birds.

A Fun Activity

- ◇ Students will be asked to walk/ move and cry/ make noise like different animals and birds.
- ◇ Others will have to guess the animals/ birds that have been represented.
- ◇ It can be held as a group activity just for fun.



- ✦ Suggested animals/ birds: lion, camel, cat, dog, peacock, ostrich, kangaroo, parrot, sparrow, cobra, elephant, octopus, frog, duck, donkey, horse.
- ✦ Since the aim is to make the students enjoy themselves, thereby preparing them for a humorous poem, correctness of answers or exactness of imitation need not be insisted upon.

II POST READING ACTIIVITY - INDIVIDUAL WORK.

Objective: Global and Local Comprehension.

Task: Multiple Choice Questions

Time: 15 minutes.

Procedure: Questions.

1. The 'simple rule' to identify a tiger is humorous because
 - a) it calls the tiger a 'noble' beast.
 - b) it expects you to 'notice if he eats you' to identify the animals
 - c) the tiger is described as greeting you before eating you.
 - d) of all the above (a, b & c) and the language used to give the rule.
2. The Leopard can be recognized by its
 - a) leap and long tail
 - b) roar and tawny colour
 - c) stripes and spots
 - d) leap and peppered hide.
3. A bear hugs you because
 - a) that is how it will help you recognize him.
 - b) he wants to show his affection for you.
 - c) that is the way he attacks his victim
 - d) he likes to feel the warmth of the human body.
4. 'Hyenas come with merry smiles;
But if they weep they're crocodiles'.
These lines are funny because
 - a) the poet cleverly fuses natural behaviour of animals with the English idiom.
 - b) the lines make use of an interesting rhyming scheme.
 - c) the lines show remarkable contrast between the Hyena and the Crocodile.
 - d) the lines provide a useful way in which we can distinguish a Hyena from a Crocodile.



5. 'If there is nothing on the tree, 'Tis the chameleon you see'.
- the description shows how a chameleon merges with its natural background
 - the description suggests the chameleon's ability to change colours when sitting on a tree.
 - the description says if you see nothing, then it is the Chameleon you see.
 - the description expects you to closely observe in order to spot the Chameleon.

Answer: 1-d; 2-d; 3-c; 4-a; 5-c.

Feedback

- ✧ Students may be encouraged to read the poem aloud using different techniques like group reading, train reading, whole class reading etc. to make them enjoy the 'sound' of the poem.
- ✧ The teacher may ask the students
- ✧ to find out the meaning of the idiom: 'to shed crocodile tears'
- ✧ to find out the noise sounds associated with animals: hyena, donkey, horse, bee, beetle, nightingale, monkey, rat, cat, puppy cock, eagle etc.

III POST READING-GROUP ACTIVITY

Objective: To enable the students to write a short verse on animals/ birds.

Task: Working in groups write a short stanza of 4-5 lines on any animals/ bird to highlight its most distinguishing feature (as in the poem).

Procedure:

- ✧ The task will be put up on the blackboard.
- ✧ As an example the following short verse can also be written on the blackboard.
You come across this pair - one short and the other tall,
But can't tell one from the other at all,
Don't stay confounded, for it is a donkey if it brays,
But surely a stately horse if it utters a few neighs.
- ✧ Working in groups students will write the verse and present them to the class.
- ✧ This activity need not be graded.



The Ball Poem

John Berryman

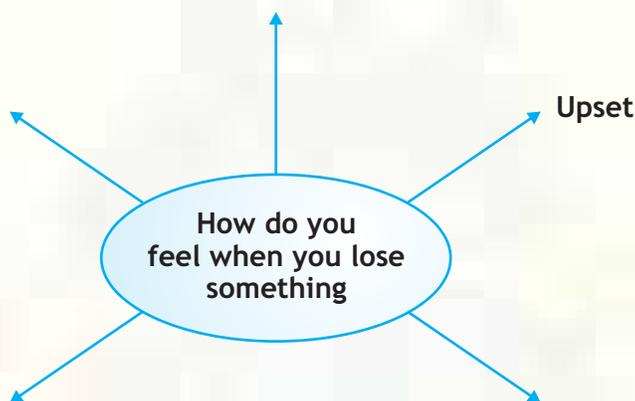
I. PRE READING ACTIVITY

Objective

1. To sensitize the students to the theme of the poem.

Task

Complete the word web



- ❖ Give reasons why you feel so
- ❖ How do you console yourself?
- ❖ Do you think some loss is irreplaceable? Give examples

II POST READING ACTIVITY

Objective: To help students comprehend the poem globally and locally.

Time: 15 minutes.

Task: Multiple Choice Questions.

Procedure

- ❖ The teacher could photocopy the worksheet and distribute it to the class.
- ❖ After completion of the worksheet, the students could exchange their work with their partners and correct it.
- ❖ The teacher could call out the correct answers while the students correct them.
- ❖ The students could total up the correct answers and award marks.



The teacher could use it as a diagnostic test after the students have finished reading the poem. This activity could be used for grading.

1. 'An ultimate shaking grief fixes the boy.' This line shows
 - a) the boy's sadness at losing the ball.
 - b) The intensity of the feeling of the boy.
 - c) The enormity of the loss itself.
 - d) The over sensitive nature of the boy.
2. The poet rejects two suggestions that people normally make to pacify a boy who has lost a ball. These are:
 - a) Loss of a ball is natural and no use crying over it
 - b) Losses make us stronger and we must learn from our experience.
 - c) The lost ball can be replaced and it is very cheap.
 - d) Whatever is lost cannot be bought back and feeling sad for a loss is of no use.
3. 'The first responsibility' the poet refers to is
 - a) the need to take care of one's possessions
 - b) the necessity of keeping the ball safely
 - c) the urge to locate the lost ball
 - d) the ability to understand the depth of grief at a loss.
4. 'Balls, balls will be lost always'. It implies that
 - a) Balls are generally lost in play.
 - b) Loss is an integral part of life.
 - c) One has to be prepared to face and accept losses
 - d) One should not lose the hope of finding the lost object.

Suggested Answers:

1-b; 2-c; 3-a; 4-b.

III Post Reading Activity

Objective: To help students express their thoughts in writing.

Task: Write a paragraph about a moment of personal loss of someone you know. How did it affect him/her? How did she/ he get over it?

Or

A loss that changed the course of someone's life

This could be part of the portfolio



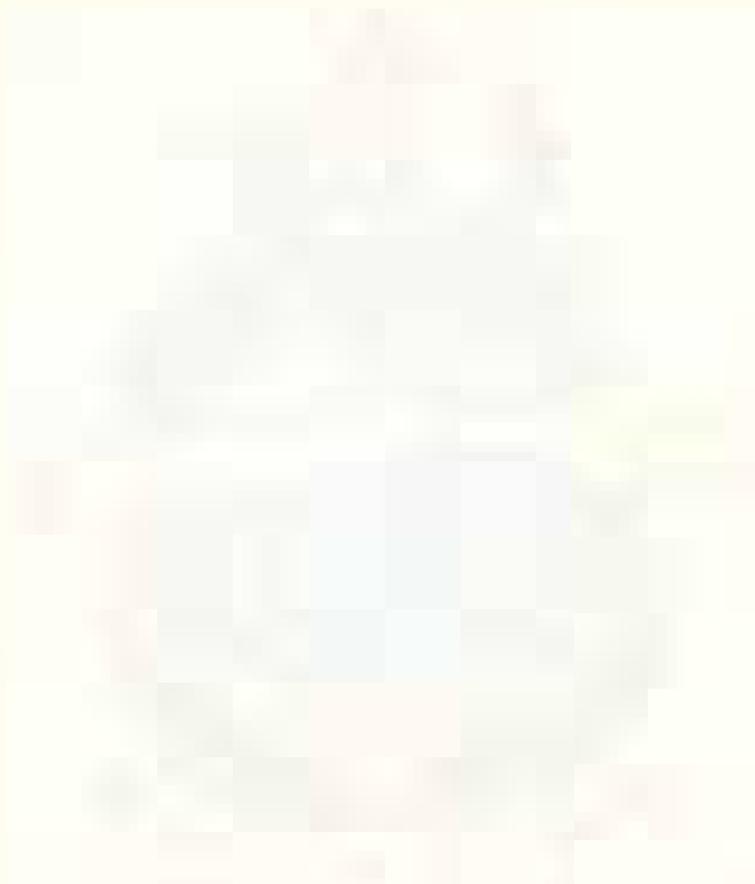
Time: 1 Period.

Procedure:

- ✧ The teacher puts up the questions on the blackboard.
- ✧ Students attempt the task individually.
- ✧ The paragraphs could be edited.

Criteria for Assessment: Content, Fluency, Accuracy and Creativity.

Feedback: Some of the edited versions could be displayed.



Unit 10

From the Diary of Anne Frank



Anne Frank

I POST-READING ACTIVITY

Objective

- ◇ To enable the students to
 - ◆ comprehend the lesson locally and globally.
 - ◆ infer the contextual meaning of the text.
- ◇ The teacher could use it as a diagnostic test after the students have finished reading the lesson.

Task - Individual work

Multiple Choice Questions

Approximate time: 20 minutes

Procedure

- ◇ The teacher could distribute the worksheet.
- ◇ After completion of the worksheet, the students could exchange their work with their partners and correct it.
- ◇ The teacher could call out the correct answers while the students correct them.
- ◇ The students could total up the correct answers and award marks.

This activity could be used for grading as part of Portfolio.

Criteria for marking

One mark could be awarded for each correct answer.

Feedback

- ◇ If some students find it difficult to complete it, they could be allowed to consult the text.
- ◇ Wherever students have not comprehended the story, the teacher can revisit those sections and clarify the concepts.
- ◇ The teacher could further discuss the questions and their options in order to reinforce the lesson.

Answers

1. she had no real friend she could talk to
2. her diary was her friend
3. she was leaving school



4. second nature to a student
5. her poem conveyed that he would be the cause of her death

WORKSHEET

Multiple Choice Questions

Complete the sentences choosing appropriate options.

1. Anne Frank started a diary because
 - a. she had no real friend she could talk to
 - b. she had never written one before
 - c. paper has more patience than people
 - d. she needed to get all kinds of things off her chest
2. She named her diary Kitty as
 - a. she loved the name
 - b. she had always wanted a kitten
 - c. her diary was her friend
 - d. it was the name of her friend
3. Anne says that at the end of form six, both the teacher and she were in tears. This was because
 - a. they had hurt each other
 - b. she did not want to leave form six
 - c. the teacher was leaving school
 - d. she was leaving school
4. 'Mr. Keesing had a good laugh at her arguments.' Her argument was that talking is
 - a. good for health
 - b. second nature to a student
 - c. an inherent trait where girls are concerned
 - d. incurable
5. Anne made sure that the joke was on Mr. Keesing as
 - a. she did not write the third essay
 - b. her friend helped her write out the punishment
 - c. her poem conveyed that he would be the cause of her death
 - d. he started making jokes after this incident



Unit 10

II POST READING ACTIVITY

Objectives

- ❖ To develop the students' inferential skills and enhance their critical reading skills
- ❖ To highlight the key features of the text and explain how they contribute to the meaning

Task - Individual Work

Based on your understanding of the character of Anne Frank, give supporting details for the personality traits mentioned in the table.

Approximate Time: 15 minutes

Procedure

- ❖ The students will be given worksheets.
- ❖ Alternatively the teacher could make the table on the BB.
- ❖ Based on their reading of the text students will be asked to identify statements from the text or give reasoning to support the character traits of Anne Frank.
- ❖ They will be asked to enter the details in the given format.
- ❖ At the end, the teacher will discuss all the answers.

Criteria for Assessment

Each correct entry may be awarded one mark.

Feedback

- ❖ Most students should be able to do this task. However, the teacher can go around and guide students wherever they get stuck by giving hints.
- ❖ If students are unable to solve the worksheet, they can refer to the text.

Answers

S No	Characteristics	Supporting Detail from the Text
1	Intelligent	Has no doubts she will pass the class
2	Sensitive	Lights a candle along for her grandmother on her birthday
3	Friendly	There are about 30 people I can call friends
4	Loving	Loves her parents, friends, aunts
5	Original	Writes a diary that is different
6	Sincere	Wrote out all three punishments
7	Argumentative	Wrote out her first essay convincingly with arguments
8	Fun loving	Wrote out a humorous poem
9	Talkative	Gets punished by Mr. Keesing for talking
10	Expressive	Writes a diary of her experiences

WORKSHEET

Identify statements from the text or give reasons to support the character traits of Anne Frank

S No	Characteristics	Supporting Detail from the Text
1	Intelligent	
2	Sensitive	
3	Friendly	
4	Loving	
5	Original	
6	Sincere	
7	Argumentative	
8	Fun loving	
9	Talkative	
10	Expressive	

III POST READING ACTIVITY

Objectives

- ✦ To test the students' understanding of characters and situations.
- ✦ To make students think imaginatively and creatively.
- ✦ To enable students to transcode from one form of writing to another.

Task - Group / pair Work

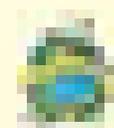
Convert any one of the given situations into a dialogue between the characters.

Approximate time: 1 period

Procedure

- ✦ Divide the class into groups.
- ✦ The teacher can make slips to draw lots and ask group leaders to pick up one of the four situations given below.
- ✦ In case the number of groups is more, the teacher can think of similar situations for them to work upon. Alternatively two groups could work on one situation.
- ✦ Groups will create dialogues keeping in mind their understanding of the characters and situations. (10-15 minutes)
- ✦ Representatives from the groups will be invited to present the dialogues.
- ✦ The students could also enact it if they so desire.

This activity could be used for grading as part of Portfolio.



Unit 10

Criteria for Marking

One mark may be awarded for each of the following

- ✧ Relevance and aptness of Content / dialogues
- ✧ Fluency and accuracy
- ✧ Presentation
- ✧ Creativity
- ✧ Group Dynamics

Feedback

- ✧ If the students find it difficult to construct meaningful dialogues or they take more time, the teacher may increase the time allotted for writing the dialogue as per the learner needs.
- ✧ The teacher may go around and assist the students if necessary.
- ✧ The situations may be discussed and the procedure explained again.

Situations

- Mr. Keesing and Anne: 'A chatterbox' scene.
- Anne and her form six teacher, Mrs. Kuperus - the farewell scene.
- C.N. and Jacques before their promotion
- Anne and G.N. (her friend) before their promotion

IV POST READING ACTIVITY

Objectives

To encourage students to

- ✧ think imaginatively and creatively.
- ✧ to organise their ideas coherently.
- ✧ put their ideas into words.

Task - Group work followed by individual Work

Build up a story around Mr. Keesing's essay topic - 'Quack, Quack, Quack, said mistress Chatterbox'.

Approximate Time: 1 period

Procedure

- ✧ Divide the class into groups.
- ✧ The students could brainstorm within their groups and create a framework for the story.
- ✧ Thereafter, individually they will write out their own story.
- ✧ The teacher could ensure that students follow CODER while writing their story.
- ✧ The best stories could be read out in class.



- ✦ The best stories could be put up on the class soft board.

This activity could be used for grading as part of Portfolio.

Criteria for Marking

One mark may be awarded for each of the following

- ✦ Content
- ✦ Fluency
- ✦ Accuracy
- ✦ Originality
- ✦ Group Dynamics

Feedback

- ✦ If the students find it difficult to build up an outline for their story, the teacher may help them by giving suggestions.

V POST-READING ACTIVITY

Objective

To enable the students to develop the ability to

- ✦ engage in critical thinking
- ✦ infer and analyse the emotions of people.
- ✦ go beyond mere description or summary to generate analysis
- ✦ gain a deeper understanding of the characters and their relationship to others.

Task - Pair work

Through a Venn diagram, compare the early years of Anne Frank's life to her later years.

Approximate Time: 1 period

Procedure

- ✦ The teacher could distribute the worksheet or read out the extract from Anne Frank's diary.
- ✦ The Venn diagram could be drawn out on the blackboard for the students to copy.
- ✦ The students will complete the diagram with the help of the hints given.
- ✦ The comparisons could be discussed by the teacher.

This activity need not be used for grading.

Feedback

- ✦ If the students do not understand the Venn diagram, the teacher could explain what is required.
- ✦ The teacher could explain the other extracts from Anne Frank's diary if required.
- ✦ The teacher could initiate a whole class discussion on the extracts.

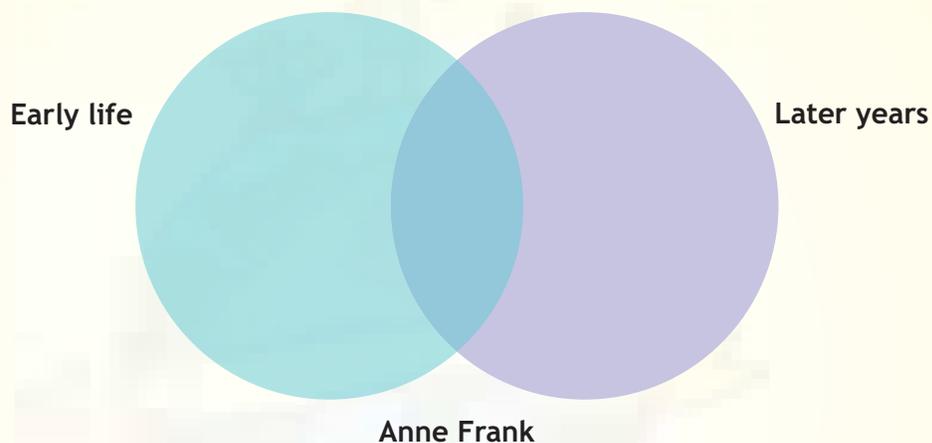


Unit 10

WORKSHEET

Hints

- ◇ What commonalities are there in these accounts?
- ◇ What factors do you think are responsible for their differences?
- ◇ What themes do they address?
- ◇ What do they describe or depict?
- ◇ What is their tone or mood?
- ◇ Do you think one is of higher quality or greater merit than the other - if so, why?



February 3, 1944

"I've reached the point where I hardly care whether I live or die. The world will keep on turning without me, and I can't do anything to change events anyway. I'll just let matters take their course and concentrate on studying and hope that everything will be all right in the end."

April 5, 1944

"...but the minute I was alone I knew I was going to cry my eyes out. I slid to the floor in my nightgown and began by saying my prayers, very fervently. Then I drew my knees to my chest, lay my head on my arms and cried, all huddled up on the bare floor. A loud sob brought me back down to earth..."

July 15, 1944

"It's a wonder I haven't abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart."

"It's utterly impossible for me to build my life on a foundation of chaos, suffering and death. I see the world being slowly transformed into a wilderness, I hear the approaching thunder that, one day, will destroy us too, I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too shall end, that peace and tranquility will return once more"



Amanda

Robin Klein

I PRE READING ACTIVITY - Individual.

Objective: To sensitise the students to the theme of the poem .

Task: Reflect on all the instructions and orders you receive from your parents and teachers. Select two of these that make you feel very bad, lonely and sad. Speak out your thoughts to the class.

Procedure:

1. The teacher will explain the task to the class giving one or two examples ('Do your home work before giving out to play'; 'Do not wear jeans when you go out with us'- Parents)
2. Students will be encouraged to speak out.
3. Later, the class can decide on a set of instructions and commands that are generally disliked by youngsters.

This activity need not be graded.

II Post Reading Activity - Individual Work.

Objective: To enable the students to give personal response to the poem.

Task: Imagine you are Amanda. Write a diary entry expressing your feelings about the nagging you get from your mother / father and how you escape from it.

Time: One period.

Procedure:

- ✦ Students will read the poem carefully.
- ✦ A class discussion will be held.
- ✦ The task will be put up on the blackboard.
- ✦ Students will write their diary entry and edit it.
- ✦ The edited versions will be displayed.

Assessment:

- ✦ Relevance and richness of content.
- ✦ Fluency and coherence.
- ✦ Accuracy
- ✦ Personal Response.



III Post Reading Activity - Pair Work.

Objective: Global and local comprehension

Task: 20 minutes.

Procedure:

1. The task will be put up on the black board.
2. Students will discuss in pairs and write the answers.
3. The answers could be read out and corrected

Assessment: Teacher may decide the criteria of assessment herself/himself.

Question

1. List at least five instructions that Amanda receives.
2. What are the three ways in which Amanda tries to escape into her own world?

IV Additional Activity (May be attempted if students are able to find the resources)

Task: Amanda imagines herself as Rapunzel. Read the fairy tale of Rapunzel and narrate it to the class. What are the qualities of Rapunzel that are attractive to Amanda?



The Hundred Dresses (Part 1 & 2)

El Bsor Ester

I PRE-READING ACTIVITY

Objectives

- ✧ To sensitise the students to social skills / bonding
- ✧ To sensitise the students to the needs of others.

Task - Pair work

1. Complete the following web chart:



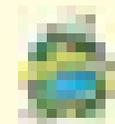
Share your opinions with the rest of the class.

Approximate Time: 15 minutes

Procedure

- ✧ The teacher facilitates a class discussion on how we judge people around us - by their money, wealth, looks...
- ✧ The teacher draws the web chart on the blackboard and instructs the students to copy and complete it.
- ✧ Thereafter the students share their opinion with the rest of the class.

This task need not be graded.



Unit 12

II PRE READING ACTIVITY - LISTENING

Objective

To enable the students to

- ✧ think critically.
- ✧ understand the problem of racial discrimination.
- ✧ listen with comprehension and use the information to do the given exercise.
- ✧ enhance their verbal skills.

Task - Individual Work

Listen to the poem- Black or White and complete the summary of the poem.

Approximate Time: 1 Period

Procedure

- ✧ The poem Black or White is read out by the teacher.
- ✧ The teacher will read out the poem twice and ensure that the students have grasped the main idea.
- ✧ The teacher will write the summary of the poem to be completed on the black board and the students will note the same in their notebooks.
- ✧ Individually, the students will complete the summary of the poem.
- ✧ After completion of the task, the students could exchange their work with their partners and correct it.
- ✧ The teacher could call out the right answers while the students correct them.
- ✧ The students could total up the correct answers and award marks.

This activity could be used for grading as part of Portfolio.

Criteria for Assessment

Half a mark could be awarded for each correct answer.

Feedback

- ✧ Some students may not be able to comprehend the poem in one or two readings
- ✧ The poem may be read again slowly.
- ✧ Such students should also be given continuous practice to enhance their listening skills.
- ✧ Some students may find it difficult to complete the summary of the poem independently. The teacher may intervene and provide the required support.

Black or White

Dear white fella

When I born, I black

When I grow up, I black



When I go in sun, I black
When I cold, I black
When I scared, I black
When I sick, I black
And when I die, I still black
You white fella
When you born, you pink
When you grow up, you white
When you go in sun, you red
When you cold, you blue
When you scared, you yellow
When you sick, you green
And when you die, you grey
And you have the cheek to call
Me coloured?

On the basis of your listening of the poem, complete the summary given below using suitable words and phrases.

The poem is a bitter (i) _____ on the white people who (ii) _____ against the (iii) _____ people by calling them (iv) _____. The poet (v) _____ why the black are called 'coloured' when they (vi) _____ black (vii) _____ their life whereas the (viii) _____ people go on (ix) _____ colours at different ages and stages. For that why shouldn't the white be called (x) _____ instead?

Suggested Answers: (other suitable alternatives could also be accepted)

- i. comment / remark
- ii. speak / comment
- iii. black
- iv. coloured
- v. asks / questions / wonders
- vi. remain / are
- vii. throughout / all
- viii. white
- ix. changing
- x. coloured



Unit 12

III POST READING ACTIVITY

Objectives

- ✧ To test the students' comprehension of the text.
- ✧ To help them express themselves in grammatically correct language.
- ✧ To act as a scaffold to understand and empathise with the central character- Wanda Petronski.

Task - Individual work

As Maddie, make a diary entry sharing the restlessness / dilemma faced at not being able to stand by Wanda and do something. Also share why Peggy's friendship is more important to you. (word limit: 120-150)

Approximate Time: 1 period

Procedure

- ✧ The teacher will initiate a whole class discussion on the following questions:
 - ◆ Why is Maddie embarrassed by the questions Peggy asks Wanda?
 - ◆ Is she also like Wanda or is she different?
 - ◆ Why does Maddie stand by and not do anything?
 - ◆ How is she different from Peggy?
 - ◆ Is Peggy's friendship more important to Maddie?
- ✧ After the discussion, the teacher instructs the students to write the diary entry.
- ✧ Some of the diary entries could be read out.
- ✧ The diary could form a part of the portfolio.

Criteria for Assessment

1 mark may be awarded for each of the following:

- ✧ Relevance to the theme
- ✧ Use of anecdotes and incidents from the story.
- ✧ Coherence of ideas
- ✧ Appropriate language, including quotes from the text
- ✧ Originality and innovativeness

Feedback

- ✧ Students can be encouraged to edit their own work.
- ✧ The edited versions showing the process of improvement could be displayed.
- ✧ Some of the language errors could be discussed in the class.



IV WHILE/POST READING ACTIVITY

Objective

- ✦ To make students enact the story/episodes and do Peer Assessment.

Task: Group Work

Dramatization of the story/ episodes from the story.

Procedure

- ✦ The teacher will make five groups of six students each, as per the requirement of the text.
- ✦ Each group dramatizes the episodes from the story in turns, using the words in the story.
- ✦ The students who form part of the audience may be given Peer Assessment Sheet given below. They would use the criteria for assessment as their guideline. The teacher would collect their responses for record. These can form part of the portfolio
- ✦ The groups can be given Drama enactment evaluation-"Self -Assessment Sheet*.

The story of Wanda Petronski presents many characters engaged in many kinds of behaviour (teasing, playing, sitting in class). The teacher could choose such episodes for role play.

Criteria for Assessment

One mark may be awarded for each of the following:

- ✦ Group dynamics
- ✦ Effective and fluent dialogue delivery
- ✦ Correct pronunciation
- ✦ Body language
- ✦ Confidence and focus in performance

Feedback:

- ✦ Students may not be very comfortable with self/peer assessment.
- ✦ They may be guided through it by the teacher and may be trained to concentrate and take notes during peer performance.
- ✦ Suggested sections of the story.
 - ◆ Peggy and Maddie going to Wanda's house.
 - ◆ Maddie defending Wanda from great crowds. (extension)
 - ◆ Peggy teasing Wanda; Maddie questioning Peggy (imaginary extension)
 - ◆ Classroom scene-Miss Mason announcing the winners of the drawing and colouring contest.
 - ◆ Classroom scene - Miss Mason reading out the letter from Wanda's father and the reaction of the class.
 - ◆ The final scene - letter from Wanda and the reaction of Peggy and Maddie.



Unit 12

Formative Assessment – The Hundred Dresses (Part 1 & 2)

Peer Assessment Sheet

Date : _____

Peer Assessor's name: _____

Name of Performer and the character played _____

The scene dramatized was about ... (give details) _____

The best moment/ thing I liked in this performance and why... (give details)

The part I did not like and would change and why (give details)

If I played this role I would do it differently (give details)

Two traits of the character I liked best:



SELF ASSESSMENT SHEET

Name:

Date

CREATING	Always	Usually	Sometimes	Rarely
I cooperate with others				
I listen to the teacher				
I listen to my classmates				
I ask questions if I don't understand				
I put effort into creative work				
PERFORMING				
I concentrate and stay focused				
I am good at spontaneous improvisation				
I help other actors perform				
I consider the audience while performing				
I use space well				
I am audible				
RESPONSE				
I know when my work is good and when it needs improving				
I tell others what is good about their work				
I tell others how to improve their work				

Teacher's Remark:

V POST-READING ACTIVITY

Objective

- ❖ To identify the characteristics of Peggy, Wanda and Maddie.
- ❖ To increase the inferential and analytical skills of the students.

Task - Pair work

Identify the characteristics of Peggy, Wanda and Maddie from the given list of adjectives and use them to complete the Triple Venn Diagram.

Approximate time: 20 minutes.



Unit 12

Procedure

- ✦ The teacher could list all the characteristics given in the box on the blackboard and draw a Triple Venn Diagram.
- ✦ Working with their partners, the students could identify the characteristics of Peggy, Wanda and Maddie from the given list of adjectives and use them to complete the Triple Venn Diagram in their notebooks.
- ✦ After completion, the students could exchange their notebooks and correct their partners' work while the teacher calls out the correct answers.
- ✦ After peer correction, the students can add up the correct answers and award marks.

This activity could be used for grading as part of Portfolio.

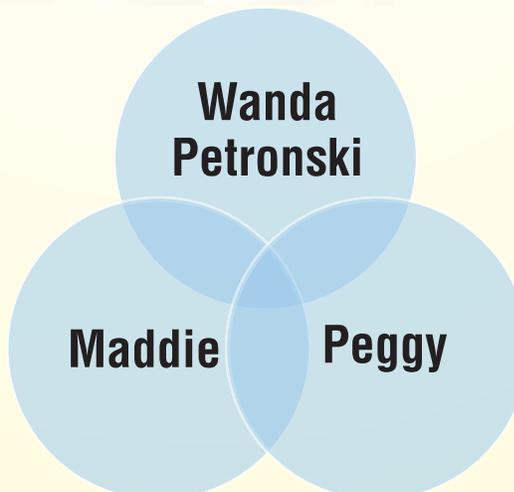
Criteria for Assessment

Each correct answer could be awarded half a mark.

Feedback

- ✦ If the students find it difficult to complete the Triple Venn Diagram, the teacher could ask them to refer to a dictionary.
- ✦ While calling out the answers, the teacher could explain the meanings of difficult words.

WORDS				
Inspid	Rowdy	Courteous	Kind	Arrogant
Timid	Sadist	Sarcastic	Agile	Intrepid
Flexible	Placid	Boisterous	Sensitive	Haughty
Stolid	Introvert	Compassionate	Contented	Friendly
Unforgiving	Lonely	Talented	Thoughtless	Creative
Zealous	Insensitive	Determined	Complacent	Generous
Noisy	Concerned	Thoughtful	Cool	Simple
Cruel	Amiable	Compromising	Quiet	Popular



ANSWERS

Maddie - thoughtful, kind, flexible, concerned

Peggy - arrogant, rowdy, noisy, haughty, thoughtless, unforgiving, sadist, popular, sarcastic, cruel

Wanda - stolid, introvert, simple, lonely, courteous, contented, intrepid

Both Wanda and Maddie - placid, timid, insipid, friendly, sensitive, complacent, quiet, cool, compromising, compassionate, amiable

Both Peggy and Maddie - boisterous, agile

Both Wanda and Peggy - zealous, talented, creative

All three - generous and determined

VI POST-READING ACTIVITY

Objectives

- ❖ Develop literary/ creative and imaginative skills in students.
- ❖ Organize ideas and thoughts and present them in the form of a story.

Task - Pair work

Write a short story with the title: *Poverty does not Deter Progress.* (word limit:150-180)

Approximate Time: 1 period

Procedure

- ❖ Brainstorm ideas for the plot of the story.
- ❖ Ask the students to jot down their ideas on paper and weave a story.
- ❖ Encourage them to use a dictionary.
- ❖ The story can also be presented as a comic strip, if the students so wish.
- ❖ Some of the stories could be read out in class.

This activity could be used for grading as part of portfolio

Criteria for Assessment

- ❖ One mark to be awarded for each of the following indicators:
- ❖ Relevance to the theme
- ❖ Coherence of ideas
- ❖ Appropriate language
- ❖ Originality and creativity
- ❖ The process of writing (CODER)

Feedback

- ❖ Some of the students may not be able to write the story.
- ❖ The teacher may assist them by providing them suitable storylines / story prompts.



Unit 12

VII POST READING ACTIVITY

Objective

- ◇ To comprehend the text locally and globally.
- ◇ To infer meaning from the context.

Task - Individual work

Multiple Choice Questions

Approximate Time: 10 minutes

Procedure

- ◇ Students read the extract given and answer the following questions by choosing the most appropriate alternative:
- ◇ Students complete the worksheet after they finish reading the lesson.
- ◇ This activity could be used as a diagnostic test.

Criteria for marking

Award one mark for each correct response.

Feedback

- ◇ If some students find it difficult to complete the assignment, they could be allowed to consult the text.
- ◇ Wherever students have not comprehended the story, the teacher can revisit those sections and clarify the concepts.
- ◇ The teacher could further discuss the questions and their options in order to reinforce the lesson.

Answers

1. she had no friends
2. in a closet
3. a brilliant jungle green with a red sash
4. emotionless
5. motorboats

WORKSHEET

Multiple Choice Questions

Complete the following sentences by choosing the appropriate option:

1. ...Wanda sat where the rough boys sat because _____.
 - a) she was rough and noisy too
 - b) she was not rough and noisy
 - c) she had no friends
 - d) she was a loner



2. The hundred dresses that Wanda claimed to have were all lined up _____.
 - a) in a box
 - b) in a suitcase
 - c) in a closet
 - d) in a drawer

3. "You'd look like a Christmas tree in that," the girls had said. The dress in question was _____.
 - a) a brilliant jungle green with a red bow
 - b) a brilliant jungle green with a red sash
 - c) a brilliant jungle green with a red dots
 - d) a brilliant jungle green with a red hash

4. "A hundred dresses," Wanda would repeat stolidly. The word stolidly refers to _____.
 - a) emotionless
 - b) faithless
 - c) motionless
 - d) thoughtful

5. The contest for girls was designing dresses and for the boys designing _____.
 - a) houseboats
 - b) houses
 - c) motorboats
 - d) motors



Unit 13

Animals

I PRE READING ACTIVITY

Objective: To sensitise the students to the theme of the poem.

Task: Group Discussion.

What are the ways in which animals differ from human beings?

Time: 10 minutes.

Procedure:

- ❖ The teacher puts up the question on the blackboard and asks the students to discuss it briefly.
- ❖ The groups will read out their answers.
- ❖ The teacher will link the ideas generated with the theme of the poem.

This activity need not be graded.

Feedback:

The students may be encouraged to revise their answers after reading the poem.

II POST READING ACTIVITY

Objective: To help the students comprehend the poem globally and locally.

Task: Multiple Choice Questions.

Time: 15 minutes

Procedure:

- ❖ The teacher could photocopy the worksheet and distribute it to the class.
- ❖ After completion of the worksheet, the students could exchange their work with their partners and correct it.
- ❖ The teacher could call out the correct answers while the students correct them.
- ❖ The students could total up the correct answers and award marks.

The teacher could use it as a diagnostic test after the students have finished reading the poem.

This activity could be used for grading.



Questions

1. 'I think I could 'turn' and live with animals', In this line the word 'turn' probably refers to
 - a) the poet's desire to change the direction of his walk.
 - b) the need to reverse the so called 'evolution' of human civilization
 - c) the improvement that the poet wishes for in the life of human beings
 - d) the urge in all of us to lead a simple life like that of animals.
2. 'They bring me tokens of myself'. 'Tokens of myself' are
 - a) the bonds of friendship the poet shares with animals
 - b) concessions that the poet grants to the animals.
 - c) some of the attributes that the poet has lost but recognizes in animals.
 - d) qualities that distinguish animals from the poet.
3. The last line of the poem depicts the poet's doubt about
 - a) the true nature of animals and human beings
 - b) the degeneration of human beings
 - c) the long journey of progress that human beings have made.
 - d) the qualities that he had lost as he moved away form nature.
4. The theme of the poem can be stated thus:
 - a) animals are superior to human beings.
 - b) civilisation has made human beings false to their own true nature.
 - c) there is an urgent need for man to go and live with animals.
 - d) if we lead an animal life, we will be very happy.

Suggested Answer: 1-b 2-c 3-d 4-b.

III COMPLETING A TABLE

Objective: To enable the students to understand the main points raised in the poem.

Task: Individual.

Complete the table on the basis of the ideas contained in the poem by picking appropriate phrases from the table given below.

What animals don't do.	What human beings do (by implication)
1. sweat and whine	a) _____
2. lie awake in the dark and weep for their sins	b) _____
3. discuss their duty to God	c) _____



Unit 13

4. be dissatisfied, demented with the mania of owning things.	d) _____
5. kneel to another or to his kind that lived thousands of years ago.	e) _____
6. be respectable	f) _____
7. be unhappy	g) _____

- a) materialistic possessive and never contented.
- b) having a false sense of grandeur.
- c) wallowing in grief.
- d) complaining and worrying.
- e) disturbed about their future due to their own misdeeds.
- f) indulging in false spirituality.
- g) servile to other human beings.

Answer: 1-d; 2-e; 3-f; 4-a; 5-g; 6-b; 7-c.

Feedback:

- ✧ Wherever students experience difficulties, the teacher can revisit the relevant lines of the poem and have a discussion.
- ✧ The teacher can, as a concluding task, ask the students to pick out the only attribute of the animals that the poet mentions without using 'not'
(Answer: 'they are so placid and self contain'd')
- ✧ The students can be asked to give the human attributes that this phrase implies.
(Suggested Answer: Humans are violent/ disturbed, angry and greedy/ dependent)
- ✧ The teacher can also point out that though the poem compares animals with human beings, there is no mention of 'man' or 'human' in the entire poem. How does the poem then achieve its end?



Glimpses of India

A Baker from Goa

Lucio Rodrigues

I PRE READING ACTIVITY

Objective

- ✦ To enable the students to listen with comprehension and use the information to do the given exercise.

Task

- ✦ **Pair Work-** Listen to a passage on the famous tourist spot Goa and complete the quiz on it.

Approximate Time: 1 Period

Procedure

- ✦ The passage on Goa is read out by the teacher.
- ✦ The teacher will read out the passage twice and ensure that the students have grasped the main ideas.
- ✦ The teacher could photocopy the quiz worksheet and distribute it amongst the students.
- ✦ In pairs, the students will complete the worksheet.
- ✦ After the students have completed the worksheet, the teacher could discuss the answers with the students.

This activity need not be graded.

Answers:

1. Vasco da Gama
2. 450 years, 1961
3. Winter season
4. Rice with fish curry
5. Jackfruits, mangos, pineapples and blackberries (any two)
6. Coconut oil
7. Goa is known for its excellent beaches, places of worship and world heritage architecture
8. The Bom Jesus Cathedral/ Fort Aguada

PASSAGE

Goa is India's smallest state by area and the fourth smallest by population. Located on the west coast of India in the region known as the Konkan, it is bounded by the state of Maharashtra to the north, and by Karnataka to the east and south, while the Arabian Sea forms its western coast.



Panaji is the state's capital, while Vasco da Gama is the largest city. The historic city of Margao still exhibits the cultural influence of the Portuguese, who first landed in the early 16th century as merchants, and conquered it soon thereafter. The Portuguese overseas territory existed for about 450 years, until it was annexed by India in 1961.

It also has rich flora and fauna, owing to its location on the Western Ghats range, which is classified as a biodiversity hotspot. Foxes, wild boars and migratory birds are found in the jungles of Goa.

The important forest products are bamboo canes, Maratha barks, chillar barks and the bhirand. Coconut trees are ubiquitous and are present in almost all areas of Goa barring the elevated regions. A large number of deciduous vegetation consisting of teak, sal, cashew and mango trees are present. Fruits include jackfruits, mangos, pineapples and blackberries. Goa's forests are rich with medicinal plants.

Renowned for its excellent beaches, places of worship and world heritage architecture, Goa is visited by large numbers of international and domestic tourists each year. Goa has two main tourist seasons: winter and summer. In the winter time, tourists from abroad (mainly Europe) come to Goa to enjoy the splendid climate. In the summertime (which, in Goa, is the rainy season), tourists from across India come to spend the holidays.

With the rule of the Portuguese for over 450 years and the consequential influence of Portuguese culture, Goa presents a somewhat different picture to the foreign visitor than other parts of the country. The Bom Jesus Cathedral, Fort Aguada and a new wax museum on Indian history, culture and heritage in Old Goa are other tourism destinations.

Rice with fish curry is the staple diet in Goa. Goan cuisine is famous for its rich variety of fish dishes cooked with elaborate recipes. Coconut and coconut oil are widely used in Goan cooking along with chili peppers, spices and vinegar giving the food a unique flavour.

WORKSHEET

Answer the following questions:

1. Which is the largest city of Goa?

2. For how many years did the Portuguese rule over Goa? Which year did India take its possession?

3. In which season do the foreign tourists visit Goa?

4. What is the staple diet of people in Goa?

5. Name any two fruits which are available in Goa.

6. Which oil is used by Goans in cooking?

7. What is Goa known for?



8. Name two famous tourist destinations in Goa.
-

II POST READING ACTIVITY

Objectives

- ❖ To enable the students to
 - ◆ comprehend the lesson locally and globally.
 - ◆ infer the contextual meaning of the text.
- ❖ The teacher could use it as a diagnostic test after the students have finished reading the lesson.

Task

Individual Work - Multiple Choice Questions

Approximate Time: One period

Procedure

- ❖ The teacher could photocopy the worksheet and distribute it amongst the students.
- ❖ After completion of the worksheet, the students could exchange their work with their partners and correct it.
- ❖ The teacher could call out the correct answers while the students correct them.
- ❖ The students could total up the correct answers and award marks.

This activity could be used for grading as part of Portfolio.

Criteria for Assessment

One mark could be awarded for each correct answer.

Feedback

- ❖ If some students find it difficult to complete it, they could be allowed to consult the text.
- ❖ Wherever students have not comprehended the story, the teacher can revisit those sections and clarify the concepts.
- ❖ The teacher could further discuss the questions and their options in order to reinforce the lesson.

Answers:

1. c)
2. b)
3. d)
4. c)
5. a)



WORKSHEET

Multiple Choice Questions

Complete the following sentences by choosing the most appropriate option from the ones given below:

1. In the narrow lanes of some places of Goa, a baker's arrival is announced by the _____.
 - a) sound of jingle bell
 - b) singing jingles
 - c) jingling thud of his bamboo staff
 - d) jingling thud of his iron staff
2. The narrator calls the baker their friend, companion and guide because _____.
 - a) he often plays with the children and offers them advice
 - b) he is a regular visitor in their colony and children long for his visits
 - c) he has been friends with these children for a very long time
 - d) he gives them sweet bread free of cost
3. The baker delivers the stuff to the _____ of the household.
 - a) kids
 - b) ladies
 - c) elders
 - d) servants
4. The presence of the baker's furnace is extremely essential in the village because _____.
 - a) most of the people are bakers by profession
 - b) it is the only source of earning for the villagers
 - c) all the villagers relish the baked delicacies for various occasions like marriages, festivals etc.
 - d) the elders of the village want it to be there
5. We would climb a bench or parapet..... In this line the word 'parapet' means _____.
 - a) wall
 - b) balcony
 - c) stool
 - d) table



III POST READING ACTIVITY

Objective

- ✧ To enhance the creative skills of the students

Task

Pair / Individual Work- Prepare a baker's menu card

Approximate Time: 1 period

Procedure

- ✧ A day or two before this activity is taken up, the students will be asked to do a survey about the various products prepared by the baker and their approximate cost
- ✧ The students will be told to prepare a menu card in pairs
- ✧ They may however cover the following -
 - ◆ Cakes and pastries
 - ◆ Breads
 - ◆ Cookies
 - ◆ Muffins
 - ◆ Patties etc

This activity could be used for grading as part of the Portfolio

Criteria for Assessment

- ✧ Appropriate and relevant content
- ✧ Creativity
- ✧ Innovative and original ideas

Feedback

- ✧ It is possible that a few students may not be able to find substantial details regarding the task; the teacher can guide them further.
- ✧ The best menu card(s) could be displayed on the soft board.

IV POST READING ACTIVITY

Objective

- ✧ To enable the students to compose a dialogue on a given situation.

Task

Pair Work - Imagine you are Smith, a news channel reporter. A special news report is to be telecast on the local bakers of Goa and you have been assigned this project. You interviewed one of them and learnt a lot about their traditional way of baking breads and other bakery products. As Smith write and enact an imaginary dialogue between you and the baker.

Approximate Time: 1 period



Unit 14

Procedure

- ❖ Students could discuss and write out their dialogues with their partners.
- ❖ Thereafter the teacher could ask a few students to enact their dialogues.
- ❖ The others could critically appreciate the presentations.

This activity could be used for grading as part of Portfolio.

Criteria for marking

One mark could be awarded for each of the following:

- ❖ Content
- ❖ Fluency
- ❖ Grammatically correct structure
- ❖ Coherence and confidence
- ❖ Extrapolation beyond the set text

Feedback

- ❖ If some students find it difficult to enact, they can have a conversation.
- ❖ The teacher could discuss some of the grammatical and syntactical errors.





Lokesh Abrol

I PRE READING ACTIVITY

Objective

- ✦ To enable the learners to read and identify the main points of the text.

Task

Individual work- Reading Comprehension

Approximate Time: 20 minutes

Procedure

- ✦ The teacher could photocopy the worksheet and distribute it among the students.
- ✦ After completion of the worksheet, the students could exchange their work with their partners and correct it.
- ✦ The teacher could call out the correct answers while the students correct them.
- ✦ The students could total up the correct answers and award marks.

Criteria for Assessment

- ✦ Award one mark for each correct response

This activity could be used for grading as part of the Portfolio

Answers:

- iii
- iv
- i
- ii
- i
- iii

Correct sequence is-

- The bushes are cropped when blossoms transform into berries
- Cherry-red fruit is pulped
- The seeds are separated and dried
- The seeds are then sent for curing



Unit 15

Formative Assessment – Coorg

WORKSHEET

Read the passage given below:

1. Set in the declining but still green Western Ghats in the south-west of Karnataka, Coorg is the heart of India's coffee country, coffee being the world's most heavily traded commodity after crude oil. Coorg boasts of a land area four times larger than Hong Kong and seven times the area of Singapore; most of it is under tree cover because unlike tea plants, the coffee bush requires shade.
2. India is acknowledged as the producer of the finest mild coffees. With their tropical climate, high altitude, abundant rainfall and fertile soil, Coorg and the neighbouring Chickmagalur districts in Karnataka have consistently produced and exported high quality coffee for over 150 years. The coffee output of these two districts accounts for 70 percent of the total coffee produced in the country. Coorg coffee is valued for its blue colour, clean beans and fine liquoring quality and hence is in demand in the international markets.
3. It is the coffee blossom time in Coorg in March and April. When blossoms transform into berries, the bushes are cropped. The cherry-red fruit is then pulped; the seeds are separated, dried and sent for curing. Coorg or Kodagu is the district which is one of the largest producers of pepper, cardamom and honey in the world.
4. Not much is known about early history of Coorg. Recorded history is available only from A.D. 1600 onwards when Kodava rajas ruled over the region and established their capital at Mercara by constructing a mud walled fort. The martial Kodavas troubled Hyder Ali and his son Tipu Sultan who ruled the Mysore region in the 18th century by way of sporadic rebellions. But in 1785, Tipu's large army marched into Kodagu and devastated the kingdom. Fourteen years later, with the help of the British who defeated Tipu Sultan following the historic siege of Srirangapatana in 1799, coorg regained independence and under the leadership of Raja Veerarajendra rebuilt the capital. Later in 1834, the British exiled its ruler Chikkaveera Rajendra and assumed administrative charge of the district. The British left India in 1947, leaving behind a legacy of coffee plantations, colonial buildings and well-planned road networks.

On the basis of your reading of the above passage, complete the sentences given by choosing the correct option:

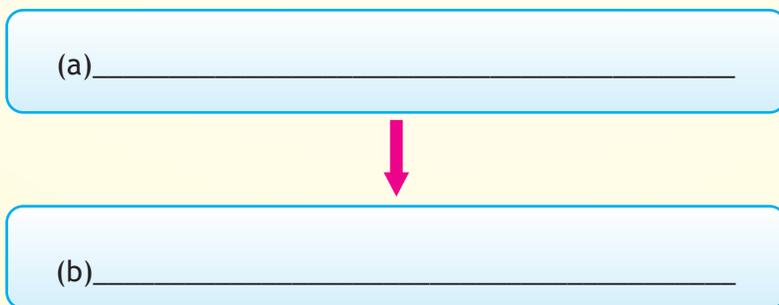
- a) The most traded commodity in the world is _____.
 - i. tea
 - ii. coffee
 - iii. crude oil
 - iv. cherry-red fruit
- b) _____ ruled Mysore region in the 18th century.
 - i. Chikkaveera Rajendra
 - ii. Tipu Sultan
 - iii. Raja Veerarajendra
 - iv. Hyder Ali and his son Tipu Sultan



- c) Coorg is called by this name also _____.
- Kodagu
 - Kodava
 - Mercara
 - Chickmagalur
- d) The British assumed the charge of Coorg in the year _____.
- 1799
 - 1834
 - 1785
 - 1947
- e) Coorg coffee is valued in the international markets for its _____.
- blue colour, clean beans and fine liquoring quality
 - blue colour and fine liquoring quality
 - blue colour and clean beans
 - fine liquoring quality
- f) Coorg is one of the largest producers of _____ in the world.
- pepper and honey
 - pepper and cardamom
 - pepper, cardamom and honey
 - pepper

The process of procuring coffee from the bushes has been jumbled up. Sequence it correctly and write the answers in the flow chart given starting with the first.

- ✦ Cherry-red fruit is pulped
- ✦ The bushes are cropped when blossoms transform into berries
- ✦ The seeds are then sent for curing
- ✦ The seeds are separated and dried



Unit 15

(c) _____



(d) _____

II POST READING ACTIVITY

Objectives

- ◇ To test students' language proficiency
- ◇ To test the students' inferential skill

Task

Individual Work - Multiple Choice Questions

Approximate Time: 20 minutes

Procedure

- ◇ The teacher could photocopy the worksheet and distribute it amongst the students.
- ◇ After completion of the worksheet, the students could exchange their work with their partners and correct it.
- ◇ The teacher could call out the correct answers while the students correct them.
- ◇ The students could total up the correct answers and award marks.

This activity could be used for grading as part of Portfolio.

Criteria for marking

One mark could be awarded for each correct answer.

Feedback

- ◇ If some students find it difficult to complete it, the teacher could go around and help them.

Answers:

1. b)
2. c)
3. a)
4. a)
5. b)



WORKSHEET

Based on your reading of the text, choose the correct meaning of the italicized words or phrases from the given options:

- Midway between Mysore and the coastal town of Mangalore sits a piece of heaven.....
 - is sitting
 - is located
 - is kept
 - is there
- The weather is perfect, with some showers thrown in for good measure.....
 - is given
 - moved or placed hurriedly
 - provided additionally
 - discard as useless
- Coffee estates and colonial bungalows stand tucked under tree canopies in prime corners...
 - stand hidden (partially)
 - are standing (erect)
 - are valid (though old)
 - are in a specified condition
- Macaques, Malabar squirrels, langurs and slender loris keep a watchful eye from the tree canopy....
 - to be alert and vigilant
 - to keep something under careful observation
 - to monitor the progress
 - to guard something
- The most laid back individuals become converts to the life of high energy adventure....
 - comfortable
 - relaxed and easy going
 - trained
 - professional



Unit 15

III POST READING ACTIVITY

Objective

To enable the students to-

- ✧ review the geography of Coorg
- ✧ discuss different means of transportation available in Coorg and the major landmarks
- ✧ choose and research images of important sites for a travel brochure

Task

Individual /Pair Work - Design a travel brochure on Coorg.

Approximate Time: Flexible

This activity could be set as a home task.

Procedure

- ✧ The students will be asked to visit the following websites
 - ◆ www.gocoorg.com
 - ◆ www.coorgyatra.com
- ✧ They will be asked to prepare a travel brochure on Coorg with the following details
 - ◆ Location
 - ◆ Map
 - ◆ Historical background
 - ◆ Climate
 - ◆ Best time to visit
 - ◆ How to reach
 - ◆ Famous tourist spots/destinations
 - ◆ Local activities
 - ◆ Fairs and festivals
 - ◆ Best hotels, restaurants
 - ◆ Home stays
 - ◆ Food
- ✧ They will be further told to make their brochure attractive by adding pictures
- ✧ The students can be shown a few samples of travel brochure

This activity could be used for grading as part of the Portfolio

Criteria for Assessment

- ✧ Appropriate and relevant content
- ✧ Complete information
- ✧ Creativity



- ❖ Grammatical accuracy
- ❖ Innovative and original ideas for designing the brochure

Samples of travel brochures



IV POST READING ACTIVITY

Objective

- ❖ To enable the students to transcribe information from one form to another
- ❖ To enable them to report a process using the passive form of verbs

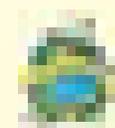
Task

Group Work- Write the process of making coffee

Approximate Time: 15 minutes

Procedure

- ❖ The teacher can divide the class into groups
- ❖ The teacher can photocopy the worksheets and distribute it amongst the groups
- ❖ The students are asked to read the given set of instructions and write the process



Tea from Assam

Arup Kumar Dutta

I PRE READING ACTIVITY

Objectives

- ❖ To test students' prior knowledge and use it as a scaffold to promote comprehension of the text.
- ❖ To encourage students to use different words to express themselves.

Task

Individual Work - Match the words with their meanings

Approximate Time: 15 minutes

Procedure

- ❖ The teacher can distribute copies of the worksheet to the students.
- ❖ After completion, the students could exchange their worksheets and correct their partners' work.
- ❖ The teacher could call out the correct answers after the students have completed the worksheet. After peer correction, the students can add up the correct answers and award marks.

This activity could be used for grading as part of Portfolio.

Criteria for Assessment

- ❖ Every correct answer could be awarded half a mark

Feedback

- ❖ If the students find it difficult to complete the worksheet, the teacher could ask them to refer to the text / consult a dictionary.
- ❖ While calling out the answers the teacher could further explain the words by giving examples other than those in the text.

Answers:

S. No	Words	Meanings
1.	Ardent	Enthusiastic or passionate
2.	Twigs	Slender woody shoots growing from a branch or stem
3.	Legends	A traditional story from the past which may be or may not be true
4.	Sprouting	Growing
5.	Clatter	A loud rattling sound as of hard objects striking each other



Unit 16

6.	Beverage	A drink
7.	Veered	Changed direction
8.	Prune	Trim a shrub by cutting away the unwanted parts
9.	Billowing	Rolling outward
10.	Banish	To drive away

WORKSHEET

Match the words with their meanings:

S. No	Words	Meanings
1.	Ardent	A traditional story from the past which may be or may not be true
2.	Twigs	A loud rattling sound as of hard objects striking each other
3.	Legends	Changed direction
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8.	Prune	Growing
9.	Billowing	Trim a shrub by cutting away the unwanted parts
10.	Banish	A drink

II POST READING ACTIVITY

Objectives

- ✧ To enable the students to
 - ◆ comprehend the lesson locally and globally.
 - ◆ infer the contextual meaning of the text.
- ✧ The teacher could use it as a diagnostic test after the students have finished reading the lesson.

Task

Individual Work - Multiple Choice Questions

Approximate Time: One period

Procedure

- ✧ The teacher could photocopy the worksheet and distribute it amongst the students.



- ❖ After completion of the worksheet, the students could exchange their work with their partners and correct it.
- ❖ The teacher could call out the correct answers while the students correct them.
- ❖ The students could total up the correct answers and award marks.

This activity could be used for grading as part of Portfolio.

Criteria for Assessment

One mark could be awarded for each correct answer.

Feedback

- ❖ If some students find it difficult to complete it, they could be allowed to consult the text.
- ❖ Wherever students have not comprehended the story, the teacher can revisit those sections and clarify the concepts.
- ❖ The teacher could further discuss the questions and their options in order to reinforce the lesson.

Answers:

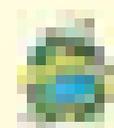
1. a)
2. b)
3. c)
4. d)

WORKSHEET

Multiple Choice Questions

Complete the following sentences by choosing the most appropriate option from the ones given below:

1. 1...amidst the orderly rows of bushes busily moved doll like figures...
In the above line the phrase 'doll like figures' refer to _____.
 - a) women tea pluckers
 - b) dolls
 - c) shady trees
 - d) fruit gatherers
2. Pranjol didn't seem to be excited about looking at the scenery outside, the way Rajvir was, because _____.
 - a) he was busy reading his detective book
 - b) he had been born and brought up in a plantation
 - c) he was busy drinking tea
 - d) he was busy reading the legends related to tea



Unit 16

3. Rajvir was taking a keen interest in enjoying the magnificent view of the tea gardens from the moving train as _____.
- soft green paddy fields gave way to tea bushes
 - the tiny tea plants were followed by tall sturdy shady trees
 - for the first time he saw so much of greenery
 - he was very excited
4. Bodhidharma, an ancient Buddhist ascetic.....
In the above line the word 'ascetic' means a person who.
- leads a conservative life style
 - does not believe in god
 - studies the different sects of Buddhism
 - chooses to live without pleasures or luxuries

III POST READING ACTIVITY

Objectives

- ◇ To create awareness about the different types of tea.
- ◇ To develop an inter-disciplinary approach.

Task

Group Work - Prepare a project (folder or CD) on Tea.

Subheads

- ◇ Introduction
- ◇ Types of tea
- ◇ Tea cultivation and technologies
- ◇ Processing and classification
- ◇ Blending and additives
- ◇ Its content
- ◇ Origin and history
- ◇ Areas of tea plantation
- ◇ Famous tea brands

Procedure

- ◇ Group leaders can distribute the work amongst themselves, each taking up one aspect of the project to work on and then compile their work.
- ◇ Students should be asked to collect relevant information from the net / magazine / newspapers.



- ✦ Illustrations could be encouraged.
- ✦ Other subject teachers may be consulted since this is an inter-disciplinary activity.
- ✦ The best presentation could be shown to the whole class.

This activity could be used for grading as part of Portfolio.

Criteria for Assessment

One mark could be awarded for each of the following:

- ✦ Content
- ✦ Research
- ✦ Organization - clear introduction, development of ideas, and conclusion
- ✦ Accuracy
- ✦ Aesthetic appeal

Feedback

- ✦ The Geography teacher could be asked to assist the students and assess the projects.
- ✦ The teacher could arrange a visit to tea processing unit and show the students the practical aspect of tea production. (Wherever such facilities are available)
- ✦ Each group could be asked to make a presentation on their project.

IV POST READING ACTIVITY

Objective

- ✦ To enhance the creative skills of the students
- ✦ To enable the students to write an advertisement jingle

Task

Pair Work - Compose an advertisement jingle for a tea brand.

Approximate Time: 1 period

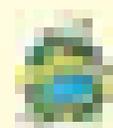
Procedure

- ✦ The students will brainstorm to get a range of ideas to compose a jingle on a tea brand
- ✦ The students will be told to consider commercials for similar products or theme and analyze their style.
- ✦ They will be asked to make it attractive by using rhyming words, poetic devices etc.

This activity need not be graded

Feedback

- ✦ It is possible that some students may not be able to compose a jingle; the teacher can help those students by guiding them.



Unit 16

V POST READING ACTIVITY (LISTENING)

Objective

- ◇ To enable the students to listen with comprehension and complete the given exercise

Task

Individual Work- Listen to the poem on tea and complete the exercise based on it

Approximate Time: 1 period

Procedure

- ◇ The teacher can read out the poem.
- ◇ The students are asked to complete the worksheet.
- ◇ Correction can be done by peers while the teacher discusses the answer.

This activity can be used for grading as part of the Portfolio.

Criteria for Assessment

One mark may be awarded for each correct response

Answers:

1. b)
2. a)
3. c)
4. d)
5. b)

Cup Of Tea

When the world is all at odds
And the mind is all at sea
Then cease the useless tedium
And brew a cup of tea.
There is magic in its fragrance,
There is solace in its taste;
And the laden moments vanish
Somehow into space.
And the world becomes a lovely thing!
There's beauty as you'll see;
All because you briefly stopped
To brew a cup of tea.



"If you are cold, tea will warm you;
if you are depressed it will cheer you;
if you are excited it will calm you."

-William Gladstone

WORKSHEET

Complete the sentences given below by choosing the most appropriate option:

- When a person is feeling dull and bored _____ can cheer him up.
 - a sweet song
 - a cup of tea
 - words of solace
 - beauty of the landscape
- The tea's fragrance is _____.
 - magical
 - tempting
 - touching
 - cherishing
- The word which can substitute 'tedium' in the poem is _____.
 - excitement
 - cheerfulness
 - boredom
 - lengthy
- Tea gives _____ when one is feeling cold.
 - cheer
 - solace
 - respite
 - warmth
- The idiom '...all at sea...' means _____.
 - to be sailing in the sea
 - in a state of utter confusion and disorder
 - start one's voyage
 - to be at sea



Unit 17

The Trees



Adrienne Rich

I PRE READING ACTIVITY

Objective: To sensitise the students to the changing landscape of cities, towns and even villages.

Task: Write down any two big changes that you have noticed in the landscape of the city, town or village that you live in in recent times.

Time: 20 minutes.

Procedure:

- ✧ The teacher puts up the question on the blackboard.
- ✧ Students write down the answer individually (5 minutes).
- ✧ The teacher asks some students to read out their answers.
- ✧ The whole class can be encouraged to react to the changes to the landscape by expressing their concerns/ fears.
- ✧ Some students can be asked to give solutions to the deteriorating landscape.
- ✧ The teacher may use this activity as an introduction to the poem.

This activity need not be graded.

II POST READING ACTIVITY

Objective

1. To discuss the effects of deforestation.

Task

Group Work - Write an article on 'The Effects of Deforestation' in about 200 words.

Approximate Time: One week (Home Task)

Procedure

- ✧ The students will discuss the effects of deforestation in groups.
- ✧ They will list effects mentioned in the poem, along with their own ideas.
- ✧ They will write an article on the effects of deforestation.

This activity could be used for grading as part of Portfolio.

Criteria for Assessment

The assignment may be graded as per the given criteria.

- ✧ Relevant Content



- ❖ Coherent and Accurate Language
- ❖ Effective Organization

III Objective:

To enable the students to comprehend the poem globally and locally.

Task: Multiple Choice Questions.

Time: 20 Minutes

Procedure:

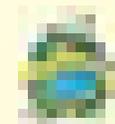
- ❖ The teacher could photocopy the worksheet and distribute it to the class.
- ❖ After completion of the worksheet, the students could exchange their work with their partners and correct it.
- ❖ The teacher could call out the correct answers while the students correct them.
- ❖ The students could total up the correct answers and award marks.

The teacher could use it as a diagnostic test after the students have finished reading the poem.

This activity could be used for grading.

MCQ's

1. 'The forest that was empty all these days'- The forest was empty perhaps because
 - a) all the trees and plants had moved to cities and towns.
 - b) the trees had been cut down by man.
 - c) birds had flown away and animals have left the forest.
 - d) a forest fire had burnt down the trees.
2. Boughs are described as 'long - cramped'. It shows that
 - a) the space is inadequate for trees.
 - b) life always seeks freedom from confinement.
 - c) the house is too small for holding trees.
 - d) the forest is the natural living space for trees.
3. The boughs are compared to 'newly discharged patients'. It implies that
 - a) the trees have been sick all these days.
 - b) after medical treatment the trees are allowed to go out.
 - c) the strain of confinement has turned the trees into 'patients'.
 - d) the trees are eager to get out, though a little confused.



Unit 17

4. "My head is full of whispers which tomorrow will be silent". The whispers will be silent tomorrow because
 - a) the poet will have completed writing her letters.
 - b) the poet will no longer worry about the trees leaving her home.
 - c) by then, the trees will have gone, leaving behind only silence.
 - d) the poet, after writing long letters, will have become exhausted.
5. The poem suggests that
 - a) Human beings have become indifferent to big changes taking place around them
 - b) Trees have grown disenchanted with human beings and are running away.
 - c) We must undertake massive efforts of afforestation.
 - d) Nature despises the artificial structures that man has built on the earth.

Suggested Answers:

1-b; 2-b; 3-d; 4-c; 5-a

(There may be other interpretations also. The teacher may encourage discussion by students)

Follow Up:

- ✧ Different interpretations could be encouraged.
- ✧ Some of the images could be revisited.



Mijbil the Otter

Gavin Maxwell

I Pre Reading-speaking Activity (Group work)

Objectives:

- ✦ To familiarize the students with the theme of the lesson
- ✦ To develop the students' speaking skills
- ✦ To develop their skill of summing up

Task:

Present your views on any one of the following:

- ✦ I would like to have a pet_____, because-----
- ✦ What I like most about my pet is-----
- ✦ My parents don't want me to have a pet because-----

Approx. Time: 15 Minutes

Procedure:

- ✦ The teacher can divide the class into six groups.
- ✦ The students can be grouped -those who have a pet, those who would like to have a pet and those who can't have a pet because of parents
- ✦ Students could brainstorm within their groups
- ✦ Make notes and compile them into one document to present
- ✦ One representative from the group should make a presentation

Feedback:

- ✦ If the students do not have the language to express their views, the teacher can guide and provide support by discussing the vocabulary needed

Assessment: This activity need not be graded.

II Post Reading-Pair work

Objectives:

- ✦ To develop comprehension skills
- ✦ To develop the skill to scan for information
- ✦ To enhance the skill of note making



Unit 18

Task:

Mijbil, the Otter is your pet. You have been asked to introduce Mijbil to a group of visitors in your school. Based on your reading of the text, complete the profile of Mijbil, filling in information under each head.

Approx. time: 1 period

Procedure:

- ✧ The teacher distributes the worksheet to the students.
- ✧ Students attempt the worksheet individually.
- ✧ Students may refer to the text for information.
- ✧ Completed worksheet may be marked by peers.

Answers:

Name:	Mijbil
Scientific Name:	Lutrogale perspicillata maxwelli
Commonly found in:	Marshes of Tigris
Tamed by:	Arabs
Appearance:	Long slim body, soft velvet fur, hairless nose, sharp claws Webbed toes, strong paws and a flat muscular tale
Characteristic features:	intelligent, playful, explorer- everything must be spilled over, Interested in the surroundings, fond of playing in water
Behaviour:	Takes time to become friendly,
Favourite game:	Juggling marbles between his paws, balancing marbles on his belly
Favourite toys:	Ping-pong balls, marbles, rubber fruit and a terrapin shell
Dislikes:	Being confined in a cage
Routine:	Love to go out for walks: a regular feature, on his way back would jump on the wall of a school

Worksheet

Task:

Mijbil, the Otter is your pet. You have been asked to introduce Mijbil to a group of visitors in your school. Based on your reading of the text, complete the profile of Mijbil, filling in information under each head.

Name: _____

Scientific Name: _____

Commonly found in: _____



Tamed by: _____

Appearance: _____

Characteristic features: _____

Behaviour: _____

Favourite game: _____

Favourite toys: _____

Dislikes: _____

Routine: _____

III Post Reading

Objectives:

- ❖ To develop comprehension skills
- ❖ To develop inferential skills

Task:

Mijbil wrote a letter to his friend after staying a month with the author. Based on your understanding of the character, fill in the blanks by choosing the right options given below in the letter written by Mijbil to his friend.

Approx. Time: 1 Period

Procedure:

- ❖ Distribute the worksheet to the students
- ❖ Explain the task to the students
- ❖ Once the task is over, peer correction may be carried out
- ❖ Ask the students to exchange the sheets
- ❖ Award ½ a mark for each correct answer

Answers:

- c) gentleness and patience
- d) sensitivity to my likes and dislikes,
- b) lost his dog, Jonnie
- f) packed me in a box
- e) joy knew no bounds
- g) rebelled against the idea



Unit 18

- j) playing and going for walks
- l) badger, mongoose, weasel mink
- k) love my performance
- i) a lot of patience
- a) with a human being
- h) quite a bit of confusion

Worksheet

49, Avenue
Park Street
London

29 march, 2010

Dear Bijbil

I have been away for a month from my home. These days I have been living a)_____. Both of us were sad when we met the first time, because he had b) _____ and I was separated from my family.

What impressed me was his c)_____. He did not push me into playing with him. He won me over by his d)_____ for on the third day he let me use the bathtub!! Oh!! My e)_____ at the sight of water. He didn't mind my trips to the bathroom or my habit of exploring and overturning everything in sight.

I hated him when he f) _____, in order to carry me in an aircraft from Basra to London. I g) _____ of being caged, so I tore away the lining, trying to break free. I was ready for a good beating but he didn't get angry! In fact there was so much concern on his face that I felt guilty.

The journey from Basra to London was very interesting. I created h)_____ in the aircraft when I decided to explore. But through out the journey he showed i)_____.

London is good. I am enjoying myself as there is plenty to occupy me. I spend my time j)_____. What I enjoy most is the opportunity to exhibit my antics on a wall of the Primary school. The children and teachers k)_____

You know I get very upset when people can't recognize me!! Imagine mistaking me for l)_____ or a squirrel. But to my master I am not merely an Otter but much more.

So you see, I am quite comfortably placed as of now. I will keep updating you about my life. Take care

Yours affectionately

Mijbil



joy knew no bounds, with a human being, love my performance, gentleness and patience, sensitivity to my likes and dislikes, playing and going for walks lost his dog Jonnie packed me in a box , rebelled against the idea , a lot of patience with a human being, quite a bit of confusion, Badger, mongoose, weasel mink

IV Post Reading- Individual work

Task Multiple Choice Questions

Objectives:

- ❖ To test the local and global comprehension
- ❖ To test the understanding of the theme, plot and characters

Task:

Based on your reading of the text, answer the multiple choice questions.

Approx Time : 15 minutes

Procedure:

- ❖ Distribute the worksheet to the students
- ❖ After they have finished, ask the students to exchange the worksheets
- ❖ The teacher can call out the answers
- ❖ Award 01 mark for each correct answer

Answers:

- a) it was surrounded by a water body
- a) chocolate brown colour
- c) the airline insisted upon
- b) she was very understanding
- b) it gave him opportunity to exhibit his antics
- a) Otter is not a common pet

Worksheet

1. Camusfearna was an ideal place for keeping an Otter because
 - a) it was surrounded by a water body
 - b) it was far from the city
 - c) it was surrounded by Marshes
 - d) it was full of Otters
2. 'true colours' of Mijbil refers to
 - a) chocolate brown colour



Unit 18

Formative Assessment – Mijbil the Otter

- b) its love for water
 - c) its indifference
 - d) its actual behaviour
3. Mij had to be packed in a 18 inches square box because
 - a) Mijbil insisted upon it
 - b) Maxwell felt safe carrying him in a box
 - c) the airline insisted upon it
 - d) Mijbil was too restless
4. The airhostess was 'The very queen of her kind' because
 - a) she was the queen of the airlines
 - b) she was very understanding
 - c) she loved Otters
 - d) she was a dear friend of Maxwell
5. Mijbil loved his walks as
 - a) it made him feel like a dog
 - b) it gave him the opportunity to exhibit his antics
 - c) it loved the lamp posts
 - d) the children loved him
6. A common Londoner could not recognize an Otter as
 - a) Otter is not a common pet
 - b) Mijbil was unique
 - c) Mijbil behaved like a dog
 - d) Mijbil looked like a Badger



Fog



Carl Sandburg

Since this is a short poem that is meant to be read and enjoyed, extensive tasks are not necessary.

Instead, students can be asked to write similar poems of 5-6 lines giving a word picture of an experience or scene. An example is given below.

Sea

Green-blue expanse
Surges shoreward breathlessly
And then slides back
Slowly, a little thoughtfully.

A sweating fat man
Walking on the sand
Throwing furtive glances
At the ice cream stand.



Unit 20

Madam Rides the Bus



Vallikkannan

I Pre Reading

Individual work

Approx. Time: 15 Minutes

Objectives:

- ◇ To familiarize the students with the theme of the lesson
- ◇ To sensitize the students to empathize with the characters

Task: Respond to the statement-

'I wish I could do/buy/own/-----because-----'

Procedure:

- ◇ The teacher can write the statement on the B.B
- ◇ The teacher can explain to the student that they must write their first thoughts
- ◇ The teacher can ask as many students as possible to read out their responses

This activity is not for grading

Feed back:

- ◇ Students may hesitate to read out their work for fear of being laughed at with regard to their desires or their language.
- ◇ The teacher can encourage the students to be more expressive

II Post Reading

Pair work

Approx. Time: 1 period

Objectives:

- ◇ To test the students' understanding of the characters
- ◇ To develop the inferential skill of the students

Task:

Based on your reading of the lesson, complete the following table by identifying the speaker and the personality trait they depict.



Answers

S.No	Quotes	Speaker	Characteristic
1.	"Yes, I simply have to go to town"	Valli	Focused
2	"I can get on by myself"	Valli	Independent
3	"make way for Madam"	Conductor	Satirical
4	"You shouldn't stand like that. Sit down"	An elderly man	Concerned
5	"There's nobody here who's a child"	Valli	Assertive/ Haughty
6	"Yes, I'm travelling alone"	Valli	Aggressive
7	"I can take care of myself"	Valli	Confident
8	"It'll be my treat and not cost you anything"	Conductor	Kind
9	"And even when we do know about something, we often can't understand it"	Mother	Worldly wise
10	"Just a chit of a girl, she is"	Aunt	Affronted

Procedure:

- ✦ Distribute the worksheet or write the quotes on the B.B
- ✦ Ask the students to identify the speakers and the characteristics
- ✦ The students can choose the characteristics from the box given below the table

Criteria for Assessment:

- ✦ Award ½ mark for each correct answer

Feed back:

- ✦ Some students may not know the meaning of certain words; encourage them to consult a dictionary
- ✦ The teacher can guide the students by explaining the meaning through examples.
- ✦ If students are unable to infer the trait behind certain dialogues, the teacher needs to take them back to the text and discuss the quote in context



Unit 20

Worksheet:

Complete the following table by identifying the speaker and selecting the words given below in the box for column three.

S.No	Quotes	Speaker	Characteristic
1.	"Yes, I simply have to go to town"		
2	"I can get on by myself"		
3	"make way for Madam"		
4	"you shouldn't stand like that. Sit down"		
5	"There's nobody here who's a child"		
6	"Yes, I'm traveling alone"		
7	"I can take care of myself"		
8	"It'll be my treat and not cost you anything"		
9	"And even when we do know about something, we often can't understand it"		
10	"Just a chit of a girl, she is"		

Box A

Focused, Independent, Assertive, Worldly wise, systematic
Satirical, Confident, Observant, Curious, Humorous
Concerned, Aggressive, Kind, Mature, Determined,
Excited, Carefree, Haughty, Reflective, Sad, Emotional,
Empathetic Thoughtful

III Post Reading

Individual work

Approx. Time: 15 Minutes

Objectives:

- ❖ To develop an understanding of the main character of the story
- ❖ To enhance the vocabulary of the students
- ❖ To develop the ability to identify emotions with reference to the event

Task:

Classify the emotions of Valli in the different phases of her experience under the different heads given in the table below. Use the words given in the box.

Procedure:

- ❖ The teacher can ask students to draw the table in the note book
- ❖ The teacher can put the words in the box on the B.B

- ❖ The students could complete the table
- ❖ The teacher can call out the correct answers
- ❖ The students can do peer correction

Criteria for Assessment:

Award ½ mark for each correct answer

Feed back:

- ❖ Some students may not know the meaning of certain words
- ❖ Students may not identify the emotions with reference to the events
- ❖ The teacher can guide the students by simplifying the words

Answers

Before the Bus Ride	Onward journey	Return Journey	Post Bus Ride
overwhelming desire	Determined	Excited	Reflective
Excited	Independent	Thoughtful	Mature
Curious	Aggressive	Sad	
Carefree	Assertive	Empathetic	
Focused	Sense of humour	Emotional	
	Sense of achievement		
	Innocent		

Worksheet:

Before the Bus Ride	Onward journey	Return Journey	Post Bus Ride

Box A

Focused, Independent, Assertive, Worldly wise, Satirical, Confident, Observant, Curious, Sense of humour, Concerned, Aggressive, Kind, Mature, Determined, Excited, Carefree, Sense of achievement, Reflective, Sad, Emotional, Overwhelming desire, Empathetic, Thoughtful



Unit 20

IV Post Reading

Individual work

Approximate Time: 10 Minutes

Objectives:

- ❖ To test students' ability to comprehend the text locally and globally
- ❖ To test students' understanding of the theme, plot and character in context
- ❖ The teacher could use it as a diagnostic test after the students have finished reading the lesson

Task: Multiple Choice Questions

Procedure:

1. The teacher will distribute the worksheet to the students
2. Students will solve the given worksheet individually
3. Students will exchange the sheets and do peer correction
4. The teacher will call out the correct answers

Criteria for Assessment: Award one mark for each correct response

Feedback:

Most students should be able to do this activity. However the teacher can go around and guide those who get stuck.

The students can be advised to consult the text

Answers:

- 1 (d) She was curious about things.
- 2 (a) She wanted to enjoy the ride on her own
- 3 (a) She was afraid to go out
- 4 (c) She was jolted by the sight of a dead cow
- 5 (d) Her realization made her feel superior to others

Worksheet

Multiple Choice Questions

1. Valli wanted to ride the bus because
 - a) She wanted to visit places
 - b) She was fascinated by the idea
 - c) She wanted to show off
 - d) She was curious about things



2. Valli was annoyed by the attention of co passengers as
 - a) She wanted to enjoy the ride on her own
 - b) She didn't want anybody to know about the trip
 - c) She disliked being talked down
 - d) She didn't like her co-passengers.
3. The conductor failed to persuade Valli to get off the bus as
 - a) She was afraid to go out
 - b) She was advised not to trust the conductor
 - c) She had only the bus fare
 - d) She was not thirsty
4. Valli was very quiet on her way back as
 - a) She was afraid of her mother's scolding
 - b) She was tired
 - c) She was jolted by the sight of a dead cow
 - d) She had spent all her savings
5. Valli didn't want her smile to be understood by her aunt or mother as
 - a) She didn't want to share her secret
 - b) She felt they would not be able to understand
 - c) She particularly didn't like this aunt of hers
 - d) Her realization made her feel superior to others



Unit 21

The Tale of Custard The Dragon

Ogden Nash

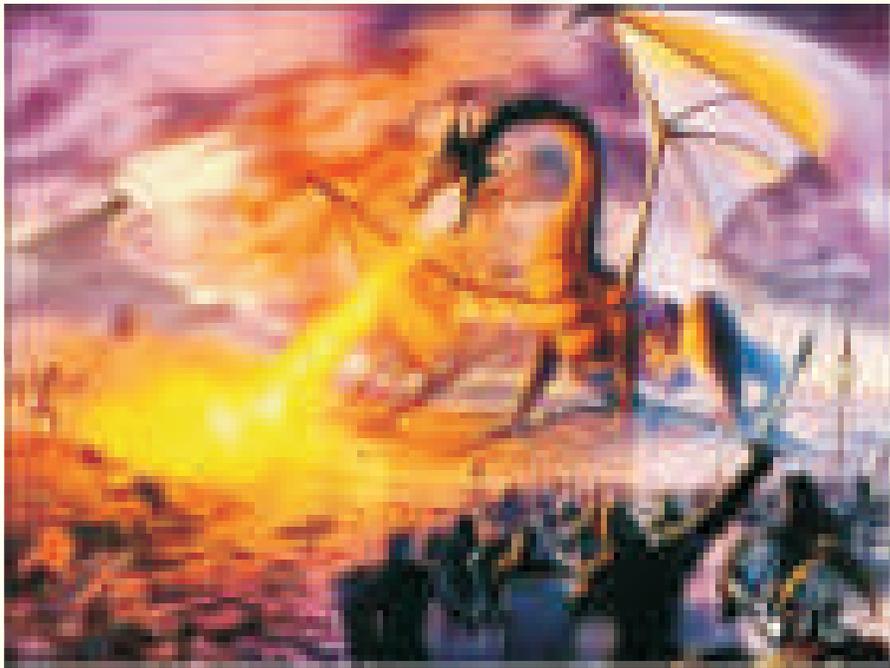
Formative Assessment – The Tale of Custard The Dragon

I PRE READING ACTIVITY

Objective: To introduce a 'dragon' to the students.

Task:

Look at the picture of a dragon given below. Working in groups, draw your own picture of a dragon. Add features using your imagination.



Approximate Time: One period

Procedure:

1. Students will be asked to bring pencil, paper and colour crayons/ water colour for this activity.
2. The teacher can collect pictures of dragons and give one to each group.
3. Alternatively, the picture given in this manual could be photocopied and used by students.
4. Each group can present their drawings to the class.
5. Some students may be encouraged to speak a few sentences about 'their dragons'.
6. The pictures drawn by students could be displayed.

This activity need not be graded.





II POST READING ACTIVITY-Group Work

Objective:

To enable the students to comprehend the poem and narrate the story contained in the poem in simple prose.

Task:

Read the poem carefully. Working in groups, make an outline of the story narrated in the poem. Using your notes, narrate the story in simple prose.

Time: One period.

Procedure:

1. Students will read the poem with comprehension.
2. A classroom discussion could be held to understand the story line.
3. Students will work in groups and make their notes.
4. The groups will present their story in any way they want. (by one representative/ by the whole group, using action/ narration)
5. Those who are good in drawing and painting may be encouraged to prepare a cartoon strip of the story.

Assessment Criteria:

The narration could be assessed for its language, acting (role play), sequence of events, completeness, attention to detail and overall effectiveness. Groups that support their narration with pictures, cartoon strips etc could be given higher grades. This activity has to be assessed in a flexible and sensitive manner.

III POST READING ACTIVITY - Individual Work

Objective: Global and Local Comprehension.

Task: Multiple Choice Questions.

Time: 15 minutes

Procedure

- ✦ The teacher could photocopy the worksheet and distribute it to the class.
- ✦ After completion of the worksheet, the students could exchange their work with their partners and correct it.
- ✦ The teacher could call out the correct answers while the students correct them.
- ✦ The students could total up the correct answers and award marks.

The teacher could use it as a diagnostic test after the students have finished reading the poem.

This activity could be used for grading.

Unit 21

Formative Assessment – The Tale of Custard The Dragon

QUESTIONS

- 'Custard cried for a nice safe cage' because
 - he was afraid of Belinda and her pets
 - he did not like to live in the little white house.
 - he wanted to live a secure life.
 - he was a coward
- 'Belinda tickled him, she tickled him unmerciful'. This line suggests that
 - Belinda was in the habit of petting custard
 - Belinda ceaselessly made fun of custard for his timidity.
 - Belinda was a playful girl.
 - Belinda did not show any mercy for custard.
- 'It was clear that the pirate meant no good'. This line means
 - the pirate was ugly.
 - the pirate was not a good person.
 - the pirate would harm Belinda and her pets.
 - the pirate looked frightening.
- No one mourned for his pirate victim. This line suggests that
 - the pirate had been killed and Belinda and her pets were happy.
 - the pirate had been eaten by Custard and Belinda and her pets were not sorry for the pirate.
 - the pirate had become a prey to custard and Belinda and her pets did not mind it.
 - Custard had eaten the pirate because he wanted to save Belinda and her pets.
- The third stanza is repeated at the end of the poem. This is because the poet wants to suggest that
 - Belinda and her pets now led a happy and peaceful life.
 - Custard had at last become very brave like Belinda and her pets.
 - Belinda and her pets continued to brag and Custard continued to long for a cage.
 - Belinda behaved like bears, Ink and Blink chased lions and Mustard was as brave as a tiger.

Answer: 1-d; 2-b; 3-c; 4-b; 5-c.

Feedback:

- Some of the answers could be discussed in the class to clarify the finer aspects of meaning.
- After this activity, students could be encouraged to read the poem aloud for enjoyment.

Note: This poem presents many word pictures. Students could be encouraged to draw pictures and paint them (the pets and the pirate)

The Sermon At Benares



Betty Renshaw

I. PRE-READING ACTIVITY

Objectives

- ✦ To develop quick thinking skills in the students and enhance their imaginative powers.
- ✦ To build a schema and arouse interest.
- ✦ To generate vocabulary needed for the understanding of the text.

Task

- ✦ Pair Work
- ✦ Gloss over the word Sermon and list out all possible connotations associated with the word.
- ✦ Also discuss the difference between a talk, a discussion, a sermon and a lecture.
- ✦ Think of all synonyms for the word Sermon.

Approximate Time : 15 minutes

Procedure

- ✦ The teacher writes the word Sermon on the board.
- ✦ Students are given 2-3 minutes time to reflect on the word.
- ✦ The students are then asked to present their observations / inferences.

This activity may not be used for grading.

Feedback

- ✦ It is quite likely that the desired outcome is not noticed through this activity.
- ✦ The teacher could ask the students to refer to a dictionary.
- ✦ The teacher could also tell the difference between a talk, a discussion, a sermon and a lecture with the help of examples.

II POST READING ACTIVITY

Objectives

- ✦ To test the students' comprehension of the text.
- ✦ To help them express themselves in grammatically correct language.

Task - Individual work

- ✦ Writing task with Verbal Input



Unit 22

- ◇ Imagine that your friend has recently lost his/her grandmother and is unable to cope with the loss. Try to reach out to your friend in his/her grief by writing a letter that would help the former get over the difficult times, using the ideas from the verbal input provided, along with your own creativity. (word limit: 120-150)

Life Still Has A Meaning

*If there is a future there is time for mending-
Time to see your troubles coming to an ending.*

*Life is never hopeless however great your sorrow-
If you're looking forward to a new tomorrow.
If there is time for wishing then there is time for hoping-
When through doubt and darkness you are blindly groping.*

*Though the heart be heavy and hurt you may be feeling-
If there is time for praying there is time for healing.*

*So if through your window there is a new day breaking-
Thank God for the promise, though mind and soul be aching,*

*If with harvest over there is grain enough for gleaning-
There is a new tomorrow and life still has meaning.*

~ poet unknown~

Approximate Time: 1 period

Procedure

- ◇ The teacher will distribute the photocopies of the writing task with the verbal input.
- ◇ Thereafter, she could have a small introductory talk to discuss the style, value points and format of the letter and instruct the students to write the letter.
- ◇ Some of the letters could be read out.
- ◇ The letter could form a part of the portfolio.

Criteria for Assessment

1 mark may be awarded for each of the following:

- ◇ Relevance to the theme
- ◇ Use of verbal support provided
- ◇ Coherence of ideas
- ◇ Appropriate language
- ◇ Originality and innovativeness



Feedback

- ✦ The students can also be encouraged to edit their own work.
- ✦ The edited versions showing the process of improvement could be displayed.
- ✦ Some of the language errors could be discussed in the class.

III POST READING ACTIVITY

Objective

- ✦ To make students enact the episodes from the story and do Peer Assessment.
- ✦ To enhance their theatrical performance and spoken English
- ✦ To enable them to improve their dialogue writing skill

Task: Group Work

Dramatization of the episodes from the story.

Procedure

- ✦ The teacher will make five groups of six students each, as per the requirement of the text.
- ✦ Each group dramatizes the episodes from the story in turns, using the words in the story.
- ✦ The students who form part of the audience may be given Peer Assessment Sheet given below. They would use the criteria for assessment as their guideline. The teacher would collect their responses for record. These can form part of the portfolio
- ✦ The groups can be given Drama enactment evaluation- "Self -Assessment Sheet*.

The text of The Sermon At Benaras presents many episodes /characters. The teacher could choose such episodes for role play.

Suggested Scenes:

- ✦ Siddhartha's early life as a prince and his enlightenment as the Buddha.
- ✦ The story in the Sermon at Benares.

Criteria for Assessment

One mark may be awarded for each of the following:

- ✦ Group dynamics
- ✦ Effective and fluent dialogue delivery
- ✦ Correct pronunciation
- ✦ Body language
- ✦ Confidence and focus in performance

Feedback:

- ✦ Students may not be very comfortable with self/peer assessment.
- ✦ They may be guided through it by the teacher and may be trained to concentrate and take notes during peer performance.



Unit 22

Peer Assessment Sheet

Date : _____

Peer Assessor's name: _____

Name of Performer and the character played _____

The scene dramatized was about ... (give details) _____

The best moment/ thing I liked in this performance and why... (give details)

The part I did not like and would change and why (give details)

If played this role I would do it differently (give details) _____

SELF ASSESSMENT SHEET

Name: _____ Date: _____

CREATING	Always	Usually	Sometimes	Rarely
I cooperate with others				
I listen to the teacher				
I listen to my classmates				
I ask questions if I don't understand				
I put effort into creative work				
PERFORMING				
I concentrate and stay focused				
I am good at spontaneous improvisation				
I help other actors perform				
I consider the audience while performing				
I use space well				
I am audible				

RESPONSE				
I know when my work is good and when it needs improving				
I tell others what is good about their work				
I tell others how to improve their work				

Teacher's Remark:

IV POST-READING ACTIVITY

Objective

- ❖ To check the previous knowledge of the students.
- ❖ To promote the art of puzzling out meanings of unfamiliar terms.
- ❖ To increase their vocabulary, essential for the comprehension of the text.

Task - Pair work

- ❖ Rephrase each of the following archaic words / utterances with their modern expressions.

Approximate time: 15 minutes

Procedure

- ❖ The teacher could write all the archaic words / expressions on the blackboard and draw the table given.
- ❖ The students can copy the same in their notebooks.
- ❖ Alternatively, the teacher could distribute the photocopies of the task in class.
- ❖ Working with their partner, the students could rephrase the archaic words / expressions with their modern expressions and use them to complete the table in their notebooks / worksheets.
- ❖ After completion, the students could exchange their notebooks / worksheets and correct their partners' work while the teacher calls out the correct answers.
- ❖ After peer correction, the students can add up the correct answers and award marks.

This activity could be used for grading as part of Portfolio.

Criteria for Assessment

- ❖ Every correct answer could be awarded one mark.

Feedback

- ❖ If the students find it difficult to rephrase the archaic words / expressions with their modern expressions, the teacher could ask them to consult a dictionary.
- ❖ While calling out the answers, the teacher could take up a few more archaic expressions and ask for their modern counterparts to internalise learning.



Unit 22

Suggested Answers

(Other correct variations could also be accepted)

Utterances	Modern expressions
Mark!	Listen attentively
Give thee medicine for thy child	Give you medicine for your child
Kisa repaired to the Buddha	Kisa visited / went to Buddha
Kinsmen	Male relatives
Pray tell me	Please tell me
There was no house but someone had died in it	There was no house where someone had not died

WORKSHEET

Rephrase each of the following archaic words / utterances with their modern expressions.

Utterances	Modern expressions
Mark!	Listen attentively
Give <i>thee</i> medicine for <i>thy</i> child	
Kisa <i>repaired</i> to the Buddha	
Kinsmen	
<i>Pray</i> tell me	
There was <i>no</i> house <i>but</i> someone had died in it	

V POST READING ACTIVITY

Objective

To enable the students to

- ❖ comprehend the lesson locally and globally.
- ❖ infer the contextual meaning of the text.

Task

Individual work - Multiple Choice Questions

Approximate Time: 1 period

Procedure

- ❖ The teacher could photocopy the worksheet and distribute it to the class.
- ❖ After completion of the worksheet, the students could exchange their work with their partners and correct it.

- ❖ The teacher could call out the correct answers while the students correct them.
- ❖ The students could total up the correct the answers and award marks.

The teacher could use it as a diagnostic test after the students have finished reading the lesson.

This activity could be used for grading as part of Portfolio.

Criteria for marking

One mark could be awarded for each correct answer.

Feedback

- ❖ If some students find it difficult to complete the assignment, they could be allowed to consult the text.
- ❖ Wherever students have not comprehended the story, the teacher can revisit those sections and clarify the concepts.
- ❖ The teacher could further discuss the questions and their options in order to reinforce the lesson.

Answers

1. at the age of 25
2. 7 years
3. Lord Buddha
4. the people in the city
5. earthen vessels made by the potter

WORKSHEET

Multiple Choice Questions

Complete the following sentences by choosing the most appropriate alternative from the options given below:

1. Buddha was exposed to the sufferings of the world _____
 - a) since childhood
 - b) after his marriage
 - c) at the age of 14
 - d) at the age of 25
2. Before attaining enlightenment, Buddha wandered in search of truth for _____
 - a) 5 years
 - b) 7 years
 - c) 17 years
 - d) 25 years



Unit 22

Formative Assessment – The Sermon At Benares

3. 'I cannot give thee medicine for thy child but I know a physician who can.' The physician here refers to _____
- a) God
 - b) the King's physician
 - c) the local doctor
 - d) Lord Buddha
4. 'Alas! the living are few, but the dead are many...'
- This dialogue is spoken by _____
- a) Lord Buddha
 - b) Kisa Gotami
 - c) the people in the city
 - d) a traveller
5. Buddha later compares life of mortals to _____
- a) earthen vessels made by the potter
 - b) flickering lights of the city
 - c) leaves of the Bodhi tree
 - d) ripe fruits



For Anne Gregory

W.B. Yeats

I POST-READING ACTIVITY

Objective

- ❖ To enable the students to
 - ◆ Comprehend the poem locally and globally.
 - ◆ Infer the contextual meaning of the text.
- ❖ The teacher could use it as a diagnostic test after the students have finished reading the lesson.

Task - Individual work

Drawing an image

Approximate time: 20 minutes

Procedure

- ❖ The teacher could ask the students to draw the image of Anne Gregory based on the poet's description.
- ❖ After completion of the drawing, the students could exchange their work with their partners.

This activity need not be graded.

II POST - READING ACTIVITY

Objective:

- ❖ To enable the students to
- ❖ do a 'strengths and Weaknesses' study of their own personality.
- ❖ Write an imaginary dialogue with their mother on their personality traits based on the 'Strengths and Weaknesses' study.

Task

- ❖ Do a 'Strengths and Weaknesses' study of your personality. Based on the study, write an imaginary dialogue with your mother about what you should and should not do in order to realize your dreams.

Time: One period

Procedure:

1. Ask the students to introspect and make notes on their strengths and weakness' in the following table.



Unit 23

My Personality

Strengths	Weaknesses
✧ Appearance	✧ Appearance
✧ Academic Work	✧ Academic Work
✧ Social Interaction	✧ Social Interaction
✧ Life Skills	✧ Life Skills
✧ Attitudes	✧ Attitudes
✧ Values	✧ Values
✧ Special Talents in	✧ Special Talents in
✧ Any Other	✧ Any Other

- Let the students write a sentence or two about their dreams.
- Guide the students to write a dialogue with their mother on the basis of steps 1&2 above.
- An example may be given:

Mother: Prabha, see how untidy your room is! Why don't you get up a little early and tidy up your room before going to school?



Prabha: I have no time for such work, ma. You know how busy I'm with my school play and art exhibition.

.....

.....

Criteria for Assessment:

- ✦ Content - effective use of the notes made.
- ✦ Accuracy and Fluency
- ✦ Originality

Feedback:

- ✦ Some of the dialogues could be enacted.
- ✦ Students may be encouraged to comment on the dialogues.
- ✦ Common errors could be corrected.

III POST READING ACTIVITY

Objective:

- ✦ To comprehend the poem globally and locally.
- ✦ To infer the meaning of unfamiliar words and phrases

Task: Multiple Choice Question

Time: 20 minutes.

Procedure:

- ✦ The teacher could photocopy the worksheet and distribute it to the class.
- ✦ After completion of the worksheet, the students could exchange their work with their partners and correct it.
- ✦ The teacher could call out the correct answers while the students correct them.
- ✦ The students could total up the correct answers and award marks.

The teacher could use it as a diagnostic test after the students have finished reading the poem.

This activity could be used for grading.

Questions

1. The young man mentioned in the first stanza is in despair because
 - a) he has been rejected by Anne Gregory.
 - b) he is in love with Anne Gregory
 - c) he does not like the 'honey - coloured ramparts' of Anne Gregory
 - d) Anne Gregory has refused to dye her hair.



Unit 23

Formative Assessment – For Anne Gregory

2. Anne Gregory proposes to change the colour of her hair because
 - a) she does not fancy 'honey-coloured' hair
 - b) she does not want any young men to fall in love with her
 - c) she wants people to love her for what she is and not for her beauty
 - d) she wants to make young men desperate about their love for her.
3. The poet says that only God could love us for what we are and not for our appearance. it suggests that
 - a) human beings are not capable of seeing others as complete personalities.
 - b) love basically stems from external beauty.
 - c) love changes as a person gets older
 - d) external appearance cannot be separated from a person.

Answers: 1-b; 2-c; 3-d

Feedback:

- ◇ The teacher may encourage different interpretations.
- ◇ Some of the answers could be discussed by revisiting relevant lines of the poem.



The Proposal

Anton Chekov

I. Pre Reading Activity -Group Work

Objective: To encourage students to:

- ✦ discuss the topic given on the basis of their schema
- ✦ make responsible and accurate use of their knowledge of Indian weddings
- ✦ make oral presentations
- ✦ warm up to the theme of the play

Task:

To have a group discussion on the highlights/key features of a typical Indian wedding and to make an oral presentation on the basis of the following heads:

- ✦ Introduction: kind of event/duration
- ✦ Preparation:
- ✦ Pre-wedding ceremonies:
- ✦ The fun element:
- ✦ Cuisine:
- ✦ Wedding rituals and traditions:
- ✦ What you like and what you don't like about Indian weddings

Approximate Time: One period

Procedure:

1. The teacher will divide the class into groups
2. Students will discuss the given topic in their respective groups under the different suggested headings
3. They may make a note of the relevant points
4. They would then make group presentations taking turns.
5. Each member of the group can talk of one aspect of Indian wedding, thus ensuring mass participation

Criteria for Assessment:

- ✦ Appropriate content
- ✦ Body language
- ✦ Fluency



Unit 24

- ◇ Clear enunciation and accurate pronunciation
- ◇ Group dynamics

Feedback:

Since this is a group activity, students will be able to do it with peer support.

II. Post-Reading Activity -Individual task

Objective:

- ◇ To test students' ability to comprehend the text locally and globally
- ◇ To test students' understanding of the theme, plot and character in context
- ◇ The teacher could use it as a diagnostic test after the students have finished reading the lesson

Task:

To answer Multiple Choice Questions on the basis of the understanding of the play

Approximate Time: 10 Minutes

Procedure:

1. The teacher will distribute the worksheet to the students
2. Students will solve the given worksheet individually
3. Students will exchange the sheets and do peer correction
4. The teacher will call out the correct answers

Criteria for Assessment: Award one mark for each correct response

Feedback:

Most students should be able to do this activity. However the teacher can go around and guide those who get stuck.

Answers:

1. She is educated and a good house keeper
2. A farce
3. Argumentative and short tempered
4. The Oxen Meadows
Guess and Squeezer
5. She feels she has missed a good match by arguing with him
6. All the time
7. Trivial issues
8. Hump-backed grabber



Worksheet

Multiple Choice Questions

- Ivan wishes to get married to Natalya Stepanovna because:
 - She is rich and moneyed
 - She is educated and a good house keeper
 - He is in love with her
 - Lomovs and Chubukovs have always been friendly
- 'The Proposal' by Chekov is a :
 - Love story
 - A comedy
 - A farce
 - A Romance
- The trait that is common to Ivan and Natalya is:
 - Obsession with love
 - Argumentative and short tempered
 - Materialistic
 - romantic
- Ivan and Natalya argued about (Tick two):
 - The Oxen Meadows
 - Birchwoods
 - Guess and Squeezer
 - Burnt Marsh
- In spite of her altercation with Ivan, Natakya is upset when he leaves because:
 - She is madly in love with him
 - She feels sorry for her behaviour
 - She thinks he would make a good husband
 - She feels she has missed a good match by arguing with him.
- Natalya and Lomov indulged in a verbal squabble with each other:
 - Just before the proposal
 - During the proposal
 - After the proposal
 - All the time



Unit 24

7. The subject of Natalya and Lomov's argument shows that they are arguing about:
 - a) Serious issues
 - b) trivial issues
 - c) comical issues
 - d) family issues
8. Which of the following accusations is not used by Chubukov against Lomov :
 - a) Guzzling gambler
 - b) The villain--the scarecrow
 - c) Malicious double faced intriguer
 - d) Hump-backed grabber

III Post Reading Activity-Individual

Objective:

To encourage students:

- ✦ to think critically
- ✦ to express their ideas in a logical and coherent manner

Task:

What do you understand by the word 'Proposal' in the context of the play by Chekov? Elucidate how this proposal is different from a customary Proposal. Record your answer in a paragraph of about 150 words.

Approximate Time: One period

Procedure:

1. The teacher will brainstorm on the meaning of the word 'Proposal'
2. Students' ideas will be put up on the BB in the form of a thought web
3. Students will be encouraged to use CODER before writing
4. They would organize their ideas and write a paragraph on the given topic
5. The brainstorming could be done on the following lines:

Given below are the value points on which the answer may be developed. Teachers must ask leading questions and elicit as many points as possible first from the students and then provide scaffold in case students are unable to do it.

Proposal-customary meaning -solemn and graceful act of asking someone's hand in marriage-a happy affair

Implication in the play -customary but it is **completely overturned** because:

- ✦ the suitor is eyed suspiciously in the beginning
- ✦ continuous bickering and argument before, during and after the proposal



- ❖ discourteous, quarrelsome and insulting behavior by all concerned
- ❖ The proposal is not rooted in love nor received in that sense.
- ❖ Proposal almost forgotten in the middle of argumentation
- ❖ Simple proposal turned into a disaster
- ❖ End-proposal is made and accepted with the knowledge that such verbal duels will be an inseparable part of marriage

Criteria for Assessment:

- ❖ Relevance of content
- ❖ Logical reasoning
- ❖ Coherence and connectivity
- ❖ Grammatical accuracy
- ❖ Fluency

Feedback:

Many students may not be able to do this activity. The BB work during brainstorming and a few inputs from the teacher would help

IV Post Reading Activity-Individual

Objective:

- ❖ To test students' local and global understanding of the text
- ❖ To provide a scaffold for aiding the students' understanding of the text

Task:

Complete the summary of the play by filling in the blanks with appropriate phrases from the box given below.

Approximate Time: 20 minutes

Procedure:

- ❖ The teacher will distribute the summary worksheet.
- ❖ The students will work individually and solve the worksheet
- ❖ The teacher will ask students to exchange their worksheets
- ❖ The teacher will call out the correct answers
- ❖ Students will do peer correction

Criteria for Assessment: One mark for each correct answer

Feedback:

Since the clues are already given, students will be able to solve the worksheet. The teacher may have to discuss the theme a little.



Unit 24

Answers

- a) romance and marriage
- b) beyond her prime
- c) joyful permission
- d) disputed piece of land
- e) foolish
- f) level accusations
- g) proposing
- h) melodramatically
- i) regains consciousness
- j) accept the proposal
- k) The Proposal

Summary Worksheet

Given below is a summary of the play. The printer jumbled up a few words and phrases. Help him by writing the correct words and phrases in the blanks. Pick out the words from those given below the incomplete summary:

This one act play by Chekhov is a farce that makes fun of a)_____. The idea that marriage is an arrangement between two people, without romance or love is shown by Chekhov by having the two people involved in the proposal argue until they agree to get married at the end.

In "The Proposal", Chekhov utilizes the relationship of two wealthy men to create a situation where Ivan Vassilevitch Lomov, a long-time neighbour of Stepan Stepanovitch Chubukov has come to propose marriage to Chubukov's 25-year-old daughter, Natalya Stepanovna .She is already b)_____ for marriage and a bit of a shrew. After Lomov has asked and received c)_____ to marry Natalya Stepanovna, she is invited into the room, and he tries to convey to her -the proposal.

Lomov is a hypochondriac (someone who thinks he is always sick) and, while trying to make clear his reasons for being there, he gets into arguments with Natalya Stepanovna about a d)_____ ie "The Oxen Meadows" and later about which dog is better "Guess or Squeezer." The satire is conveyed successfully by emphasizing the couple's e) _____ arguments over such small things. Lomov ends up having "palpitations" and a numb foot. After Natalya's father notices that they are arguing, he too joins in. They f)_____ against each other and against their ancestors. The argument gets so heated that Lomov leaves after being totally insulted by the two, without g)_____.

Chubukov then tells his daughter that Lomov was about to propose, and at this news she immediately starts behaving h)_____. Prone to hysterics, she pretends that she's "dying" and screams for her father to bring him back. He does return complaining about palpitation and twitching eyebrows. Natalya tries to placate him by accepting that the meadows were his and that they were wrong. Soon they get into another argument, this time



again about the superiority of their respective dogs. Ivan collapses and they fear he has died. However, after a few minutes he i) _____, and Chubukov(eager to marry off his daughter) all but forces him and his daughter to j) _____ with a kiss. Immediately following the kiss, the couple gets into yet another argument.

- | | |
|-------------------------|--------------------------|
| ❖ foolish | ❖ proposing. |
| ❖ accept the proposal | ❖ melodramatically |
| ❖ regains consciousness | ❖ joyful permission |
| ❖ romance and marriage | ❖ level accusations |
| ❖ beyond her prime | ❖ disputed piece of land |

V Post Reading Activity-Individual

Objective:

To make students think critically and use appropriate vocabulary to construct a classified advertisement

Task:

Imagine you are Lomov or Natalya. You are very keen on finding a suitable bride/groom for yourself. Draft a classified advertisement for the Matrimonial column stating your requirements.

Approximate Time: 20-25 minutes

Procedure:

- ❖ The teacher would draw the attention of the students to the components of a Matrimonial ad;
 - ◆ Name/Age/Height
 - ◆ Complexion
 - ◆ Habits (drinking/smoking)
 - ◆ Educational Qualification
 - ◆ Place of work
 - ◆ Annual Income (optional)
 - ◆ Details of what you are looking for in the prospective bride or groom
 - ◆ Contact address and Phone no.
 - ◆ It need not have grammatically correct or complete sentences
- ❖ The teacher can show the following sample matrimonial advertisement to assist the students



Unit 24

Sample Ad: Classifieds

Bride Wanted

Wanted a beautiful, tall, well qualified Engineering CS, MBA bride from educated and reputed Rajput family for a NRI boy working in US as software professional, completed MS (CS) from US, annual salary Rs. 35 lakhs. Father -Director in power company, Singapore. Permanent house in Gomtinagar Lucknow. Interested persons can send the complete biodata and latest photo of the girl alongwith family details at the following address: Ms Ketaki Singh, 3/7 Vishal Khand, Gomti Nagar, Lucknow - 226 010, U.P. Phone: 9811006009 Mobile

- ❖ Students will scan the text for specific information to draft an interesting Bride Wanted/Groom Wanted ad

Criteria for Assessment:

- ❖ Relevance of content
- ❖ fluency
- ❖ Coherence and connectivity
- ❖ Format of the advertisement (in a box, contact address, phone no. etc.)
- ❖ Convincing power

Feedback:

Many students may not be able to do this activity. The teacher may have to give extensive guidance. A sample

Classifieds

Groom Wanted

Wanted a handsome, wealthy, docile, and obedient husband between 35-40 years for an educated and rich young woman of 25 years. Should be able to perceive his wife's desires, should agree to be willingly henpecked, must have substantial landed property, a comprehensive knowledge about dogs and a luxurious home. Financial security -a must. Quiet and regular life assured. Only those eligible need apply to PO Box No.98769 or dial 099835648



FOOTPRINTS WITHOUT FEET

A Triumph of Surgery



James Herriot

I PRE-READING ACTIVITY

Objective

- ✦ To encourage students to think critically.
- ✦ To understand and communicate arguments effectively.
- ✦ To develop the ability to analyze, select and evaluate, construct and refute arguments.

Task - Group work

Debate: Modern parents spoil their children

Approximate time: 3-4 minutes. each

Procedure

- ✦ The teacher could divide the class into groups of four.
- ✦ Each group could decide whether they would speak for the motion or against the motion.
- ✦ The students could be given 10 mins. to brain-storm and note down their points .
- ✦ Encourage the students to give examples to justify their arguments.
- ✦ Thereafter, a representative of each group could present their point of view in 3-4 mins.
- ✦ Encourage students to use the language appropriate to a debate.
 - ◆ Eg. I strongly believe that.....
 - ◆ My worthy opponent.....
- ✦ The debate could be linked to the main idea of the lesson - over-indulgence of children / Tricki, the dog.

This activity need not be graded.

Feedback

- ✦ Some students may not participate in the group discussion and may need to be encouraged.
- ✦ Students may not be able to come up with relevant arguments and may need the help of the teacher.

II POST-READING ACTIVITY

Objective

- ✦ To enable the students to
 - ◆ Comprehend the lesson locally and globally.
 - ◆ Infer the contextual meaning of the text.



- ✧ The teacher could use it as a diagnostic test after the students have finished reading the lesson.

Task - Individual work

Multiple Choice Questions

Approximate time: 1 period

Procedure

- ✧ The teacher could distribute the worksheet.
- ✧ After completion of the worksheet, the students could exchange their work with their partners and correct it.
- ✧ The teacher could call out the correct answers while the students correct them.
- ✧ The students could total up the correct answers and award marks.

This activity could be used for grading as part of Portfolio.

Criteria for marking

One mark could be awarded for each correct answer.

Feedback

- ✧ If some students find it difficult to complete it, they could be allowed to consult the text.
- ✧ Wherever students have not comprehended the story, the teacher can revisit those sections and clarify the concepts.
- ✧ The teacher could further discuss the questions and their options in order to reinforce the lesson.

Answers

1. overfeeds him
2. not giving him anything to eat for two days
3. Tricky is full of life
4. tactful
5. of the goodies Mrs. Pumphrey sent
6. Irony

WORKSHEET

Multiple Choice Questions

Complete the sentences choosing an appropriate option and give reasons for your choice.

1. Mrs. Pumphrey is worried about Tricky's health. Therefore she
 - a) takes him to the vet
 - b) takes him for walks
 - c) overfeeds him
 - d) implements the vet's advice

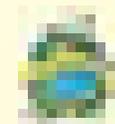


2. The immediate step taken by Mr. Herriot to save Tricki at the surgery was
 - a) not giving him anything to eat for two days
 - b) giving him some health tonics
 - c) operating upon him
 - d) giving him medication
3. Mrs. Pumphrey says, 'This is a triumph of surgery' because
 - a) she saw that Tricki had given up his habit of overeating
 - b) Tricki had learnt many new tricks at Mr. Herriot's surgery
 - c) Tricki is full of life
 - d) Mr. Herriot had successfully performed an impossible operation on Tricki
4. Mr. Herriot could be described as
 - a) tactful
 - b) indulgent
 - c) sentimental
 - d) loving
5. It was a temptation to keep Tricki on as a permanent guest because
 - a) he was making rapid progress
 - b) the other dogs at the surgery had accepted him as a member of the gang
 - c) of the goodies Mrs. Pumphrey sent
 - d) Mr. Herriot had become attached to him
6. 'This is a triumph of surgery' - This is an example of
 - a) stating the obvious
 - b) being deceived
 - c) irony
 - d) misinterpretation

III POST-READING ACTIVITY

Objective

- ✦ To enable the students to
 - ◆ Comprehend the lesson locally and globally.
 - ◆ Sequence events
- ✦ The teacher could use it as a diagnostic test after the completion of the lesson.



Task - Individual work

Complete the flow-chart of Tricky's story by rearranging the order of events from those given below.

Approximate time: 15 minutes.

Procedure

- ✦ The teacher could distribute the worksheet and ask the students to complete the flow-chart of Tricky's story by rearranging the order of events from those given below.
- ✦ The teacher could discuss the correct answers while the students correct their work.

This activity could be used for grading as part of Portfolio.

Criteria for marking

Half a mark could be awarded for each correct answer.

Feedback

- ✦ If some students find it difficult to complete it, they could be allowed to consult the text.
- ✦ Wherever students have not comprehended the story, the teacher can revisit those sections and clarify the concepts.

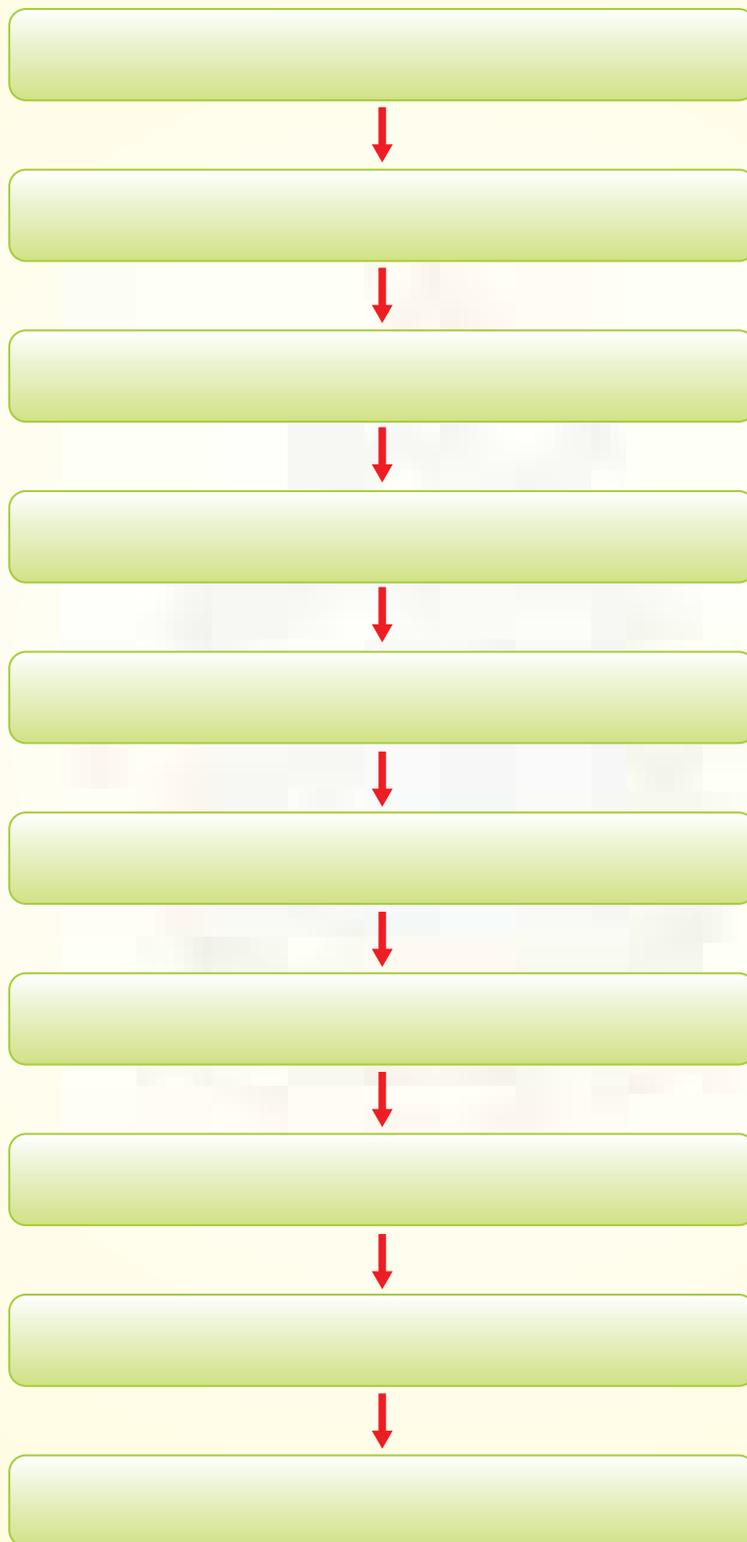
Answers

- ✦ Tricky is loved and cared for
- ✦ Is overfed
- ✦ Gains weight
- ✦ Falls sick
- ✦ Is shifted to the vet's surgery
- ✦ Is given only water
- ✦ Diet is restricted
- ✦ Gets physical exercise
- ✦ Recovers
- ✦ Returns to Mrs. Pumphrey



WORKSHEET

Flowchart - Tricki's story



JUMBLED INPUTS

- ✧ Falls sick
- ✧ Returns to Mrs. Pumphrey
- ✧ Is overfed
- ✧ Recovers
- ✧ Gets physical exercise
- ✧ Gains weight
- ✧ Is shifted to the vet's surgery
- ✧ Tricki is loved and cared for
- ✧ Diet is restricted
- ✧ Is given only water

IV POST-READING ACTIVITY**Objective**

- ✧ To test the students' comprehension of the text.
- ✧ To increase the vocabulary of the students.

Task - Individual work

Identify words to describe Tricki's condition before and after the surgery.

Approximate time: 10 minutes.

Procedure

- ✧ The students could be asked to make two columns in their notebooks - BEFORE 'SURGERY' and AFTER 'SURGERY'.
- ✧ The teacher could write the words given in the box below on the B. B.
- ✧ The students could complete the columns by choosing the appropriate words from the B.B.
- ✧ After completion, the students could exchange their worksheets and correct their partners' work while the teacher calls out the correct answers.
- ✧ After peer correction, the students can add up the correct answers and award marks.

This activity could be used for grading as part of Portfolio.

Criteria for marking

Every correct answer could be awarded half a mark

Feedback

- ✧ If the students find it difficult to complete the table, the teacher could ask them to refer to consult a dictionary.
- ✧ While calling out the answers the teacher could explain the meanings of difficult words.



WORDS

Fat	Energy less	Overweight	Listless
Nimble	Rowdy	Lithe	Obese
Weak	Unhealthy	Agile	Flexible
Playful	Boisterous	Healthy	Sick
Energetic	Lively	Motionless	Dull

Answers

	BEFORE 'SURGERY'	AFTER 'SURGERY'
1.	Fat	Lithe
2.	Listless	Boisterous
3.	Unhealthy	Healthy
4.	Energy less	Agile
5.	Overweight	Nimble
6.	Obese	Flexible
7.	Sick	Energetic
8.	Weak	Rowdy
9.	Dull	Playful
10.	Motionless	Lively

V POST-READING ACTIVITY

Objective

- ◇ To identify the characteristics of people.
- ◇ To increase the inferential and analytical skills of the students.

Task - Pair work

Pick out the characteristics of Mr. Herriot and Mrs. Pumphrey from the word grid.

Approximate time: 15 minutes.



Procedure

- ✦ The teacher could distribute the word grid worksheet to the students.
- ✦ Working with their partner, the students could pick out the characteristics of Mr. Herriot and Mrs. Pumphrey from the word grid.

This activity need not be graded.

Feedback

- ✦ If the students find it difficult to complete the word grid, the teacher could write the characteristics on the B. B and then ask the students to locate them in the grid.

Characteristics

- | | |
|---------------|----------------|
| 1. Generous | 6. Protective |
| 2. Farsighted | 7. Sentimental |
| 3. Practical | 8. Indulgent |
| 4. Caring | 9. Concerned |
| 5. Firm | 10. Loving |

ANSWERS

I	L	G	J	F	R	X	U	X	U	W	W	V	Z	H
O	F	Y	E	R	G	E	N	E	R	O	U	S	X	W
D	E	T	H	G	I	S	R	A	F	K	D	L	U	C
B	X	W	Q	T	W	R	J	W	D	Z	G	T	Q	X
S	J	E	T	M	U	V	Y	F	S	N	E	O	F	L
Z	D	R	D	N	Q	L	A	C	I	T	C	A	R	P
E	E	M	S	P	D	Y	O	R	D	R	S	N	T	B
Y	N	V	R	J	M	O	A	N	I	V	M	L	B	E
F	R	E	V	I	T	C	E	T	O	R	P	U	X	L
D	E	S	E	N	T	I	M	E	N	T	A	L	L	B
U	C	M	G	N	M	R	I	F	E	T	A	U	H	I
G	N	I	R	A	C	Z	T	Z	O	E	T	Q	W	S
F	O	B	H	E	T	N	E	G	L	U	D	N	I	N
T	C	Z	H	M	V	K	A	X	F	E	E	T	G	E
M	D	K	N	D	Y	T	E	I	Y	S	Y	O	D	S



WORKSHEET

Identify the characteristics of Mr. Herriot and Mrs. Pumphrey from the word grid.

I	L	G	J	F	R	X	U	X	U	W	W	V	Z	H
O	F	Y	E	R	G	E	N	E	R	O	U	S	X	W
D	E	T	H	G	I	S	R	A	F	K	D	L	U	C
B	X	W	Q	T	W	R	J	W	D	Z	G	T	Q	X
S	J	E	T	M	U	V	Y	F	S	N	E	O	F	L
Z	D	R	D	N	Q	L	A	C	I	T	C	A	R	P
E	E	M	S	P	D	Y	O	R	D	R	S	N	T	B
Y	N	V	R	J	M	O	A	N	I	V	M	L	B	E
F	R	E	V	I	T	C	E	T	O	R	P	U	X	L
D	E	S	E	N	T	I	M	E	N	T	A	L	L	B
U	C	M	G	N	M	R	I	F	E	T	A	U	H	I
G	N	I	R	A	C	Z	T	Z	O	E	T	Q	W	S
F	O	B	H	E	T	N	E	G	L	U	D	N	I	N
T	C	Z	H	M	V	K	A	X	F	E	E	T	G	E
M	D	K	N	D	Y	T	E	I	Y	S	Y	O	D	S

Note: The characteristics may be vertical, horizontal or diagonal.

VI POST-READING ACTIVITY

Objective

- ◇ To encourage students
 - ◆ to think critically.
 - ◆ to express their opinion in a coherent manner.
- ◇ To sensitize students to social issues.

Task - Class discussion followed by individual work.

Formal letter:

All over the world, millions of people still live below the poverty line. Is it justified to over-indulge your pets? Keeping in mind the visual and verbal inputs, express your opinion through a letter to the editor of a leading newspaper.

Approximate Time: 1 period

Procedure

- ◇ The teacher could distribute the inputs worksheet to the students.
- ◇ A class discussion could be initiated on the visual and verbal inputs.
- ◇ The students could be given 20 mins. to write the letter.



- ✧ Encourage the students to give examples to justify their points of view.
- ✧ Encourage students to use the language appropriate to a letter to the editor:
 - ◆ Eg. Through the columns of your esteemed newspaper I would like to throw light on
 - ◆ It is a matter of deep concern
- ✧ Encourage the students to use CODER.
- ✧ The letter could be linked to the main idea of the lesson - overindulgence / pampering of pets.

This activity could be used for grading as part of Portfolio.

Criteria for marking

One mark could be awarded to each of the following

- ✧ Relevance to theme
- ✧ Content
- ✧ Coherence
- ✧ Fluency
- ✧ Correct grammatical structure

Feedback

- ✧ Some students may be unaware of this trend (pampering of pets) in society. The teacher could provide support by further discussing it with them.
- ✧ If the students are unable to write the letter effectively, more practice could be given in this skill.

WORKSHEET

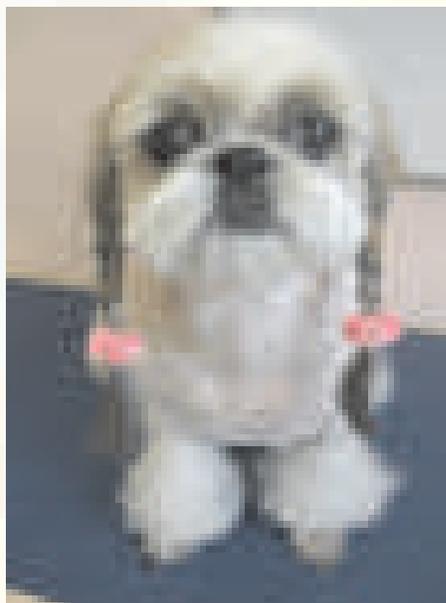
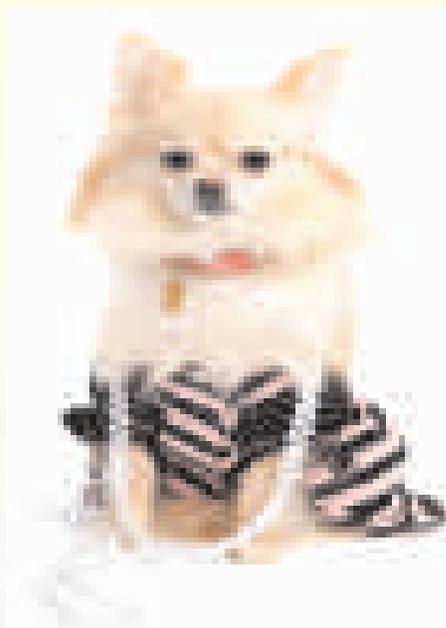
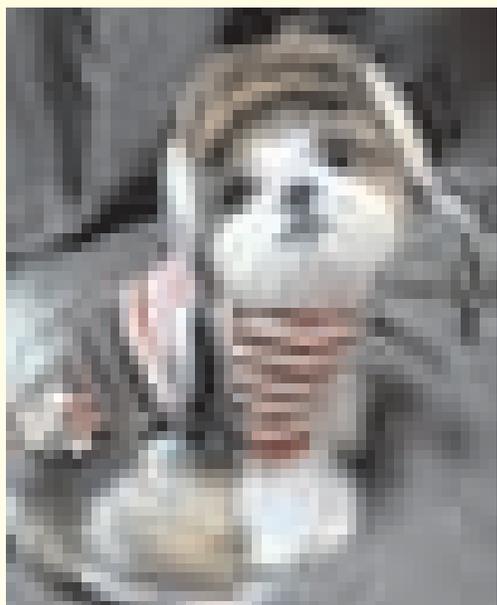
The Rich Pooches

Where life and livelihood grow tougher for man, it seems his best friend is doing fairly well for itself. A pair of pampered pooches just earned themselves a life of luxury after their wealthy owner died six months ago.

The two inherited 700,000 dollars between them, and they will spend the rest of their days at a five-star animal resort north of Melbourne, at a cost of 5000 dollars a month.

Wags, a nine-year-old cairn terrier cross, and Deefa, a 10-year-old corgi cross, enjoy weekly pedicures and regular massages, as well as the services of a personal trainer. They will be sleeping in four-poster beds, in a bedroom fitted with a television and an air-conditioner.





Unit 2

The Thief's Story

Ruskin Bond

I Pre Reading Individual work

Objective:

- ◇ To develop the speaking skills of the students
- ◇ To develop the skill to interact with peers
- ◇ To develop the skill of expressing one's views

Task: Open House Discussion on- The Best way of Reforming Criminals

Approx. Time: 15 minutes

Procedure:

- ◇ Write the topic of discussion on the B.B
- ◇ Ask the students to ponder over it
- ◇ Give opportunity to as many students as possible to express their views
- ◇ The teacher can put the views on the B.B
- ◇ The merits and demerits of each suggestion can be taken up for further discussion.

This activity is not for grading

II Post Reading-Individual work

Objectives:

- ◇ To test the students' understanding of the characters
- ◇ To develop global comprehension skills

Task:

You are Hari Singh, an educated, employed and well settled man. A young boy of 13 runs away with your wallet. The incident jolts your memory and you remember Anil, who changed your life. Write a letter to Anil expressing your gratitude and sharing your sense of pride at your success.

Approx. Time : 1 period

Procedure:

- ◇ The teacher can discuss the task in the class
- ◇ The vocabulary needed can be provided by making a word web
- ◇ The transformation of Hari can be traced sequentially on the B.B
- ◇ The students can be asked to divide the input in three- four paragraphs
- ◇ The final draft should be taken for grading



Input-

The letter may contain:

- ✦ Greetings
- ✦ Present status
- ✦ Recollect your past experiences
- ✦ Details from the text
- ✦ Reminisce how Anil changed your life
- ✦ Express your regret at never thanking him
- ✦ Express your gratitude for keeping his faith in you intact

Criteria for assessment:

- ✦ Content-3
- ✦ Fluency-2
- ✦ Coherence-3

Feed back:

- ✦ Some students may not be able to write effectively in spite of the input
- ✦ The teacher needs to give a lot of practice in guided writing first
- ✦ The input can be developed into a letter by the teacher with blanked out spaces.
- ✦ Gradually students will get confidence to write independently

III Post Reading-Individual

Objectives:

- ✦ To test the local and global comprehension
- ✦ To test the understanding of characters, theme, events

Task:

Based on your understanding of the text, answer the following by choosing the correct option.

Approx. Time: 1 period

Criteria for Assessment: Award 1 mark for every correct answer

Feed back:

- ✦ Some inferential questions may pose a little problem for students
- ✦ The students should be advised to go back to the text

Answers

- a) he was planning to cheat the young man
- b) I could fool the authorities
- c) Hari had won him over with his innocent smile



Unit 2

Formative Assessment – The Thief's Story

- d) Anil trusted him completely
- e) what all he would be losing by not going back
- f) he wanted to give him another chance

Multiple Choice Questions Worksheet

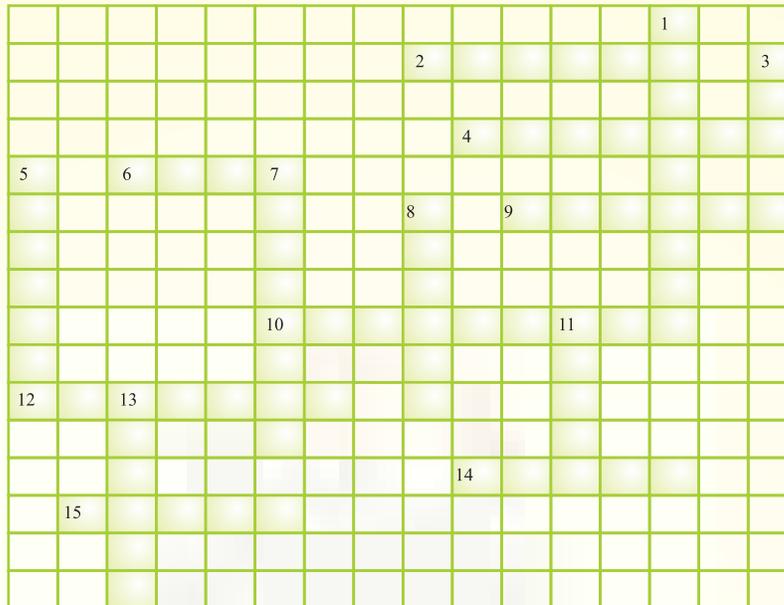
1. Hari wanted to win over the confidence of Anil because
 - a) he loved flattering people
 - b) he hadn't had much of luck of late
 - c) he loved watching wrestling matches
 - d) he was planning to cheat the young man
2. 'I took a new name every month' because
 - a) I liked changing my names
 - b) I could be ahead of the police in a race
 - c) I could fool the authorities
 - d) I could be a wrestler
3. Anil did not throw Hari out on the first night because
 - a) Hari had won him over with his innocent smile
 - b) Anil desperately needed him
 - c) Anil liked the food cooked by Hari
 - d) Anil wanted to change Hari
4. Hari found it difficult to cheat Anil because
 - a) Anil was very strict and alert
 - b) Anil trusted him completely
 - c) Anil never had enough money
 - d) Anil was very casual about his loss
5. Hari decided to go back to Anil's house as he realized
 - a) the seriousness of the offence
 - b) what all he would be losing by not going back
 - c) that he could steal more money
 - d) that he had no friends
6. Anil knew. But neither his lips nor his eyes showed anything as
 - a) he wanted Hari to realize his fault on his own
 - b) he had informed the police about it
 - c) he wanted to give him another chance
 - d) he was charmed by Hari's smile



Unit 3

Formative Assessment – The Midnight Visitor

Mystery Vocabulary Worksheet



Across	Down
2. to infer by logical reasoning	1. a person who investigates crimes and gathers information
4. something that is secret and unknown	3. (military) a secret agent hired by a state to obtain information about its enemies or by a business to obtain industrial secrets from competitors
6. a fact or object that helps to solve mysteries	5. someone who saw or can give a firsthand account of something
9. someone who is harmed or suffers some loss	7. something, such as a witness statement or object that is used as proof in a crime
10. the systematic use of spies to get military or political secrets	8. an inner drive that causes a person to do something or act in a certain way
12. a person who is suspected of a crime	11. an excuse that an accused person uses to show that he/she was somewhere else than at the scene of the crime
14. an act committed in violation of the law	13. another name for a detective
15. a guess or feeling not based on known facts	



II Post Reading Activity-Individual

Objective:

To enable the students to

- ✦ write factual descriptions coherently and accurately
- ✦ compare and contrast two completely different secret agents

Task:

Write a factual description of the famous 007-James Bond, the best-known secret agent. Compare and contrast this character with Ausable-- the secret agent in The Midnight Visitor. How are they different from each other? How are they similar?

Approximate Time: 15 minutes

Procedure:

- ✦ The teacher will begin with a discussion on secret agents that students know of.
- ✦ The teacher can brainstorm the common traits of a secret agent.
- ✦ The worksheet on factual description of James Bond and Ausable will be distributed.
- ✦ Students will record their responses on the worksheet.

Criteria for Marking

- ✦ Relevance of content
- ✦ Coherence
- ✦ Fluency
- ✦ Grammatical accuracy
- ✦ Clarity

Feedback:

The teacher will need to go around and aid students in case they get stuck up while describing Bond. More pictures or a movie clip from a Bond movie can be shown to the students.

Worksheet

Enjoy the following pictures of Hollywood movies:



Unit 3

Give your description of 007-James Bond, the best-known secret agent ever invented across the world, in about 50-60 words. You may use the words given in the box.

strong, young, smart, active, attractive,
intelligent, infinitely powerful

2. Now make a comparison between Ausable in *The Midnight Visitor* and 007. How are they similar to or different from each other. You may use the words given in the box:



sloppy, fat, unhealthy, no guns, no linguistic genius,
nothing mysterious, nothing romantic, or exciting

III Post Reading-Individual

Objective:

- ◇ To enable students to appreciate the succinct writing style of Thomas Crawford
- ◇ To draw their attention to the finer aspects of language
- ◇ To test students' understanding of different nuances of language

Task:

Match the extracts from the text with their explanation given in the box. Use the underlined verbs and adverbs as your clues

Approximate Time: 15 minutes

Procedure:

- ◇ The teacher will explain the task to the students
- ◇ The worksheet will be distributed to the students
- ◇ The worksheet will be solved individually by the students



Criteria for assessment: one mark may be awarded for each correct answer

Feedback:

Since this is a Post Reading activity and the teacher has already explained the lesson once, students should be able to solve it. However, in case of any difficulty, the teacher can revisit certain sections of the story and clarify doubts if any.

Answers:

1. hero's one striking characteristic is his accent.
2. vividly reflects that the hero is over weight.
3. indicates that Ausable was surprised but not shocked. He was quickly thinking about a countermove to the unexpected visitor who held a pistol in his hand.
4. Ausable was capable of describing something fabricated as authentic.
5. Since Fowler had heard nothing of the balcony, Ausable tried to dispel his confusion so that the fraud would not be exposed
6. indicates Max was complacent with his intelligence-gathering activity.
7. suggests that Fowler was dumbfounded by the gun and scared out of wits by the sudden knocking of the door
8. it seemed as if Max had been cornered by Ausable's threat.
9. implies something unusual must have happened. If Max had landed on the so-called "balcony" outside the room, he would not have screamed in this way.

WORKSHEET

The story is characterized by its succinct language style. The writer is very particular and careful in his choice of words. Evidence of this can be seen in his accurate use of adverbs and verbs.

Match the connotation of the underlined words in the following sentences with their explanations given in the box given below in a jumbled order. Use the underlined verbs and adverbs as your clues:

1. (L7) "he spoke French and German passably"
2. (L10) "Ausable said wheezily over his shoulder" and (L40) "Ausable moved to an armchair and sat down heavily".
3. (L31) "Ausable blinked a few times."
4. (L49) "'It's not my balcony,' explained Ausable angrily. 'It belongs to the next apartment.'"
5. (L50) "He glanced explanatorily at Fowler."
6. (L61) "The little spy smiled evilly."
7. (L64) "Fowler jumped at the sudden knocking at the door."
8. (L69) "Max bit his lip nervously."
9. (L84) "And then as he dropped, he screamed once, shrilly."



Explanation:

- a) suggests that Fowler was dumbfounded by the gun and scared out of wits by the sudden knocking of the door
- b) vividly reflects that the hero is over weight.
- c) indicates Max was complacent with his intelligence-gathering activity.
- d) it seemed as if Max had been cornered by Ausable's threat.
- e) Ausable was capable of describing something fabricated as authentic.
- f) implies something unusual must have happened. If Max had landed on the so-called "balcony" outside the room, he would not have screamed in this way.
- g) hero's one striking characteristic is his accent.
- h) indicates that Ausable was surprised but not shocked. He was quickly thinking about countermove to the unexpected visitor who held a pistol in his hand.
- i) Since Fowler had heard nothing of the balcony, Ausable tried to dispel his confusion so that the fraud would not be exposed

IV Post Reading -Individual**Objective:**

1. To develop critical reading skills
2. To test students' understanding of the character
3. To make the students demonstrate planning skills for writing for a specific purpose, audience and context
4. Write in a personal informal style

Task: To write an article for the Magazine-The Detective Yarn

Fowler, the writer, is highly impressed by Ausable, the hero of the story-the American secret agent working in France. The meeting that started in a dull manner turned out to be a thrilling and surprising experience. As Fowler, write an article for the magazine sharing how Ausable, in spite of being so different from the commonly accepted image of a detective had something which made him effective. Give it the title: The Extraordinary Detective

Procedure:

- ✧ The teacher will encourage students to brainstorm ideas on the given question
- ✧ The responses of the students will be recorded on the BB
- ✧ the surprise ending with respect to both the plot and character of Ausable will be elicited by the teacher through class discussion
- ✧ Students will use the input on the BB to write the article

Criteria for Assessment:

- ✧ Appropriateness of content and ideas
- ✧ Coherence and connectivity



- ✧ Grammatical accuracy
- ✧ Logicality of ideas
- ✧ Appropriate format for article

Feedback: With a little support most students should be able to do this activity.

Answer-Value Points

Ausable

- ✧ the most outstanding feature -- wisdom, presence of mind and his quick wit
- ✧ not strong physically like usual detectives, but he can beat his enemy in the battle of wits
- ✧ he is fat and slow, but he reacts very quickly
- ✧ he carries no weapon, but he has an excellent brain
- ✧ he appears helpless, but he gets rid of his deadly enemy without lifting a finger, without shooting or fighting, but the battle of wits is even more exciting and gripping.
- ✧ this makes him so uncommon
- ✧ Ausable remained completely calm throughout. For him this was not an unusual experience. It had been obviously a frequent occurrence.

V. Post-Reading Activity -Individual task

Objective:

- ✧ To test students' ability to comprehend the text locally and globally
- ✧ To test students understanding of the theme, plot and character in context
- ✧ The teacher could use it as a diagnostic test after the students have finished reading the lesson

Task: To answer Multiple Choice Questions on the basis of the understanding of the play

Approximate Time: 10 Minutes

Procedure:

1. The teacher will distribute the worksheet to the students
2. Students will solve the given worksheet individually
3. Students will exchange the sheets and do peer correction
4. The teacher will call out the correct answers

Criteria for Assessment: Award one mark for each correct response

Feedback:

Most students should be able to do this activity. However the teacher can go around and guide those who get stuck.



Answers:

1. He was fat and ordinary looking
2. He was a writer and wanted to write something romantic
3. Physical strength
4. Lay a death- trap for Max
5. He was relieved and satisfied at the success of his plan

Multiple Choice Questions Worksheet

1. 'Ausable was not at all what a secret agent should look like' means:
 - a) He was not smart and intelligent
 - b) He looked dull and stupid
 - c) There was no air of mystery about him
 - d) He was fat and ordinary looking
2. Fowler wanted to meet Ausable because:
 - a) He was a writer and wanted to write something romantic
 - b) He wanted one of his own cases to be solved
 - c) Max had been troubling him
 - d) He wanted to spend a mysterious and exciting evening
3. Which of the following characteristics do not fit the character of Ausable:
 - a) Quick-witted
 - b) Presence of mind
 - c) Alacrity
 - d) Physical strength
4. Ausable made up a story to
 - a) Lay a death- trap for Max
 - b) Keep Max occupied till the arrival of the police
 - c) Save the document from Max
 - d) Vent out his anger against the management
5. 'There were no police,' Ausable sighed. He sighed because:
 - a) He was relieved and satisfied at the success of his plan
 - b) He was glad there was no police
 - c) He was irritated with Fowler's question
 - d) He was sorry that Max had died



A Question of Trust



Victor Canning

I PRE READING ACTIVITY

Objectives

- ✦ To encourage students to
 - ◆ develop quick thinking skills.
 - ◆ organise their thoughts in a coherent manner.
 - ◆ speak to an audience confidently.
- ✦ To act as a scaffold to understand the text.

Task

Individual presentation - JUST A MINUTE

Choose any one of the topics mentioned below

- ✦ Books are man's best friend
- ✦ Honesty is the best policy
- ✦ Trust is like a vase; once broken it is never the same.

Approximate Time: 1 period

Procedure

- ✦ The students could be asked to choose one topic or the teacher could draw lots.
- ✦ Each student will be given a minute to speak on the topic.
- ✦ Other students could comment on the content and the presentation.
- ✦ Alternatively the teacher could write the criteria for marking on the B.B. and they could assess the student speakers.

This activity could be used for grading.

Criteria for Assessment

One mark could be awarded for each of the following:

- ✦ Relevance to the theme
- ✦ Coherence
- ✦ Innovative ideas
- ✦ Fluency
- ✦ Grammatically correct structure



Feedback

- ❖ In case it is difficult for the whole class to speak in one period, a double period may be arranged.
- ❖ The teacher may have to get the students to assess the others seriously.
- ❖ Some students may only speak a few sentences; they may be given another chance after the others have spoken.

II POST READING ACTIVITY**Objectives**

- ❖ To comprehend the text locally and globally
- ❖ To infer meaning from the context

Task

Individual Work - Multiple Choice Questions

Approximate Time: 20 minutes

Procedure

- ❖ The teacher could photocopy the worksheet and distribute it amongst the students.
- ❖ After completion of the worksheet, the students could exchange their work with their partners and correct it.
- ❖ The teacher could call out the correct answers while the students correct them.
- ❖ The students could total up the correct answers and award marks.

This activity could be used for grading as part of Portfolio.

Criteria for marking

One mark could be awarded for each correct answer.

Feedback

- ❖ If some students find it difficult to complete it, they could be allowed to consult the text.
- ❖ Wherever students have not comprehended the story, the teacher can revisit those sections and clarify the concepts.
- ❖ The teacher could further discuss the questions and their options in order to reinforce the lesson.

Answers

1. (c)
2. (b)
3. (c)
4. (b)
5. (d)



WORKSHEET

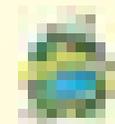
Complete the sentences by choosing an appropriate option from the choices given below:

1. 'Yes Horace Danby was good and respectable, but not completely honest....' The author calls Horace Danby dishonest because _____.
 - a) he secretly bought the stolen books
 - b) he had a habit of stealing books
 - c) he had served a sentence in the prison
 - d) he used to break open locks
2. Horace robbed a safe every year to _____.
 - a) buy luxury items
 - b) buy rare and expensive books
 - c) meet his day to day needs
 - d) collect money to watch movies
3. It was not at all difficult for Horace to break open the safe as _____.
 - a) he stole in the night time
 - b) he carefully arranged his tools
 - c) he had spent his life with safes and locks
 - d) the burglar alarm didn't work
4. "He might avoid the trouble if he treated her the right way..."
The word 'trouble' in the above line refers to _____.
 - a) Horace's problem of hay fever
 - b) Horace being caught by the police
 - c) Horace being discovered by one of the family members where he had come to steal
 - d) Horace's plan of running away
5. 'For two weeks he had been studying the house at Shotover Grange.' The word 'Grange' here means _____.
 - a) a bungalow
 - b) a house
 - c) a farm house
 - d) a country house with farm buildings attached

III POST READING ACTIVITY

Objectives

- ✦ To help students understand the characters
- ✦ To make students think imaginatively and creatively



Task

Pair Work - Imagine that you are Horace Danby and you happened to meet the woman who had tricked you. As Horace, write and enact an imaginary dialogue between you and the woman.

Approximate Time: 1 period

Procedure

- ❖ Students could discuss and write out their dialogues with their partners.
- ❖ Thereafter the teacher could ask a few students to enact their dialogues.
- ❖ The others could critically appreciate the presentations.

This activity could be used for grading as part of Portfolio.

Criteria for Assessment

One mark could be awarded for each of the following:

- ❖ Content
- ❖ Fluency
- ❖ Grammatically correct structure
- ❖ Coherence
- ❖ Extrapolation beyond the set text

Feedback

- ❖ If some students find it difficult to enact, they can have a conversation.
- ❖ The teacher could discuss some of the grammatical and syntactical errors.

IV POST READING ACTIVITY**Objective**

- ❖ To help the student do a role play.

Task

Group Work - Dramatize the story.

Approximate Time : 2 periods

Procedure

- ❖ Divide the class into groups of two - three students.
- ❖ Ask the group leaders to assign roles.
- ❖ Ask the groups to present the role play in turns.

The teacher could ask the students to give their comments on the presentation with valid reasons. (self / peer assessment)

The role play could be made a part of the Radio/ video show



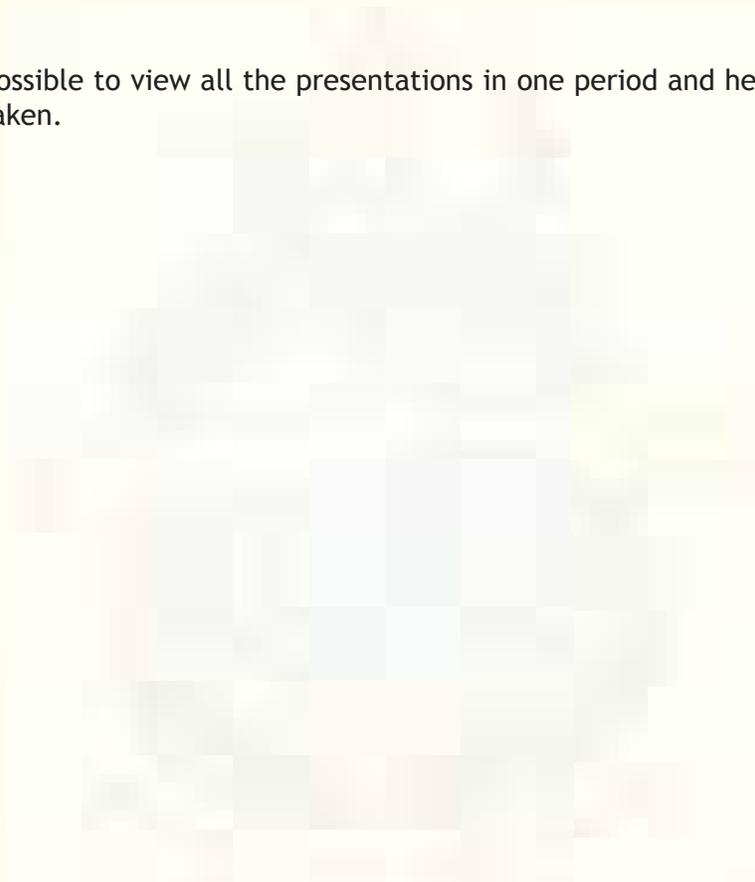
Criteria for Assessment

One mark may be awarded for each of the following indicator:

- ✧ Relevance of the content
- ✧ Effective and fluent delivery
- ✧ Confidence and focus in performance
- ✧ Correct Pronunciation
- ✧ Body Language - confidence, eye contact, facial expression, gestures

Feedback

- ✧ It may not be possible to view all the presentations in one period and hence a double period may be taken.



Footprints without Feet

Task I: Pre-reading Activity

Task: Group Discussion and Presentation

Suppose you had the power to become invisible whenever you wanted. What acts of heroism and help you would perform using your power? (Do not include illegal and unacceptable acts). Discuss in your group and make a brief presentation to the class.

Time: 20 minutes

Procedure:

1. The teacher will divide the students into groups of 4 or 5 in each group.
2. The task will be written on the blackboard.
3. Students will discuss the question in their groups and make notes.
4. On representative from each group will make a brief presentation (2-3 minutes).
5. The teacher will instruct the students that they will not present any act that may be viewed as socially and legally unacceptable.

Criteria for Assessment:

- Content:** Relevance and richness.
- Fluency:** Coherent and well organised
- Accuracy:** Grammatically correct sentences.
- Creativity:** Original ideas.

Feedback:

- ◇ Presentation could be briefly discussed by the class.
- ◇ Common errors could be put up on the blackboard and discussed.
- ◇ The presentations could be linked to the story.

Task 2

Skill Area: While Reading

Time: 30 minutes

WHILE READING ACTIVITY

Objective

- ◇ To make students think imaginatively and creatively
- ◇ To encourage role play



Task: Group Activity

Prediction -- *This activity is to be conducted just after Griffin attacks the shopkeeper and escapes from the shop.

On the basis of your reading of the text till the escape of Griffin, make a prediction about what you think would happen next. Discuss in your group and act out how you think Griffin is caught.

Approximate time: One period

Procedure

- ✦ Just after the escape of Griffin, ask the students to close their text books
- ✦ The students will be asked to make their predictions and write a brief skit of about 5 minutes.
- ✦ The teacher will invite each group to enact their skit.

This activity need not be graded.

Feedback

- ✦ All students need not act out the role play. Some of them may be involved with the script writing.

Task III**Post reading MCQs****Objective**

- ✦ To enable the students to
 - ◆ comprehend the lesson locally and globally.
 - ◆ infer the contextual meaning of the text.
- ✦ The teacher could use it as a diagnostic test after the students have finished reading the lesson.

Task - Individual work**Multiple Choice Questions**

Approximate Time: 1 period

Procedure

- ✦ The teacher could photocopy the worksheet and distribute it to the students.
- ✦ After completion of the worksheet, the students could exchange their work with their partners and correct it.
- ✦ The teacher could call out the correct answers while the students correct them.
- ✦ The students could total up the correct answers and award marks.

This activity could be used for grading as part of Portfolio.



Based on your reading of the lesson, answer the following questions by ticking the correct option.

1. Why were the two boys shocked to see the footprint on the stairs?
 - a) the footsteps were muddy
 - b) the footsteps were of a man who was barefoot
 - c) fresh footprints appeared without a body
 - d) the man making the footsteps was running into the street.
2. Why did Griffin enter the store?
 - a) he wanted to escape the boys following him
 - b) he had no home and no clothes
 - c) he was escaping his landlord whose house he had burnt down
 - d) it was bitterly cold and he needed clothes.
3. Why was Griffin discovered at the store?
 - a) he had no face
 - b) he was still sleeping
 - c) he tried to run away
 - d) he was fully dressed and visible
4. What kind of a person does Griffin reveal himself as?
 - a) ingenious
 - b) upright
 - c) dishonest
 - d) sensible

Give a reason to support your answer. (Uses his research to harm or rob people)

Criteria for Assessment

Award one mark for each correct response

Feed back

- ✧ Most students should be able to do the worksheet.
- ✧ The teacher should guide wherever students falter.

Answers:

1. fresh footprints appeared without a body
2. it was bitterly cold and he needed clothes.
3. he was fully dressed and visible
4. dishonest; Uses his research to harm or rob people (1+1)

Task IV

Post reading

Writing a newspaper report

A reporter is sent to Ipping to find out more about the invisible man. He interviews Mrs Hall and Jaffers, the police constables and other villagers.

As the reporter write a newspaper report about the thefts at Ipping and the invisible thief in about 120 words.

Criteria for Marking:

✦ Content	rich, relevant	2 marks
✦ Language	accurate, cohesive	2 mark
✦ Presentation	original, effective	1 mark

Feedback:

- ✦ Some of the reports could be read out in the class.



Unit 6

The Making of a Scientist



Robert W. Peterson

I. PRE-READING ACTIVITY

Objective

- ◇ To test the students' prior knowledge
- ◇ To build a schema and arouse interest

Task

Pair work - Match the names of the scientists to their photographs.

Approximate Time: 15 minutes

Procedure :

- ◇ The teacher could photocopy the worksheet and distribute it to the students.
Working in pairs, the students could match the names of the scientists to their photographs.
- ◇ The teacher could call out the correct answers and the students can edit / check their work.

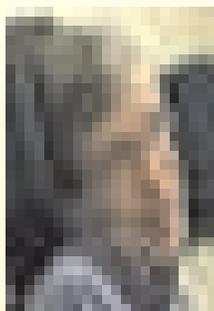
This activity need not be graded.

Feedback

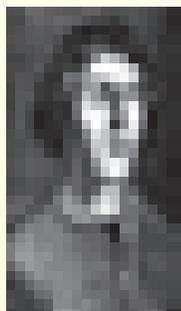
- ◇ Some students may find it difficult to complete the task.
- ◇ In such a case, answers can directly be given by the teacher.
- ◇ Alternatively, the students could be asked to find out more about some famous scientists a day prior to giving the worksheet.

Worksheet for Activity 1

Given below are the photographs of some famous scientists. However, their names are mixed up. Write the correct name of each scientist against his photograph.



Benjamin Franklin



C.V. Raman



Albert Einstein

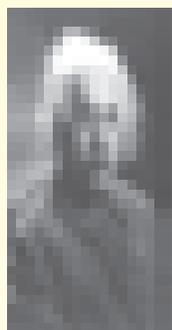


Copernicus



Ernest Rutherford





Galileo Galilei



Isaac Newton



Michael Faraday

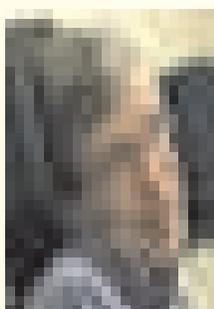


Stephen Hawking

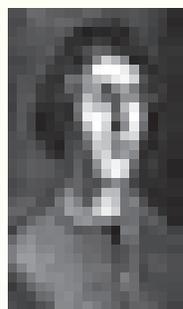


Thomas Alva Edison

Answers:



Stephen Hawking



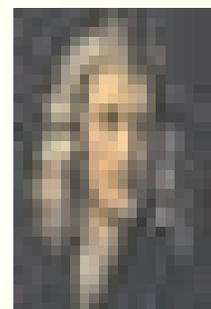
Copernicus



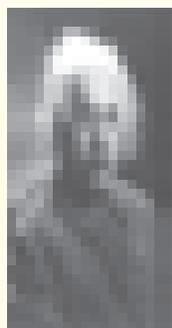
Benjamin Franklin



Galileo Galilei



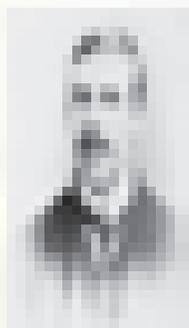
Isaac Newton



Albert Einstein



Thomas Alva Edison



Ernest Rutherford



C.V. Raman



Michael Faraday

II. POST-READING ACTIVITY

Objectives

- ✦ To develop literary, creative and imaginative skills in students.
- ✦ To enable the students to organise ideas and present them in the form of a Diary entry.

Task

Individual Activity

As the scientist, Richard H. Ebright, write a diary for the day when he found the answer to his theory - how can cell read the blueprint of its DNA? (word limit: 120-150)

Approximate Time: 1 period



Unit 6

Procedure

- ✧ The teacher could brainstorm the main emotions / key words around which the diary entry needs to be woven.
- ✧ Students could be asked to prepare a rough draft of the diary using CODER.
- ✧ Students could be encouraged to use a dictionary.
- ✧ Some of the diary entries could be read out in the class.

This activity may be used for grading as part of Portfolio.

Criteria for Assessment

One mark may be awarded for each of the following indicators:

- ✧ Relevance to the theme
- ✧ Coherence of ideas
- ✧ Appropriate language
- ✧ Originality and creativity
- ✧ The process of writing (CODER)

Feedback

- ✧ A few students may not be able to write the diary entry.
- ✧ The teacher may facilitate them by providing suitable clues / expressions.

III. POST READING ACTIVITY (Listening)

To be adapted as a Reading Activity in case the teacher thinks that students may not be able to respond well to Listening.

Objectives:

To enable the students to:

- ✧ listen/read effectively and infer meaning
- ✧ demonstrate critical awareness of language used in oral situations

Task: Individual Work

Listen to the recording of the poem / Read the poem given and state whether the statements are true or false in the worksheet that follows.

Approximate Time: 20 minutes

Procedure

- ✧ The teacher will distribute the worksheet and allow the students to go through the questions.
- ✧ The teacher will recite the poem as the students listen.
- ✧ The students will complete the worksheet as they listen.



- ✧ The teacher may recite the poem twice in case the students are unable to comprehend it after the first recitation.

Criteria for Assessment

Award one mark for each correct answer

Feedback

- ✧ The students may not be able to do this exercise as a listening activity. The same may be used for Reading Comprehension instead.

Answers

1. False
2. True
3. False
4. True
5. False
6. True
7. True
8. True
9. False
10. True

WORKSHEET

Archimedes' Principle

*Students of physics are frequently told
Of experiments performed by great physicists of old
Like Boyles and Charles - but greatest of these
Was the principle discovered by Archimedes.
The Sicilian King, Archimedes was told,
Ordered a crown from a large lump of gold,
And though the weight of the gold was completely correct,
The goldsmith's eye made the king suspect
That he'd made up the weight with some cheaper metal
And stolen some gold, that his debts he might settle.
His problem was then of outstanding
As he had no idea, whatsoever, of density.
Climbing into a bath he received a surprise
When he noticed the water beginning to rise.
He suddenly snapped, and let out a scream,*



*As he realised, with joy, his long-wished-for dream.
 He found the upthrust, produced on a body's base,
 To be equal to the water displaced,
 And soon volumes and weights would make it quite plain
 What various metals the crown could contain,
 And so he could easily show to his Royalty
 The absolute proof of the goldsmith's disloyalty.
 Leaping out of the bath at a remarkable rate,
 He made for the palace by doorway and gate-
 But the men in the street were completely confounded
 To see a naked man shout "Eureka! I've found it!"*

On the basis of your reading / listening of the poem, state whether the following statements are True or False:

1. The King of Sicily asked the goldsmith to weigh the crown.
2. He felt that the goldsmith had cheated him when he saw the latter's eyes.
3. The king suspected that the goldsmith had made the crown of pure gold.
4. The goldsmith kept the stolen gold to repay his loans.
5. Archimedes understood the principle related to objects immersed in liquids when he jumped out of his bath tub.
6. He had found out a way of testing the purity of the crown.
7. He rushed to the King directly from his bath.
8. He confirmed the King's doubt that the goldsmith used cheap metals to make the crown.
9. The people in the street were not surprised to see Archimedes.
10. A synonym for the word confounded can be surprised.

IV. POST READING ACTIVITY

Objective

- ✧ To develop literary, creative and imaginative skills in students.
- ✧ To enable the students to express themselves in grammatically correct language.

Task

Individual Activity

On the basis of your reading of the lesson and your creativity, write a short bio-sketch of the scientist Richard H. Ebright. (word limit: 150-180)

Approximate Time: 1 period



Procedure

- ✧ The teacher could have a small introductory talk to discuss the style, value points and format of the bio-sketch.
- ✧ Students could be asked to prepare a rough draft of the bio-sketch using CODER.
- ✧ Students could be encouraged to use a dictionary.
- ✧ The best bio-sketch could be read out in the class.

This activity may be used for grading as part of Portfolio.

Criteria for Assessment

One mark may be awarded for each of the following indicators:

- ✧ Relevance to the theme
- ✧ Coherence of ideas
- ✧ Appropriate language
- ✧ Originality and creativity
- ✧ The process of writing (CODER)

Feedback

- ✧ A few students may not be able to write the bio-sketch.
- ✧ The teacher may facilitate them by providing suitable clues / expressions.

V. POST READING ACTIVITY

Objective

1. To enable the students to
 - ✧ comprehend the lesson locally and globally.
 - ✧ infer the contextual meaning of the text.

Task

Individual work - Multiple Choice Questions

Approximate Time: 1 period

Procedure

- ✧ The teacher could photocopy the worksheet and distribute it to the class.
- ✧ After completion of the worksheet, the students could exchange their work with their partners and correct it.
- ✧ The teacher could call out the correct answers while the students correct them.
- ✧ The students could total up the correct answers and award marks.

The teacher could use it as a diagnostic test after the students have finished reading the lesson.

This activity could be used for grading.



Criteria for Assessment

One mark could be awarded for each correct answer.

Feedback

- ❖ If some students find it difficult to complete the assignment, they could be allowed to consult the text.
- ❖ Wherever students have not comprehended the story, the teacher can revisit those sections and clarify the concepts.
- ❖ The teacher could further discuss the questions and their options in order to reinforce the lesson.

Answers

- i. inquisitive
- ii. six weeks in late summer
- iii. there wasn't much feedback
- iv. Monarch butterflies
- v. insects

WORKSHEET

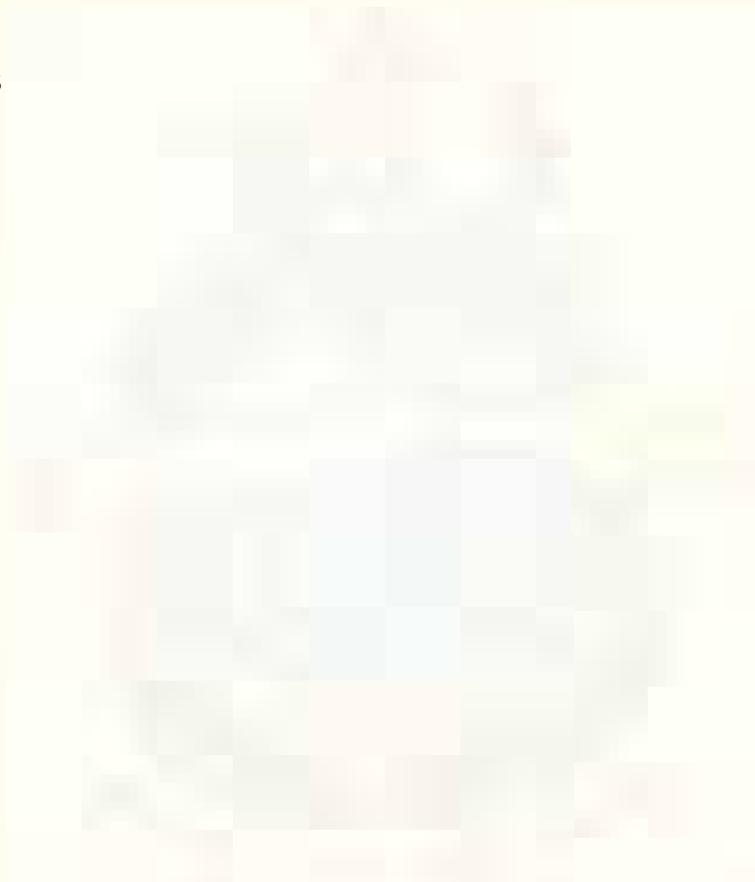
Multiple Choice Questions

Complete the following sentences by choosing the most appropriate alternative from the options given below:

- i. From the first he had a driving curiosity. Here the word curiosity refers to being _____
 - a) anxious
 - b) inquisitive
 - c) apprehensive
 - d) enthusiastic
- ii. The butterfly collecting season at Reading lasts _____
 - a) four weeks in late summer
 - b) two weeks in late summer
 - c) five weeks in late summer
 - d) six weeks in late summer
- iii. Ebright began to lose interest in tagging butterflies because it was tedious and _____
 - a) the butterflies never returned
 - b) the tags were often destroyed
 - c) there wasn't much feedback
 - d) he had other projects to work on



- iv. One of Ebright's Science projects was to check whether Starlings eat _____
- a) Viceroy butterflies
 - b) Beetles
 - c) ordinary bird food
 - d) Monarch butterflies
- v. Entomology is the study of _____
- a) birds
 - b) bees
 - c) butterflies
 - d) insects



The Necklace

Task 1 : Pre-reading

Task: Discussion/ speaking

What are the things you consider essential for happiness? You may choose from the list given below or add something in the boxes provided. Give reasons for your choice.



Jewellery



Money



Family



A large house



Becoming famous



Living with nature

This activity need not be graded.



Task: 2

Skill Area: While Reading

Time: 30 minute

I WHILE READING ACTIVITY

Objective

- ✧ To make students think imaginatively and creatively
- ✧ To encourage role play

Task: Group Activity

Prediction -- This activity is to be conducted just after Matilda realises she has lost the necklace.

On the basis of your reading of the text till the loss of the necklace, make a prediction about what you think would happen next. Discuss in your group and act out the reaction of the Loiseles and Madame Forestier.

Approximate time: One period

Procedure

- ✧ Just after the loss of the necklace, ask the students to close their text books
- ✧ The students will be asked to make their predictions and write a brief skit of about 5 minutes.
- ✧ The teacher will invite each group to enact their skit.

This activity need not be graded.

Feedback

- ✧ All students need not act out the role play. Some of them may be involved with the script writing.

Task 3

Objective

- ✧ To enable the students to
 - ◆ comprehend the lesson locally and globally.
 - ◆ infer the contextual meaning of the text.
- ✧ The teacher could use it as a diagnostic test after the students have finished reading the lesson.

Task - Individual work

Multiple Choice Questions

Approximate Time: 1 period



Procedure

- ✧ The teacher could photocopy the worksheet and distribute it to Row 1 and Row 2.
- ✧ After completion of the worksheet, the students could exchange their work with their partners and correct it.
- ✧ The teacher could call out the correct answers while the students correct them.
- ✧ The students could total up the correct answers and award marks.

This activity could be used for grading as part of Portfolio.

Criteria for marking

One mark could be awarded for each correct answer.

WORKSHEET 1

1. Matilda was unhappy because of
 - a) her envy of her friend who was wealthier than her.
 - b) her high aspirations that could never be fulfilled.
 - c) her husband's lowly status and uncaring nature.
 - d) her husband's unimaginative and uncaring attitude.
2. Matilda got married to a clerk because
 - a) her parents persuaded her to do so.
 - b) no one else wanted to marry her.
 - c) being poor, she had no other option but to marry him.
 - d) she had no dowry or social status to attract a rich man.
3. At the party, Matilda was a great success because of her
 - a) beauty
 - b) her beautiful diamond necklace
 - c) her new dress
 - d) her skill at dancing
4. At the ball Loisel spent a large part of the time half-asleep in a little salon. This shows he was
 - a) a boring man
 - b) not fond of parties
 - c) not a popular man
 - d) caring and sensitive to his wife's needs.
5. Which of the following statements best summarizes "The Necklace"?
 - a) A woman who wants to make a good impression goes to a dance.

- b) An expensive necklace is lost and needs to be replaced.
- c) A woman buys an expensive dress and borrows a diamond necklace.
- d) In pursuit of recognition, a woman is driven to financial ruin.

Expected Answers:

1. her high aspirations that could never be fulfilled.
2. she had no dowry or social status to attract a rich man.
3. beauty
4. caring and sensitive to his wife's needs.
5. In pursuit of recognition, a woman is driven to financial ruin.

WORKSHEET 2

1. Mme Loisel was unhappy in her marriage because
 - a) she did not like clerks.
 - b) she did not like living in the modest house of her husband.
 - c) her husband did not provide for her.
 - d) her husband treated her badly.
2. Matilda threw the invitation card away and looked extremely upset to receive it because.....
 - a) she did not like going to balls.
 - b) she did not have clothes or jewellery to wear to the ball.
 - c) she did not want to go to the ball with Loisel who could not dance.
 - d) she felt the ball was not fine enough for her.
3. Madame Loisel does not spare a thought for her husband who fell asleep while waiting for her to finish dancing. This shows her as
 - a) selfish and immature
 - b) fond of dancing
 - c) wanting to make the most of an opportunity
 - d) popular and well-liked
4. When Matilda returned the necklace to her friend, she responds with
 - a) mockery
 - b) anger
 - c) concern
 - d) compassion



5. At the end of the story, it is clear that
 - a) the Loisels will soon become wealthy
 - b) the Loisels have learned an important lesson about thrift
 - c) the Loisels have suffered needlessly
 - d) Mme Forestier will help the Loisels

Expected Answers

1. she did not like living in the modest house of her husband.
2. she did not have clothes or jewellery to wear to the ball.
3. selfish and immature
4. anger
5. the Loisels have suffered needlessly

Task 4

Objective

To help students extend the story using their imagination.

Task:

Matilda comes to know from her friend that the diamonds in the necklace she had borrowed were false.

Though Matilda and her husband have lost ten years of their youth, they still have worked hard to save the money for a real diamond necklace.

Imagine that you are Matilda. Extend the story using your imagination. What would you have done in those circumstances?

Approximate Time: 1 Period

Procedure:

- ❖ Explain the task.
- ❖ Ask the students to write the extension of the story as a group task.
- ❖ The best efforts could be read out or displayed.

Criteria for Marking:

- ❖ Logical extension
- ❖ Originality and creativity
- ❖ Accuracy and Fluency.

Feedback:

1. Teacher could go around helping groups with ideas.
2. A few of the compositions could be edited.



The Hack Driver

Sinclair Lewis

I PRE-READING ACTIVITY

Objectives

- ✧ To check the students' previous knowledge
- ✧ To increase the vocabulary of the students
- ✧ To build a schema and arouse interest

Task

Pair work - Identify the names of the ten horse-driven carts hidden in the word grid.

Approximate Time: 15 minutes

Procedure

- ✧ The teacher could photocopy the word grid worksheet and distribute it to the students.
Working in pairs, the students could identify the names of the ten horse-driven carts hidden in the word grid.
- ✧ The teacher could call out the names of the ten horse-driven carts and the students can edit / check their work.

This activity need not be graded.

Feedback

- ✧ If the students find it difficult to complete the word grid, the teacher could write the names of the ten horse-driven carts hidden in the word grid on the black board and then ask the students to find the same.

Answers

TONGA, VICTORIA, TROIKA, DILIGENCE, CABRIOLET, BUGGY, HAYWAGON, CHARIOT, HACKNEY AND WAGONETTE



Carts Pulled By Horses

Identify the names of the ten horse-driven carts hidden in the word grid.

R	V	L	U	T	E	Z	Z	C	I	S	T	N	P	W
B	S	Q	U	C	V	C	W	V	Q	Q	R	I	N	D
F	X	T	P	P	T	A	F	C	K	W	O	E	V	K
F	N	V	I	W	V	B	D	I	D	Z	I	I	C	F
R	W	X	M	A	V	R	B	O	I	B	K	F	U	H
X	I	V	E	G	F	I	S	B	L	U	A	K	B	A
Q	L	G	D	O	V	O	A	Z	I	G	A	T	G	C
B	K	E	G	N	I	L	R	W	G	G	R	I	C	K
X	W	G	E	E	C	E	K	R	E	Y	R	W	H	N
N	O	O	D	T	T	T	A	U	N	V	R	M	A	E
M	E	J	W	T	O	B	L	U	C	H	G	I	R	Y
V	T	L	V	E	R	J	R	C	E	Y	A	M	I	O
X	J	D	R	V	I	T	H	A	Y	W	A	G	O	N
K	K	M	N	H	A	X	L	M	B	D	A	U	T	W
V	W	F	H	T	R	R	P	T	O	N	G	A	Q	U

Answers

Carts Pulled By Horses

R	V	L	U	T	E	Z	Z	C	I	S	T	N	P	W
B	S	Q	U	C	V	C	W	V	Q	Q	R	I	N	D
F	X	T	P	P	T	A	F	C	K	W	O	E	V	K
F	N	V	I	W	V	B	D	I	D	Z	I	I	C	F
R	W	X	M	A	V	R	B	O	I	B	K	F	U	H
X	I	V	E	G	F	I	S	B	L	U	A	K	B	A
Q	L	G	D	O	V	O	A	Z	I	G	A	T	G	C
B	K	E	G	N	I	L	R	W	G	G	R	I	C	K
X	W	G	E	E	C	E	K	R	E	Y	R	W		N
N	O	O	D	T	T	T	A	U	N	V	R	M	A	E
M	E	J	W	T	O	B	L	U	C	H	G	I	R	Y
V	T	L	V	E	R	J	R	C	E	Y	A	M	I	O
X	J	D	R	V	I	T	H	A	Y	W	A	G	O	N
K	K	M	N	H	A	X	L	M	B	D	A	U	T	W
V	W	F	H	T	R	R	P	T	O	N	G	A	Q	U

III POST-READING ACTIVITY

Objective

- ◆ To enable the students to
- ◆ comprehend the lesson locally and globally.
- ◆ sequence events.
- ◆ The teacher could use it as a diagnostic test after the completion of the lesson.



Task - Individual work

Complete the flow-chart of the lawyer's search for Oliver Lutkins by rearranging the order of events from those given below.

Approximate time: 15 minutes.

Procedure

- ✦ The teacher could distribute the worksheet and ask the students to complete the flow-chart of the lawyer's search for a man called Oliver Lutkins by rearranging the order of events from those given below.
- ✦ The teacher could discuss the correct answers while the students correct their work.

This activity could be used for grading as part of Portfolio.

Criteria for marking

Half a mark could be awarded for each correct answer.

Feedback

- " If some students find it difficult to complete the flow chart, they could be allowed to consult the text.
- " Wherever students have not comprehended the story, the teacher can revisit those sections and clarify the concepts.

Answers

- ✦ A young lawyer is sent to New Mullion
- ✦ Has to serve summons to Oliver Lutkins
- ✦ Hunts for Oliver Lutkins
- ✦ Spots a delivery man at the station
- ✦ Drives around in a hack cart with Bill to find Lutkins
- ✦ Bill leads him to Fritz's to search for Lutkins
- ✦ Goes to Gustaff 's and Gray's barber shop
- ✦ Is unable to trace Lutkins
- ✦ Also visits Lutkins' mother's farm in vain
- ✦ Returns to the town empty-handed

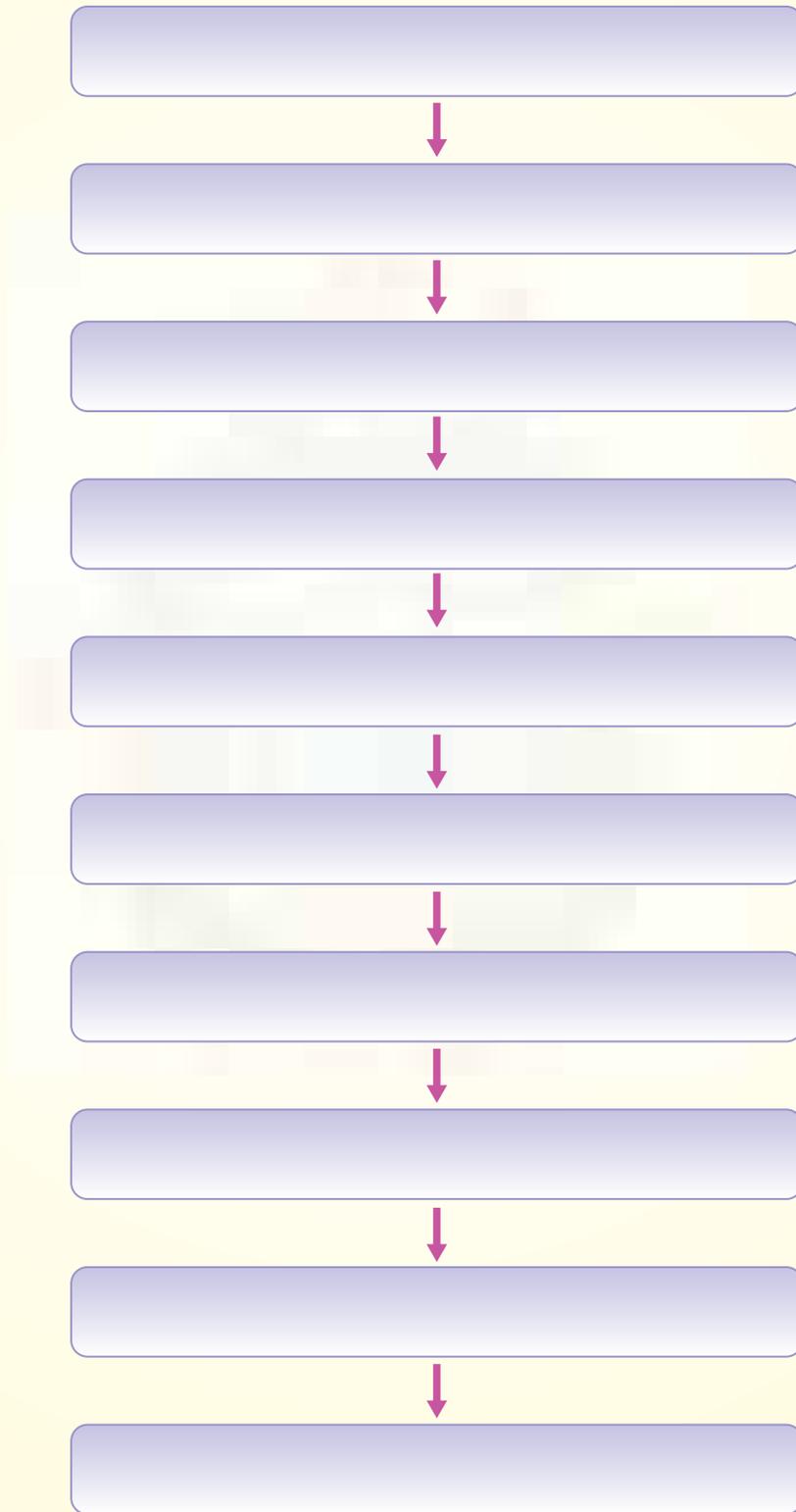


Unit 8

Formative Assessment – The Hack Driver

WORKSHEET

Flowchart - The lawyer's search for a man called Oliver Lutkins



JUMBLED INPUTS

- ✧ also visits Lutkins' mother's farm in vain
- ✧ has to serve summons to Oliver Lutkins
- ✧ Bill leads him to Fritz's to search for Lutkins
- ✧ a young lawyer is sent to New Mullion
- ✧ drives around in a hack cart with Bill to find Lutkins
- ✧ returns back to the town empty-handed
- ✧ goes to Gustaff's and Gray's barber shop
- ✧ spots a delivery man at the station
- ✧ is unable to trace Lutkins
- ✧ hunts for Oliver Lutkins

IV POST READING ACTIVITY

Objectives

- ✧ To test the students' ability to write effectively.
- ✧ To help them express themselves critically and creatively in grammatically correct language.

Task - Individual work

- ✧ Write a short paragraph titled: Appearances Can Be Deceptive.
(word limit: 100-120)

Approximate Time: 1 period

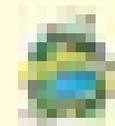
Procedure

- ✧ The teacher will initiate a whole class discussion on the given topic to elicit relevant value points.
- ✧ After the discussion, the teacher instructs the students to write the paragraph.
- ✧ Some of the paragraphs could be read out.
- ✧ The paragraph could form a part of the portfolio.

Criteria for Assessment

1 mark may be awarded for each of the following:

- ✧ Relevance to the topic
- ✧ Use of anecdotes and incidents
- ✧ Coherence of ideas
- ✧ Appropriate and grammatically correct language
- ✧ Originality and innovativeness



Feedback

- ✦ Students can also be encouraged to edit their own work.
- ✦ The edited versions showing the process of improvement could be displayed.
- ✦ Some of the language errors could be discussed in the class.

V POST READING ACTIVITY**Objective**

To enable the students to

- ✦ comprehend the lesson locally and globally.
- ✦ infer the contextual meaning of the text.

Task

Individual work - Multiple Choice Questions

Approximate Time: 1 period

Procedure

- ✦ The teacher could photocopy the worksheet and distribute it to the class.
- ✦ After completion of the worksheet, the students could exchange their work with their partners and correct it.
- ✦ The teacher could call out the correct answers while the students correct them.
- ✦ The students could total up the correct answers and award marks.

The teacher could use it as a diagnostic test after the students have finished reading the lesson.

This activity could be used for grading as part of Portfolio.

Criteria for marking

One mark could be awarded for each correct answer.

Feedback

- ✦ If some students find it difficult to complete the assignment, they could be allowed to consult the text.
- ✦ Wherever students have not comprehended the story, the teacher can revisit those sections and clarify the concepts.
- ✦ The teacher could further discuss the questions and their options in order to reinforce the lesson.

Answers

1. he had to serve summons on Oliver Lutkins
2. at Wade's Hill
3. Lutkins' mother laughing at them



4. his hometown
5. he was charging the whole thing to his firm

WORKSHEET

Multiple Choice Questions

Complete the following sentences by choosing the most appropriate alternative from the options given below.

1. The writer was sent to New Mullion because _____
 - a) He was summoned by Oliver Lutkins
 - b) he was a witness in a law case
 - c) he had to serve summons on Oliver Lutkins
 - d) he had ignored all the letters
2. Bill suggested that they have their lunch _____
 - a) in a restaurant
 - b) at home
 - c) in a hack cart
 - d) at Wade's Hill
3. 'I agreed that it was a pretty disrespectful treatment.' The disrespectful treatment refers to _____
 - a) the harassment by Lutkins' mother
 - b) the absence of Oliver Lutkins
 - c) Lutkins' mother laughing at them
 - d) the ignorance of Lutkins' mother
4. 'I hated this unpleasant work.' The writer even considers fleeing to _____
 - a) a countryside
 - b) his hometown
 - c) New Mullion
 - d) a big city
5. 'But he was no more dishonest than I.' The writer says this because _____
 - a) he was being dishonest to Bill
 - b) he was more dishonest than Lutkins
 - c) he was being dishonest to Lutkins
 - d) he was charging the whole thing to his firm



I PRE-READING ACTIVITY

Objectives

- ◇ To sensitise the students to the importance of education

Task - Pair work

In pairs, read the description of Shakuntala Devi and discuss how her life would have been better if she had been educated. Write down against the points given below what you think the situation would have been, had she been sent to school. For example, *if she had attended school, she would have got to know the importance of giving her children polio drops.*

Shakuntala Devi is one of the millions of faceless women in India. Here's a description of her life.

- ◇ She has never been to school.

- ◇ She was married at the age of twelve

- ◇ She has had four children & is expecting the fifth one.

- ◇ She lost two of them when they were just one & two.

- ◇ She works for a building contractor, carrying cement, sand and bricks to the site.

- ◇ She is made to sign for an amount that is greater than what the contractor actually pays her.

- ◇ Neither of her children attends school.

- ◇ One of them has been affected by polio.

Share your opinions with the rest of the class.

Approximate Time: 15 minutes

Procedure

- ◇ The teacher writes down the description of Shakuntala Devi's life on the blackboard.
- ◇ The students copy the same in their notebooks.



- ✦ In pairs, students read the description of Shakuntala Devi's life and complete the task given.
- ✦ Thereafter the teacher facilitates a whole class discussion on how Shakuntala Devi's life would have been better if she had been educated.
- ✦ The students / teacher can also discuss the contribution of the National Literacy Mission, the Sarva Shiksha Abhiyaan and the like with the class.

This task need not be graded.

II POST READING ACTIVITY

Objectives

- ✦ To test the students' comprehension of the text.
- ✦ To help them express themselves in grammatically correct language.
- ✦ To act as a scaffold to understand and empathise with the central character- Bholi.

Task - Individual work

- ✦ As Sulekha, make a diary entry describing your journey from Bholi to Sulekha. (word limit: 120-150)

Approximate Time: 1 period

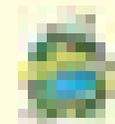
Procedure

- ✦ The teacher will initiate a whole class discussion on the following:
 - ◆ Bholi's apprehensions about going to school
 - ◆ Role of Bholi's teacher
 - ◆ Bholi's approval of the unequal match
 - ◆ Her rejection of the dowry seeking groom later
 - ◆ Bholi's metamorphosis as Sulekha
- ✦ After the discussion, the teacher instructs the students to write the diary entry.
- ✦ Some of the diary entries could be read out.
- ✦ The diary could form a part of the portfolio.

Criteria for Assessment

1 mark may be awarded for each of the following:

- ✦ Relevance to the theme
- ✦ Use of anecdotes and incidents from the story
- ✦ Coherence of ideas
- ✦ Appropriate language, including quotes from the text
- ✦ Originality and innovativeness



Feedback

- ✧ Students can also be encouraged to edit their own work.
- ✧ The edited versions showing the process of improvement could be displayed.
- ✧ Some of the language errors could be discussed in the class.

III POST READING ACTIVITY**Objective**

- ✧ To make students enact the story/episodes and do Peer Assessment.

Task: Group Work

Dramatization of the story/ episodes from the story.

Procedure

- ✧ The teacher will make five groups of six students each, as per the requirement of the text.
- ✧ Each group dramatizes the episodes from the story in turns, using the words in the story.
- ✧ The students who form part of the audience may be given Peer Assessment Sheet given below. They would use the criteria for assessment as their guideline. The teacher would collect their responses for record. These can form part of the portfolio
- ✧ The groups can be given Drama enactment evaluation- "*Self -Assessment Sheet**."

The story of Bholi presents many characters engaged in many kinds of behaviour. The teacher could choose such episodes for role play.

Criteria for Assessment

One mark may be awarded for each of the following:

- ✧ Group dynamics
- ✧ Effective and fluent dialogue delivery
- ✧ Correct pronunciation
- ✧ Body language
- ✧ confidence and focus in performance

Feedback:

- ✧ Students may not be very comfortable with self/peer assessment.
- ✧ They may be guided through it by the teacher and may be trained to concentrate and take notes during peer performance.



Peer Assessment Sheet

Date : _____

Peer Assessor's name: _____

Name of Performer and the character played _____

The scene dramatized was about ... (give details) _____

The best moment/ thing I liked in this performance and why... (give details)

The part I didnot like and would change and why (give details)

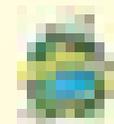
If I had played this role I would do it differently (give details)

Any two traits of the character I liked best:

SELF ASSESSMENT SHEET

Name: _____ Date: _____

CREATING	Always	Usually	Sometimes	Rarely
I cooperate with others				
I listen to the teacher				
I listen to my classmates				
I ask questions if I don't understand				
I put effort into creative work				



PERFORMING				
I concentrate and stay focused				
I am good at spontaneous improvisation				
I help other actors perform				
I consider the audience while performing				
I use space well				
I am audible				
RESPONSE				
I know when my work is good and when it needs improving				
I tell others what is good about their work				
I tell others how to improve their work				

Teacher's Remark:

IV POST READING ACTIVITY

Objectives

- ❖ To test the students' ability to write effectively.
- ❖ To help them express themselves in grammatically correct language.
- ❖ To sensitise them with the need of the hour - free and compulsory education for all children at least till the age of 14.

Task - Individual work (Writing task based on a Visual Input)

Though Child labour is a very serious offence, yet we find children working as domestic hands, vendors or in factories. Based on the visual input, write a letter to the Human Resources Development Minister condemning the practice, by giving two instances from your neighbourhood. Write about why education is essential and what schools can do to help some of these unfortunate children. Request the Ministry to take steps to stop child labour and provide all children the basic education essential for survival. (word limit: 120-150)

Approximate Time: 1 period

Procedure

- ❖ The teacher could distribute the photocopy of the visual to the students.
- ❖ The teacher could initiate a brief discussion on the visual input provided.
- ❖ After the discussion, the teacher instructs the students to write the letter.
- ❖ Some of the letters could be read out.
- ❖ The letter could form a part of the portfolio.

Criteria for Assessment

1 mark may be awarded for each of the following:

- ✦ Relevance to the visual input and the question given
- ✦ Use of facts, anecdotes and incidents to highlight the problem
- ✦ Coherence of ideas
- ✦ Appropriate use of formal language.
- ✦ Originality and innovativeness

Feedback

- ✦ Students can also be encouraged to edit their own work.
- ✦ The edited versions showing the process of improvement could be displayed.
- ✦ Some of the language errors could be discussed in the class.

VISUAL INPUT FOR ACTIVITY IV



V POST-READING ACTIVITY

Objective

1. To test the students' comprehension of the text.
2. To increase the vocabulary of the students.

Task

Individual work - Identify words to describe Bholi's character before and after she receives education.

Approximate Time: 15 minutes

Procedure

- ❖ The students could be asked to make two columns in their notebooks to describe Bholi's character - Before Going To School and After Receiving Education.
- ❖ The teacher could write the words given in the box below on the Blackboard.
- ❖ The students could complete the columns by choosing the appropriate words from the Blackboard.
- ❖ After completion, the students could exchange their worksheets and correct their partners' work while the teacher calls out the correct answers.
- ❖ After peer correction, the students can add up the correct answers and award marks.

This activity could be used for grading as part of Portfolio.

Criteria for Assessment

- ❖ Every correct answer could be awarded half a mark.

Feedback

- ❖ If the students find it difficult to complete the table, the teacher could ask them to consult a dictionary.
- ❖ While calling out the answers, the teacher could explain the meanings of difficult words.

WORDS

SIMPLETON	NERVOUS	DETERMINED	MEEK
FLUSTERED	GULLIBLE	PROUD	BOLD
CONFIDENT	INTROVERT	SMART	FRANK
RESOLUTE	EMBARRASSED	DARING	NEGLECTED
SUBMISSIVE	OUTSPOKEN	IGNORED	INDEPENDENT



ANSWERS

	BHOLI -Before Going To School	BHOLI -After Receiving Education.
1.	simpleton	independent
2.	nervous	confident
3.	introvert	resolute
4.	flustered	determined
5.	ignored	proud
6.	meeek	frank
7.	embarrassed	outspoken
8.	gullible	smart
9.	submissive	daring
10.	neglected	bold

VI POST READING ACTIVITY

Objective

1. To enable the students to
 - a. comprehend the lesson locally and globally.
 - b. infer the contextual meaning of the text.

Task

Individual work - Multiple Choice Questions

Approximate Time: 1 period

Procedure

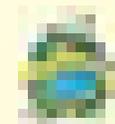
- ✦ The teacher could photocopy the worksheet and distribute it to the class.
- ✦ After completion of the worksheet, the students could exchange their work with their partners and correct it.
- ✦ The teacher could call out the correct answers while the students correct them.
- ✦ The students could total up the correct answers and award marks.

The teacher could use it as a diagnostic test after the students have finished reading the lesson.

This activity could be used for grading as part of Portfolio.

Criteria for marking

One mark could be awarded for each correct answer.



Feedback

- ❖ If some students find it difficult to complete the assignment, they could be allowed to consult the text.
- ❖ Wherever students have not comprehended the story, the teacher can revisit those sections and clarify the concepts.
- ❖ The teacher could further discuss the questions and their options in order to reinforce the lesson.

Answers

1. fell off her cot on her head
2. a revenue officer
3. Bholi's marriage
4. his dowry demands were met
5. sister

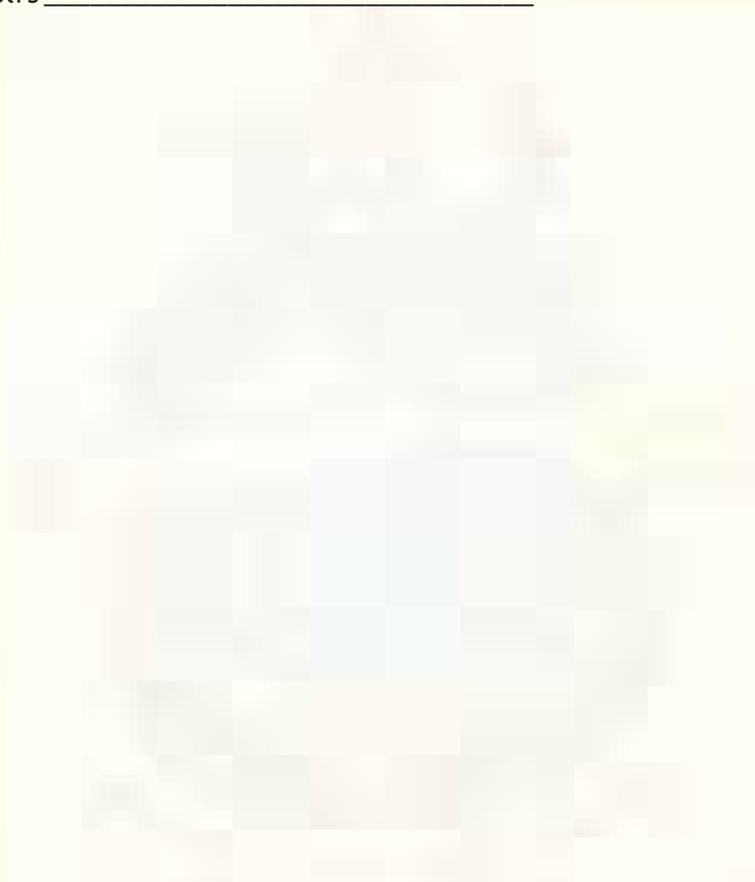
WORKSHEET**Multiple Choice Questions**

Complete the following sentences by choosing the most appropriate option from the given alternatives:

1. Perhaps Bholi damaged some part of her brain when she _____
 - a) fell off her cot
 - b) fell off the pram
 - c) fell off her cot on her head
 - d) fell off the swing
2. Bholi's father was _____
 - a) a Tehsildar
 - b) a revenue officer
 - c) an education officer
 - d) a Zamindar
3. 'Ramlal was overjoyed to see such pomp and splendour.' The occasion for such pomp and splendour was _____
 - a) Bholi's sister's marriage
 - b) the inauguration of the high school
 - c) Bholi's marriage
 - d) Bholi's promotion as headmistress



4. 'On Bishamber's greedy face appeared a triumphant smile.' The triumphant smile was because _____
- a) he won the elections
 - b) his dowry demands were met
 - c) he gambled and won
 - d) he won the bet
5. 'She was lucky to receive a clean dress which had shrunk and no longer fitted Champa.' Champa was Bholi's _____
- a) friend
 - b) cousin
 - c) mother
 - d) sister



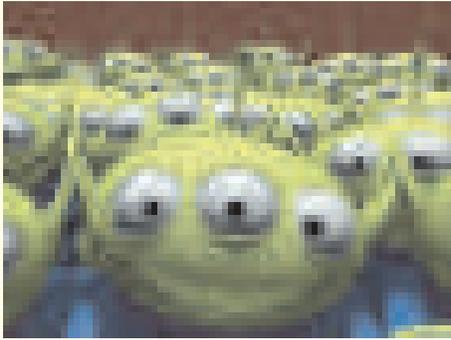
Unit 10

The Book that Saved the Earth



Claire Boiko

Formative Assessment – The Book that Saved the Earth



I PRE READING ACTIVITY- Individual Work

Objective: To introduce the concept of aliens, Martians etc.

Task: Look at the pictures given above and guess what they represent.

Procedure: Informal Classroom discussion.

This activity need not be graded.

II PRE READING ACTIVITY - Group Work

Objectives:

- ◇ To help students think futuristically.
- ◇ To introduce the main ideas in the play.

Task: Working in groups, discuss and list down the major changes that you anticipate in the life on earth five hundred years from now. Let your imagination run riot. Present your thoughts and ideas to the class.

Time: 20 minutes.

Procedure:

1. Teacher will explain the task (may give a few clues like: How will we travel?
What food will we eat? Will schools change? etc.
2. Students will discuss in groups and make notes.
3. Each group will present its ideas to the class.

This task need not be graded.



III POST READING TASK - Pair Work

Objective:

1. To enable the students to understand the plot of the play.
2. To sequence the incidents in the play.

Task:

The main incidents in the play are given below in a jumbled order. Arrange them in the correct sequence.

Procedure:

1. The teacher may give a photo copy of the work sheet to each pair of students. Alternatively it can be put up on the blackboard.
2. Students will work in pairs to arrange the incidents in the correct sequence.
3. The teacher will read out the answers and students will mark their work.

Work Sheet

Given below are the main incidents in the play in a jumbled order. Arrange them in the correct sequence.

1.	Think Tank and Noodle Contact Martian Space Probe. (Begin with this incident)
2.	Oop is ordered to eat a book.
3.	Think Tank says Earthlings have discovered how to combine agriculture and mining.
4.	Think Tank pronounces that the lines read by Iota show that Earthlings have taught their animals musical culture and space techniques.
5.	Oop reads 'Humpty Dumpty' and shows the picture of Humpty Dumpty to Think - Tank.
6.	Think - Tank decides to evacuate the entire planet of Mars.
7.	Mars Space Control contacts Probe One on earth.
8.	Probe one members swallow vitamins and read the volume of Mother Goose.
9.	Iota reads 'Hey diddle diddle!'.
10.	Think - Tank is frightened thinking that the Earthlings are planning to capture him.
11.	Noodle replaces Think - Tank and Earthlings resume friendly contact with Mars.
12.	Think - Tank orders Probe One to leave at once.
13.	Think Tank says the books in the Canterville Public Library are sandwiches.
14.	Noodle suggests that the books are some sort of communication device.
15.	Omega reads out 'Mistress Mary, quite contrary'.



Unit 10

Assessment: ½ mark may be given for each correct answer.

Answer:

- ❖ Think-Tank and Noodle contact Martian Space Probe.
- ❖ Mars Space Control contacts Probe One on earth.
- ❖ Think-Tank says the books in the Canterville Public Library are sandwiches.
- ❖ Oop is ordered to eat a book.
- ❖ Noodle suggests that the books are some sort of Communication device.
- ❖ Probe One members swallow vitamins and read the volume of Mother Goose.
- ❖ Omega reads out 'Mistress Mary', quite contrary'.
- ❖ Think-Tank says Earthlings have discovered how to combine agriculture and mining.
- ❖ Iota reads 'Hey diddle diddle! .
- ❖ Think-Tank pronounces that the lines read by Iota show that Earthlings have taught their animals musical culture and space techniques.
- ❖ Oop reads 'Humpty Dumpty' and shows the picture of Humpty Dumpty to Think-Tank.
- ❖ Think-Tank is frightened thinking that the Earthlings are planning to capture him.
- ❖ Think -Tank orders Probe One to leave at once.
- ❖ Think-Tank decides to evacuate the entire planet of Mars.
- ❖ Noodle replaces Think-Tank and Earthlings resume friendly contact with Mars.

Feedback:

- ❖ Students may be allowed to consult the text while doing this task.
- ❖ Wherever students encounter difficulties, the teacher may intervene and provide help.
- ❖ To enable the students to have a clear understanding of the plot, the teacher may encourage them to develop a schema of the play after completing the task with the help of a discussion.

IV POST READING ACTIVITY

Objective: Local and Global Comprehension.

Task: Multiple Choice Questions.

Time: 15 minutes.

Questions

1. The Historian says: "In those days, there were books about everything". It implies that.
 - a) in the future books will be replaced by other devices for knowledge and communication.
 - b) the future generations will look back with amazement and appreciation for the Era of the Books.



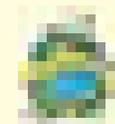
- c) Books will continue to provide information to people on earth in some form or the other.
- d) The human civilization will continue to rely on the knowledge generated during the Era of the books.
2. "You left part of salutation, Apprentice Noodle," says Think-Tank. It shows that
- Noodle is absent - minded and casual
 - Think-Tank is very particular about how he is addressed.
 - The salutation is too long and difficult to remember.
 - Think-Tank is proud and haughty.
3. "Naturally, that was my next point," says Think-Tank. This habit of his, converting Noodle's ideas into his own reveals that
- Think-Tank is really a stupid and shameless person.
 - Noodle is an intelligent man.
 - Think-Tank is ready to change his views when it becomes necessary.
 - Noodle has better ideas than Think-Tank.
4. 'Oh, no, no. But poor Lieutenant Iota has not had her breakfast', observes Omega. It shows that
- The Probe One members are scared of Think-Tank and they cannot think on their own.
 - The Probe One members are extremely well trained to follow the orders of their superior officers.
 - Omega is very sympathetic towards the officers serving under her
 - Iota is indeed very hungry and is in need of nourishment.
5. "It's me! It's my Great and Mighty Balloon Brain," says Think-Tank. This incident evokes
- contempt for Think-Tank
 - humour for the audience.
 - doubt in the audience about the intelligence of Martians.
 - a sense of sympathy and even liking for the poor Think-Tank.

Assessment: One mark for each correct answer.

Answers: 1-a; 2-d; 3-a; 4-a; 5-b

Feedback:

Some of the questions are a little difficult to answer. They may, at first, have more than one correct option. The teacher may discuss these questions with the students and arrive at the correct options.



Unit 10

V POST READING ACTIVITY- Pair Work

Objective:

1. To make the students reflect on the names of characters in the play.
2. To appreciate the humour in the play.

Task:

The characters in the play have some funny names. Working in pairs, complete the following table keeping the actions of the characters in mind. One has been done for you.

Time: 10 minutes.

	Name	What it suggests
◇	Think-Tank
◇	Omega
◇	Iota
◇	Oop
◇	Noodle	A thin and timid person

Procedure:

1. The table may be put up on the blackboard.
2. The teacher will explain the task adding that there is no 'one' correct answer.
3. After the students complete the task, they may be asked to read out their answers giving their reasons.
4. The teacher could make it a fun activity.

This activity need not be graded.

VI POST READING ACTIVITY- Individual Work

Objectives:

1. To extrapolate
2. To give personal response.

Task:

After Noodle replaces Think-Tank, he learns to read and write. Noodle makes a diary entry about the failed invasion of the earth under Think-Tank. Write the diary entry in about 150 words bringing out the humour in the developments.

Time: One period

Procedure:

1. The task will be put up on the blackboard.
2. A brief class discussion may be held to identify the main points.



3. Students will draft their answers, edit and present them.
4. Some of the answers could be read out to the class and comments invited.

Assessment Criteria:

- ✧ Relevant Content
- ✧ Consistence of Characters
- ✧ Accurate and Coherent language.
- ✧ Humour

Feedback:

1. Some of the answers could be edited by the teacher.
2. The humour could be highlighted.

VII POST READING ACTIVITY-Group Work

Objectives: To stage the play.

Task: Working in groups of 4-5, stage the play.

Procedure:

1. The play could be divided into four sections.
2. Each group could be asked to stage one section allotted to them.
3. Members should learn their parts, devise costumes, props etc.
4. A director for each group could be identified.
5. A double period could be arranged for the staging of the play.
6. Those students who are not part of the staging of the play may form the audience.
7. Other subject teachers could be invited to the performance. They may also be involved in assessing the performance of each group.

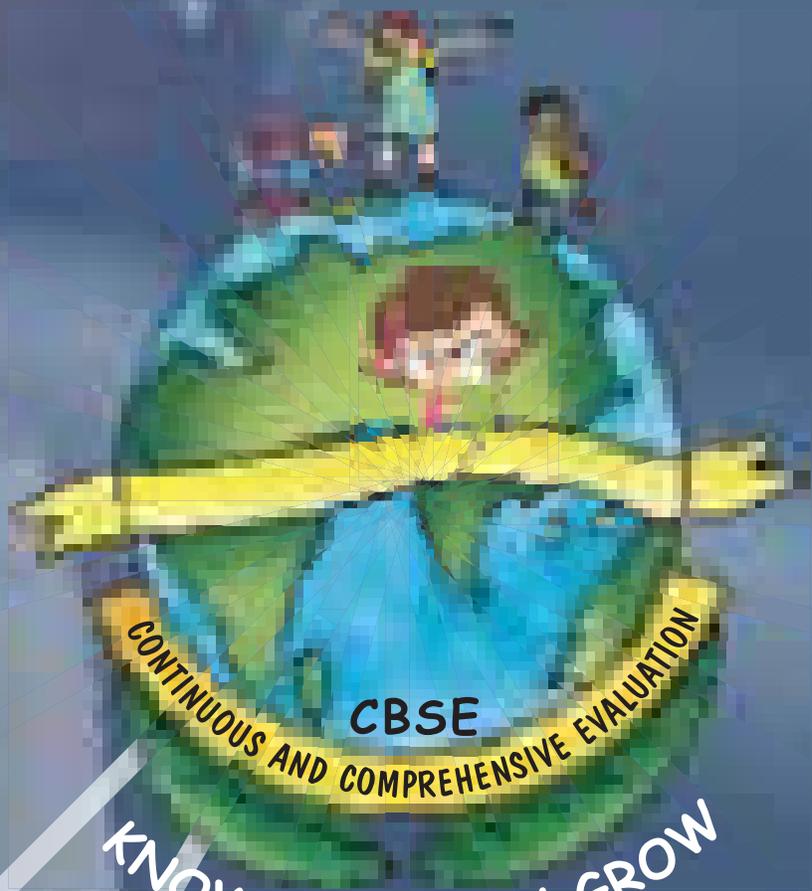
Criteria for Assessment:

- ✧ Dialogue delivery
- ✧ Costumes and props
- ✧ Stage movement and expression
- ✧ Originality and innovation

Feedback:

The teacher and other 'judges' could give feedback about the performance taking each of the above criteria for detailed comments.





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