

The background is a light cream color. It features several thin, yellow, hand-drawn style circles of varying sizes that overlap each other. There are also three yellow four-petaled flower icons: one to the left of the text, one to the right, and one above the text.

LITERATURE READER

How I Taught My Grandmother To Read

Sudha Murty

I PREREADING ACTIVITY

Objectives

- ✧ To sensitise the students to family bonding/ values.
- ✧ To sensitise the students to the needs of elders.

Task - Pair Work

1. Complete the following web chart:



2. How many of these needs do / can you fulfil? List the ones you cannot and give reasons.

- a.
- b.
- c.

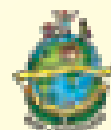
Share your opinions with the rest of the class.

Approximate Time: 15 minutes

Procedure

- ✧ The teacher facilitates a class discussion on what they do for their grandparents.
- ✧ The teacher draws the web chart on the blackboard and instructs the students to copy and complete it.
- ✧ Thereafter the students should attempt the second question.

This task need not be graded.





II PREREADING ACTIVITY

Objectives

- ✧ To encourage students to share their personal experience.
- ✧ To enable them to express themselves in grammatically correct language.
- ✧ To sensitise the students to family bonding / values.
- ✧ To sensitise the students to the needs of grandparents.

Task - Individual Work

- ✧ Write a page in your diary about an emotional moment with your grandparents or any elderly person you hold dear.
- Or
- ✧ Write a letter to your grandparents telling them all that you want to say but have never said.

Approximate Time: 1 period

Procedure

- ✧ A discussion on the significance of living with grandparents can be initiated.
- ✧ After the discussion, the teacher instructs the students to write the letter.
- ✧ Some of the letters/diary entries could be read out.
- ✧ The letter/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
- ✧ Coherence of ideas
- ✧ Appropriate language
- ✧ Originality and innovativeness

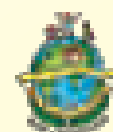
Feedback

- ✧ 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.

III POST READING ACTIVITY - LISTENING

Objective

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



Task - Pair Work

Listen to Khushwant Singh's description of his grandmother. Compare it with that of Sudha Murty's grandmother.

Approximate Time: 1 Period

Procedure

- ❖ A passage from Khushwant Singh's *The Portrait of a Lady* 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 will draw the table to be completed on the black board and the students will draw the same in their notebooks.
- ❖ In pairs, the students will discuss Khushwant Singh's grandmother and Sudha Murty's grandmother and complete the table.
- ❖ A few students could be asked to present their views and opinions to the class.

The Portrait of a Lady

My grandmother and I were good friends. My parents left me with her when they went to live in the city and we were constantly together. She used to wake me up in the morning and get me ready for school. She said her morning prayer in a monotonous sing-song while she bathed and dressed me in the hope that I would listen and get to know it by heart; I listened because I loved her voice but never bothered to learn it. Then she would fetch my wooden slate which she had already washed and plastered with yellow chalk, a tiny earthen ink-pot and a red pen, tie them all in a bundle and hand it to me. After a breakfast of a thick, stale chapatti with a little butter and sugar spread on it, we went to school. She carried several stale chapattis with her for the village dogs.

My grandmother always went to school with me because the school was attached to the temple. The priest taught us the alphabet and the morning prayer. While the children sat in rows on either side of the verandah singing the alphabet or the prayer in a chorus, my grandmother sat inside reading the scriptures. When we had both finished, we would walk back together. This time the village dogs would meet us at the temple door. They followed us to our home growling and fighting with each other for the chapattis we threw to them.

When my parents were comfortably settled in the city, they sent for us. That was a turning-point in our friendship. Although we shared the same room, my grandmother no longer came to school with me. I used to go to an English school in a motor bus. There were no dogs in the streets and she took to feeding sparrows in the courtyard of our city house.

As the years rolled by, we saw less of each other. For some time she continued to wake me up and get me ready for school. When I came back she would ask me what the teacher had taught me. I would tell her English words and little things of western science and learning, the law of gravity, Archimedes' Principle, the world being round, etc. This made her unhappy. She could not help me with my lessons. She did not believe in the things they taught at the English school and was distressed that there was no teaching about God and the scriptures. One day I announced that we were being given music lessons. She was very disturbed. To her, music had lewd associations. It was the monopoly of harlots and beggars and not meant for gentlefolk. She said nothing but her silence meant disapproval. She rarely talked to me after that. When I went up to University, I was given a room of my own. The common link of friendship was snapped.

TABLE

KHUSHWANT SINGH'S GRANDMOTHER	SUDHA MURTY'S GRANDMOTHER
SIMILARITIES	
DISSIMILARITIES	

Criteria for Assessment

One mark may be awarded for each correct response.

Feedback

- ❖ Some students may not be able to comprehend the passage in one or two readings
- ❖ The passage may be read again slowly.
- ❖ Such students should also be given continuous practice to enhance their auditory skills.

Suggested Answers:

KHUSHWANT SINGH'S GRANDMOTHER	SUDHA MURTY'S GRANDMOTHER
SIMILARITIES	
<i>affectionate</i>	
<i>interest in education</i>	
<i>religious</i>	
DISSIMILARITIES	
<i>could read</i>	<i>could not read (initially)</i>
<i>conservative</i>	<i>progressive</i>



IV POSTREADING ACTIVITY

Objectives

- ✧ To enable the students to develop literary skills.
- ✧ To encourage the students to learn the basic elements of a poem, e.g. rhymes, images, choice of words.
- ✧ To enable the students to enhance vocabulary and understand it in context.
- ✧ To help the students to organize ideas and thoughts in a poetic style.
- ✧ To enable the students to understand how poetry can relate to their personal, social and cultural life.
- ✧ To enable the students to express their feelings and desires.

Task - Pair Work

Write a poem about your grandmother using as many adjectives as possible to create a virtual image for the readers.

You may like to start like this:-

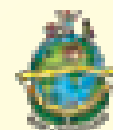
My beautiful salt and pepper haired
Old and wrinkled grandmother
Often basks in the glory of sun
With animals and birds
She has a lot of fun

Or

Write an acrostic poem using your grandmother's name or the relation title (grandmother) (an acrostic: the first letters are read downwards and form a word).

Example: **JANUARY**

Just get dressed warmly
And don't forget the coat.
Now put your mittens on
Use your warm socks and take a walk.
Are you cold?
Rain, rain, no need to talk.
Yes, it's January, get ready folks





Approximate Time: 1 period

Procedure

The teacher could-

- ✧ brainstorm ideas for the poem.
- ✧ ask the students to jot down their ideas onto paper. (At this stage don't check for spelling or grammar mistakes.)
- ✧ ask them to read what they have written and make any necessary corrections.
- ✧ encourage them to use a dictionary.
- ✧ ask the students to read the poem again and correct it if necessary.
- ✧ ask the students to attach a picture if they wish.
- ✧ ask them to present their poem to the class.

Criteria for Assessment

- ✧ Relevance to the theme
- ✧ Coherence of ideas
- ✧ Appropriate language
- ✧ Originality and creativity
- ✧ Process of writing

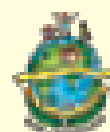
(Pre- writing activities, drafting, revising, editing and presenting)

Feedback

- ✧ Some of the students may not be able to write a poem.
- ✧ The teacher may assist them with suitable adjectives.
- ✧ Since assessment raises both the students' and the teacher's awareness of the learning and monitors it at the same time, students may be asked to fill in a self assessment checklist.

SELF ASSESSMENT CHECKLIST

Criteria	Yes	No
My poem speaks about the theme decided.		
My poem contains at least two stanzas.		
I used at least four rhyming words.		
I used a few describing words and /or other poetic devices.		
I paid attention to spelling and grammar.		
I used interesting words.		



I paid attention to punctuation.		
I wrote a draft and corrected it.		
I attached a suitable picture/drew illustrations.		
I read my poem to the class.		
I enjoyed writing the poem.		

Taken from- English Curriculum (2001). State of Israel, Ministry of Education, Jerusalem

V POST READING ACTIVITY

This activity can be taken as a project for the first term

Objectives

- ❖ To sensitize the students towards the elders of the society.
- ❖ To enable the students to frame a questionnaire.
- ❖ To develop the social and spoken skills to interview.
- ❖ To compile the data and draw conclusions.
- ❖ To write a report in a concise and coherent manner.

Task: Pair/ Group Work

On the basis of a survey conducted on the lifestyle of the elderly people living in Old Age Homes, alone and in joint families, submit a report including your comments on how the interaction affected you.

Procedure

- ❖ The teacher could identify an old age home in the vicinity and arrange a visit.
- ❖ If the visit cannot be planned, the elderly people in the neighbourhood or grandparents can also be interviewed.
- ❖ The students prepare a questionnaire based on the guidelines discussed by the teacher in class. (apprehensions/worries, views on nuclear family system; daily routine, social life, family members, frequency of interaction, relationship with children, hobbies, best memory of their past, happiness is ...)
- ❖ The students interview a few elderly people and note down their responses.
- ❖ Based on the information/ data collected thus, write a report in about 150 words including your experience of this interaction.
- ❖ The students can be asked to present their reports either group wise or pair wise.

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

Criteria for Assessment

Assess the level of Life Skills used by the students while interacting with the elderly or while presenting their report.

- ✧ Social
- ✧ Emotional (ability to correlate/ empathize with the old)

Besides the life skills, look for

- ✧ ability to work in a group
- ✧ Relevance of the questionnaire
- ✧ Fluency in the presentation
- ✧ Accuracy in summing up
- ✧ Integrating the data
- ✧ Personalized response

VI POST READING ACTIVITY**Objectives**

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

Task - Individual Work

Multiple Choice Questions

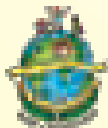
Approximate Time: 20 minutes

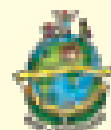
Procedure

- ✧ Read the extract given and answer the 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 Assessment

Award one mark for each correct response.





Feedback

- ✧ Based on the text, the teacher can frame other contextual MCQ questions.
- ✧ The teacher could review the lesson in case of students' inability to comprehend the text.

Answers

1. the grandmother wanted her granddaughter to teach her to read
2. came to know that her grandmother wanted to learn Kannada
3. touching the feet of her granddaughter
4. being successful in one's endeavours

WORKSHEET

Multiple Choice Questions

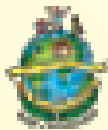
Complete the sentences by choosing an appropriate option.

1. ... I loved her immensely and there had to be some reason why she was talking to me...
The reason was that _____.
 - a) the grandmother was very close to the narrator
 - b) the grandmother was troubled at not being able to go to Kashi
 - c) the grandmother wanted her granddaughter to teach her to read
 - d) the grandmother was planning to attend a wedding
2. Childishly I made fun of the old lady... The narrator made fun of her grandmother when she _____.
 - a) came to know that her grandmother wanted to learn Kannada
 - b) saw her grandmother in tears
 - c) learnt that her grandmother wanted to go to school
 - d) saw her grandmother cooking food in the kitchen
3. Then she did something unusual. 'Something unusual' refers to grandmother's act of _____.

- a) gifting a frock material to the narrator
- b) joining her granddaughter at school
- c) reading out the title of the book
- d) touching the feet of her granddaughter

4. *The narrator says, 'I knew then that my student had passed with flying colours.'* The phrase *flying colours* refers to _____.

- a) flying kites in the sky
- b) the festival of colours
- c) being successful in one's endeavours
- d) the colourful sky at dawn



A Dog Named Duke

William D Ellis

I PREREADING ACTIVITY

Objectives

- ✧ To sensitize students towards animals, particularly dogs.
- ✧ To create awareness of the different ways in which dogs assist humans.
- ✧ To act as a scaffold to understand and empathise with the central character.

Task -Class Discussion

On the black board, create a word - web of

- ✧ the characteristics of a dog with regard to humans
- ✧ working dogs - the different ways in which dogs assist humans.

Approximate Time: 10 minutes each

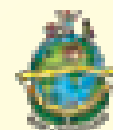
Procedure

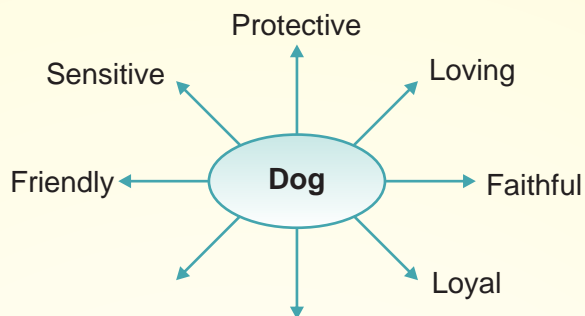
- ✧ The teacher could brainstorm with the whole class and on the blackboard create a word - web of the characteristics of a dog with respect to humans
- ✧ The characteristics could be further discussed with personal examples by the students.
- ✧ Thereafter, another word - web could be created of working dogs and the different ways in which dogs assist humans.

This activity is not a graded activity.

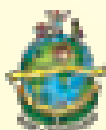
Feedback

- ✧ The teacher may need to start by writing the first characteristic / task a dog does.
- ✧ The students may only give 2 - 3 tasks performed by a dog, so the teacher may need to assist them by giving hints.



**Answers:
Characteristics****Working dogs****ADDITIONAL INFORMATION - FOR THE TEACHER****WORKING DOGS**

- ❖ Turnspit dogs - used as a source of power, turned a treadmill connected to a roasting spit or used for household duties such as churning butter.
- ❖ Service or assistance dogs help people with disabilities in every day tasks. E.g. physically handicapped, visually impaired or hearing impaired.
- ❖ Therapy dogs visit people who are incapacitated or prevented from having freedom of movement. They provide cheer and entertainment for the elderly in retirement facilities, the ill and injured in hospitals. Training a dog can act as a therapy for a human handler, as in a prisoner rehabilitation project.
- ❖ Rescue dogs assist people in difficult situations, such as in the water after a boat disaster.
- ❖ Search dogs locate people who are missing, lost, buried under collapsed buildings.
- ❖ Herding dogs are for guarding and mustering flock and herds.
- ❖ Sled dogs, (used in sporting events today) assist in transporting people and supplies in rugged, snowy terrain.
- ❖ Performing dogs such as circus dogs and dog actors provide entertainment.
- ❖ Hunting dogs assist hunters in finding, tracking, and retrieving game, or in routing vermin.
- ❖ Guard dogs / watch dogs protect private or public property, or used for patrols by the military or security firms.
- ❖ Tracking dogs find lost people and animals or track down possible criminals.



- ❖ Cadaver dog or Human Remains Detection Dogs use their scenting ability to discover bodies or human remains at the scenes of disasters, crimes, accidents, or suicides.
- ❖ Detection dogs detect termites in homes, illegal substances in luggage, bombs, and chemicals.
- ❖ War dogs help in mine detection.
- ❖ Police dogs track or immobilize criminals.
- ❖ The Reading with Rover program in Washington assists children in learning how to read. Reading aloud to the dog builds confidence and reduces stress.

II PRE READING ACTIVITY

Objectives

- ❖ To encourage students to
- ❖ develop quick thinking skills.
- ❖ organise their thoughts in a coherent manner.
- ❖ speak to an audience confidently.

Task - Individual Presentation

JUST A MINUTE

Choose any one of the topics mentioned below

- ❖ Dogs are the most faithful animals
- ❖ Where there is a will, there is a way
- ❖ Patience and perseverance can overcome mountains

Approximate Time: 1 period

Procedure

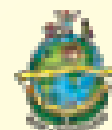
- ❖ The students could be asked to choose one topic or the teacher could draw lots.
- ❖ Each student will be given a minute to speak on the topic.
- ❖ Other students could comment on the content and the presentation.
- ❖ Alternatively the teacher could write the criteria for marking on the blackboard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

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 needed.
- ◇ 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.

III POST READING ACTIVITY

Objective

- ◇ To enable the students to compose a dialogue on a given situation.
- ◇ To sensitise the students to the feelings and emotions of others.

Task - Pair Work

Imagine you are Steve, Marcy's friend. You came to know that Charles has met with an accident. You visit Marcy to inquire about Charles and offer assistance. As Steve, write and enact an imaginary dialogue between you and Marcy.

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 and confidence
- ◇ Extrapolation beyond the set text

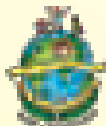
Feedback

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

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.
- ◇ While distributing the worksheet the teacher should ensure that every alternate row gets the same 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.

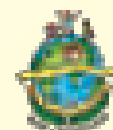
Criteria for Assessment

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 - Worksheet I	Answers - Worksheet II
1. he was alone with his thoughts	1. sensitive
2. Duke's presence couldn't cheer Chuck	2. wanted Chuck to play with him
3. Charles made no attempt to get up	3. Chuck had moved forward
4. wanted Chuck to move forward	4. Charles's effort to walk with the help of Duke
5. a full day's work by March 1	5. had to take the next step
6. simile	6. spontaneously



WORKSHEET - I

Multiple Choice Questions

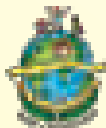
Complete the sentences by choosing an appropriate option.

1. *'Chuck hit a new low'* because _____.
 - a) he was let out of the hospital
 - b) he was alone with his thoughts
 - c) Marcy quietly went to work
 - d) Duke was still in the kennel

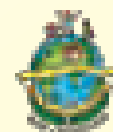
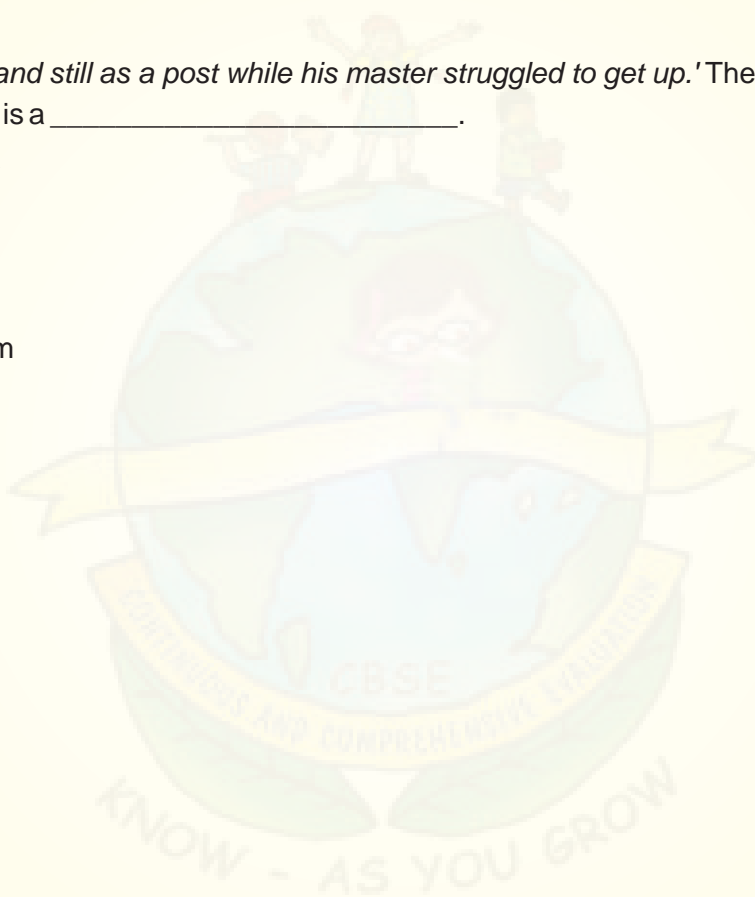
2. *'But even Duke's presence didn't reach Chuck'* means that _____.
 - a) Duke was not happy with Chuck's presence
 - b) Duke made no effort to reach out to Chuck
 - c) Chuck was not interested in Duke
 - d) Duke's presence couldn't cheer Chuck

3. *'He'd lie down with a reproachful eye on Hooper.'* Duke's complaint was that _____.
 - a) Charles was not happy
 - b) Charles made no attempt to get up
 - c) Charles had asked him to run around the house
 - d) Charles had asked him to lie down

4. Duke pulled the leash taut (Para 17) because he _____.
 - a) was trying to tell Chuck something
 - b) wanted to take Chuck somewhere
 - c) wanted Chuck to sit in the wheel-chair
 - d) wanted Chuck to move forward



5. *'They didn't know that Hooper had already set his next objective.'* The next objective was _____.
- a) a 200m walk by Hooper
 - b) an hour's work as a salesman
 - c) one mile run up to the city garden
 - d) a full day's work by March 1
6. *'Duke would stand still as a post while his master struggled to get up.'* The literary device used in this line is a _____.
- a) metaphor
 - b) simile
 - c) irony
 - d) symbolism

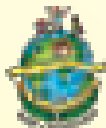


WORKSHEET - II

Multiple Choice Questions

Complete the sentences by choosing an appropriate option.

1. 'He (Duke) never jumped on Chuck again. From that moment, he took up a post beside his master's bed around the clock.' From this we conclude that Duke was _____.
 - a) sensitive
 - b) understanding
 - c) caring
 - d) affectionate
2. Duke nudged and needled and snorted (para 13) at Chuck because he _____.
 - a) was bored
 - b) wanted Chuck to play with him
 - c) was asking permission to go out of the house
 - d) was trying to tell Chuck something
3. There was a 'slack in the leash' (para 17) around Duke as _____.
 - a) it had broken
 - b) Chuck had moved forward
 - c) Chuck had dropped it
 - d) Chuck had removed it
4. 'By mid-April neighbours saw a daily struggle in front of Marcy's house.' In this line 'daily struggle' refers to _____.
 - a) the tussle between Duke and Charles
 - b) the quarrel between Marcy and Charles
 - c) Charles's effort to walk with the help of Duke
 - d) the problems faced by Charles with his office



5. In (para 20) the author says that the dog 'stood and waited'. This was because Chuck_____.
- was out of breath
 - was talking to the neighbours
 - had to take the next step
 - was too slow for Duke
- 6 In (para 29) the word '*instinctively*' means_____.
- by chance
 - immediately
 - spontaneously
 - luckily

V WHILE AND POST READING ACTIVITY

Objectives

- ✧ 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

Make a flow-chart of Chuck's milestone journey.

Approximate Time: 1 period

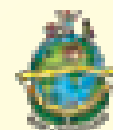
Procedure

- ✧ Halfway through the lesson, the teacher could ask the students to make a flow-chart of Chuck's milestone journey.
- ✧ A start could be given to them - Zonal sales manager for chemical company.
- ✧ After the completion of the lesson, the students could complete the remaining half of the flow-chart.
- ✧ The teacher could discuss the correct answers while the students correct their work.

This activity need not be graded.

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.



Unit 2

Formative Assessment – A Dog Named Duke

Answers :

Zonal sales manager for chemical company

Car accident - brain haemorrhage

Hospitalisation - paralysis of left side

6 weeks later - physiotherapy begins

March - leaves hospital

Duke brought home from kennel

Chuck goes into depression

Duke urges Chuck to take first step

Steady progress by Chuck

Jan 4 - walks to branch office

March 1 - starts work full time

13 minutes later - promoted to regional manager

March 1956 - moves house

13 Oct. 1957 - Duke dies in car accident

Appointed Assistant National Sales Manager



The Man Who Knew Too Much

Alexander Baron

I PRE READING ACTIVITY

Objectives

- ✧ To familiarize students with military 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

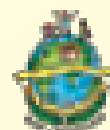
Award ½ mark for each correct response.

Feedback

- ✧ Since the activity is a step towards making students independent learners, 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. Platoon- Subdivision of a military unit
2. Squad- Organized group of personnel
3. Fall in- Take one's place in military formation
4. Corporal- A non commissioned rank in the Army that is above private first class and below sergeant
5. Sergeant- Non commissioned officer
6. Guardsman- A member of a military body



Unit 3

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:

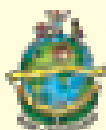
Military Vocabulary	K-What I Know	W-What I want to know	L-What I learnt
Sergeant			
Squad			
Platoon			
Fall in			
Corporal			
Guardsman			

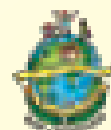
Text:

The Commandant was due to come for inspection of the *Platoon*. The entire *squad* was expected to *fall in* line in the field in attention and be ready to salute as soon as the *Guardsman* announced his arrival. The *sergeant* commanded the troops to put their best foot forward. He noticed one of the *corporals* missing and ordered an enquiry.

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

Word	Definition/ Meaning
1. Sergeant	Subdivision of a military unit
2. Squad	A member of a military body
3. Platoon	Organized group of personnel
4. Fall in	A non commissioned rank in the Army that is above private first class and below sergeant.
5. Corporal	Non commissioned officer
6. Guardsman	Take one's place in military formation





II POST READING ACTIVITY

Objectives

To enable the students to :

- ✧ brainstorm and write appropriate content in keeping with the character of Quelch
- ✧ develop non-verbal aspects of giving oral presentations, i.e. gestures, intonation and body language

Task- Group Work

Imagine you are Private Quelch and have been assigned the cookhouse duty. In keeping with your character, you inspect the kitchen before resuming the duty next day. You are horrified at the unhygienic condition of the kitchen and so you decide to bestow knowledge upon those around you and administer a lecture to the cooks and helpers before the work begins.

Approximate Time: 1 Period

Procedure

- ✧ As an enabling activity the teacher can help the students list out appropriate words and phrases under the following headings:
 - ☆ Items found in the kitchen(chopping board, clean implements, utensils etc)
 - ☆ Items used to maintain cleanliness and hygiene (kitchen cloth/spongy scourer, hot soapy water, antibacterial kitchen spray, liquid detergent)
 - ☆ The Do's and Don'ts while in the kitchen (wash your hands, keep your work surfaces clean and clutter free, wear an apron, cover your hair etc)
- ✧ Ask the students to get into groups.
- ✧ They will brainstorm within their groups and prepare the draft/notes of a speech that Quelch may have made to the cooks and the helpers.
- ✧ The students may be instructed to use the language appropriate to the character of Quelch.
- ✧ The group leaders would then make an oral presentation.

Criteria for Assessment

- ✧ Content should be relevant
- ✧ Appropriate language is used
- ✧ Ideas are presented in a coherent manner
- ✧ Proper diction, modulation and pronunciation
- ✧ Group Dynamics displayed(team spirit, respecting each other)

Feedback

- ✧ Students may not be as creative as you presumed them to be.
- ✧ Some groups may not be able to express themselves well.
- ✧ The teacher should guide by way of giving an example of what all should a speech contain.

Unit 3

- ✧ The teacher can give a presentation about how to deliver a speech.

III POST READING ACTIVITY

Objectives

- ✧ To test students' language proficiency
- ✧ To test the students inferential skills

Task- Individual Work

Multiple Choice Questions

Approximate Time: 15 minutes

Procedure

- ✧ Distribute the worksheet to the students.
- ✧ Explain to the students to look for implied meaning in the context.
- ✧ Ask them to use the expressions in sentences as an extended task later.

Criteria for Assessment

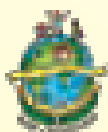
Award one mark for each correct response.

Feedback

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

Answers:

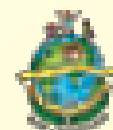
1. shrivelled skin in tan colour
2. made for the job
3. group of illiterates
4. at a distance
5. spontaneous reaction



WORKSHEET

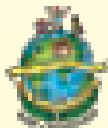
Based on your reading of the text, choose the correct meaning of the italicized phrases from the given choices:

1. We stood in an attentive circle while a sergeant, a man as *dark and sun-dried as raisins*, wearing North-West Frontier ribbons, described the mechanism of a service rifle.
 - a) shrivelled skin in tan colour
 - b) bloated skin in gold colour
 - c) patched skin in brown colour
 - d) rosy skin in pink colour
2. Private Quelch climbed to his feet and with the aid of a man *coming into his birth-right* gave us an unexceptionable lecture on the grenade.
 - a) made for the job
 - b) ready for the job
 - c) appropriate for the job
 - d) fundamental right to do
3. What could a *gang of louts* like us do with a man like that?
 - a) group of illiterates
 - b) group of loafers
 - c) group of uninterested
 - d) group of unconcerned people
4. We could see the three cooks standing against the wall as if *at bay*.
 - a) an opening or recess in a wall
 - b) a body of water partially enclosed by land
 - c) at a distance
 - d) far away
5. The Professor would *break out* with a ringing, dutifully beaming, "Thank you, sir!"
 - a) burst out
 - b) spontaneous reaction
 - c) break something
 - d) broken outside



Unit 3

Formative Assessment – The Man Who Knew Too Much



IV POST READING ACTIVITY

Objectives

To develop the students' ability to:

- ✧ organize their ideas coherently
- ✧ present their ideas in a logical manner and support them with examples
- ✧ argue their point convincingly

Task -Group Work- Debate

Students could speak supporting or opposing the given topic.

Private Quelch got the Right Treatment at the end

Approximate Time: 1 period

Procedure

- ✧ Divide the class into groups of four.
- ✧ Each group will decide whether to support or oppose the motion.
- ✧ The teacher should ensure that some speak in favour and some against the topic.
- ✧ The groups will brainstorm and prepare notes for the debate.
- ✧ The groups may be asked to prepare members for rebuttal round.
- ✧ All members of the group will come together to present the debate.
 - ✧ Student 1: Introduces the topic
 - ✧ Student 2: Gives argument supporting the topic/refuting the topic
 - ✧ Student 3: Refutes the opponents arguments or comment on such likely arguments
 - ✧ Student 4: Concludes the argument

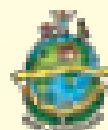
Criteria for Assessment

One mark may be awarded for each of the following.

- ✧ Arguments are relevant to the character/story
- ✧ Fluent and accurate use of language
- ✧ There is beginning, expansion and conclusion
- ✧ Has rebuttal skill to respond immediately
- ✧ Voice quality and body language

Feedback

- ✧ Few students may have a little inhibition so they may not be expressive/ vocal.
- ✧ The teacher should encourage such students to come forward.
- ✧ The activity may be time consuming hence a double period may be required.



Keeping It from Harold

P.G. Wodehouse

I PRE READING ACTIVITY

Objective

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

Task-Individual Work

Match the expressions with their meanings

Approximate Time: 15 minutes

Procedure

- ✧ The teacher can distribute copies of the worksheet I and II (Row A and Row B) to the students row wise.
- ✧ 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 table, the teacher could ask them to refer to the text.
- ✧ While calling out the answers the teacher could further explain the expressions by giving examples other than those in the text.

Unit 4

Answers - Worksheet 1

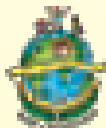
ROW A

S. No	EXPRESSIONS	MEANINGS
1.	Fall in with a suggestion	To agree readily
2.	Delicate subject	Embarrassing topic
3.	To broach	To bring up a matter / subject
4.	Run to intellect	Inherit intelligence
5.	To get on in years	Grow older
6.	Can't make head or tail	Inability to comprehend or understand
7.	In poor taste	Undignified
8.	Rub in the point	To emphasise what one is saying
9.	See a bright light	To realise suddenly
10.	Off your head	Insane / unreasonable
11.	Look upto	Respect / admire someone
12.	Seize the point	Take advantage of an opportunity

Answers - Worksheet 2

ROW B

S. No.	EXPRESSIONS	MEANINGS
1.	Wrapped up	Absorbed with / involved in
2.	Walk in life	Profession
3.	Shady deals	Not transparent / something done in hiding
4.	Run to muscle	Inherit strength
5.	Meditating	Reflecting
6.	At the eleventh hour	At the last minute
7.	Hopped it	To opt out of something
8.	Shot through the air	Run / jump towards
9.	Die of shame	To be embarrassed
10.	Getting his own back	To take revenge
11.	Acted raw	To show ignorance
12.	Frightfully keen on it	Extremely interested in



WORKSHEET 1

Match the expressions with their meanings:

ROW A

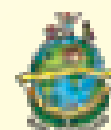
S. No	EXPRESSIONS	MEANINGS
1.	Fall in with a suggestion	To emphasise what one is saying
2.	Delicate subject	Inherit intelligence
3.	To broach	Inability to comprehend or understand
4.	Run to intellect	To agree readily
5.	To get on in years	Respect / admire someone
6.	Can't make head or tail	Embarrassing topic
7.	In poor taste	Take advantage of an opportunity
8.	Rub in the point	Grow older
9.	See a bright light	Insane / unreasonable
10.	Off your head	To bring up a matter / subject
11.	Look upto	To realise suddenly
12.	Seize the point	Undignified

WORKSHEET 2

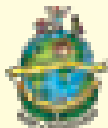
Match the expressions with their meanings:

ROW B

S.No.	EXPRESSIONS	MEANINGS
1.	Wrapped up	Inherit strength
2.	Walk in life	Reflecting
3.	Shady deals	To be embarrassed
4.	Run to muscle	Absorbed with / involved in
5.	Meditating	Extremely interested in
6.	At the eleventh hour	Profession
7.	Hopped it	To show ignorance
8.	Shot through the air	Not transparent / something done in hiding
9.	Die of shame	To opt out of something
10.	Getting his own back	Run / jump towards
11.	Acted raw	At the last minute
12.	Frightfully keen on it	To take revenge



Unit 4



II WHILE-READING ACTIVITY

Objective

- ✧ To facilitate the understanding of the text.
- ✧ To increase vocabulary.

Task-Individual or Pair Work

Deduce the meanings of the encircled words.

Approximate Time: 1 period

Procedure

- ✧ The teacher can distribute copies of the worksheet to the students.
- ✧ They will puzzle out the meanings of the encircled words from other words and phrases in the extract and write the clues in the empty boxes.
- ✧ They will then give their own explanation of the encircled word.
- ✧ The teacher could ask students to give the clues that helped them to puzzle out the meanings and the correct answers.
- ✧ If it is individual work, the students could exchange the worksheets and correct their partner's work while the teacher calls out the answers.

This activity need not be used for grading.

Feedback

- ✧ If the students find it difficult to complete the activity, the teacher could help them with the first.
- ✧ While calling out the answers the teacher could further explain the word by using it in different sentences.
- ✧ After the activity the students can be asked to consult the dictionary to get the actual meaning and link it to the context of the story.

Answers

1. Hints

- ✧ different from ordinary children
- ✧ devoted to his books
- ✧ a model of behaviour
- ✧ altogether admirable.

Possible meaning - gifted child

2. Hints

- ✧ deliberate falsehoods
- ✧ lovers of truth
- ✧ truth must be sacrificed

- ◇ must be kept from Harold

Possible meaning - lies

3. Hints

- ◇ Demur
- ◇ mildest and most obliging of men
- ◇ sacrifice on his part

Possible meaning - gave in

4. Hints

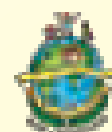
- ◇ professional boxer
- ◇ in the eye
- ◇ attack

Possible meaning -hit

5. Hints

- ◇ badly treated
- ◇ revenge
- ◇ those emotions belonged to the dead past
- ◇ he disliked Bill

Possible meaning - Courteous



Unit 4

WORKSHEET

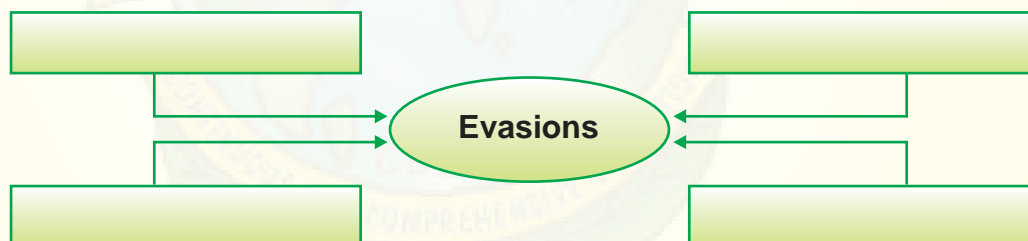
Deduce the meanings of the encircled words.

1. It was a constant source of amazement to Mrs. Bramble that she should have brought such a **prodigy** as Harold into the world. Harold was so different from ordinary children, so devoted to his books, such a model of behaviour, so altogether admirable. (Para 11)



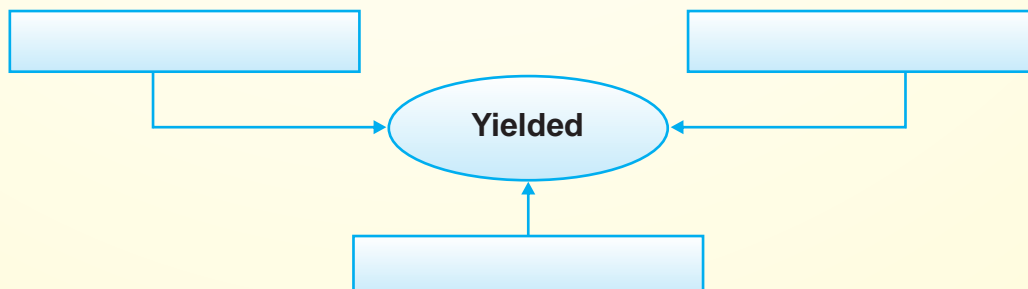
I think the word means _____

2. The only drawback was that his very 'perfection' had made necessary a series of **evasions** and even deliberate falsehoods on the part of herself and her husband, highly distasteful to both. They were lovers of truth, but they had realized that there are times when truth must be sacrificed. At any cost, the facts concerning Mr. Bramble's profession must be kept from Harold. (Para 11)



I think the word means _____

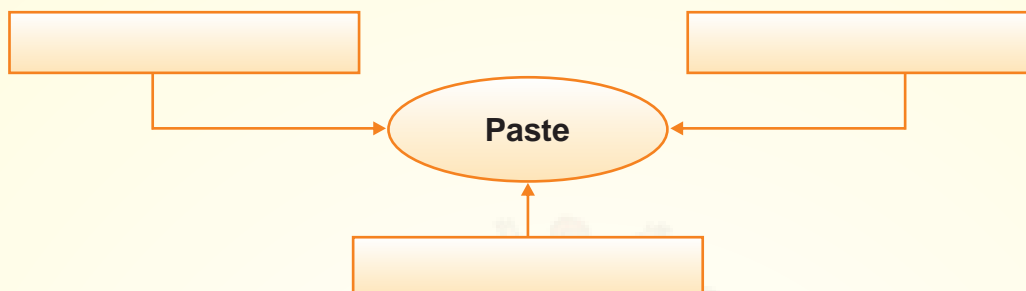
3. Mr. Bramble had fallen in with the suggestion without demur. In private life he was the mildest and most obliging of men, and always **yielded** to everybody. The very naming of Harold had caused a sacrifice on his part. (Para 14)



I think the word means _____



4. Before the coming of Harold, he had been proud of being a professional boxer. His ability to **paste** his fellow-man in the eye while apparently meditating an attack on his stomach, and vice versa, had filled him with that genial glow of self-satisfaction which comes to philanthropists and other benefactors of the species. (Para 18)

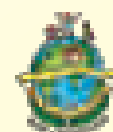


I think the word means _____

5. In the eyes of the fourth, Mr. Fisher, there glittered that nasty, steely expression of the man, who sees his way to getting a bit of his own back, Mr. Fisher's was not an un-mixedly **chivalrous** nature. He considered that he had been badly treated, and what he wanted most at the moment was revenge. He had been fond and proud of Bill Bramble, but those emotions belonged to the dead past. Just at present, he felt that he disliked Bill rather more than anyone else in the world. (Para 103)



I think the word means _____



Unit 4

III POST READING ACTIVITY

Objective

- ✧ To increase vocabulary expressing emotions and feelings.
- ✧ To test the students ability to respond to a personal dilemma.
- ✧ To test the students' ability to express themselves creatively and coherently.

Task Individual Work

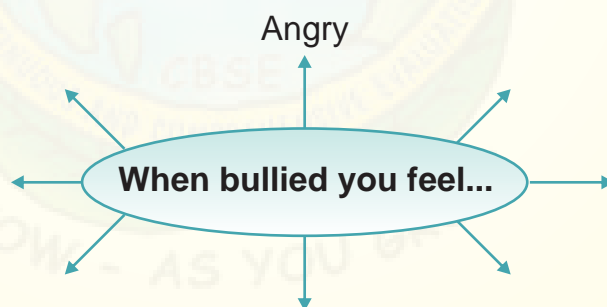
Write a diary entry on the feelings experienced by you on being bullied / teased at school.

Approximate Time: 1 period

Procedure

- ✧ The teacher can brainstorm with the whole class to extract ideas on the feelings experienced by children when they are bullied. Their responses may be recorded on the black board in the form of a word-web.
- ✧ Students could be asked to compile the inputs in the form of a diary entry.
- ✧ The teacher could ask some students to read their diary entry.
- ✧ Others could give their comments with valid reasons.
- ✧ The best entry could be displayed on the class soft board.

Example:

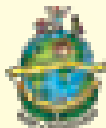


This activity could be used for grading as part of Portfolio.

Criteria for Assessment

One mark could be awarded for each of the following

- ✧ Relevance to the theme
- ✧ Supporting details



- ✧ Coherence and fluency
- ✧ Creative use of language
- ✧ Includes features of a diary entry
 - ☆ First person narrative
 - ☆ Informal language
 - ☆ Emotive use of language

Feedback

- ✧ Some students may not be familiar with the concept of bullying and hence may find it difficult to express their emotions effectively. The teacher could go around and facilitate the same.
- ✧ Alternatively, the students could be given another similar situation to respond to.
- ✧ The problems faced by the students while writing the entry could be further discussed by the teacher.

IV POST READING ACTIVITY

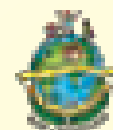
Objectives

- ✧ To ignite the imagination of the students towards creative and original ideas.
- ✧ To stimulate language development and increase the students' ability to write spontaneously.
- ✧ To encourage students to respond personally to a given topic.
- ✧ To familiarize students to poetic devices and imagery and encourage them to use them.

Task-Individual Work

Write a short poem on any one of the following:

- ✧ My secret....
- ✧ My ambition.....
- ✧ I wish.....



Unit 4

Approximate Time: Flexible time. This can also be given as a home assignment.

Procedure

- ✧ The teacher can have a whole class brain storming session on the themes given.
- ✧ As the students write the poems, the teacher could go around and assist them.
- ✧ Some students could be asked to read out their poems.
- ✧ The others could give their comments with valid reasons.
- ✧ The best poem(s) could be displayed on the class soft board.

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

Criteria for Assessment

One mark could be awarded for each of the following

- ✧ Relevance to the theme
- ✧ Fluency
- ✧ Coherence
- ✧ Creative expression
- ✧ Use of poetic devices

Feedback

- ✧ If some students are unable to express their ideas in verse form, they could be asked to write a paragraph on the same topics.
- ✧ Use of simple poetic devices can be suggested to help the students
- ✧ The teacher could go around and assist the students who may be good at creative expression.

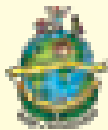
V PRE READING ACTIVITY

Objectives

- ✧ To scan for specific information in a given text.
- ✧ To write out relevant details in a tabular form.

Task-Pair Work

Read the biography and complete the worksheet on the profile of Muhammad Ali.



Approximate Time: 1 period

Procedure

- ✧ The teacher can give out copies of the biography and the profile to the students.
- ✧ The students will read and underline relevant information in the given bio-sketch.
- ✧ They will complete the profile with this information.
- ✧ The teacher can give the correct answers and the students can check their work.

Criteria for Assessment

- | | |
|--|---------|
| ✧ Chronological order | 1 Mark |
| ✧ All details and facts covered and stated correctly | 2 Marks |
| ✧ Accurate and cohesive language | 2 Marks |

Feedback

- ✧ In case some students find it difficult to comprehend certain parts of the biography the teacher could go around and guide them.

Answers

Muhammad Ali

Name: Muhammad Ali

Original Name: Cassius Marcellus Clay, Jr.

Nickname: 'The Greatest'

Date of birth: January 17, 1942

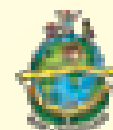
Boxing style: Unorthodox style - rather than the normal boxing style of carrying the hands high to defend the face, he instead relied on his ability to avoid a punch.

Suffered from: Parkinson's disease in the early 1980s due to the injuries he sustained throughout his career.

Achievements:

- 1960 As an amateur, he won a gold medal in the light heavyweight division at the Summer Olympics in Rome
- 1964 Won the world heavyweight championship title
- 1974 Regained the world heavyweight championship title
- 1978 Became the first world heavyweight champion for the third time
- 1999 Crowned "Sportsman of the Century" by Sports Illustrated

Awards / Recognition / Honours:



- 1991 published an oral history, Muhammad Ali: His Life and Times with Thomas Hauser.
- 1991 Received a Spirit of America Award calling him the most recognized American in the world.
- 1996 Lit the flame at the 1996 Summer Olympics in Atlanta, Georgia.
- 1999 Received the BBC Sports Personality of the Century Award.
- 1999 Also named "Kentucky Athlete of the Century" by the Kentucky Athletic Hall of Fame.
- 2005 Received the Presidential Medal of Freedom at a White House ceremony
- 2005 Received the prestigious 'Otto Hahn peace medal in Gold' of the United Nations Association of Germany in Berlin for his work with the US civil rights movement and the United Nations.
- 2005 The Muhammad Ali Centre opened in downtown Louisville, Kentucky displaying his boxing memorabilia, and focusing on the themes of peace, social responsibility, respect, and personal growth.

After retirement:

- ✧ Has devoted himself to humanitarian endeavours around the globe
- ✧ Lends his name and presence to hunger and poverty relief
- ✧ Supports education efforts
- ✧ Promotes adoption
- ✧ Encourages people to respect and better understand one another



WORKSHEET

Muhammad Ali - Biography

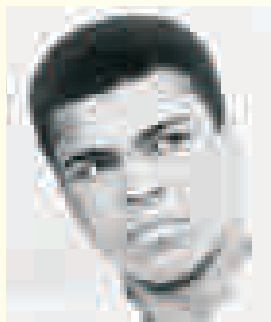
"I'm not the greatest; I'm the double greatest.

Not only do I knock 'em out, I pick the round. "

Muhammad Ali (born Cassius Marcellus Clay, Jr. on January 17, 1942) is a retired American boxer and three-time World Heavyweight Champion, who is widely considered one of the greatest heavyweight championship boxers of all time. Nicknamed 'The Greatest', Ali was involved in several historic boxing matches.

He won the world heavyweight championship title in 1964 but was stripped of it three years later after he refused induction into the army. Ali regained the title in 1974 and in 1978, making him the first boxer to become world heavyweight champion three times. In 1999, he was crowned "Sportsman of the Century" by Sports Illustrated.

Standing at 6'3", Ali had a highly unorthodox style for a heavyweight boxer. Rather than the normal boxing style of carrying the hands high to defend the face, he instead relied on his ability to avoid a punch.



As an amateur, he won a gold medal in the *light heavyweight division* at the 1960 Summer Olympics in Rome. After turning professional, he went on to become the first boxer to win the lineal *heavyweight championship* three times.

In 1967, Ali refused to be inducted into the U.S. military based on his religious beliefs and opposition to the Vietnam War. He was arrested and found guilty on draft evasion charges, stripped of his boxing title, and his boxing license was suspended. He was not imprisoned, but did not fight again for nearly four years while his appeal worked its way up to the U.S.

Supreme Court, where it was successful.

In the early 1980s, Ali developed Parkinson's disease due to the injuries he sustained throughout his career.

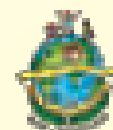
He published an oral history, *Muhammad Ali: His Life and Times* with Thomas Hauser, in 1991. Ali received a Spirit of America Award calling him the most recognized American in the world. In 1996, he had the honour of lighting the flame at the 1996 Summer Olympics in Atlanta, Georgia.

In 1999, Ali received the BBC Sports Personality of the Century Award. In 1999, he was also named "Kentucky Athlete of the Century" by the Kentucky Athletic Hall of Fame.

He received the Presidential Medal of Freedom at a White House ceremony on November 9, 2005, and the prestigious 'Otto Hahn peace medal in Gold' of the United Nations Association of Germany in Berlin for his work with the US civil rights movement and the United Nations (December 17 2005).

On November 19, 2005, the non-profit Muhammad Ali Centre opened in downtown Louisville, Kentucky. In addition to displaying his boxing memorabilia, the centre focuses on core themes of peace, social responsibility, respect, and personal growth.

According to the Muhammad Ali Centre website, "Since he retired from boxing, Ali has devoted himself to humanitarian endeavours around the globe. He is a devout Sunni Muslim, and travels the world over, lending his name and presence to hunger and poverty relief, supporting education efforts of all kinds, promoting adoption and encouraging people to respect and better understand one another. It is estimated that he has helped to provide more than 22 million meals to feed the hungry. Ali travels, on average, more than 200 days per year."



Unit 4

Based on your reading of the above biography, complete the following profile of Muhammad Ali.

Muhammad Ali

Name: _____

Original Name: _____

Nickname: _____

Date of birth: _____

Boxing style: _____

Suffered from: _____

Achievements:

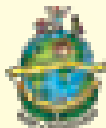
- ◇ _____
- ◇ _____
- ◇ _____
- ◇ _____
- ◇ _____

Awards / Recognition / Honours:

- ◇ _____
- ◇ _____
- ◇ _____
- ◇ _____
- ◇ _____
- ◇ _____
- ◇ _____
- ◇ _____

After retirement:

- ◇ _____
- ◇ _____
- ◇ _____
- ◇ _____
- ◇ _____



VI POST READING - LISTENING ACTIVITY**Objectives**

- ✧ To develop an appreciation of poetry.
- ✧ To understand the thought process of the poet.
- ✧ To comprehend and answer direct and inferential questions.

Task - Pair Work

Listen to the song on Muhammad Ali by Johnny Wakelin and try to answer the following questions briefly.

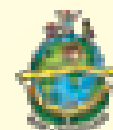
1. What does the poet mean when he says 'He floats like a butterfly'?
2. Why do you think he is called the black superman?
3. When Ali says 'Catch me if you can', who does the *you* refer to?
4. 'He stings like a bee' means.....
5. Ali's estimation of himself is that he is
 - ✧ Superman
 - ✧ the best
 - ✧ humble
 - ✧ the heavy weight champion who came back again

Approximate Time: 1 period

Procedure

- ✧ The teacher could read out the song.
- ✧ The questions could be written on the blackboard.
- ✧ The song could be read out again to enable the students to answer the questions.
- ✧ The students will answer the questions in their notebooks.

This activity need not be used for grading.



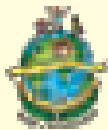
Song

This here's the story of Cassius Clay
Who changed his name to Muhammad Ali
He knows how to talk and he knows how to fight
And all the contenders were beat out of sight
Sing, Muhammad, Muhammad Ali
He floats like a butterfly and stings like a bee
Muhammad, the black superman
Who calls to the other guy I'm Ali catch me if you can
Now all you fight fans, you've got to agree
There ain't no flies on Muhammad Ali
He fills the arena wherever he goes
And everyone gets what they paid for
Muhammad, was known to have said
You watch me shuffle and I'll jab off your head
He moves like the black superman
And calls to the other guy I'm Ali catch me if you can
He says I'm the greatest the world's ever seen
The heavyweight champion who came back again
My face is so pretty you don't see a scar
Which proves I'm the king of the ring by far
Sing, Muhammad, Muhammad Ali
He floats like a butterfly and stings like a bee
Muhammad, the black superman
Who calls to the other guy I'm Ali catch me if you can

Johnny Wakelin

Feedback

- ✧ The teacher may have to read out the song a few times to enable the students to answer the questions.
- ✧ A whole class discussion could be initiated in case the students are unable to answer the questions.



The Bestseller

O Henry

I POST READING ACTIVITY

Objectives

- ✧ To demonstrate reading and reviewing strategies for comprehension and appreciation.
- ✧ To recognize character's/narrator's viewpoint.
- ✧ To help students learn to organize and remember information.
- ✧ To clarify concepts by mapping.

Task - Individual Work

Complete the graphic organizer with the help of the input given in the box.

Approximate Time: 1 Period

Procedure

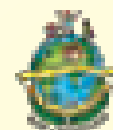
- ✧ After the students have finished reading the text, they will be given the story mapping worksheets.
- ✧ On the basis of their understanding of the text, they are expected to fill in the jumbled input from the text box into the relevant boxes.
- ✧ Once they have done the exercise the responses can be discussed in the class.

Criteria for Assessment

- ✧ One mark may be awarded for each correct response

Feedback

- ✧ A few students may not have a very clear idea of the theme and characteristic qualities of the lead characters but with a little support from and interaction with the teacher they should be able to clarify these concepts.
- ✧ The story mapping exercise can help comprehend the story better.



Answers

Worksheet

I. John Pescud

- | | |
|--------------------------|--------------------------|
| ◇ salesman | ◇ go-getter |
| ◇ pretentious/ conceited | ◇ a bully |
| ◇ critical/ opinionated | ◇ good conversationalist |
| ◇ die-hard Romantic | ◇ sentimental |
| ◇ persistent | |

Colonel Allyn

- | | |
|---------------------|------------------------|
| ◇ stature conscious | ◇ loves stories |
| ◇ dominating | ◇ aristocratic lineage |
| ◇ intimidating | |

Jessie Allyn

- | | |
|------------------------|------------------------|
| ◇ clever | ◇ perceptive |
| ◇ stature conscious | ◇ pretty |
| ◇ deceptive appearance | ◇ aristocratic lineage |

II. Central Idea

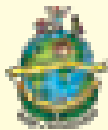
- ◇ aristocratic lineage a typical Romance
- ◇ a subtle mockery exposing human follies, hypocrisy and pretence

III. Setting

- ◇ Train to Pittsburgh

Narrator

- ◇ keen observer
- ◇ subtly sarcastic
- ◇ critical
- ◇ perceptive



WORKSHEET

I. Use the input given in the box to complete the graphic organizer.

Story Mapping

The Bestseller

Characters

John Pescud

- 1.
- 2.
- 3.
- 4.
5. Any other

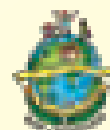
Colonel Allyn

- 1.
- 2.
- 3.
- 4.
5. Any other

Jessie Allyn

- 1.
- 2.
- 3.
- 4.
5. Any other

Critical/ opinionated, die-hard Romantic, persistent, go-getter, clever, stature conscious, a bully, deceptive appearance, intimidating, good conversationalist, perceptive, pretty, loves stories, aristocratic lineage, sentimental, salesman, pretentious/ conceited, dominating



- II. Pick out the appropriate phrases from the ones given below to complete the central idea. Remember -some of the clues are incorrect. Reconstruct the theme/central idea in a meaningful sentence or two.

Central Idea

.....
.....

- ✧ a love story between an aristocrat and an ordinary middle class man
- ✧ subtle mockery
- ✧ exposure of human follies
- ✧ hypocrisy and pretence
- ✧ humorous depiction of a romance
- ✧ a typical Romance

- III. Pick out relevant words/phrases to complete the following:

Setting

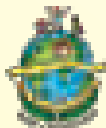
- 1.
- 2.
- 3.
- 4.
- 5.

Narrator

- 1.
- 2.
- 3.
- 4.
- 5.

- ✧ keen observer
- ✧ train to Pittsburgh
- ✧ subtly sarcastic
- ✧ critical
- ✧ perceptive

- ✧ Louisville
- ✧ Virginia
- ✧ Washington
- ✧ talkative



II POST READING ACTIVITY

Objectives

- ✧ To develop the students' inferential skills and enhance their critical reading skills.
- ✧ To explain key features of the text and explain how they contribute to the meaning.
- ✧ Demonstrate various reading and viewing strategies for comprehension and appreciation.

Task-Pair Work

Identify and write appropriate examples from the text to substantiate the narrator's opinion of John A Pescud.

Approximate Time: 1 period

Procedure

- ✧ The students will be given worksheets.
- ✧ Based on their reading of the text students will be asked to identify those statements from the text which match with the narrator's opinion of Pescud.
- ✧ They will be asked to enter the details in the worksheet.
- ✧ At the end the teacher will discuss all the answers.

Criteria for Assessment

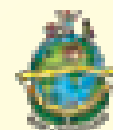
Each correct entry may be awarded one mark.

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: (The teacher can encourage students to find more examples)

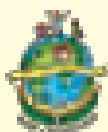
1. 'He is *of the stuff that heroes are not often lucky enough* to be made of.... a small man'
2. 'He believes that "*our*" *plate-glass is the most important commodity* in the world ..'
3. "did you ever read one of these best-sellers? I mean the kind where the hero is an American swell-...-who falls in love with a royal princess from Europe who is travelling under an alias and follows her to her father's kingdom or principality? I guess you have. They're all alike." (*Ironically, Pescud himself is one like this*)
4. "I haven't read a best-seller in a long time. May be I've had notions about them somewhat like yours. *But tell me more about yourself.* Getting along all right with the company?"
5. '..suddenly, I smiled, and seemed to see that life has no geographical bounds.
"Good-luck to you, Trevelyan," I said. "And may you get the petunias for your princess!"



WORKSHEET

Identify and write appropriate examples from the text to substantiate the narrator's opinion of John A Pescud.

Narrator's Opinion of John Pescud	Supporting Detail from the Text
<ol style="list-style-type: none"> 1. Critical of John's appearance 2. Mocks his sense of self importance 3. Sarcastic about his beliefs 4. Restless with his monologue about bestsellers 5. Thinks that he is an incorrigible Romantic 	



III POST READING ACTIVITY

Objectives

- ✧ To develop critical thinking skills and to make students involve themselves in collaborative writing.
- ✧ To gloss over the significance of the title and understand the different shades of meaning associated with it.
- ✧ To give personal response to the text.
- ✧ To reflect on, analyze and evaluate their own work.
- ✧ To consider the opinion of others and present the final product.

Task- Group Work

Write a paragraph on the topic--How is the title-The Bestseller - apt in more than one sense?

Approximate Time: 1 period

Procedure

- ✧ Students are divided into groups of 5-6.
- ✧ They are asked to brainstorm within their groups and answer the following questions:
 - a. What is a bestseller? What makes it so?
 - b. What does the bestseller refer to in the text?
 - c. How is John A Pescud a living example of a bestseller himself? How is this ironical?
 - d. Are all of us like bestsellers in one way or the other?
- ✧ They note down all the relevant points and use their inputs in writing the paragraph.
- ✧ Group leaders to read out their paragraphs.
- ✧ Doubts if any are ironed out by the teacher.

Hint

- ✧ Bestsellers present a world that is very different from reality.
- ✧ Human beings also are not always what they profess to be.

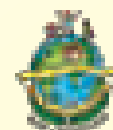
Criteria for Assessment

One mark may be awarded for each of the following

- ✧ Appropriateness of content/ideas
- ✧ Grammatical accuracy
- ✧ Innovativeness and originality
- ✧ Coherence and connectivity
- ✧ Logicality of ideas

Feedback

- ✧ This task may not be very easy to work out. Students will require a lot of support from the teacher.
- ✧ The teacher may go around and help students. References to the text may be drawn.



IV POST READING ACTIVITY

Objectives

- ✧ To make students think analytically.
- ✧ To make them identify individual character traits.
- ✧ To make them form connections between the profession of John Pescud and his personal life.

Task-Individual Work

Study the following word web:

Now, imagine you are the narrator. Write a letter to a common friend giving details of where you met John A Pescud and how you think his sterling qualities as a salesman really come in handy in helping him be successful not only in his professional life but also in helping him find a match right after his heart in his personal life. Substantiate your answer from the text.



Approximate Time: 1 Period

Procedure

- ✧ The teacher can copy the graphic organizer on the black board.
- ✧ A class discussion can be initiated on the given topic.
- ✧ On the basis of their reading of the text students substantiate each of the qualities indicated in the graphic organizer given above.
- ✧ Step by step they prove how the said qualities help him get married to Jessie Allyn.
- ✧ The written output will be in the form of an informal letter.

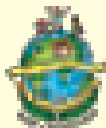
Criteria for Assessment

One mark may be awarded for each of the following

- ✧ Appropriateness of content and ideas
- ✧ Grammatical accuracy
- ✧ Coherence and connectivity
- ✧ Innovativeness and originality
- ✧ Logicity of ideas

Feedback

- ✧ With a little support most students should be able to do this activity.



The Brook

Alfred Lord Tennyson

I PRE READING ACTIVITY

Objectives

- ✧ To bring out the difference between a brook and other water bodies.
- ✧ To enhance vocabulary, concentration and quick thinking skills.

Task - Individual Activity

To solve the crossword on water bodies

Approximate Time: 10 minutes

Procedure

- ✧ The teacher can gloss over the title of the poem.
- ✧ Students will solve the given crossword individually.
- ✧ Students check on their answers from the solutions provided.
- ✧ The responses can be discussed in class.

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

Feedback

A few students may lack the requisite skills to solve the crossword and may need the teacher's support. The teacher can provide additional clues in the form of a visual or a sketch on the blackboard.

Criteria for Assessment

One mark could be awarded for each correct answer.

Answers

Down

2-Lake

3-Spring

6-Ocean

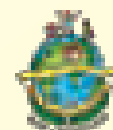
Across

1-Pool

5-Brook

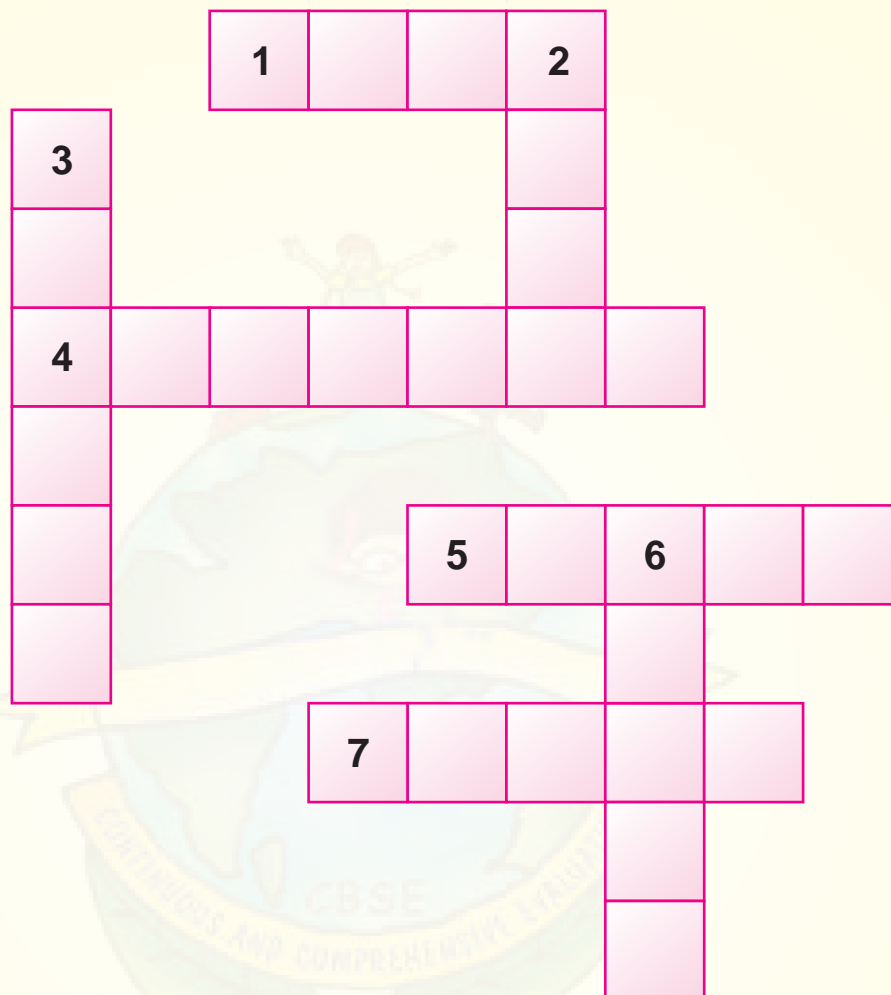
4-Rivulet

7-River

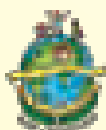


WORKSHEET

Solve the given crossword on water bodies.



Across	Down
1. A small and rather deep collection of (usually) fresh water (4)	2. A large inland body of fresh water or salt water (4)
4. A small brook or stream -a formal word(7)	3. A natural flow of ground water(6)
5. A natural stream of water smaller than a river(5)	6. The whole body of salt water which covers more than three fifths of the surface of the globe(5)
7. A large stream of water flowing in a bed or channel and emptying into the ocean, a sea, a lake, or another stream (5)	



II POST READING ACTIVITY

Objectives

To make the students

- ✧ arrive at a clear understanding of different poetic devices used in the poem.
- ✧ appreciate the poem with the help of different poetic devices.

Task - Individual Work

Match the definition of poetic devices with their examples from the text as well as beyond the text.

Approximate Time: 15 minutes

Procedure

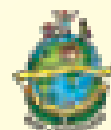
- ✧ After the poem has been done in class, the worksheet can be given to students in pairs to check whether they have understood the poetic devices used or not.
- ✧ Students will be expected to match the definition of the poetic device with its example from the text.
- ✧ They will also need to identify the device used in an example beyond the text.
- ✧ The teacher can go over the answers with the whole class.

Criteria for Assessment

- ✧ This task is to be assessed out of 15. Award one mark for each correct answer.

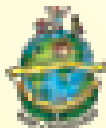
Feedback

Students may find difficulty in identifying the poetic device in column 3 since it is beyond the text. The teacher may need to reinforce poetic devices with respect to these examples.



WORKSHEET

S. No.	Poetic Device	Definition	Examples from the text	Identify the figure of Speech
1.	Personification	Repetition of initial consonant sounds	sudden sally/ Philip's farm/ fairy foreland/ willow-weed/ skimming swallows	<ul style="list-style-type: none"> ❖ dressy daffodils ❖ rabbits running over roses
2.	Onomatopoeia	A stanza, line, part of a line, or phrase, generally pertinent to the central topic, which is repeated verbatim, usually at regular intervals throughout a poem.	I make the netted sunbeam dance against my sandy shallows.	<ul style="list-style-type: none"> ❖ sizzling sausages ❖ "clickety-clack" train ❖ Buzzing bees
3.	Alliteration	Using words that imitate the sound they denote	For men may come and men may go, But I go on for ever	<ul style="list-style-type: none"> ❖ "Wind yells while blowing" ❖ "Fear knocked on the door. Faith answered. There was no one there."
4.	Imagery	Investing abstractions or inanimate objects with human qualities or abilities	I come from haunts of coot and hern...../ I chatter, chatter, as I flow	❖ The crimson liquid spilled from the neck of the white dove.
5.	Refrain	Used to evoke mental images, not only of the visual sense, but of sensation and emotion as well.	chatter/ babble/ bicker	❖ We bear her along like a pearl on a string



III POST READING ACTIVITY

Objective

- ✧ To develop critical thinking skills and to make students understand the cause and effect relationship on the basis of their understanding of the visual.
- ✧ To make the students demonstrate planning skills for writing for a specific purpose, audience and context.
- ✧ To write in a personal and informal style.

Task - Individual Work

To write an autobiographical note

You are well aware that these days brooks and streams are extremely polluted. Imagine you are a contemporary brook that makes its journey through the city. Study the visual given in the worksheet and use the information to write an autobiographical note. Talk about your suffering and make an appeal to mankind to change their ways. Give it the title-My Lost Glory.

Approximate Time: 1 period

Procedure

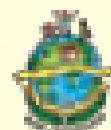
- ✧ After doing the poem in class the teacher will ask students to brainstorm ideas on why contemporary brooks and rivers are polluted(within their groups).
- ✧ They can then be given the visual to study in pairs.
- ✧ For further scaffolding the teacher may read the poem given below to the students.
- ✧ They would then write down ideas and connect them in a rough draft. They must be given freedom to add their own ideas to make the writing more creative.
- ✧ They would then write the final draft in first person in their respective notebooks/on a sheet of paper.

I CAME from the sunny valleys
And sought for the open sea,
For I thought in its gray expanses
My peace would come to me.

I came at last to the ocean
And found it wild and black,
And I cried to the windless valleys,
"Be kind and take me back!"

But the thirsty tide ran inland,
And the salt waves drank of me,
And I who was fresh as the rainfall
Am bitter as the sea.

– Sara Teasdale "The River"
From: Rivers to the Sea collection of poems



Unit 6

Formative Assessment – The Brook

These days brooks and streams are extremely polluted. Imagine you are a contemporary brook that makes its journey through the city. Study the visual given below and use the information to write an autobiographical note. Talk about your suffering and make an appeal to mankind to change their ways. Give it the title-My Lost Glory.



You may start like this.

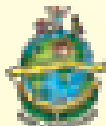
I am the brook that has now lost its pristine beauty...

IV POST READING ACTIVITY (Listening)

Objectives

To enable students to

- ✦ listen 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, 'A River' by A.K. Ramanujan and answer the MCQs 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 read the poem as the students listen.
- ✧ The students will solve the worksheet as they listen.
- ✧ The teacher may repeat the poem two to three times in case the students can't comprehend it the first time.

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.

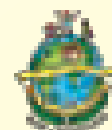
Answers

1. simile
2. old poets
3. hair and straw
4. rising water level
5. the ridges made in sand
6. indifference

A River

A. K. Ramanujan

In Madurai,
city of temples and poets,
who sang of cities and temples,
every summer
a river dries to a trickle
in the sand,
baring the sand ribs,
straw and women's hair
clogging the watergates
at the rusty bars
under the bridges with patches
of repair all over them
the wet stones glistening like sleepy

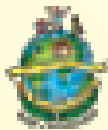


crocodiles, the dry ones
shaven water-buffaloes lounging in the sun
The poets only sang of the floods.

He was there for a day
when they had the floods.
People everywhere talked
of the inches rising,
of the precise number of cobbled steps
run over by the water, rising
on the bathing places,
and the way it carried off three village houses,
one pregnant woman
and a couple of cows
named Gopi and Brinda as usual.

The new poets still quoted
the old poets, but no one spoke
in verse
of the pregnant woman
drowned, with perhaps twins in her,
kicking at blank walls
even before birth.

He said:
the river has water enough
to be poetic
about only once a year
and then
it carries away
in the first half-hour
three village houses,
a couple of cows
named Gopi and Brinda
and one pregnant woman
expecting identical twins
with no moles on their bodies,
with different coloured diapers
to tell them apart.



WORKSHEET

Listen to the poem / read the poem - 'A River' by A. K. Ramanujan and complete the sentences by choosing the correct option :

1. The two figures of speech used in the first stanza are

- i. Metaphor and simile
- ii. personification and alliteration
- iii. simile and oxymoron
- iv. alliteration and metaphor

2. The new poets copied

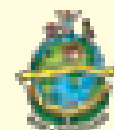
- i. pregnant woman
- ii. twins
- iii. old poets
- iv. brinda & gopi

3. The things that block the water gates are

- i. hair and straw
- ii. rusty bars
- iii. wet stones
- iv. sand ribs

4. During floods people usually talked about

- i. pregnant woman
- ii. cows
- iii. number of steps
- iv. rising water level

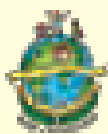


5. The phrase 'sand ribs' refers to

- i. the ribcage of sand
- ii. the dried earth
- iii. the ridges made in sand
- iv. bare sand

6. The poets who wrote about exhibited

- i. love and concern
- ii. selfishness
- iii. indifference
- iv. interest



The Road Not Taken

Robert Frost

I POST READING ACTIVITY

Objectives

- ✧ To develop the skill to transcribe a text from one form to another.
- ✧ To develop an understanding of the main idea of the poem.

Task - Individual Work

Based on your understanding of the poem, paraphrase any two stanzas of the poem in your own words. You should explain the text by breaking it down line by line.

Approximate Time: 1 period

Procedure

- ✧ Ask the students to choose any two stanzas and paraphrase them.
- ✧ The teacher will monitor the responses by going around the class.

Criteria for Assessment

- ✧ Understanding of text
- ✧ Identification of poetic devices
- ✧ Coherence
- ✧ Fluency
- ✧ Grammatical accuracy

Feedback

- ✧ Students may not understand certain expressions.
- ✧ The teacher will need to explain phrases that obstruct comprehension.
- ✧ Students may make grammatical errors, these need to be checked.

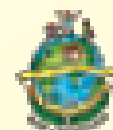
II POST READING ACTIVITY

Objectives

- ✧ To test the student's understanding of the poem.
- ✧ To develop the students' critical thinking ability.

Task - Based on your understanding of the poem complete the worksheet.

Approximate Time: 30 minutes



Procedure

- ✦ The teacher should distribute the worksheet for the students to complete.

Criteria for Assessment

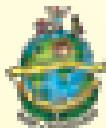
One mark to be awarded for each correct answer.

Answers

1. alliteration-'wanted wear', symbolism-two roads disappearing into the woods are symbolic of the choices that people have to make
2. people should not make choices to conform to the society. The choice should define a person's individuality.(Can be expressed any way)
3. reflective
4. poet
5. a person who needs to make a choice

Description details/examples:

- ✦ a logical thinker - "I could not travel both" means the speaker had to make a choice between two roads that were " really about the same"
 - ✦ a risk-taker - the poem says the speaker "looked down one" road but "took the other" because it was " the one less travelled by"
 - ✦ decisive - the choice made by the speaker "made all the difference" so he didn't regret it even if he "doubted I should ever come back" to be able to go down the other road
 - ✦ a careful thinker -"long I stood" examining the choices, taking time to look "down one as far as I could" before taking the other road
6. Challenge- The speaker has to make an important decision that would take him in two different directions.
Examples - "I could not travel both", "I took the one less travelled by"
 7. The speaker would choose first one as he likes to explore new/unfound territory-"less travelled by"
If the student chooses the second option, accept the logic presented if plausible.
 8. A subjective response.



WORKSHEET

Based on your reading of the poem complete the worksheet.

1. Pick out at least two examples of poetic devices used _____

2. The theme of this poem is _____

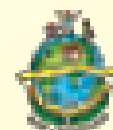
3. The mood of the poet is _____
4. The poem has been written from the point of view of _____
5. The speaker is _____. Give examples from the poem to support your answer _____

6. The challenge the speaker of the poem faces is _____

Provide details from the poem to support your answer. _____

7. Based on what you know about the speaker, indicate what choice the speaker will make by ticking the appropriate option. Explain your choice by giving examples from the text.
 - ✧ A surprise present in a wrapped box.
 - ✧ A glass jar full of money.

8. Based on your understanding of the poem choose any one of the choices given and complete the statement.
 - ✧ I am like the speaker in the poem because _____
 - ✧ I am not like the speaker in the poem because _____



III POST READING ACTIVITY

Objectives

- ✧ To enhance the vocabulary of the students.
- ✧ To test the students' ability to co relate the thematic understanding to other situations.

Task - Individual Work

Complete the letter that you wrote to your mother from the hostel by filling in the blanks with a synonym of the word in bracket. You may pick up the vocabulary from the poem that you have just read.

Approximate Time: 15 minutes

Procedure

- ✧ Distribute the photo copies of the letter and explain to the students what is expected of them.
- ✧ Give students 15 minutes to complete the letter.
- ✧ After students have completed the worksheet, the teacher can call out the answers and the students can correct their work.

Criteria for Assessment

One mark may be awarded for each correct answer

Feedback

- ✧ The students may not get the correct synonym.
- ✧ The teacher should monitor the work while the students try to tackle it.
- ✧ Some situational examples can be given to enhance the understanding of the words.



WORKSHEET

Complete the following letter that you wrote to your mother from the hostel by filling in the blanks with a synonym of the word in bracket. You may pick up the vocabulary from the poem that you just read.

Room No. 45

AWWA Hostel

Date_____

Dear Mom

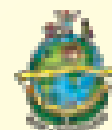
I am writing this letter to share a_____ (an unpleasant choice) that I am faced with. My roommate has fallen into the _____ (routine) of smoking. He has confided in me about it. I think I should _____ (begin) the matter with him but then I wonder should I tell his mother about it first. I am faced with a _____ (alternative) and both look _____ (accurate) to me. What do you think I should do?

I don't want to make the wrong choice. If I speak to him, I don't know how he will react to my suggestions neither am I _____ (clear in your mind) about his mother's reaction. I _____ (become conscious) that whatever I choose there is no way I can take back my words. Telling his mother is like _____ (breaching) his trust and might lose a good friend.

Mom, I know this much that whatever I do, I will have to face the consequences of my actions sometime in future. Whether it will be _____ (be apologetic) or _____ (reassured) is something I am not sure of. I hope you would be able to suggest some way of saving the situation.

Yours loving son

Kartikey



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 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 Assessment

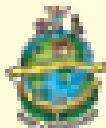
One mark could be awarded for each correct answer.

Feedback

- ✧ If some students find it difficult to complete it, they could be allowed to consult the text.
- ✧ Wherever students have not comprehended the poem, 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. branched off
2. different choices in life
3. not many people had walked this road
4. hesitant and thoughtful
5. the path may lead him to another path
6. reflective



WORKSHEET

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

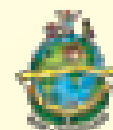
1. "Two roads diverged in a-----/-----sorry I could not travel both". The word 'diverged' means_____.
 a) appeared
 b) curved
 c) branched off
 d) continued on

2. The two roads symbolize_____.
 a) different ways out of the woods
 b) different ways to return home
 c) different ways to get to town
 d) different choices in life

3. "grassy and wanted wear" in the 8th line of the poem means_____.
 a) many people had walked the grassy road
 b) the grass needed cutting
 c) not many people had walked this road
 d) the grass was too high for anyone to walk through it

4. The speaker in the first stanza is_____.
 a) lonely and sad
 b) hesitant and thoughtful
 c) hurried and rushed
 d) kind and generous

5. The poet doubts his coming back at the crossroad because_____.
 a) the path may lead him to another path
 b) the path may be full of difficulties
 c) he may forget the path
 d) somebody may tread on it before him



6. The tone of the poet in the last stanza is _____.

- a) regretful
- b) reflective
- c) relieved
- d) uncertain

V POST READING ACTIVITY (Listening)

Objectives

- ✦ To develop the ability to respond to a situation.
- ✦ To formulate opinions based on hearing a view point.

Task

Individual Work - Listen to the conversation between Rohit and his parents and fill the response sheet provided.

Approximate Time : 1 Period

Procedure

- ✦ The teacher will distribute the response sheet or make a similar table on the black board for the students to copy.
- ✦ He/She will then read out the conversation .
- ✦ The students will listen to the conversation between Rohit and his parents and fill the response sheet provided.
- ✦ The teacher will discuss the answers.

Conversation

Rohit: Oh my God! Here they come again. Why can't they let me decide?

Father: So Rohit have you decided what stream you would be opting in class XI?

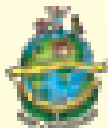
Rohit: Is there any point in doing that? You are going to get angry with my answer.

Mother: Now Rohit that is not true! Please apologise to your father now. We are so worried that you should take the right decision and you think we are not giving you the freedom! Children! These days ! I can't understand them.

Rohit: Well I would like to opt for humanities as I want to be a painter and also try my hand at theatre. Now it's in the open.

Father: Do you have any idea how difficult it is for a Painter to get a break and make a decent living? What are you going to live on? Fresh air and water! Who has put this idea in your mind?

Rohit: My art teacher says I have lot of talent plus I like painting.



- Mother:** But Rohit we have planned everything for you!! Money, college and courses. If you follow papa's advice in 6-7 years down you will be a successful corporate executive. You can't let us down.
- Rohit:** Mama I am not letting you down. I would like to do something different. I don't know whether I will be successful or not but I would like to give it a try.
- Father:** What! I don't approve of this decision. It is a very big decision. You can't decide just like that. It is expected of you that you will take science, go to IIT and then one of the IIMs and follow the path of your grandfather, father and brother.
- Rohit:** No dad! I don't want to do what others have done. This is the third time we are having this conversation, it comes to the same. Why do you ask if you are not letting me do what I want? (Walks out banging the door)

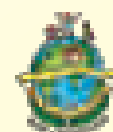
Criteria for Assessment

One mark could be awarded for each correct answer.

For the last column all reasonable responses should be accepted.

Suggested Answer

Rohit wishes to pursue	Parents' wish	Parents views about Rohit's choice	Rohit's reasons for his choice	Your views on



Unit 7

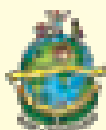
Feedback

- ✧ Some students may not be able to respond as it takes a while to sink in information.
- ✧ The conversation should be read twice at least.

WORKSHEET

Listen to the conversation between Rohit and his parents and complete the response sheet provided.

Rohit wishes to pursue	Parents' wish	Parents views about Rohit's choice	Rohit's reasons for his choice	Your views on



The Solitary Reaper

William Wordsworth

I PRE READING ACTIVITY

Objectives

- ✧ To evoke responses to the title of the poem.
- ✧ To enhance vocabulary and use it effectively.

Task-Whole class activity followed by individual work

Word Attack - 'Solitary and Reaper'

Approximate Time: 10 minutes

Procedure

- ✧ The title of the poem should be written on the black board.
- ✧ Student should be asked to respond to each word - Solitary and Reaper.
- ✧ The responses could be put on the blackboard in the form of a word-web.
- ✧ Similar responses could be clubbed together.
- ✧ The teacher could then read out the poem (without giving an explanation) to decipher the contextual meaning of the two words.
- ✧ Students will construct sentences individually with both the words to bring out their contextual meaning.
- ✧ The teacher could ask some students to read out their sentences and comment on them.

This activity need not be graded.

Feedback

- ✧ Some students may not be able to construct grammatically correct sentences and may need guidance / help from the teacher.

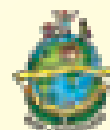
II POST READING ACTIVITY

Objectives

- ✧ To comprehend the poem.
- ✧ To come to an initial and then refined understanding of the meaning of the poem.
- ✧ To develop the ability to frame questions.

Task-Group Work

In groups, frame MCQs on the assigned stanza and answer the MCQs framed by the other groups.



Approximate Time: 1 period

Procedure

- ✧ The class may be divided into groups.
- ✧ Each group may be asked to frame MCQs on a stanza assigned to them.
- ✧ After 15 minutes, organize a class quiz.
- ✧ Each group (in a loop) could ask the MCQs to the other groups.
- ✧ If a group fails to answer, the question could be passed on to the next group.
- ✧ Once a group has asked all the other groups one question each, the next group could do the same.
- ✧ This could be repeated till all the groups have asked their questions.

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

Criteria for Assessment

One mark could be awarded for each correct answer.

Each question may be assessed for

- ✧ Relevance
- ✧ Language
- ✧ Quality of questions (literal, inferential, extrapolatory)
- ✧ Understanding of the poem

Feedback

- ✧ It is expected that some students in the group may not contribute constructively. The teacher can go around and sit with each group to discuss the stanza and guide them.
- ✧ This activity may require a whole period as each group will ask 2-3 questions (depending on the number of groups), and the other groups will do the same.
- ✧ The teacher may have to ensure that the questions are not answered by only the brighter students -the quieter and weaker students should be encouraged.

III POST READING ACTIVITY

Objectives

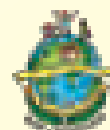
- ✧ To develop an understanding of the poem.
- ✧ To develop the ability to sequence events.

Task -Individual Work

Identify the errors in the summary of the poem, by underlining and writing the correct word or phrase.

Approximate Time: 10 minutes





Procedure

- ✧ Distribute photocopies of the summary of the poem.
- ✧ Explain that students are expected to read, identify mistakes and correct them.
- ✧ While distributing the worksheets, the teacher should ensure that every alternate row gets the same worksheet.
- ✧ Students would edit the summary and exchange sheets with their partners.
- ✧ The teacher could call out the correct answers and ask the students to assess each other's work.
- ✧ Students could total up the correct answers and award marks.

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

Criteria for Assessment

½ mark could be awarded for each correct answer.

Feedback

- ✧ This is an immediate POU (Performance of Understanding) task. However, for those who do not fare too well, the teacher can go through the poem once again and facilitate in the completion of the task.

Answers

The poet, on his walk in the *fields*, comes across a *Highland girl*, reaping and *singing* by herself. She is so engrossed in her work that she doesn't notice people passing by or stopping by. As she *reaps* the grain, she sings a *sad* song and the valley overflows with the beautiful joyous sound. The poet compares her *melodious* sound to that of a *nightingale* singing to the relaxed travellers in the *Arabian Desert*. Her gripping voice is compared to that of a *Cuckoo* singing in the *spring* season.

The poet *does not understand* the language, but he speculates about the *themes* of the song - she may be singing about some *unhappy, old*, far off things, battles won long ago or it might be about some *natural sorrow*, or some other *day to day* matter. Whatever she was singing, he felt her song was very *melodious*. He listened with *patience* and as he travelled *up* the hill, he *remembers* the song even though it was heard no more.

WORKSHEET

Identify the errors in the summary of the poem, by underlining and writing the correct word or phrase.

ROW I

The poet, on his walk in the park, comes across an American girl, reaping and dancing by herself. She is so engrossed in her work that she doesn't notice people passing by or stopping by. As she sows the grain, she sings a happy song and the valley overflows with the beautiful joyous sound. The poet compares her harsh sound to that of a sparrow singing to the relaxed travellers in the Thar Desert. Her gripping voice is compared to that of a robin singing in the winter season.

Identify the errors in the summary of the poem, by underlining and writing the correct word or phrase.

ROW II

The poet understands the language, but he speculates about the lyrics of the song - she may be singing about some happy, new, far off things, battles won long ago or it might be about some personal gain, or some other important matter. Whatever she was singing, he felt her song was very short. He listened with impatience and as he travelled down the hill, he forgot the song even though it was heard no more.

IV POST READING ACTIVITY

Objectives

- ✧ To make the students independent learners .
- ✧ To enable them to reflect and analyse on broader perspectives.

Task-Individual Work

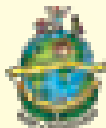
Listen to the tape recording / reading of another poem by the poet e.g 'The Daffodils' and compare it with the poem under study on the specified criteria.

Approximate Time: 10 minutes

Procedure

- ✧ Draw the comparison table on the blackboard and ask the students to copy it.
- ✧ Instruct the students to listen carefully to the tape recording / reading of the poem 'The Daffodils'.
- ✧ Play the tape / read the poem twice or thrice in order to enable the students to complete the task.

This need not be a graded activity.



Daffodils

I WANDER'D lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

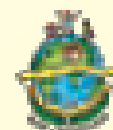
Continuous as the stars that shine
And twinkle on the Milky Way,
They stretch'd in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed -- and gazed -- but little thought
What wealth the show to me had brought.
For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

William Wordsworth

COMPARISON TABLE

Poems	Theme	Place	Visual imagery	Impact
Solitary Reaper				
Daffodils				



Feedback:

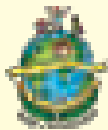
- ✧ If the students do not understand the rubrics, explain what is required with options
Theme - nature, solitude, childhood, emotions, recollections
Tone - regretful / satirical / critical / appreciative / dismissive
Visual imagery - host of golden daffodils, Fluttering and dancing in the breeze
Behold her singing in the field, Alone she cuts and binds the grain
Impact - mesmerising, pleasing, memorable, everlasting
- ✧ The teacher could initiate a whole class discussion on both poems.
- ✧ Some students may not be able to complete the activity in the first listening of the poem as their ears are not trained to listen. The a number of times.
- ✧ The students may not be able to express and analyse. The teacher can give practice to the students and do a similar exercise with other poems.
- ✧ Such exercises could be used to encourage students to go beyond the prescribed text and to undertake comparative studies.

V 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 .
- ✧ While distributing the worksheet, the teacher should ensure that every alternate row gets the same 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 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 poem, the teacher can clarify the concepts / lines.
- ✧ The teacher could further discuss the questions and their options in order to reinforce the lesson.

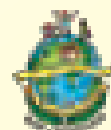
ANSWERS

ROW I

- a) a young farm worker
- b) he was awestruck by the melody
- c) alliteration
- d) he had continued his journey
- e) heralds the arrival of spring
- f) Hebrides islands

ROW II

- a) sorrowful song
- b) Arabian deserts
- c) melodious
- d) mesmerizing
- e) sorrowful song
- f) he carried the memory of the song

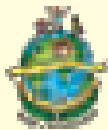


WORKSHEET

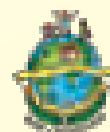
ROW 1

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

- a) The Solitary Reaper is_____.
- the poet
 - a passer-by
 - a young farm worker
 - a young girl
- b) The poet stood 'motionless and still' as_____.
- the solitary reaper insisted he listens to her song
 - he was tired
 - he was trying to figure out the theme of the song
 - he was awestruck by the melody
- c) 'Silence of the seas' is_____.
- simile
 - metaphor
 - alliteration
 - personification
- d) The poet says, 'long after it was heard no more'as_____.
- the reaper had stopped singing
 - he had continued his journey
 - he was on the other side of the valley
 - there was too much noise as the 'Silence of the seas' was broken



- e) The cuckoo bird's voice is 'thrilling' because she_____.
- breaks the silence of the seas
 - is heard in the farthest Hebrides
 - heralds the arrival of spring
 - is melodious
- f) The Cuckoo sings in the_____.
- Arabian deserts
 - Hebrides islands
 - Scottish highland
 - fields

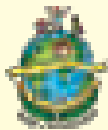


WORKSHEET

ROW 2

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

- a) The reaper's song is a_____.
- happy song
 - sorrowful song
 - solitary song
 - devotional song
- b) The nightingale sings in the_____.
- Arabian deserts
 - Hebrides islands
 - Scottish highland
 - fields
- c) The poet chooses the nightingale for comparison because its song is_____.
- comforting
 - melodious
 - powerful
 - overflowing
- d) The impact of the reaper's song is_____.
- melancholic
 - depressing
 - heart rending
 - mesmerizing
- e) 'Plaintive numbers' means_____.
- happy song
 - sorrowful song
 - solitary song
 - devotional song
- f) "The music in my heart I bore" means_____.
- the reaper kept singing the song
 - the poet went back with a heavy heart
 - he carried the memory of the song
 - he carried the image of the solitary reaper in his heart



Lord Ullin's Daughter

Thomas Campbell

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 discussion

"Should Parents decide who their children should marry?"

Approximate Time: 1 period

Procedure

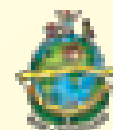
- ✧ The class can be divided into four groups.
- ✧ Each group is given ten minutes to discuss the topic and sum up their thoughts and put them on paper.
- ✧ During the discussion each group member is given a chance to speak.
- ✧ After the discussion, a conclusion is drawn. (The teacher may help the students to arrive at logical conclusions)
- ✧ A representative of each group will present their views to the class one by one.
- ✧ This activity could be included in the radio show/video show.

Criteria for Assessment

One mark may be awarded for each of the following

However the group dynamics should be awarded two marks

- ✧ Relevance to the topic
- ✧ Convincing arguments/ details are presented
- ✧ Accurate and appropriate use of the language
- ✧ 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.

II POST READING ACTIVITY**Objectives**

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

Task-Group Work

Paraphrase the poem with a different ending.

Approximate Time: 1 period

Procedure

- ✧ The teacher will divide the class into groups.
- ✧ The students will paraphrase the poem 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

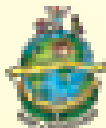
One mark may be awarded for each of the following

However the group dynamics should be awarded two marks

- ✧ 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

- ✧ A few students may not participate and the teacher may need to go around and encourage the students to participate.
- ✧ 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 story/stories could be enacted out.

III WHILE READING ACTIVITY

Objective

- ✧ To develop the ability of the students to read the poem with proper stress, intonation, pauses and pronunciation.

Task-Individual Presentation

Read the poem 'Lord Ullin's Daughter'.

Approximate Time: 10 minutes

Procedure

- ✧ On a given day, the teacher can select 8-10 students (as per the time available) and ask them to read 2-3 stanzas each.
- ✧ The whole poem is to be read chronologically.
- ✧ It is possible that the poem may need to be repeated two to three times in order to give a chance to all the students.
- ✧ If required the task may be carried to the next day.

Criteria for Assessment

One mark may be awarded for each of the following if the student

- ✧ reads the poem with correct pronunciation
- ✧ uses appropriate pauses
- ✧ is able to emote the feelings reflected in the poem
- ✧ is able to read the poem in a rhythmic way
- ✧ is able to read the poem with clarity

Feedback

- ✧ It is possible that the students may not be able to exhibit the desired performance, the teacher could encourage them.
- ✧ The teacher may also do a model reading of the poem.

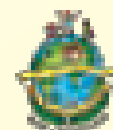
IV POST READING ACTIVITY

Objectives

- ✧ To comprehend the poem locally and globally.
- ✧ To infer meaning from the context.
- ✧ To appreciate the poetic devices used .

Task-Individual Work

Multiple Choice Questions



Approximate Time: 1 period

Procedure

- ✧ The worksheet may be distributed to the students and they may be asked to solve it individually.
- ✧ The teacher could use it as a diagnostic open book test after the students have finished reading the poem.

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

Criteria for Assessment

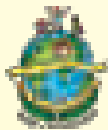
One mark could be awarded for each correct answer.

Feedback

- ✧ The teacher could recapitulate the poem with the students, in case, the students do not exhibit the desired performance.

Answers

1. give a premonition of the death of the lovers
2. Lord Ullin's forgiveness and his call to his daughter to come back
3. her father and his men are approaching closer
4. Alliteration
5. frown



WORKSHEET

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

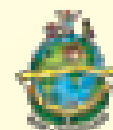
1. 'The water wraith was shrieking.....' Water wraith refers to the evil spirit of the sea and it was shrieking to _____.
 - a) indicate that something tragic had happened
 - b) give a premonition of the death of the lovers
 - c) announce the arrival of the storm in the sea
 - d) scare the sailors

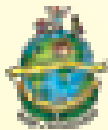
2. In the last stanza, the poet says, 'Twas vain.....' 'Twas vain' refers to _____.
 - a) Lord Ullin's sorrow and crying
 - b) Lord Ullin's forgiveness and his call to his daughter to come back
 - c) Lord Ullin's daughter's effort to swim ashore
 - d) the Chieftain's pride

3. 'O haste thee, haste!' the lady cries- The lady cries because _____.
 - a) her boat is engulfed in the storm
 - b) the boatman was rowing the boat very slowly
 - c) her father and his men are approaching closer
 - d) she wanted to cross Lochgyle at the earliest

4. 'The water wild went over his child.....' _____ is the literary device used in this line.
 - a) Metaphor
 - b) Personification
 - c) Simile
 - d) Alliteration

5. 'And in the scowl of heaven each face
Grew dark as they were speaking.....'
In the above lines, the word 'scowl' means _____.
 - a) frown
 - b) smile
 - c) beam
 - d) anger





V POST READING ACTIVITY

Objectives

- ✧ To enable the students to read and comprehend the poem.
- ✧ To enhance their verbal skills.

Task-Individual Work

Read the poem given and complete its summary by choosing the correct option.

Approximate Time: 30 minutes

Procedure

- ✧ The teacher could photo copy the worksheet and distribute it among the students.
- ✧ Students will complete the summary after they have read the poem.
- ✧ 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

½ mark could be awarded for each correct answer.

Feedback

- ✧ Some students may find it difficult to comprehend the poem independently due to its length and complexity, the teacher may intervene and provide the required support

Answers:

- (a) knight
- (b) Scotland
- (c) Ellen of Netherby
- (d) suit
- (e) wedding
- (f) purpose
- (g) maidens
- (h) mother
- (i) charger was standing
- (j) eloped

WORKSHEET

LOCHINVAR

Sir Walter Scott

O young Lochinvar is come out of the west.
Through all the wide Border his steed was the best;
And save his good broadsword he weapons had none,
He rode all unarm'd, and he rode all alone.
So faithful in love, and so dauntless in war,
There never was knight like the young Lochinvar.
He staid not for brake, and he stopp'd not for stone

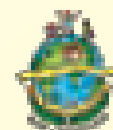
He swam the Eske river where ford there was none;
But ere he alighted at Netherby gate,
The bride had consented, the gallant came late:
For a laggard in love, and a dastard in war,
Was to wed the fair Ellen of brave Lochinvar.

So boldly he enter'd the Netherby Hall,
Among bride's-men, and kinsmen, and brothers and all:
Then spoke the bride's father, his hand on his sword,
(For the poor craven bridegroom said never a word,)
"O come ye in peace here, or come ye in war,
Or to dance at our bridal, young Lord Lochinvar?"

"I long woo'd your daughter, my suit you denied; --
Love swells like the Solway, but ebbs like its tide-
And now I am come, with this lost love of mine,
To lead but one measure, drink one cup of wine.
There are maidens in Scotland more lovely by far,
That would gladly be bride to the young Lochinvar."

The bride kiss'd the goblet: the knight took it up,
He quaff'd off the wine, and he threw down the cup.
She look'd down to blush, and she look'd up to sigh,
With a smile on her lips and a tear in her eye.
He took her soft hand, ere her mother could bar, --
"Now tread we a measure!" said young Lochinvar.

So stately his form, and so lovely her face,
That never a hall such a galliard did grace;



While her mother did fret, and her father did fume
And the bridegroom dangling his bonnet and plume;
And the bride-maidens whisper'd, "twere better by far
To have match'd our fair cousin with young Lochinvar."

One touch to her hand, and one word in her ear,
When they reach'd the hall door, and the charger stood near;
So light to the croupe the fair lady he swung,
So light to the saddle before her he sprung!
"She is won! We are gone, over bank, bush, and scuar;
They'll have fleet steeds that follow," quoth young Lochinvar.

There was mounting 'mong Graemes of the Netherby clan;
Forsters, Fenwicks, and Musgraves, they rode and they ran:
There was racing and chasing on Cannobie Lee,
But the lost bride of Netherby ne'er did they see.
So daring in love, and so dauntless in war,
Have ye e'er heard of gallant like young Lochinvar?

GLOSSARY

steed: a horse, esp. a high spirited riding horse

ford: a shallow area in a river where one can walk across

ere: before

Solway: wide inlet of the sea in Scotland

quaff: drink

galliard: (here) lively person

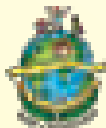
Forsters, Fenwicks, and Musgraves: people belonging to Ellen's clan

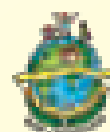
On the basis of your reading of the above poem, complete its summary by choosing the correct option.

Lochinvar was a brave (a) _____ (night/ knight) of (b) _____. (England / Scotland) He was in love with (c) _____ (Ellen of Netherby /Alien of Netherby) clan but his marriage (d) _____ (suit/ suite) was denied by Ellen's father, and he fixed her marriage with someone else.

On her (e) _____ (engagement/ wedding) day, Lochinvar reached the venue. He boldly entered the hall; he was not scared of Ellen's father or her brothers.

Quite perturbed to see Lochinvar there, her father asked him the (f) _____ (purpose / reason) of his visit. Lochinvar very boldly replied that he had come there with the lost love of his to lead one measure and drink a cup of wine and added that there were many beautiful (g) _____ (maids / maidens) who would gladly accept the offer of being his bride. Then he went closer to Ellen and held her hand before her (h)





_____ (mother / father) could protest. The bridegroom also couldn't do anything. The guests were overawed by the presence of such a lively person and Ellen's cousins also felt that Lochinvar should have been the bridegroom.

Lochinvar said something in Ellen's ear and they both reached the hall door where his (i) _____ (men waited for them / charger was standing). He (j) _____ (eloped / elope) with Ellen from there. Ellen's kinsmen chased them but their efforts to trace them proved to be futile.

VI POST READING ACTIVITY

Objectives

- ✧ The test the understanding of the poem.
- ✧ To develop the logical ability of the students.

Task-Individual Work

Complete the crossword 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.
- ✧ 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.

s part of Portfolio.

Criteria for Assessment

One mark could be awarded for each correct answer.

Feedback

- ✧ In case if some students are unable to complete the crossword, they may be encouraged to consult the text.

Answers:

Down

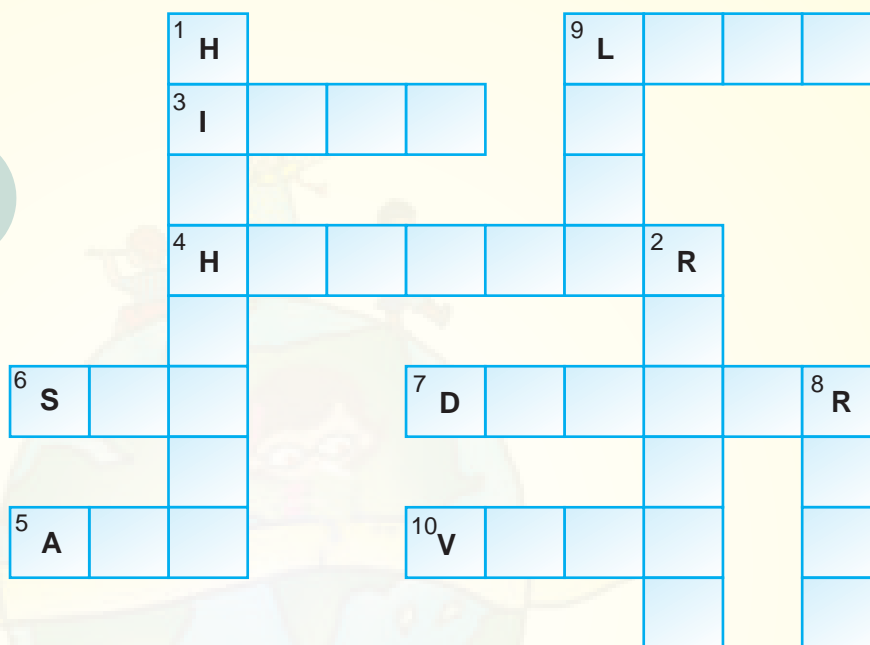
1. HIGHLAND
2. RAGING
8. RAGE
9. LOVE

Across

3. ISLE
4. HEATHER
5. AID
6. SEA
7. DANGER
9. LIFE
10. VAIN

WORKSHEET

Complete the crossword with the help of given clues :



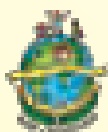
Down

1. The _____ Wight was ready to row them across the ferry.
2. The waves were _____ white.
8. Lord Ullin was in a _____.
9. Lord Ullin's daughter eloped with the chieftain because she was in _____ with him.



Across

3. Lord Ullin's daughter's lover introduced himself as the Chief of Ulva's _____.
4. The Chieftain was afraid that if lord Ullin's men found them his blood would stain the _____.
5. The girl stretched her hand for _____.
6. The Lovers fled and reached the _____.
7. Lord Ullin found his child's life in _____.
9. Unfortunately the daughter lost her _____ in front of her father's eyes.
10. The daughter cried for help but it was in _____.



VII POST READING ACTIVITY

Objective

- ✧ To enable the students to critically analyse the different characters in the poem.

Task-Pair Work

Identify and state the character traits of the different characters in the poem. Support it with suitable instances from the poem.

Approximate Time: 1 period

Procedure

- ✧ The teacher could distribute the sheets among the students and ask them to solve it.

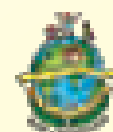
This activity could be used for grading for the Portfolio.

Criteria for Assessment

One mark could be awarded for each correct answer.

Feedback

- ✧ In case the students come up with limited words, the teacher may introduce more character traits and write them on the blackboard and initiate a class discussion to bring out their meaning.

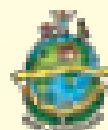


WORKSHEET

Identify and state the character traits of the following characters. Support it with suitable instances from the poem.

S. No.	NAME	CHARACTER TRAITS	INSTANCES
1.	Lord Ullin		
2.	Chieftain		
3.	Daughter		
4.	Boatman		
5.	Soldiers		





VIII POST READING ACTIVITY

Objective

- ✧ To sensitize the students to the emotions of the people.

Task-Pair Work

Write the emotions shown by the various characters at different points in the narrative. Also quote suitable instances to support.

love	grief	helplessness	anxiety	loyalty	anger	regret
		repentance	caring	sympathy		

Approximate Time: 10 minutes

Procedure

- ✧ The teacher will distribute the photocopied sheets among the students.
- ✧ This activity could be used as an open book test.

Criteria for Assessment

Award one mark for each correct response.

Feedback

The teacher could clarify that the given emotions could be for more than one character.

Write the emotions shown by the various characters at different points in the narrative. Also quote & uitable instances to support your choice. You may take help of the words mentioned in the box.

love grief helplessness anxiety loyalty anger regret
repentance caring sympathy

S. No.	NAME	EMOTIONS	INSTANCES
1.	Lord Ullin		
2.	Chieftain		
3.	Daughter		
4.	Boatman		
5.	Soldiers		



The Seven Ages

William Shakespeare

I PRE READING ACTIVITY

Objective

- ✧ To develop the students' skill to predict.
- ✧ To develop quick thinking skills in the students and enhance their imaginative powers.
- ✧ To build schema and create interest.
- ✧ To generate vocabulary appropriate to the understanding of the text.

Task- Individual Work

Gloss over the title and do a 'quick write' on the same in about 50 words.

Approximate Time: 15 minutes

Procedure

- ✧ The teacher could write the title of the poem on the blackboard.
- ✧ 2-3 minutes time could be given to the students to reflect on the title.
- ✧ He/she asks the students to do a 'quick write' on the same.

This activity need not be graded.

II POST READING ACTIVITY

Objectives

- ✧ To enhance the creative skills of the students.
- ✧ To develop the student's ability to express their thoughts in a concise manner.

Task-Group Activity

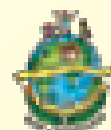
Write a short poem comparing life with any one of the following in about 8-10 lines:

- ✧ Seasons in nature
- ✧ Dawn to dusk
- ✧ Tree

Approximate Time: 15 minutes

Procedure

- ✧ The class could be divided into groups.
- ✧ The teacher will brainstorm with the whole class and create a web-chart on the theme of the poem (a list of words and phrases associated with each stage of a man's life).



- ✧ Students may use the words/ phrases listed to write their poem.
- ✧ The teacher could ask one representative from each group to read the poem composed and the other groups could give their comments with valid reasons.

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

The best poem(s) could be displayed on the soft board.

Criteria for Assessment

One mark may be awarded for each of the following

- ✧ Relevance to the theme
- ✧ Fluency
- ✧ Grammatically correct structure
- ✧ Creativity
- ✧ Originality

Feedback

- ✧ Some students may not have the creativity to put their ideas into a poem. They can be asked to write a paragraph.

III POST READING ACTIVITY

Objective

- ✧ To develop the ability of the students to transcribe from one genre to another.
- ✧ To develop their theatrical skills.
- ✧ To develop the confidence of the students.

Task- Group Activity

Dramatise the poem.

Approximate Time: Double period

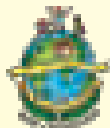
Procedure

- ✧ Divide the class into groups of seven each.
- ✧ Ask the group leaders to assign roles to the other members.
- ✧ Each member of the group will write his/her dialogue.
- ✧ Ask the groups to present the role play in turns.
- ✧ The students can use their creativity to go beyond the text.
- ✧ 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

- ✧ Relevance of the content
- ✧ Fluency
- ✧ Accuracy - dialogues are free from errors
- ✧ Creativity and originality of the script



- ✧ 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.
- ✧ Some groups may not be able to construct meaningful dialogues.
- ✧ The teacher can go around and facilitate such groups.

IV POST READING ACTIVITY

Objectives

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 poem.

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

Criteria for Assessment

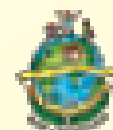
One mark could be awarded for each correct answer.

Feedback

- ✧ If some students find it difficult to complete the worksheet, they could be allowed to consult the text.
- ✧ Wherever students have not comprehended the poem, 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. The lover
- II. bad
- III. Simile
2. stages of a nan's life
3. forgetfulness



Unit 10

WORKSHEET

Read the following extracts and complete the sentences on each extract by choosing the most appropriate alternative from those given below.

I.Sighing like a furnace with a woeful ballad

I. _____ is sighing.

- a) The school going child
- b) The creeper
- c) The lover
- d) The furnace

II. The synonym for 'woeful' can be _____.

- a) glad
- b) sad
- c) bad
- d) beautiful

III. _____ is the literary device used in the above line.

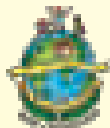
- a) Simile
- b) Metaphor
- c) Alliteration
- d) Irony

2. His 'acts' being seven ages. The word 'acts' can be replaced by _____.

- a) stages of a man's life
- b) scenes of a play
- c) a man's behaviour at age seven
- d) roles of an actor

3. '...Is second childishness and mere oblivion.' Oblivion in this line can be replaced by _____

- a) forgetting
- b) forgetful
- c) forgetfulness
- d) forgotten



Oh, I Wish I'd Looked after Me Teeth

Pam Ayres

I POST READING ACTIVITY

Objective

- ✧ To create awareness and appreciation of other styles of poetry.
- ✧ To write a short verse.

Task

Pair work - Write a short limerick.

Approximate Time: 1 period

Procedure

- ✧ The teacher can explain what a limerick is
 - ☆ originally popularized in English by Edward Lear
 - ☆ a five-line poem
 - ☆ with the rhyme scheme 'aabba'
 - ☆ is witty and humorous
 - ☆ usually begins with 'There was a...'
 - ☆ line 5 has a humorous twist.

- ✧ An example could be read out to the students

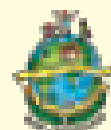
E.g. There was a young lady from Niger
 Who smiled as she rode a tiger
 They returned from the ride
 With the lady inside
 And a smile on the face of the tiger

- ✧ Copies of a limerick may be given to the students or the limerick may be written on the blackboard.
- ✧ Ask the students to write a limerick.
- ✧ The teacher could ask some students to read out their work.
- ✧ The best limerick(s) could be displayed on the class soft board.
- ✧ The best limerick (s) could be used in the radio/ video show.

This activity need not be graded but could be a part of the Portfolio.

Feedback

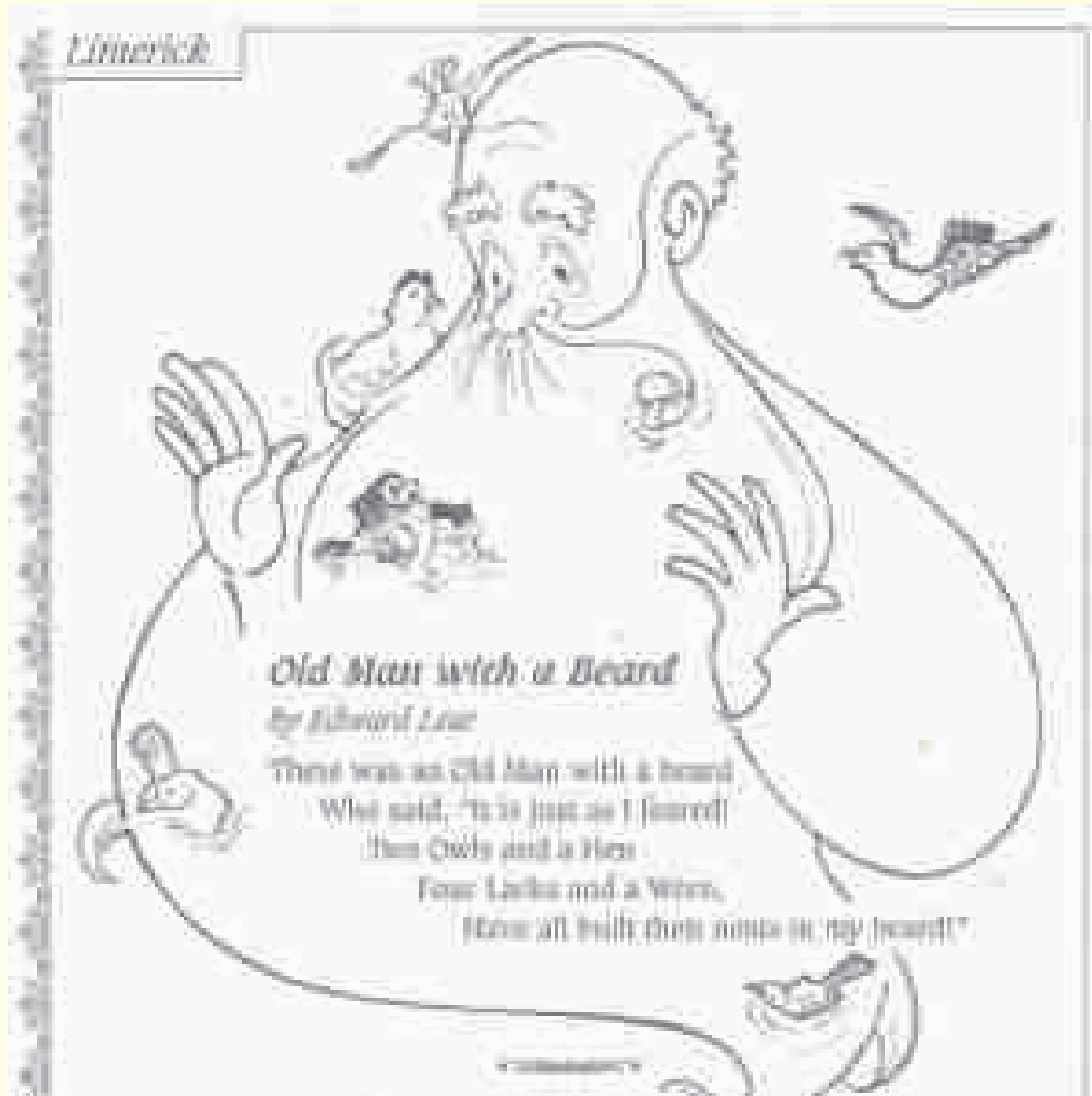
- ✧ Teacher can go around and assist the students if they are unable to write the limerick.



Unit 11

WORKSHEET

Read and enjoy the limerick given below.



Now write your own limerick.



II POST READING ACTIVITY**Objective**

- ✧ To understand and appreciate idioms.
- ✧ To use idioms effectively.

Task Group Work - Dumb Charades /Enact an idiom.

Approximate Time: 1 period

Procedure

- ✧ The teacher could brainstorm with the whole class and create a list of common idioms that students are familiar with.
- ✧ A few more idioms could be added to the list.
- ✧ One student in each group could enact any one of the listed idioms.
- ✧ The teacher can inform the students that they could use sounds but not words.
- ✧ The other members of the group try to guess it.
- ✧ If the group fails to guess the idiom correctly, it can be passed on to the other groups.
- ✧ Two - three rounds of the activity can be conducted.

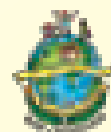
This activity could be used for grading.

Criteria for Assessment

One mark can be awarded for each correct answer.

Some idioms

1. Rain cats and dogs
2. Beat around the bush
3. Bark up the wrong tree
4. Put your foot in your mouth
5. Hit the nail on the head
6. Time is running out
7. Fish out of water
8. Break the ice
9. Blow one's own trumpet
10. A feather in one's cap
11. Stick your neck out



Unit 11

Formative Assessment – Oh, I Wish I'd Looked after Me Teeth

12. Have a chip on one's shoulder
13. Bee in the bonnet
14. Playing second fiddle
15. Apple of one's eye
16. At snail's pace

Criteria for Assessment

One mark could be awarded for each of the following

- ✧ Relevance
- ✧ Effectiveness
- ✧ Creativity
- ✧ Body Language
- ✧ Promptness of response

Feedback

- ✧ The students may need to be assisted in the formation of the groups to ensure that mixed groups are formed.
- ✧ The teacher may need to enact a few idioms in order to make the activity clear.
- ✧ The meanings of idioms could be listed on the blackboard in order to reinforce them.
- ✧ Students may be asked to sketch out the literal meaning and then construct a meaningful sentence using the idiom correctly.

IV POST READING ACTIVITY

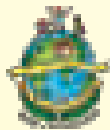
Objectives

- ✧ To develop the writing skills of the students.
- ✧ To develop an understanding of proverbs in order to convey ideas.
- ✧ To enhance their language skills.

Task-Individual Work

Write a short paragraph on a proverb related to the theme of the poem.

You may like to think about the following proverbs.



- ✧ A stitch in time saves nine
- ✧ It's no use crying over spilt milk
- ✧ Better late than never

Approximate Time: 1 period

Procedure

- ✧ The teacher could brainstorm with the whole class and create a list of common proverbs that students are familiar with.
- ✧ A few more proverbs could be added to the list.
- ✧ Students may write a paragraph on any of the listed proverbs.
- ✧ The teacher could ask some students to read their paragraph.
- ✧ Others could give their comments with valid reasons.
- ✧ The best paragraphs could be displayed on the class soft board.

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

Criteria for Assessment

One mark could be awarded for each of the following

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

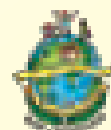
Feedback

- ✧ The teacher may need to explain the proverbs to the students.
- ✧ Students can exchange their paragraphs and do peer correction.
- ✧ The teacher can encourage the students to rewrite in order to improve and refine it.
- ✧ Both paragraphs can be included in the portfolio.

V POST READING ACTIVITY

Objective

- ✧ To create awareness about dental care and oral hygiene.
- ✧ To develop an inter-disciplinary approach.



Task-Group Work

Make a project (folder or CD).

Subheads

- ✧ Types of teeth
- ✧ At what age different teeth appear
- ✧ The different sets of teeth in a life-time
- ✧ Dos and don'ts for oral hygiene
- ✧ Associated problems and diseases
- ✧ Cosmetic dentistry

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 the Portfolio.

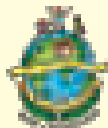
Criteria for Assessment

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 Science teacher could be asked to assist the students and assess the projects.
- ✧ The teacher could invite a dentist-parent to view the projects and give a talk to the class.



VI POST READING ACTIVITY

Objectives

- ✧ To enhance the creative skill of the students.
- ✧ To enable students to write a simple poem on a given topic.

Task - Group or Individual Work

Write a short poem on

- ✧ Your experience with the dentist
- ✧ Something that you regret

Do not copy ideas or phrases from the poem you have just read.

Approximate Time: 1 period

Procedure

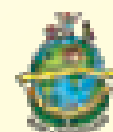
- ✧ The teacher can encourage students to express their feelings and emotions.
- ✧ Students could write out the poem either individually or in groups.
- ✧ If it is group work, the teacher could ask one representative to read out the poem.
- ✧ If it is individual work, a few poems could be read out.
- ✧ The others could critically appreciate the poems that are read out.
- ✧ The best poem(s) could be displayed on the soft board.

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

Criteria for Assessment

One mark could be awarded for each of the following

- ✧ Relevance to the theme
- ✧ Creativity
- ✧ Fluency
- ✧ Grammatically correct structure
- ✧ Use of rhyme / rhythm / poetic devices



Unit 11

Formative Assessment – Oh, I Wish I'd Looked after Me Teeth

Feedback

- ✧ If some students are unable to express themselves in verse form, they may be asked to write a paragraph on the topic selected.

VII POST READING ACTIVITY

Objectives

- ✧ To enable the students to compare two poems.
- ✧ To develop students' critical reading skills.
- ✧ To develop the students' ability to analyze poetry.

Task-Individual Work

Listen to a poem on the same theme by Ogden Nash and compare it to Pam Ayres poem, Oh, I Wish I'd Looked after Me Teeth.

Approximate Time: 1 period

Procedure

- ✧ The teacher can read out the poem.
- ✧ The response sheet can be drawn out on the blackboard for the students to copy and complete.
- ✧ The answers can be discussed in the class.

This activity need not be used for grading.

Feedback

- ✧ If the students do not understand the rubrics, explain what is required with options.
Theme - nature, solitude, childhood, emotions, recollections
Tone - regretful / satirical / critical / appreciative / dismissive
Age - child / young adult / adult / older person
Language - simple, colloquial, exaggeration, satirical
Impact - mesmerising, pleasing, memorable, everlasting
- ✧ The teacher could explain Ogden Nash's poem.
- ✧ The teacher could initiate a whole class discussion on both poems.



This Is Going To Hurt Just A Little Bit

By: Ogden Nash

One thing I like less than most things is
Sitting in a dentist chair with my mouth wide open.
And that I will never have to do it again
Is a hope that I am against hope hopen.
Because some tortures are physical and some are mental,
But the one that is both is dental.
It is hard to be self-possessed
With your jaw digging into your chest.
So hard to retain your calm
When your fingernails are making serious alterations
In your life line or love line
Or some other important line in your palm;
So hard to give your usual effect of cheery benignity
When you know your position
Is one of the two or three in life
Most lacking in dignity.
And your mouth is like a section of road that is being worked on.
And it is all cluttered up with stone crushers
And concrete mixers and drills and steam rollers
And there isn't a nerve in your head that you aren't being irked on.
Oh, some people are unfortunate enough to be strung up by thumbs.
And others have things done to their gums,
And your teeth are supposed to be being polished,
But you have reason to believe they are being demolished.
And the circumstance that adds most to your terror
Is that it's all done with a mirror,
Because the dentist may be a bear,

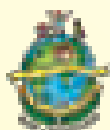


Unit 11

Or as the Romans used to say,
Only they were referring to a feminine bear when they said it, an ursa,
But all the same how can you be sure when he takes his crowbar in one hand
And mirror in the other he won't get mixed up,
The way you do when you try to tie a bow tie with the aid of a mirror,
And forget that left is right and vice versa?
And then at last he says - That will be all;
But it isn't because he then coats your mouth from cellar to roof
With something that I suspect is generally
Used to put a shine on a horse's hoof.
And you totter to your feet and think.
Well it's all over now and after all it was only this once.
And he says come back in three monce.
And this, O Fate,
Is I think the most vicious circle that thou ever sentest,
That Man has to go continually to the dentist
To keep his teeth in good condition
when the chief reason he wants his teeth in good condition
is so that he won't have to go to the dentist.

RESPONSE

	Oh I Wish I'd Looked After Me Teeth By: Pam Ayres	This Is Going To Hurt Just A Little Bit By: Ogden Nash
Theme(s)		
Age of narrator (Justify your answer)		
Tone of poem		
Language style		
Impact / impression on poet		



Song of the Rain

Kahlil Gibran

I POST READING ACTIVITY

Objective

- ✧ To sensitise the learners to ideas, and emotions that are evoked by rain.

Task- Pair Work

Write a brief imaginary dialogue between the rain and the earth.

Approximate Time: 10 minutes

Procedure

- ✧ The teacher can have a class discussion to clarify the task and what is expected of the students.
- ✧ The students could write out the dialogue.
- ✧ The teacher could ask the students to read out the dialogues to the class.
- ✧ The other groups could critically appreciate the presentation.
- ✧ The best dialogue(s) could be used in the radio/ video show.

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

Criteria for Assessment

One mark could be awarded for each of the following

- ✧ Relevance to the theme
- ✧ Innovative ideas
- ✧ Integration of ideas
- ✧ Fluency
- ✧ Grammatically correct structure

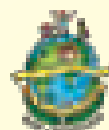
Feedback

- ✧ If some students are unable to create an interesting dialogue, the teacher may go around and guide them.

II POST READING ACTIVITY

Objectives

- ✧ To develop application skills across disciplines.
- ✧ To develop a broader perspective.



Unit 12

Formative Assessment – Song of the Rain

Task-Pair Work

Based on your reading of the poem 'Song of the Rain', complete the diagram on the water cycle by writing appropriate lines from the text

Approximate Time: 10 minutes

Procedure

- ❖ Copies of the diagram maybe given to the students or the diagram of the water-cycle may be drawn on the blackboard with the boxes.
- ❖ Teacher can go around and assess the response of the students.
- ❖ This activity alone need not be used for grading. If it is used for grading, one mark may be awarded for each correct response.

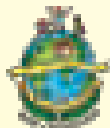
This activity need not be graded.

Feedback

- ❖ In case some learners are unable to display conceptual clarity, it will be advisable for the teacher to reinforce the concept of water-cycle and how it is related to the poem.
- ❖ The teacher may ask some students to explain the concept to the class.
- ❖ In case students have not understood the specific phrases / expressions, the teacher could explain it to them.

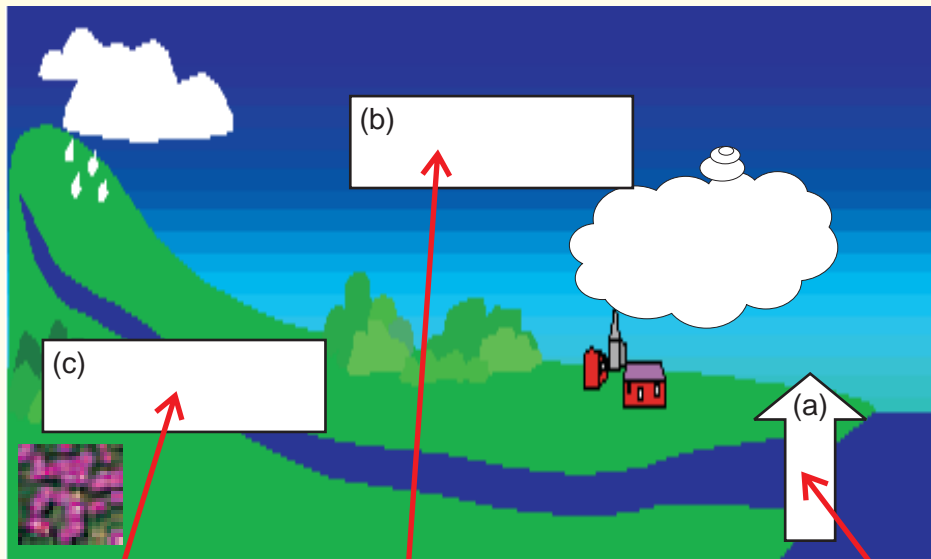
Answers

- I emerge from the heart of the sea and Soar with the breeze.
- I am dotted silver threads dropped from heaven by the gods.
- I descend and embrace the flowers.



WORKSHEET

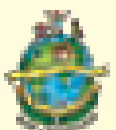
Based on your reading of the poem 'Song of the Rain', complete the diagram given below by writing appropriate lines from the text.



(c)

(a)

(b)



III POST READING ACTIVITY

Objectives

- ✧ To sensitise the learners to ideas, and emotions that are evoked by rain.
- ✧ To develop the creativity of the students.

Task-Group Work

Write a short autobiographical poem about rain.

You may like to

- describe yourself
- state what you do
- explain why people like/ dislike you
- mention any other characteristic about yourself

Do not copy ideas or phrases from the poem you have just read.

Approximate Time: 1 period

Procedure

- ✧ The teacher brainstorms with the whole class and creates a web-chart on the theme of the poem (a list of words and phrases associated with rain).
- ✧ Students may use the words/ phrases listed to write their poem.
- ✧ The teacher could ask the group leader to read their poem.
- ✧ The other groups could critically appreciate their work.
- ✧ The best poem(s) could be displayed on the soft board.

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

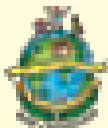
Criteria for Assessment

One mark could be awarded for each of the following

- ✧ Relevance to the theme
- ✧ Innovative ideas
- ✧ Integration of ideas
- ✧ Fluency
- ✧ Grammatically correct structure

Feedback

- ✧ If some students are unable to write an interesting poem, the teacher may go around and guide them.
- ✧ Alternatively the teacher could ask the students to write their ideas in prose.



IV POST READING ACTIVITY

Objectives

To enable the students to

- ✧ comprehend the lesson locally and globally.
- ✧ infer the contextual meaning of the text.
- ✧ appreciate the poetic devices used.
- ✧ give a personal response.

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 do peer corrections.
- ✧ 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 Assessment

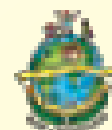
One mark could be awarded for each correct answer.

Feedback

- ✧ If some students find it difficult to complete it, they could be allowed to consult the text.
- ✧ The teacher could review the poem in case of students' inability to understand the poem locally or globally.
- ✧ The teacher could further discuss the questions and their options in order to reinforce the poem.

Answers

1. metaphor
2. it drenches the fields and makes the cloud lighter and brighter
3. when it rains, the sky and wind are stormy
4. affection
5. an autobiographical



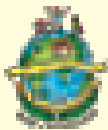
Unit 12

Formative Assessment – Song of the Rain

WORKSHEET

Complete the sentences by choosing an appropriate option from those given below.

1. The poetic device used in the line 'I am beautiful pearls', is a _____.
 - a) simile
 - b) metaphor
 - c) onomatopoeia
 - d) allusion
2. The Rain says, 'The field and the cloud are lovers/ And between them I am a messenger of mercy. The rain is a messenger of mercy because _____.
 - a) it is crying for the cloud and the field
 - b) it is a link between the clouds and the earth
 - c) it drenches the fields and makes the cloud lighter and brighter
 - d) it helps two lovers unite
3. The Rain says it begins at the feet of the mad elements. 'Mad elements' refers to _____.
 - a) the origination of rain at the temple of Ishtar
 - b) rain being born out of the sea
 - c) the sea is always tumultuous and stormy
 - d) the sky and wind are stormy when it rains
4. The Rain describes itself as 'the sigh of the sea. This is an expression of its _____.
 - a) joy
 - b) affection
 - c) sorrow
 - d) anger
5. The Song of the Rain is _____ poem.
 - a) a narrative
 - b) an autobiographical
 - c) a biographical
 - d) a satirical



Villa for Sale

Sacha Guitry

I PRE READING ACTIVITY

Objectives

- ✧ To enable the learners to think imaginatively and creatively.
- ✧ To develop the ability of students to act.

Task-Pair Work

Learners will play the role of a salesman who is trying to persuade a reluctant customer to buy a given product.

- ✧ selling hair oil/ comb to a bald man
- ✧ selling a car to a person who fears driving
- ✧ selling a tooth-whitening paste to a toothless old woman
- ✧ selling a best-seller to an illiterate person

Approximate Time: 1 period

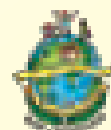
Procedure

- ✧ The teacher can give the situation to each pair.
- ✧ The students will be given 10 minutes for preparation.
- ✧ Then the students act the situation. (2-3 minutes)
- ✧ The most convincing sale could be used in the radio/ video show.

This activity need not be graded.

Feedback

- ✧ The errors in the use of English could be discussed.
- ✧ It is possible that some students may have inhibitions about the situational dramatisation; the teacher could encourage such students to participate freely.
- ✧ If the students are uncomfortable with the given situations, they can think of situations of their own.



II POST READING ACTIVITY

Objectives

- ✧ To develop the students' familiarity with the text.
- ✧ To develop the skill to sequence events.

Task-Individual Work

Based on your reading of the text, arrange the play's events in sequential order.

Approximate Time: 15 minutes

Procedure

- ✧ The teacher will distribute a photocopy of the worksheet to every student.
- ✧ The students will complete the task and exchange the completed worksheets.
- ✧ The teacher calls out the correct answers and students correct the errors.

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

Criteria for Assessment

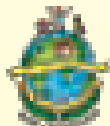
- ✧ Award ½ mark for each correctly sequenced sentence, making it a task to be assessed for 8 marks.

Feedback

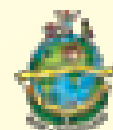
- ✧ Some students may find it difficult to sequence the events correctly; they could refer to the text.

Answers

- 9 Before leavin, Jeanne wants to see the upper floor.
- 6 Juliette enters and gives a detailed description of the salient features of the villa adding that she intends to keep to herself a painting by Carot.
- 3 After almost a month, Juliette gets a call saying a lady would come to buy it.
- 17 Gaston's ingenuity is to be discovered by Jeanne later on.
- 13 Mrs. Al Smith buys the villa for 300,000 francs.
- 7 After much bargaining, Juliette reduces the price from 250,000 francs to 200,000 francs.
- 1 Juliette puts up her villa for sale.



- 5 While waiting for the owner of the villa, Gaston indicates he has no intention of buying a villa.
- 8 Gaston doesn't agree and he is about to leave with his wife without looking round the villa.
- 10 Gaston refuses to join them.
- 15 Juliette, unaware that Gaston has already sold it to Mrs. Al Smith, agrees and the villa is sold to Gaston for 200,000 francs.
- 2 Though some customers came to see the villa, but they didn't buy it.
- 4 A French couple, Gaston and Jeanne come to take a look around the villa.
- 11 An American lady, Mrs. Al Smith arrives to look at the villa as per the appointment.
- 14 When Jeanne returns after looking around the upper floor indicating that she has given up the idea of buying, but quite unexpectedly, Gaston shows his desire to buy it for 200,000 francs.
- 12 Mrs. Al Smith mistakes Gaston to be the owner of the villa.
- 16 Gaston takes away the painting as a souvenir.



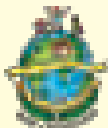
Unit 13

Formative Assessment – Villa for Sale

WORKSHEET

Study the events of the play listed below. Based on your reading of the text, arrange the events in sequential order.

- _____ Before leaving Jeanne wants to see the upper floor.
- _____ Juliette enters and gives a detailed description of the salient features of the villa adding that she intends to keep to herself a painting by Carot.
- _____ After almost a month, Juliette gets a call saying a lady would come to buy it.
- _____ Gaston's ingenuity is to be discovered by Jeanne later on.
- _____ Mrs. Al Smith buys the villa for 300,000 francs.
- _____ After much bargaining. Juliette reduces the price from 250,000 francs to 200.000 francs.
- __1__ Juliette puts up her villa for sale.
- _____ While waiting for the owner of the villa, Gaston indicates he has no intention of buying a villa.
- _____ Gaston doesn't agree and he is about to leave with his wife without looking round the villa.
- _____ Gaston refuses to join them.
- _____ Juliette, unaware that Gaston has already sold it to Mrs. Al Smith, agrees and the villa is sold to Gaston for 200,000 francs.
- _____ Though some customers came to see the villa but they didn't buy it.
- _____ A French couple, Gaston and Jeanne come to take a look around the villa.
- _____ An American lady, Mrs. Al Smith arrives to look at the villa as per the appointment.
- _____ When Jeanne returns after looking around the upper floor indicating that she has given up the idea of buying, but quite unexpectedly, Gaston shows his desire to buy it for 200,000 francs.
- _____ Mrs. Al Smith mistakes Gaston to be the owner of the villa.
- _____ Gaston takes away the painting as a souvenir.



III 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 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.

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

Criteria for Assessment

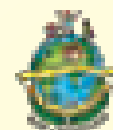
One mark could be awarded for each correct answer.

Feedback

- ✧ A few students may not be able to attempt the MCQs for lack of comprehension of characters and events. The teacher may revisit difficult areas as a remedial measure.

Answers

1. she is reluctant to sell the villa
2. cordial
3. desperate
4. sarcastic
5. naive
6. opportunistic



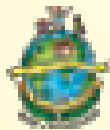
Unit 13

Formative Assessment – Villa for Sale

WORKSHEET

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

1. Juliette puts up the sign for selling the villa at night. She does this because _____.
 - a) she is reluctant to sell the villa
 - b) she is ashamed of having to sell the villa
 - c) she does not want anyone to see the sign
 - d) she is so eager to sell the villa that she does not want to wait till morning to put up the sign
2. The relationship between Juliette and her maid is _____.
 - a) strained
 - b) frosty
 - c) cordial
 - d) loving
3. Juliette can best be described as being _____.
 - a) proud
 - b) comical
 - c) mercenary
 - d) desperate
4. In his talk with his wife Jeanne, Gaston can be seen as being _____.
 - a) sarcastic
 - b) domineering
 - c) charming
 - d) boastful
5. Jeanne is _____.
 - a) inexperienced
 - b) clever
 - c) naive
 - d) selfish
6. Gaston is _____.
 - a) mercenary
 - b) clever
 - c) simple
 - d) opportunistic



IV POST READING ACTIVITY

Objectives

- ✧ To test students' analytical and critical skills with respect to the theme and characters in the play.
- ✧ To develop the skill of giving instructions which must reflect
 - ☆ clarity of thought
 - ☆ originality/creativity

Task-Group Work

If you were to direct the play, what instructions would you give to the actors playing different roles in the play?

Approximate Time: 1 period

Procedure

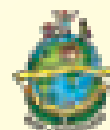
- ✧ Divide the class into groups of five.
- ✧ The teacher will ask each group to select one character from the play--Juliette, the Maid, Gaston, Jeanne and Mrs. Al Smith.
- ✧ The groups will discuss the character on the basis of their actions and dialogues. They will formulate instructions to be given to the actors playing these characters.
- ✧ Wherever possible, the instructions of the director could be supported by examples of dialogue delivery and acting.
- ✧ Groups will be invited to present their instructions one by one.
- ✧ Teacher can give some relevant suggestions with regard to **personality types**-e.g. diffident, grasping, strong, weak, eager, dominating etc, **dialogue delivery** e.g. forceful etc, **body language** e.g. slack, agile etc.
- ✧ The teacher may give the following subheads to the students for their reference

Character	Costume	Personality Type	Dialogue	Body Delivery	Individual Language delivery style and diction

Criteria for Assessment

One mark may be awarded for each of the following

- ✧ Consistency of interpretation
- ✧ Original and innovative perception and creativity



Unit 13

- ✧ Instructions supported by illustrations
- ✧ Clarity of instructions
- ✧ Good example of dialogues

Feedback

- ✧ A few groups may not be able to give clear cut instructions. The teacher can review the instructions given and invite comments from the class.
- ✧ In order to check the feasibility and effectiveness of the instructions, the teacher may ask a few students to act as specific characters in accordance with the instructions given.

V POST READING ACTIVITY

Objectives

- ✧ To enable the learners to extrapolate from the given text.
- ✧ To develop the ability of students to apply reasoning and draw inferences.
- ✧ To allow students to provide a suitable ending for the play

Task - Group Work

Create a dialogue between Gaston, Jeanne and Juliette once they discover that Gaston has sold the villa to Mrs. Al Smith for 300,000 francs. Also suggest an alternative ending.

Procedure

- ✧ Divide the class into groups.
- ✧ The teacher will ask group leaders to assign roles to the members.
- ✧ The groups will be asked to create a dialogue keeping in mind their understanding of the character of Gaston, Jeanne and Juliette (3-5 minutes).
- ✧ Groups will be invited to enact the role play one by one.

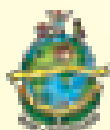
Criteria for Assessment

One mark may be awarded for each of the following

- ✧ Relevance of content
- ✧ Fluency of dialogue
- ✧ Presentation
- ✧ Creative and innovative ideas
- ✧ Group Dynamics

Feedback

- ✧ The dialogues of one or two groups could be taken up for comments from the class and the teacher.
- ✧ One dialogue could be put up on the blackboard. The teacher can edit the dialogue with the help of the students.



The Bishop's Candlesticks

Norman Mckinnell

I WHILE READING ACTIVITY

Objectives

- ✧ To make students think imaginatively and creatively.
- ✧ To encourage free oral presentations.

Task-Individual Work

Prediction -- *This activity is to be conducted just before the entry of the convict.

On the basis of your reading of the text till the entry of the convict, make a prediction about what you think would happen next. Record your responses on a sheet of paper in about 80 words. Share your responses with the class.

Approximate time: 1 period

Procedure

- ✧ Just before the entry of the convict, ask the students to close their text books.
- ✧ The students will be asked to make their predictions and record their responses individually.
- ✧ The teacher will invite a few students to share their responses.

This activity need not be graded.

Feedback

- ✧ Some students may not participate actively. The teacher can ask them to work in pairs and motivate them to express their opinion without any inhibitions.

II POST READING ACTIVITY

Objectives

- ✧ To test students' understanding of characters.
- ✧ To make students think imaginatively and creatively.

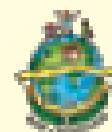
Task - Group Work

Create an imaginary dialogue between Bishop, Parishioners and Persome.

Approximate time: 45 minutes

Procedure

- ✧ Divide the class into groups.
- ✧ Cue Cards* will be given to each group in order that they understand the characters.



Unit 14

Formative Assessment – The Bishop's Candlesticks

- ✧ Five situations are given in the box below. The teacher can draw lots and ask group leaders to pick up one and create the dialogue on it (In case the number of groups is more the teacher can think of similar situations for them to work upon)
- ✧ Groups will create dialogues keeping in mind their understanding of the character of the Bishop, Persome and the parishioners (10-15 minutes).
- ✧ Representatives from the groups will be invited to present the dialogues.

Criteria for Assessment

One mark may be awarded for each of the following

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

Feedback

- ✧ It is expected that students may find difficulty in constructing meaningful dialogues or they may take more than 10-15 minutes to create the dialogue. The teacher may increase the time allotted for writing the dialogue as per learner needs.
- ✧ The teacher may go around and assist the students.
- ✧ The cue cards may be discussed and the procedure explained again.

*Cue Cards

Bishop

- ✓ Your duty - look after the interests and well being of your parishioners
- ✓ You are kind, helpful and generous and play a pro-active role in helping out those who are needy or in trouble

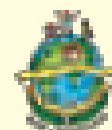
Persome

- ✓ Loving, caring, concerned , possessive about your brother-the Bishop
- ✓ You dislike people taking advantage of him and always advise him to look after himself and not give into all that the parishioners demand

Parishioners-At least three students should be assigned this role

- ✓ You love and respect the Bishop and look at him as your saviour
- ✓ You always approach him with your problems whether financial, personal, social or spiritual





- Situation 1:** Jonathan (a parishioner) has lost all of his money that he earned from selling his crop. He has a large family to take care of. He doesn't know what to do.
- Situation 2:** Maggie's (a parishioner) husband is very unwell and has to undergo a surgery. She is very upset and visits the Bishop.
- Situation 3:** John (a parishioner) has committed a crime. He comes to make a confession.
- Situation 4:** Julia (a parishioner) is being troubled by a few notorious elements everyday as she walks to work. She visits the Bishop to find a solution.
- Situation 5:** Robert's (a parishioner) 18 year old son is in bad company and doesn't listen to him at all. Robert is very upset.

III WHILE/POST READING ACTIVITY

Objective

- ✧ To make students do Oral Presentations and Peer Assessment.

Task - Group Work

Dramatization of scenes between:

- ✧ The convict and the Bishop
- ✧ Bishop and Persome

Procedure

- ✧ The teacher will make six groups of two/three students each as per the requirement of the text.
- ✧ Each group dramatizes the scenes between the Bishop, Persome and the convict.
- ✧ The scenes may be allotted as under amongst different groups.
- ✧ The students who form part of the observers may be given Peer Assessment Sheet given on the next page. 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".

(*These are only suggested extracts. The teacher can make changes according to his/her learner's needs)

Group 1: Page 111 (LR)-'Here, Marie, take my comforter.....Page113- 'Good night' (Two characters-Bishop and Persome)

Group 2: Page 113-'They would pay somebody's rent'...Page116-The Bishop .Ha! Ha!'(Three characters-Persome, Bishop, Convict)

Group 3: Page116-'Good Night Persome....to Page 118-'The Bishop's friend' (Bishop and Convict)

Unit 14

Formative Assessment – The Bishop's Candlesticks

Group 4: Page 118-'I will get the coverings'...to page 119-'Here goes' (Two characters-- Bishop and Convict)

Group 5: Page 119-'Who's there'...Page 121-'Right about turn...quick march' (Three characters-Sergeant, Bishop and Persome)

Group 6: Page 121-'you told them you had given.... Page 121-'I'll remember' (Three characters--Bishop, Persome and Convict)

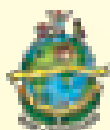
Criteria for Assessment

One mark may be awarded for each of the following

- ✧ Group dynamics
- ✧ Effective and fluent 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 the performer and the character played- _____

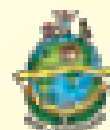
The scene dramatized was about - (give details) - _____

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

The part I didn't 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-



Unit 14

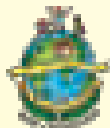
SELF ASSESSMENT SHEET

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 improvement				
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 identify learners' comprehension and understanding of the text and the concepts presented therein.

Task - Individual Work

To answer questions in a grammatically correct and coherent language.

Approximate time: 1 period

Procedure

- ✧ The teacher will distribute Worksheet 1 to Row A and Worksheet 2 to Row B
- ✧ After the students complete the worksheet the answers will be discussed in class

Criteria for Assessment

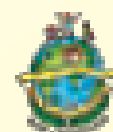
The teacher may award one mark each for every correct answer.

The learner is able to

- ✧ explore key features of the text and give relevant and complete answers
- ✧ describe character, theme, conflict and dramatic purpose
- ✧ use grammatically correct and coherent language
- ✧ clearly define concepts
- ✧ complete the worksheet in the stipulated time

Feedback

- ✧ After assessment, the teacher could quickly analyze the answers of students.
- ✧ He/She could identify areas in a play that have not been comprehended by most students.
- ✧ He/She could either revisit those areas or throw them open for discussion.



Unit 14

Formative Assessment – The Bishop's Candlesticks

WORKSHEET 1

Answers the following Questions :

Question 1: Who are Marie and Persome?

Question 2: Where had the Bishop gone? Why was he late for supper?

Question 3: What had happened to the salt cellars?

Question 4: Why is Jean Valjean turned away wherever he searches for shelter?

Question 5: What did the convict first ask for?

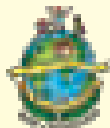
Question 6: Which novel is the play an adaptation of?

Question 7: What is the final lesson given by the Bishop to Jean Valjean? What is its significance?

Question 8: How do we come to know that the play begins at night?

Question 9: Give one incident in the play where the Bishop exhibits extraordinary firmness.

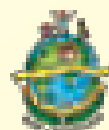
Question 10: Why is the play called. The Bishop's Candlesticks'?



WORKSHEET 1

Answer Key

1. Marie is a young girl who comes to help in the housework. Persome is the Bishop's sister.
2. The Bishop had gone to Marie's house to look up her mother as she was unwell.
3. Mere Gringoire was an old lady who was unable to pay the house rent. The Bishop asked Marie to sell the salt cellars so that he could use the money to pay off the poor woman's house rent.
4. He si truned away because he is a convict.
5. He asked for some food.
6. Victor Hugo's Les Misreables
7. 'This poor body is the temple of the living God'. By saying so the Bishop inspires the convict to nurture the spirit of God in himself and to lead an upright life of integrity and have faith and charity.
8. From the conversation of Marie and Persome who is waiting for the Bishop to come home for dinner.
9. When he commands Persome to leave the candlesticks with him and leave the room.
10. ...because the candlesticks like a beacon of light transform the character of the Convict



Unit 14

WORKSHEET 2

Answer the following Questions :

Question 1: In the presence of the sergeant why does the Bishop insist that Jean Valjean is his friend?

Question 2: How is Persone a combination of good and bad qualities?

Question 3: 'I am glad I didn't get away with them'. Why does the convict say so?

Question 4: What significant role did the Bishop's Candlesticks play?

Question 5: What message does the play convey?

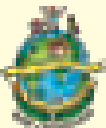
Question 6: What does the convict tell him about his life before imprisonment?

Question 7: What effect did such inhuman treatment have on the convict?

Question 8: What happened to him after his escape from jail?

Question 9: Why is Jean Valjean so overwhelmed by the Bishop's kindness?

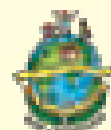
Question 10: How do the Bishop and Persone react when they learn that the candlesticks are stolen?



WORKSHEET 2

Answer Key

1. To convince him that Jean Valjean is his friend and the silver candlesticks were a gift from him.
2. She is rude, selfish, materialistic, possessive, concerned and loving towards the Bishop. Efficient Manager of the house.
3. Because he feels guilty about having deceived the Bishop.
4. The candlesticks were a dying gift from and a reminder of the Bishop's mother. But when the convict received them as a gift, they become symbols of hope and life. The convict would now believe in the goodness of life and lead a steady life.
5. Goodness dwells in all human beings. Kindness, generosity and compassion can transform the most bitter of people into good human beings.
6. He had a cottage with vines growing. He had a wife but she was ill. They had a bad year and there was no food to eat. He had to steal some food for her.
7. The convict felt hurt and afraid. Soon they broke down his spirit. He became just a number and forgot his earlier life. He even lost the ability to pray, for he says, he lost his soul.
8. The wardens were looking for him. He had nowhere to go, no food to eat. He even had to steal the clothes that he was wearing.
9. ...because he had seen human nature at its worst in the ten years of his imprisonment.
10. Persome reacts violently. She shouts and is very upset. The Bishop is also upset but he blames himself for exposing the convict to the temptation and feels that the convict needed them more than him



Unit 14

V Post Reading Activity

Objective

- ✧ To make the students arrive at a clear understanding of the character of Bishop, Persome and Convict.
- ✧ To express their ideas in structurally sound and meaningful sentences.

Task - Pair Work

Complete the graphic organizer with evidence from the text. Make an inference about the character chosen by you in a paragraph.

Approximate time: One period

Procedure

- ✧ Students will be given the Graphic Organizer Sheets
- ✧ The students will discuss the character of their choice in pairs and fill the details in the Graphic Organizer.
- ✧ They will then write their inferences in the space provided as per the specifications given. The writing can be an individual activity.
- ✧ Ask students to give it a suitable title e. g. The _____ Bishop/Convict (use a suitable adjective in the blank)

Criteria for Assessment

One mark may be awarded for each correct response

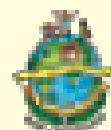
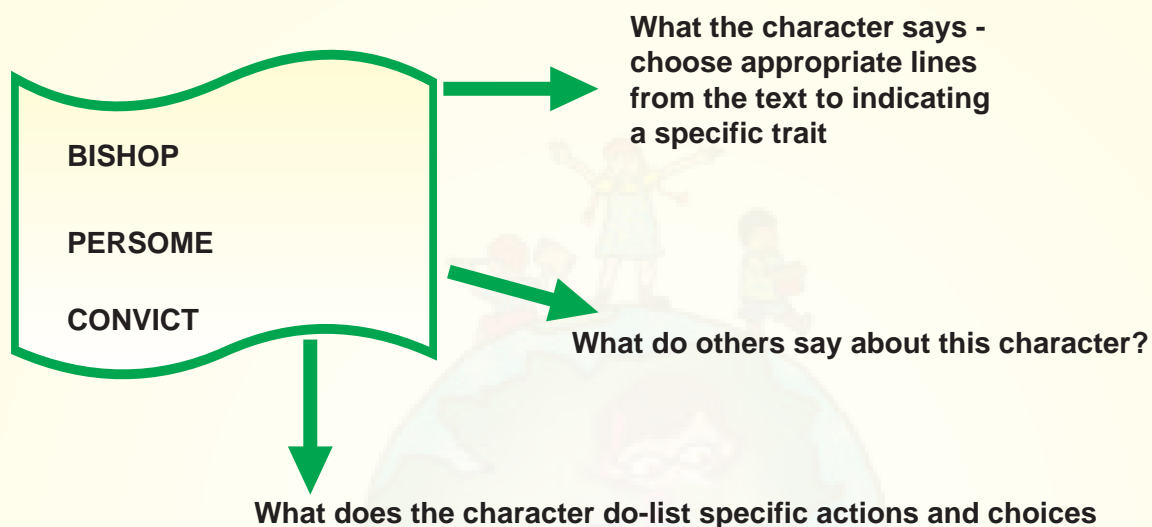
- ✧ Relevance of content
- ✧ Fluency
- ✧ Accuracy
- ✧ Coherence
- ✧ Suitable title



WORKSHEET

It is easier to interpret a story when you know the characters. Use the Graphic Organizer to analyze the character of your choice. You can take help of the text book.

Graphic Organizer



Unit 14

VI POST READING -SPEAKING ACTIVITY

Objectives

- ✧ To make the students think critically .
- ✧ To enable them to express their opinion in grammatically correct, fluent and coherent language.

Task- Group Work

Imagine that you are the convict. You have just stolen the candlesticks but you are already feeling guilty about it because the Bishop has been so kind to you. You make a confession in the confession box .You talk about:

- ✧ The conflict that you are facing right now.
- ✧ The conflict that you faced with society many years ago and how it turned you into a beast.

Approximate Time: One Period

Procedure

- ✧ The class will be divided into groups and be asked to choose their spokesperson.
- ✧ The groups will be asked to brainstorm within their groups
- ✧ What conflict is the convict facing right now?
- ✧ The members will interact with each other and the spokesperson will note down all the relevant suggestions.
- ✧ They will arrive at a consensus and record their opinion in a sheet.
- ✧ The spokespersons of each group are expected to imagine that they are standing in a confession box and then take turns to express the opinion of the group through oral presentations

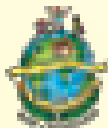
Criteria for Assessment

One mark may be awarded for each of the following

- ✧ Relevance of content and clarity of ideas
- ✧ Group dynamics
- ✧ Presentation
- ✧ Fluency
- ✧ Use of first person

Feedback

- ✧ The students may not be familiar with the concept of the confession box. The teacher may have to explain its significance.
- ✧ All the students may not freely contribute in the discussion. The teacher can go around and motivate them to contribute actively.



VII POST READING ACTIVITY

Objective

- ✧ To develop critical thinking skills

Task-Individual Work

Commentary on the video of The Bishop's Candlesticks

Approximate Time: Double Period

Procedure

- ✧ Students will be shown the video of The Bishop's Candlesticks (refer to the link) <http://www.youtube.com/watch?v=ebLvzCD4P4>
- ✧ Ask the students to take notes as they watch the video.
- ✧ They would then be asked to record their responses in the following sheet mentioning how they found the video different from the written text. Was it better or did they prefer reading the play?
- ✧ The responses will be collected by the teacher and marked. This could go as a Portfolio entry.

I liked the video of the play better / I liked the text version better because

Criteria for Assessment

Award one mark for each of the following

- ✧ Fluency
- ✧ Critical thinking
- ✧ Originality and relevance of ideas
- ✧ Observation skills
- ✧ Logical reasoning



Feedback

- ✧ All the students may not be able to do this one effectively because of lack of appropriate training in this kind of a task or due to poor language ability. The teacher must exercise discretion and mark only potentially capable students for it.

VIII POST READING ACTIVITY- LISTENING

Objective

- ✧ To test the students' understanding of language use in oral situations.

Task - Individual Work

Listen to and watch the You Tube video on Part I of the play-The Bishop's Candlesticks and answer the questions in the worksheet.

Approximate time: Double Period

Procedure:

- ✧ The worksheet will be distributed amongst the students.
- ✧ The video will be played by the teaching.
- ✧ Students will answer the questions on the basis of their listening to and viewing of the video.

Criteria for Assessment

Award one mark for each correct answer.

Feedback

- ✧ The teacher must ensure that students are able to have a clear listening experience failing which they may not be able to solve the worksheet.



WORKSHEET

Based on your watching the first part of the play answer the following very briefly:

1. 'You haven't tended the fire properly' Why does Persome say this to Marie?
2. Explain 'she was feeling poorly'.
3. From the conversation between Marie and Persome what kind of a person does Persome appear to be?
4. Why is Persome seen crying?
5. Who sold the salt cellars and why?
6. Give one word/ phrase for the expression on the face of Persome when the Bishop offers his comforter to Marie.
7. Explain-'She's young she won't hurt.'
8. Explain-'One can have salt out of china'
9. 'It's a sin to set such store by them'-What does the Bishop mean?
10. 'It was kind of her to think of that' says the Bishop. Do you think Persome was being kind?
11. 'He was free'. About whom is the convict talking?
12. 'They were all I had' Why does the Bishop say so?

