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APPENDIX-A

CONSTRUCTIVIST APPROACH BASED MODULE (IN ENGLISH SUBJECT)



Education is not an affair of “telling” and being told, but an active and constructive process.

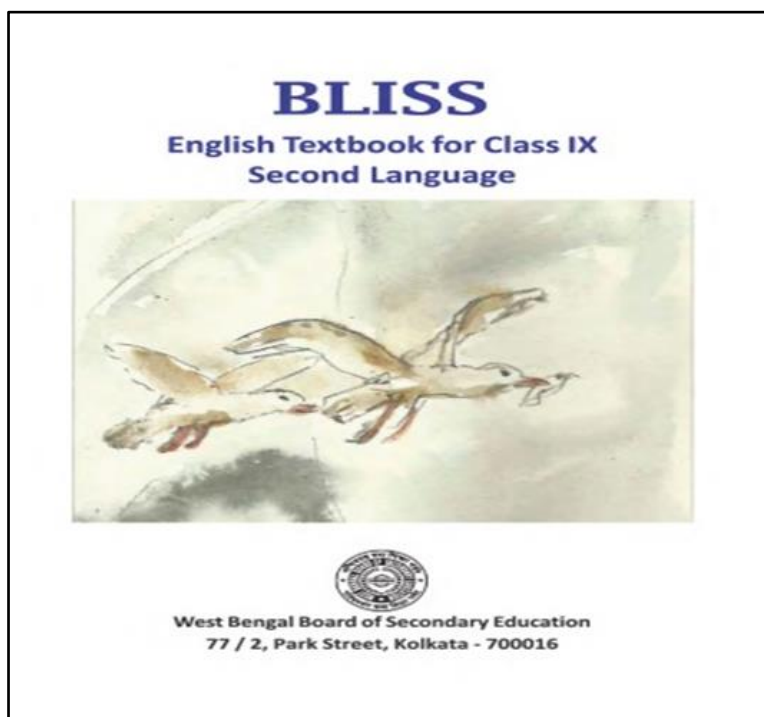
–John Dewey, *The Middle Works* (1899-1924)

The principal goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done.

– Jean Piaget, *The Origins of Intelligence in Children* (1953)

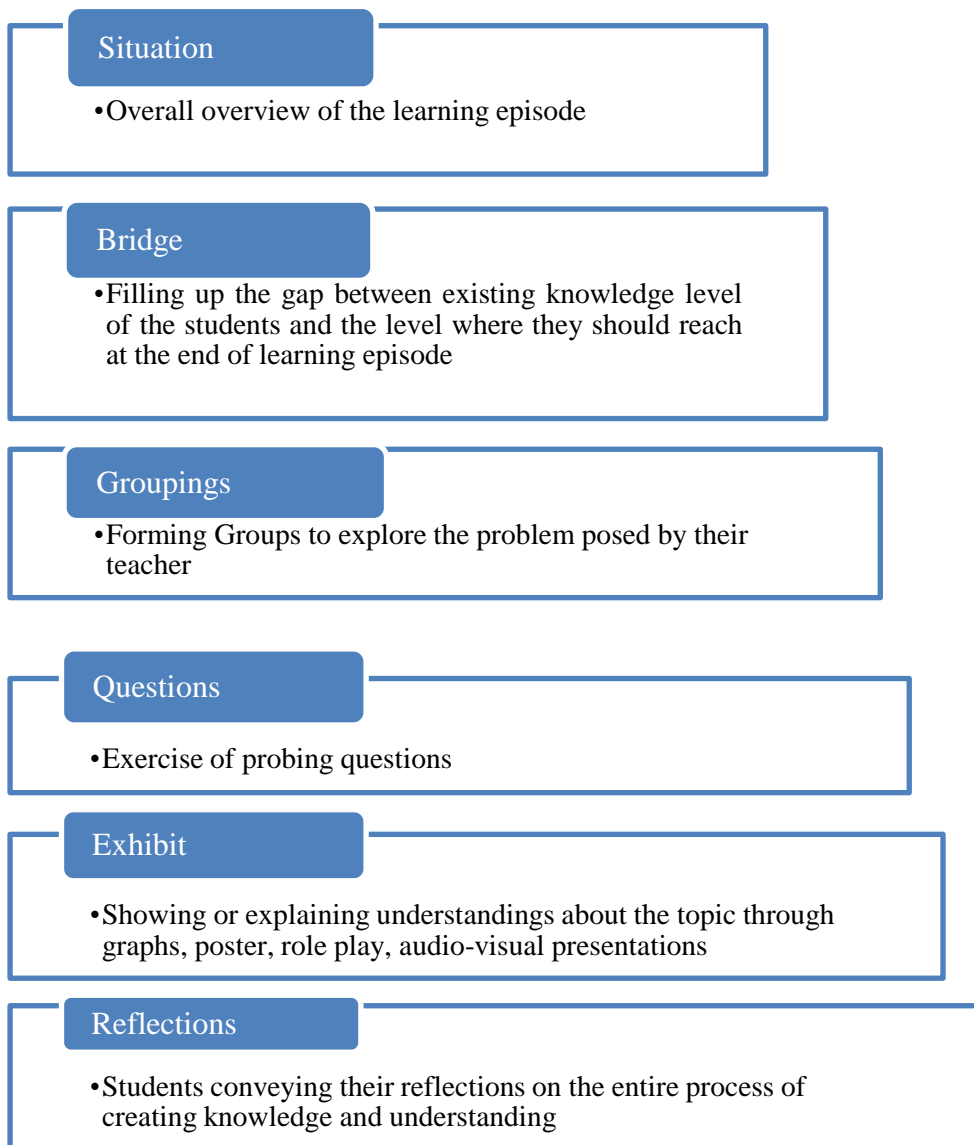
About the Module

This constructivist approach based module is being developed from the selected units of the English textbook *Bliss* for students of class IX under West Bengal Board of Secondary Education (WBBSE).



This module has focused on 7 lessons (4 prose and 3 poems) of the textbook, and has made a sincere endeavour to present the learning content before the students in a very innovative way through the inclusion of constructivist learning elements in which unconventional teaching methods, teaching strategies classroom activities and learning exercises are employed to grab the students' interest in English subject learning. The module aims at creating a constructive learning environment so that students can learn English subject effectively and interestingly while focusing on its primary goal of enhancing students' Twenty first century learning skills during their process of English subject learning. It needs to be realized that it is not sufficient to gain mastery over any core subject or achieving handsome academic score in any subject. Along with acquisition of knowledge, skill development should be one of the prime goals of education. Thereby, this module attempts to improve the most vitals skills namely, critical thinking skill, creativity, collaboration and communication skills all of which come under the umbrella term Twenty first century learning skills among the learners by adopting constructivist approach towards learning in English subject.

This module has been designed within constructivist framework to attain the predetermined objective which is the development of twenty first century learning skills within a specific period of time. This module is primarily based on constructivist approach to learning that denotes a series of innovative, meaningful and joyful learning experiences (learning content, learning activities etc. Noticeably. Constructivist Learning Design Model (2001) given by Gagnon and Collay, has been chosen as suitable model of constructivist learning which is found appropriate for building this module in English subject. This model aims at enriching the teachers' understanding regarding the constructivist view on the process of organizing classroom events for student learning. CLD comprises six learning components that flow back and forth into one another during the process of classroom practices. They are as follows-



This constructivist module encourages learner centred classroom activities that emphasize on the crucial importance of pupils to actively constructing knowledge and understanding with guidance from teachers, parents, peers, elders and other members of the society (Ducret, 2001). This constructivist approach based module has been prepared as an instructional pedagogy for encouraging the students to involve themselves actively in the process of constructing new knowledge on the basis of their prior knowledge while simultaneously attempting to develop 21st century learning skills during the process of knowledge building in English subject.

Nevertheless, every unit of the module has provided various classroom activities along with some exercises for home assignment purpose with the help of which students' progress can be tracked and evaluated. And every unit ends with its summary highlighting the crux points of that unit. References are also mentioned so that students are enriched with detailed information regarding the various sources of the knowledge.



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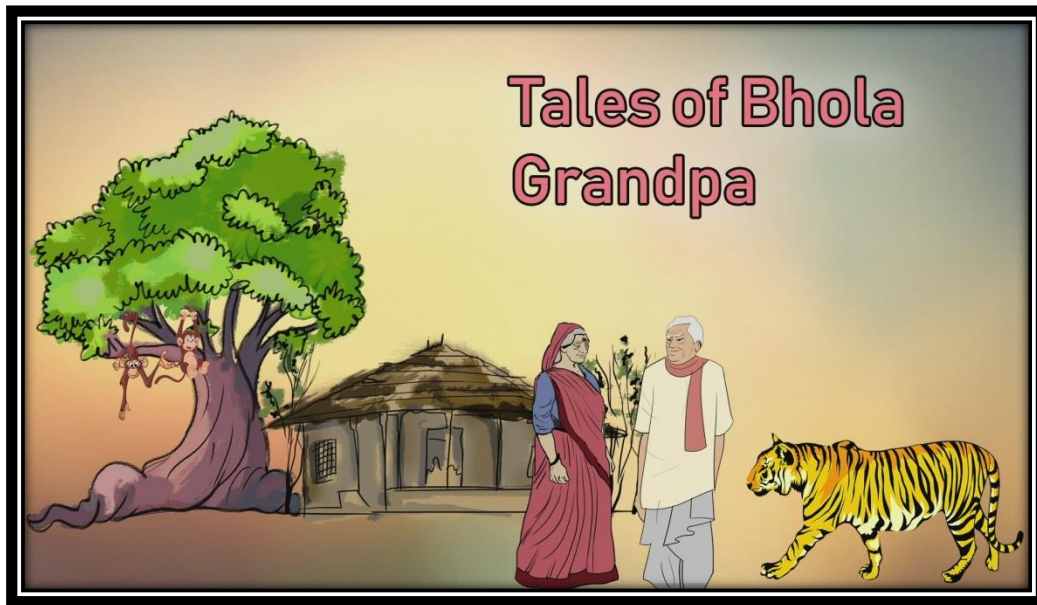
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UNIT 1: TALES OF BHOLA GRANDPA



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1.0 Introduction

In the field of English literature, short stories place a major role. Stories tend to be interesting and exciting to read. In the busy monotonous hectic academic life students get tempted by short stories. When the prescribed school syllabus includes stories, then it does not seem to them any kind of heavy academic load to carry on their little shoulders. Rather for young students short stories are fun to read as if stories entertain them with so many interesting situations, incidents, characters (Sipe, 2008). Story reading becomes an enjoyable act in which they find recreation, fun that provides them a break from the boredom of students' life (Jacobs, 2011).

This unit is about learning an English story titled as “Tales of Bhola Grandpa” in a very unique way. Story itself is an attractive writing piece of a creative mind. With the aim of making to more charming and more interesting to all the students, teachers can apply constructivist teaching strategies and classroom activities. This unit focuses on incorporating constructivist learning elements to deliver the story in an innovative way. This unit introduces you to the literary genre of the text, the author of the text along with illustrating the situation in the story, themes of the story, the characteristics of the story, various characters and their roles in the story. This unit highlights various constructivist teaching strategies with the help of certain innovative classroom activities that can be followed in real classroom situation. The learning activities used in this unit are like Mindmap/ Storymap, Interactive classroom Discussion, Spin the Theme Wheel (A simulated game of chance to discuss the themes of the story through fun activity), Spider Diagrams of the characters of the Story (for students to weave their ideas about the characters), Dramatization of the story, utilization of e learning resources as MKOs, Quiz, Brainstorming discussion (strategy the students participate by responding or presenting views on one topic)etc. They all are marked by unconventionality and a sense of newness. Embracing these innovative learning activities into the real classroom context intends to promote twenty first century learning skills: critical thinking, creativity, communication and collaboration among the students.

1.1 Objectives

After going through this unit of the module, the students will be able to fulfil certain objectives. They are as follows-

Educational Objectives :

The students will be able-

- To acquire knowledge of specific facts of the text “ Tales of Bhola Grandpa”
- To describe the situations of the story “ Tales of Bhola Grandpa” in their own words
- To Identify the characteristics of the story“ Tales of Bhola Grandpa”
- To discuss analytically the various characters of the story “ Tales of Bhola Grandpa”
- To illustrate the major themes or ideas prevalent in the story“Tales of Bhola Grandpa”

- Able to use the newly learned words in other writings and also in their day to day life
- To give their opinion on the appropriateness of the title as well as the storyline of “Tales of Bhola Grandpa”

Specific Objectives:

The students will be able-

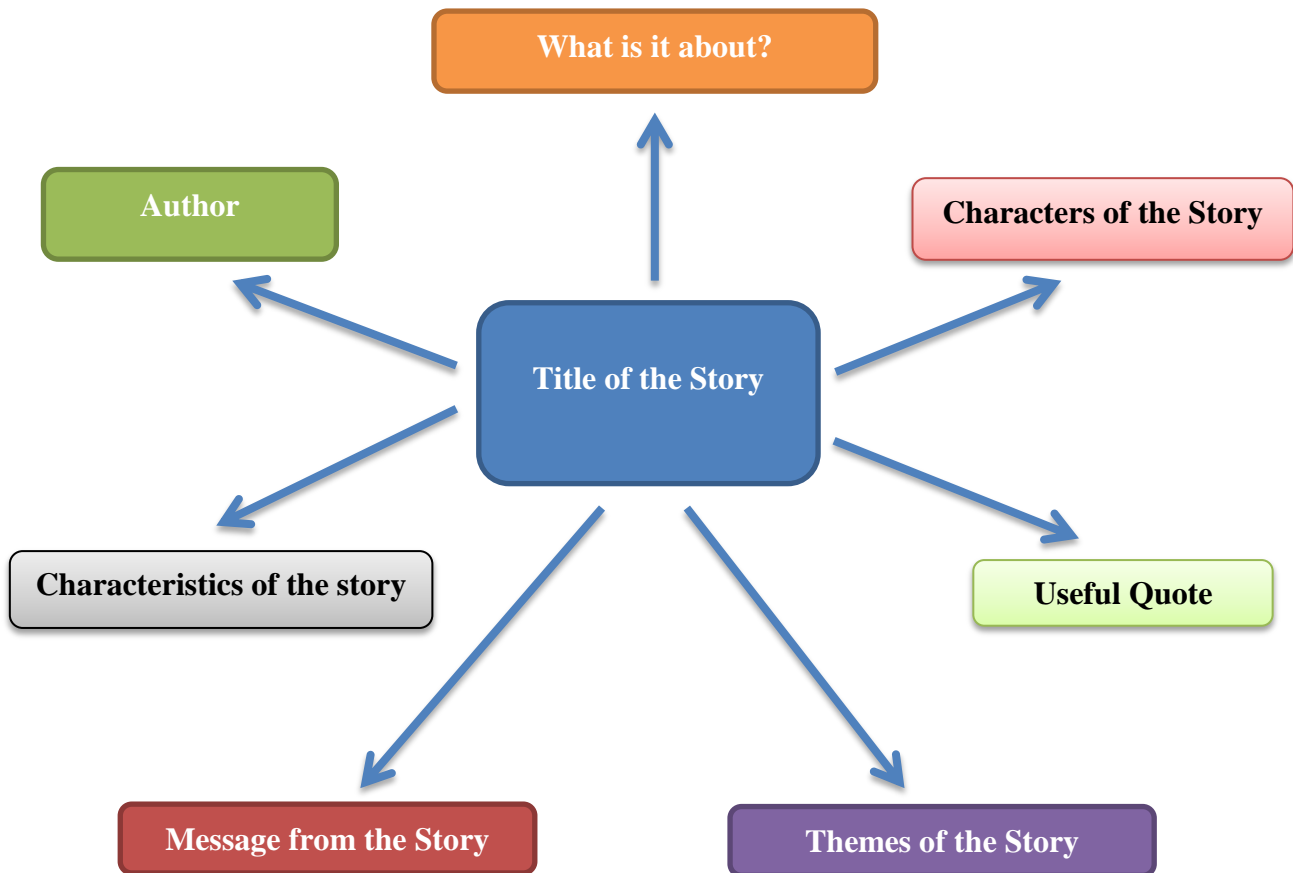
To develop their critical thinking skill through constructivist learning activities
To develop their creativity skill through constructivist learning activities
To develop their communication skill through constructivist learning activities
To develop their collaboration skill work through constructivist learning activities

Let’s have a Glance View : How and What?

Constructivist Learning Activities	Targetted Skills
Mindmap/ Storymap	Critical Thinking
Interactive Classroom Discussion	Collaboration, Communication
Spin the Theme Wheel	Critical Thnikning, Communication
Spider Diagram of Characters	Critical Thinking, Communication
Dramatization of Story	Creativity, Communication
Utilization of E- resources	Critical Thanking, Communication
Solving Puzzle	Critical Thinking
Developing Dialogues	Creativity
Sharing Personal Anecdote or Similar Case	Communication
Matching the Words	Critical Thinking
Brainstorming Group Discussion	Critical Thinking
Quiz	Critical Thinking

1.2 Activity 1: Mind Map: Let's build a story map of "Tales of Bhola Grandpa"

The investigator makes her students innovatively engaged in building the mind map of the story. She sets up the structure of the story map that the students need to fill up. She instructs them to complete the story map with the help of the following headings.



As the class progresses the investigator also takes participation in this process to add information or to correct any information. But her role is not of dominating teacher rather a friendly supportive teacher. She helps to complete the map when the need arises. Let's see the Complete Picture of the Story Map in the answer key section.

1.3 Activity 2: Interactive classroom discussion session

Let's Discuss the Story Plot: In this activity both the investigator and the students are indulged into the activity of discussion. It is kind of a classroom discussion where the investigator provides certain cues in the form of informative statements or questions that will lead the students to discuss the plot of the story on their own.

Teacher plays the role of the Scaffolder, The Students: The active Participants in the Discussion.

Prior Knowledge of the Students: The students have already read the entire story. They have the basic information of the story and thereby, have some understanding over it. Through classroom discussion with their peers and teacher, their understanding of the story will be more elaborated and enriched.

Investigator: Today we are going to discuss the storyline of ‘Tales of Bhola Grandpa’ in your own words. First let me divide the entire class into three different groups. While one group will discuss the story incidents, the other groups will listen to it very carefully.

Discussion with Group I: (15 minutes)

Group I: Focus on discussing the first funny incident of Bhola Grandpa

(This was done for setting an example)

Investigator: We already know that “Tales of Bhola Grandpa” is a wonderful entertaining short story that describes Bhola Grandpa’s comical ventures in which he used to forget things in an unbelievable way. Am I right?

Group I Students: Yes, Ma’am. The story is really funny. And Bhola Grandpa is an amusing character.

Investigator: Hmmm. That is true! So tell me about Bhola Grandpa like-Where did he live? And tell me also about his family.

Group I Students: Bhola Grandpa lived with his wife at the western end of the narrator’s village. There was a huge bokal tree that overshadowed their hut.

Investigator: Then what happened? Share with us the first hilarious incident. You can start with describing the time and the setting of the incident.



Group I Students: Once a moonlit night Bhola Grandpa was coming back from a festival with his grandson. Suddenly Grandpa realized that he did not have his grandson with him; his grandson had slipped from his fingers and might be lost in the crowd.

Investigator: Grandpa must be worried and tensed that time!

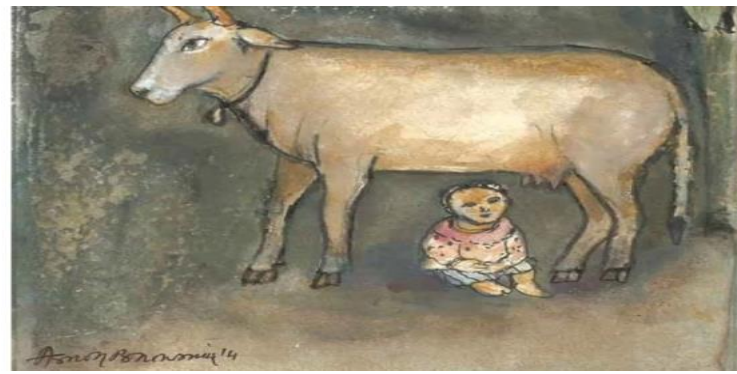
Group I Students: Of course, he was. That is why he made a loud wail.

Investigator: What did Grandpa decide to do to find his grandson?

Group I Students: May be he was not in a cool state of mind to take decision. The narrator's father decided to return with Bhola Grandpa to the festival because there was a high chance of the grandson to be there.

Investigator: Okay. Go on. How did he find the little boy?

Group I Students: Long before reaching the festival the boy was found. He was sitting under a cow's belly.



Investigator: Ha Ha Ha! This man and his forgetfulness are really something funny.

Discussion with Group II: (15 minutes)

Group II: Focus on discussing the funny and fanciful second incident of Bhola Granpa
Covering the following topics:

- Time and Setting :A rainy afternoon, The narrator's village
- The conversation between narrator's father and Bhola Grandpa
- Referring the story of pirates and the hidden treasure box on the seashore of the village.



- The reaction of the narrator's father after hearing the story
- His unsuccessful attempt to find the treasure
- The ultimate confession of Bhola Grandpa- no reality in the pirate story instead a dream occurred during midday nap.

- How does the incident produce laughter- Briefly discuss the comic element found in the second instance.

Discussion with Group III: (15 minutes)

Group III: Focus on discussing the last funny incident described in the story.

Covering the following topics:

- Time and Setting : Evening, Sunderban
- Description of Sundarban (Dense jungle,) and Royal Bengal tiger(roam freely in the forest, so people always in group)



- The adventurous incident of Grandpa while returning from weekly market: Encounter with Royal Bengal tiger, Bholu Grandpa's climbing up a tree for rescue, under the tree the roaring tiger waiting for Grandpa the whole night, at dawn his coming down and

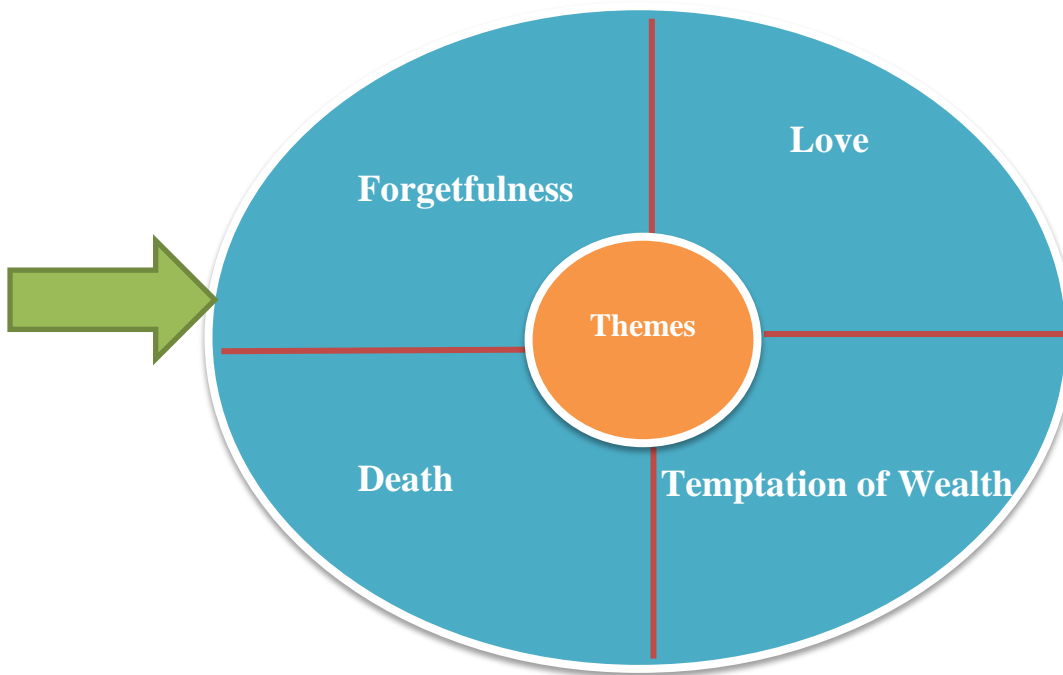


asking for drinking water from a man on the mound, the man's reaction of bewilderment, and question to Grandpa about the secret behind his daring to cross the tiger so casually. And finally Grandpa's recall of the existence of the hungry beast, after realization Grandpa's reaction.

- Ending of the story: The death of Bholu Grandpa, his wife's words of lamentation.

1.4 Activity 3: Spin the Theme Wheel game and generate discussion

The theme wheel is divided into 4 sections, each of them are named after the themes of the story found. In this game the students are asked to come one by one to spin the wheel, and when the motion of the wheel is slow and it stops the particular theme pointed out by the arrow placed in the right side of the wheel, the students turn by turn discuss about the themes in their own word.



Forgetfulness: The theme of forgetfulness has been explored in the story. Forgetfulness refers to the tireless failure to remember or recall anything. In this story the central character, Bhola Grandpa is very forgetful. He does not possess strong memory power.

Love: The story also focuses on love, not necessarily romantic love. It refers to the feeling of affection, care, an emotional attachment towards anyone or anything. Love is such a positive emotion that needs to be nurtured by everyone for everyone. Love gives one the power to overcome the hindrances in life. In the story we find that both Bhola Grandpa and his wife are fond of animals. They do not mind that in the bokal tree a small troop of monkeys are living. Bhola Grandpa become so tensed when he suddenly remembers that his grandson is missing while returning from a festival. He loves and cares about his grandson a lot. Nevertheless, wife's intense love for her husband gets reflected when Grandpa's wife conveys her profound grief over her husband's death.

Temptation of Wealth: Human beings have a natural inclination towards wealth accumulation. Material gain, material profit is always desired. In this story we find that when the narrator's father comes to learn about the pirate story and the hidden treasure on the seashore of his village, he did not waste any time, rather he was so charged up to have the treasure that he along with his friends and started to look for the treasure box till the midnight.

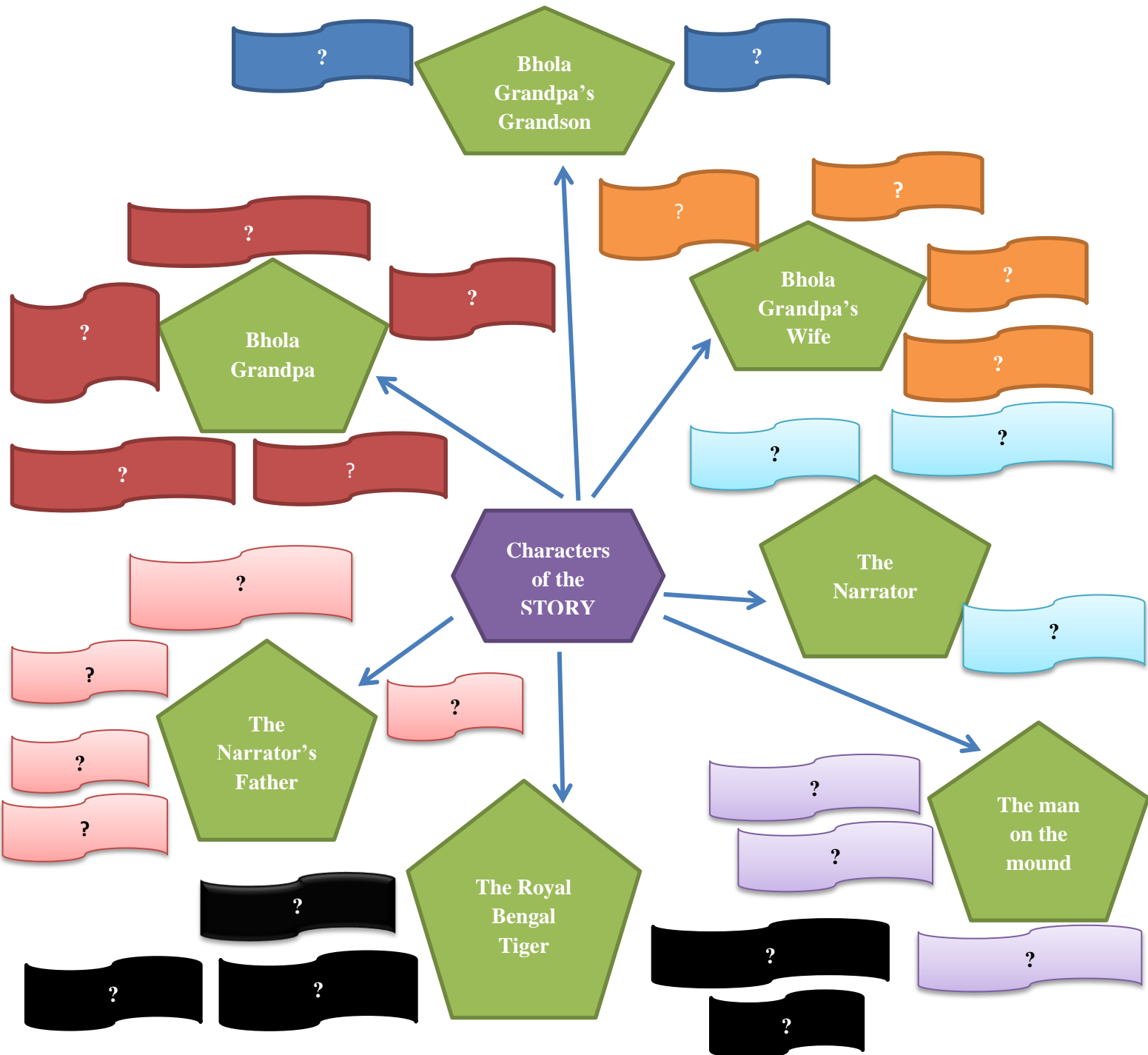
Death: Manoj Das explores the theme of death in a very subtle way. Death is something from which one cannot escape. It is inevitable. Death of a near and dear one brings a sense of profound loss, feeling of utmost sadness and remorse. In this story eighty years old wife of Bhola Grandpa laments over her husband's death; and expresses with a sigh that her husband must be oblivious of the fact that to survive one needs to breathe.

1.5 Activity 4: Draw a Spider Diagram of the characters of the story

Building a spider diagram can help you to describe the characters of the story in clear and precise words. It assists you to think about what aspects or characteristics you need to consider for each of the main characters found in the story. With the help of this visual tool called spider diagram you can organise the important information of the characters in a logical and precise way.

Let's describe the characters of the story with selective adjectives / describing words by weaving a spider diagram. As you can find already the format of the spider diagram is given below. The names of the characters are also mentioned in the boxes. Now you need to fill up the blank boxes for describing the particular characters very briefly.

Noticeably, the complete picture of the spider diagram is provided in the answer key section.



1.6 Activity 5: Let's dramatize the story and act out (Project Method)

In this activity the students write the dialogues to describe the situations of the story “Tales of Bhola Grandpa” and students take on assigned roles and act out those roles. Noticeably, it is a group activity where each member in the group takes on a role/character.

(Total number of characters: 5)

Time: 40 minutes

Dramatization of the Story comprising three scenes taking place in different setting at different time.

Time: One moonlit Night

Place: Road Scene

(It is a moonlit night. Bhola Grandpa is coming back from a festival with his grandson and some of the villagers.)

Young narrator :(Riding on the village chowkidar's shoulders) The road is so long and foggy.

(Suddenly Bhola Grandpa lets out a loud wail leaving everyone surprised. All stopped walking.)

Bhola Grandpa: (Being so tensed) Where is my grandson? He was also returning from the festival with me. I was tightly holding on to the two fingers of the boy. I did not realize at all when those fingers slipped away!

Narrator's father: Oh my God! Okay calm down. We need to look for your Grandson. He must be there in the festival. Let me send two men from our party to the festival.

(Everyone nodded. Two sharp eyed men from the group were going back to the festival. Long before reaching there the boy was found taking easy shelter under a cow's belly.)

Time: A rainy afternoon

Place: Village

(It is a rainy afternoon. The narrator's father is having a conversation with Bhola Grandpa. Friends of the narrator's father were also present there.)

Bhola Grandpa: (Being so excited) Today I am going to tell you a real story of my life. I had seen a gang of pirates burying treasure inside a large box under one of the sand dunes on the seashore by our village.

Narrator's father: (Being so charged up) What! There is hidden treasure on the seashore by

own our village. We need to find out the treasure. (To his friends) Let's go. Hurry up. We can't waste time.

(They search the whole evening till the midnight. No precious treasure was found. A pack of jackal is howling.)

Bhola Grandpa: I need to make a confession.

Narrator's father: What?

Bhola Grandpa: Actually there is no real treasure. The story is my fancy. The tale of pirates is not any true incident. I dreamt about it during my midday nap.

Time: One evening

Place: Sunderbans

(Bhola Grandpa is in Sunderban. One evening he is so late to return from the weekly market)

Bhola Grandpa: Oh God! I need to reach home. Today I am so late. Generally people of Sunderban do not roam alone after the sundown, always prefer to be in group because of the Royal Bengal Tiger. The tiger roams freely in this dense jungle.

(Suddenly there is the growl of a royal Bengal tiger just behind him. Bhola Grandpa turns and sees the bright eyes of the tiger. He quickly climbs up a banyan tree.)

Bhola Grandpa: Today the tree has saved me!

(The tiger roars, circles the tree many times. Hours pass. The tiger waits for its prey for the whole night.)

Bhola Grandpa: It is dawn. The doves are cooing. Feeling so thirsty. I need to come down.

(He comes down the tree in search of water forgetting all about the tiger. He approaches to a man on a mound)

Bhola Grandpa: I have a request to you. Please give me some water to drink.

The man on the mound: (Being shocked and surprised): Yes, I will. But first you tell me about your secret for being so daring?

Bhola Grandpa: (Being confused) I don't understand. What are you talking about?

The man on the mound: There was a fierce tiger waiting for you. And you just did not care about it. You remained so cool and normal while coming down. The hungry beast too did not harm you. So what is the secret? I am very curious to know.

(Bhola Grandpa now remembers the tiger episode and why he climbed up the tree yesterday night. Out of tremendous fear he almost loses his senses and runs back home.)

(The play ends.)

1.7. Activity 6. Utilization of e- learning resources as MKOs

The teacher tries to motivate her students by informing them about the helpful e resources that will enrich their knowledge and understanding regarding the text. She shows them the animated videos which are based on the story “Tales of Bhola Grandpa”. These animated videos serve the role of More Knowledgeable others too.

- You must enjoy the visual of the story in animated video form available at <https://youtu.be/XwDPn7YSjWE>. In this Tales of Bhola Grandpa: English Animation Story the funny incidents of Bhola Grandpa are shown beautifully.
- Hey! Now let’s watch it in our mother tongue too. It will be fun. <https://www.notebook.school/video/wb%20state%20board/9/english/prose/tales%20of%20bhola%20grandpa/33393937> (English and Bengali- both the languages are utilized here)

1.8. Activity 7: Match the pair of words

Match the words with their Correct Meanings/ Synonyms:

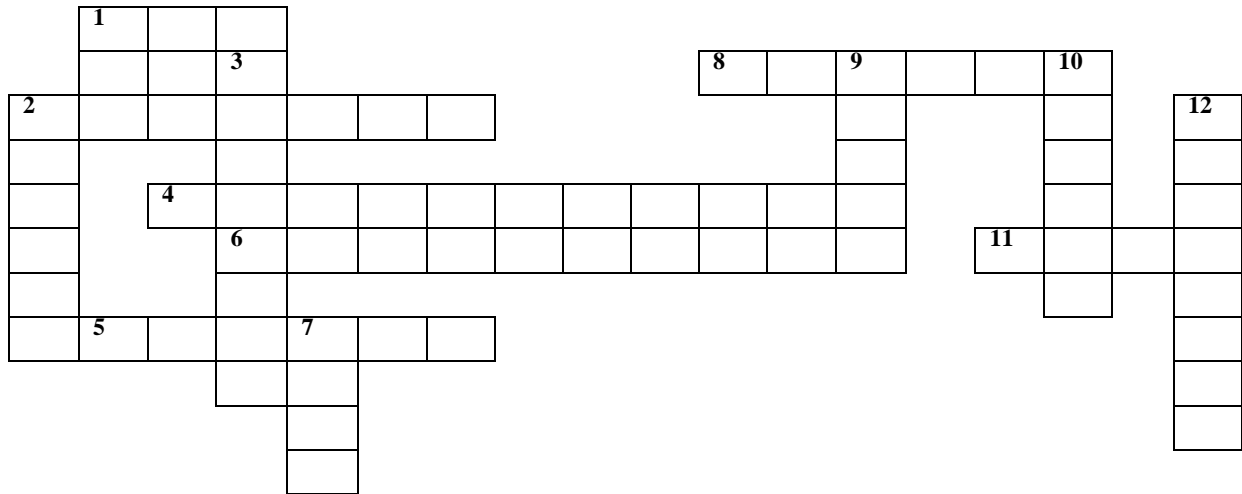
Matching the Pair of Same Meaning	
Overshadow	Sea rovers
Wail	Stroll
Grip	Stare
Cosy	Covered
Pirates	Hold
Roam	Warm
Gaze	Cry

Match the words with their opposite words/ Antonyms

Matching the Pair of Opposite Meaning	
Simplicity	Found
Remembered	Loosely
Lost	Old
Tightly	Complexity
Young	Forgot

1.9. Activity 8: Solving Crossword Puzzle

Solve the Puzzle with the help of the hints mentioned below in the *Across* and *Down* sections.



Across

1. Name of a domesticated animal
2. Bravery
4. Expressing sorrow over someone's death
5. Fail to remember
6. One of the largest and most complex joints in the body
7. To gain
8. The quality of being amusing/comic
11. Stop

Down

1. Low, sweet sound that a bird makes
2. Device to click photos
3. Precious stored possession
7. Stare
9. A raised place like hill
10. To disclose
12. An event of celebration

2.0 Activity 9: Similar Case: Sharing of another relatable short story

The investigator does not confine her in teaching the textual information by discussing about the prescribed text only, rather she shares another story "Pearl the Forgetful Girl" that explores the issue of forgetfulness in a funny way. Like Bhola Grandpa she also forgets things. Let us see her story.

Pearl, the Forgetful Girl by author S. Noël Rideau

There once was a girl by the name of Pearl who had trouble remembering things. She would even forget to get up in the morning and was always late for school. Her teacher, Mrs. Pickwick, didn't know what to do.

"Do you have an alarm clock?" Mrs. Pickwick asked.

"Yes, I do," said Pearl, the forgetful girl, "but I always forget to set it."

"Well," said Mrs. Pickwick, "I'll tie a little string around your finger. This will remind you to set your alarm clock when you go to bed tonight, and the alarm will get you up on time in the morning."

The next day, Pearl, the forgetful girl, was late for school.

"Did you remember to set your alarm clock?" asked Mrs. Pickwick.

"No," said Pearl, the forgetful girl. "I forgot why the string was tied around my finger."

"Very well," said Mrs. Pickwick. "Let's keep the string tied around your finger and pin a note to your blouse. The note will tell you why the string is tied around your finger. When you take off your blouse to go to bed tonight, you will see the note."

The next day, Pearl, the forgetful girl, was late for school again.

"Why are you late for school again?" asked Mrs. Pickwick.

"Oh," said Pearl, the forgetful girl, "I fell asleep listening to music, slept the whole night in my blouse, and didn't see the note."

Mrs. Pickwick was quite annoyed. "There must be something you remember to do every night before going to bed," she said.

"There is," replied Pearl, the forgetful girl. "I always remember to brush my teeth."

"Good," said Mrs. Pickwick. "I'll put a little red mark on your forehead. When you look into the mirror to brush your teeth, you will see the mark, and it will remind you to read the note on your blouse, which will tell you why the string is tied around your finger—and you'll remember to set your alarm clock."

That night, before going to bed, Pearl, the forgetful girl, stepped before the mirror to brush her teeth. She noticed the red mark on her forehead, and it reminded her to read the note attached to her blouse. The note told her that the string around her finger was to remind her to set her alarm clock for school in the morning. She was so happy to remember and quickly set the alarm for seven o'clock.

The next morning the alarm clock rang, and she was up on time. She had her breakfast and hurried off to school as fast as she could. Mrs. Pickwick was surely going to be surprised, she thought to herself. But, when she got to school, no one was there. Pearl, the forgetful girl, had forgotten it was Saturday!

Source: https://www.internetstoryclub.org/fables/11_pearl_the_forgetful_girl-audio.html

Now the Students are encouraged to give their responses:

Think of some incidents in your life that you can relate to this story in terms of its theme, situation, etc. Share your story and why you think it is relatable.

Do you know someone so forgetful like Pearl or Grandpa, Tell us about her, how he/she forgets daily things.

If you find another story, novel, drama or any film similar to our story “Tales of Bhola Grandpa” in terms of its theme, situation, message, you can also refer them.

Now Jot down those incidents and the experiences and how you feel them connected with the story “Tales of Bhola Grandpa”

2.1. Activity 10: Brainstorming discussion session with some thought provoking questions

In this small group activity students are encouraged to concentrate on a topic and contribute to the spontaneous flow of ideas.

The investigator begins the brainstorming session by posing critical questions. Students then give possible answers, relevant words and ideas. They are as follows-

- 1) Justify the title of the story “Tales of Bhola Grandpa”?
- 2) Reflect and suggest some alternative titles for the Story.
- 3) What was the narrator’s role in this story?
- 4) Was Bhola Grandpa really a forgetful man? Or Did he enjoy doing pranks with people? - What is your thought on that?
- 5) In real life people do not find forgetful people funny or amusing, but irritating. - Do you agree with the statement? Give reasons for your answer

2.2. Activity 11: Let's solidify student's knowledge with Quiz

Tick the correct answer from the Given Alternatives.

- 1) Bhola grandpa lived with his wife at the
 - i. Southern part of the narrator's village.
 - ii. Northern part of the narrator's village.
 - iii. Western part of the narrator's village.
- 2) The narrator with others returning from festival on a
 - i. moonlit night
 - ii. dark night
 - iii. Cold night
- 3) Bhola grandpa's hut was covered by a
 - i. banyan tree
 - ii. bokal tree
 - iii. mango tree
- 4) Bhola grandpa in the festival was with his
 - i. Grandson and wife
 - ii. Grandson and a few villagers
 - iii. With all the villagers
- 5) The treasure was buried in the sand dunes by
 - i. A group of teenagers
 - ii. A gang of robbers
 - iii. A gang of pirates
- 6) In the jungle of Sundarbans people used to be careful because
 - i. The some places of the jungle were haunted
 - ii. Royal Bengal tigers freely roamed in the jungles
 - iii. Robbery became frequent there
- 7) When Bhola Grandpa saw the tiger he
 - i. Lost his senses
 - ii. He started to cry for help
 - iii. Climbed up a nearby tree
- 8) After hearing the confession of Grandpa regarding the treasure the villagers must be
 - i. So annoyed by him
 - ii. So angry at him
 - iii. So annoyed and angry both
- 9) When Bhola Grandpa came down without any fear of the tiger, the man on the mound became
 - i. Shocked
 - ii. Confused
 - iii. Surprised

10) When Bhola Grandpa died, his wife was

- i. 72 years old
- ii. 83 years old
- iii. 80 years old

2.3. Home Assignments:

- 1) Write a biography of the writer, Manoj Das.
Some basic points you must include in the biography:
 - a. Personal information (birth, childhood, family life)
 - b. Education
 - c. Career highlights
 - d. Awards/Achievements
 - e. You may also include any interesting trivia about the individual's life
- 2) Why Bhola Granpa is considered as an amusing character of the story? Give reasons in your own words.
- 3) The ending of the story gives an emotional touch. It highlights the portrayal of Bhola Grandpa's wife as a loving, caring wife. Do you agree with the statement? Why do you think so?
- 4) Make some sentences with the following words taken from the text: weekly, hidden, clouds, bewildered, secret, forever, tale, rainy, silent, forest, overshadowed, and wail.
- 5) Suppose, Bhola Grandpa has reached home. He now wants to share the exciting adventure of his life: his encounter with the hungry tiger. Write a dialogue between Bhola Grandpa and his wife.

2.4. Summary

This unit explains how to learn English story "Tales of Bhola Grandpa" written by Manoj Das by adopting various innovative learning strategies and classroom activities that are in line with the theory of constructivism. The author's details, themes, characteristics, character of the story and the critical perspective of the story are learnt by the students by engaging into constructivist learning activities like quiz, brainstorm, mind map, and various interesting educational games like spin the wheel, and solve the puzzle etc. that aim at instilling more interest for English learning and also at stimulating 4 Cs among the learners.

2.5. Answer Key

For Activity 1: Story Map of "Tales of Bhola Grandpa."

Author: Manoj Das (1934 –2021)



- Eminent bilingual Oriya writer
- Wrote short stories, novels, poems in both English and Oriya.
- Notable works are ‘ The Escapist’, ‘A Tiger at Twilight’, ‘The submerged Valley and Other Stories’, ‘The Bridge in the moonlit Night’, ‘Cyclones’, ‘Mystery of the Missing Cap’, ‘Myths’ etc.
- Prestigious awards: Sahitya Akademi , Sarala Award, Vishuba Award, Sahitya Bharati Award, Saraswati Samman, Padma Shri.
- The greatest story-teller in India in modern times.

About: The story is about some funny incidents of Bhola Grandpa’s life due to his extreme forgetfulness.

Characters:
Bhola Grandpa
Bhola Grandpa’s Wife
Bhola Grandpa’s Grandson,
The Narrator
The Narrator’s Father
The man on the mound
The Royal Bengal Tiger

Title:
TALES OF BHOLA GRANDPA

Characteristics of the Story

- Funny story that successfully makes the readers laugh.
- Belongs to comic fiction genre.
- Element of humour
- Written in the First person narrative technique.
- The movement between the three episodes is very quick and rapid
- Feature of stories within a story.
- The story plot is carried forward with speed and clarity.
- The story has used simple diction.

Memorable Quote

“The old man must have forgotten to breathe.”

Themes

- Forgetfulness
- Love
- Temptation for Wealth
- Death

Message:

No one is perfect in this world.
Life is short. Enjoy the every moment of life.
Be happy, do fun and spread happiness around you.

For Activity 4: Spider Diagram of Characters



For Activity 7: Matching the Pair of Words

Match the words with their Correct Meanings/ Synonyms

Overshadow- Covered

Wail- Cry

Grip- Hold

Cosy- Warm

Pirates- Sea rovers

Roam- Stroll

Gaze- Stare

Match the words with their opposite words/ Antonyms

Young- Old

Complexity- simplicity

Loosely- tightly

Lost- found

Forgot- remembered

For Activity 8: The Puzzle Solution

	¹ C	O	W																
	O		³ T																
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A			E																¹² F
M			⁴ L	A	M	E	N	T	A	T	I	O	N						E
E				⁶ S	H	O	U	L	D	E	R		D						¹¹ H
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A	⁵ F	O	R	⁷ G	E	T													A
			E	A															I
				Z															V
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																			L

For Activity 11: Quiz Answers

- 1) iii. Western part of the narrator's village.
- 2) i. Moonlit night.
- 3) ii. Bokal tree
- 4) ii. Grandson and few villagers
- 5) iii. A gang of pirates
- 6) ii. Royal Bengal Tigers freely roamed in the jungle
- 7) iii. Climbed up a nearby tree
- 8) iii. So annoyed and angry both

- 9) ii. Confused
10) iii. 80 years old

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UNIT 2: ALL ABOUT A DOG



- 1.0 Introduction
- 1.1 Objectives
- 1.2 Activity 1: Mindmap: Let's build a story map
- 1.3 Activity 2: Interactive classroom discussion
- 1.4 Activity 3: Spin the Theme Wheel
- 1.5 Activity 4: Spider Diagram of the characters
- 1.6 Activity 5: Dramatization of the story
- 1.7 Activity 6: Utilization of e – learning resources
- 1.8 Activity 7: Script writing and Role play
- 1.9 Activity 8: Let's enrich vocabulary exercises(Matching the words)
- 2.0 Activity 9: Similar Case: Sharing of personal anecdote
- 2.1 Activity 10. Brainstorming discussion
- 2.2 Activity 11. Quiz
- 2.3 Home Assignmnts
- 2.4 Summary
- 2.5 Answer Key
- 2.6 References

1.0 Introduction

This unit is about learning an English story titled as “All about a Dog” in an innovative approach to learning. Young minds always get tempted by short stories. There is no doubt that stories are an art of entertainment. But it can also become a medium for inculcating moral values among the readers. Sometimes, through the guise of a beautiful story, the author tries to give a moral lesson. One of such enlightening short stories is “All about a Dog” in which the author endeavours to convey an important message to the readers. What valuable lesson the author tries to highlight through this tale, that we are going to know later in this unit. With the aim of making the story more interesting and understandable and enjoyable to all the students, teachers can apply constructivist teaching strategies and classroom activities.

This unit again emphasises on the inclusion of constructivist learning elements to deliver the story in an unconventional way. This unit introduces you to the author of the text and the significant characteristics of the text. It also illustrates the situation in the story, themes of the story, various characters and their roles in the story. For this purpose different innovative constructivist teaching strategies are being followed to be applied in the classroom situation. At the same time, adoption of certain innovative learning activities are aimed at instilling twenty-first century learning skills: critical thinking, creativity, communication and collaboration among the learners.

Noticeably these constructivist approach based learning strategies followed in this unit are Mindmap/ Storymap, Interactive classroom Discussion, Spin the Theme Wheel (A simulated game of chance to discuss the themes of the story through fun activity), Spider Diagrams of the characters of the Story (for students to weave their ideas about the characters), Dramatization of the story, utilization of e learning resources as MKOs, Script writing and Role play method, Quiz, Brainstorming discussion (strategy the students participate by responding or presenting views on one topic) etc. All these techniques encourage new ideas among students: creativity, critical thinking, communication, collaboration are being stimulated by such innovative learning sessions.

1.1 Objectives

After going through this unit of the module, the students will be able to fulfil certain objectives. They are as follows-

Educational Objectives :

The students will be able-

- To acquire knowledge of specific facts of the text “All about a dog”
- To describe the situations of the story “All about a dog” in their own words
- To identify the characteristics of the story “All about a dog”
- To discuss analytically the various characters of the story “All about a dog”

- To illustrate the major themes or ideas prevalent in the story“All about a dog”
- To use the newly learned words in other writings and also in their day to day life
- To give their opinion on the appropriateness of the title as well as the storyline

Specific Objectives:

The students will be able-

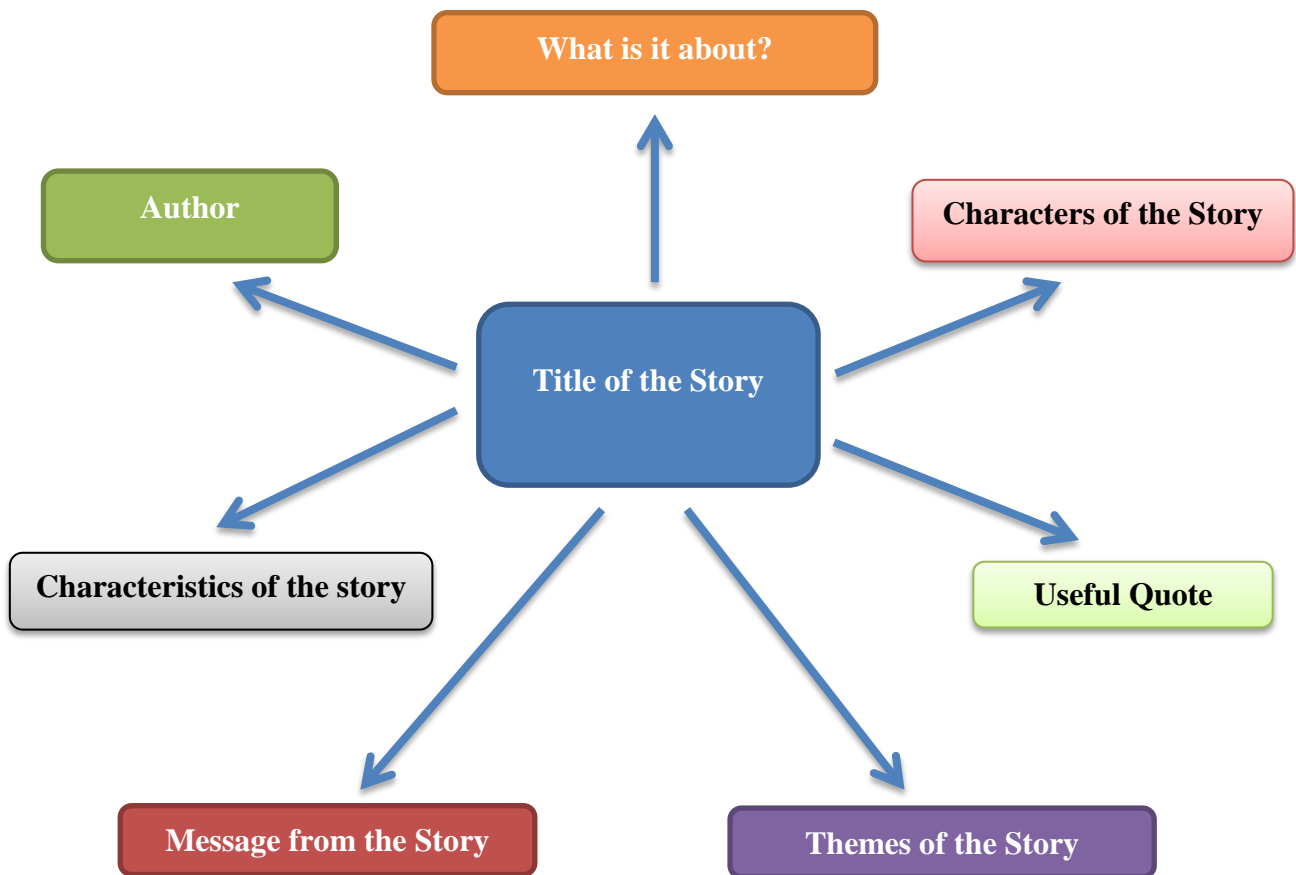
To develop their critical thinking skill through constructivist learning activities
To develop their creativity skill through constructivist learning activities
To develop their communication skill through constructivist learning activities
To develop their collaboration skill work through constructivist learning activities

Let’s have a Glance View : How and What?

Constructivist Learning Activities	Targetted Skills
Mindmap/ Storymap	Critical Thinking
Interactive Classroom Discussion	Collaboration, Communication
Spin the Theme Wheel	Critical Thnikning, Communication
Spider Diagram of Characters	Critical Thinking, Communication
Dramatization of Story	Creativity, Communication
Utilization of E- resources	Critical Thanking, Communication
Script writing and Role Play	Creativity,Collaboration, Communication
Sharing Personal Anecdote or Similar Case	Communication
Matching the Words	Critical Thinking
Brainstorming Group Discussion	Critical Thinking
Quiz	Critical Thinking

1.2 Activity: Mind Map: Let's build a story map of "All about a dog"

The investigator makes her students innovatively engaged in building the mind map of the story. She sets up the structure of the story map that the students need to fill up. She instructs them to complete the story map with the help of the following headings.



As the class progresses the investigator also takes participation in this process to add information or to correct any information. But her role is not of dominating teacher rather a friendly supportive teacher. She helps to complete the map when the need arises.

Let's see the Complete Picture of the Story Map in the answer key section.

1.3 Activity 2: Interactive classroom discussion session

Let's Discuss the Story Plot: In this activity both the investigator and the students are indulged into the activity of discussion. It is kind of a classroom discussion where the investigator provides certain cues in the form of informative statements or questions that will lead the students to discuss the plot of the story on their own.

Teacher plays the role of the Scaffolder, The Students: The active Participants in the Discussion.

Prior Knowledge of the Students: The students have already read the entire story. They have the basic information of the story and thereby, have some understanding over it. Through classroom discussion with their peers and teacher, their understanding of the story will be more elaborated and enriched.

Investigator: Today we are going to discuss the storyline of ‘All about a Dog’ in your own words. First let me divide the entire class into three different groups. While one group will discuss the story incidents, the other groups will listen to it very carefully.

Discussion with Group I: (15 minutes)

Group I: Focus on discussing the first part of the story

(This was done for setting an example)

Investigator: You can start with describing the time and the setting of the story.

Group I Students: The story starts with the description of a bus travelling on a very cold winter night.

Investigator: Was there any passenger inside the bus?

Students of Group I: Yes, there were some passengers inside the bus.

Investigator: Tell something about them.

Group I Students: The passengers were all willing to reach home early. We find that two women and a man boarded the bus together. The younger lady was carrying a little dog. There were other passengers including the author too.

Investigator: Good! Go on, what happened then?

Group I Students: The conductor told the lady to go up to the uncovered top with the dog. But her co-passengers were quite sympathetic towards the lady with the dog, considering the weather outside.

Investigator: Is there anything mentioned about the lady’s health?

Group I Students: Yes, the lady was suffering from cough and cold. And the male companion of the lady mentioned that. However, the other passengers had no objection to carrying the dog inside the bus.

Investigator: Rightly said! Then what was the issue?

Group I Students: The problem arose when the bus conductor would not violate the rule so easily. He enforced the lady to go to the top of the bus on cold

night.

Investigator: Hmm, can you tell me about the lady's reaction?

Group I Students: Initially the lady was unwilling to go to the top of the bus and insisted that she would stay inside. She also argued with the conductor.

Investigator: I hope, the conductor then agreed with her.

Group I Students: No, the conductor was very strict in his decision. So he stopped the bus in the midway, creating trouble to everyone in the bus. He was in favour of law.

Discussion with Group II: (15 minutes)

Group II: Focus on discussing the middle part of the Story

Covering the following topics:

- The other passengers' various reactions to the rude behaviour of the bus conductor: anger, asking for their fare back, rebellious mood.
- The bus conductor's indifferent, unaffected attitude towards them
- Some passengers' exist
- Entry of a policeman with two constables, but in favour of law supporting the bus conductor
- Finally, lady's decision to conform the order of the conductor.
- The conductor's feeling of triumph

Discussion with Group III: (15 minutes)

Group III: Focus on discussing the ending part of the story.

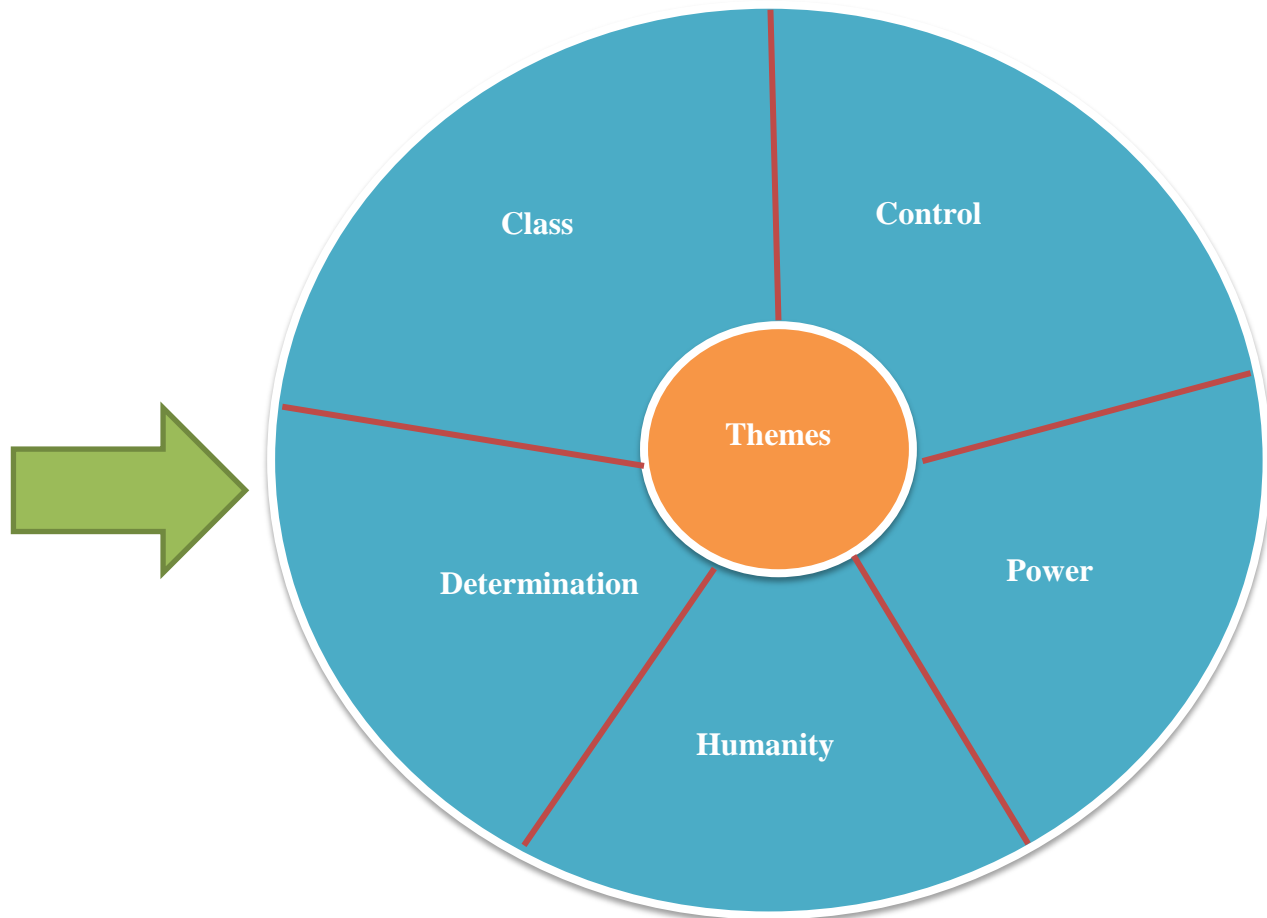
Covering the following topics:

- The engine trouble in the bus and the delay.
- The lady re-entry inside the bus with her dog.
- The conductor's refusal to compromise.
- The helpless lady again on the top of the bus.
- The ending: the conversation between the narrator and the bus conductor- The narrator's advice: rules should be adapted according to the circumstances and should be tempered with goodwill.

1.4 Activity 3: Spin the Theme Wheel game and generate discussion

The theme wheel is divided into 5 sections, each of them are named after the themes of the story found. In this game the students are asked to come one by one to spin the wheel, and when the motion of the wheel is slow and it stops the particular theme pointed out by the

arrow placed in the right side of the wheel, the students turn by turn discusses about the themes in their own words.



Determination: In “All about a Dog” by A.G. Gardiner we have the theme of determination. The bus conductor is determined that the woman with the dog should bring the dog to the top of the bus. He has rules that must be adhered to and he is certain that the woman will follow them. The woman on the other hand has other ideas and it’s not prepared to change her mind (at least not for now).

Class: This may be important as Gardiner may be introducing the theme of class with the woman representing the upper classes and being stubborn to directions from someone of a lower class than her.

Control: The bus conductor throughout the story appears to be happy with the fact that he is in control of the situation and that others must adhere to his will.

Power: The bus conductor enjoys exercising the power he has. He has the authority to impose his rules on the woman. On the other hand, the woman does not like to be powerless, hopeless. She tries to win the situation but fails.

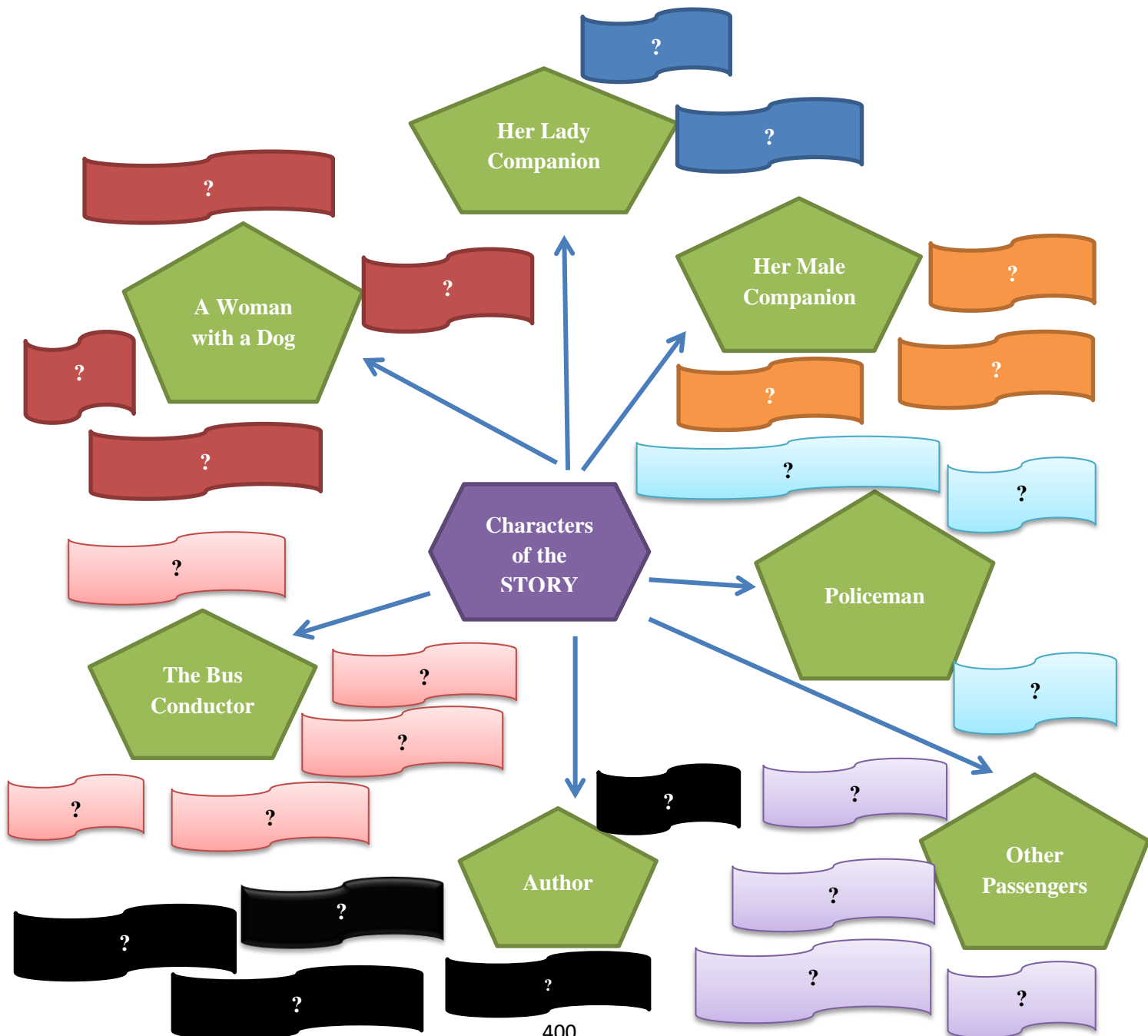
Humanity: Humanity should be our religion. Rules are important aspect that needs to be followed to live in an organised society, but rules should not overshadow humanity.

1.5 Activity 4: Draw a Spider Diagram of the characters of the story

Building a spider diagram can help you to describe the characters of the story in clear and precise words. It assists you to think about what aspects or characteristics you need to consider for each of the main characters found in the story. With the help of this visual tool called spider diagram you can organise the important information of the characters in a logical and precise way.

Let's describe the characters of the story with selective adjectives / describing words by weaving a spider diagram. As you can find already the format of the spider diagram is given below. The names of the characters are also mentioned in the boxes. Now you need to fill up the blank boxes for describing the particular characters very briefly.

Noticeably, the complete picture of the spider diagram is provided in the answer key section.



1.6 Activity 5: Let's dramatize the story and act out (Project Method)

In this activity the students write the dialogues to describe the situations in the story, and students take on assigned roles and act out those roles. Noticeably, it is a group activity where each member in the group takes on a role/character.

(Total number of characters: 10)

Time: 30 minutes

Dramatization of the Story

Time: A Cold Winter Night

Place: In a Running Bus

(It is a bitterly cold night, and even at the far end of the bus the east wind cut like a knife. The bus stops and two women and a man get in together and fill the vacant places. The younger woman carries a little Pekinese Dog. The conductor comes in and takes their fares. Then his eyes rest on the bead- eyed dog. Author realizes trouble coming up.)

Bus Conductor: You must take that dog out.

The Woman: (Promptly) I shall certainly do nothing of the kind. (Loudly) You can take my name and address.

Bus Conductor: You must take the dog out- that's my order.

The Woman :(Protesting) I won't go on the top of the bus in such weather. It would kill me.

Lady Companion: Certainly not. You've got a cough as it is.

Male Companion: (Angrily) It's nonsense.

(The conductor pulls the bell, and the bus stops.)

Bus Conductor :(Loudly announces) This bus does not go on until that dog is brought out.

(He steps on to the pavement and waits like a triumphant. Everyone in the bus is on the side of the lady and her dog.)

First Passenger :(In raised voice) Shameful. Call the police! Let's all report him!

Second Passenger: Let's make him give us our fares back.

Third Passenger: Yes, that's it; let's make him give our fares back!

(The little animal sits blinking at the dim lights, unconscious of the trouble he has caused.

The conductor comes to the door.)

Other Passengers :(In demanding tone) You cannot do this to us. Give our fares back. You can't leave us here all night!

Bus Conductor: No Fares back. (In the meantime, two or three passengers get out and

disappear into the night. The conductor goes to the driver to have a talk with him. Another bus, the last on the road, goes by and it seemed indifferent to the shouts of the passengers to stop. A policeman strolls up and looks in at the door. The passengers burst out with indignant protests and appeals.)

Policeman: (Softly) Well, he's got his rules, you know.

(Then he goes away to stand a few yards down the street. There he is joined by two more constables. Still the dog blinks at the lights and the conductor walks to and fro like a captain in the hour of victory.)

A Woman Passenger: (In raise voice) It cannot be tolerated at all. (To the bus conductor) You are as cold as the night and hard as the pavement. (Then to the policeman) What is duty? Is it your duty to watch the drama? (Then she vanished and the bus was emptying.)

The Woman: I'll go to the top.

Male Companion: You will have pneumonia.

(But the woman disappears up the stairs; the bus conductor comes back and pulls the bell. The bus goes on. Suddenly the bus develops engine trouble and the conductor goes to the help of the driver. Meanwhile, the lady with dog steals down the stairs and re-enters the bus. When the engine is put right, the conductor comes back and pulls the bell. Then his eyes fall on the dog again. And his hand goes to the bell rope again and the bus stops. The conductor walks on the pavement, the little dog blinks at the lights, the lady again declares that she will not go to the top, and finally goes. The bus gets soon empty.)

Bus Conductor: (like a victorious) I have got my rules.

The Author: (To the conductor) Rules are necessary things. Some are hard and fast rules, like the rule of the road, which cannot be broken without danger to life and limb. But some are only rules for your guidance, like that rule about the dogs. You can use your common sense here. They are meant to be observed in the spirit, not in the letter, for the comfort of the passengers. You have kept the rule, but broken its spirit. You should mind your rules with a little good will and good temper. Good night. (He quite amiably goes off.)

(The play ends.)

1.7. Activity 6. Utilization of e- learning resources as MKOs

The teacher tries to motivate her students by informing them about the helpful e resources that will enrich their knowledge and understanding regarding the text. She shows them the animated videos which are based on the story “All about a dog”. These animated videos serve the role of More Knowledgeable others too.

- You must enjoy the visual of the story in animated video form available at <https://www.youtube.com/watch?v=I46IOTNPFRO> (English and Hindi both the languages are used here)
- Hey! Now let’s watch it in our mother tongue too. It will be fun. <https://www.notebook.school/video/wb%20state%20board/9/english/prose/all%20about%20a%20dog/33383639> (English and Bengali- both the languages are utilized here)

Along with these motion pictures, certain relevant still pictures for demonstration purpose are also used while teaching the text with an innovative approach. They are as follows-



The Author: A.G.Gardiner



A travelling Bus

1.8 Activity 7: Script writing and Role play (Group activity)

Imagine you are travelling by a train. Your pet dog is also with you. Suddenly it starts to bark. Your fellow passengers feel disturbed and they are raising questions regarding the need for carrying a dog while some of the passengers supported you. Now let’s write a script on this given topic reflecting on issue in real life contexts. Then group wise all of you are going to perform the play by taking on the various roles and acting out those roles through scripted play that you have constructed.

Title of the Play:	Give suitable title
Setting:	Mention the place where the event is taking place:.....
Time;	Mention the time of the event.....
The characters:	Name the characters that you have thought for the play 1.....2.....3.....4.....and so on
Students' names:	Mention the students' name who are playing the roles 1.....2.....3.....4.....and so on
The Script:	Jot down the whole script in the form of dialogues- Character 1..... Character 2..... Character 3..... Character 2..... Character 4..... Character1.....

1.9 Activity 8: Match the words with their correct meanings

Matching the Pair of Same Meaning	
Vague	Having No Interest
Evidently	Noticed
Indifferent	Victory
Temper	to express disapproval
Triumph	a person's state of mind
Observed	not clearly expressed
Criticized	clearly seen

2.0 Activity 9: Similar Case: Sharing of personal anecdote

The investigator does not confine her in teaching the textual information rather she shares a personal anecdote, a real incident in life which she finds having some connection with this story in terms of its spirit.

Investigator as Facilitator

Once I visited to a private hospital as my grandmother was not well. She had fever and cold. So we took appointment of a General Physician, and we were waiting outside his chamber in the hospital. Suddenly we heard some noise; some people are shouting. I went towards the crowd in the Registration section of the hospital. It was found that a girl with a serious injury had come to the hospital. She met with an accident. She was bleeding seriously. But she had no money with her right then, so she could not pay right then, but she needed treatment and medicine immediately. She asked for some time so that her family member could come and pay. But the hostel authority remained strict with their rule that without payment and registration they could not allow her to visit any doctor and have the treatment.

See, my students! After reading this story the memory of this incident became so vivid. I found it very similar to our story “All about a dog” in terms of its essence. Here also the spirit of the rule is killed by ignoring human consideration. Sacrificing humanity the rule is being followed. Yes, rules are important but it is also necessary to know when to be stricter and knowing when to be lenient.

Now the Students are encouraged to give their responses:

Think of some incidents in your life that you can relate to this story in terms of its theme, situation, moral lesson etc. Share your story and why you think it is relatable.

If you find another story, novel, drama or any film similar to our story “All about a Dog” in terms of its theme, situation, message, you can also refer them.

Now Jot down those incidents and the experiences and how you feel them connected with the story “All about a Dog”.

2.1. Activity 10: Brainstorming discussion session with some critical questions

In this small group activity students are encouraged to concentrate on a topic and contribute to the free flow of ideas.

The investigator begins the brainstorming session by posing critical questions or a problem. Students then express possible answers, relevant words and ideas. They are as follows-

- 1) Why do you think the title of the story appropriate?
- 2) Just reflect and Suggest alternative title for the Story.
- 3) What was the narrator's perception of the conductor?
- 4) Can you suggest why did passengers did not take strong stand though they supported the lady? What can be the probable reasons?
- 5) Why do you think the conductor did not react angrily to the author's words of advice?
- 6) Can you imagine any other ending of the Story? Write down in your own words.

2.2. Activity 11: Let's solidify student's knowledge with Quiz

Tick the correct answer from the Given Alternatives.

- 1) The Pekinese dog of the younger woman was
 - i. Gigantic
 - ii. Large
 - iii. Small
- 2) The conductor stopped the bus by pulling the bell because
 - i. A younger woman boarded the bus with a little dog.
 - ii. A passenger felt sick
 - iii. There was some issue regarding fare
- 3) The weather of that night was
 - i. Hot night
 - ii. bitterly cold night
 - iii. Lightly cold with whetted east wind.
- 4) The conductor stood triumphant as
 - i. The policeman was on his side
 - ii. The lady had to go upstairs.

- iii. The driver supported him
- 5) The passengers demanded their fares back because
- i. The bus had some engine problem
 - ii. The bus was not in good condition
 - iii. The delay for the trouble with the young lady with a dog
- 6) Throughout the whole incident the dog's reaction was
- i. It was barking
 - ii. It was walking on the street making an angry look
 - iii. It sat blinking at the dim lights, unconscious of the on-going trouble
- 7) The conductor allowed the lady to sit inside the bus
- i. The First time
 - ii. The second time
 - iii. Never
- 8) What is the 'gale' mentioned in the story?
- i. the protest of the passengers
 - ii. the barking of the dog
 - iii. the voices of the passengers in another bus
- 9) When the bus reached its destination
- i. There were 3 passengers left.
 - ii. 1 passenger left
 - iii. It was empty
- 10) The young woman was not ready to go to the top of the bus because
- i. The top of the bus was unclean
 - ii. She had cough
 - iii. She had some leg fracture

2.3. Home Assignments:

- 1) Suppose you were present the bus that night. You are also a witness of the entire situation. Express your feelings over the whole incident by writing a letter to your friend.
- 2) Compare these two characters- The bus conductor and the Lady with the Dog, jotting down the similarities and the dissimilarities between them.
- 3) Make some sentences with the following words taken from the text: Intended, Grievance, Guidance, temper, struggle, companion, and challenge.

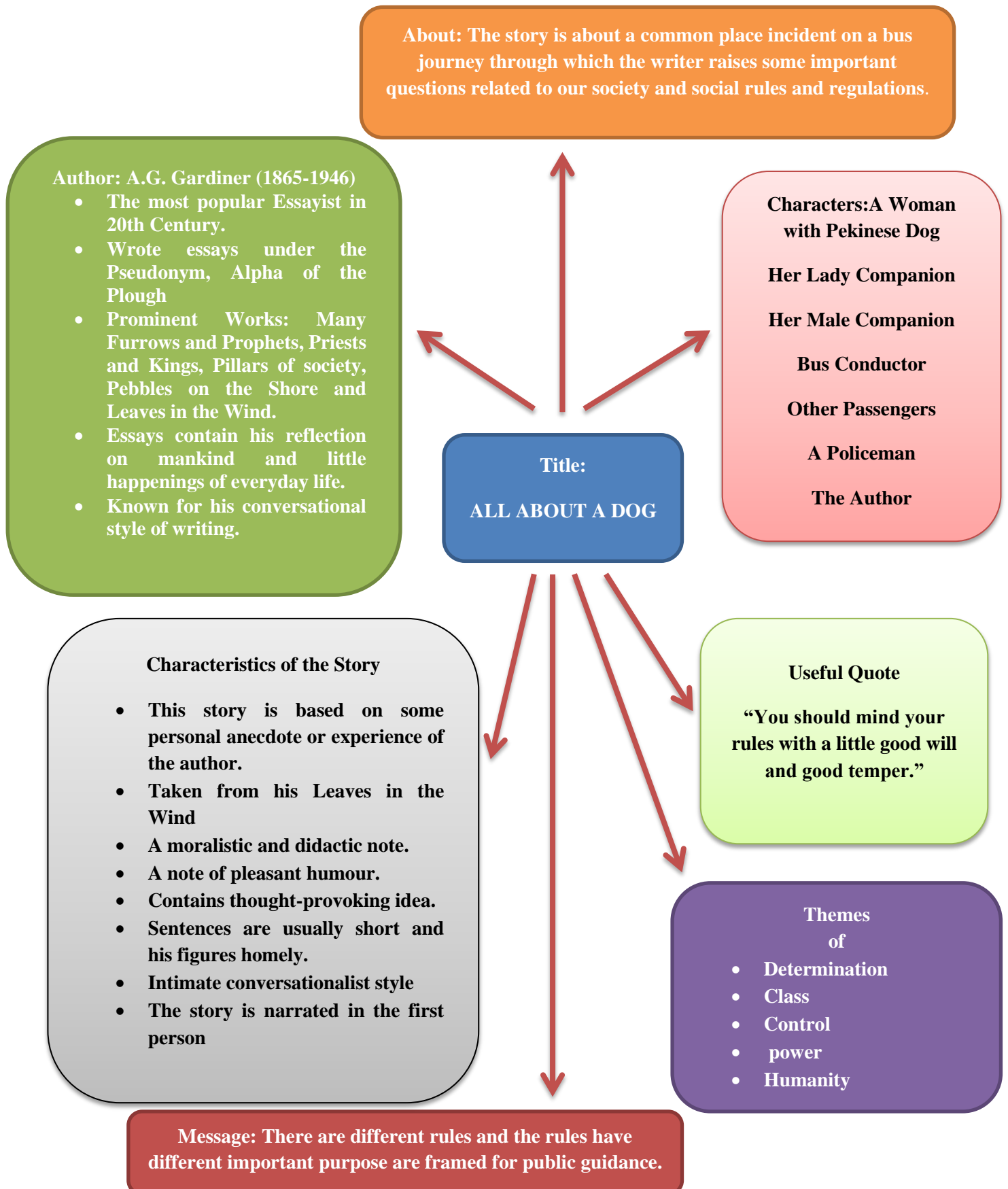
4) Write a dialogue between two friends discussing about animal welfare

2.4. Summary

This unit explains how to learn English story “All about a Dog” written by A.G.Gardiner by adopting various innovative learning strategies and classroom activities that are in line with the theory of constructivism. The author’s details, themes, characteristics, character of the story and the critical perspective of the story are learnt by the students by engaging into constructivist learning activities like quiz, brainstorm, mind map, role play and so on that aim at instilling more interest for English learning and also at stimulating 4 Cs among the learners.

2.5. Answer Key

For Activity 1: Story Map of “All about a dog”



For Activity 4: Spider Diagram of the characters



For Activity 8: Match the words with their Correct Meanings

Vague – not clearly expressed

Evidently –clearly seen

Indifferent – having no particular interest

Temper – a person’s state of mind

Triumph – a victory

Observed – noticed

Criticized – to express disapproval

For Activity 11: Quiz Answers

1) iii. Small

2) i. A younger woman boarded the bus with a little dog.

3) ii. Bitterly cold night

4) ii. The lady had to go upstairs.

5) iii. The delay for the trouble with the young lady with a dog

6) iii. It sat blinking at the dim lights, unconscious of the on-going trouble

7) iii. Never

8) i. The protest of the passengers

9) ii. 1 passenger left

10) ii. She had cough

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UNIT 3: AUTUMN



- 1.0 Introduction
- 1.1 Objectives
- 1.2 Activity 1: Mindmap: Let's build a poem map
- 1.3 Activity 2: Interactive classroom discussion
- 1.4 Activity 3: Pronunciation Drill
- 1.5 Activity 4: Spin the Theme Wheel
- 1.6 Activity 5: Composing Acrostics
- 1.7 Activity 6: Let's enrich vocabulary exercises(Matching the words)
- 1.8 Activity 7: Solving the Crossword Puzzle
- 1.9 Activity 8: Similar Case: Sharing of another relatable poem
- 2.0 Activity 9: Brainstorming session with thought provoking questions
- 2.1 Activity 10. : Developing poems; creative writing
- 2.2 Activity 11. Quiz
- 2.3 Home Assignmnts
- 2.4 Summary
- 2.5 Answer Key
- 2.6 References

1.0 Introduction

Poetry can be deemed as the most creative aspect of language which fundamentally provides entertainment to the readers. Poems are reflections of beauty as it possesses the beauty of language, beauty of form, beauty of thoughts and ofcourse beauty of emotions. As William Wordsworth has rightly opined “Poetry is the spontaneous overflow of powerful feelings” (Wordsworth, 2020). According to Hudson, “Poetry is made out of life, belongs to life and exists for life” (Lakshmi & Jayachandran, 2012). As Menon and Patel have opined that improvement of the children’s English knowledge is not the main aim of teaching poetry, rather it is to add to their joy increasing their power of appreciating the beauty. By studying poems, students are able to develop their power of imagination and asthetic sense. Poetry gladden their hearts and they are inclined towards its beauty. Some poems are nursery rhymes, some simply descriptive, so me are narrative while some are philosophical containing intense thought. The importance of learning poems in English language at secondary school level is immense as it contributes to the all round development of the children with special emphasis on their emotional, imaginative, intellectual and aesthetic development.

This unit is about learning an English poem titled as “Autumn” through an innovative approach to learning. This poem can be called a nature poem in which the beauty of autumn in the rural areas of England has been beautifully described. Teaching poetry is not an easy task. If teachers follow the conventional method of teaching poems by merely dictating the summary or the main idea of the poem and by simply translating into the mother tongue, then the beauty of the poem will be destroyed and naturally students will lose interest. While teaching as well as learning a poem, innovative constructivist classroom activities can can do justice in this context. Actually poems can not be taught, the teacher should be reflective enough to create a favorable interesting learning condition in which the learners get the maximum chance of enjoying and feeling the poems. Thereby, in order to make the poem “Autumn” more charming and understandable and enjoyable to all the students, teachers can apply constructivist teaching strategies and classroom activities.

This unit again emphasises on of inclusion of constructivist learning elements to deliver the sthe poem in an unconventional way. This unit introduces you to the author of the poem and its significant characteristics. It also illustrates the images found in the poem, and also the themes of the poem. For this purpose different innovative constructivist teaching strategies are being followed to be applied in the classroom situation. At the same time, adoption of certain innovative learning activities are aimed at instilling twenty first century learning skills: critical thinking, creative thinking, communication and collaboration among the learners. Noticeably these constructivist approach based learning strategies followed in this unit are Mindmap/ Storymap, Interactive classroom Discussion, Spin the Theme Wheel, Pronunciation drill, Composing Acrostics, Puzzle Games, Quiz, Brainstorming discussion etc. All these techniques encourage new ideas among students: creativity, critical thinking, communication, collaboration are being stimulated by such innovative learning sesssions.

1.1 Objectives

After going through this unit of the module, the students will be able to fulfil certain objectives. They are as follows-

Educational Objectives :

The students will be able-

- To acquire knowledge of specific facts of the poet “Autumn”
- To understand the central idea of the poem “Autumn”
- To Identify the characteristics of the poem“Autumn”
- To illustrate the major themes or ideas prevalent in the poem“Autumn”
- To recite the poem“Autumn” with correct pronunciation and rhythm
- To develop English vocabulary
- To use the newly learned words in other writings and also in their day to day life
- To give their opinion on the appropriateness of the title of the poem“Autumn”
- To grasp the message that the poet might want to convey through“Autumn”
- To appreciate the beauty of poem and develop a taste for it.

Specific Objectives:

The students will be able-

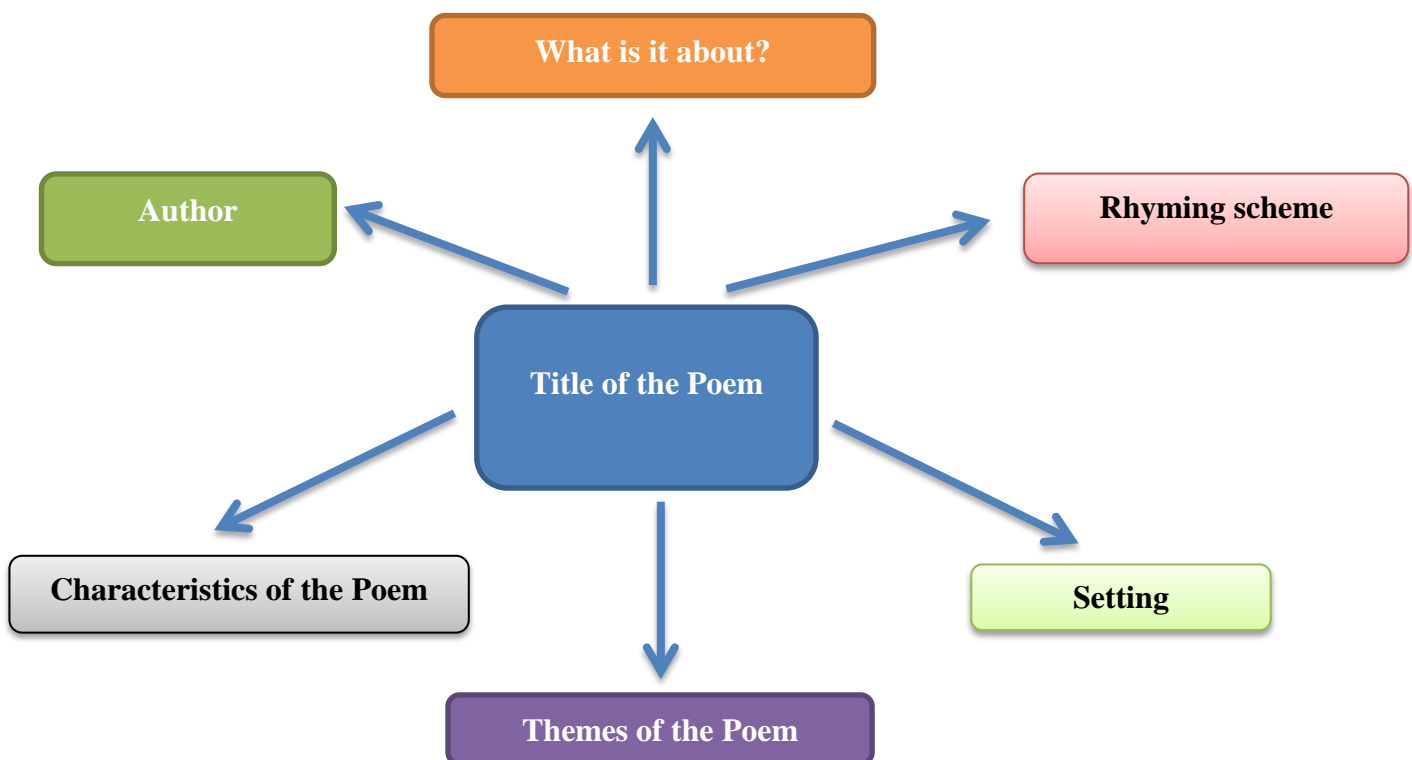
To develop their critical thinking skill through constructivist learning activities
To develop their creativity skill through constructivist learning activities
To develop their communication skill through constructivist learning activities
To develop their collaboration skill work through constructivist learning activities

Let’s have a Glance View : How and What?

Constructivist Learning Activities	Targetted Skills
Mindmap/ Poem map	Critical Thinking
Interactive Classroom Discussion	Collaboration, Communication
Spin the Theme Wheel	Critical Thnikning, Communication
Pronunciation Drill	Communication
Composing Acrostics	Creativity, Communication
Puzzle	Critical Thanking
Developing creative piece: poem	Creativity, Communication
Sharing Personal Anecdote or Similar Case	Communication
Matching the Words	Critical Thinking
Brainstorming Group Discussion	Critical Thinking, Communication
Quiz	Critical Thinking

1.2 Activity 1: Mind Map: Let’s build a poem map of “Autumn”

The investigator makes her students innovatively engaged in building the mind map of the poem “Autumn”. She sets up the structure of the poem map that the students need to fill up. She instructs them to complete the mind map with the help of the following headings.



As the class progresses the investigator also takes participation in this process to add information or to correct any information. But her role is not of dominating teacher rather a friendly supportive teacher. She helps to complete the map when the need arises.

Let's see the Complete Picture of the Poem Map in the answer key section.

1.3 Activity 2: Interactive classroom discussion session

Let's Discuss and Analyse the poem: In this activity both the investigator and the students are indulged into the activity of discussion. It is kind of a classroom discussion where the investigator provides certain cues in the form of informative statements or questions that will lead the students to discuss the entire poem and analyse the central idea of it.

Teacher plays the role of the Scaffolder, The Students: The active Participants in the Discussion.

Prior Knowledge of the Students: The students have already read the poem "Autumn". They have the basic information of the poem and thereby, have basic understanding over it. Through classroom discussion with their peers and teacher, their understanding of the poem will be more elaborated and enriched.

Investigator: Today we are going to discuss about the poem" Autumn". First let me divide the entire class into four different groups. While one group will discuss the main ideas of the poem the other groups will listen to it very carefully.

Discussion with Group I: (10 minutes)

Group I: Focus on discussing the first stanza of the poem

(This was done for setting an example)

Investigator: You can start with telling about the poem's main topic in short.

Group I Students: The poem is mainly about the beauty of autumn. It presents a beautiful picture of rural areas in autumn.



Investigator: Rightly said! Now tell us how does the poem begin with?

Students of Group I: The poem starts with the poet's announcement that he loves autumn for various reasons. For example, the poet says that he loves the gust of wind that blows all the time and shakes the casement all day.

Investigator: Any other things that he loves to observe during the autumn!

Group I Students: Yes, the faded leaves continually falling from elm trees because of blowing wind. The poet describes that those fallen leaves are carried by the strong wind, sometimes twirling by the window pane and then carried through the lane. All these the poet loves to enjoy.

Investigator: What a wonderful description! Try to visualize it; you will enjoy the poem more.

Discussion with Group II: (10 minutes)

Group II: Focus on discussing the second stanza of the poem

Covering the following topics:

- Poet's love for seeing the small twigs shaking and dancing in the presence of strong wind till the evening.
- The sparrow, sitting on the cottage roof, chirping. the chirping notes reminding that spring just flirted by in summers lap. Thus The poet remembering about the warmth of the seasons of spring and summer.

Discussion with Group III: (10 minutes)

Group III: Focus on discussing the third stanza of the poem

Covering the following topics:

- Poet's attraction towards the cottage smoke curling upward through the leafless bare trees.
- On dull November days the pigeons taking shelter round their nest, the crowing of cock, sitting casually on a dung-hill.
- The windmills blowing gracefully and slowly with the help of strong wind
- The meadow is left with stubble after crops are harvested.

Discussion with Group IV: (10 minutes)

Group IV: Focus on discussing the last stanza of the poem

Covering the following topics:

- From raven's breast feather, dropping on the lea.
- Oak fruits, falling on the ground, creating pattering sounds.



- The image of the pigs running in hurry towards those fruits to eat.
- Actually the poem is nothing but poet's own view of nature

1.4. Activity 3: Pronunciation Drill

Before starting the exercise of pronunciation drill, the investigator attempts to make her students realize about the need of pronunciation drill so that the students find it relevant and thus they become interested in the activity.

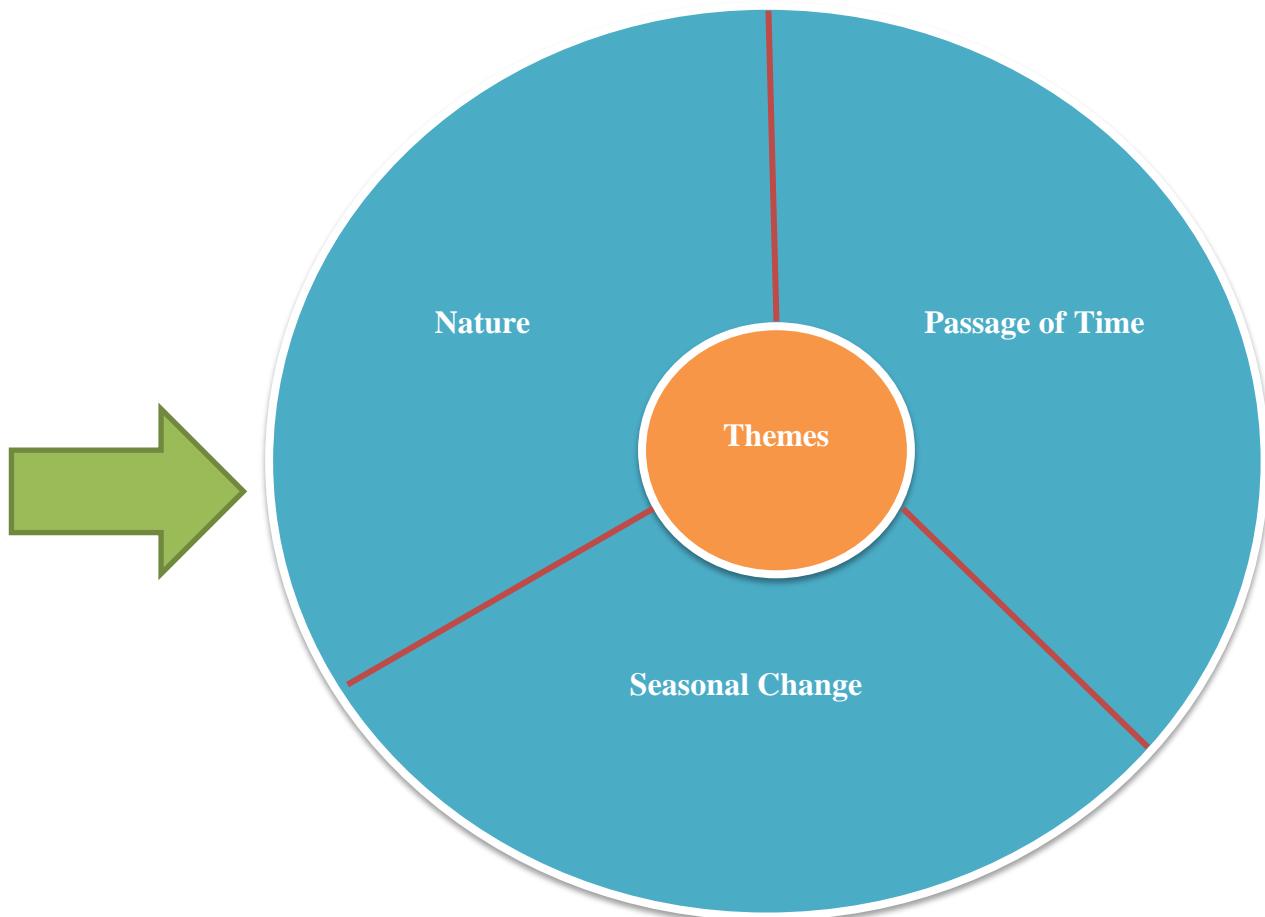
Grammar and vocabulary are two aspects of pronunciation, as are speaking and listening abilities. We pronounce by observing and comprehending the rules and patterns that lie behind the surface of speech, much like with vocabulary and grammar. For instance, in English, the stress is often placed on the first syllable in nouns and adjectives and the second syllable in verbs when a word contains two syllables. Since pronunciation is an integral aspect of speaking, and pronunciation involves listening to how the language sounds. We need to practise the correct pronunciation of the words.

Next, the investigator provides pronunciation drill of the selected words from the poem. Then investigator herself pronounces the following words. The students are asked to listen the pronunciation carefully, and then they need to read those words loudly and clearly with the correct pronunciation.

A diagram showing a list of words in orange ovals. The words are arranged in a grid-like pattern within a white rectangular area, which is itself inside a larger purple rectangular frame. The words are: Gust, Twirling, Elm, Shaking, Pattering, Nestled, Chirp, Scramble, Shakes, and Heath.

1.5. Activity 4: Spin the Theme Wheel game and generate discussion

The theme wheel is divided into 3 sections, each of them are named after the themes of the poem found. In this game the students are asked to come one by one to spin the wheel, and when the motion of the wheel is slow and it stops the particular theme pointed out by the arrow placed in the right side of the wheel, the students turn by turn have to say something about the themes in their own words.



Nature- Clare's love of nature and close noticing mind gets expression in the poem 'Autumn'. There are many mysteries, wonders, and miracles on the earth where we dwell. The most remarkable, impromptu, and magnificent of them is what we refer to as "Nature." Everything that is visible to us, including trees, flowers, plants, animals, the sky, mountains, forests, and more, is what makes up nature. The survival of humans depends on the natural world. Nature is source of peace and solace too.

Passage of time: Time never stops for anyone; it moves forward constantly. Everyone values and demands their time highly. The time runs nonstop; we are unable to pause it or store it for later use. It never stops for anyone and never obeys orders from others.

Seasonal Change- The poem alludes to the idea of seasonal transition, albeit indirectly. Seasons are times of the year with particular day lengths and weather. The four distinct seasons—winter, spring, summer, and autumn—each have unique qualities. As soon as seeds sprout in the spring, plants start to grow. It's warmer outside and frequently rainier. Summertime temperatures have the potential to reach their highest point of the year. The temperature drops once more in the autumn, or autumn. It's possible for plants to go dormant.

Animals may stockpile food in anticipation of the impending cold or migrate to warmer climates. Wintertime is usually cold. While some regions may simply see chilly rain, others may see snow or ice.

1.6. Activity 5. Composing Acrostic

An acrostic is a composition usually in verse where certain letters in each line spell out a word or phrase. Typically, the first letters of each line are used to spell the message, but they can appear anywhere. Noticeably, it is not mandatory to have rhyming words. You have the liberty; the words used in the poem may not rhyme. You can have a lot of fun with this activity.

Here are examples of two types of acrostic.

No.1. Forming an acrostic with the word Spring

Sunny days

Plants awakening

Raindrops on the roof

Interesting clouds

New flowers

Gray skies



No. 2. Forming an acrostic poem about the process of writing using the word Poem

Pick u**P** a pen

Think of a t**O**pic

Be cr**E**ative

Use your i**M**agination



Instruction: Now build two acrostic poems of your choice by using the word/ theme- **Autumn** and **Nature**

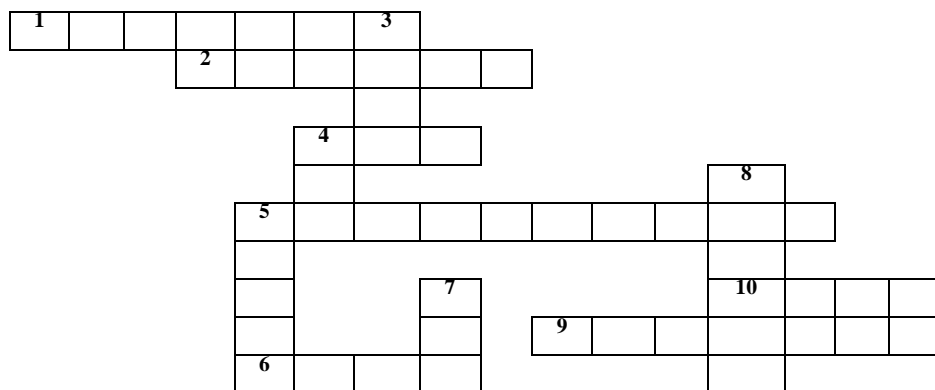
Thus, the students learn about a new fun activity of making acrostics.

1.7. Activity 6: Match the words with their correct meanings

Matching the Pair of Same Meaning	
Fitful gust	the short lower part of stem of crops
Casement	small brown nut of oak tree
Cote	grass covered land
Lea	moving
Acorn	irregular wind
Stubble	a kind of big window made of wood
Pattering-	trees without leaves
Gust	nest
Twig	move fast
Chirp	making repeated sound
Flirting	call of birds
Naked trees	tender and soft shoot
Dull	dreary
Scramble	sudden strong rush of wind
A-going	playfulness

1.8. Activity 7: Solving the Crossword Puzzle

Solve the Puzzle with the help of the hints mentioned below in the *Across* and *Down* sections.



Across

1. Flower
2. A Season
4. A type of tree found in western country
5. Notable
6. Cote
9. Countryside
10. Opposite of strong

Down

3. Factory
4. Evening
5. A type of crow
7. Cottage
8. Opposite of quickly

1.9. Activity 8: Similar Case: Sharing of another relatable poem

The investigator does not confine her in teaching the text only; rather she shares also another poem namely “To Autumn” written by John Keats. She chooses the poem as it has some thematic connection with the poem “Autumn”. Both the poems focus on describing the nature and the surrounding during autumn days.

Investigator as Facilitator: Sharing of another beautiful similar poem gives the students to get an opportunity to know, understand and feel the season of autumn in more vivid and elaborative way.

To Autumn

John Keats (1795-1821)

Season of mists and mellow fruitfulness,
Close bosom-friend of the maturing sun;
Conspiring with him how to load and bless
With fruit the vines that round the thatch-eves run;
To bend with apples the moss'd cottage-trees,
And fill all fruit with ripeness to the core;
To swell the gourd, and plump the hazel shells
With a sweet kernel; to set budding more,
And still more, later flowers for the bees,
Until they think warm days will never cease,
For summer has o'er-brimm'd their clammy cells.

Who hath not seen thee oft amid thy store?
Sometimes whoever seeks abroad may find
Thee sitting careless on a granary floor,
Thy hair soft-lifted by the winnowing wind;
Or on a half-reap'd furrow sound asleep,
Drowsed with the fume of poppies, while thy hook
Spares the next swath and all its twined flowers:
And sometimes like a gleaner thou dost keep
Steady thy laden head across a brook;
Or by a cider-press, with patient look,
Thou watchest the last oozings, hours by hours.

Where are the songs of Spring? Ay, where are they?
Think not of them, thou hast thy music too,--
While barred clouds bloom the soft-dying day,
And touch the stubble-plains with rosy hue;
Then in a wailful choir the small gnats mourn
Among the river shallows, borne aloft
Or sinking as the light wind lives or dies;
And full-grown lambs loud bleat from hilly bourn;
Hedge-crickets sing; and now with treble soft
The redbreast whistles from a garden-croft,
And gathering swallows twitter in the skies.

Now the Investigator assists the students to understand the main idea of the poem.

Autumn combines with the ripening sun to produce an abundance of grapes on the vines, ripen apples and other fruits, "swell the gourd," fill the hazel shells, and set a growing number of blossoming flowers. Autumn can be observed threshing grain, sleeping in a poppies-filled grain field, hauling a load of grains across a stream or watching cider press juice drip. The whistling of robins, the twittering of swallows, the singing of hedge crickets, the bleating of lambs, and the wailing of gnats are the sounds of fall.

Then the Students are encouraged to give their responses:

1. You have read the poem "Autumn". Create a mind map of this poem.
2. Compare both the poems "To Autumn" and "Autumn". Discuss the similarities and the dissimilarities between them.
3. If you find another story, poem, drama or any film similar to our poem "Autumn" in terms of its theme, situation, idea, poetic style, then you can also refer them.

2.0. Activity 9: Brainstorming discussion session with some thought provoking questions

In this small group activity students are encouraged to concentrate on a topic and contribute to the spontaneous sharing of ideas.

The investigator begins the brainstorming session by posing critical questions. Students then give possible answers, relevant words and ideas. They are as follows-

- 1) Do you think that the title of the poem is appropriate? Justify your opinion.
- 2) Reflect and suggest two alternative titles for the poem "Autumn".
- 3) In the poem we find the poet becomes nostalgic about the seasons of spring and summer. There must be some wonderful experience during those days. Think about it and Jot down what will be the things, images, scenes that the poet may love to see during the days of spring and summer?
- 4) Poem "Autumn" presents the picture of countryside in England during the autumn. Do you find the same picture of autumn in the rural areas of India? Explain your answer.

2.1. Activity 10: Developing poem: creative writing activity

In this creative activity the investigator motivates her students to write a poem using their creative and imaginative power. And the students are provided with certain words that will be helpful while constructing a poem.

Develop a short Poem about the season autumn.

Help: You can use some of the following words in your poem.



2.2. Activity 11: Let's solidify student's knowledge with Quiz

Tick the correct answer from the Given Alternatives.

- 1) The birds mentioned in the 'Autumn', are
 - i) Pigeon, Crow, Peacock, Raven
 - ii) Raven, Goose, Dove, Cock
 - iii) Pigeon, the cock, the raven and the sparrow

- 2) The cry of sparrow is called
 - i) Cackle
 - ii) Chirp
 - iii) Crow
- 3) The 'stubble lea' refers to mean
 - i) Open grassland.
 - ii) Land without grass
 - iii) Artificial ground
- 4) The faded leaves twirl by
 - i) The door
 - ii) The chimney
 - iii) The window pane.
- 5) The cottage smoke curls upward
 - i) Green tree
 - ii) Through the naked trees.
 - iii) Tree with few leaves
6. The effect of the sparrow's chirp on the poet's mind-
 - i) It reminds him the colourless days of summer and spring in autumn.
 - ii) It reminds him the dull and dry days of summer and spring in autumn.
 - iii) It reminds him the warm and colourful days of summer and spring in autumn.
7. The word 'casement' in the poem "Autumn" means
 - i) Big window that opens like a door
 - ii) Small window that opens like a door
 - iii) A small window looks like a door.
8. The shaking twigs dance till
 - i) The morning
 - ii) The midnight
 - iii) The evening
9. The sparrows are found

- i) In the yard
 - ii) On the cottage rig.
 - iii) On the window shade
10. The pigs love to eat
- i) Acorns
 - ii) Apricot
 - iii) Betel

2.3. Home Assignments:

- 1) Write a paragraph about Autumn in West Bengal in your own words.
- 2) Develop a dialogue between two friends describing their Autumn days in city life.
- 3) Make some sentences with the following words taken from the text: feather, mossy, faded, shaking, cottage, grunting, fall, leaves, nest, believe, hill and lap.
- 4) List the name of the things that poet John Clare loves to observe during the autumn. Reflect upon those things, images, and write down the probable reasons behind the poet's immense attraction towards them.

2.4. Summary

This unit explains how to learn English poem “Autumn” written by John Clare with the help of adopting various innovative learning strategies and classroom activities that are in line with the theory of constructivism. The author's details, the poem's themes, characteristics, main ideas etc. all are learnt by the students by engaging into constructivist learning activities like quiz, brainstorm, mind map, crossword puzzle game and so on that aim at instilling more interest for English learning and also at stimulating 4 Cs among the learners.

2.5. Answer Key

Activity 1: Poem Map of “Autumn”

Author: John Clare, (1793-1864)



- Birth Place: Northamptonshire, England
- Belonging to the Romantic School,
- Known for his vivid and lyrical descriptions of the rural English countryside.
- Referred to as a ‘peasant poet’
- His poems were primarily about the beauty of nature, rural life, and suffering.
- Notable works: Autumn[37] First Love, Nightwind, Snow Storm. The Firetail. Etc.
- Poetry Collection: Poems Descriptive of Rural Life and Scenery, The Village Minstrel, and Other Poems. The Shepherd's Calendar with Village Stories and Other Poems. The Rural Muse. The Poems of John Clare, Selected Poems.

About: John Clare paints a striking portrait of the rural splendour of autumn. Its beauty is attributed to a variety of factors, including high winds, bare trees, and falling leaves.

Rhyming scheme ‘ababcc’.

Rhyming words: Shakes/
Takes, day/ Away,
pane/lane, twig/rig,
eve/believe, by/ lie
crowing/a-going,
breast/nest, all/fall, lea/tree

Setting: English countryside during autumn days

Title of the Poem
AUTUMN

Characteristics of the Poem

- Seasonal Lyric
- Landscape poem/ Nature Poem
- Full of countryside image
- Consisting of four stanzas; each stanza consists of six lines.
- Genre: belongs to Romantic genre
- The tone is lively, revealing the richness of autumn.

Themes

- Nature
- Seasonal Change
- Passage of time:

Activity 6: Solving the Crossword Puzzle

¹ B	L	O	S	S	O	³ M											
			² S	P	R	I	N	G									
					L												
				⁴ E	L	M											
				V													
			⁵ R	E	M	A	R	K	A	B	⁸ S						
			A								O						
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			⁶ N	E	S	T					⁹ V	I	L	L	A	G	E
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For Activity 7: Match the words with their Correct Meanings

- Fitful gust-irregular wind
- Casement-a kind of big window made of wood
- Cote - nest
- Stubble -the short lower part of stem of crops
- Lea - grass cover land
- Acorn - small brown nut of oak tree
- Pattering-making repeated sound
- Gust – sudden strong rush of wind
- Twig – tender and soft shoot
- Chirp – call of birds
- Flirting – playfulness
- Naked trees – trees without leaves
- Dull – dreary
- Scramble – move fast
- Agoing – moving

For Activity 11: Quiz Answers

- 1) iii) Pigeon, the cock, the raven and the sparrow
- 2) ii) Chirp
- 3) i) open grassland.
- 4) iii) The window pane.
- 5) ii) through the naked trees.
- 6) iii) It reminds him the warm and colourful days of summer and spring in autumn.
- 7) i) big window that opens like a door
- 8) iii) The evening
- 9) ii) on the cottage rig.

10) i) Acorns

2.6. References

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UNIT 4: TOM LOSES A TOOTH



- 1.0 Introduction
- 1.1 Objectives
- 1.2 Activity 1: Mindmap: Let's build a story map
- 1.3 Activity 2: Interactive classroom discussion
- 1.4 Activity 3: Spider Diagram of the characters
- 1.5 Activity 4: Spin the Character Wheel
- 1.6 Activity 5: Dramatization of the story
- 1.7 Activity 6: Utilization of E – learning resources
- 1.8 Activity 7: Let's enrich vocabulary exercises (Matching the Words)
- 1.9 Activity 8: Brainstorming discussion
- 2.0 Activity 9: Quiz
- 2.1 Home Assignmnts
- 2.2 Summary
- 2.3 Answer Key
- 2.4 References

1.0 Introduction

This unit is about learning an English story titled as “ Tom Loses a Tooth” in an innovative approach to learning. Young minds always get tempted by short stories because stories are an artistic medium of entertainment. “ Tom Loses a Tooth” is hilarious story in which the protagonist namely Tom Sawyer plays childhood pranks with his aunty and brother and sisters. It seems the goal of the story is not to teach any moral lesson or to convey any intense message of the writer, it seems as if the writer’s aim is to amuse and simply entertain the readers sp that they csn derive fun, happiness and pleasure from his stories. However, in order to make the story more interesting and understandable and enjoyable to all the students, teachers can apply constructivist teaching strategies and classroom activities.

This unit again emphasises on of inclusion of constructivist learning elements to deliver the story in an unconventional way. This unit introduces you to the author of the text and the significant characteristics of the text. It also illustrates the situation in the story, various characters and their roles in the story. For this purpose different innovative constructivist teaching strategies are being followed to be applied in the classroom situation. At the same time, adoption of certain innovative learning activities (for example, Mindmap/ Storymap, Interactive classroom Discussion, Spin the Character Wheel, Spider Diagrams for characterization, Dramatization of the story, utilization of e learning resources as MKOs, Quiz, Brainstorming discussion etc. that are followed in this unit) aimed at instilling twenty first century learning skills: critical thinking, creativity, communication and collaboration among the learners.

1.1 Objectives

After going through this unit of the module, the students will be able to fulfil certain objectives. They are as follows-

Educational Objectives :

The students will be able-

- To acquire knowledge of specific facts of the text “Tom Loses a Tooth ”
- To describe the situations of the story“Tom Loses a Tooth” in their own words
- To Identify the characteristics of the story“Tom Loses a Tooth”
- To discuss analytically the various characters of the story“Tom Loses a Tooth”
- To illustrate the major themes or ideas prevalent in the story“Tom Loses a Tooth”
- To use the newly learned words in other writings and also in their day to day life
- To give their opinion on the appropriateness of the title as well as the storyline

Specific Objectives:

The students will be able-

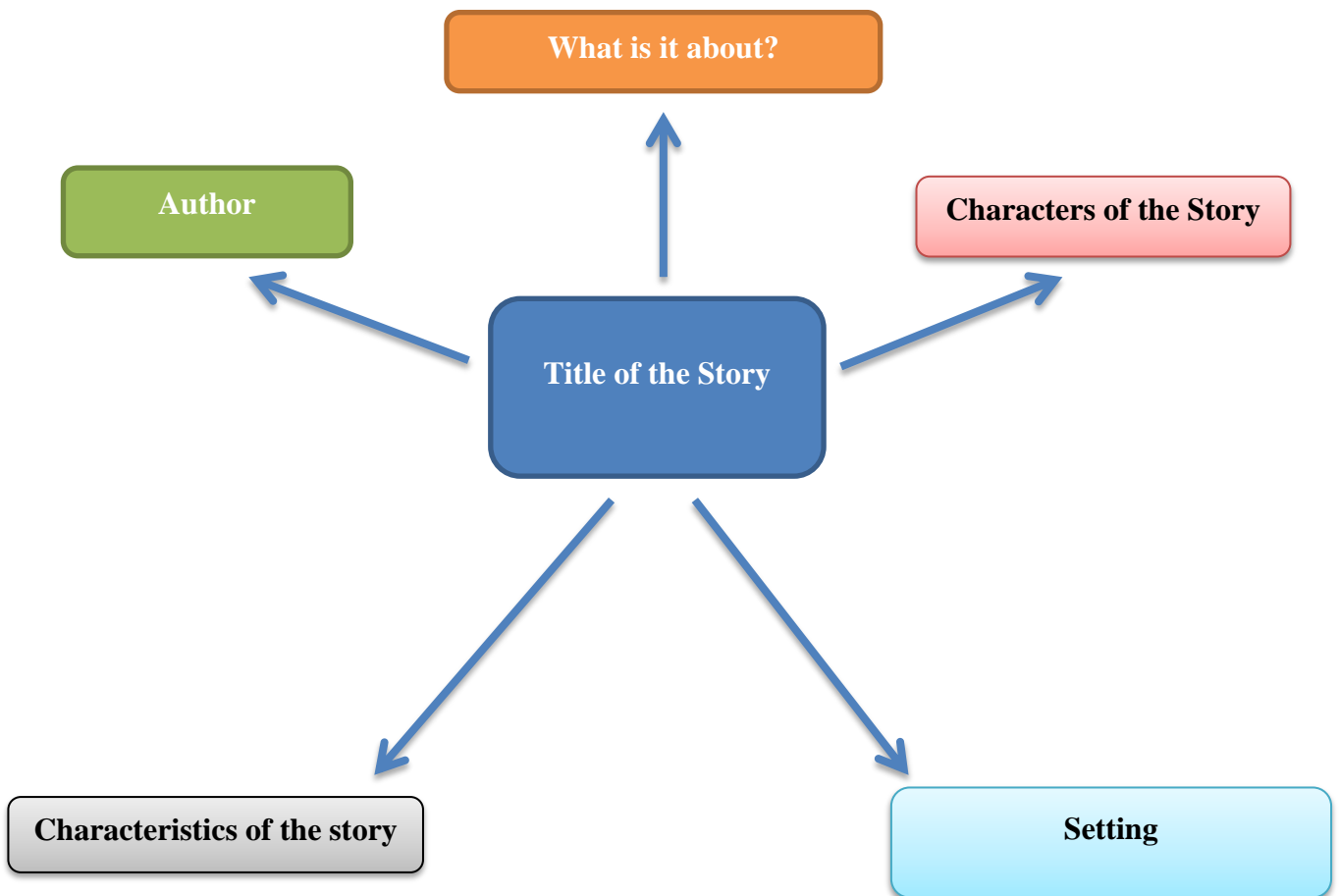
To develop their critical thinking skill through constructivist learning activities
To develop their creativity skill through constructivist learning activities
To develop their communication skill through constructivist learning activities
To develop their collaboration skill work through constructivist learning activities

Let's have a Glance View : How and What?

Constructivist Learning Activities	Targetted Skills
Mindmap/ Storymap	Critical Thinking
Interactive Classroom Discussion	Collaboration, Communication
Spin the Character Wheel	Critical Thnikning, Communication
Spider Diagram of Characters	Critical Thinking, Communication
Dramatization of Story	Creativity, Communication
Utilization of E- resources	Critical Thanking, Communication
Matching the Words	Critical Thinking
Brainstorming Group Discussion	Critical Thinking
Quiz	Critical Thinking

1.2 Activity 1: Mind Map: Let's build a story map of "Tom Loses a Tooth"

The investigator makes her students innovatively engaged in building the mind map of the story. She sets up the structure of the story map that the students need to fill up. She instructs them to complete the story map with the help of the following headings.



As the class progresses the investigator also takes participation in this process to add information or to correct any information. But her role is not of dominating teacher rather a friendly supportive teacher. She helps to complete the map when the need arises.

Let's see the Complete Picture of the Story Map in the answer key section.

1.3 Activity 2: Interactive classroom discussion session

Let's discuss the story plot: In this activity both the investigator and the students are indulged into the activity of discussion. It is kind of a classroom discussion where the investigator provides certain cues in the form of informative statements or questions that will lead the students to discuss the plot of the story on their own.

Teacher plays the role of the Scaffolder, The Students: The active Participants in the Discussion.

Prior Knowledge of the Students: The students have already read the entire story "Tom loses a tooth". They have the basic information of the story and thereby, have some understanding over it. Through classroom discussion with their peers and teacher, their understanding of the story will be more elaborated and enriched.

Investigator: Today we are going to discuss the storyline of "Tom loses a tooth" in your own words. First let me divide the entire class into three different groups. While one group will discuss the story incidents, the other groups will listen to it very carefully.

Discussion with Group I: (15 minutes)

Group I: Focus on discussing the first part of the story

(This was done for setting an example)

Investigator: You can start with describing the time and the setting of the story.

Group I Students: The story starts with Tom. He is in Aunt Polly's house. It is Monday morning.

Investigator: What is Tom doing?

Students of Group I: Waking up from sleep, Tom first finds that this Monday morning as unhappy as Monday starts the weekly suffering in school. He then ponders over the excuses he can use for avoiding his school going.

Investigator: How can he miss the school without any actual reason! This is not happening.

Group I Students: Yes! Certainly, elders do not give any attention to such a useless demand. Tom understands that his aunty will never give permission for this. As she thinks that the children will be ruined unless they go to school. So Tom must have to search for some grave cause to serve his purpose.

Investigator: Now Tom is trying to give any excuse so that he can escape school-

going. Does he going to lie or what?

Group I Students: He starts to look for some signs of physical ailment. At first, he thinks about his stomach trouble. But that does not sound like a serious problem. So he thinks about his loose tooth.

Investigator: Oh my God! How funny Tom is! Does he tell to his aunt about the loose tooth?

Group I Students: No, he has to drop this plan also, thinking that Aunt Polly may pull his tooth out. It will give him lots of pain. So he leaves that idea.

Investigator: Then what is his next plan?

Group I Students: So Tom starts pretending that he suffers from a sore toe. He starts to groan.



Investigator: This boy is really trying hard to avoid school.

Discussion with Group II: (15 minutes)

Group II: Focus on discussing the middle part of the Story

Covering the following topics:

- Tom's attempt to get Sid's attention with his loud groaning, no response from sleeping and snoring Sid, restless Tom having no other choice rather than shaking Sid to make him wake.
- The funny conversation between Tom and Sid



- Tom pretending to be in intolerable pain for the sore toe, Sid being so anxious and worried and clueless thinks to call aunt in this serious situation.
- Tom continuing his full on drama tries to intensify the situation with his acting skill as if he is going to die in pain.
- Nervous Sid is seeking help, calls Aunt Polly.

Discussion with Group III: (15 minutes)

Group III: Focus on discussing the ending part of the story.

Covering the following topics:

- The entry of Aunt Polly after hearing the scream of Sid she rushes upstairs.
- Conversation between Aunt Polly and Tom- worried aunt asks Tom about the health issue, her reaction after knowing about Tom's excuse of paining toe. She laughs and gives little importance to it.



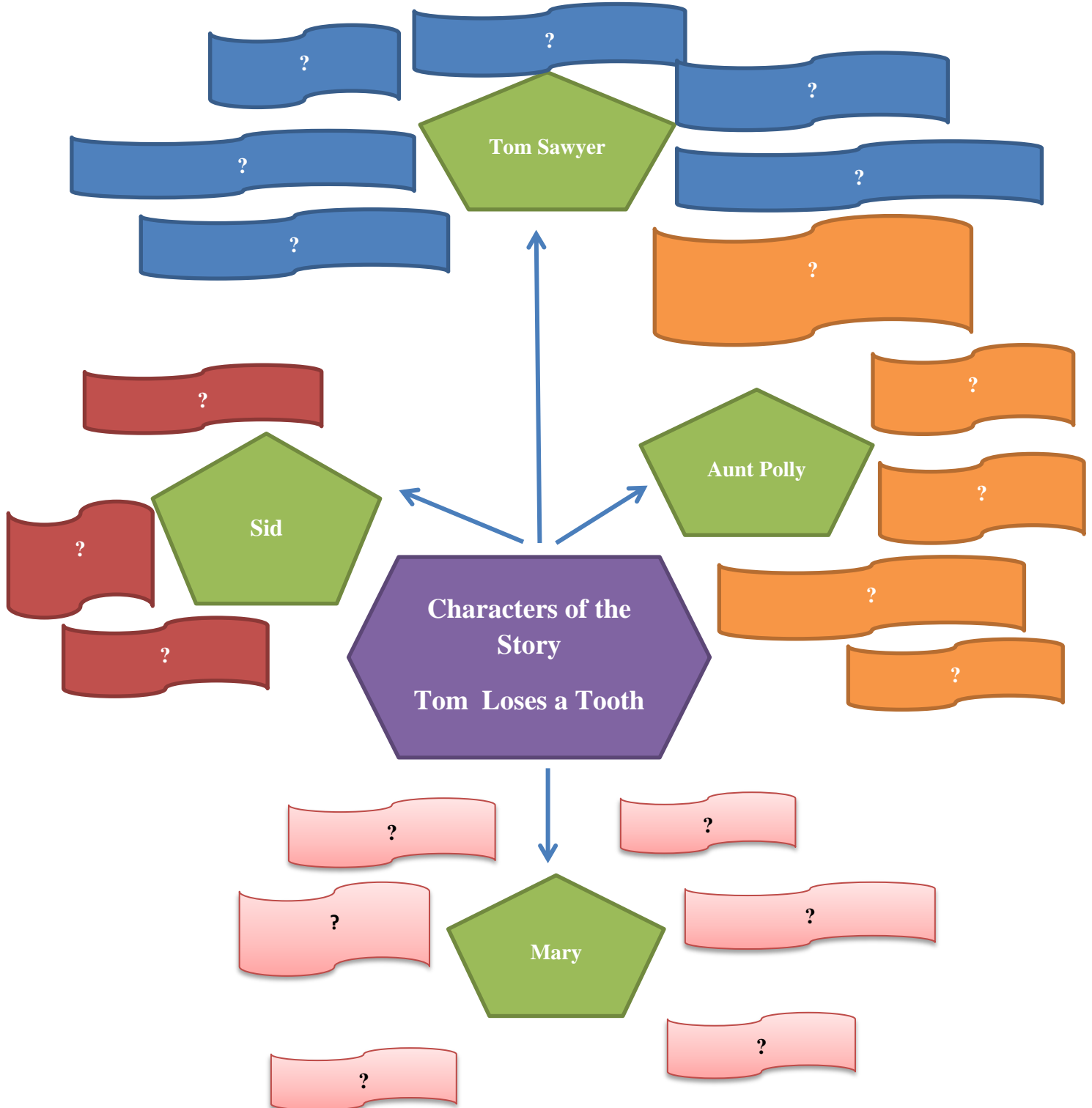
- Tom's another attempt to convince her with another excuse by telling her about the loose tooth and the toothache. Aunt's reaction to it: for her Tom's behaviour is nonsensical, she takes decision to take his loose tooth out to solve the problem.
- Tom's repeated request to aunt not to pull the loose tooth out. Caught in his own trap Tom confesses that he will go to school. But his request goes unheard. The helpful Mary brings a silk thread with which aunt Polly pulls the tooth out.
- This time the case has gone beyond Tom's grip. Even after admitting the truth he is unable to make himself from aunt's clutches.
- The story's ending with the hilarious description of Tom, smiling in a new and amusing way for having a gap in his upper row of teeth.

1.4 Activity 3: Draw a Spider Diagram of the characters of the story

Building a spider diagram can help you to describe the characters of the story in clear and precise words. It assists you to think about what aspects or characteristics you need to consider for each of the main characters found in the story. With the help of this visual tool called spider diagram you can organise the important information of the characters in a logical and precise way.

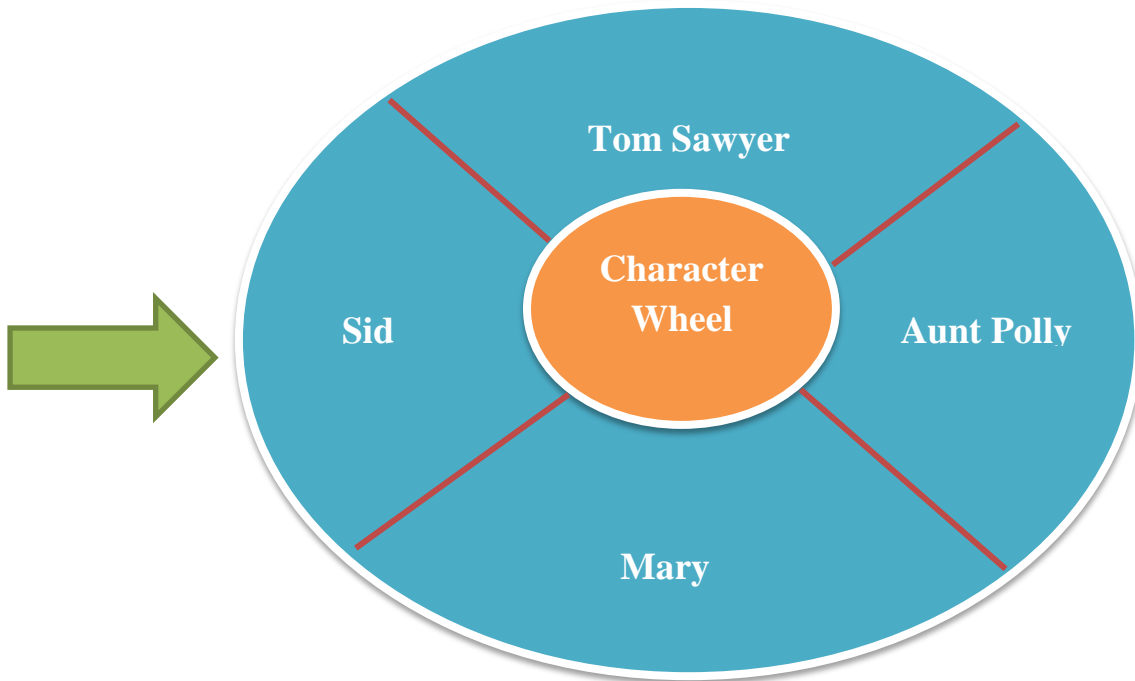
Let's describe the characters of the story with selective adjectives / describing words by weaving a spider diagram. As you can find already the format of the spider diagram is given below. The names of the characters are also mentioned in the boxes. Now you need to fill up the blank boxes for describing the particular characters very briefly.

Noticeably, the complete picture of the spider diagram is provided in the answer key section.



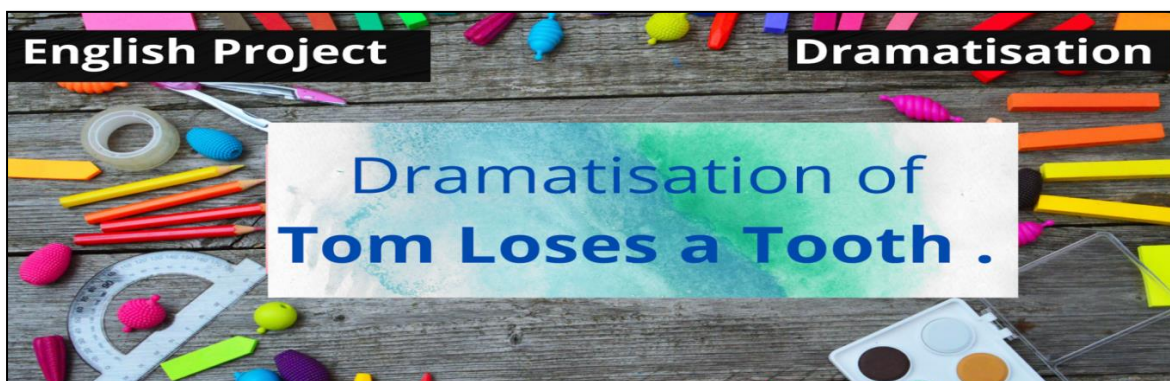
1.5 Activity 4: Spin the Character Wheel and discuss about the characters in your own words

The theme wheel is divided into 4 sections, each of them are named after the characters of the story found. In this game the students are asked to come one by one to spin the wheel, and when the motion of the wheel is slow and it stops the particular theme pointed out by the arrow placed in the right side of the wheel, the students turn by turn have to say something to describe the characters in details. They have to pick out instances from the story that support their character-analysis.



1.6 Activity 5: Let's dramatize the story and act out (Group Project)

In this activity the students write the dialogues to describe the situations in the story, and students take on assigned roles and act out those roles. Noticeably, it is a group activity where each member in the group takes on a role/character.



Total Scenes: 3

Total Characters: 4

Time: 40 minutes

Dramatization of the Story

Scene: 1

Time: Morning

Place: Tom's Bedroom, Aunt Polly's house

(A bed on the stage. Tom and Sid both are lying in that bed. Suddenly Tom wakes up in bed.)

Tom: I was thinking if I was sick. Thus I can stay home from school. I have to investigate my body to find some ailment.

[Tom started investigating his body. Then Tom held his stomach with his hands from both sides.]

Tom: Yes there are some symptoms for stomach trouble. Now I have to shout.

[Then Tom started groaning. But after a few moments, his screams calmed down.]

Tom: No. Nothing will happen by that. I have to find some strong symptoms.

[Suddenly Tom put his one hand on his cheek.]

Tom: Yes, I discovered something. One of my upper front teeth is loose. Oh I am feeling lucky. but but if Aunt Polly finds it out, she will remove the tooth. Then I have to get in a lot of pain. No, no, no, my strategies are not working.

[Then Tom pulled his legs out from under the sheet and began to examine them thoroughly.]

Tom: Yes, finally, My toe is paining awfully.

[Then Tom started groaning and looking at Sid. But Sid slept on. No response comes from Sid. Tom started groaning more loudly. But Sid snored on, Tom becomes excited and disappointed.]

Tom: Sid Sid Sid (Tom grabbed Sid and started shaking him) Sid

[This course worked well. Sid yawned, then raising himself on his elbow. He stared at Tom a few moments. In the other hand, Tom is continuing his groaning.]

Sid: What happened Tom?

[Tom remained silent but continued his groaning.]

Sid: Tom, say Tom What's the matter Tom?

Tom (moaned out): Oh, don't Sid. Don't shake me.

Sid: Why, what's the matter Tom? I must call auntie.

Tom: No, never mind. It will be over by and by, maybe. Don't call anybody.

Sid: But I must! Don't groan. Tom, it's awful. How long have you been this way?

Tom: Hours. Ouch! Oh, don't stir so, Sid. You will kill me.

Sid: Tom, why didn't you wake me sooner? Oh, Tom you aren't dying, are you? Don't Tom, oh don't.

Tom: I forgive everybody, Sid. Tell them so.

[Sid quickly got out of bed and ran off the stage]

SCENE : 2

[Aunt Polly and Mary are on stage. They are busy with normal household chores. Suddenly Sid ran and entered the stage. He is gasping.]

Aunt Polly: Sid, what happened Sid? Why are you gasping so much?

Sid (with gasping) Oh, Aunt Polly, come! Tom is dying!

Aunt Polly (astonished): Dying!

Sid: Yes. Don't wait, come quick.

Aunt Polly: What rubbish! I don't believe it.

Sid: Oh, Aunt Polly don't waste the time, Tom is really dying!

Aunt Polly: What!

[Aunt Polly's face shows that she is terrified. Mary's condition is the same. Then the three of them ran away from the stage.]

SCENE : 3

[The setting of this scene will be the same as the first scene. Tom is lying in bed screaming. At that moment, Aunt Polly, Sid and Mary - entered the stage. All three are panting and gasping. Impression of fear on everyone's face.]

Aunt Polly (reached the bedside of Tom and gasped out): Tom! Tom, what's the matter with you?

Tom (feebly): Oh, auntie I'm.....

Aunt Polly: What is the matter with you child?

Tom: Oh, auntie, my toe is paining.

[Aunt Polly sank into a chair beside the bed. Then she laughed a little, and then cried a little.]

Aunt Polly: Tom, what a shock you did give me! Now shut up the nonsense and get out of this.

[The groaning of Tom ceased slowly.]

Tom: My toe pain has vanished. But auntie!

Aunt Polly: What happened again?

Tom: Aunt Polly, how my tooth aches! The pain is more than that in my toe.

Aunt Polly: Your tooth, indeed! What's the matter with your tooth?

Tom: One of them is loose and it aches awfully.

Aunt Polly: Oh, my little dear, your tooth is loose but you are not going to die for that. So don't begin that groaning again. Let's take a look at your tooth!

[Tom opened his mouth and Aunt Polly leaned over and saw the inside of Tom's mouth.]

Aunt Polly: Mary, get me a silk thread.

Tom: Oh no, please auntie, don't pull it out. It doesn't hurt any more. Please auntie, I don't want to stay home from school.

Aunt Polly (surprised and smiled): So, Tom! All this was because you wanted to stay home from school and go fishing? Tom, I love you so much and you try to break my heart in every way with your naughtiness!

[Mary entered the stage again and delivered the silk thread to Aunt Polly. Aunt Polly fastened one end of the silk thread to Tom’s tooth and the other to the bedpost. She pulled and the tooth hung dangling by the bedpost.]

Aunt Polly: There! Now you are free from all the aches. Isn’t it?

[Aunt Polly and Mary started smiling. Tom got out of bed. Looked at the audience. Then he started laughing too.]

(The play ends.)

1.7. Activity 6: Utilization of e- learning resources as MKOs

The teacher tries to motivate her students by informing them about the helpful e resources that will enrich their knowledge and understanding regarding the text. She shows them the animated videos which are based on the story “Tom Loses a Tooth”. These animated videos serve the role of More Knowledgeable others too.

- You must enjoy the visual of the story in animated video namely “Tom Sawyer’s Toothache” form available at <https://www.youtube.com/watch?v=YJirOVBcpNA> posted on May 11, 2020. The animated video of the hilarious episode on Tom Sawyer’s toothache presents the story of his losing the tooth in interesting and effective way. There is another attractive video on the same story available on You Tube namely “Tom had a Toothache” at <https://www.youtube.com/watch?v=PTqzJXX1WU4> posted on May 9, 2020. Let’s enjoy it. It will be fun.

1.8 Activity 7: Match the words with their correct meanings

Matching the Pair of Same Meaning	
Miserable	Unwise.
Prison	A feeling of worry.
Examine	Assisted
Groaning	Keen on.
Exertions	Inspect.
Shook	Thick piece of something
Anxiously	Uncomfortable.
Foolish	Physical or mental effort.
Chunk	Deep sound conveying pain
Helped	A building in which people are legally held as a punishment for a crime

1.9 Activity 8: Brainstorming discussion session with some critical questions

In this small group activity students are encouraged to concentrate on a topic and contribute to the free flow of ideas.

The investigator begins the brainstorming session by posing critical questions or a problem. Students then give possible answers, relevant words and ideas. They are as follows-

- 1) Why do you think the title of the story appropriate?
- 2) Just reflect and suggest two alternative titles for the Story.
- 3) Do you think playing pranks is always good and funny? Sometimes, pranks can be harmful too. What is your opinion?
- 4) Why does the thought of school give Tom a sense of discomfort? Guess the reasons behind Tom's negative attitude towards school?
- 5) Why do you think the conductor did not react angrily to the author's words of advice?
- 6) Can you imagine any other ending of the Story? Write down in your own words.

Hint: Suppose Aunt Polly could not understand Tom's prank.

2.0 Activity 9: Let's solidify student's knowledge with Quiz

Tick the correct answer from the Given Alternatives.

1. Who is Sid?
 - i. Aunt Polly's friend
 - ii. Tom's best friend
 - iii. Tom's younger half-brother
2. Tom was unhappy on the Monday morning because
 - i. It started Miserable school week
 - ii. His school was off that day for some reason
 - iii. His sleep was not complete
3. Mark Twain Belonged to
 - i. America
 - ii. Brazil

iii. Canada

4. At first Tom got symptoms of

- i. toothache
- ii. Stomach ache
- iii. headache

5. Tom desired that he was sick because

- i. Tom wanted to sleep more
- ii. Tom had a secret plan with his friend
- iii. Tom wanted to stay at home.

6. One of Tom'steeth was loose.

- i. Lower front
- ii. Upper side
- iii. upper front

7. The disease could lay up a patient to bed fordays and make him lose a finger.

- i. 7 days
- ii. 3 days
- iii. 5 days

8. Sid's first response to Tom's groaning was

- i. Sid slept when Tom started groaning.
- ii. Sid did not bother when Tom started groaning
- iii. Sid made fun of Tom's groaning.

9. When Sid shook Tom, he told about his sickness that

- i. Immediately he needed to visit a doctor
- ii. Tom was dying.
- iii. Tom's disease could be cured.

10. Mary was Tom's

- i. Nurse
- ii. Friend
- iii. Cousin

2.1. Home Assignments:

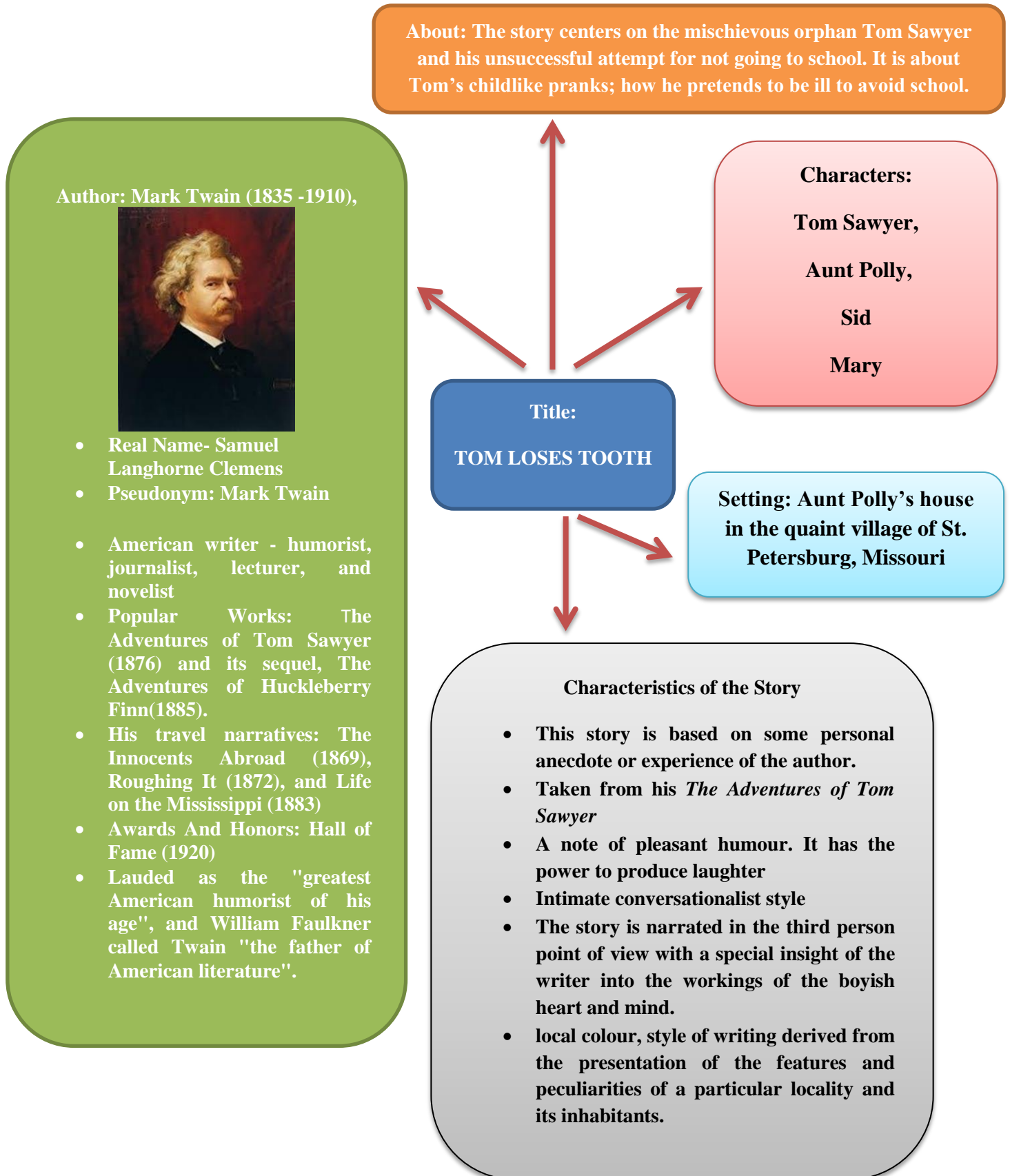
- 1) Assume that 10 years have passed since the final action in the story. Develop a dialogue between the grown-up Tom and old aged aunt Polly discussing about the childhood days of Tom and remembering Tom's hilarious pranks.
- 2) Make some sentences with the following words taken from the text: Moaned, imagination, perfectly, symptoms, necessary, response, feeble, gathered, pale, stir
- 3) Write a bibliography of Mark Twain.
- 4) Some elements you must include in the biography:
 - a. Personal information (birth, childhood, family life)
 - b. Education
 - c. Career highlights
 - d. Awards/Achievements
 - e. You may also include any interesting trivia about the individual's life
- 5) Have you ever played a prank on someone on 1st April? If you have any funny experience of doing childish prank, then share it in the form of a paragraph.

2.2. Summary

This unit explains how to learn Mark Twain's English story "Tom Loses a Tooth" A by adopting various innovative learning strategies and classroom activities that are in line with the theory of constructivism. The author's details, themes, characteristics, character of the story and situations the story are learnt by the students by engaging into constructivist learning activities like quiz, brainstorm, mind map, group projects and so on aiming at instilling more interest for English learning and also at stimulating 4 Cs among the learners.

2.3. Answer Key

Activity 1: Story map of “Tom Loses a Tooth”



Activity 3: Spider diagram of characters



Activity 7: Match the words with their Correct Meanings

Miserable - Uncomfortable.

Prison- A building in which people are legally held as a punishment for a crime.

Examine -Inspect.

Groaning- Deep sound conveying pain

Exertions - Physical or mental effort.

Shook- Keen on.

Anxiously- A feeling of worry.

Foolish- Unwise.

Chunk-Thick piece of something

Helped- Assisted

For Activity 9: Quiz Answers

- 1) iii. Tom's younger half-brother
- 2) i. It started Miserable school week
- 3) i. America
- 4) ii. Stomach ache
- 5) iii. Tom wanted to stay at home.
- 6) iii. upper front
- 7) ii. 3 days
- 8) i. Sid slept when Tom started groaning.
- 9) ii. Tom was dying.
- 10) iii. Cousin

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UNIT 5: MILD THE MIST UPON THE HILL



- 1.0 Introduction
- 1.1 Objectives
- 1.2 Activity 1: Mindmap: Let's build a poem map
- 1.3 Activity 2: Interactive classroom discussion
- 1.4 Activity 3: Pronunciation Drill
- 1.5 Activity 4: Spin the Theme Wheel
- 1.6 Activity 5: Composing Acrostics
- 1.7 Activity 6: Let's enrich vocabulary exercises(Matching the words)
- 1.8 Activity 7: Brainstorming session with thought provoking questions
- 1.9 Activity 8: Quiz
- 2.0 Home Assignmnts
- 2.1 Summary
- 2.2 Answer Key
- 2.3 References

1.0 Introduction

According to William Wordsworth “Poetry is the spontaneous overflow of powerful feelings” (Wordsworth, 2020). As Channing opines “ Poetry reveals to us the loveliness of nature, brings back the freshness of youthful feelings, revives the relish of simple pleasure, keeps unquenched the enthusiasm which warmed the spring-time of our being, refines youthful love, strengthens our interest in human nature, by vivid delineations of its tenderest and softest feelings, and through the brightness of its prophetic vision, helps faith to lay hold on the future life” (Hazard, 1845). Undoubtedly, poetry is the most creative aspect of language which fundamentally provides entertainment to the readers. By studying poems, students are able to develop their imaginative power and aesthetic sense. Teaching a poem as well as learning a poem both can be considered an art. Poems help students in expressing their feelings and emotions uninhibitedly.

This unit is about learning an English poem titled as “Mild the Mist upon the Hill” through an innovative approach to learning. This poem can be called a nature poem in which the beauty of autumn in the rural areas of England has been beautifully described. To make the process of teaching poetry effective teachers should come out of the confinement of the long established conventional method of teaching poems by merely dictating the summary or the main idea of the poem and by simply translating into the mother tongue; instead they should explore the novel interesting constructive ways of teaching poems. Only then learning a poem will be a source of immense enjoyment and entertainment to the students. In this context innovative constructivist classroom activities can do justice to a large extent. Thereby, in order to make the poem “Mild the Mist upon the Hill” more charming and understandable and enjoyable to all the students, teachers can apply constructivist teaching strategies and classroom activities.

This unit again emphasises on inclusion of constructivist learning elements to deliver the poem in an unconventional way. This unit introduces you to the author of the poem and its significant characteristics. It also illustrates the images found in the poem, and also the themes of the poem. For this purpose different innovative constructivist teaching strategies are being followed to be applied in the classroom situation. At the same time, adoption of certain innovative learning activities are aimed at instilling twenty first century learning skills: critical thinking, creative thinking, communication and collaboration among the learners. Noticeably these constructivist approach based learning strategies followed in this unit are Mindmap/ Storymap, Interactive classroom Discussion, Spin the Theme Wheel, Pronunciation drill, Composing Acrostics, Quiz, Brainstorming discussion etc. All these techniques encourage new ideas among students: creativity, critical thinking, communication, collaboration are being stimulated by such innovative learning sessions.

1.1 Objectives

After going through this unit of the module, the students will be able to fulfil certain objectives. They are as follows-

Educational Objectives :

The students will be able-

- To acquire knowledge of specific facts of the poet “Mild the Mist upon the Hill”
- To understand the central idea of the poem “Mild the Mist upon the Hill”
- To Identify the characteristics of the poem “Mild the Mist upon the Hill”
- To illustrate the major themes or ideas prevalent in the poem “Mild the Mist upon the Hill”
- To recite the poem “Mild the Mist upon the Hill” with correct pronunciation and rhythm
- To develop English vocabulary
- To use the newly learned words in other writings and also in their day to day life
- To give their opinion on the appropriateness of the title of the poem
- To grasp the message that the poet might want to convey through the poem
- To appreciate the beauty of the poem and develop a taste for it.

Specific Objectives:

The students will be able-

To develop their critical thinking skill through constructivist learning activities
To develop their creativity skill through constructivist learning activities
To develop their communication skill through constructivist learning activities
To develop their collaboration skill work through constructivist learning activities

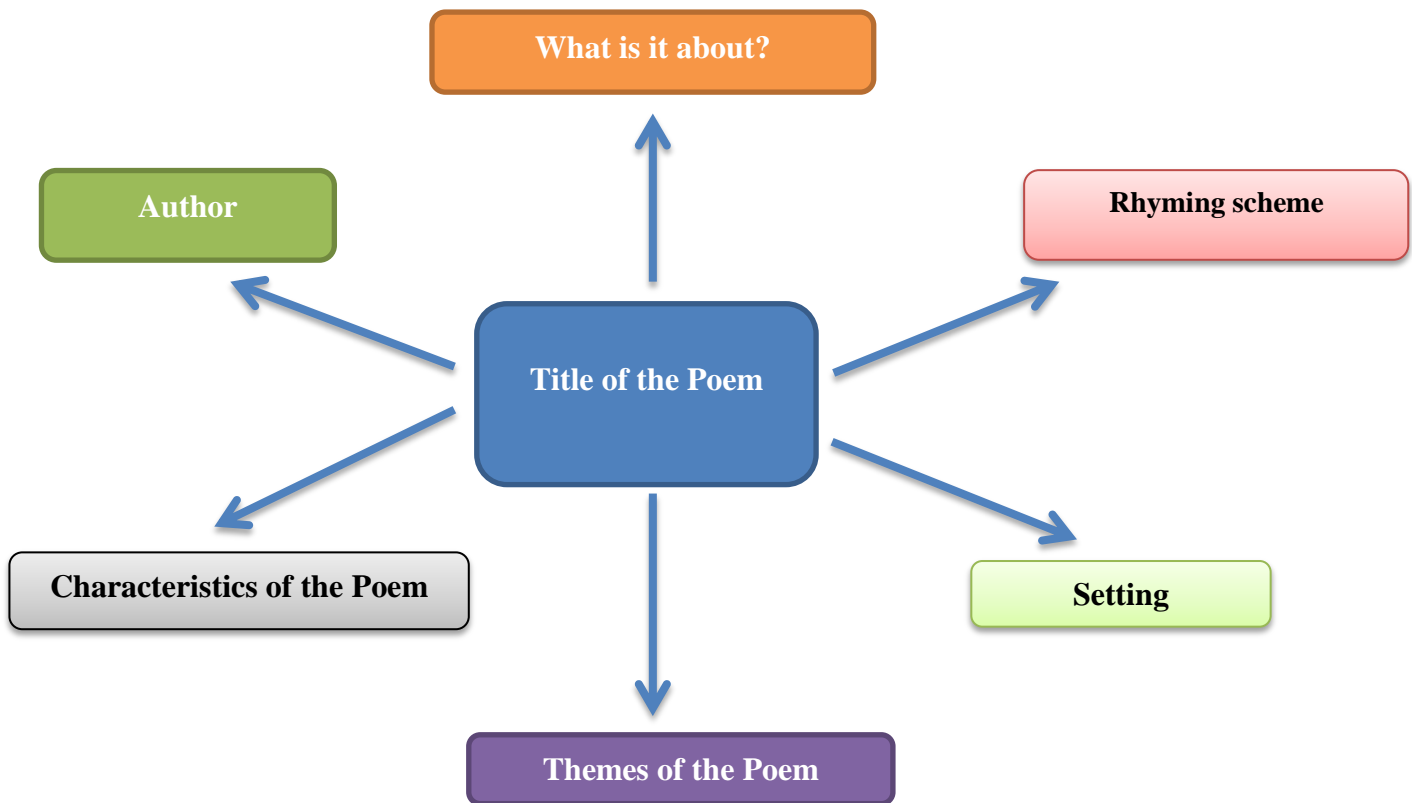
Let's have a Glance View : How and What?

Constructivist Learning Activities	Targetted Skills
Mindmap/ Poem map	Critical Thinking
Interactive Classroom Discussion	Collaboration, Communication
Spin the Theme Wheel	Critical Thnikning, Communication

Pronunciation Drill	Communication
Composing Acrostics	Creativity, Communication
Matching the Words	Critical Thinking
Brainstorming Group Discussion	Critical Thinking, Communication
Quiz	Critical Thinking

1.2 Activity 1: Mind Map: Let's build a poem map of "Mild the Mist upon the Hill"

The investigator makes her students innovatively engaged in building the mind map of the poem "Mild the Mist upon the Hill". She sets up the structure of the poem map that the students need to fill up. She instructs them to complete the mind map with the help of the following headings.



As the class progresses the investigator also takes participation in this process to add information or to correct any information. But her role is not of dominating teacher rather a friendly supportive teacher. She helps to complete the map when the need arises.

Let's see the Complete Picture of the Poem Map in the answer key section.

1.3 Activity 2: Interactive classroom discussion session

Let's discuss and analyse the poem: In this activity both the investigator and the students are indulged into the activity of discussion. It is kind of a classroom discussion where the investigator provides certain cues in the form of informative statements or questions that will lead the students to discuss the entire poem and analyse the central idea of it.

Teacher plays the role of the Scaffolder, The Students: The active Participants in the Discussion.

Prior Knowledge of the Students: The students have already read the poem "Mild the Mist upon the Hill". They have the basic information of the poem and thereby, have basic understanding over it. Through classroom discussion with their peers and teacher, their understanding of the poem will be more elaborated and enriched.

Investigator: Today we are going to discuss about the poem "Mild the Mist upon the Hill". First let me divide the entire class into four different groups. While one group will discuss the main ideas of the poem the other groups will listen to it very carefully.

Discussion with Group I: (10 minutes)

Group I: Focus on discussing the first stanza of the poem

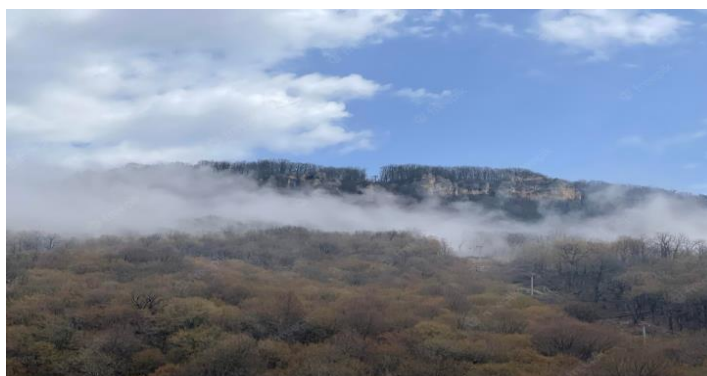
(This was done for setting an example)

Investigator: You can start with telling about the nature of this poem.

Group I Students: The poem can be called a landscape poem as it using the images of the nature the poem recalls her childhood days.

Investigator: Rightly said! Now tell us how does the poem begin with?

Students of Group I: The poem starts with the description of the blue mist that surrounds the mountains.



Investigator: The poet must be feeling happy or excited to see the mist. Is that so?

Group I Students: No. Rather it casts a pall of gloom all around the place. The poet feels unhappy. Some gloomy thoughts haunt her mind. It seems that the

day has wept till the evening.

Investigator: Yah! There is a feeling of sorrow and despair.

Discussion with Group II: (10 minutes)

Group II: Focus on discussing the second stanza of the poem

Covering the following topics:

- Return to the happy days of childhood and youth
- No sorrow anymore because of her harking back to those cheerful old days.



- Recalling her father under whose care she used to enjoy a safe and secured life in her youth
- Memory of the old hall door.

Discussion with Group III: (10 minutes)

Group III: Focus on discussing the third stanza of the poem

Covering the following topics:

- Return to the present
- Observing the blue mists upon the mountain
- The fall of the cloudy evening
- Description of the sweet mist as summer pall in the distant horizon.

Discussion with Group IV: (10 minutes)

Group IV: Focus on discussing the last stanza of the poem

Covering the following topics:



- The long green grass eliciting a soggy smell.
- Her dreamy recalling of her former years
- Again the feeling of happiness

1.4. Activity 3: Pronunciation Drill

Before starting the exercise of pronunciation drill, the investigator attempts to make her students realize about the need of pronunciation drill so that the students find it relevant and thus they become interested in the activity.

Next, the investigator provides pronunciation drill of the selected words from the poem. Then investigator herself pronounces the following words. The students are asked to listen the pronunciation carefully, and then they need to read those words loudly and clearly with the correct pronunciation.

So let's practise the correct pronunciation of the words from the poem "Mild the Mist upon the Hill"

Mild

Sheltering

Fragrance

Wept

Horizon

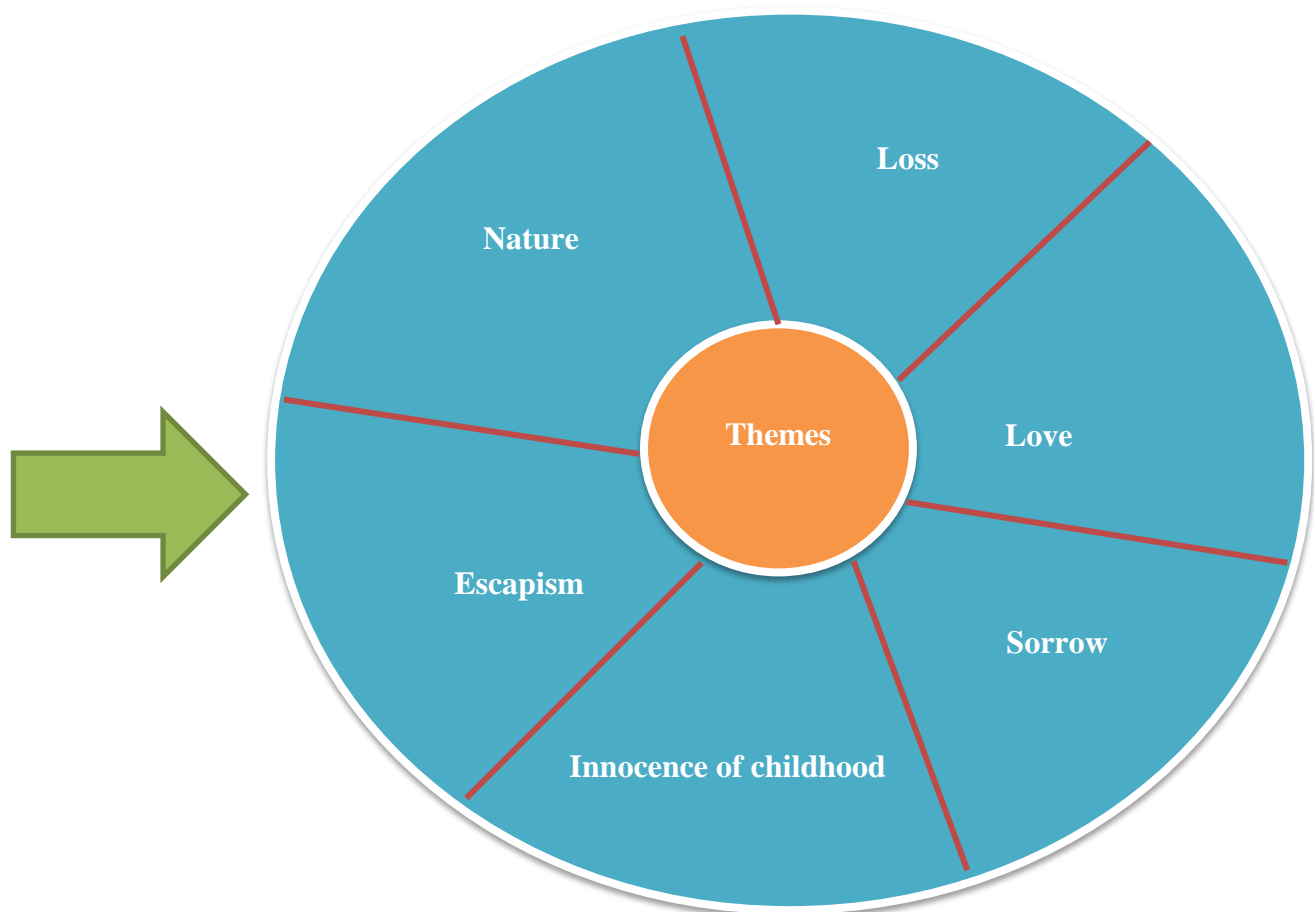
Neath

Pall

Breathe

1.5. Activity 4: Spin the Theme Wheel game and generate discussion

The theme wheel is divided into 6 sections, each of them are named after the themes of the poem found. In this game the students are asked to come one by one to spin the wheel, and when the motion of the wheel is slow and it stops the particular theme pointed out by the arrow placed in the right side of the wheel, the students turn by turn have to say something about the themes in their own words.



Nature- Nature is a dominant theme in this poem. The poet has touched the agony of the soul integrating it with the natural scene. She has made a connection between the feature of the outer natural world with its appropriate counterpart in the inner world of human personality. For example Mist represents the sorrow, the confusion the gloominess and doubtful queries of the poet. Here nature is a source of revelation to her.

Love: Love is a driving force in life. Love for and love from the near and dear ones is the source of happiness and energy. The poet here craves for the love of her father. She misses her father a lot and remembers how she used to feel protected in her father's company. She misses the parental care and love.

Loss: Theme of profound sense of loss is found in the poem. Lack of not having something is very much there. The poet desires to get back those happy days of childhood, but she can't. Loss of the childhood, loss of the company of near and dear ones prevails in the poem

Innocence of childhood: Here the concept of innocence refers to children’s simplicity, their lack of knowledge, and their purity not yet spoiled by mundane affairs. Here the poet glorifies her days of childhood. Those days are happy, carefree, and joyful. When one grows up the beauty of childhood is lost in the web of complexity, challenges, difficulties, worries of life.

Sorrow – The feeling of sadness, feeling of alienation or being lonely dominates the poem. The poem creates an atmosphere of melancholy. Sorrow is part of life. One cannot be happy lifetime.

Escapism: Human beings when feel helpless, sad, disappointed surrounded by the tranquil solitude they try to seek comfort, peace and solace by escaping temporarily from the sad reality through recalling the past happy days.

1.6. Activity 5. Composing Acrostic

An acrostic is a composition usually in verse where certain letters in each line spell out a word or phrase. Typically, the first letters of each line are used to spell the message, but they can appear anywhere. Noticeably, it is not mandatory to have rhyming words. You have the liberty; the words used in the poem may not rhyme. You can have a lot of fun with this activity.

Here are examples of two types of acrostic.

No.1. Forming an acrostic with the word Scent

Sweet smell

Calm Feeling

Excellent Aroma

New Flavour

Tiredness Gone



No. 2. Forming an acrostic poem about the beauty of morning time using the word Mist

Mornings are sweet

The birds are **I**n happy mood

Do not miss the **S**unrise

And the beauty of whispering **T**rees



Instruction: Now build two acrostic poems of your choice by using the word/ theme- **Horizon** and **Mountain**

Thus, the students learn about a new fun activity of making acrostics.

1.7. Activity 6: Match the words with their correct meanings

Matching the Pair of Same Meaning	
mist	a thick cloud
wept	sadness
sorrow	the line at which earth's surface and the sky appears to meet
pall	a condensed vapour setting on a surface
horizon	sweet smell
damp	shed tears
fragrance	slightly wet

Match the pair of words that can be connected by Symbolism

Storm	Freshness
Cloudy	Confusion
Child	Gloomy
Green	Giving a sense of protection
Mist	Obstacles in life
Sheltering	Innocence and Purity

1.8 Activity 7: Brainstorming discussion session with some thought provoking questions

In this small group activity students are encouraged to concentrate on a topic and contribute to the free flow of ideas.

The investigator begins the brainstorming session by posing critical questions. Students then give possible answers, relevant words and ideas. They are as follows-

- 1) Do you think the title of the poem is appropriate? Justify your opinion.
- 2) Reflect and suggest two alternative titles for the poem “Mild the Mist upon the Hill”.
- 3) In the poem we find the poet becomes nostalgic about her sweet and beautiful childhood days. Do we all feel the same? What will be those things that you think you are going to miss when you will be grown up people?
- 4) How does the image of mist help to create a sense of gloominess?
- 5) What images can be used symbolically to present happy days of childhood? For example- The image of budding flowers can be used. Now you reflect and give some other examples.

1.9 Activity 8: Let’s solidify student’s knowledge with Quiz

Tick the correct answer from the Given Alternatives.

- 3) The mist foretells
 - i) There will be no storm in the following day
 - ii) There will be storm in the following day
 - iii) There will be a storm with rain in the following day
- 4) When the poet thinks of her childhood she sees herself
 - i) Beneath her mother’s sheltering roof of their house
 - ii) Beneath her grandparent’s sheltering roof of their house
 - iii) Beneath her father’s sheltering roof of their house
- 3) The day has been over as if
 - i) The day seems to have wept in such a way that there is no sorrow for tomorrow.
 - ii) The days have washed away the noisy sorrow with tears
 - iii) The days are vanished with no feeling of sorrow
- 4) The poet means by “silent sorrow”
 - i) A cheerful day with the noise of storm or rain
 - ii) A gloomy day with no noise of storms or rain.
 - iii) A gloomy day with the noise of storm or rain
- 5) The poet mentions.....season in the poem
 - i) Winter
 - ii) Autumn

- iii) Summer
- 6) The poet has personified the day to be
 - i) A person whose eyes are not teary
 - ii) A person whose eyes have been full of tears.
 - iii) A person with teary eyes and mild smile
- 7) The evening appears cloudy due to the
 - i) The mist covering the sky at the end of the day.
 - ii) The poet's pure imagination
 - iii) The smoke rising high
- 8) In the distant horizon we can see
 - i) The chain of hills under the sun
 - ii) A series of mountains under the cover of mist
 - iii) A series of hills drenched in rain
- 9) The fragrance makes the poet
 - i) Energetic
 - ii) Suffocated
 - iii) Dreamy
- 10) The sweet smell reminds her of her
 - i) Sweet childhood days
 - ii) Her bitter childhood days
 - iii) Recent past days
- 11) is as dense as Morning's tear
 - i) Green leaves
 - ii) Green grass
 - iii) Dry grass
- 12) The poem shifts from
 - i) past to present to past
 - ii) present to past to present
 - iii) present to future to past

2.0. Home Assignments:

- 1) Write a letter to your friend describing your experience at a hill top that you went during your vacation days,

2) Why does the image of a thin fog veiling the mountain top make the poet sad and mournful? Reflect and write your thought on it.

3) Describe the poet's relation with her father in your own words.

4) Make some sentences with the following words taken from the text:

Mild, storms, silent, sorrow, youth, summer, horizon, dreamy, fragrance, mountain.

5) Develop a four line rhyming poem with the following words

Father, child, old, spent, day

6) Suppose your mother is feeling nostalgic about her childhood days. She wants to share some incidents, feelings, activities that she used to enjoy during her childhood, but now she misses those happy days a lot. Develop a dialogue between you and your mother in this context

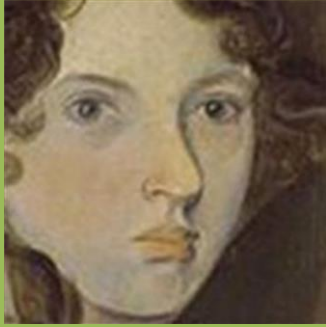
2.1. Summary

This unit explains how to learn English poem "Mild the Mist upon the Hill" by Emily Jane Bronte with the help of adopting various innovative learning strategies and classroom activities that are in line with the theory of constructivism. The author's details, the poem's themes, characteristics, main ideas etc. all are learnt by the students through their active participation in the constructivist learning activities like quiz, acrostic, mind map, brainstorming discussion and so on that aim at instilling more interest for English learning and also at stimulating 4 Cs among the learners.

2.2. Answer Key

For Activity 1: Poem map of “Mild the mist upon the hill”

Author: Emily Jane Bronte (1818-1848)



- Pseudonym Ellis Bell,
- English novelist and poet
- Literary movement: Romantic Period
- Notable works: Wuthering Heights (1847)
- Poems by Currer, Ellis, and Acton Bell (1846)
- Her popular poems include “Fall, Leaves, Fall,” “A Little While, A Little While,” “A Little Budding Rose,” “Remembrance,” “A Day Dream,” “A Death-Scene,” “Come, Walk with Me,” “Encouragement,” “At Castle Wood,” “The Philosopher,” “Stars,” and “Interrogation.” etc.

About: The poem tells us how the blue mist which surrounds the hills reminds the grown up poet of the cheerful days of youth and childhood that are not coming back again.

Rhyme scheme: aXaX
XbXb acac dede

Rhyming words: hill/fill, tomorrow/sorrow, more/door, youth/roof, fall/pall, rain/chain, grass/pass and tears/years.

Setting: a misty hilltop.

Title of the Poem
**MILD THE MIST
UPON THE HILL**

Characteristics of the Poem

- English Lyric Poem
- romantic poetic style
- written in first person point of view
- Speaker of the poem as the main character.
- voicing her need and wish through the poem
- Reflective poem marked by vivid imagery and powerful imagination.
- Consisting of four stanzas; each stanza consists of four lines.
- Genre: belongs to Romantic genre
- Nostalgic tone is used
- Movement from present to past then past to the present

Themes

- Nature
- Loss
- Sorrow
- Innocence in childhood
- Temporary escape from reality

For Activity 6: Matching the Pair of Words

Match the words with their Correct Meanings

Mist – a condensed vapour setting on a surface

Wept – shed tears

Sorrow – sadness

Pall – a thick cloud

Horizon – the line at which earth's surface and the sky appears to meet

Damp- slightly wet

Fragrance – sweet smell

Match the words that can be connected by Symbolism

Storm - Obstacles in life

Cloudy -Gloomy

Child- Innocence and Purity

Green- Freshness

Mist- Confusion

Sheltering -Giving a sense of protection

For Activity 8: Quiz Answers

- 1) i) There will be no storm in the following day
- 2) iii) Beneath her father's sheltering roof of their house
- 3) i) The day seems to have wept in such a way that there is no sorrow for tomorrow.
- 4) ii) A gloomy day with no noise of storms or rain.
- 5) iii) Summer
- 6) ii) A person whose eyes have been full of tears.
- 7) i) The mist covering the sky at the end of the day
- 8) ii) A series of mountains under the cover of mist
- 9) iii) Dreamy.
- 10) i) Sweet childhood days
- 11) ii) Green grass
- 12) ii) Present to past to present

2.3. References

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UNIT 6: HIS FIRST FLIGHT



- 1.0 Introduction
- 1.1 Objectives
- 1.2 Activity 1: Mindmap: Let's build a story map
- 1.3 Activity 2: Interactive classroom discussion
- 1.4 Activity 3: Spider Diagram of the characters
- 1.5 Activity 4: Spin the Character Wheel
- 1.6 Activity 5: Dramatization of the story
- 1.7 Activity 6: Solving Crossword Puzzle
- 1.8 Activity 7: Script Writing and Role play
- 1.9 Activity 8: Let's enrich vocabulary exercises(Matching the words)
- 2.0 Activity 9: Similar Case: Sharing of similar another story
- 2.1 Activity 10: Brainstorming discussion
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- 2.3 Activity 12: Composing Acrostics
- 2.4 Home Assignmnts
- 2.5 Summary
- 2.6 Answer Key
- 2.7 References

1.0 Introduction

This unit is about learning an English story titled as “His First Flight” in an innovative approach to learning. Young minds always get tempted by short stories. There is no doubt that stories are an art of entertainment. But it can also become a medium for giving strong messages to the readers. Sometimes, through the guise of a beautiful story, the author tries to convey important messages. One of such inspirational and thought provoking short stories is “His First Flight” in which the writer tries to give a crucial message to the readers. What valuable lesson the author tries to highlight through this tale, that we are going to know later in this unit. With the aim of making the story more interesting and understandable and enjoyable to all the students, teachers can apply constructivist teaching strategies and classroom activities. This unit again emphasises on the inclusion of constructivist learning elements to deliver the story in an unconventional way. This unit introduces you to the author of the text and the significant characteristics of the text. It also illustrates the situation in the story, themes of the story, various characters and their roles in the story. For this purpose different innovative constructivist teaching strategies like Mindmap/ Storymap, Interactive classroom Discussion, Spin the Theme Wheel, Spider Diagrams, Dramatization of the story, Composing Acrostics, Script writing and Role play method, Quiz, Brainstorming discussion etc.) are being followed to be applied in the classroom situation. Noticeably, these innovative learning activities are aimed at instilling twenty first century learning skills: critical thinking, creativity, communication and collaboration among the learners.

1.1 Objectives

After going through this unit of the module, the students will be able to fulfil certain objectives. They are as follows-

Educational Objectives :

The students will be able-

- To acquire knowledge of specific facts of the text “His first flight”
- To describe the situations of the story “His first flight” in their own words
- To Identify the characteristics of the story “His first flight”
- To discuss analytically the various characters of the story “His first flight”
- To illustrate the major themes or ideas prevalent in the story “His first flight”
- To use the newly learned words in other writings and also in their day to day life
- To give their opinion on the appropriateness of the title as well as the storyline

Specific Objectives:

The students will be able-

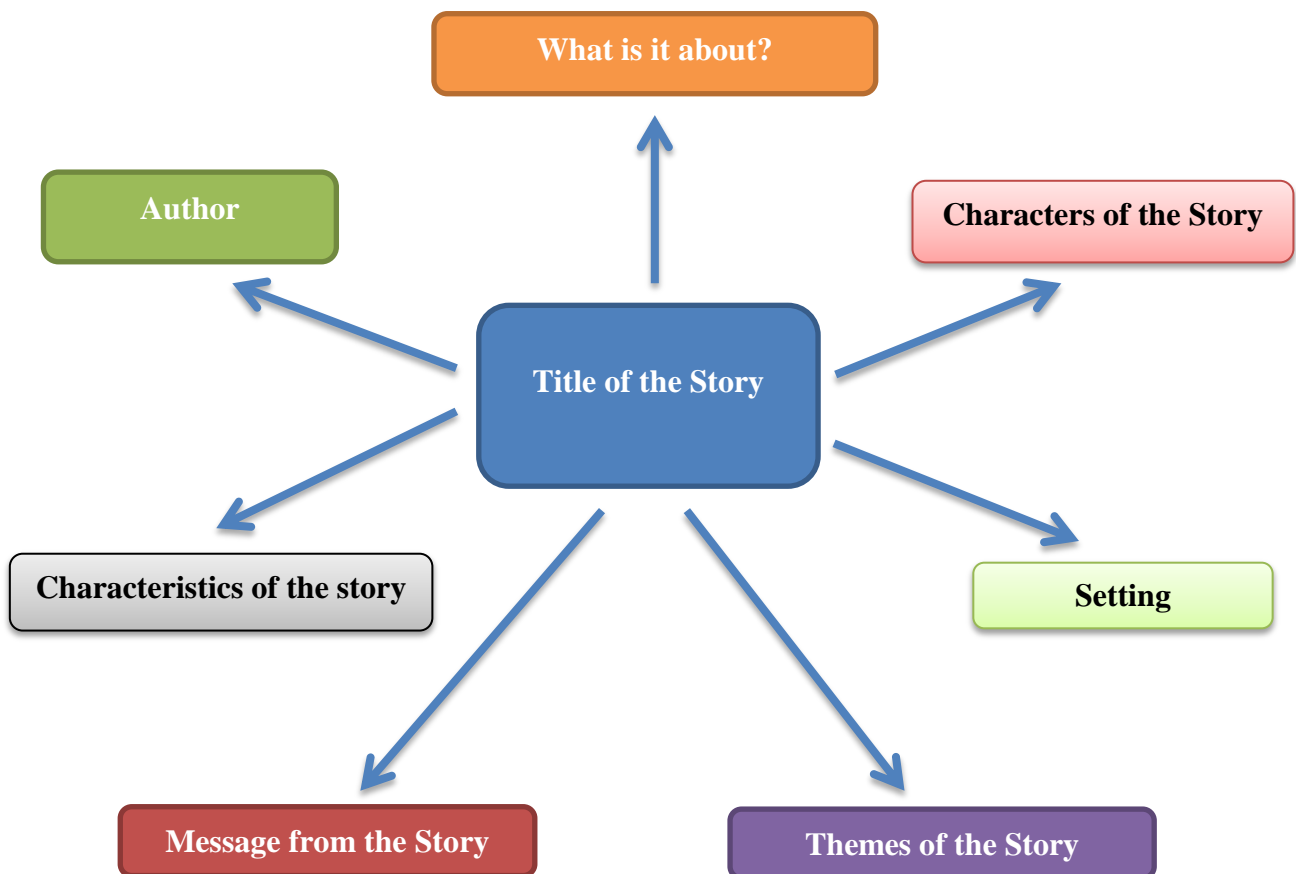
To develop their critical thinking skill through constructivist learning activities
To develop their creativity skill through constructivist learning activities
To develop their communication skill through constructivist learning activities
To develop their collaboration skill work through constructivist learning activities

Let's have a Glance View : How and What?

Constructivist Learning Activities	Targetted Skills
Mindmap/ Storymap	Critical Thinking
Interactive Classroom Discussion	Collaboration, Communication
Spin the Character Wheel	Critical Thnikning, Communication
Spider Diagram of Characters	Critical Thinking, Communication
Dramatization of Story	Creativity, Communication
Composing Acrostic Poem	Creativity, Communication
Script writing and Role Play	Creativity,Collaboration, Communication
Sharing Personal Anecdote or Similar Case	Communication
Matching the Words	Critical Thinking
Brainstorming Group Discussion	Critical Thinking
Quiz	Critical Thinking

1.2 Activity 1: Mind Map: Let's build a story map of "His first flight"

The investigator makes her students innovatively engaged in building the mind map of the story. She sets up the structure of the story map that the students need to fill up. She instructs them to complete the story map with the help of the following headings.



As the class progresses the investigator also takes participation in this process to add information or to correct any information. But her role is not of dominating teacher rather a friendly supportive teacher. She helps to complete the map when the need arises.

Let's see the Complete Picture of the Story Map in the answer key section.

1.3 Activity 2: Interactive classroom discussion session

Let's discuss the story plot: In this activity both the investigator and the students are indulged into the activity of discussion. It is kind of a classroom discussion where the investigator provides certain cues in the form of informative statements or questions that will lead the students to discuss the plot of the story on their own.

Teacher plays the role of the Scaffolder, The Students: The active Participants in the Discussion.

Prior Knowledge of the Students: The students have already read the entire story. They have the basic information of the story and thereby, have some understanding over it. Through classroom discussion with their peers and teacher, their understanding of the story will be more elaborated and enriched.

Investigator: Today we are going to discuss the storyline of 'His First Flight' in your own words. First let me divide the entire class into three different groups. While one group will discuss the story incidents, the other groups will listen to it very carefully.

Discussion with Group I: (15 minutes)

Group I: Focus on discussing the first part of the story

(This was done for setting an example)

Investigator: You can begin with describing how the story starts.

Group I Students: The young seagull is abandoned by his family on the ledge at the beginning of the story. Even after his smaller siblings had taken to the skies just a day earlier, he remained terrified to try flying himself.

Investigator: Why was he so frightened?

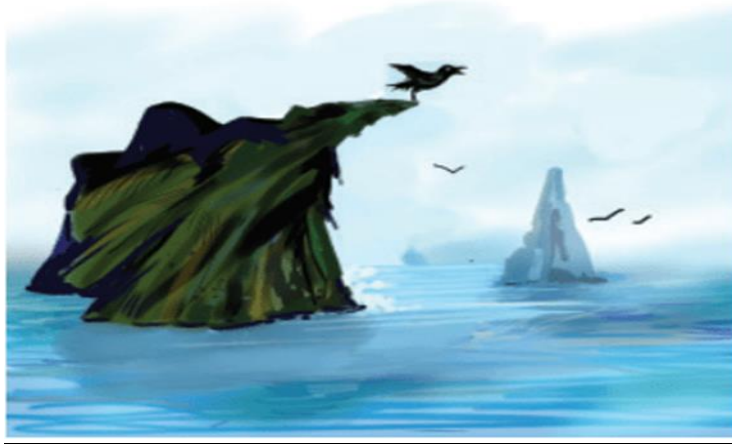
Students of Group I: He told himself he would never be able to fly because he was afraid of the big sea below. Even though he had far larger wings than his smaller siblings, he still didn't trust them.

Investigator: What were his parents doing?

Group I Students: His father and mother came around calling him. They threatened to withhold food from him unless he flew, but he was unable to muster the bravery to take to the air.

Investigator: The young seagull must have felt sadness

Group I Students: Yes, he was by himself on the ledge where he always slept, and he was quite disturbed and ashamed.



Investigator: That is very sad!

Group I Students: He had been alone for more than twenty-four hours. He did nothing but watch them all take off. His siblings were being trained by their parents to dive for fish, ski the waves, and master the art of flight.

Investigator: Was his elder brother able to learn flying?

Group I Students: His older brother learned the art of flight very easily and quickly. Even his parents joyfully cheered when he caught his first fish, which he ate at a rock.

Investigator: Parents are always happy when their child gains success.

Discussion with Group II: (15 minutes)

Group II: Focus on discussing the middle part of the Story

Covering the following topics:

- The next day suffering of the young Seagull suffers due to heat & hunger
Hot sun; More than ever, he could feel the heat. He had not eaten since the previous evening.
- His attempt to get the attention of his family by stepping out of the ledge, his pretension as if he was sleeping on one leg to get, unfortunately no one noticing him.
- All the family members were busy. His siblings were dozing off, his father was cleaning his feathers with his beak and his mother was standing on another plateau eating fish while she noticed him.

- The sight of the food maddened him. Hungry Seagull wanted the fish badly.
- Young Seagull calling his mother, begging for food
- Angry reply of the mother, but young seagull's kept on begging her for a piece of fish.
- Finally Mother Seagull picking a piece of fish and flying across to him with it, young seagull became happy with a joyful scream. The seagull leaned towards her by the end of the cliff trying to reach the fish but he could not get at it.

Discussion with Group III: (15 minutes)

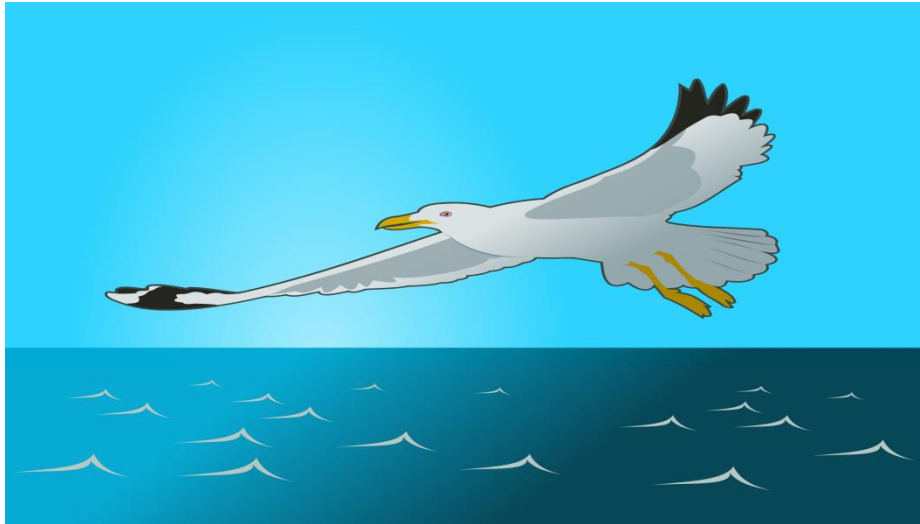
Group III: Focus on discussing the ending part of the story.

Covering the following topics:

- Mother seagull's tactic to make young seagull fly:



- Young seagull surprised at his mother's behaviour as she did not come nearer to feed him. Angry seagull then jumped to reach the fish forgetting that he couldn't fly and fell outwards with a scream and downwards into space. His mother had swooped upwards. As he passed beneath her, he heard the sound of her wings.
- Young seagull's feeling of great fear. His heart stood still. He could hear nothing.
- The fearful condition was only for a moment. The next moment, he felt his wings spread outwards. He was soaring slowly downwards and upwards. He was no longer afraid.
- Young Seagull's first flight experience, the entire family becoming proud of him, cheering for his success. All were soaring and diving.
- The Young Seagull's landing on the green sea
He was floating on the sea. Around him was his family, crying and praising him and offering him scraps of dogfish.



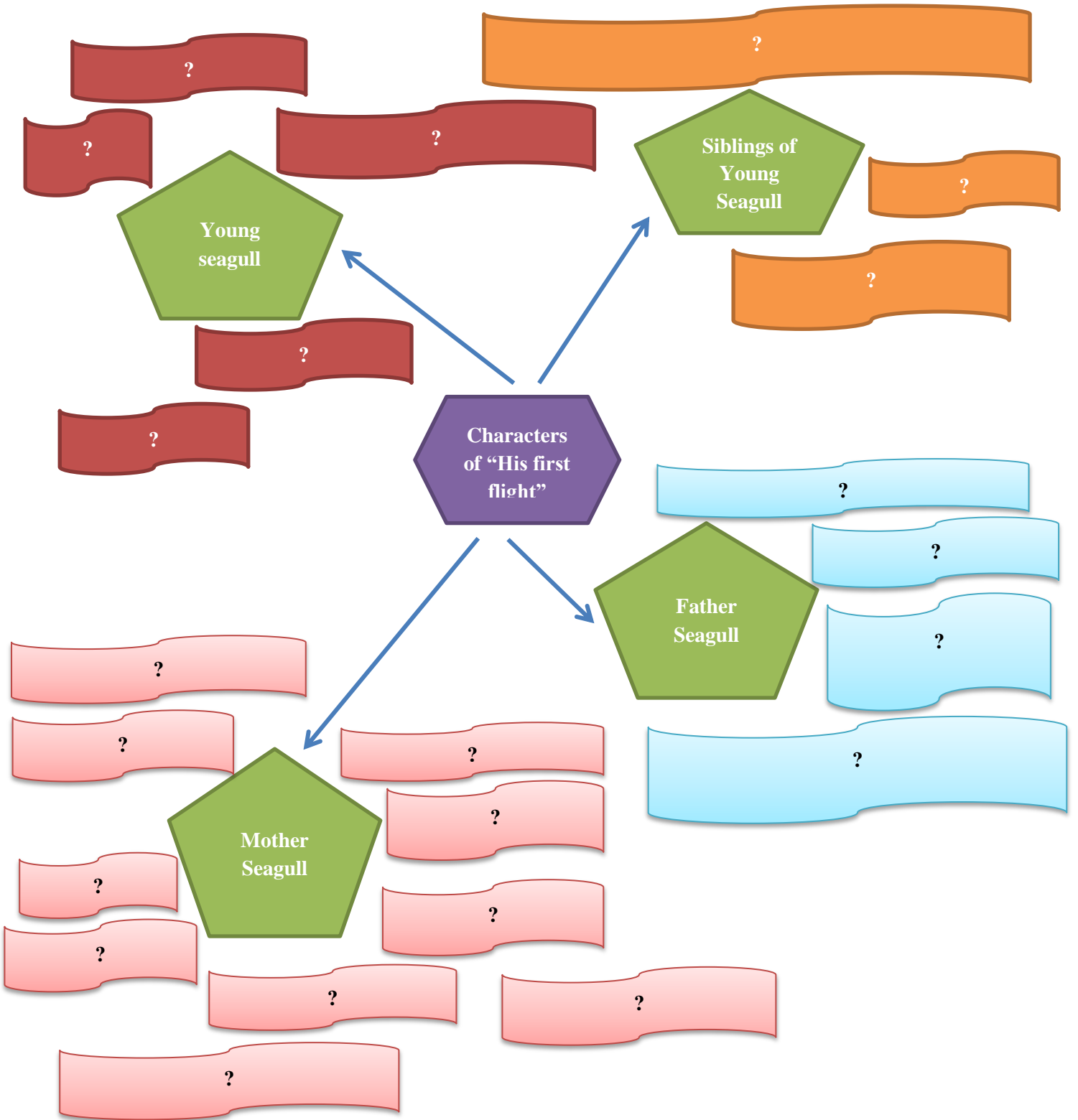
- Learning from the lesson: The story of the seagull is the story of overcoming one's fear to succeed. One learns by taking courage and not by sitting idle, he must trust his abilities because fear is only an illusion that holds us back. The young seagull could fly only when he overcame his fear and gathered the courage to reach his goal. To achieve the taste of victory we need to overcome our fear, and try to work hard.

1.4 Activity 3: Draw a Spider Diagram of the characters of the Story

Building a spider diagram can help you to describe the characters of the story in clear and precise words. It assists you to think about what aspects or characteristics you need to consider for each of the main characters found in the story. With the help of this visual tool called spider diagram you can organise the important information of the characters in a logical and precise way.

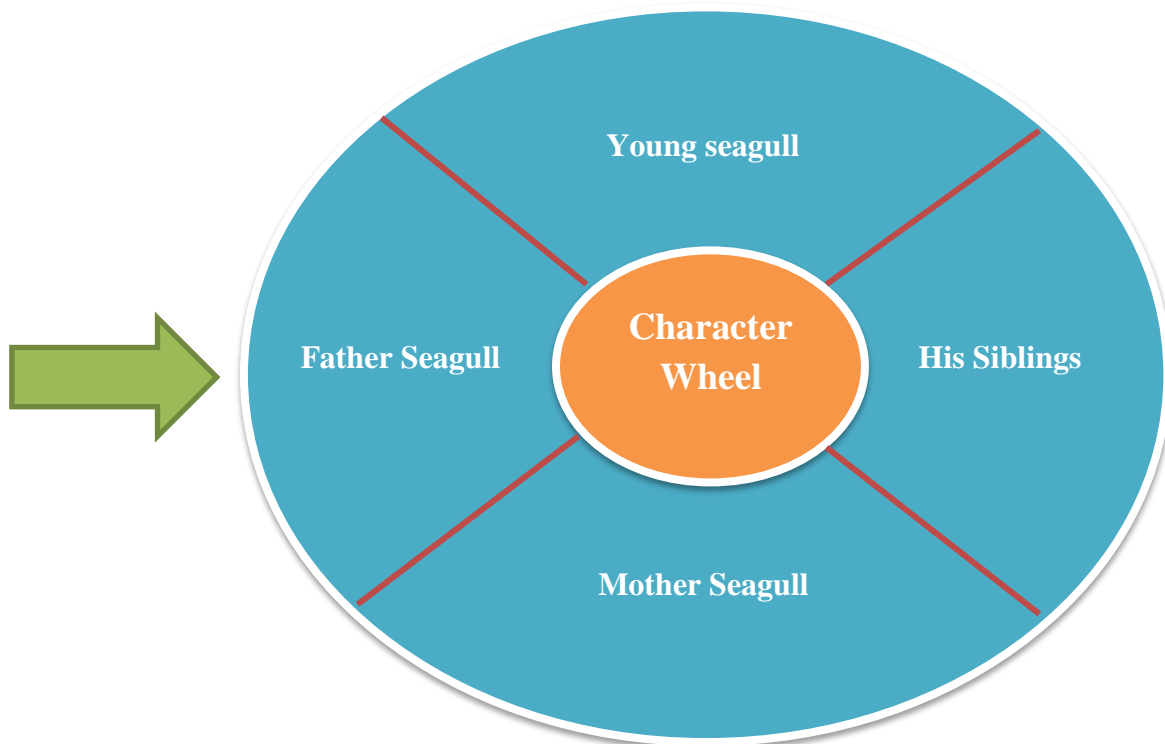
Let's describe the characters of the story with selective adjectives / describing words by weaving a spider diagram. As you can find already the format of the spider diagram is given below. The names of the characters are also mentioned in the boxes. Now you need to fill up the blank boxes for describing the particular characters very briefly.

Noticeably, the complete picture of the spider diagram is provided in the answer key section.



1.5 Activity 4: Spin the Character Wheel game and generate Discussion

The Character wheel is divided into 4 sections, each of them are named after the characters of the story found. In this game the students are asked to come one by one to spin the wheel, and when the motion of the wheel is slow and it stops on the particular character pointed out by the arrow placed in the right side of the wheel, the students turn by turn describes the characters; their nature, actions, roles in the story .



1.6 Activity 5: Let's dramatize the story and act out (Project Method)

In this activity the students write the dialogues to describe the situations in the story, and students take on assigned roles and act out those roles. Noticeably, it is a group activity where each member in the group takes on a role/character.

(Total number of characters: 4)

Time: 30 minutes

Dramatization of the Story

Scene: One
Time: Morning
Place: A flat rock surface attached to a cliff
(It is a beautiful morning. Young seagull is left alone on the ledge by his family members.)

Young seagull: (To himself) Wow! How beautifully my brothers and sisters are flying high in the sky. They have learnt the art of flight. But I am afraid to fly. If my wings do not support me! It will be very bad then. Still let me try one more.

(He takes a little run to the brink of the ledge and attempts to flap his wings but fails to muster up the courage.)

His father: Hey! You can do it. Come flying.

His mother: Yes. Fly. Try to fly. Come to us.

(But again the young seagull fails to fly. He observes his parents flying about with his brothers and sister, perfecting them in the art of flight, teaching them how to skim the waves and how to dive for fish. He sees how his older brother catches his first herring and devours it.)

SCENE-TWO

Time: The next day morning

Young Seagull: It is so hot day. The sun is so bright. Oh God! I am so hungry. I am empty-stomach since the night before. There is no single crap of food in his nest. What should I do? I have to gain my parents' attention.

(He trots back and stands on one leg with the other leg hidden under his wing. He sees his two brothers and his sister lying on the plateau dozing, his father is preening the feathers, then he sees his mother.)

Young Seagull: Mom! I cannot tolerate the hunger. Please give the food. I want to have the fish.

(Mother Seagull does not bother, busy in eating a piece of the fish.)

Young Seagull! Mother, please feed me. I beg you for the food.

(He utters a low cackle. His mother finally approaches him.)

Mother: okay. I am coming to you. Have the food.

(But she halts with her legs hanging limp, her wings motionless. The sight of the food has already maddened hungry seagull. Without any thinking he dived for the fish. A moment later he realizes he has spread his wings)

Young seagull: I can't believe it! I am flying! I am in the sky!

(He utters a joyous scream and flaps his wings again)

His Mother: Lovely, my dear! You did it! Enjoy your flying. I am so happy for you.

His father: Yes, We all are proud of you. You Have done a great job.

His siblings: Congratulations brother! We are really glad.

(They call him to land on the green sea. This time he lands on the sea with confidence.)

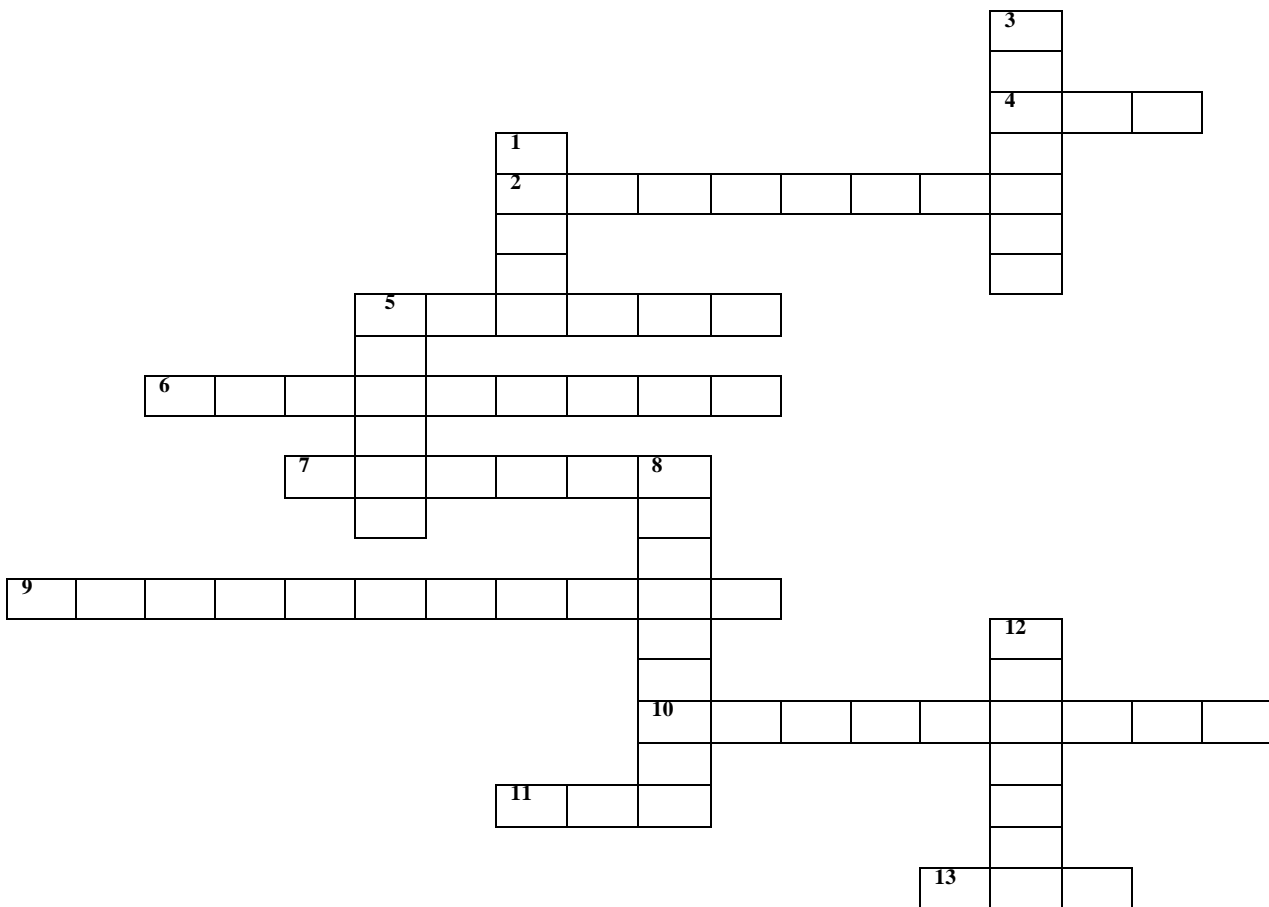
Young Seagull: Wow! I am floating on the sea. It feels so nice.

All the family members: Great! Congrats again. You have made your first flight.

(The play ends.)

1.7 Activity 6: Solving the Crossword Puzzle

Solve the Puzzle with the help of the hints mentioned below in the *Across* and *Down* sections.



Across

- 2. White isof Black
- 4. Novel
- 5. Soaring
- 6. Major
- 7. Certainly
- 9. Praises
- 10. Opposite of upwards
- 11. Attempt
- 13. Kites are flying in the blue

Down

- 1. Nervousness
- 3. Thinks
- 5. Popular
- 8. Previous Day
- 12. National Bird

1.8 Activity 7: Script writing and Role play (Group Activity)

Imagine you are going to high school for the first time. It is your first day at school. You are so nervous. You don't know anyone there. After entering into the school, you meet certain boys and girls and make friendship. The classroom teacher comes and welcomes you all. You meet gradually the other teachers and the headmaster of the school. Now let's write a script on the topic "Your first day school experience". Then group wise all of you are going to perform the play by taking on the various roles and acting out those roles through scripted play that you have constructed.

Title of the Play:	Give suitable title
Setting:	Mention the place where the event is taking place:.....
Time;	Mention the time of the event.....
The characters:	Name the characters that you have thought for the play 1.....2.....3.....4.....and so on
Students' names:	Mention the students' name who are playing the roles 1.....2.....3.....4.....and so on
The Script:	Jot down the whole script in the form of dialogues- Character 1..... Character 2..... Character 3..... Character 2..... Character 4..... Character 1.....

1.9 Activity 8: Match the words with their correct meanings

Matching the Pair of Same Meaning	
Goaded	Fear
Brink	Shouting
Attempted	Began
Flap	Climbing
Muster Up	Tired
Plunge	Under
Herring	Tried
Devour	a kind of small sea Fish
Cackle	Persuaded
Cliff	Move the Wings
Cowardice	End
Ascending	Lack of courage
Blazing	noise made by birds
Beneath	Throw down
Commenced	Burning
Terror	Gather
Shrieking	Peak
Exhausted	Eat greedily

2.0 Activity 9: Similar Case: Sharing of another similar story

The investigator does not confine her in teaching the textual information rather she shares a personal anecdote, a real incident in life which she finds having some connection with this story in terms of its spirit.

Investigator as Facilitator

Dear Students, today I want to share with you that I am greatly inspired by a speech of Dr. APJ Abdul Kalam. The speech I named "I will Fly" in which he tells students to be unique. Dr Kalam says that 'No youth needs to fear about the future' because the ignited mind of the youth is the most powerful resource on the earth, under the earth and above the earth. Kalam tells you to be 'YOU'. Then he recites a poem which is titled as "I will fly" which tells that every human has "potential", "goodness", "confidence", imaginative power and has the right to conquer their dream because as the poem suggests "I have wings, I will fly". Kalam wants people to be confident, self-reliant and hardworking. He wants everyone to believe he was born with some potential, ideas and dreams. I really enjoyed this speech and it has given me a new insight.

Let me recite the beautiful the inspirational poem

"I am born with potential.
I am born with goodness and trust
I am born with ideas and dreams.
I am born with greatness.
I am born with confidence.
I am born with wings.
So, I am not meant for crawling,
I have wings, I will fly
I will fly and fly."

Message: The challenge is that you have to fight the hardest battle which any human being can ever imagine, and never stop fighting until you arrive at your destined place, that is a UNIQUE YOU.

Now the Students are encouraged to give their responses:

Think of some incidents in your life that you can relate to this story in terms of its theme, situation, message etc. Share your story of any fear or trouble and how you have overcome your fear, what did you do conquer your fear.

If you find another story, novel, drama or any film similar to our story "His First Flight" in terms of its theme, situation, message, you can also refer them.

Think, Reflect and compare these two masterpieces "His First Flight" and "I will Fly".

2.1. Activity 10: Brainstorming discussion session with some critical questions

In this small group activity students are encouraged to focus on a topic and contribute to the free flow of ideas.

The investigator begins the brainstorming session by posing critical questions or a problem. Students then express possible answers, relevant words and ideas. They are as follows-

- 1) Why do you think that the title of the story “His first Flight” appropriate?
- 2) Just reflect and suggest some alternative titles for the Story.
- 3) Compare the characters of Father Seagull and Mother Seagull pointing out the similarities as well as the dissimilarities between them.
- 4) Do you think that the young seagull’s parents were cruel?
- 5) Can you justify the attitude of the parents?
- 6) Your parents sometimes behave in the same manner. They may seem cruel and unrelenting. Does it mean that they do not love you?
- 7) Can you imagine any other ending of the Story? Write down in your own words.

2.2. Activity 11: Let’s solidify student’s knowledge with Quiz

Tick the correct answer from the Given Alternatives.

- 1) Seagull mother was
 - i. Intelligent and Daring
 - ii. Intelligent but coward
 - iii. Intelligent and Indifferent
- 2) The young seagull had totalsiblings
 - i. 4
 - ii. 2
 - iii. 3
- 3) The young seagull wasto take his first flight.
 - i. Willing
 - ii. Excited
 - iii. Reluctant
- 4)gave immense effort to teach the young seagull fly
 - i. Mother
 - ii. Father
 - iii. Brother

- 5) The next morning the weather was
- i. Cold
 - ii. Hot
 - iii. Stormy
- 6) The family members were.....when the seagull made his first flight.
- i. Joyful and full of praises
 - ii. Shocked but full of praises
 - iii. So surprised that forgot to praise
- 7) The young seagull landed on the
- i. Branches of the tree
 - ii. Ledge of the cliff
 - iii. Green sea
- 8).....prompted the young seagull to fly finally
- i. Hunger and the Sight of food
 - ii. The scolds of parents
 - iii. The sight of siblings soaring high
- 9) The story “His first flight” is
- i. Comical
 - ii. Inspirational
 - iii. Scientific fiction
- 10) The motto of the story is
- i. Building trust for friends
 - ii. Building confidence and self-reliance in youngsters
 - iii. Building moral sense in youngsters

2.3 Activity 12. Composing Acrostics

An acrostic is a composition usually in verse where certain letters in each line spell out a word or phrase. Typically, the first letters of each line are used to spell the message, but they can appear anywhere. Noticeably, it is not mandatory to have rhyming words. You have the liberty; the words used in the poem may not rhyme. You can have a lot of fun with this activity.

Here are examples of two types of acrostic.

No.1. Forming an acrostic with the word Flight

Fly High

Feel **L**ight
 See the Br**I**ght Sun
 And Soarin**G** Birds
 Say **H**ello!
 To the Vas**T** Sky

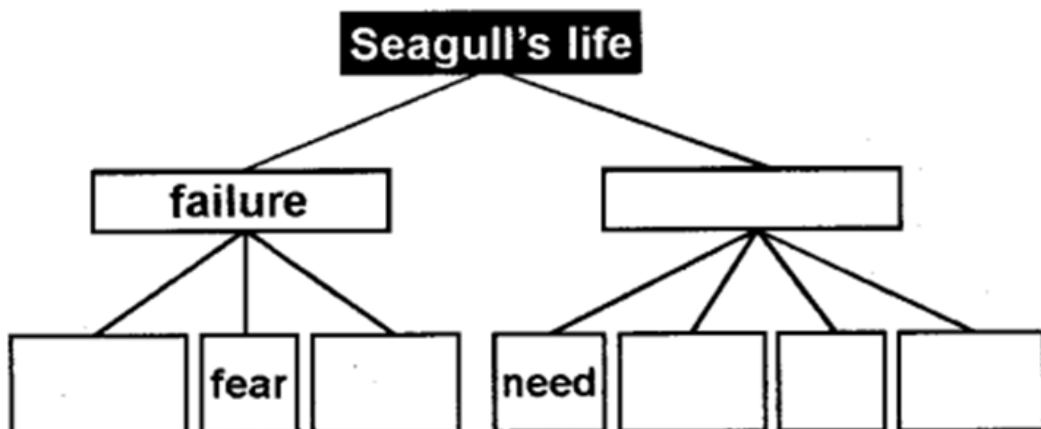


Instruction: Now build two acrostic poems of your choice by using the word/ theme- **Family** and **Fish**.

Thus, the students learn about a new fun activity of making acrostics.

2.4. Home Assignments:

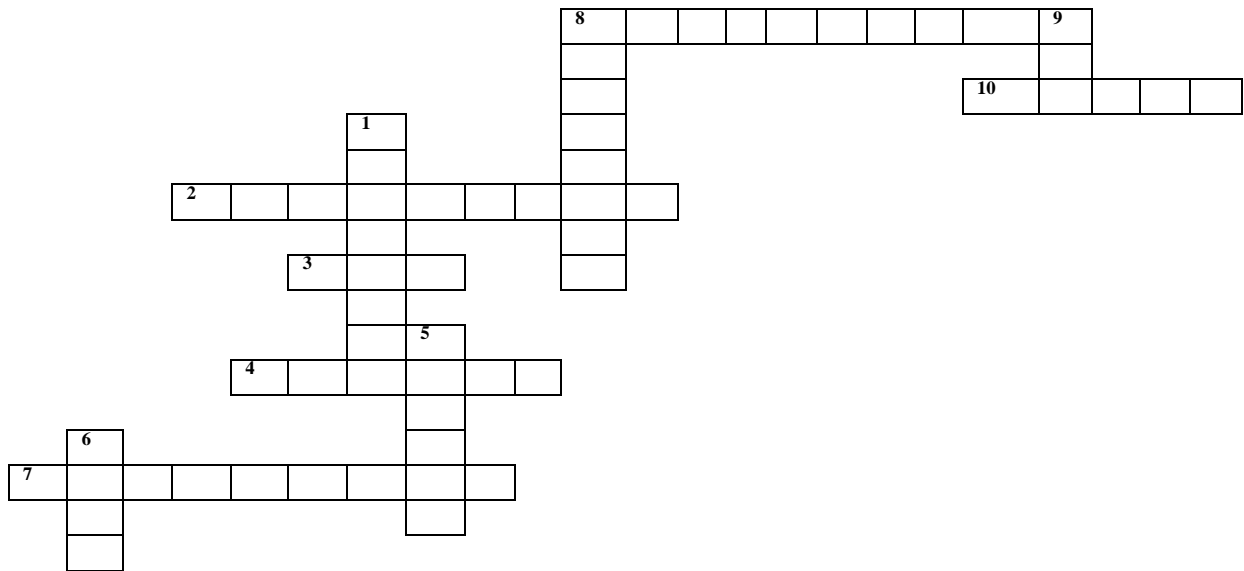
- 1) Suppose you were present the bus that night. You are also a witness of the entire situation. Express your feelings over the whole incident by writing a letter to your friend.
- 2) You get inspired by reading the short story” His first flight” and now you decide to communicate your thoughts and ideas to your friend who is studying abroad. Draft an e-mail to your friend.
- 3) Answer the following questions-
 - a. Why was the young bird terrified? How did it overcome its fear?
 - b. Cite an instance which shows the pathetic condition of the young bird.
 - c. Why could the seagull not succeed in its attempt?
- 4) Complete the tree diagram



5) The antonyms of the following words taken from the text and make sentences with them. The words are as follows-

Slowly, brave, before, joyful, still, praising, outwards, loud, closing, surely.

6) Solve the Puzzle with the help of the hints mentioned below in the *Across* and *Down* sections.



Across

- 2. The Numbers 30, 34, 36, 42 are in order.
- 3. Scream
- 4. Trust
- 7. Aircraft
- 8. Still
- 10. To see

Down

- 1. Joyful
- 5. Underwater Is my favorite sport
- 6. Timidity
- 8. Making annoyed
- 9. Large water body

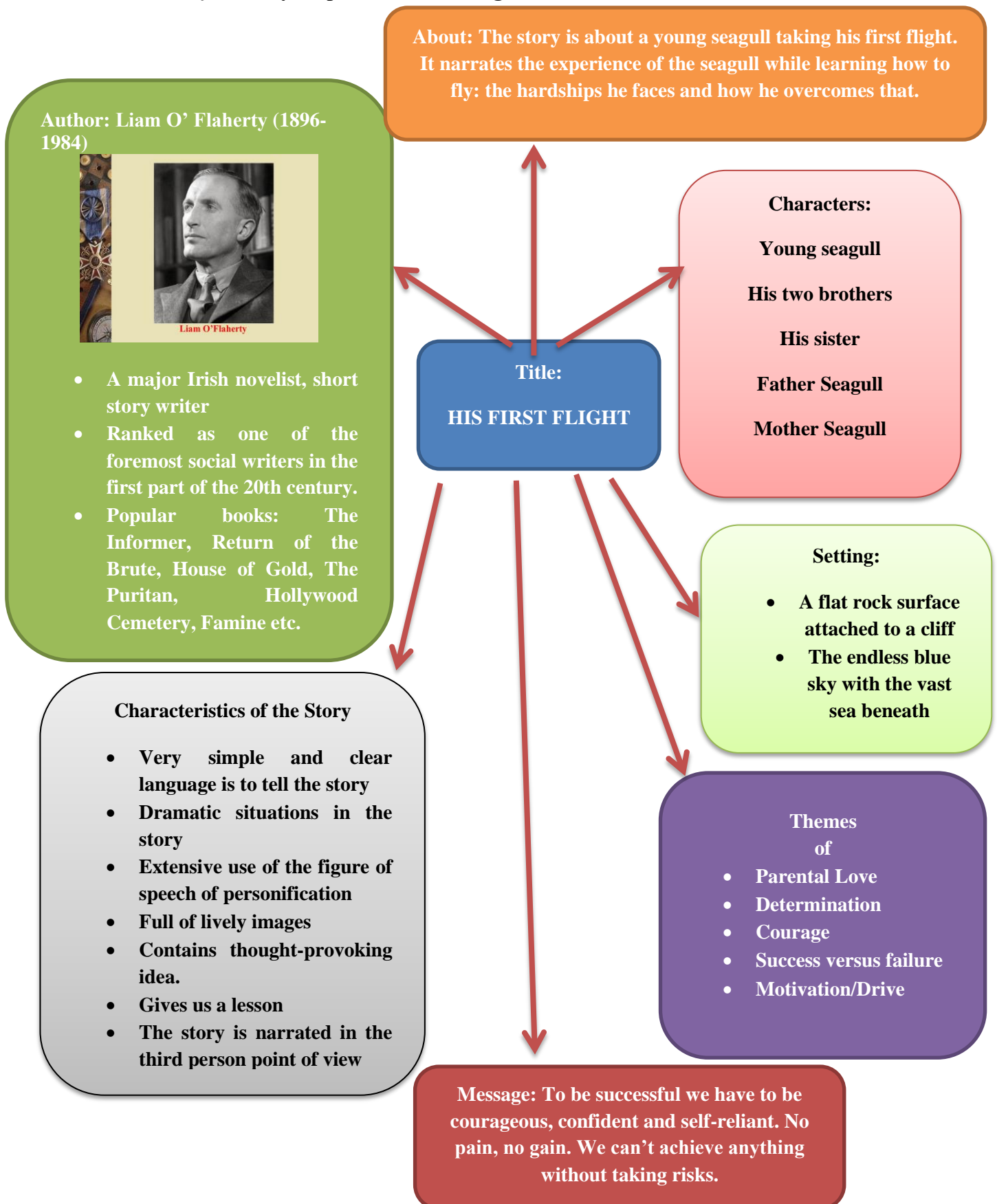
7) Suppose you are given the chance to speak to your fellow students prior to their yearly exam. Make a speech based on Dr. Kalam's message to encourage them for the ensuing examination.

2.5. Summary

This unit explains how to learn English story “His First Flight” by adopting various innovative learning strategies and classroom activities that are in line with the theory of constructivism. The author’s details, themes, characteristics, situation, characters of the story and the critical perspective of the story are learnt by the students through their engagement into various types of constructivist learning activities like quiz, brainstorm, mind map, role play etc. that endeavour to instil more interest for English learning and also at stimulating 4Cs among the young learners.

2.6. Answer Key

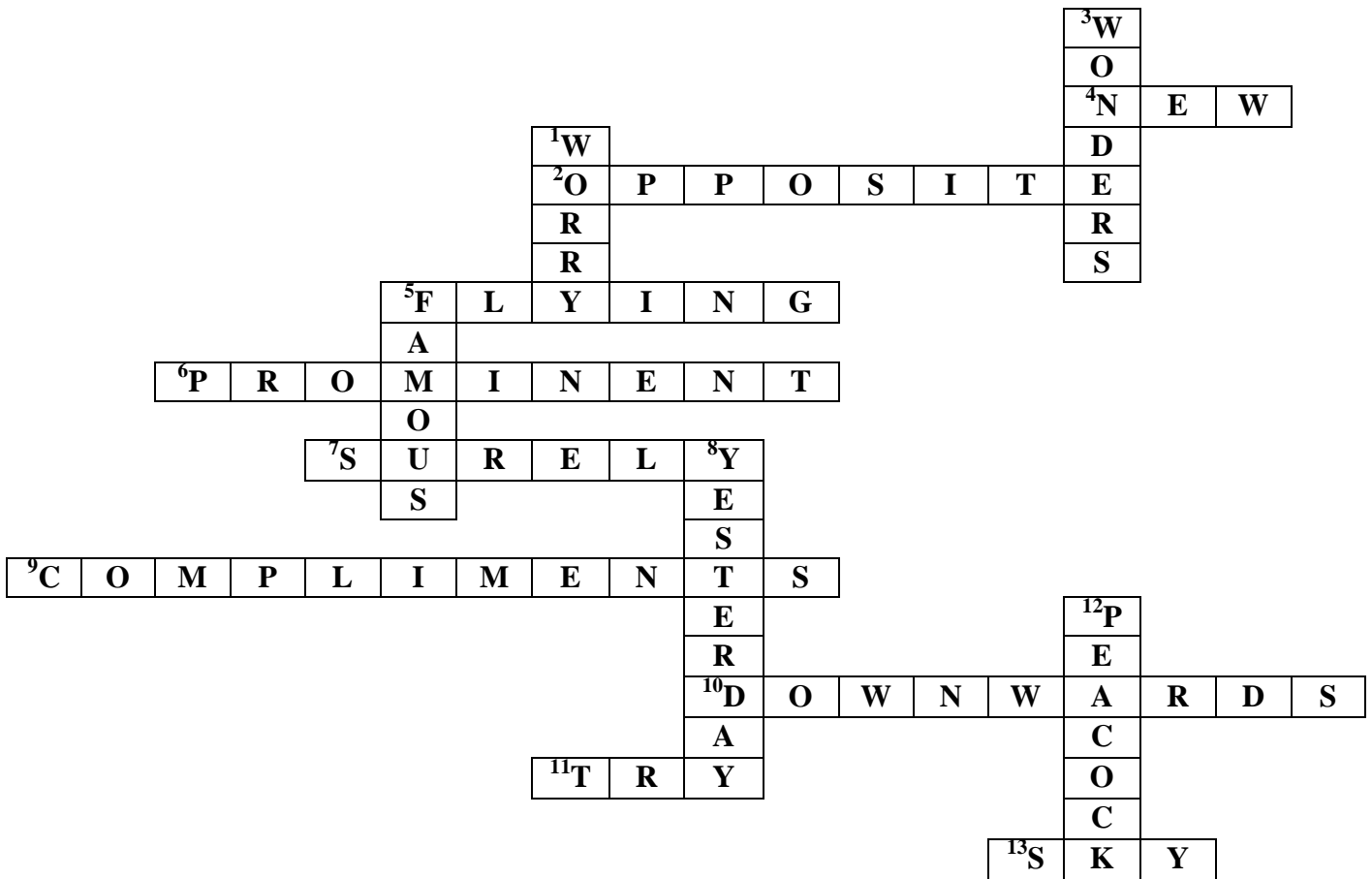
For Activity 1: Story map of “His First Flight”



For Activity 3: Spider diagram of the characters



For Activity 6: The Crossword Puzzle Solution



For Activity 8: Match the words with their Correct Meanings

- Goaded - Persuaded
- Brink- End
- Attempted –tried
- Flap- Move the Wings
- Muster Up- Gather
- Plunge- Throw down
- Herring- a kind of small sea Fish
- Devour- eat greedily
- Cackle- noise made by birds
- Cliff- peak
- Cowardice- lack of courage
- Ascending- climbing
- Blazing- burning
- Beneath- under
- Commenced- began
- Terror- fear

Shrieking- shouting
Exhausted- tired

For Activity 11: Quiz Answers

- 1) i. Intelligent and Daring
- 2) iii. 3
- 3) iii. Reluctant
- 4) i. Mother
- 5) ii. Hot
- 6) i. Joyful and full of praises
- 7) iii. Green sea
- 8) i. Hunger and the Sight of food
- 9) ii. Inspirational
- 10) ii. Building confidence and self-reliance in youngsters

2.7. References

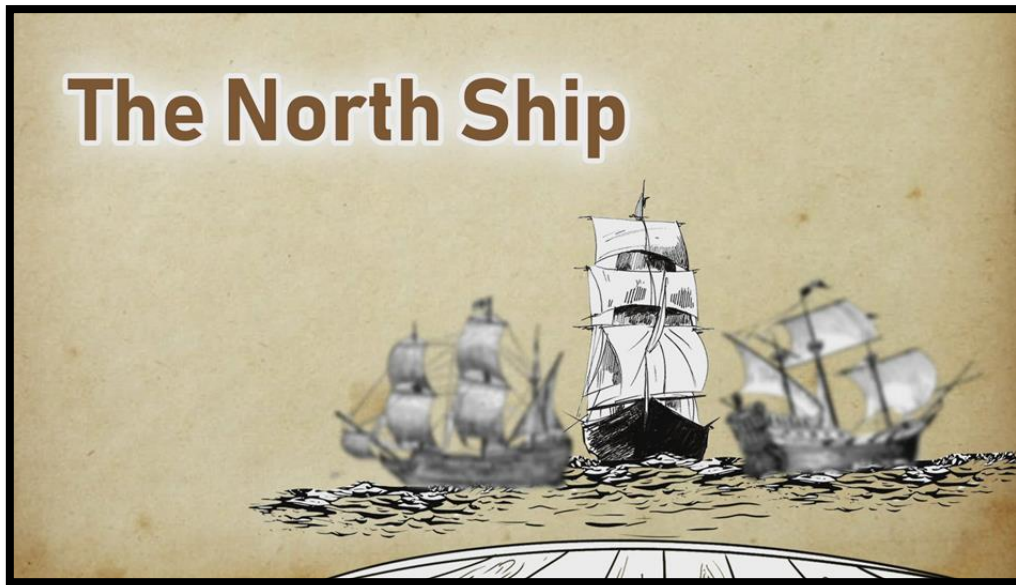
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UNIT 7: THE NORTH SHIP



- 1.0 Introduction
- 1.1 Objectives
- 1.2 Activity 1: Mindmap: Let's build a poem map
- 1.3 Activity 2: Interactive classroom discussion
- 1.4 Activity 3: Pronunciation Drill
- 1.5 Activity 4: Spin the Theme Wheel
- 1.6 Activity 5: Composing Acrostics
- 1.7 Activity 6: Let's enrich vocabulary exercises(Matching the words)
- 1.8 Activity 7: Solving the Crossword Puzzle
- 1.9 Activity 8: Similar Case: Sharing of another relatable poem
- 2.0 Activity 9: Brainstorming session with thought provoking questions
- 2.1 Activity 10. : Quiz
- 2.2 Home Assignmnts
- 2.3 Summary
- 2.4 Answer Key
- 2.5 References

1.0 Introduction

While poetry has been defined by Shelley as “ an expression of the imagination”(Raine, 1967). Matthew Arnold opines Poetry is the criticism of life” (Arnold, 2000). According to Gilfillan, “Poetry is the truth dwelling in beauty”. Certainly, poetry is a very important mode of expression in language. Reading poems becomes a source of immense joy, pleasure, recreation and entertainment to the readers. Poetry gladdens their hearts and they are inclined towards its beauty. By studying poems, students are able to develop their power of imagination and aesthetic sense.

It is English poetry that makes the whole syllabus lovable and attractive. But the teaching of poetry is not everybody’s cup of tea. The true essence of poetry can never be captured if any teacher merely recites and translates the English poem into the mother tongue of the students and dictates notes on poetry to them. This mechanical conventional approach to teach poetry kills the real spirit of the creative expression. Teachers should focus on exploring different innovative ways with the help of which the students do not remain deprived of developing the taste for English poetry. In the process of learning a poem, love and passion for language learning should be instilled.

This unit is about learning an English poem titled as “The North Ship” through an innovative approach to learning. “The North Ship” is an interesting, inviting even inspiring poem with strong message of the poet; a wonderful combination of emotions – mystery, hope and challenge. With the aim of making the poem “The North Ship” more charming, understandable and enjoyable to all the students, teachers can apply constructivist teaching strategies and classroom activities. This unit again emphasises on of inclusion of constructivist learning elements to deliver the sthe poem in an unconventional way. At the same time, adoption of certain innovative learning activities are aimed at instilling twenty first century learning skills: critical thinking, creativity, communication and collaboration among the learners. This unit introduces you to the author of the poem and its significant characteristics. It also illustrates the images found in the poem, and also the themes of the poem. Noticeably the constructivist approach based learning strategies followed in this unit are Mindmap/ Storymap, Interactive classroom Discussion, Spin the Theme Wheel, Pronunciation drill, Composing Acrostics, Puzzle Games, Quiz, Brainstorming discussion etc.

1.1 Objectives

After going through this unit of the module, the students will be able to fulfil certain objectives. They are as follows-

Educational Objectives :

The students will be able-

- To acquire knowledge of specific facts of the poet “The North Ship”
- To understand the central idea of the poem “The North Ship”
- To Identify the characteristics of the poem “The North Ship”
- To illustrate the major themes or ideas prevalent in the poem “The North Ship”
- To recite the poem “The North Ship” with correct pronunciation and rhythm
- To develop English vocabulary
- To use the newly learned words in other writings and also in their day to day life
- To give their opinion on the appropriateness of the title of this poem “The North Ship”
- To grasp the message that the poet might want to convey through “The North Ship”
- To appreciate the beauty of the poem and develop a taste for it.

Specific Objectives:

The students will be able-

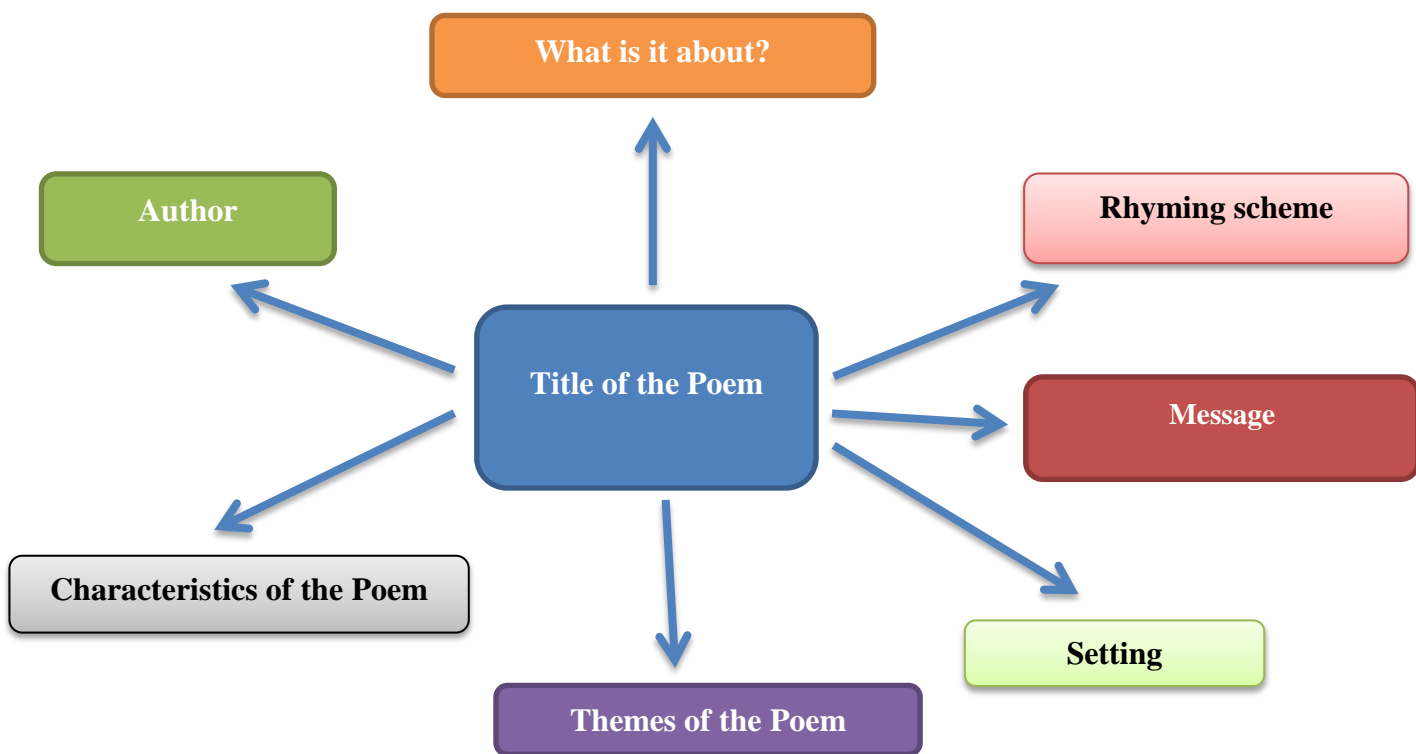
To develop their critical thinking skill through constructivist learning activities
To develop their creativity skill through constructivist learning activities
To develop their communication skill through constructivist learning activities
To develop their collaboration skill work through constructivist learning activities

Let's have a Glance View : How and What?

Constructivist Learning Activities	Targetted Skills
Mindmap/ Poem map	Critical Thinking
Interactive Classroom Discussion	Collaboration, Communication
Spin the Theme Wheel	Critical Thnikning, Communication
Pronunciation Drill	Communication
Composing Acrostics	Creativity, Communication
Puzzle	Critical Thanking
Developing creative piece: poem	Creativity, Communication
Sharing Personal Anecdote or Similar Case	Communication
Matching the Words	Critical Thinking
Brainstorming Group Discussion	Critical Thinking, Communication
Quiz	Critical Thinking

1.2 Activity 1: Mind Map: Let's build a poem map of "The North Ship"

The investigator makes her students innovatively engaged in building the mind map of the poem "The North Ship". She sets up the structure of the poem map that the students need to fill up. She instructs them to complete the mind map with the help of the following headings.



As the class progresses the investigator also takes participation in this process to add information or to correct any information. But her role is not of dominating teacher rather a friendly supportive teacher. She helps to complete the map when the need arises.

Let's see the Complete Picture of the Poem Map in the answer key section.

1.3 Activity 2: Interactive classroom discussion session

Let's discuss and analyse the poem: In this activity both the investigator and the students are indulged into the activity of discussion. It is kind of a classroom discussion where the investigator provides certain cues in the form of informative statements or questions that will lead the students to discuss the entire poem and analyse the central idea of it.

Teacher plays the role of the Scaffolder, The Students: The active Participants in the Discussion.

Prior Knowledge of the Students: The students have already read the poem "The North Ship". They have the basic information of the poem and thereby, have basic understanding over it. Through classroom discussion with their peers and teacher, their understanding of the poem will be more elaborated and enriched.

Investigator: Today we are going to discuss about the poem "The North Ship". First let me divide the entire class into four different groups. While one group will discuss the main ideas of the poem the other groups will listen to it very carefully.

Discussion with Group I: (15 minutes)

Group I: Focus on discussing the first and the second stanzas of the poem

(This was done for setting an example)

Investigator: You can start with telling about the main topic of the poem in short.

Group I Students: The poem presents the description of the journey of three ships sailing in different destinations towards different direction at sea.

Investigator: Rightly said! Now tell us how does the poem begin with?

Students of Group I: The poem begins with the poet's narration that he saw those three ships were ready to depart over the rifting sea.

Investigator: How was the weather?

Students of Group I: As the wind blew in the early sky, it was a wonderful day to sail by. Each ship was fully equipped and ready to embark on their long journey.

Investigator: That is wonderful! Then what did he notice?

Students of Group I: The poet saw that the first ship set sail for the west sea, full of crashing waves.

Investigator: Where did it reach?

Students of Group I: The ship arrived in a prosperous land. Reached its destination safely.



Investigator: What kind of nature do you find in these stanzas of the poem?

Students of Group I: The nature is beautiful and friendly.

Investigator: Very Good! There are some words and phrases in the poem that support your answer. Can you name them?

Students of Group I: They are 'lifting sea' 'in the morning sky', 'running sea' -helpful to carry' the west ship.

Discussion with Group II: (15 minutes)

Group II: Focus on discussing the third and the fourth stanzas of the poem

Covering the following topics:

- Describing the image of the second ship over the sea,
- Its destination to the east.
- Description of the stirring sea
- The change in the weather : the wind chasing the ship like a hunting monster
- The result of such unfavourable weather: the failure of the ship to complete the journey and arrive at its intended destination.



- The poet's observation of the third ship sailing through the black sea in a northerly direction.
- The decks sparkled frostily since there was no wind
- Interpretation of the image of the frightening nature as indicated by some words or phrases like 'the quaking sea' and 'the wind hunted' the east ship 'like a beast', 'the darkening sea', 'no breath of wind came forth'.

Discussion with Group III: (15 minutes)

Group III: Focus on discussing the fifth and the last stanzas of the poem

Covering the following topics:

- Describing the image of the northern sky with growing darkness
- The unfriendly challenging route for the ship to go by.
- The return of the east and west ships, one happily while the other miserably
- The north ship sailing deep into the choppy water, totally prepared for its long voyage.



- Strongly negative condition of the nature as indicated by phrases like ‘the northern sky rose high and black’, ‘the proud and fruitful sea’, ‘wide and far’, ‘unforgiving sea’, and ‘fire-spilling star’.

Discussion with Group IV: (15 minutes)

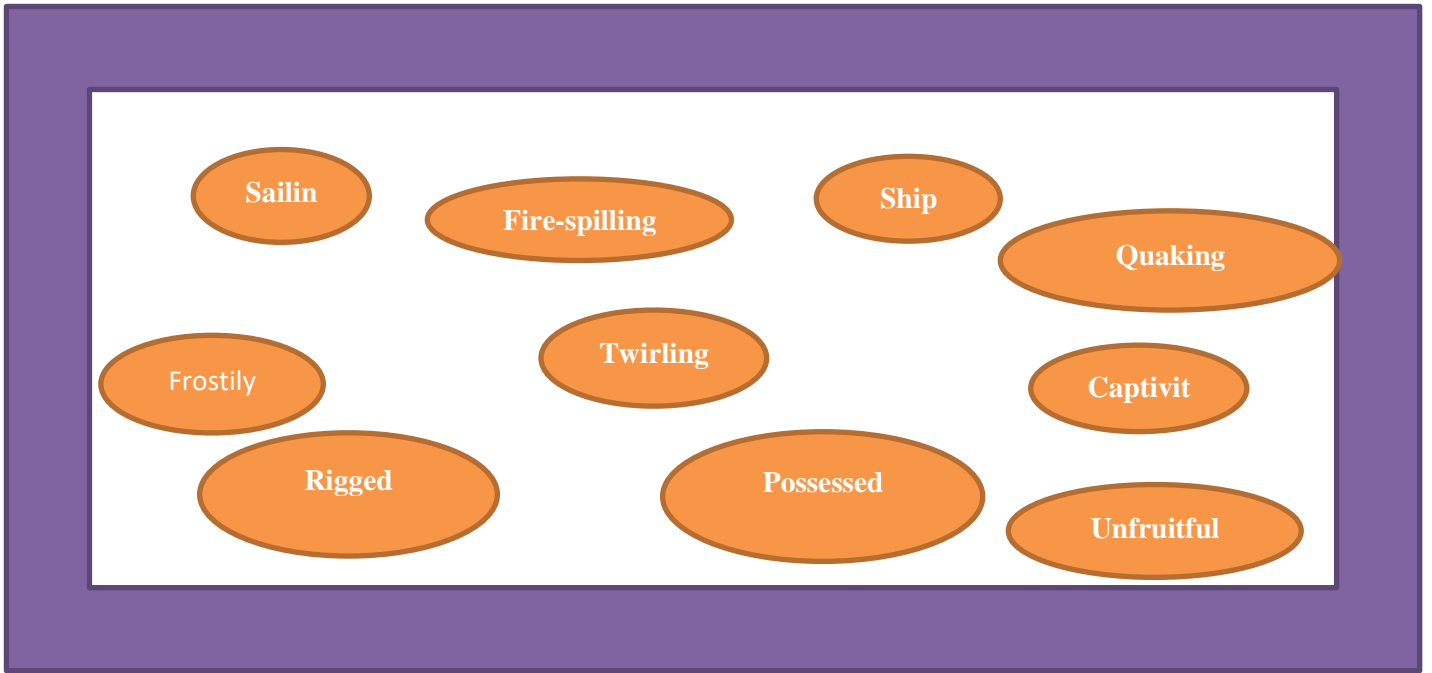
Group IV: Focus on discussion and interpretation of the inner meaning of the poem

Covering the following topics:

- The ships, each of which chooses a particular course to sail, are symbolic of the various pathways of life can take depending on the decisions we make. The westward-bound ship finds "a rich country." The West Ship is thought to symbolize a route in life that leads to wealth and prosperity, and even to the more conventional notions of success. The ship that heads east encountering more turbulent conditions, becomes stranded, and has less success. Eventually, both of these ships come back. Following its encounter with an "unforgiving sea," the third ship heads north and never returns. Consequently, this ship represents the life path that takes us the farthest from our place of origin and our home, the life path that is maybe the most terrifying, hazardous, and strange, as well as the most enigmatic and promising.
- Comparison between the three ships with the three types of human beings. According to him three kind of people, they start their life to reach in their goal , one reaches its destination without trouble and difficulties, but one type of people fail to reach in their destination facing such little difficulties but third kind of people after the great difficulties they successfully achieves their goal. Difficulties can stop their way of life.

1.4. Activity 3: Pronunciation Drill

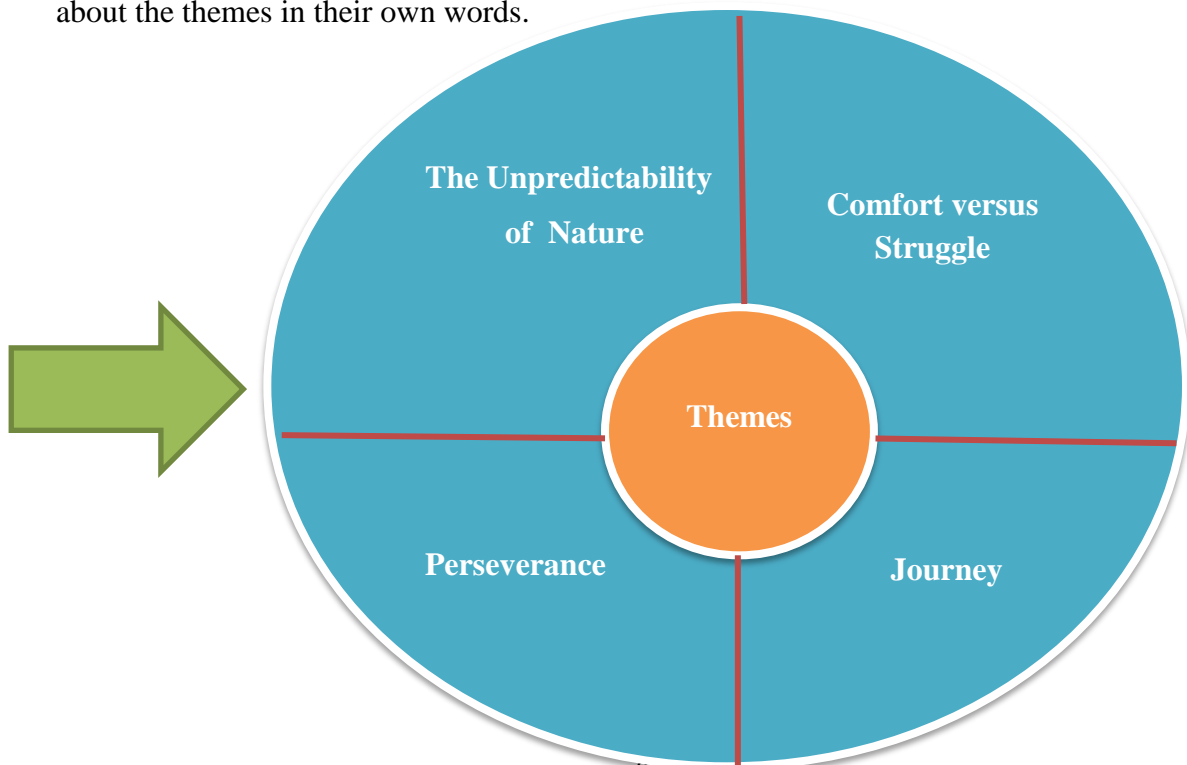
Before starting the exercise of pronunciation drill, the investigator attempts to make her students realize about the need of pronunciation drill so that the students find it relevant and thus they become interested in the activity. Next, the investigator provides pronunciation drill of the selected words from the poem “The North Ship”. Then investigator herself pronounces the following words. The students are asked to listen the pronunciation carefully, and then they need to read those words loudly and clearly with the correct pronunciation.



Further, the recorded recitation of the poem was played on an audio visual aid so that the students can enjoy the process of learning the pronunciation of the words of the poem. E learning resource- <https://www.youtube.com/watch?v=KYcli-wCJnQ>

1.5. Activity 4: Spin the Theme Wheel game and generate discussion

The theme wheel is divided into 4 sections, each of them are named after the themes of the poem found. In this game the students are asked to come one by one to spin the wheel, and when the motion of the wheel is slow and it stops the particular theme pointed out by the arrow placed in the right side of the wheel, the students turn by turn have to say something about the themes in their own words.



Unpredictability of Nature: Nature is seen as a powerful force with its uncontrollable power, and potential for cataclysmic extremes. Human beings cannot predict the mood of the nature, sometimes it is friendly to human beings, and sometimes it is very rude, and men needs to go through the struggle that nature throws at them. Individual human beings are at the mercy of uncontrollable larger force of nature which at any moment can change its form and mood from being pleasant and lovely to an unpleasant rough one.

Journey: Philip Larkin’s poem, “The North Ship” is about this journey of life. Life is a continuous journey and it is a kind of endless journey battling all the obstacles on route. In our way to reach the goal we will face various hindrances, challenges, but we should not stop our journey. We need to face those perils and fight against them with courage. This poem states the journey of three ships at three different destinations. While the first two ship return safely, the third one goes in to calamity and meets hazardous ends.

Perseverance: The theme of perseverance is very much present in the poem. Perseverance refers to mean persistence in doing something despite difficulty or delay in achieving success. The poem champions the North ship for its quality of perseverance that it was able to go on when things seemed hopeless and tough. The goal of reaching the intended that propelled the ship to continue its voyage. We should also have the ability to forge ahead despite setbacks that threaten to undermine all efforts to succeed.

Comfort versus Struggle: Comfortable life is always desirable to us. People have the fear of unseen, unknown because they do not want to go beyond their zone of comfort. People go for the easy way or the short cut. But we need to get out of the zone of comfort, to experience the life with its goods and bads. Struggle hard to achieve the goal so that the success is not temporary. By facing troubles and solving troubles with hard work and dedication, one achieves success in true sense.

1.6. Activity 5. Composing Acrostic

An acrostic is a composition usually in verse where certain letters in each line spell out a word or phrase. Typically, the first letters of each line are used to spell the message, but they can appear anywhere. Noticeably, it is not mandatory to have rhyming words. You have the liberty; the words used in the poem may not rhyme. You can have a lot of fun with this activity.

Here are examples of two types of acrostic.

No.1. Forming an acrostic with the word Sky

Sunny mornings

Kites in the sky

Yield a positive day



No. 2. Forming an acrostic poem about the process of writing using the word Poem

Pick uP a pen

Think of a tOpic

Be crEative

Use your iMagination



Instruction: Now build two acrostic poems of your choice by using the word/ theme- **Sea** and **Journey**.

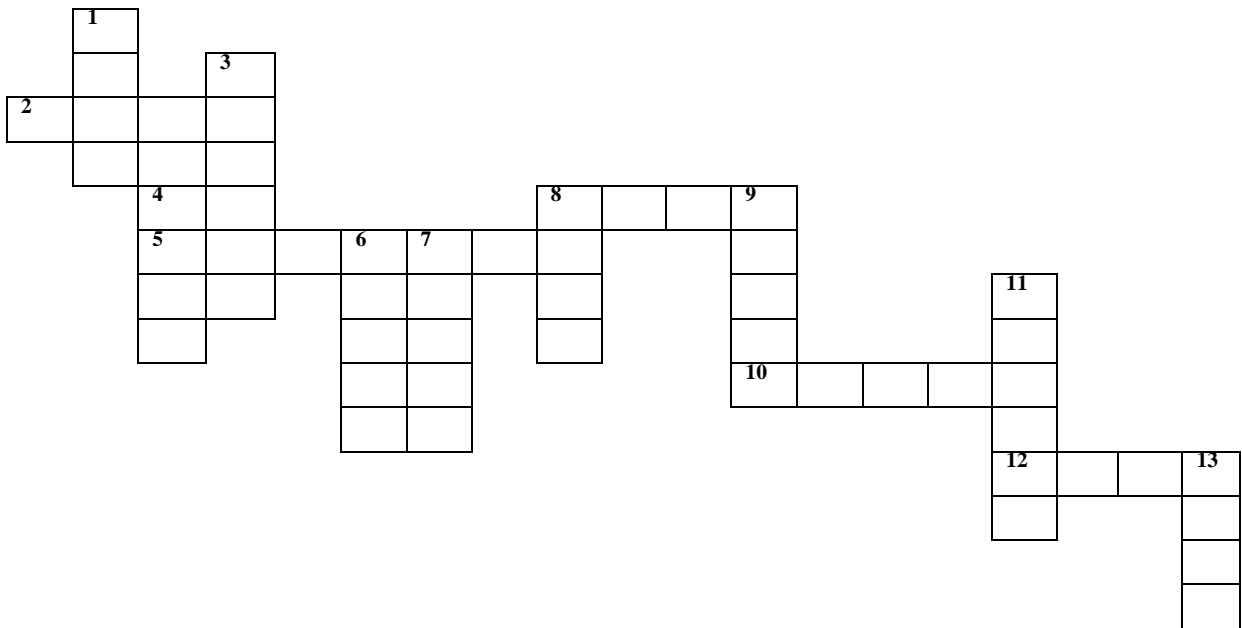
Thus, the students learn about a new fun activity of making acrostics.

1.7. Activity 6: Match the words with their correct meanings

Matching the Pair of Same Meaning	
Rigged	confinement
Running sea	unpleasant
Quaking	bitterly
Captivity	broad
Unfruitful	a ship ready for a long journey
Frostily	owned
Hunt	merciless
possessed	tumbling
Unforgiving	boastful
proud	The sea with flowing waves.
wide	chase

1.8. Activity 7: Solving the Crossword Puzzle

Solve the Puzzle with the help of the hints mentioned below in the *Across* and *Down* sections.



Across

- 2. The time before sunrise
- 5. Port
- 8. Rotate
- 10. Joyful
- 12. Aim

Down

- 1. The nearest.....to earth is sun.
- 3. Synonym of Beast
- 4. A huge vehicle for transporting people and goods by sea
- 5. Fail to remember
- 6. Gentle Wind
- 7. Huge body of salty water
- 8. Journey
- 9. Opposite of South
- 11. Travel by sea
- 13. Opposite of Short

1.9. Activity 8: Similar Case: Sharing of another relatable poem

The investigator does not confine her in teaching the text only; rather she shares also another poem namely “Voyage” written by Dipankar Sadhukhan. She chooses the poem as it has some thematic connection with the poem “The Night Ship”. Both the poems focus on the description of the vast sea and the journey by ship.

Investigator as Facilitator: Sharing of another beautiful similar poem gives the students to get an opportunity to know, understand and feel the season of autumn in more vivid and elaborative way.

Voyage by Dipankar Sadhukhan

“O my mariners! do you hear the call of voyage?
Set your ship by the sea beach for the voyage
As now the time has come to go.
My mind is filled with excessive joy of earthly Love
As the cells of a beehive overbrim with honey.
My heart has overdrunk the nectar of mundane
beauty
As the bees do from the flowers in Spring.
I have drunk even the last drop of wine of life.

Yonder! He is calling me again and again.
Just a vast sea of life is between He and me.
O my sailors! hurry up
As my heart is restless to set out.
I have spent so many years here as I wished.
Who loves to watch the same beauty for years?
My eyes are tired and feel irritated
As they are overfed with the artificial beauty in Love.

O my mariners, my dear friends!
I can hear the very call of voyage.
Now I am ready to sail alone smilingly.
The sun is about to set in the sea.
Sea is now very calm and peaceful
As she has already read my mind well.
Within few hours I will meet Him
And wander in the world of Eternal Love and Peace.”

Now the Investigator assists the students to understand the main idea of the poem.

The poet addresses the mariners and says whether they can hear the call of voyage. It is the time to sail over the sea. The poet is so happy and restless to enjoy the beauty of the vast sea; he is excited to meet the sea, ready for his journey. The poem is about the poet's strong urge for voyage.

4. You have read the poem "Voyage". Create a mind map of this poem.
5. Compare both the poems "The Night Ship" and "Voyage". Discuss the similarities and the dissimilarities between them.
6. If you find another story, poem, drama or any film similar to our poem "The Night Ship" in terms of its theme, situation, idea then you can also refer them.

In this small group activity students are encouraged to concentrate on a topic and contribute to the free flow of ideas. The investigator begins the brainstorming session by posing critical questions or a problem. Students then express possible answers, relevant words and ideas. They are as follows-

- 1) Do you think the title of the poem is appropriate? Justify your opinion.
- 2) Reflect and suggest two alternative titles for the poem "The North Ship".
- 3) In the poem we find the reference of fire-spilling star. What role does the "fire-breathing" star play in your opinion?
- 4) How would you describe the ships' return?
- 5) Poem "The North Ship" presents the hardships that a ship may encounter on its voyage. Now reflect and jot down what problems or challenges can occur during a journey by flight and train.

2.1. Activity 10: Let's solidify student's knowledge with Quiz

Tick the correct answer from the Given Alternatives.

- 1) It was aweather to sail by as the wind rose in the morning sky.
 - i) unpleasant
 - ii) pleasant
 - iii) threatening

- 2) The northern sky rose high over the
- i) Proud unfruitful sea.
 - ii) Proud fruitful sea
 - iii) Humble unfruitful sea
- 3) The “running sea” implies
- i) The sea not conducive to travel due to the absence of favourable breezes.
 - ii) The sea conducive to travel due to the absence of favourable breezes.
 - iii) The sea conducive to travel due to the presence of favourable breezes.
- 4) The rich country welcomed the
- i) First ship
 - ii) Second ship
 - iii) Third ship
- 5) The third ship was sailing under the
- i) Polar star
 - ii) fire-spilling star.
 - iii) Faint star
- 6) The wind chased the second ship like a
- i) Monster
 - ii) Hunter
 - iii) Beast
- 7) East was the destination of the.....ship
- i) First
 - ii) Second
 - iii) Third
- 8) The destiny decided a..... journey for the third ship
- i) Boring
 - ii) Flat

iii) Challenging

9) Unforgiving sea is

i) Fearful

ii) Friendly

iii) Favourable,

10).....of the third ship were shining frostily.

i) Rudder

ii) Decks

iii) Anchor

2.2. Home Assignments:

1) Write a paragraph about Journey to your Favourite Place in your own words.

2) Develop a dialogue between two sailors one from the west ship and the other from the east ship describing their different experience on the sea.

3) Make some sentences with the following words taken from the text: sailing, wind, hunted, frostily, unhappily, journey, turn, unfruitful, darkening, captivity.

4) Create a short poem about journey by a boat. You can use some of the following words in your poem- River, rain, rowing, passenger, boatman, murmuring sound, cool breeze, waves, joy, bank of the river etc.

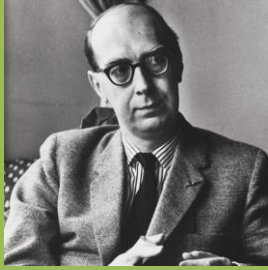
2.3. Summary

This unit explains how to learn Philip Larkin's poem "The North Ship" with the help of adopting various innovative learning strategies and classroom activities that are in line with the theory of constructivism. The author's details, the poem's themes, characteristics, main ideas etc. all are learnt by the students by engaging into constructivist learning activities like interactive discussion, quiz, brainstorm, mind map, forming acrostics, solving crossword puzzle game and so on that aim at instilling more interest for English learning and also at stimulating 4 Cs among the learners.

2.4. Answer Key

Activity 1: Poem map of "The North Ship"

Author: Philip Arthur Larkin(1922-1985)



- Popular English Poet and Novelist
- Birthplace: Coventry, England
- Attended St. John's College, Oxford.
- His collection of poems-The North Ship, The Less Deceived, followed by The Whitsun weddings and High Windows.
- Larkin published two novels—Jill (1946) and A Girl in Winter (1947)—as well as criticism, essays, and reviews of jazz music.
- He rejected the offer for Poet Laureate in 1984
- Utilized the traditional tools of poetry—rhyme, stanza, and meter—to explore the often uncomfortable or terrifying experiences of common people in the modern age.

About: The poem is about the Journey of three ships that ready to sail in different destinations, in different way at sea. While the two ships, the west ship and the east ship returns for the difficulties of their way as sea but the third ship, the north ship overcomes from all the obstacles on its way and successfully reaches in its destination.

Rhyming scheme

'abab' (first stanza), cbc (second stanza), dbdb (third stanza), ebeb (fourth stanza), fbfb (fifth stanza) and gbgb (sixth stanza), This shows that the rhymes are very dynamic.

Rhyming words: By/sky, east/beast, north/forth, black/back, far/star

Title of the Poem
THE NORTH SHIP

Setting: The deep lifting sea

Message: It you have strong desire to achieve something then nothing could be able to stop you.

Characteristics of the Poem

- Consisting of 25 lines, divided into 6 stanzas.
- The speaker may be the poet himself
- Narrative style has been used since all the sentences are in past tenses.
- Relies heavily on metaphors. "The North Ship" is composed entirely of an extended metaphor about ships, and life.
- Movement from positive to negative image of the nature surrounding the ships.

Themes

- The unpredictable force Nature
- Journey
- Perseverance
- Comfort Versus Struggle

9) i) Fearful

10) iii) Anchor

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APPENDIX-B

TWENTY FIRST CENTURY LEARNING SKILLS ENHANCEMENT ASSESSMENT IN ENGLISH SUBJECT (TOTAL MARKS: 240)

I. CRITICAL THINKING TEST IN ENGLISH SUBJECT

Name:	Class: IX	Section:
Roll No:	Gender:	Age:
Name of School:		Date:
Location of School (Rural/ Urban):		

Time: 1 hour

Marks: 60

Instructions:

- 1) Read all instructions carefully before answering the questions.
- 2) Total five types of questions are asked in this test.
- 3) Question no 1 consisting of 4 sub thought provoking questions
- 4) Question no 2 consisting of 10 fill in the gaps items
- 5) Question no 3 consisting of 10 matching items.
- 6) Question no.4 consisting of 5 mind map items, and 5 cause and effect items.
- 7) Question no.5 consisting of 10 puzzle items
- 8) Answer every test item.

1. Think and Respond:

Answer all the following questions:

- i) Would it be more appropriate if the story “Tom Loses a Tooth” is titled “The Pranks of Tom”? If yes/no give one reason to support your answer.
- ii) Mention one advantage and one disadvantage of forgetfulness.
- iii) What might be different if the policeman in the story “All about a Dog” were in support of the lady with the dog?
- iv) You are familiar with both the characters of Aunt Polly and Mother Seagull from two different stories. There are two similarities found between these two characters. Give examples from the story to support these similarities.

Points of Similarities	Aunt Polly	Mother Seagull
No1. Caring& loving		
No 2. Intelligent		

2. Think and fill in the gaps with appropriate answer.

- i) Sparrow is to Chirp as.....is to Quack
- ii) A sailor is to Ship as.....is to aeroplane.
- iii) Troop is to monkeys as Flock is to.....
- iv) Lamentation is to sorrow as Merrymaking is to.....
- v) Flying is to birds as.....is to fish
- vi) Monday is to start of the week asis to start of the year
- vii) As Autumn is to fall of leaves and naked trees,.....is to growing leaves and budding flowers
- viii) Soup is to Hot asis to Cold.
- ix) Sea is to Ship as..... is to boat.
- x) Blue is to sky.....is to lea.

3. Match the following words:

Match each word in column A to its opposite word in column B

Column A	Column B
i) Hidden	a) Noisy
ii) Funny	b) Flat
iii) Awful	c) Boring
iv) Dry	d) Open
v) Cease	e) Failure
vi) Silent	f) Coldly
vii) Success	g) Pleasant
viii) Hilly	h) Serious
ix) Warmly	i) Moist
x) Exciting	j) Start

4. Read the following story carefully and answer the following questions.

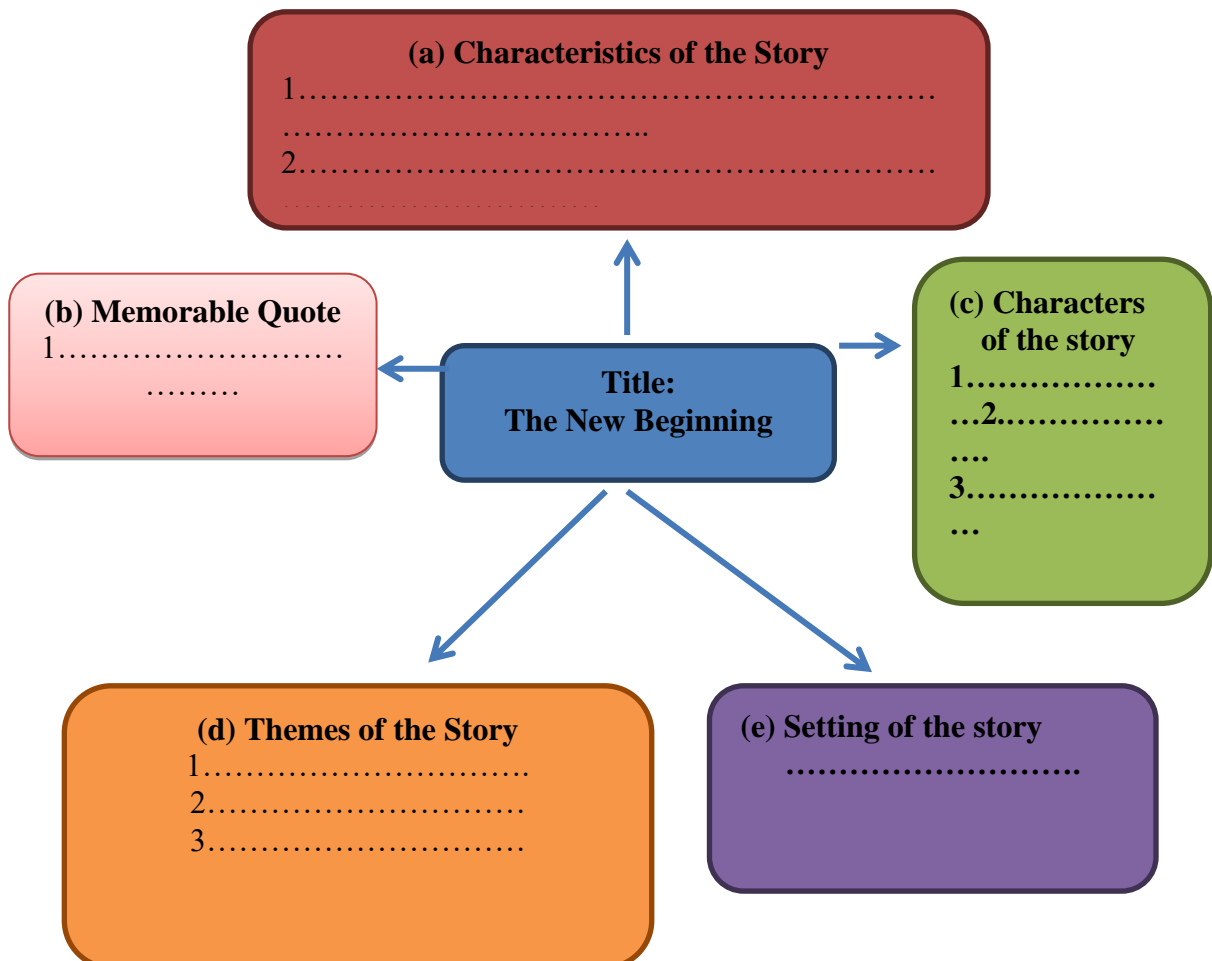
THE NEW BEGINNING

Everyone in the class seemed to be happy and energetic. Only one boy, 13 years old looked very sad. He was not talking with his classmates, rather he was sitting alone. His name was Bittu Mondal. He was missing his old schools and friends in katwa. Today was his first day in his new school Bolpur High School at Santiniketan. Yesterday he had to take admission here because of his father's sudden job transfer. While he was deeply thinking of his joyful school days in Katwa, suddenly a fat and grey haired boy who was one of his classmates came closer to him and said-“Hello! What is your name? Bittu was not happy as his chain of sweet memories got broken. He was in no mood to talk with that boy. Bittu ignored him. But the boy did not mind at all; he started to converse again. He uttered-“Heh! You are new student in our class! My name is Raja Gosh. What's yours?” Bittu had no other option than replying “Hi! My name is Bittu Mondal. Yes, I am new here. Raja told in excitement-“It is a nice school. You are going to love it. We are thinking to play crickets in the school playground. The last class is off. Will you join us?” Being so irritated and angry Bittu replied-“No, leave me alone. I hate cricket. Raja was little surprised at this rude behaviour. He left Bittu and joined his other friends.

It was afternoon. Bittu had just returned from school. His mother Mrs Piyali, a middle aged woman and housewife, was curious to know about his school experience so she asked about it. But Bittu was annoyed; he cried loudly -“It was a boring day. The school is very bad. I don't want to study here. Let's return to katwa. There I have my friends”. Mrs. Piyali understood her son's issue, and left that topic and said-“Okay! Now go to the washroom. Have a bath, and come soon. I have made your favourite snacks, chicken sandwich! Hearing this Bittu's dull eyes turned into shining ones. He rushed towards the bathroom without wasting a minute, and came back quickly and started to eat the sandwich greedily. His mom was happy to see this. After having

snacks Bittu was in a good mood. When his mother asked him to go for an evening walk he immediately agreed “The whole day you were busy in household chores. You must be bored. Let’s go for evening walk.” The road was almost empty. They were walking slowly. Mrs. Piyali uttered- “You know what! Today I have made a friend.” “But you don’t know anyone here, mom!” told Bittu surprisingly. His mom smiled and said- “yes, my dear. I did not know. But now I know. Actually when I was cooking in the morning, our neighbour Mrs Sharmistha came to our house. She welcomed me with a sweet dish made by her, and asked if I needed any help. Was not that a very sweet gesture of her?” Bittu nodded positively. His mother continued-“you know, my child! There is nothing fixed or permanent in life. Change is reality. We need to learn to accept the change, welcome the change, and then life becomes happy. We should not be rude and rigid. The people we used to love will be loved forever. I cannot forget my friends there in katwa. If I miss them, I will talk with them over phone. But new people, new places, new friends, new experiences are also fun and exciting, my dear! Have a positive outlook, you will find everything positive.” Bittu was listening every word of his mother. He was feeling bad for Raja; he was very rude to Raja who extended his hand to make friendship. Bittu realized his mistake. Now he knew what he needed to do in the next day at school. He said to his mother “ I love you so much, mom. Today I had no friends in my new school. But I promise you tomorrow I will have friends! Mother and son returned home with happy and content heart.

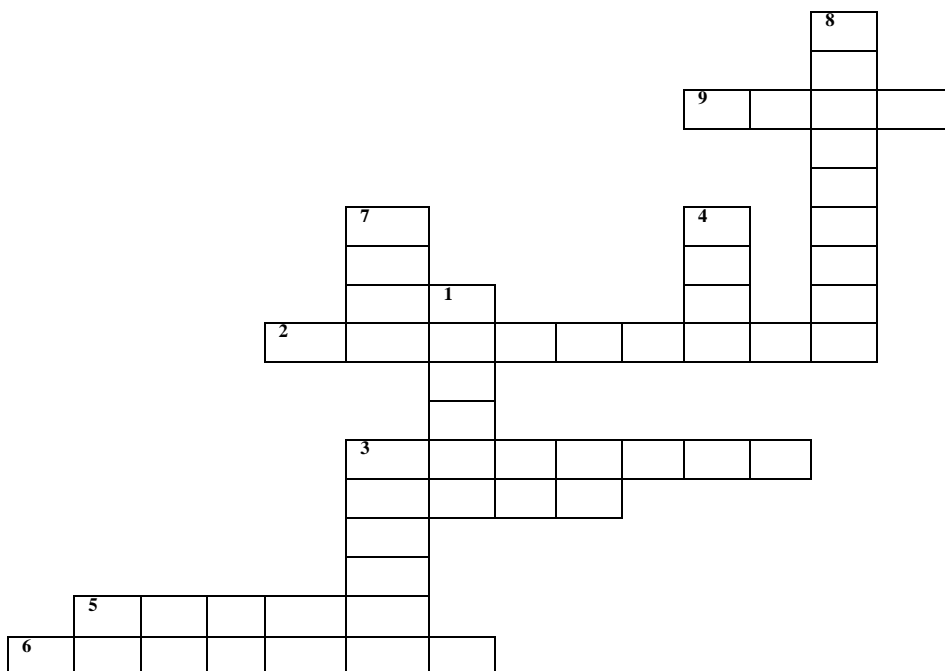
i) Complete the Story map.



ii) Complete the table by finding out the cause-and-effect relation

Cause	Result
a)	Bittu was upset in his first day at school
b) Bittu behaved with Raja very badly
c)	Bittu rushed towards the bathroom
d) Mother asked Bittu about his first day experience in new school
e) Mrs Piyali talked with her son about her growing bond with Mrs Sharmistha.

5) Solve the Puzzle with the help of the hints mentioned below in the *Across* and *Down* sections.



Across

- 2. A Sweet Smell
- 3.(i) Name of seabird
- 5. Auntie's husband
- 6. Opposite of Clever
- 9. Opposite of Fake

Down

- 1. A public place where people gather to buy or sell things
- 3.(ii) He a lot while sleeping; it is very disturbing
- 4. Midday, Specially 12o'clock in day time
- 7. The cry of lion
- 8. I c..... you to a game of chess

II. VERBAL CREATIVITY TEST IN ENGLISH SUBJECT

Name:	Class: IX	Section:
Roll No:	Gender:	Age:
Name of School:	Date:	
Location of School (Rural/ Urban):		

Time: 1 hour

Marks: 60

Instructions:

1. Read all instructions carefully before answering the questions.
2. Total six types of questions are asked in this test.
3. Question no 1 consisting of 3 alternative uses test items.
4. Question no 2 consisting of 2 “What if” consequences test items
5. Question no 3 consisting of 6 Remote Association Test items
6. Question no.4 consisting of 1 acrostic building item
7. Question no.5 consisting of some new word formation items
8. Question no. 6 consisting of alternative title formation, tree diagram completion and unusual question generation test items
9. Answer every test item.

1. List three different/unusual uses of the following objects:

- i) Newspaper: , ,
- ii) Pencil: , ,
- iii) Wheel: , ,

2. Answer the *What if* questions given below:

- i) What would happen if a ship could fly in the sky?
- ii) What would happen if the flower could bloom under the soil?

3. In each question there are three familiar words that appear to be unrelated. Now you think of a fourth word that is somehow associated with all three of them. Write down those fourth words in the following blanks.

- i) School Bath Class
- ii) Pen Photo Book
- iii) Sun Tube Moon
- iv) Wall Class Room
- v) Foot Down Sand
- vi) Post Police Sports

4. Develop an acrostic using anyone of these two words- BIRDS and SHIPS.

An example is given below. An acrostic is formed with the word SUN:

SUN is Shining

Unique

Nurturing

- i) BIRDS: B.....
- I.....
- R.....
- D.....
- S.....

Or

- ii) SHIPS: S.....
- H.....
- I.....
- P.....
- S.....

5. i) List four words ending with “ment”

- a).....
- b).....
- c).....
- d).....

ii) List four words starting with and “re”

- a).....
- b).....
- c).....
- d).....

iii) Write four words beginning “F” and ending with “T” given letters

- a).....
- b).....
- c).....
- d).....

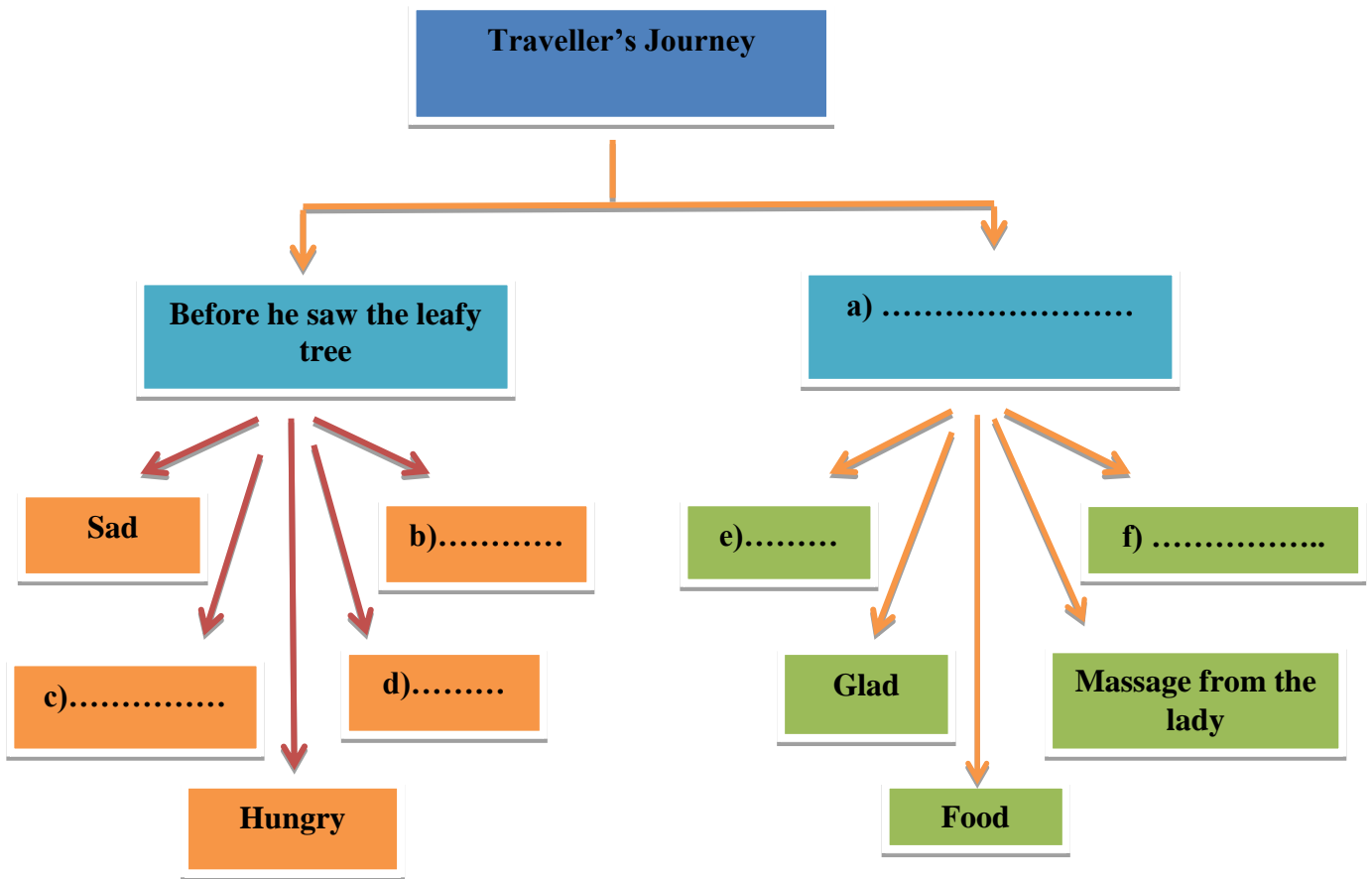
6. Read the following story carefully and answer the following questions:

A lone traveler was passing through a desert on a hot day. He was tired, feeling thirsty and hungry too. At least, he needed a shady spot to rest for a while. A big leafy tree came into view at some distance away. He felt glad and said to himself, “Had I water to drink, now.” Yes, he found a tumbler full of cold water on the ground right in front of him. He sat down there and started sipping the water. Then, he wished “Had I something to eat, right here.” Immediately, a variety of dishes appeared before him. He was under the shade of Kalpa – Vriksha – a magical tree. Whoever was under it would have whatever he wished for! The traveler enjoyed the delicious food. He felt drowsy. He wished for a nice bedstead. It was granted. He stretched himself comfortably on the soft mattress. His legs ached, as he had walked a long distance. He hoped that someone would massage his feet. Yes, a young lady appeared near his feet. She started massaging his feet and legs. He soon fell asleep. After a long time he woke up. The lady was still sitting beside him. He now started thinking differently. “How can things happen like this? Can I have things, I wished for, by merely asking for them?” Is it some kind of a trick played by a magical demon” he doubted. Oh, a true demon appeared in place of the nice lady! The demon was laughing mischievously at him. The traveler said to himself, “Is he going to eat me up?” Within no time the demon started leaping at him, with his mouth wide open. The frightened traveler took to his heels and ran away. He ran and ran for long. When he looked back there was no demon. “What is all this? Did things really happen? Or was it all mere a dream?” the traveler started wondering. “Perhaps, almighty grants what one has in mind.” He resumed his journey.

i) Give two different titles to this same story.

- a).....b).....

ii) Complete the tree diagram



iii) Give a moral to the story.

Ans.....

iv) Generate two uncommon questions that can be asked from the story.

a).....

b).....

III. STRUCTURED OBSERVATION SCHEDULE

COLLABORATION SKILL ASSESSMENT

Name of the Student:	Class:	Section:
Roll No:	Gender:	Age:
Name of School:	Location of School (Rural/ Urban):	
Date of observation:	Duration of Observation: 1 hour	
Observer's Name: Debolina Mukherjee	Role of observer: Non-participant	

Instructions: Here is a script for a twenty-minute play based on the popular fairy tale by Oscar Wilde. It has a cast of nineteen. Now form groups and perform the play. You have the freedom to decide the factors like how to deliver the dialogues, how to organize the scenes, how to assign roles, how to make and use costumes & props etc. To read the script and take the above mentioned decisions you will get 40 minutes, and then to perform the play the time limit is 20 minutes for each group performance.

TASK: Group Project: Act It out

TOPIC: The Happy Prince Script

Time: 20 minutes

Total Score= 60

Collaborative Skill Dimensions	Sub dimensions	4 (Exemplary)	3 (Proficient)	2 (Basic)	1 (Novice)
Coordination	<ul style="list-style-type: none"> • The student coordinates for the optimal alignments of activities <p>(Activities like identification of roles, designing and arranging costumes and props discussion on stage decoration, quick rehearsal and blocking, decorating the background or the stage etc.)</p>				

	<ul style="list-style-type: none"> • The student coordinates for optimal alignments of resources <p>(Resources like costumes, background decoration items, props, lighting, sound effects etc.)</p>				
	<ul style="list-style-type: none"> • The student coordinates for the individual agreement on the shared goal <p>(Common Goals: To perform the play wonderfully with proper dialogue delivery, expression etc.</p> <ul style="list-style-type: none"> ➤ to entertain the whole class by their good performance and thereby ➤ to get appreciation from others) 				
	<ul style="list-style-type: none"> • The student coordinates for the individual agreement on distribution of labour <p>(Regarding the assignment of various roles of the play and division of the tasks like</p> <ul style="list-style-type: none"> ➤ arrangement of costumes, ➤ arrangements of props, decorating the background/ stage , ➤ preparing the lighting and sound or visual effects if needed) 				

Group Interaction	<ul style="list-style-type: none"> The student is comfortable in the free exchange of ideas and opinions with his or her group members <p>(For example, ideas or opinion on how to deliver the dialogues, how to express through bodily gestures and movements, type of props and costume etc.)</p>				
	<ul style="list-style-type: none"> The student is interactive to share relevant information <p>(The script/ topic related or information, acting method related information etc.)</p>				
	<ul style="list-style-type: none"> The student is patient enough to listen his/her group members. <p>(Listening to others' opinion on the matters of play performance very carefully.)</p>				
	<ul style="list-style-type: none"> The student attempts to encourage his or her group members. <p>(using motivating words like “ keep it up” “Good going”, “ We will rock” for better acting performance of his or her group)</p>				

	<ul style="list-style-type: none"> •The student shares constructive feedbacks to the group. <p>(Whenever necessary, gives feedback on the blocking style, acting quality, expression, dialogue delivery etc.)</p>				
Accountability	<ul style="list-style-type: none"> • The student has the sense of acceptance of his or her individual roles given by the rest of the group members in reaching the shared goal. <p>(Has no problem with his or her assigned duties in the play performance activity)</p>				
	<ul style="list-style-type: none"> • The student has the sense of acceptance of individual role for both the success and the failure of the group. <p>(Accepting both the good and the bad result of their joint effort in reaching the shared goal)</p>				
	<ul style="list-style-type: none"> • The student works productively and uses the whole time efficiently to remain focused on the task <p>(Completes his/her duty on time with effective result)</p>				

Supportive Context	<ul style="list-style-type: none"> •The student shows trust for his/her group members <p>(having confidence in group members by obeying other's instructions, and accepting their opinions when relevant, and being never unnecessarily critical about others' ideas)</p>				
	<ul style="list-style-type: none"> •The student demonstrates respect for diversity <p>(Listens and embraces different point of views of the group members)</p>				
	<ul style="list-style-type: none"> •The student shows team spirit to work together <p>(Showing readiness to help the group members by providing quick response to any query of the group members, assisting them to clarify any doubt, extending helping hand to complete the task of any other member if need arises.)</p>				

Rubric of Assessing Students' Collaboration Skill

Aspects of Collaboration Skill	Sub dimensions	Score& Category	Category Descriptors
Coordination	Optimal alignments of activities	4 (Exemplary)	Strongly coordinated during the every activity to perform the play like identification of roles, designing and arranging costumes and props discussion on stage decoration, quick rehearsal and blocking, decorating the background or the stage etc. Full alignment with the group members was seen. Never disagreed in terms of arranging the activities.
		3 (Proficient)	Most of the time coordinated well during the arrangements of the specific activities and while performing those activities. Except one or two times, he/she showed almost alignment, agreement, adjustment with the other group members to establish alignments of activities.
		2 (Basic)	Somehow managed to keep the activities aligned. Showed sometimes (like 4/5 times) disagreement with the decisions regarding the activities for this task. Felt disconnected sometimes.
		1 (Novice)	Not coordinated well at all. Often disagreed with the group members, did not help to organize the activities properly, rather again and again created confusion and disorder. So alignment of activities was highly disturbed.
	Optimal alignments of resources	4 (Exemplary)	Strongly coordinated during the every activity to establish proper alignment of resources like costumes, background decoration items, props, lighting, sound effects etc. Never disagreed regarding the use of resources. Completely organized use of resources.
		3 (Proficient)	Most of the time(except one or two times) coordinated well during the every activity to establish proper alignment of resources like costumes, background decoration items, props, lighting, sound effects etc.
		2 (Basic)	Somehow managed to do proper alignment of resources like costumes, background decoration items, props, lighting, sound effects etc. Sometimes disagreed regarding the use of resources.
		1 (Novice)	Not coordinated at all. Failed to make any alignment of resources like costumes, background decoration items, props, lighting, sound effects etc.
	Individual agreement on the shared goal	4 (Exemplary)	He/she totally coordinated to decide the common goals like to perform the play wonderfully with proper dialogue delivery, expression etc. or to entertain the whole class by their good performance and thereby to get appreciation from others. No doubt regarding the nature of the common goal set by the group members
		3 (Proficient)	Most of the time felt satisfied with the common goals set by the team as a whole.

		2 (Basic)	Showed minimum satisfaction and agreement on the shared goal of the group task. Most of the time he/she was unhappy because he/she had a different goal set by him/her alone.
		1 (Novice)	Did not agree with the collective decision on the common goals of the task.
	Individual agreement on distribution of labour	4 (Exemplary)	Had no problem with his or her assigned duties in the play performance activity. Was very flexible with his her part of job. Agreed with the team decision regarding the choice of members for their respective duties.
		3 (Proficient)	Had little problem with the distribution of labour. He/she accepted his/her portion of job as rightly appropriate, but for one or two members he/she did not feel the same. According to him/her the selection of persons to perform certain duties went wrong for 2/3 members. Otherwise, felt the distribution of the labour had been done carefully as per the interest and capacity of the individuals.
		2 (Basic)	Somehow managed to accept the distribution of labour regarding the <i>act it out</i> task as appropriate. He/she had problems with more than 5/6 team members whom he/she did not find suitable enough for the job assigned by the group.
1 (Novice)	Had serious issue with the collective decision of the group on selecting individuals to be assigned for specified tasks for the group activity.		
Group Interaction	Free exchange of ideas and opinions	4 (Exemplary)	Never hesitated to share ideas or opinion on how to deliver the dialogues, how to express through bodily gestures and movements, type of props and costume etc. Whenever needed gave own opinion for the group's betterment.
		3 (Proficient)	Most of the time was seen to give own idea or opinion.
		2 (Basic)	Sometimes skipping the chance to share own ideas, while sometimes sharing.
		1 (Novice)	Most of the time hesitating to share ideas to the group members. Silently accepting others' ideas all the time without expressing his or her viewpoint at all.
	Sharing of relevant information	4 (Exemplary)	Very active in sharing the script/ topic related or information, acting method related information etc. Never felt uncomfortable or hesitated to share important information.
		3 (Proficient)	Most of the time during the task he/she tried to share relevant information as much as possible.
		2 (Basic)	Sometimes sharing relevant information, but sometimes feeling not interested to share further.
		1 (Novice)	No sharing of information at all. Passively listening the information given by others. Not for a single time he/she provided any necessary information related to the task.
	Listening others with patience	4 (Exemplary)	He/she listened to the ideas shared by other team members with utmost attention. Never showed any sign of impatience while listening others

		3 (Proficient)	He/she most of the time listened attentively the other team members. Very little time he/she became inattentive but very minimal level.
		2 (Basic)	He/she showed some difficulty in appreciating other people's ideas. Impatience towards listening others was observed frequently.
		1 (Novice)	He/she did not want to listen to other people and argued with teammates.
	Encouraging the Group members	4 (Exemplary)	All the time appreciated others' idea, hard work, and contribution to complete the task. Whenever need he/she used motivating words like "keep it up" "Good going", "We will rock" for better acting performance of his or her group.
		3 (Proficient)	Most of the time he/she encouraged his/her team members with motivating words to keep them excited about the task.
		2 (Basic)	Sometimes he/she was very motivating but sometimes showing no enthusiasm to encourage his/her group members. More than 4/5 times he/she was indifferent towards the hard work, dedicated efforts of the team members.
		1 (Novice)	Did not utter any encouraging words throughout the whole task. No motivation from his/her side.
	Providing constructive feedbacks	4 (Exemplary)	Whenever necessary, gave feedback on the various issues regarding the task like the blocking style, acting quality, expression, dialogue delivery etc. The tendency to provide feedback was always high during the entire task.
		3 (Proficient)	Most of the time except one or two times, provided needed feedbacks on the task related issues.
		2 (Basic)	Somehow managed to give constructive feedback to the team members, but sometimes did not show any attempt to provide needed feedback. Sometimes providing feedback to only some of the members of the group, not with the rest of the group.
1 (Novice)		Not shared any feedback for a single time; not to anyone in the group.	
Accountability	Acceptance of the individual role in reaching the shared goal.	4 (Exemplary)	Was very flexible in accepting his/her liabilities in achieving the common goals. Very much ready to compromise for that too.
		3 (Proficient)	Was flexible to accept his/her liabilities in achieving the common goals. Can do compromise for that.
		2 (Basic)	Somehow managed to compromise for the achievement of common goals, and thereby acknowledging own liabilities or role for gaining the shared goal.
		1 (Novice)	Was not flexible at all to compromise and accepting his/her liabilities/role in achieving the common goal.
	Acceptance of the individual role for both the success	4 (Exemplary)	Strongly accepted both the good/ the bad result of their joint effort. After the completion of the task, when the result was about to announced and then finally announced he/she was ready to

	and the failure of the group activity.		accept success/ failure of the team as a whole. Very supportive, No blame on others shoulders at all.
		3 (Proficient)	Most of the time he/she has the acceptance for both the good/ the bad result of their joint effort. Once/ two times he/she was little doubtful in acknowledging his/her role if the outcome of their task goes wrong, however he/she managed to overcome this acceptance issue.
		2 (Basic)	Somehow managed to accept his/her role in accepting whatever result, positive or negative the task brought.
		1 (Novice)	Showed to take credit for the success of the task/ blamed other team members for the failure of the group task. Had no acceptance of his/her role in the success/failure of the group activity.
	Working Productively	4 (Exemplary)	Used the whole time efficiently to remain focused on the task and produce the action required. Doing well for his/ her part of job dutifully.
		3 (Proficient)	Most of the time doing his/her part of job well with the other team members professionally.
		2 (Basic)	Doing somehow the task assigned. Sometimes working with less dedication and professionalism. Lack of focus frequently occurred.
		1 (Novice)	He/she was not focusing on the task at all.
Supportive Context	Having trust in group members	4 (Exemplary)	Showed complete trust in the group members. Full confidence in team. Not skeptical about it for a single time.
		3 (Proficient)	Most of the time had trust regarding the performance, dedication, hard work, honesty of the group members. Rarely trust issue was there.
		2 (Basic)	Had trust for some of the group members but not all the members of the group. Thereby, relied on some of the group members in whom he/she had confidence.
		1 (Novice)	Had no trust or confidence in any of the group members.
	Respect for diversity	4 (Exemplary)	Demonstrated utmost respect for different perspectives of the group members throughout the whole task. Did not show disrespect for any kind of difference of opinions even for a single time. Always felt positive to incorporated different ideas of others.
		3 (Proficient)	Most of the time he/she did his/her works respecting the various ideas of other group members. Showed positive attitude to include those different idea or accepting those perspectives.
		2 (Basic)	Somehow appreciated different viewpoints given by others. He/she showed little unwillingness to accept the diverse opinions.
		1 (Novice)	He/she was not respecting the diversity, different perspectives of others. In fact most of the time had the tendency to reject different opinion.
	Team Spirit	4 (Exemplary)	Performed the activity with strong sense of group consciousness and team spirit.

			Throughout the entire task he/she enjoyed working together, helping the other when needed. Always gave quick response to any query of the group members.
		3 (Proficient)	Most of the time doing his/her part of job well with the other team members with a sense of cooperation. Very few times he/she wanted to do things in his/her way.
		2 (Basic)	Somehow completed the assigned task with minimum sense of team spirit. Sometimes working together or helping others or taking assistance from other members, but not all team members.
		1 (Novice)	Not cooperated at all. He/she wanted to do things alone as per own wish and was not cooperative with other team members.

IV. COMMUNICATION SKILL TEST IN ENGLISH SUBJECT

Total Marks 60

Time: 1 hour

Communication Skill Test in English Subject consists of two sections- Section A: Writing Skill Test in English Subject and Section B: Speaking Skill Test in English Subject

SECTION A (WRITTEN TEST)

WRITING SKILL TEST IN ENGLISH SUBJECT

Name:	Class: IX	Section:
Roll No:	Gender:	Age:
Name of School:	Date:	
Location of School (Rural/ Urban):		

Time: 50 minutes

Marks: 36

Instructions:

1. Read all instructions carefully before answering the questions.
2. Total three types of questions are asked in this test.
3. Question no 1 is focused on dialogue writing
4. Question no 2 is focused on descriptive writing
5. Question no. 3 is focused on process writing
6. Each question is of 12 marks
7. Answer every test item.

- 1) In the story "Tales of Bhola Grandpa" there is an episode of Grandpa telling the narrator's father about the story of pirates and hidden treasure, and finally confessing that it was not a real story but a dream during his midnap. Now you develop a dialogue between Bhola Grandpa making the confession and the Narrator's father reacting to that confession. (Within 200 words)
- 2) Observe the picture given below, and describe the people, their activities, the place, situation that you can find in the picture. (Within 200 words)



3) Look at the following flow-chart carefully and describe the process of making Chocolate Cake in your own words. You can add some relevant points too. (Within 150 words)



SECTION B (ORAL TEST)

SPEAKING SKILL TEST IN ENGLISH SUBJECT

Name:	Class: IX	Section:
Roll No:	Gender:	Age:
Name of School:	Date:	
Location of School (Rural/ Urban):		

Time: 10 minutes

Marks: 24

Instructions:

1. Listen all instructions carefully before answering the questions.
 2. Total two types of questions are asked in this test.
 3. Question no 1. is focused on speech delivery
 4. Question no 2. is focused on debating skill
 5. Each question is of 12 marks
 4. Answer every test item.
- 1) Suppose it is your first day in school. Now introduce yourself to your new classmates. In the speech you may use the following points :
- Your personal details (Name, age, your family, home address/residence)
 - Your likes and dislikes
 - Your strengths and talents
 - Your aim in life or dream for the future.
- 2) Speak and express your opinion in favour of the statement “Online classes are not fruitful at all” when you will be provided with the counter argument by the teacher.

(The teacher: Online classes proved to be useful during the covid 19 pandemic. The students enjoyed online classes compared to offline classes. Students become more interested in learning through online mode.

Student: Student’s response in counter agreement follows...)

Extended Response Essay Items of the communication skill test in English subject were scored on the basis of the following criteria mentioned in the rubric-

Rubric of Assessing Students' Communicative Skill

Rubrics for Assessing Speaking Skills through Test

Aspect	Category	Score
Pronunciation	The Pronunciation is Correct & Clear	3
	The Pronunciation is quite Correct & Clear	2
	The Pronunciation is incorrect & not clear	1
Grammar	No grammatical errors at all	3
	Few(3 to 4) grammatical errors	2
	Often grammatical errors	1
Vocabulary	The vocabulary & expression is appropriate	3
	The vocabulary & expression is quite appropriate	2
	The vocabulary & expression is not appropriate	1
Fluency	Fluent Speaking	3
	Quite Fluent Speaking	2
	Not Fluent Speaking	1

Rubrics for Assessing Writing Skills through Test

Aspect	Sub Category	Score
Contents	Content is proper & relevant	3
	Content is quite proper & relevant	2
	Content is not proper & relevant	1
Organization	Content is well organized	3
	Content is quite organized	2
	Content is not organized	1
Spelling & Other Grammar (Tense & use of Verb)	Content is without spelling & other grammatical errors	3
	Content is free of spelling errors but having grammatical errors/ vice versa	2
	Content is with spelling & grammatical errors	1
Handwriting & Punctuation	Content is neat, legible & without punctuation mistakes	3
	Content is neat, legible but having punctuation mistakes/vice versa	2
	Content is not neat, legible & not free of punctuation mistakes	1

Total Score = 3 + 3 + 3 + 3 = 12



शिक्षा विभाग/DEPARTMENT OF EDUCATION
तेजपुर विश्वविद्यालय/TEZPUR UNIVERSITY

(A Central University established by an Act of Parliament)

नपाम, तेजपुर - 784 028/Napaam, Tezpur - 784 028

जिला: शोणितपुर, असम, भारत/District: Sonitpur, Assam, India

ई-मेल/e-mail: hod_edu@tezu.ernet.in

दूरभाष/Phone: (03712) 275651


फैक्स/Fax : (03712) 275650

F.No. 6/6-5/2018/Noti/419


Date: 23/06/2022

TO WHOM IT MAY CONCERN

This is to certify that Mrs. Debolina Mukherjee, Research Scholar of Department of Education, Tezpur University doing her Ph.D under the guidance of Dr. Rajinder Singh, Assistant Professor, Tezpur University. For her work, she needs to collect data from Secondary School students of Class IX in Birbhum, West Bengal. Thus we are kindly requesting your esteemed institute faculties/principal and students to facilitate her by providing all the necessary information for the purpose of her doctoral research work.


23/06/2022
Dr. Rajinder Singh
Ph.D Supervisor
Department of Education
Tezpur University

Ph.D. Supervisor
Dept. of Education
Tezpur University


(प्रो. नील रतन रॉय/Prof. Nil Ratan Roy)
अध्यक्ष/Head
शिक्षा विभाग/Department of Education
Head,
Department of Education
Tezpur University

H.S. Code – 115017

MEMO NO. 18/2022-23
Date: 21.07.2022

From: Headmaster / Secretary

Index No. 11-031, Ph No. (03463) 252 222

BOLPUR HIGH SCHOOL

(H.S. Integrated)

BOLPUR • BIRBHUM
PIN 731204

TO WHOM IT MAY CONCERN

This is to certify that DEBOLINA MUKHERJEE, research scholar of Tezpur Central University, Tezpur, Assam has been provided with valuable data from our school students of Class IX for her respective study.

I wish her all success in life.



S. K. Sadhu 21/07/2022
(Dr. Supriya Kumar Sadhu)

Headmaster,
Bolpur High School
Mob: 9434157742
Headmaster
Bolpur High School
Bolpur Birbhum

BARAH SRI GOURANGA VIDYALAYA (HIGH SCHOOL)

Index No. : 11-017

[Estd - 1960]

Ph. No. : (03463) 237-215

Vill & P.O. : BARAH (Via Nanoor), P.S. : NANOOR, Sub-Division : BOLPUR

Dist. : BIRBHUM, Pin-731301 (W.B.)

No. 10/2022-23

Date 23/07/2022

From : The Secretary / Headmaster

To,

Respected Sir / Madam

Sub / Ref. :

TO WHOM IT MAY CONCERN

This is to certify that Debolina Mukherjee, research scholar of Tezpur University, Tezpur, Assam, has been provided with valuable data from our school students of Class IX for her respective study.

I wish her all success in life.

Rupa Majumdar
Headmistress & Secretary
Barah Sri Gouranga Vidyalaya
(Govt. Sponsored School)
P.O. - Barah, Dist. - Birbhum
Nanoor, Birbhum, West Bengal



RAJATPUR INDRANARAYAN VIDYAPITH (H.S.)

(Govt. Sponsored)



P.O. : RAJATPUR ✪ DIST. : BIRBHUM ✪ PIN-731204

H.S. Index No.-115-112 ✪ H.S. Exam. Centre Code- 2303

Madhyamik Index No. 11-115 ✪ E-mail : rin1963@gmail.com

Memo No. 10/S/RIV/2022

Date. 30/11/2022


From Secretary / Headmaster



TO WHOM IT MAY CONCERN

This is to certify that Debolina Mukherjee, research scholar of Tezpur University, Tezpur, Assam, had taken English classes of class IX (both section A and section B) students of our school from 1st August, 2022 to 30th November, 2022. Noticeably, she was allowed to implement her intervention called "Constructivist Approach Based Module in English Subject" in one section of class IX, while taking classes by using traditional method in the other section of class IX in order to fulfil the research purposes of her respective study.

I wish her all success in life.


30.11.2022
Headmaster
Rajatpur Indranarayan Vidyapith (H.S.)
P.O. Rajatpur, Dist.-Birbhumi
(Signature of Headmaster)

Headmaster, Rajatpur Indranarayan Vidyapith (H.S.)

Rajatpur, Raipur Supur-Xi,

Bolpur Sriniketan Block, Birbhumi, West Bengal



Founded By
Late J. N. SET

SRINANDA HIGH SCHOOL (H.S.)

(GOVT. SPONSORED)

P.O.-BOLPUR • SANTINIKETAN • DIST.-BIRBHUM

Index No.: 13-005
H.S. Code: 115077

Ref. No.: Shs - 41/22

From : Secretary / Headmistress / President




Date : 02/12/22

TO WHOM IT MAY CONCERN

This is to certify that Debolina Mukherjee, a research scholar of Tezpur University, Tezpur, Assam, had taken English classes of class IX (both section A and section B) students of our school from 1st August, 2022 to 30th November, 2022. Noticeably, she was allowed to implement her intervention called "Constructivist Approach Based Module in English Subject" in one section of class IX, while taking classes by using traditional method in the other section of class IX in order to fulfill the research purposes of her respective study.

I wish her all success in life.


Headmistress
Srinanda High School (H.S.)
P.O.- Bolpur, Birbhum
Baisakhi Mondal

(Name of the Headmistress)

Headmistress, Srinanda High School

Jambuni, Charupalli, Bolpur, Birbhum, West Bengal

LIST OF PUBLICATIONS

List of papers published in journals

1. Mukherjee, D & Singh, R (2023). Education as the Catalyst for the Development of Twenty first Century Learning Skills. *Education India: A Quarterly Refereed Journal of Dialogues on Education*, Vol.12, Issue II, pp. 1-6. Paper ID: EIJ20110000846 (UGC care list Journal, ISSN 2278- 2435
Link: <http://www.educationindiajournal.org>)
2. Mukherjee, D & Singh, R (2022). Revisiting The Educational Philosophy of Rabindranath Tagore with Special Reference to Constructivist Approach to Learning”. *Wisdom Speaks*, Vol.7, No.1, pp. 9-17
(UGC care list Journal ISSN: 2456-5121
Link: www.wisdomspeaks.infac.co.in)
3. Singh, R & Mukherjee, D (2022). Delving into Constructivist Learning Theory with Regard to NCF 2005 and NEP 2020. *Education India: A Quarterly Refereed Journal of Dialogues on Education*, Vol.11, Issue I, pp. 1-8. Paper ID: EIJ20110000631
(UGC care list Journal, ISSN 2278- 2435
Link: <http://www.educationindiajournal.org>)

List of book chapters published in edited book

4. Mukherjee, D & Singh, R (2023). Exploring the Role of Animation Cartoons as an Innovative Pedagogical Approach in the Inculcation of Values among Learners. *Current Research Trends in Humanities, Social Sciences and Education*, SM Press & Publication, pp 67-77. ISBN 978-81-965526-4-0
5. Mukherjee, D & Singh, R (2023). Translating the Principles of Constructivism into Classroom Practices with Special Reference to the Educational Model of Rabindranath Tagore: An Exploratory Case Study. *Universal Happiness in Post-Truth Era Market, Media Technology and Global Well-Being*, Shree Publishers & Distributors, ISBN: 978-81-958954-6-5, pp.118-140
6. Singh, R & Mukherjee, D (2021). Exploration of Innovative Classroom Practices with Special Reference to NCF 2005 and Educational Perspective of Rabindranath Tagore: A Reflective Study. *Meaningful Education*, Twenty first Century Publications, ISBN 978-93-90953- 42-4, pp.71-78

List of papers presented in seminar/ conference

7. Participated and presented a paper entitled “Social Constructivist Approach to Classroom Learning with Special Reference to Vygotskian Perspective on Developing Intellectual Skills” in International Seminar Cum AIAER Annual Conference on Reconstruction of Education for Sustainable Tomorrow, organized by Department of Education, Rajiv Gandhi University, Arunachal Pradesh, India, held on 09-11th November,2022
8. Participated and presented a paper entitled “The Relevance of Inculcation of Twenty First Century Learning Skills among Today’s Learners with Special Reference to NEP 2020” in ICSSR Sponsored National Seminar on NEP 2020: Implementation Challenges and Way Forward, organized by Department of Education, Kampur College, Nagaon, Assam, 10-11th June, 2022