



The Accidental Tourist

Activity – I: Pre-Reading

SKILL AREA: SPEAKING

Learning Outcomes: The students will be able to

- understand the central theme.
- express ideas in speech on writing.
- speak and write with fluency and accuracy.

Time Required: One period

Procedure:

1. The teacher divides the class in pairs.
2. She instructs the students to think of examples of people doing silly stuff without actually meaning to do it.
3. Some hints
 - a. tripping and falling.
 - b. dropping things and breaking them.
 - c. forgetting important things and getting into trouble.
4. The pairs may present their ideas to the class.

This tasks need not be assessed.

Feedback:

The teacher relates the responses to the theme of the story.

Activity – II: Post-Reading

SKILL AREA: WRITING/SPEAKING

Learning Outcomes: The students will be able to

- understand the central theme of the story.
- identify understand new words and use theme.



MOMENTS

FORMATIVE ASSESSMENT

Time Required: One period

Procedure:

1. The teacher divides the students into groups of four or five as per their seating arrangement.
2. The teacher divides the board into the following columns:

Bill Bryson

Mistakes made by Bill Bryson.	What he wants to do

3. The teacher instructs the students to mark in their books or note down as many points as possible based on the above pointers.
4. After students note down the answers, the groups complete the columns on the board by writing one point at a time by taking turns.
5. The group that produces the maximum inhere ideas is the winner.

Some expected answers:

Mistakes made by Bill Bryson	What he wants to do
<ul style="list-style-type: none"> ☞ Spilled the contents of his bag on the concourse. ☞ Cut his finger. ☞ Stuck in crash position, had to claw the leg of the man sitting next to him to be rescued. ☞ Knocked a soft drink on the lap of a lady. ☞ Turned his gums, teeth, tongue into bright blue after sucking on a pen. ☞ Could not eat food without spilling it. 	<ul style="list-style-type: none"> ☞ Wants to be suave. ☞ Wants to eat dinner without looking as if he has been caught in an earthquake. ☞ To get into a car without leaving a part of his coat out of the car door. ☞ Wants to wear light coloured trousers without discovering ice cream, chewing gum etc. on them.



Assessment Criteria:

- Correctness of answers
- Understanding of the story
- Fluency of expression

The work of the entire group may be assessed.

Activity – III: Post-Reading

SKILL AREA: LISTENING/SPEAKING

Learning Outcomes: The students will be able to speak without any written text in hand.

Time Required: One period

Procedure:

1. The teacher puts up the following sentence on the blackboard.
'Comedies are enjoyable only when the characters do silly things.'
2. The teacher discusses the sentence. Pointers may be given like:

Examples
Interesting when author is stuck under another seat.
When author's mouth is filled with ink.
When he spills juice on a lady.

3. The students speak for a minute on the topic, giving examples from real life, films, TV shows etc.
4. The students share their observations about each other's performance.

Assessment Criteria:

- Relevant content
- Fluency of expression
- Appropriate examples



MOMENTS

FORMATIVE ASSESSMENT

Feedback:

The teacher motivates the students, who hesitate to speak, to express themselves without inhibitions.

Activity – IV: Post-Reading

SKILL AREA: WRITING/SPEAKING

Learning Outcomes: The students will be able to:

compare and analyse various chapters and draw out similarities.

Times Required: One period

Procedure:

1. The teacher divides the class in groups.
2. The teacher instructs the students to write down similarities between 'Packing' and 'The Accidental Tourist', the lessons they have read in the class.

Some examples:

- a. ...both are comedies.
- b. ...both deal with men who make silly mistakes.
- c. ...both have comic action as well as comic language.
- d. ... we enjoy both the chapters when the author/friends do silly things.
- e. ... both deal with travelling-one with packing, the other with air travel.

3. The students may read aloud their answers quickly.

Assessment Criteria:

Aptness of comparison

Use of appropriate language.

Understanding of the humor in the two stories

Feedback:

After the task, the teacher may help the students to summarize the story in their own words.

Some contrasts could also be discussed.