



## *'If I Were You'*

### Activity – I: Pre/While-Reading

#### SKILL AREA: LISTENING

**Learning Outcomes:** The students will be able to

listen to and understand a piece of conversation and comprehend it.

**Time Required:** One period

**Procedure:**

1. The teacher, along with a volunteer, reads out the given conversation from the play.
2. The students listen for understanding.
3. The teacher writes the probable outcomes of the play and asks the students to write an appropriate ending.

**Assessment Criteria:**

Writing with accuracy and fluency

Listening for understanding

Creativity and originality

**Feedback:**

The teacher initiates a discussion on various answers given by the students.

**Gerrard is a playwright living alone in an isolated cottage. One day a man breaks into his cottage. Listen to the dialogue from the play, between Gerrard and the stranger:**

**INTRUDER :** This is your big surprise. I'm going to kill you.

**GERRARD :** A little harsh, isn't it?

**INTRUDER :** (with heavy sarcasm). Yeah, I'll be sorry to do it. I've taken a fancy to you, but it's just got to be done.



### WORKSHEET

Based on the title of the play and the extract you just heard, predict what will happen to Gerrard.

Which of the following predictions do you think is the most probable? Circle your choice or give an answer that you think is better.

- a) The intruder, who is a struggling actor, wishes to impress Gerrard and so he is acting a part. He does not wish to kill Gerrard at all.
- b) Gerrard is killed by the intruder who hides in Gerrard's house.
- c) Gerrard is able to overpower the stranger and escape.
- d) .....

### Activity – II: Post-Reading

#### SKILL AREA: COMPREHENSION/WRITING

**Learning Outcomes:** The students will be able to

- analyse the words and actions of the characters.
- enhance their comprehension.
- writing with fluency and accuracy.

**Time Required:** One period

**Procedure:**

1. The teacher divides the class into groups of four or five.
2. Teacher distributes the worksheet.
3. The students discuss in groups and complete the worksheet.

**Assessment Criteria:**

Correct answer.

The teacher may decide on the answers depending about the response of the groups.

*The activity could be part of the portfolio.*

**Feedback:**

The teacher supports the students by giving clarification about characters with examples from the play.



### WORKSHEET

**Attempt a character study of Gerrard and the intruder by completing the table given below. You may use words given in the help box. Remember, all the words may not be appropriate.**

crook                      composed                      forceful                      foresighted  
 courageous              clever                      humorous                      trusting                      nonchalant  
 ingenious                  violent                      hardhearted                      smart                      bitter  
 witty                      cautious                      wreckless                      bold                      careful  
 alert                      soft-hearted                      easy-going                      unprepared  
 short-tempered              patient                      uncaring                      sensitive                      irritable

| Character    | Quality   | Evidence from the play   |
|--------------|---|--|
| Gerrard      | <ul style="list-style-type: none"> <li>• Presence of mind</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul> | <ul style="list-style-type: none"> <li>• Sees a gun-carrying intruder enter his home but instead of showing fear he says, (pleasantly) ' Why, this is a surprise, Mr-er-'</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul> |
| The Intruder | <ul style="list-style-type: none"> <li>• Forceful</li> <li>• .....</li> <li>• .....</li> </ul>                          | <ul style="list-style-type: none"> <li>• Put those paws up!</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>   |



### Activity – III: Post-Reading

#### SKILL AREA: READING/COMPREHENSION

**Learning Outcomes:** The students will be able to understand the plot and characterisation.

**Time Required:** 20 minutes

**Procedure:**

1. The teacher instructs the students to read the story again silently.
2. Teacher distributes the worksheet and students mark the correct answer for each question.
3. The students exchange their completed worksheets.
4. The teacher calls out the correct answers and asks the students to mark the answers of their peers.

**Assessment Criteria:**

Correct response

**Feedback:**

Teacher conducts a brief discussion on the areas that students find difficult to understand.

### WORKSHEET

**Answer the questions by choosing the correct option.**

1. What distinct aspect of his character does Gerrard reveal when faced by a gun-carrying intruder?
  - a) nonchalance
  - b) presence of mind
  - c) fear
  - d) composure
2. The Intruder calls Gerrard a 'sympathetic audience' because .....
  - a) not many people would have liked to hear his story.



- b) he knew Gerrard would be sympathetic towards him.
  - c) he was being sarcastic.
  - d) his story was pathetic.
3. Gerrard tricked the Intruder into believing that he was a criminal. This proves that Gerrard was .....
- a) intelligent
  - b) quick-witted
  - c) wise
  - d) knowledgeable
4. Gerrard had the disguise in his cupboard as he was .....
- a) a criminal
  - b) an escaped convict
  - c) a playwright
  - d) an actor
5. The play 'If I Were You' is a .....
- a) comedy
  - b) tragedy
  - c) thriller
  - d) melodrama

### Answers:

- 1. presence of mind
- 2. he was being sarcastic
- 3. quick-witted
- 4. a playwright
- 5. thriller



### Activity – IV: Post-Reading

#### SKILL AREA: WRITING

**Learning Outcomes:** The students will be able to

write a notice.

arrange their thoughts in a concise manner.

**Time Required:** One period

**Task:** Before the police arrives, the intruder who enters Gerrard's house escapes by breaking out of the cupboard. Working in groups, design a poster for his capture.

**Procedure:**

1. The teacher displays the poster given below as I and explains the task.
2. She instructs the students to observe and design a poster based on the hints given below that in II.

#### I. Designing a WANTED PERSON Poster.

Study the 'Wanted Person' poster given below carefully. Notice how concise and accurate the description is.



#### WANTED

*Gabbar Singh. Wanted for the kidnapping and murder of Navroz Patravala. Last seen in Shimla. Height five feet eight inches, slim build, long face, beard, wavy black hair, sharp nose, large brown eyes. Scar on left side of face. This man is dangerous. His record shows he has committed at least two murders before this. Approach with caution. Suitable reward will be given for information leading to his capture.*

#### II. HINTS

##### WRITING A DESCRIPTION

##### Physical qualities

**Build** - slim, over-weight, medium, large, stocky, lanky, hefty, pear-shaped, thin,

**Height** - tall, short, medium



**Clothes/ appearance** - elegant, sloppy, well-tailored, ill-fitting, casual, formal, untidy, neat, tidy,

Shape of face/ expression -sharp-featured, bearded, unshaven, friendly, round, oval,

**Complexion** - fair, pale, swarthy,

**Eyes** - small, large, black, brown, protruding, shifty, staring, close-set

**Hair** - balding, close-cropped, thick, wavy, curly, plaited, long, thinning

**Special Features** - tattoo, scar, mole, stammer, peculiar gesture

### Assessment Criteria:

Content

Accuracy and fluency of expression

Creativity

### Feedback:

The best posters could be displayed and the art teacher may be requested to give her inputs.

### Activity – V: Post-Reading

#### SKILL AREA: WRITING/SPEAKING

**Learning Outcomes:** The students will be able to

speak and write accurately and fluently.

express their ideas in words.

**Time Require:** One period

### Procedure:

1. The teacher writes the expression on the board.  
'If they were'.....
2. Students decide and share which contemporary famous personality they dream of becoming.
3. The teacher asks the students what changes they would bring if they become the person of their dreams for a day.



## BEEHIVE

## FORMATIVE ASSESSMENT

4. The students are instructed to write atleast ten lines and share them with the class by reading out what they have written.

### Assessment Criteria:

Creativity

Expression

Fluency and accuracy of expression

Clarity of thoughts

### Feedback:

Some students may be hesitant to read out their responses but the teacher needs to encourage them.



