



# Packing

## Activity – I: Pre-Reading

### SKILL AREA: PROBLEM SOLVING/THINKING

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

- understand the concept of packing for a trip.
- to visualize concepts.
- understand the text.

**Time Required:** 20 minutes

#### Procedure:

1. The teacher divides the class into groups of four or five and assigns them the following task:  
Your class is going on a camping trip and you have been given the responsibility of drafting a list of essential items that students would need to take along. Remember there are no hotels, no stores and the next livable place is 10 kilometers away.
2. The teacher instructs them to prepare their list of essential items.
3. The list is put up on the board.
4. The groups are asked to review each others' list.
5. The most comprehensive list is discussed in detail.

***The activity need not be assessed.***

#### Feedback:

Some students may not know the names of some objects in English. Encourage them to find out the meaning word from a bilingual dictionary.

Some may not know what camping means. Other students may explain.

The teacher monitors the discussion.



### Activity – II: While-Reading

#### SKILL AREA: VOCABULARY

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

- infer the meaning of unfamiliar words and phrases using contextual clues.
- enhance their vocabulary.

**Time Required:** 20 minutes

**Procedure:**

1. The teacher directs the students to read the first two pages (pgs 82-83) of the story and complete the task by picking out appropriate meanings from table I and II.
2. The students locate the expressions in the text.
3. The students then, pick the contextual meaning from the table I.
4. They fill in the second column from the table II.

**Assessment Criteria:**

Correct responses

**Feedback:**

The teacher uses the expressions in new sentences to clarify the meaning, if required.

### WORKSHEET

Expressions used in the text 1	Contextual Meaning 2	Substitute with another word/phrase 3
Impressed upon		
Spread himself over the chair		
Boss the job		
Potter about		
Loll on the sofa		
Messing about		
Care a hang		



### Contextual Meaning : I

Sit or lie in a relaxed manner	To supervise
To spread things untidily	It is not important
To do unplanned work	To sit comfortably
To tell/speak forcibly	

### Substitute words/phrases: II

Doing nothing important	Make oneself at home in a chair
Not bothered	Add to the confusion
Made it clear	Give directions
Laze around	

### Answers:

Expressions used in the text 1	Contextual Meaning 2	Substitute word/phrase 3
Impressed upon	To tell/speak forcibly	Made it clear
Spread himself over the chair	To sit comfortably	Make oneself at home in a chair
Boss the job	To supervise	Give directions
Potter about	To do unplanned work	Doing nothing important
Loll on the sofa	Sit or lie in a relaxed manner	Laze around
Messing about	To spread things untidily	Add to the confusion
Care a hang	It is not important	Not bothered

### Activity – III: Post-Reading

#### SKILL AREA: CREATIVE WRITING

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

express their thoughts in writing.

to express themselves creatively and imaginatively.

plan for writing for a specific purpose, audience and context.

write in a personal and informal style.



## BEEHIVE

## FORMATIVE ASSESSMENT

### Task

Based on your understanding of the text and the style (humorous, first person account, detailed) adopted by the author to describe a simple task such as packing bags, write your experience of a journey with the help of inputs given below.

The grandmother/grandfather/any elder relative - strong headed, travels with a lot of luggage, is demanding, and is difficult to please.

Problems you faced packing all her paraphernalia!!(God's pictures, bird in a cage, betel leaves etc.)

Journey from village to city, full of funny situations, you almost get left behind trying to buy tea for her.

People giving strange looks at her mannerisms.

The most memorable journey.

**You can begin by using this beginning, or one of your own:**

**Once I had to go and fetch my grandmother from the village. Knowing her eccentric ways, I wasn't looking forward to the journey. Looking back I remember the day I reached the village .....**

**Time Required:** Two Periods

### Procedure:

1. The teacher discusses the features of the text.
2. The teacher makes a note of it on the blackboard.
3. She discusses the situation of travelling with an elderly person and how stories can be made interesting by including-
  - (a) Details
  - (b) Dialogues
  - (c) Feelings
  - (d) Descriptions

### Assessment Criteria:

Fluency and accuracy of expression

Creativity

### Feedback:

The teacher provides support by discussing the basic framework of a story, if required.

As an alternative, the teacher may help them practice by giving a story with spaces to be filled up with their ideas/words.