



Extended Reading Texts



Gulliver's Travels

Activity – I: Memoir Writing

SKILL AREA: WRITING/SPEAKING

Learning Outcomes: The students will be able to
write and speak fluently and accurately.
enhance their creativity.

Time Required: One period

Procedure:

1. The teacher divides the class in three groups.
2. Each group is given the following situation to imagine once visiting a particular fantasy land and write a memoir:
 - Group 1: a place where all the people were very small in size and you are the normal-sized person.
 - Group 2: a place where all the people were very large in size and you are the normal sized person.
 - Group 3: a place where there were all animals and you were able to communicate with them.
3. All the groups must mention the following in their memoir:
 - where they lived.
 - what they ate.
 - how they traveled.
 - advantages and the dangers of their particular situation.

Assessment Criteria:

- Creativity
- Team work
- Fluency of expression
- Language



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FORMATIVE ASSESSMENT

Feedback:

The teacher may discuss the technique of writing a memoir, if some students find it difficult to write.

The grammatical errors must be corrected and discussed in class.

Activity – II: Discussion on 'size'

SKILL AREA: THINKING /SPEAKING

Learning Outcomes: The students will be able to

think about the prejudices around them related to size.

speak fluently and confidently.

understand the feelings of others.

Time Required: One period

Procedure:

1. The teacher elicits response from the students about the prejudices they face with respect to their size (height, weight etc.)
2. Students re-read Gulliver's statement in which he says that the bigger humans are the more savage and cruel.
3. The students respond to the following questions.
 - Is this true in their experience?
 - What prejudices do people have based on body size?
 - Are shorter people treated differently from the tall ones?
 - Are taller people allowed to act smart and smaller expected to act less mature?
4. The teacher writes their responses on the board and concludes the discussion on a positive note.

This activity need not be graded.



Activity – III: Draw a Scene

SKILL AREA: CREATIVITY/SPEAKING

Learning Outcomes: The students will be able to
 present a scene through a painting.
 enhance their creativity.

Time Required: Two periods

Procedure:

1. The teacher asks the students to describe their favourite scene in the novel.
2. The students are asked to paint/draw through their imagination, their favourite scene.
3. The drawing period may be utilized for this activity.
4. The students describe the scene that they have drawn.
5. The drawings are displayed on the class display board for the students to appreciate each other's work.

Assessment Criteria:

Creativity

Understanding of the scene

Feedback:

The art teacher may be included to evaluate the work of the students.

Activity – IV: Match the Words

SKILL AREA: VOCABULARY

Learning Outcomes: The students will be able to
 enhance their vocabulary and use new words appropriately.

Time Required: One period

Procedure:

1. The teacher distributes the following worksheet in the class.
2. The students are match the words in Column A with their meaning in Column B.



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3. After the exercise, the students peer assess.

Assessment Criteria:

Correct answers

Feedback:

Some students may not be able to understand /find the correct match they must be helped and allowed to locate the meanings from dictionary.

The students may be asked to use the words in sentences.

WORKSHEET

Match the column

S. No.	A	S. No.	B
1	scimitar	1	a common language used by speakers of different languages
2	observe	2	a sheath for a sword or dagger or bayonet
3	conjecture	3	a detailed list of all the items in stock
4	prodigious	4	curved sword that comes from the Middle East
5	lingua franca	5	watch attentively
6	bate	6	a phenomenon that follows and is caused by some previous phenomenon
7	scabbard	7	a source of materials to nourish the body
8	inure	8	anticipate with dread or anxiety
9	capital ship	9	to believe especially on uncertain or tentative grounds
10	dexterity	10	reason with (somebody) for the purpose of dissuasion
11	inventory	11	so great in size or force or extent as to elicit awe
12	victuals	12	flap the wings wildly or frantically
13	engage	13	a warship of the first rank in size and armament
14	relieve	14	cause to accept or become hardened to; habituate
15	accord	15	adroitness in using the hands
16	consequence	16	treat with contempt



17	mock treat with contempt	17	place limits on
18	expostulate	18	concurrence of opinion
19	confine	19	consume all of one's attention or time
20	apprehend	20	free from a burden, evil, or distress

Activity – V: Think and Answer

SKILL AREA: THINKING AND WRITING

Learning Outcomes: The students will be able to

think critically.

frame their thoughts in a coherent manner.

write fluently and accurately.

Time required: One period

Procedure:

1. The teacher discusses the virtues taught to Lilliputian children with students.
2. After discussion the teacher divides the class in groups and instructs the students to respond to the following questions.

What does each one mean?

Are they relevant in present times? Give reasons for the answer.

Make a list of values required to be taught to the children.

3. Some of the students are asked to speak out their answers.

This activity need not be graded.