



Iswaran the Storyteller

Activity – I: Pre-Reading

SKILL AREA: SPEAKING / WRITING

Learning Outcomes: The students will be able to

identify the theme of the story.

learn the art of story writing/telling.

Time Required: One period

Procedure:

1. The teacher divides the class into groups and instructs them to write a 'Ghost Story'.
2. The students discuss in their groups and prepare the outline of a ghost story.
3. Each group presents the story to the class using different presentation strategies like group/ individual narration, dramatisation etc.

Assessment Criteria:

Creativity and understanding

Effectiveness of presentation

Originality and imagination

Feedback:

The teacher links the stories to the lesson and explains the essentials of the genre.

Activity – II: Post-Reading

SKILL AREA: READING

Learning Outcomes: The students will be able to

understand the story.

enhance their reading skills.

Time: 20 minutes



Task: Read the story and answer the MCQs by ticking the right option.

Procedure:

1. The students read the story silently.
2. Doubts of students are discussed briefly in a class discussion.
3. The worksheet containing the MCQs is given to the students. Alternatively they are read out as students mark their answers.
4. Student exchange their worksheets/answers and mark them on the basis of the answers provided by the teacher.

Assessment Criteria:

Correct answer

Feedback:

Wherever students have doubts, the teacher may ask them to revisit the relevant portions of the lesson and have a discussion.

The teacher may also encourage students to give reasons for their answers.

WORKSHEET

Answer the following questions by choosing the most appropriate option:

1. As a junior supervisor Mahendra had to
 - a) construct factories, bridges and dams.
 - b) oversee construction work at different sites
 - c) move from place to place every now and then
 - d) work in a coal mine and railway construction site.
2. Mahendra was highly adaptable because
 - a) his needs were few and simple as a bachelor
 - b) he had to live in makeshift canvas tents.
 - c) he was a conservative and traditional person
 - d) he had the services of an expert cook wherever he went.



MOMENTS

FORMATIVE ASSESSMENT

3. Iswaran had the amazing capacity to produce vegetables and cooking ingredients even in places where there were no shops. This shows that he
 - a) was highly resourceful and smart.
 - b) was capable of walking long distances to procure vegetables and ingredients.
 - c) was devoted to cooking and had the desire to excel in it.
 - d) wanted to please his master with tasty dishes even in remote sites.
4. Iswaran was interested in reading Tamil thrillers because he
 - a) had a lot of spare time and reading helped him pass the time.
 - b) had been influenced by the authors of the book he read.
 - c) was by nature imaginative and fond of suspense.
 - d) was imaginative and liked to be dramatic while recounting tales.
5. Mahendra enjoyed listening to Iswaran's stories because
 - a) they were packed with horror and suspense.
 - b) they were woven around real incidents of life.
 - c) Mahendra had no TV and Iswaran's stories helped him spend his leisure time.
 - d) of the dramatic way in which Iswaran narrated them.
6. Iswaran said that the factory area was once a burial ground. He based this view on
 - a) a human skull lying in the path
 - b) a number of human skulls found in the area
 - c) the appearance of the ghost of a woman at night.
 - d) the appearance of a skeleton holding a foetus in its arms.
7. Mahendra asked Iswaran to get his digestive system as well as head examined because
 - a) Mahendra did not believe in ghosts or spirits
 - b) Mahendra thought that Iswaran was talking nonsense
 - c) Iswaran was ill and needed medical treatment immediately.
 - d) Iswaran was behaving in an odd way that disturbed Mahendra.



8. After hearing Iswaran's story, Mahendra avoided looking out of his window at night because
 - a) he was afraid that Iswaran would be standing outside, ready to tell another story.
 - b) he had lost interest in the beauty of the new moon.
 - c) he was afraid that he would see ghosts.
 - d) the story had frightened him.
9. Mahendra decided to quit his job after he
 - a) saw a dark cloudy form clutching a bundle outside his window at night.
 - b) broke into cold sweat and fell back on the pillow, panting.
 - c) learnt that Iswaran had seen him the previous night sighting the 'ghost'
 - d) realized that he was actually camping in a haunted place.
10. It is probable that Iswaran himself had appeared as the ghost. If so, he would have done it to
 - a) frighten his master and take pleasure in it.
 - b) teach his master a lesson for calling him crazy and not believing his story.
 - c) ensure that they would leave the camp site and move to a better place.
 - d) satisfy his desire for drama and suspense.

Answers:

1- b; 2- a; 3- a; 4- c; 5- d; 6- b; 7- b; 8- d; 9- c; 10- b.

Activity – III: Post-Reading

SKILL AREA: WRITING/READING

Learning Outcomes: The students will be able to

write a report.

write fluently and accurately.

Time Required: One period

Task: Write a report for the newspaper on the elephant incident in Iswaran's school in about 150 words.



MOMENTS

FORMATIVE ASSESSMENT

Procedure:

1. The teacher instructs students to re-read the relevant portion of the lesson and explains the task.
2. Students write a newspaper report in about 150-200 words covering the incident at Iswaran's school.
3. The teacher provides the following hints.

Report

Hints:

Format

- Heading: Concise, eye-catching.
- Date, place
- 1st paragraph: what the news is about
- 2nd paragraph: details
- 3rd paragraph: Interview of Iswaran

Language

Use of a mixture of active and passive voice and use of simple past tense.

Style

Formal, use of some quotes from people who witnessed the incident and a brief interview of Iswaran.

Assessment Criteria:

Content - relevant, appropriate details from the story

Language - accurate, fluent and appropriate style

Originality

Feedback:

Some of the reports could be read out and edited.

This task may form a part of the students' portfolio.



Activity – IV: Post-Reading

SKILL AREA: READING

Learning Outcomes: The students will be able to

- find out various components of a short story.
- enhance their reading skills.

Time Required: One period

Procedure:

1. The teacher instructs the students to read the story once again.
2. The students fill the following column based on their reading of the story and understanding of the genre of short story.

Subject matter	
Setting	
Point of view	
Characters	
Plot details/symbolism/dialogue	
Possible theme(s)	

3. A class discussion may be initiated on the responses of the students.

Assessment Criteria:

- Understanding
- Clarity of concepts

Feedback:

The teacher explains the major components of short story writing.



MOMENTS

FORMATIVE ASSESSMENT

Activity – V: Post-Reading

SKILL AREA: READING / LANGUAGE

Learning Outcomes: The students will be able to

find words from the text and categorise them as per their usage.

use the words in sentences.

Time Required: Two periods

Procedure:

1. The students draft a few line summary in their own words and share with their class.

Assessment Criteria:

Understanding

Expression

Feedback:

The teacher clarifies, the activity, if required.