

DEVELOPMENT OF THE LESSON PLAN

THE WALKER OF THE SNOW

Learning outcomes

By the end of the lesson, students will be able to

- infer the determination and perseverance of the narrator.
- analyse the tone and mood from the portrayal of nature.
- identify the poetic devices that add to the wealth of the poem.
- identify features of gothic literature.

Suggested number of Sessions: 2

Session 1: Warm up, The entire poem

Session 2: Comprehension, Appreciating the Poem, Going Further

Summary

The poem depicts a traveller's encounter with the solitary figure, a Shadow-hunter who seems to be a mysterious entity that haunts the snowy wilderness. The protagonist trudges through a wintry desolate landscape, despite the harsh conditions and the challenges posed by the deep snow and freezing winds. He struggles forward with great determination and strength. When he realizes that the looming presence of the ghostly figure, who accompanies him, leaves no footprints behind, he is filled with terror.

Pre-reading

Warm up

CT; COM; COL; MI, AFL

Give time for partners to discuss. After the students discuss with their partner, let them share their views with the class. Accept varied responses, provided they can support their answer.

Suggested answers:

a. *I would like to walk alone.*

- Gives time to introspect and reflect on myself
- Can set my own pace
- Can start and stop to rest when I want to
- Can choose my own route
- Can learn to be independent and build up self-confidence

From this exercise students learn to introspect and be comfortable with themselves.

b. *I would like to walk with a companion..*

- It is safer
- Creates more memories
- Can share thoughts and ideas
- Can admire nature together
- Discuss our planet
- Build communication skills and empathy towards others

This exercise brings in an awareness of the need to socialize and develop a sense of social responsibility. Students might even be empowered to take an active role in making our planet a better place.

Tell students that they are going to read a poem about determination and strength.

Reading

Read the poem aloud. Alternatively you may play the audio track and direct students to listen and then read aloud using appropriate expressions and intonations.

Discuss the meanings of the glossed words through the course of the reading exercise.

Elicit answers from students: *Which word in the poem indicates that the valley might be unsafe?* (haunted) *What is the genre?* (A narrative poem) *What important information do you get in the second stanza?* (The ghostly figure walks in the snow at midnight.)

How is the scene described? (Unnatural – a cold December night where the yellow setting sun is sinking to give way to a pale moon behind the ‘purple bars’) *Came the pale moon and the stars, / As the yellow sun was sinking / Behind the purple bars...What senses are evoked here?* (Sense of sight) *Pick out lines from stanza 4 that evokes the sense of sight.* (The snow was deeply drifted / Upon the ridges drear ...) *What imagery is portrayed in stanza 5?* (The sense of silence) *Describe the imagery in stanza 6.* (The sad song of the moose-bird appeals to our sense of sound, and an image of sight and sound is built up when the narrator describes the red leaf softly skating on the snow.)

Taking it further (HOTS)

How does a description of the elements contribute to the atmosphere of the poem? (It appeals to the senses and builds up an imagery of a solitary figure in a harsh wintry landscape which is eerie.)

Elicit answers from students: *Pick out a line that indicates that the narrator would have liked company.* (...Yet my heart it would be lightsome, / If I had but company.”)

Taking it further (HOTS)

How does this isolation contribute to his journey’s meaning? (It is when he is in isolation that his mettle/ fortitude is tested.) *What insights does the poem offer about the experience of facing challenges alone?* (Free response *Suggested answer:* With determination one can face challenges even when alone.) *Was the narrator happy that he finally got company? What senses are evoked through these lines: And then I sang and shouted, / Keeping measure, as I sped, / To the harp-twang of the snow-shoe / As it sprang beneath my tread... (Sense of sound) Pick out lines from stanza 9 and 10 that appeals to the Sense of sight.* (When a dusky figure joined me, / In a capuchon of grey, / For I saw by the sickly moonlight, / As I followed, bending low, / That the walking of the stranger / Left no footmarks on the snow.) *Which phrase communicates that the figure was unfriendly?* (‘no token of communion)

What makes the narrator terrified? (He notices that the ‘dusky stranger’ does not leave any footprints behind him.) *How is the haunting presence of the Shadow-hunter conveyed?* (Through subtle yet effective details, such as its lack of footprints and its “long and limber stride”) *In what state did the otter-trappers find him?* (With his ‘dark hair blanched and whitened’ like the snow in which he lay) *What senses does the ‘dark hair blanched and whitened’ like the snow appeal to?* (A sense of sight)

Taking it further (HOTS)

What does the entire experience symbolise? (The snow-covered landscape becomes a treacherous place where the narrator’s fears manifest physically, causing his hair to turn ‘blanched and whitened.’)

Why is there a reference to Sancta Maria? (The mention of “Sancta Maria”, in context, suggests a moment of plea for divine guidance and protection. The narrator is confronted with daunting fierce and overwhelming winter. On a different level, the invocation to Sancta Maria could symbolizes hope and protection amidst adversity. It suggests that even in the bleakest of circumstances, there is comfort to be found in spiritual faith. This invocation can be interpreted as a moment of seeking solace and inner strength to endure the challenges ahead.)

The sun is falling low,— / Before us lies the valley/ Of the Walker of the Snow! What sense does the imagery depicted here appeal to ? (A sense of sight)

Literary Appreciation

By examining the use of *imagery, metaphor, and poetic structure*, students develop critical thinking skills and deepen their understanding of how these elements contribute to the poem’s themes and overall meaning.

This can promote personal growth by encouraging students to identify their strengths, develop strategies to cope with difficulties, and cultivate a positive mindset in facing life’s challenges.

Tone and Mood: The tone of the poem is eerie with the solitary narrator being joined by a figure that leaves no footprints in the snow.

Imagery: The poet’s choice of words and chilling imagery create a specific atmosphere and mood. It evokes the senses of sight, sound, and silence.

- **Dread and gloom:** The poet uses phrases like “breath of the snow,” “dread of the fierce night wind,” “frozen mist,” “blanched and whitened,” the haunting presence of the Shadow-hunter, lack of footprints, and its “long and limber stride,” all of which convey dread and gloom.
- **Winter:** The poem opens with a vivid description of a wintry landscape with phrases like “the landscape listens” and everything is covered in snow. This sets the tone of stillness and quiet.
- **Solitary Figure:** The image is of the “walker of the snow” himself, a solitary person walking through this snowy landscape. This represents solitude and probably introspection.
- **Sound and Silence:** Sound and silence is interspersed throughout the poem. The silence of the snow-covered landscape is interrupted by the sound of footsteps.
- **Nature Imagery:** There is a sense of beauty, yet harshness in nature with the use of “ice-bound trees,” “woodland brook,” and “the sky turning in its sleep.”

Symbolism: The reference to “Sancta Maria” is a prayer-like appeal amidst the challenging conditions described in the poem. It is a symbol of hope.

Structure and Language: The poem consists of four-line stanzas, each with an ABAB rhyme scheme. The regular structure contributes to the poem’s rhythmic flow and adds to its lyrical quality.

Alliteration: The repetition of consonant sounds at the beginning of words, creates rhythm and emphasis. For instance, in the line *And the fear-chill fell upon me.*

Enjambment: There are instances of enjambment, where sentences or phrases continue beyond the end of the line or stanza without a pause. This technique creates a sense of movement and fluidity in the poem, reflecting the Walker’s continuous journey through the snow.

Post-reading

Group work

CT, COM, AAL

Given below in the table are a set of Gothic features evident in this poem. Let students fill up how this is achieved in the poem. *Note:* The words in italics are only for the teacher’s reference.

Eerie Atmosphere	<i>A dark and eerie atmosphere through its description of the snowy landscape and the solitary figure walking through it evokes feelings of solitude, mystery, and potential danger.</i>
Sense of Mystery and Suspense	<i>The identity of the ‘Walker of the Snow’ remains mysterious. This uncertainty contributes to a sense of suspense and intrigue.</i>
Supernatural Elements	<i>There are hints at supernatural or otherworldly aspects. Suggestions that the walker may be a ghost (“His ghost walks by”) and the mention of the “moaning wind” and “troubled spirits.” add to the unsettling atmosphere .</i>

Gloomy and Melancholic Tone	<i>The tone of the poem is gloomy and sad.</i>
Focus on gloomy weather	<i>The natural world is portrayed as both awe-inspiring and potentially menacing.</i>
Use of Symbolism	<i>Reference to Santa Maria symbolizes hope and protection.</i>

With this activity students develop their critical thinking skills and communication as they discuss the points in class.

Teacher's Observations

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?

QUESTION BANK WITH ANSWER KEY

The Walker of the Snow

A. Multiple Choice Questions.

- What must the narrator and his master cross before the close of day?
 - The haunted moor
 - The haunted valley
 - The haunted camp

Ans. b
- Came the pale moon and the stars,
As the yellow sun was sinking
Behind the purple bars...* What sense is appealed to in these lines?
 - The sense of sound
 - The sense of sight
 - The sense of silence

Ans. b
- How does the poet describe the snow-covered landscape?
 - Harsh and unforgiving
 - Warm and inviting
 - Sparse and barren

Ans: a. Harsh and unforgiving

B. Read the lines and answer the questions.

1. *Nor far into the valley*

*Had I dipped upon my way,
When a dusky figure joined me,
In a capuchon of grey*

- Where was the narrator going?
- Who is the 'figure'?
- Why does the narrator use the word 'dusky'?

Ans: a. The camp b. The Shadow-hunter c. 'Dusky' is used to refer to the darkness surrounding his companion/the companion's appearance and clothing.

2. *Then the fear-chill gathered o'er me,*

*Like a shroud around me cast,
As I sank upon the snow-drift
Where the Shadow-hunter passed.*

- Why does the narrator experience fear?
- What figure of speech is used in Line 2?
- What happens to the Shadow-hunter?

Ans: a. The narrator realizes that despite walking beside him, his companion does not leave footprints. / that his companion is not human. b. Simile – 'Like a...'; c. The Shadow-hunter disappears into a snow-drift.

C. Answer the questions.

1. Why does the narrator urge the master to 'speed on'?

Ans: The narrator urges his master to speed on repeatedly because they have to cross a haunted valley. The narrator, who has been on this journey before, wishes for them to finish this leg of the journey before the end of day so that they will be safe from the Shadow-hunter, and far away from the sinister atmosphere of the valley.

2. Describe the valley on the narrator's first journey across it.

Ans: The first time the narrator crosses the valley is in December, at sunset. He describes the snow drifts as deep, and the landscape as deary. There is no sound around the narrator except the sad song of the moose-bird; the only leaf he sees is red in colour and has fallen to the ground—there are no other signs of life around him.

3. *Why is there a reference to Sancta Maria?*

Ans: The mention of "Sancta Maria", in context, suggests a moment of plea for divine guidance and protection. The narrator is confronted with daunting fierce and overwhelming winter. It could symbolizes hope and protection amidst adversity. It suggests that even in the bleakest of circumstances, there is comfort to be found in spiritual faith.

D. Think and answer.

The narrator makes it clear that they are fearful of the Shadow-hunter in the poem. Yet, the Shadow-hunter only appears when the narrator wishes for company; he also does not harm the narrator, only travels silently by his side before disappearing.

Is the Shadow-hunter really a threat, or is the narrator simply afraid of someone because they are different from him?

Suggested Ans: It is interesting to see that in the poem, the narrator first 'hails' the arrival of his companion. The narrator himself likes to speak aloud and sing, while his companion does not, but the narrator seems to accept his silence initially. It is only when the narrator sees the lack of footprints that he realises that his companion is not human; yet, the Shadow-hunter does not harm him. He simply disappears. It is the narrator's shock that causes his hair to go white, not a curse. If he had been cursed by the Shadow-hunter, the narrator would have been more grievously harmed,

and would probably not had lived to tell the tale. Thus, it can be said that the Shadow-hunter was not really a threat to the narrator, and it is the narrator's own misgivings that caused him to think of the Shadow-hunter as such.

STUDENTS' BOOK ANSWER KEY

The Walker of the Snow

Reading

- A. 1. The 'good master' is the companion of the speaker of the poem. He serves as the listener to the speaker and his tale of meeting the Shadow-hunter.
2. On his journey to the camp, the speaker wished for a companion, a fellow-traveller. Since he was travelling all alone in the vast emptiness of a mountain valley, having another person with him would have made the journey more enjoyable.
3. To keep his spirits up, he sang and shouted to the rhythm of the sound made by his snow-shoes, as he walked.
4. The clues we get that hints that the 'dusky figure' might not be human are:
- The figure takes long and limber strides on the snow. Walking through thick snow is usually difficult. The ease with which this figure walks hints that he might not be a human being.
 - When the speaker hailed the figure, the latter did not look at him or give any sign of having noticed him, although they walked side by side.
 - Soon, by the moonlight, the speaker noticed that this figure left no footprints on the snow, as he walked. This proved that he was not a human being at all, but a supernatural presence.
5. The word 'fear-chill' refers to the cold and the tremors one feels from fear, not from the cold weather like the speaker was in. The speaker feels this when he realises that the hooded figure walking with him is not human, but a ghostly presence.
6. After making this discovery, the speaker was scared to death, and right at that moment he sank into a snow-drift, a mound of snow.
7. The otter-trappers rescued and saved the speaker, but when they found him, his hair had become white.
8. *Suggested answer. Accept any logical answer.*
- This experience made the traveller believe in the presence of the Shadow-hunter. Although he survived the curse of the Shadow-hunter, he is now cautious of the valley which the Shadow-hunter haunts, and he does not want to be in this valley after sunset.
- B. 1. a, c
2. *Free response. Accept all logical answers.*
- C. 1. The poet's use of sensory descriptions in the poem enhances the reader's ability to imagine the scene vividly.
- Visual descriptions like cold December heaven, pale moon and the stars, snow deeply drifted upon the ridges drear create the picture of an empty wintry landscape.
 - Descriptions like silent on the hillside, the solemn wood, wailing of the moose-bird with a plaintive note and skating of the red leaf upon the frozen snow break the stillness of the landscape and add to the eerie atmosphere.

- c. Descriptions of the speaker's feelings like the fear-chill fell upon me and Yet my heart it would be lightsome, If I had but company help readers imagine how the speaker felt during his journey, and it builds up fear and suspense in the readers too.
2. The poet has joined two words together instead of writing them separately because it creates new meaning and has a unique effect on the reader. For example, 'fear-chill' combines the discomfort of extreme cold with that of fear, making the speaker's experience clear to readers. These joined words also create stronger images, like the harp-twang that helps us imagine the sound of snow shoes when the speaker walked on the snow. Words like 'shadow-hunter' and 'snow-blight' help build an atmosphere of mystery and danger because the uncommon usage highlights the strangeness of the situation.

Going Further

1. *Suggested answer.*

List of elements in the poem under the categories Mystery, Supernatural, Fear of the Unknown

Mystery	Supernatural	Fear of the Unknown
the haunted valley	the snow-blight came upon me	the ridges drear, that lay for miles around me
a dusky figure joined me	the Shadow-hunter, who walks the midnight snow	'T was silent on the hillside, And by the solemn wood
left no footmarks on the snow	my dark hair blanched and whitened	no token of communion gave he by word or look

These elements work together to create a dark, eerie and suspenseful atmosphere which is a defining characteristic of Gothic poetry. So, we can call this poem a gothic poem.

2. *Suggested answers.*

The experience of the speaker in the poem could be both due to supernatural causes or natural causes.

Supernatural causes: 1. The poem mentions the 'Shadow-hunter', a figure that is undoubtedly supernatural. His ability to appear suddenly and walk without leaving footprints suggests that he does not belong in this world. 2. The sudden collapse of the speaker into a snow-drift and his hair turning white also defies logic and rational explanation. It was cold surely, but why he suddenly strayed off the path and into a snow-drift or why his dark hair turned white in the morning cannot be explained by harsh weather conditions alone.

Natural causes: 1. The harsh wintry weather along with the isolation of the speaker in the wintry mountainous landscape could have caused hallucinations or intense fear in him. Extreme cold and exhaustion is known to cause confusion and hallucinations. 2. Being completely alone in a vast, empty snowy landscape coupled with the biting cold must have added to the mental stress of the speaker, which might have heightened his fears, making him believe natural phenomena as supernatural. Even the lack of footprint could be explained by snow falling rapidly or the strong wind that might have covered the footprints with snow. Readers might even question if there really was a 'dusky figure' there at all or if it was entirely a hallucination, born of fear, exhaustion and extreme cold. Even the white hair could be interpreted as hair that is coated in snow and ice.

DEVELOPMENT OF THE LESSON PLAN

PROFESSOR SHONKU AND THE MYSTERIOUS ISLAND

Learning Outcomes

By the end of the lesson, students will be able to:

- read the text for gist and detail.
- comprehend how Professor Shonku managed to land on the island.
- discuss the reason behind the scientists' helplessness.
- explain why Avinash Babu remained unaffected.
- identify the imagery presented.
- evaluate Professor Shonku's action at the end.
- identify the main elements of the genre.
- identify noun clauses in sentences.
- comprehend words associated with mystery and suspense.
- write an article by collecting relevant information.

Suggested number of sessions: 6

Session 1: Warm up; Text: *Scientist and inventor...I must go*; Embedded Questions 1, 2, 3

Session 2: Recap; *Giridih...fired*; Embedded Questions 4, 5, 6

Session 3: Comprehension

Session 4: Grammar

Session 5: Vocabulary; Writing

Session 6: Writing

Pre-reading

Warm up

After the class-discussion, engage students in reflecting on the nature of dreams and their impact on people, to stimulate their imagination and critical thinking skills before reading the text.

What is the difference between a wish and a dream?

Why do you think dreams often include elements of our desires or fears?

How would you handle the sudden fulfillment of a dream that wasn't a wish?

Tell students that they will be reading a text about how a dream becomes a reality.

CT; COM; COL; AFL

Reading

GUIDELINES WITH QUESTIONS FOR DISCUSSION

Students read to comprehend, scan, analyse and evaluate

Introduction—Scientist and inventor...dreams?

Allow students a few minutes to read the introduction.

Discuss the meanings of the glossed words through the course of the reading exercise.

Let students share their thoughts on the following:

- *What prompts Professor Shonku to set out with his friend? Do you think he is curious or is it some force that is making him do it?*
- *Why is Avinash Babu referred to as 'non-scientific'? Do you think this will hold some significance in the story? (Allow students to share their viewpoints; list out a few responses on the board. This will hone their critical thinking and prediction skills.)*

5 April, 9.30 a.m.

Discussion:

- *Why has the writer mentioned a date? What is he writing? (Elicit from students that Shonku is writing a journal. Explain how this stylistic device has been used to make the writing interesting. The dates make the recount crisp helping readers grasp the time taken for the recovery.) Pause here to talk about the importance of maintaining journals: A journal helps maintain a record of one's personal experiences, thoughts, fears etc.*
- *'What is worth seeing...the ground.'— Why did this interest Shonku? In what way was this place unusual? What would one normally expect to see on an island? Discuss the imagery in the paragraph— How does he describe the place? (Let students identify the words that provide a vivid description of the area: colours...dark patches; branches shrivelled; trees bent over; petals dried and dropped to the ground)*
- *Briefly, explain the significance of this stylistic device: **Imagery** helps readers connect to the narrative. It captivates the interest of the reader and touches upon the senses allowing the reader to visualise a scene as suggested by the writer. It not only paints a picture but aims to portray the emotional aspect as well.*
- *How did Professor Shonku explain his own light-hearted feeling? Do you think he was right in thinking so? (Allow free response but nudge students towards the understanding that he was not thinking logically as there appears to be some unnatural presence on the island. There was no other living creature around and the scientists were acting like they did not have a mind of their own.)*

1. *What does this complete absence of creatures tell you?*

(Ans: This complete absence of creatures seems to suggest that this island is a dangerous place for living creatures, big and small, or that its environment is not suitable for any living thing on Earth.)

This question sets the scene and students understand that all is not well.

They develop interest in the details to follow and wait in anticipation. **CT; COM**

Taking it further (HOTS)

Why do you think he wanted to explore the other side? What was he beginning to lose? Why do you think this is happening? Is the situation scary or comical? Why do you think so? (Scary: presence of the unknown; no life seen; everything around appeared different; they appeared to be trapped)

2. *What do you think has happened to the scholars?*

(Ans: *Suggested answer. Accept any logical answer.* The seven scholars have become childlike or have lost their minds.)

This question develops analyzing and critical thinking skills.

3. *Who are calling him?*

(Ans: *Suggested answer. Accept any logical answer.* It could be that the missing seven scholars are calling Shonku or it could be that the plants/trees of Florona are calling him.)

Let students identify the words that tell us that Shonku is being affected.

This exercise develops critical thinking and students identify details from the passage that support a stance they take. **CT**

Giridih, 7 July, Tuesday, 10.30 a.m.

Discussion

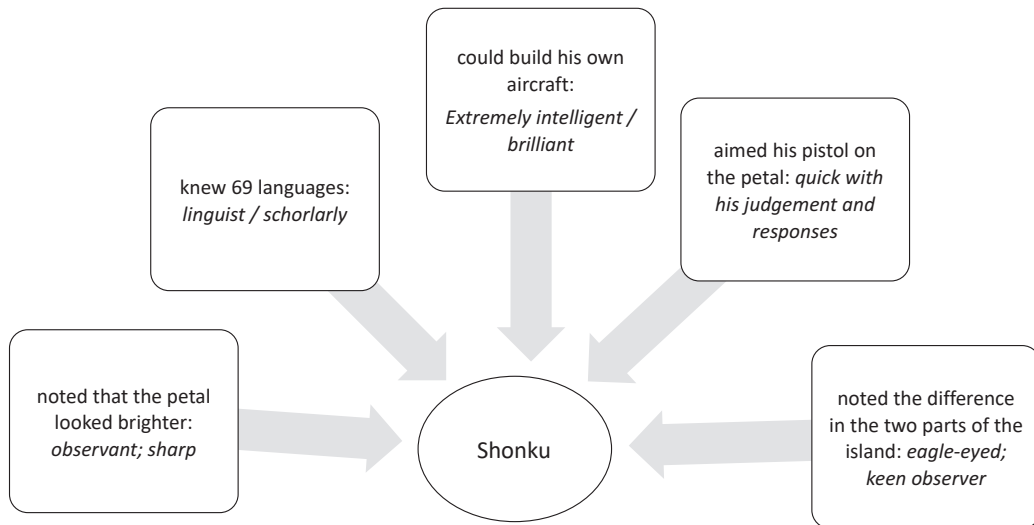
- *How did Professor Shonku get to know that he was recovering faster than Hamlyn? What was he trying to figure out with this observation?*

Taking it further (HOTS):

What seemed to have gone wrong with Professor Shonku after his return? Why do you think Hamlyn was taking longer to recover? ‘Was it me, or was the colour of that petal now slightly different?’ — What does this imply? What was he thinking at this time and what does his quick reaction tell us about him? (This will nudge students towards character-analysis).

Use a concept map to help students identify Shonku’s character-traits. Write the target words/phrases that will help students describe Shonku. Alternatively, you may ask students to copy the concept map in their notebooks and fill in the details. (The words in italics are for the teacher’s reference)

Teaching strategy: Concept map



4. Why did a ship come from Manila?

(Ans: A ship from Manila came to Florona because it was looking for the seven famous scholars who were attending a conference in Manila but had mysteriously disappeared. The ship must have tracked these scholars somehow and reached the island.)

This question prompts students to remember the details in the introductory passage. Let them refer to the paragraph and share with the class.

CT; SEL

How did the narrator know that a flower had extracted most of his intellect and my knowledge? (From Avinash Babu) *Why did the flowers not have any impact on Avinash Babu?* (Avinash Babu did not possess any scientific knowledge and hence would not have been of much use to the alien creatures.)

Students will now understand the significance of the word 'non-scientific' to describe him in the introductory paragraph.

5. Replace the word *fantastic* with another suitable word.

(Ans: *Suggested answer:* unthinkable, far-fetched, unbelievable, improbable)

Let students share the synonyms for the word 'fantastic' with the class.

This will enhance their vocabulary.

CT; SEL

'The laughter was faint, but distinctly contemptuous.' *What does this imply?* (That the flower was able to hear their conversation and was even able to react to what they were discussing. This shows it had intellectual powers attributed to humans.)

6. Did Shonku do the right thing? I think that ...

(Ans: *Free response*)

This question focuses on critical thinking.

CT, AOL

Let students work in pairs and sequence the events in the story in not more than seven episodes, and share with the class. This will help students summarise what they have read and understood, and organise events sequentially.

Instruct students to maintain the same tense throughout.

COM, AOL

Professor Shonku has some dreams about a strange place and decides to go in search of the place in his aircraft, along with his neighbour Avinash Babu. Meanwhile seven scientists who had come to attend a conference in Manila have gone missing.

Professor Shonku records his visit to the 'island' in his journal: They land on an island that has dried and shrivelled trees on one side while the plants and trees on the other side are of vibrant colours. Professor Shonku starts feeling light headed here but he does not fail to notice the presence of the missing scientists.

Professor Shonku notices that the scientists behave like babies and at the same time feels compelled to go towards a certain force.

Professor Shonku starts writing his journal again after three months. He is recovering well. Avinash Babu helps him understand what had happened. He was rescued along with the scientists.

Professor Shonku also learns that the colourful flowers were extracting the intelligence from his brain and had done the same to the scientists. This gave them life and energy making them bright and colourful. Avinash Babu then shows him a piece of the flower that had grabbed Professor Shonku's head.

The island had disappeared soon after their rescue, making him conclude that it may not have been an island after all. A faint laughter presumably coming from the piece of flower prompts Professor Shonku to destroy it with his 'Annihilin'.

Teaching Strategy: Think-Pair-Share

Write the following questions on the board. Let students discuss the answers to the questions with their partners and then, share with the class. This after-learning activity taps on dictionary skills and social responsibility.

It develops collaboration, communication and critical thinking skills.

- *Why is this pistol called, 'Annihilin'? Where is the word sourced from? (Annihilation) What would happen if Professor Shonku does not use this pistol? What would happen if such a pistol existed in the world? Why is it important not to have such weaponry?*

CT; COM; COL; SEL; AOL

Post-reading

Identifying the genre

Write the following words on the board as given. You may ask students to copy in their notebooks.

Let students work in pairs and tick the genres the story qualifies for. Let them support their answers with relevant explanations.

Mystery

The soil and the trees on the island are different from the ones on earth; Professor Shonku loses his memory; the whole trip remains a mystery.

Comedy

Adventure

The trip is a big adventure for Professor Shonku who is trapped by alien creatures but is eventually rescued bringing in a closure.

Suspense

Every moment on the island is filled with suspense keeping the readers on edge; the state of the scientists; the control the flower takes over the professor; the laughter that's heard from the piece of flower in the end...

GRAMMAR

Noun Clauses

Begin with a quick recap of phrases and clauses.

Write the following sentences on the board:

1. *Jessy expected to get a prize.*
2. *Jessy expected that he would get a prize.*

Ask students to substitute the underlined words with a single word. (1. rains 2. Arun). Elicit from them that they perform the function of a **noun**. Review the differences between phrases and clauses. You may give a few examples or elicit the examples from the students.

Proceed to noun clauses.

Explain that a **noun clause** is a dependent or subordinate clause which does the work of a single noun. A noun clause begins with *that, a question word, or if / whether*. It answers the question **who** or **what**.

Ask students the question **what /who** after the verb in the example sentence and elicit the answer.

Encourage / prompt students to replace the noun clause with a noun or pronoun.

- A Noun clause beginning with **that**

In this pattern, the noun clause is the object of the verb.

Example: *The teacher noticed that I was sleepy.*

- Noun clause beginning with a **question word**

Example: *We did not know why she was looking so sad.*

- Noun clause beginning with **if / whether**

Example: *They asked if she would take the risk.*

- Noun clause as **subject of the verb**

Example: *Whether he understood the plan or not is not clear to anyone.*

- Noun clause as **complement of the verb to be**

Example: *The issue is that we do not have any space.*

- Noun clause **after an adjective**

Example: *I am confident that we will win the match.*

VOCABULARY

Words associated with mystery and suspense

Let students come up with some words that could be a part of a suspense or mystery story.

Provide an example to help them get started. *quiet, chilling, strange, lurking...*

List the words on the board and brainstorm for their meaning.

Generate a discussion to help students comprehend the significance of such words in a story:

What do these words contribute to? (a feeling of excitement or uncertainty about what may happen next in a story)

Why do authors use such words? (to engage readers, build tension, and make the story more compelling)

Once students have warmed up to the concept, proceed to the exercise in the textbook. Let students share the meanings of the given words before they do the exercise.

WRITING

Article

Guide students with the help of the given input.

What is an article?

An **article** is a piece of writing that is meant for newspapers, magazines or journals. It provides information on various topics, people or matters of interest.

It has a *title*, an *introduction*, a *body* and *conclusion*

How do I write an article?

- Begin by providing a catchy or interesting title for the article you are going to write.
- The first paragraph presents an overview of the article.
Write down the main idea you are going to expand in the article, preferably, in a semi-formal style. Make sure you organise your ideas well.
 - *Begin by talking about mystery stories and how they have captivated readers like you for centuries, drawing them into a world filled with suspense and secrets. Introduce the character as someone who has encountered strange phenomena. Add how this interest made you attend the lecture.*
- The body comprises one/two/three paragraphs. It provides more information on the topic. Expand on the idea providing more details while adding your own opinion on the topic.
 - Paragraph 1: *Proceed to talk about your research on Shonku (how you went through his interviews, his autobiography, his speeches, his books) and what led you to know more about him. (how you were impressed by the way he responded to all questions intelligently; his thoughts and opinions on his adventures...); mention the details that you had learned about the professor; who he was; his home town; his pets if any, his friends and so on.*
 - Paragraph 2: *Describe the professor as you saw him— a great man; courageous, brilliant and curious with a thirst for knowledge and willing to share it; why such people interest you and so on.*
- Close the article by summing up the main points.
 - Concluding paragraph: *Conclude by saying how the experience shaped your viewpoint; what you took along with you after the lecture— felt motivated and inspired; excited that you were able to meet the professor; would love to be like him one day...*

Teacher's Observations

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?

QUESTION BANK WITH ANSWER KEY

Professor Shonku and the Mysterious Island

A. Multiple Choice Questions.

- The grains on the ground in Florona are _____ in colour.
a. red or green b. red or orange c. red or blue
Ans: c
- Florona feels safe and peaceful because of the absence of _____.
a. all life forms b. all humans c. all animals and creatures
Ans: c
- The extraordinary brightness of the flowers of Florona is a result of the _____.
a. nourishment from natural elements
b. draining of intelligence from human beings
c. care given by highly intelligent scientists
Ans: b

B. Read the lines and answer the questions.

- Yes, I am being called. I must go.*
a. Who is Professor Shonku speaking to?
b. Where is Professor Shonku?
c. Who is calling out to Professor Shonku?
Ans: a. The Professor is recording his thoughts in his journal. **b.** The Professor is on an island called Florona. **c.** The Professor is being summoned by the other scientists on the island.
- Who had made that noise?*
a. What noise is Professor Shonku referring to?
b. Who does Professor Shonku suspect of having made the noise?
c. How does Professor Shonku deal with the culprit?

- Ans:** a. The Professor is referring to the sound of contemptuous laughter. b. The Professor suspects the noise to have come from the petal of the flower from Florona.
c. The Professor fires at the petal with his Annihilin.

C. Answer the questions.

1. What is Florona?

Ans. Florona is an island that reveals itself to people in their dreams. Situated at latitude 16 north and longitude 136 east, Florona is a unique, but surreal place, where the flora derives nourishment from human intelligence. Without this, the flora become faded and lifeless; therefore, if sufficiently hungry, the plants have the ability to summon highly-intelligent people to the island by appearing in their dreams.

2. Describe Professor Shonku's first impressions of Florona.

Ans: Professor Shonku finds it unbelievable that a place like Florona exists on Earth. He realizes that the soil is uniquely grainy, colourful and very heavy. The absence of animals and other creatures lulls Professor Shonku into believing that the island is safe. What is most peculiar to Professor Shonku is that while the flora on the east side of the island is dull and lifeless, the plants and trees on the other side are brilliantly coloured, providing an enticing view from above.

3. How does his time on the island of Florona affect Professor Shonku?

Ans. Professor Shonku feels the effects of the island almost immediately. Upon landing in Florona, he begins to feel light-hearted and light-headed, and removed from reality. He believes that the island poses no threat to him because there are no animals or creatures visible.

Months after returning home to Giridih, Professor Shonku is still unable to recall thirteen languages that he used to know; he observes that his colleague, Professor Hamlyn's recovery is even slower, from their correspondence. Professor Shonku's study of the incredibly complex anatomy of the petal from the island leads him to suggest to Avinash Babu that the existence of the island cannot be explained scientifically.

D. Think and answer.

Florona preyed on highly-intelligent men, rendering them incapable of basic thought. Professor Shonku was able to survive his ordeal only with Avinash Babu's help. Could Avinash Babu be called the hero of the story?

Suggested ans. Yes, it is possible that Avinash Babu is the hero. Not only did he keenly observe his friend's behaviour on the island, he also did not lose his nerve when he saw the flower sucking his friend's intelligence. He had the presence of mind to collect evidence from the island so it could be studied, and started warning others to stay away from Florona.

STUDENTS' BOOK ANSWER KEY

Professor Shonku and the Mysterious Island

Reading

- A. 1. c (*not a or b because he was not surprised or feeling foolish*)
2. a 3. b 4. c 5. b
- B. 1. The island seemed unearthly to Shonku because the plants and trees were different from any other on Earth. They were very colourful, unlike trees or plants on Earth. The soil was completely different too. Shonku felt it was not soil at all because the grains of the soil were at least four times as large as a grain of sand, and they were either red or blue in colour. The soil was also unusually heavy. It was not possible to hold a handful of soil for more than a minute.

2. The trees on one side of the island were almost lifeless because they had not had any 'intelligence' to feed on. We know that the trees on Florona fed on human intellect and knowledge. The trees on one side of the island were dying because they didn't have a human prey on whom they could feed.
 3. It was very peaceful on the island for two important reasons. Firstly, the island was very silent and scenic. In the absence of animals or insects, it was very quiet on the island. The colourful trees and plants made the island appear beautiful and wonderful. Secondly, people who came to the island had their intelligence drained out of them by the plants and trees. As they lost their intelligence, intellect and knowledge, they stopped thinking intelligently or feeling cautious or worried. This made them feel carefree and at peace.
 4. Although Florona tried to attract as many scientists as it could, many of them could not go to the island because they had found it impossible to travel to such an isolated spot in the middle of the Pacific.
 5. Ultimately, the whole island disappeared under water. The island could have gone under water because it might not have been a real island, but a planet or a piece of a planet that slipped out of its orbit. Or it could have been a spaceship sent to Earth.
 6. The hard facts about Florona were:
 - a. It attracted people of high intelligence through dreams.
 - b. Shonku and the other scientists were overpowered by the plants of Florona.
 - c. The plants of Florona fed on human intelligence.
 7.
 - a. Shonku's hunch was that Hamlyn and the other scholars had had the same dream, and a similar attraction had taken them to Florona.
 - b. Several press reports confirmed that various other scholars all over the world had also dreamt of Florona repeatedly. Also, when Shonku went to the island, he saw the missing scholars. This proved Shonku's hunch true.
 - c. Shonku thought that when the plants and trees on Florona became sufficiently hungry, they attracted people with sharp brains and high levels of intelligence to the island. The dreams these people had were meant to attract them to the island.
 8.
 - a. After studying the piece of petal Avinash Babu brought with him from Florona, Shonku discovered that it was not similar to any flower found on Earth. Its anatomy was incredibly complex, almost as complex as the human brain.
 - b. No, this piece was probably not dead because, as Avinash Babu and Shonku were talking, they heard laughter in the room, quite similar to what they had heard on the island. Moreover, the petal, which had been lying in a corner on the table, was now on the floor. Lastly, Shonku felt that the colour of the petal was slightly different from what it was a moment before.
 - c. *Suggested answer:* Shonku did not preserve this piece of petal for further study because he must have felt that doing so would be too dangerous. Since the plants and flowers of Florona seemed to be able to feed on human knowledge and intellect without being in physical contact, studying the petal from close quarters might have resulted in humans falling prey to it.
- C.
1.
 - a. Likely: Avinash Babu was the only human who was not fed on or affected in the environment of Florona. The only difference between him and the victims was that he was not as knowledgeable or intelligent as the rest.
 - b. *Accept any logical answer.*
 Sample answer: Likely: The plants of Florona fed on intelligence and knowledge. These plants and trees might have absorbed knowledge and intelligence for years before arriving on Earth. They could have absorbed knowledge far greater than human knowledge. They were most probably more intelligent than humans.

- c. *Accept any logical answer.*

Likely: The contemptuous laughter of the petal could be interpreted as mockery of Shonku's theories. It could be that it was laughing at Shonku's absurd theories. Being an alien species with the amazing power of communicating through dreams and feeding on intelligence, it is quite possible that they could hear and understand human language, and even make fun of people.

Unlikely: The petal couldn't have laughed at Shonku or his theories because there is no proof that the flowers or the plants had any hearing organ. It might be possible that the laughter was just the call or cry of the strange plant.

- d. *Accept any logical answer.*

2. Suggested answers

- a. The man in the picture seems to be a government official or a spokesperson. He seems to be addressing the general public, who have questions about the spaceship parked behind him.
- b. The picture is hinting that aliens might have overtaken the government or are impersonating government officials. This is clear because of the non-human footprints from the spaceship to where the man is standing. This suggests he is not human but an alien in disguise.
- c. The goal of this picture is to highlight how governments across the world hush up or deny UFO sightings or other rumours. This picture could be pointing to a large international cover-up or it could be making fun of those who believe in such conspiracies.

Grammar

- A. 1. The reason we were late is that we got down at the wrong stop.
2. Maria knows where the keys are kept.
3. What the great speaker said was very inspiring.
4. Prem does not know whether the test is postponed or not.
5. That my aunt didn't recognise me was rather shocking.
6. How this huge parcel came to be here is a mystery to us.
7. The kitten will eat whatever it finds on the kitchen floor.
8. What Najma loves most about reading mysteries is how the authors leave clues for careful readers.
- B. 1. What he wants to know is the date of the test.
2. Our teacher told us what we should do to prepare well for the test.
3. I'm not entirely sure when we are attending the interview.
4. It seems likely that it will be cold again tomorrow.
5. He didn't know how he could get home without any transport.
6. Does she know what time it is?

Vocabulary

1. elusive 2. uncanny 3. deadly 4. puzzling 5. weird 6. exciting

Listening

1. Creating a gripping horror story taps into the fear of the unknown.
2. In short, suspense is keeping questions unanswered till the end.
3. Diary entries limit your point of view.
4. Setting means the environment of the story.
5. A mix of long and short sentences tells us how fast or slow the action is in the story.
6. Dramatic irony cannot be used in diary entries.

Listening Text

Creating a gripping horror story isn't just about blood and monsters; it's about tapping into the fear of the unknown, as H.P. Lovecraft famously noted. Rather than revealing all the horrors upfront, effective horror keeps the audience in suspense, waiting for the terrifying shoe to drop.

Suspense isn't exclusive to horror or mystery; it's a storytelling tool that keeps readers invested in any genre. It's the unanswered questions that keep them turning pages—whether it's wondering who's behind the haunted mansion's door or if the hero will save the day.

How do writers build suspense? First, they limit the point of view to that of the characters. By sharing only what the characters know, writers create a shared sense of mystery with their readers. Classic novels like *Dracula* achieve this through letters and diary entries, revealing the story piece by piece.

Secondly, setting and imagery play a crucial role. Dark, eerie settings like old mansions and stormy nights evoke a sense of foreboding, hinting at hidden dangers lurking in the shadows.

Thirdly, attention to style and form heightens suspense. Writers like Edgar Allan Poe use fragmented sentences and a mix of pacing to convey characters' escalating fear, drawing readers deeper into the narrative.

Fourthly, dramatic irony adds depth to the suspense. By revealing information to the audience that the characters don't know, writers create tension as readers anticipate how and when the characters will discover the truth.

Lastly, the cliffhanger keeps readers on the edge of their seats. While it can be overused, a well-timed cliffhanger leaves readers eagerly awaiting the next instalment, their minds racing with possibilities of what might happen next.

Punctuation

At that instant, a door beneath was hastily opened; someone seemed with swift steps to ascend the stairs, by the head of which she had yet to pass before she could gain the gallery. She had no power to move. With a feeling of terror not very definable, she fixed her eyes on the staircase, and in a few minutes, it gave Henry to her view.

"Mr Tilney!" she exclaimed in a voice of more than common astonishment. He looked astonished too. "Good god!" she continued, "How came you up that staircase?"

"How came I up that staircase!" he replied, greatly surprised. "Because it is the nearest way from the stable yard to my own chamber; and why should I not come up it?"

Writing

Sample answer.

Meeting the Brilliant Professor Shonku

Last week, I had the amazing opportunity to attend a lecture by the famous scientist and inventor, Professor Shonku. As someone who loves mystery stories and scientific adventures, I was really excited to hear about his incredible journey to the mysterious island of Florona.

During the lecture, Professor Shonku told us all about his recent trip. The island was unlike any other place on Earth, with plants that could drain intelligence from humans. Professor Shonku described the unusual soil, the faded and colourful plants, and the eerie encounter with the missing scholars, who were acting like children. His explanations were fascinating, showing his deep knowledge of both science and the unknown.

What impressed me most about Professor Shonku was his brilliant mind and creative spirit. He could connect scientific facts with imaginative ideas in a way that was truly amazing. He spoke with enthusiasm and humility, making even the most complicated ideas seem simple.

Meeting Professor Shonku was a thrilling experience. It made me admire his work even more and inspired me to learn more about science. His inventive genius and passion for uncovering the mysteries of the universe left a lasting impression on me. I left the lecture hall feeling excited and eager to explore the world of science.

DEVELOPMENT OF THE LESSON PLAN

Macbeth and the Witches

Learning Outcomes

By the end of the lesson, students will be able to:

- identify the genre.
- identify the mystery and suspense in the play.
- observe how Macbeth began to trust the prophecies of the witches.
- analyse the roles of the characters.
- enact the play.
- summarise the play.
- identify defining and non-defining relative clauses in sentences.
- identify and use idioms in context.
- engage in learning new vocabulary.
- write an informal letter in the right format with a clear sense of purpose.

Suggested number of sessions: 6

Session 1: Warm up; Text: *Duncan, King of Scotland is a ... who fears nothing that you may say.*

Session 2: Recap; *First Witch: Hail, Banquo! ...* to the end.

Session 3: Comprehension

Session 4: Grammar

Session 5: Vocabulary, Writing

Session 6: Writing

Pre-reading

Warm up

CT; COM; COL; AFL

Pair discussion

Allow pairs to decide on a fairy tale and discuss, keeping in mind the questions posed.

While discussing, tell students to reflect on:

- the kind of wishes in these fairy tales and the results they produce.
- the impact these wishes have on people.

Direct them to give their opinions about magic:

- *Is safe to believe in magic? Is safe to trust people who do magic? Why or why not?*

This exercise stimulates the imagination of students and develops their critical thinking skills before reading the text.

Reading

GUIDELINES WITH QUESTIONS FOR DISCUSSION

Students read to comprehend, scan, analyse, summarise, and enact the play

Discuss the meanings of the glossed words through the course of the reading exercise.

Duncan, King of Scotland is a ... who fears nothing that you may say.

Discuss

- Describe the setting. (In a heath, cold and menacing) Does it foreshadow anything in particular? Do you think the story will be a serious or a light-hearted narration? (Allow free response but encourage students to explain their stand) This question will help students identify the genre.)

Elicit answers from students: *Who are the characters introduced here?* (Macbeth, Banquo and the witches) *Where are Macbeth and Banquo coming from? What is their state of mind, at this point in time?* (Happy, content, proud... – students are able to identify the mood of the characters.)

What is the difference between the two sets of characters? (Macbeth and Banquo are human beings while the witches are supernatural.)

Taking it further (HOTS)

Does the scene with 'thunder and lightning' convey any particular tone or mood? (Allow free response. Suggested answer: 'thunder and lightning foreshadows an element of mystery) *What is the significance of the setting?* (It conveys to the reader that the story is a serious one.)

1. *What about the witches makes Banquo notice them?*

(Ans: Banquo notices the witches because of their wrinkled appearance and shabby clothes.)

This question helps students visualize the scene and the characters presented.

Elicit answers from students: *How do the witches greet Macbeth? Why is Macbeth confused and surprised by their greeting?* (He knows he is the Thane of Glamis but wonders why he is addressed as the Thane of Cawdor when the Thane is still alive and well.) *How does he react to their addressing him as the King of Scotland?* (He is amazed because the king and his two sons are very much alive.) *What is Banquo's reaction when he hears this prediction about Macbeth?* (He is not sure whether this is 'illusion' or reality, yet he is curious to know what the witches have to say about him, if they can prophecy the future.)

2. *How do you think Banquo is feeling at this moment? Write in one word.* _____

(Ans: Suggested answer. ignored, unimportant.)

Elicit answers from students with the help of prompt questions:

How do you feel when you are neglected in a conversation?

This question helps students introspect and realise that ignoring someone could cause self-doubt.

IL: SEL – Values

First Witch: Hail, Banquo! ... to the end.

What do the witches predict to Banquo? (That he is better than Macbeth and that his son will be king)

3. *Identify the lines on this page that contain prophecies.*

(Ans: a. Lesser than Macbeth, and yet greater! b. Not so happy, and yet much happier! c. You shall be the father of kings, though never a king yourself.)

This question helps students scan the text and look for specific information.

How do Macbeth and Banquo respond to the news that the Thane of Cawdor was to be executed and that Macbeth has been given his title? (Macbeth wonders if the prediction of the witches is coming true but Banquo warns him that they are evil and harmful.)

4. Write in one word: Banquo _____ the prophecies but Macbeth _____ them.

(Ans: Banquo mistrusts the prophecies but Macbeth believes them.)

Elicit answers from students with the help of prompt questions:

Do Macbeth and Banquo respond in the same manner to predictions about the future?

Students learn to analyse a character from their responses and attitude.

Taking it further (HOTS)

What is the role of the witches? (They introduce the supernatural element of evil. Through their predictions they tempt Macbeth to become ambitious.)

What is the similarity between Macbeth and Banquo as good characters? (Both have been loyal to the king in protecting his kingdom) *What is the difference between Banquo and Macbeth towards the end of the scene?* (Banquo does not want to have anything to do with the evil powers that can tempt them to do wrong, but Macbeth is influenced by their predictions: if he has become the Thane of Cawdor, can he become the king as well?)

Taking it further (HOTS)

What happens when Macbeth realises that the first prophecy has come true? (He tends to feel that the second prophecy might also come to pass.) *What kind of character do you think Macbeth is?* (A person to be easily convinced)

What news do Ross and Agnus bring? What impact does it have on Macbeth? (He is shocked because just a while back the three witches predicted this and he felt that it was an impossibility because the Thane of Cawdor was still alive and still in power.)

5. *Who do you think Banquo is referring to as "the devil"?*

(Ans: 'The devil' refers to the witches.)

Elicit answers from students with the help of prompt questions:

Did Banquo trust the witches? What would your response be when someone whom you do not trust predicts the future that happens to come to pass?

Students identify words that help develop the character. They also learn the use of strong vocabulary to describe.

Taking it further (HOTS)

What is the role of Barons Ross and Agnus? (To bring news and to prove that part of the predictions made by the witches is true) *What is the implication of the prediction that Banquo is lesser than Macbeth yet greater than him?* (Politically, Banquo is lesser than Macbeth in that he does not become

king but morally, he is greater than Macbeth because he recognises the witches as forces of evil and is not influenced by them.)

6. *“But the best is yet to come!” What does this tell you about Macbeth?* CT

(Ans: This tells us that Macbeth not only believes the prophecies of the witches but is also ambitious enough to want the last prophecy to come true.)

Elicit answers from students with the help of prompt questions:

What kind of person is he when he is easily swayed by what others say? What propels him to act according to their predictions?

Students are encouraged to think critically and help to analyse the character of Macbeth.

What does Banquo warn Macbeth about? Does Macbeth take his warning seriously? How do you know? (He continues thinking about the prospect of becoming a king.)

How does the ‘crowning promise’ plant the seed of murder in the mind of Macbeth? (He has already begun to think of how to achieve it.)

7. *Can you guess whose murder Macbeth is referring to?* CT

(Ans: Macbeth is referring to the murder of King Duncan.)

Elicit answers from students with the help of prompt questions:

What were the thoughts running foremost in Macbeth’s mind? Did he desire the prophecy of the witches to come true? Would he resort to wicked means to achieve his ambition?

This question develops critical thinking.

Discuss

- *How does the play end?* (It is left open-ended so that readers will think of what Macbeth might possibly do)

8. *Why do you think Macbeth keeps the encounter with the witches a secret from Ross and Angus?* CT

(Ans: Macbeth is an ambitious man. He keeps the encounter with the witches a secret as he does not want his ambition or the prophecy of him becoming king become known or be prevented.)

Elicit answers from students with the help of prompt questions:

Why do you think Macbeth is being cautious here? Do you think he has any plans to see the prediction become a reality?

Students critically think of the various possibilities that can happen in Macbeth’s life.

Teaching strategy: Mind map

Group work

Draw a mind map on the board and ask each group to copy it in their books. Tell groups to fill in details that contribute to the mystery of the play after discussing and analysing the play.

Give students some time and let them discuss their answers with the whole class.

Factors that contribute to the mystery of the play:

Setting	
Characters	<ul style="list-style-type: none">• The witches:• Macbeth:• Banquo• Ross and Angus:
Vocabulary	

This is for the teacher's reference alone:

SETTING:

- Sets the tone of the play. "Thunder and lightning," indicates that there is something foreboding in future events.
- It also gets readers interested in getting to know what happens in future.

CHARACTERS:

The witches

- They introduce the supernatural element of evil.
- Their appearance during the storm and bad weather make them appear otherworldly
- They appear to be women, yet they have beards like men.
- Initially they appear as real to Macbeth and Banquo but after a while they vanish into thin air without warning, leaving them to question their own judgement.
- Through their predictions they tempt Macbeth to become ambitious.
- They are important because they provide Macbeth's primary call to action.
- They contribute to the themes of prophecy and the supernatural within the work.

Macbeth

- Macbeth is introduced as a brave hero, whose victory wins him great favour from the king.
- Macbeth is the Thane of Glamis but is easily influenced by the prophecies of the three witches, especially after the prophecy that he will be made Thane of Cawdor.
- It is evident that the prophecies planted the seed of wicked thoughts in his mind.
- Macbeth is a brave soldier and a powerful man, but he is not a virtuous person.

Banquo

- Banquo is a brave, noble general whose children, according to the witches' prophecy, will inherit the Scottish throne.
- Banquo's character stands in sharp contrast to Macbeth's, since he chooses to take a path in which ambition need not lead to wicked thoughts or deeds.
- He had a more rational mind than Macbeth and did not blur his vision by the witches' prophecy.

Ross and Angus: They were instrumental in nudging the plot forward. The news they brought that part of the witches' prophecy came true, made Macbeth ambitious.

VOCABULARY: Macbeth's first line in the play is "So foul and fair a day I have not seen" suggests a paradox that runs throughout the play: *Life frequently presents a confused picture of events in which it is difficult to discern truth from falsehood.*

Post Reading

AOL

Pair Work

Put students in pairs and ask them to write a summary of the play.

OR

Group discussion

1. How is Banquo's character contrasted with Macbeth's?
2. Have our lives been already planned out for us, or do we have a hand in what happens?

GRAMMAR

Relative Clauses

Relative Clauses (Revision)

Follow the inputs given in the Textbook.

Activity

Show students a picture and ask students to describe it using relative clauses.

Example: *The girl who is playing the flute is my sister.*

The flute which the girl is holding belongs to me.

Write on the board:

1. Shriya's uncle **who lives in New York** is a doctor.

Ask students:

How many uncles do you think Shriya has—one or more than one? (possible answer—don't know)

Does the relative clause talk about a particular uncle? (Yes)

Can you now say if she has more than one uncle? (Yes)

Is the clause who lives in New York crucial to understand the meaning of the sentence? (Yes)

Write on the board:

2. Arun's uncle Pranav, **who lives in Chennai**, is a doctor.

Ask students:

How many uncles does Arun have? (Possible answer—don't know)

Can the relative clause be deleted without interfering with the meaning? (Yes)

(Let students read the sentence now without the relative clauses)

Can you now say if Arun has one or more than one uncle? (Yes, one uncle)

Tell students:

In sentence 1, the relative clause is **crucial** to the meaning of the sentence and hence is a **defining relative clause**.

In sentence 2, the relative clause gives **more information** than needed and is a **non-defining relative clause**.

Group work (groups of 3)

Write each word on a sheet of paper and then cut each word separately. Put the words of each sentence in a separate envelop and hand over to the groups. Tell groups to rearrange these sets of words to make meaningful sentences. This is a time-based activity and the group which completes the sentences first is the winner.

1. any – food – she – is – baked – likes – that
2. who – going – I – to – my – turned – yesterday – am – visit – seventy – grandfather
3. a – copies – sold – book – he – that – a – wrote – million – over – five
4. the – painted – he – house – who – painter – this – is
5. missing – here's – book – that – the – was

Answers:

1. She likes any food that is baked.
2. I am going to visit my grandfather who turned seventy yesterday.
3. He wrote a book that sold over five million copies.
4. He is the painter who painted this house.
5. Here's the book that was missing.

VOCABULARY

Idioms

Idioms are expressions made up of common phrases that have a different meaning from the actual words when used in isolation. It employs figurative speech as opposed to the literal meaning. It employs vibrant and creative methods of verbal communication, to convey a message.

Activity

Idiom Pictionary

Preparation: Prior to class, write out each of these idioms on small strips of paper and put them in a box or jar.

Group work:

Have one student from each group come forward, pick out a piece of paper from the jar and draw the idiom on the board, while the rest of the group guesses what is being illustrated. Award points for correct guesses. Inform students that additional points will be awarded if they can state the meaning of the idiom correctly.

A piece of cake

A hot potato

Add insult to injury

Great minds think alike

Best of both worlds

Actions speak louder than words

Bite off more than you can chew

Don't put all your eggs in one basket

WRITING

INFORMAL LETTER

Guide students to do this exercise.

AAL

Imagine that Banquo is writing a letter to his son at the end of the day describing what happened to Macbeth and him as they returned from the battlefield. You can write about—

- his strange meeting with the three witches
- their prophecies
- what happened after they vanished

- impact of the prophecy about his sons
- what he feels about the prophecy—about his sons becoming the King of Scotland

Explain that an **informal letter** is a letter written to a friend, a family member, or an acquaintance.

There are five main components of an informal letter:

- Date and place on the left side of the letter

Edinburgh

17/12/2024

- *Greeting / Salutation*: The most common way to start off an informal letter is with *Dear* since this letter is meant for your friends or family.

Dear Fleance,

- Main text or message using paragraphs.
 - Informal language usage.
 - Use active voice: Active voice makes your letter sound more conversational and makes it interesting to read. It is as if the person is conversing with you face to face.
- *Introductory paragraph*: Greeting and why you are writing. This is the main idea. Everything else you write should describe this experience.

The battle is over and Macbeth and I are getting back. I can't wait to tell you about a weird experience we had on the way home. (Topic sentence)

Begin by writing about the inclement weather. Then proceed to write about the three witches and how and why they have captivated your attention. (Briefly describe them – Introduce them as weird characters.)

- *Text or Body*: Specific: Write what brings crisis into this situation and what the reaction is.

When I demanded that these strange women should speak if they could, they.... (Write about the prophecies the witches made. The prophecies will arouse the reader's interest.) *It was highly disturbing ... Despite trying to put up a brave front, we were actually afraid. Imagine, just after fighting a fierce battle, the three witches making us frightened! I felt...while Macbeth was...* (Various characters' reactions)

Build up the scenario and describe the climax along with reactions.

Macbeth was intrigued by the messages, while my better judgment told me to be cautious and ... (Write about the anxiety which showed on his face.)

No sooner did Macbeth ask, than they ... (Describe how they vanished.) *Just then Ross and Angus ...* (Give details of the news they brought.) *Immediately Macbeth ...* (Describe his reactions) *My heart was pounding and ...* (Describe your own emotions and the prophecy made for Banquo.) *My eyes were ...* (Write about your doubts and fears.)

- *General*: Reinforce your feeling and why the situation was unique.

Frankly, I was in a daze. I couldn't believe....(Express your feelings) What began as a victorious day... (Statement to support why you want to write about this occasion)

- *Close with a Compliment*: *Your loving Dad* (After writing the letter, sign off in a friendly manner. Do not forget to put a comma after the compliment. Add your name after that.)

Love,

Banquo (Write in your name)

Now encourage students to do the exercise given in the Textbook.

Teacher's Observations

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?

QUESTION BANK WITH ANSWER KEY

Macbeth and the Witches

A. Multiple Choice Questions.

1. What is Macbeth's original title?
 - a. Thane of Cawdor
 - b. Thane of Glamis
 - c. Thane of Norway**Ans. b**
2. Whose children will be kings, according to the prophecies?
 - a. Banquo's
 - b. Macbeth's
 - c. Sweno's**Ans. a**
3. Which option best describes the witches' characterization in this scene?
 - a. Benevolent and helpful
 - b. Wise and knowledgeable
 - c. Malevolent and mysterious**Ans. c**

B. Read the lines and answer the questions.

1. *Macbeth: (to Ross and Angus)*
The Thane of Cawdor lives: how can his title
Become mine?
 - a. How does Banquo react to this announcement?
 - b. What reply does Macbeth receive to his question?
 - c. Is Macbeth satisfied with this announcement?

Ans: a. Banquo is shocked that the witches' prophecies have begun to come true.
b. Macbeth is told that the Thane is to be punished with death for treason, and the title is to become his. c. No, he is not satisfied. He says to himself that 'the best is yet to come'.

2. *Macbeth: (to himself) If it is my destiny to become king, then let Destiny Crown me Without my trying.*

- a. Why is Macbeth speaking of destiny?
- b. Why is Macbeth convincing himself that he will be king?
- c. What is Macbeth unwilling to 'try'?

Ans: a. Macbeth has just received prophecies from the witches, one of which has come true.
b. Macbeth has already seen one of the prophecies come true, and is convinced the other will also come true. c. Macbeth refuses to consider the idea that he will need to commit murder to become king himself.

C. Answer the questions.

1. What creatures do Macbeth and Banquo encounter on their way back from battle? How do the creatures treat the men?

Ans: Macbeth and Banquo encounter three witches on a heath on their way back from battle. The witches hail the men and offer them prophecies. They prophesize that Macbeth will become Thane of Cawdor and eventually King. They also prophesize that Banquo's children will eventually take the throne.

2. How does Macbeth respond to the prophecies?

Ans: Macbeth is initially not convinced, and demands clarity from the witches. He wishes to understand how he can be Thane of Cawdor when the man still lives. Further, how can he take the place of the King, when there is no reasonable explanation for these events to transpire. He is disappointed when the witches vanish.

3. Banquo experiences many emotions through the scene. Explain.

Ans: Banquo is intrigued to see the 'withered' and 'wild' looking witches. He boldly demands that they speak to him. They tell him that one day his descendants will be king. He is confused, yet wise enough to realise that such prophecies may not be true and could misguide him. When the witches vanish into thin air, Banquo questions their existence—he feels that the witches might have been mere figments of imagination due to fatigue. When Ross and Angus arrive to tell Macbeth of his good fortune, Banquo is the voice of reason that reminds Macbeth that the witches' prophecies could be destructive if pursued blindly.

D. Think and answer.

At the end of the scene, Macbeth leaves his future up to destiny. He believes he will receive his due 'without...trying'. Do you think he is right?

Suggested Ans: Macbeth seems to feel that destiny was guiding his future because the first prophecy 'came true' as soon as it was made. However, when considered logically, his appointment as the Thane of Cawdor was a reward for his hard work and loyalty in battle; therefore proving that destiny is a result of hard work and opportunity. Similarly, it could be understood that Macbeth cannot become king without trying; while it is clear at this point that he will not corrupt himself, one must consider Banquo's warning about terrible consequences that may become necessary for destiny to come true.

STUDENTS' BOOK ANSWER KEY

Macbeth and the Witches

Reading

- A. 1. *Suggested answer:* I think the phrase "fair and foul" can be applied to the witches too. They are foul in appearance, "withered" and "wild in their attire". But they say fair things to both Macbeth

and Banquo. Their predictions are tempting and pleasing. Thus, they symbolise both fairness and foulness.

2. Macbeth thinks it is not possible for him to be Thane of Cawdor because, as far as he knows, the Thane of Cawdor is alive and doing well. That is why he, Macbeth, cannot be the Thane of Cawdor.
 3. When the witches suddenly disappear, Banquo begins to doubt if what they saw and heard moments before was real. He thinks the witches could have been an illusion or a hallucination caused by eating poisonous plants.
 4. Ross and Angus are here bearing the thanks of King Duncan and his order to bring Macbeth to him.
 5.
 - a. "Glamis, and now Thane of Cawdor: But the best is yet to come!"
 - b. "Two truths have been told, But that is only the beginning, Of the crowning promise."
 6. Banquo does not trust the witches or their prophecies. He believes that supernatural powers, like the witches, only share a part of the truth so that they can win the trust of humans. But when the same person or persons are in a much bigger problem, these powers betray them to their destruction.
 7.
 - a. The king wants to thank and reward Macbeth because he has defeated the enemies of Scotland and protected the kingdom with his bravery.
 - b. The king will reward Macbeth by giving him the title 'Thane of Cawdor'.
 - c. The present Thane of Cawdor awaits punishment of death because he betrayed Scotland and king Duncan by siding with Macdonwald, a powerful Scottish baron who revolted against the king.
 8.
 - a. The two truths refer to the first two statements of the witches. When the witches talked to Macbeth, they greeted him as the Thane of Glamis, which he really was. The witches greeted him a second time as "Thane of Cawdor". Ross and Angus, who come in the scene later, prove that the witches were right in predicting that Macbeth would be the Thane of Cawdor. These were the two truths.
 - b. Invisible power means supernatural power. Macbeth thinks he is being helped by magical beings that can change a man's destiny.
 - c. Macbeth is confused whether the help he is receiving is good or bad because, on the one hand, the predictions of the witches have come true and has given him greater status and success. But on the other hand, their prediction makes him think of murder. His violent thoughts and imagination make him wonder if the help he received from the witches is entirely good or not.
 - d. Macbeth finally decides that he will do nothing to further his ambitions of gaining the throne of Scotland. He thinks that if he is destined to be the king of Scotland, then he will be so even if he did nothing to help himself.
- B. 1. The witches ignored Banquo at first because Macbeth was the real reason they had come there. To them, Banquo had no importance.
2. *Suggested answer. Accept any logical answer.*

If Macbeth is supposed to be king, then it should be Macbeth's descendants who should be the future kings of Scotland. But the witches say that Banquo's descendants shall be kings. This suggests that Macbeth may not reign as king for long. It is possible that he will lose the crown, and so his descendants will not be kings of Scotland.
 3. *Suggested answers. Accept any logical answer.*
 - a. I think people are curious to know about their future. Also, it pleases most people to hear good things about their future. That is why people go to fortune-tellers.

- b. Animals are often used for fortune-telling because they are seen as impartial judges. People believe their predictions have a possibility of being guided by divine powers.
- c. News agencies look for these kind of animals because they make great news stories. Whether their predictions prove right or wrong, they get people interested and make the news exciting.

Grammar

- A.
1. Susan applied for a job that was advertised in the newspaper.
 2. People who are afraid of heights should not climb trees.
 3. My grandparents, who live in Jhansi, are coming to visit me next week.
 4. Ramesh has a pet goat that walks on its hind legs.
 5. Mr Sen, who is a well-respected lawyer, has just retired.
 6. I bought the shoes that we saw in the window yesterday.
- B.
1. They live in a city that is in the south of Ireland.
 2. We broke the typewriter that belonged to my grandfather.
 3. Sapna loves books that have happy endings.
 4. The stamps that belong to George are in the envelope.
 5. My brother worked for a man who used to be an athlete.
 6. The girl who is from Sri Lanka works in a book-store.
- C.
1. This is the park where I play football. D
 2. There is not a single mountain in this area that he has not climbed. D
 3. My cousin, who is a television actor, is going to Italy tomorrow. ND
 4. An author who writes mystery stories was interviewed yesterday. D
 5. I love to visit shops that sell old books. D
 6. I bought a smartphone that has many features last week. D

Vocabulary

1. walking on air
2. nose in the air
3. nip in the air
4. breath of fresh air
5. vanished into thin air

Writing

Sample answer

21 May 2025

My Dearest Lady,

I hope you are well. You'll be happy to know we won a big victory against our enemies. They will think twice before they go against us again. But something strange happened after the battle that is bothering me. I hope you can help me understand it.

Banquo and I were coming back from the battlefield when we met three weird creatures. They didn't look like they were from this world. They looked like women but had beards like men. But it wasn't just how they looked that bothered me, it was what they said. They called me the Thane of Glamis, the Thane of Cawdor, and the future King of Scotland! I was shocked! The Thane of Cawdor was still alive, so how could I be Thane of Cawdor?

When Banquo asked them to speak to him, they said his children would be kings, even though he wouldn't be king. Before I could ask more, they disappeared! I thought they were just an illusion. But then, Barons Ross and Angus came and told us that the King was happy with my victory and had made me the Thane of Cawdor as a reward. The previous Thane had rebelled and was going to be executed! The witches' first promise had come true! Could the second promise also come true? Honestly, the idea scares me. How can I be king when the current King is alive and has heirs? The thought of murder terrifies me. I've decided that if I'm meant to be king, it should happen without me doing anything. This feels like trouble. Do you have any advice for me? What should I do in such a strange situation? I wait eagerly for your answer.

Yours lovingly,

Macbeth

My Notes

I am writing an informal letter

The language of this letter is descriptive, emotional, personal.

I will close this letter with Yours lovingly, Yours affectionately, With love