

LESSON PLAN

Unit: The Stolen Rubens

Subject: English

Teacher's name:

Class: VII

CURRICULAR GOALS

Reading

CG1: C-1.1 Identifies main points and summarises from a careful listening or reading of the text (news articles, reports, editorials)

CG1: C-1.3 Raises probing questions about social experiences using appropriate language (open-ended/closed-ended, formal/informal, relevant to context, with sensitivity)

CG2: C-2.1 Identifies and appreciates different forms of literature (prose, poetry, drama) and styles of writing (narrative, descriptive, expository, persuasive) from various cultures and time periods

Vocabulary

CG2: C-2.2 Identifies literary devices [simile, metaphor, personification, hyperbole, alliteration, idioms, proverbs, and riddles] by reading a variety of literature and uses them in writing

CG4: C-4.2 Uses books and other media resources effectively to find references to use in projects and other activities

Grammar

CG3: C-3.1 Interprets and understands basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech, while reading different forms of literature, and applies them while writing

Lesson Objectives (LO)

1. Infer the deception
2. Examine the value of art
3. Identify the use of logical reasoning to solve the mystery, highlighting the importance of observation and deduction
4. Discuss the moral implications of art theft and forgery
5. Identify the subject and predicate in simple sentences
6. Differentiate between phrases and clauses
7. Use words related to art
8. Develop listening and speaking skills
9. Write an invitation
10. Practise pronunciation and spelling

NCF/NEP FEATURES

21C skills: Critical Thinking, Communication, Collaboration

Multiple Intelligence

Integrated Learning

Assessments



Assessment for learning



Assessment as learning



Assessment of learning

Resources

- Textbook
- Smartbook
(<https://teachers.orientblackswandigital.com>)

Writing CG1: C-1.4 Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes CG-3: C-3.2 Writes prose, poetry, and drama using appropriate style and language	Scope • Warm Up (pre-reading) • Reading • Post-reading • Embedded questions • HOTS (Higher Order Thinking Skills) • Interactive activities; PPT; Animation • Assessments (AFL; AAL; AOL)
 Rationale / Purpose	

Sessions 1–3

Warm Up (Pre-reading)



Ensure complete student-participation in solving the riddle.

(**21C:** Critical Thinking; Multiple Intelligence, Logical-Mathematical)

(Indicators: *Brothers and sisters have I none* → He is an only child.



This activity sets the tone for the narrative.

(Critical Thinking; Multiple Intelligence)



P Play the Presentation on the teacher's portal

Reading	Teaching Strategies: Prediction (analysis), Deduction (AFL, AAL) Inference (AAL) Language-development Higher-Order-Thinking	LO: 1–4
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Let students listen to the audio track. / read the text.

Language – development (Vocabulary) – to be discussed during the course of the reading section

Whole-class discussion

Discuss the underlined phrases in context:

- As de Lesseps viewed the collection, a Whistler turned up. *If a painting ‘turned up,’ what do you think it means? Was it lost or suddenly found? (appeared or was found, often unexpectedly)*
- When de Lesseps ripped loose the canvas which covered the precious Rubens, he exclaimed in horror. *What does ‘ripped loose’ tell you about how de Lesseps removed the canvas? Was it gentle or forceful? (pulled away or torn off forcefully)*
- In a day or two, the matter fell under the watchful eye of the reporter, Hutchinson Hatch. *What do you think it means when something falls under the ‘watchful eye’ of someone? Was Hatch just looking casually or paying close attention? (‘carefully paying attention’ or ‘being alert’ to something)*

Embedded question 1. *Why does Kale want to impress de Lesseps?*

(Ans: Kale wants to impress de Lesseps because he sees him as an admirer of fine art. As a wealthy collector, Kale takes pride in his expensive art collections and wants it to be appreciated by someone knowledgeable in the field.)

 This question involves going beyond the literal text to understand the character's intentions. They tap on skills of inferring and drawing conclusions.

Teaching Strategies: *Deduction and Inference*

How does de Lesseps' reaction to the Rubens painting contrast with Kale's expectations?

Inference:

- *Why was Kale flattered when de Lesseps asked to make a copy of the Whistler painting?* (Because it made him feel that his collection was valuable and worthy of admiration, especially coming from a respected art connoisseur like de Lesseps)
- *Based on de Lesseps' reaction, what can you infer about his perspective on art?* (His reaction seems to suggest that he appreciates the growth of art rather than just historical prestige.)
- *Does his reaction indicate something odd in his character which might impact the story? Do you think that Lesseps' concern about Kale's art collection might foreshadow something suspicious as the plot develops?*
- *Why do you think de Lesseps took special care to wrap the Rubens painting in canvas and place it on the table?* (It could indicate that he might have had ulterior motives, such as preparing for a possible theft.)

Embedded question 2. *What do you understand about de Lesseps from this paragraph?*

(Ans: De Lesseps is intelligent and observant with a great understanding of art. His remarks suggest that he has knowledge of how art crimes are committed. This could be hinting at something taking place in future.)

 Students develop skills of inference and understand character traits from actions and words.

Deduction:

- *What evidence showed that the Rubens painting was deliberately stolen?* (The painting had been carefully cut out of its frame with a sharp penknife, leaving a thin strip of canvas around the edges, indicating a planned and precise theft.)

Inference:

- *Why did de Lesseps carry his copy of the Whistler loosely rolled up every day?*
- *Why do you think de Lesseps reacted with "horror" when he discovered the missing Rubens?* (Exaggerated response could have been an act to divert suspicion)

Embedded question 3. Compare the reactions of Detective Mallory and Hutchinson Hatch towards the case.

(Ans: Detective Mallory initially appears clueless about the Rubens as he lacks knowledge about art. However, he focusses more on quickly finding the stolen painting. Hutchinson Hatch, however, understands that it may not be simple theft and so decides to investigate further and questions de Lesseps directly.)

 This question strengthens comparison and inference.

Embedded question 4. The words ‘granted with a wave of hand’ suggest that Kale was—

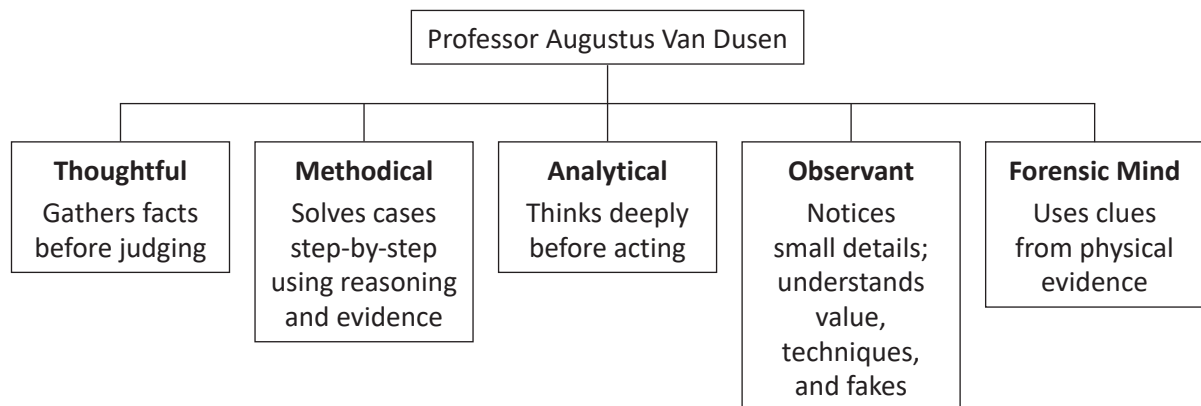
- not very hopeful about the professor solving the case.
- dismissive of the professor’s attempts and considered them insignificant.

Choose the correct option.

(Ans: Kale was dismissive of the professor’s attempts and considered them insignificant.)

 Students strengthen their ability to use context to understand expressions and body language cues and deduce the character’s attitude.

Inference: What does Professor Van Dusen’s behaviour and thinking tell us about his personality?



Embedded question 5. Did Hatch and the professor know Detective Mallory from before? How do you know?

(Ans: Yes, Hatch and the professor seem familiar with Detective Mallory. The professor’s remark about Mallory’s lack of speed shows that he has worked with Mallory previously.)

 Students deduce from available clues.

Embedded question 6. Why do you think Detective Mallory grunts? What could he be thinking?

(Ans: Mallory’s grunt shows that he does not wish to take the professor seriously. According to him, the case has already been solved and the professor might be seeing too much into it.)



Taking it further (HOTS)

Character Comparison: Matthew Kale and Jules de Lesseps

Matthew Kale	Jules de Lesseps
- Seeks admiration and status through his expensive art collection - Materialistic; values art for its price tag and prestige - Defensive if not appreciated - Proud, vain, overconfident, and a bit naive (dismisses concerns about theft; unaware of the deception) - Too trusting, especially of de Lesseps because of his status	- Ambitious; deceptive; observant charming, intelligent, manipulative - Appreciates true art - Exploits Kale's lack of caution and commits theft - Uses earned trust to carry out elaborate theft - Masterminds the theft

Post-reading



A Recap by playing the animation.

Discussion

- What does the story suggest about the value of art?* (Monetary worth, social status, authenticity)
- What role does deception play in shaping the story?* (Pretending to be a friend, tricking with art, hiding the theft, revealing the truth)

Comprehension

Discuss the answers to the questions.

Encourage students to answer the questions orally before they write the answers in their books.

Session 4

Grammar: Simple sentence with subject and predicate, phrases and clauses

LO: 5–6

Subject and predicate (Recap)

Write on the board:

The lady bought some apples.

Elicit answers from students:

- Who are we talking about in this sentence?* (The lady)

This part is the **subject** of the sentence.

- Which part of the sentence tells us what the subject did?* (bought some apples)

This part is called the **predicate** of a sentence.

The **subject** of a sentence is the person, place, thing or idea that the sentence is about.

The **predicate** is the word or group of words that tells us what the subject of the sentence is or does.

Tell students to underline the subject and the predicate in these sentences:

Suja went to the market. The children are playing in the park.

Simple sentences

Follow the inputs given in the Reader.

Write a few sentences on the board and ask students to underline the verbs, and identify if they are simple sentences.

My father asked me to accompany him to the library. (Simple)

My father asked me to accompany him to the library, but I did not want to go. (Not a simple sentence – more than one clause)

Differentiating between phrases and clauses

Write on the board: *a group of people*

Now ask students:

Does the sentence have a subject and predicate? (No) *Does it have a verb in it?* (No)

A group of words that does not make complete sense by itself is a **phrase**. A phrase does not have a verb.

Write the sentence on the board. Highlight one clause.

*Arun's friends did not know / **that he could not swim.***

Ask students:

Does the sentence have a subject and predicate? (Yes) *Does it have a verb in it?* (Yes)

Does the group of words make complete sense? (Yes)

A **clause** is a group of words that contains a subject and a verb.

Now complete the exercises given in the book.

A Play the interactive activity on the Teacher's Portal

Resources: Interactive activity

<https://teachers.orientblackswandigital.com/>

Session 5

Vocabulary: Words related to art

LO: 7

Group work

Draw students into a brainstorming session about art related words and share with the class.

Now let them do the exercise given in the Reader.

Listening: Post Listening**LO: 8**

This task assesses the ability of students to extract specific information and understand the context of the listening passage.

(21C: Communication; India Knowledge)

Speaking: Pair Discussion**LO: 8**

Follow the inputs given in the Reader.

(21C: Communication; India Knowledge)

Session 6**Writing: Formal Invitation****LO: 9****Points to Focus**

Purpose: Clearly communicate the reason for the invitation.

Details: Share essential information such as the date, time, location, and any special instructions like dress code or items to bring.

Tone: Use formal language for official occasions.

Confirmation Request: Provide a straightforward method for guests to confirm their attendance, such as an RSVP request.

Follow the example given in the Reader.

W Scan the QR code for more guidelines on the writing concept

<https://teachers.orientblackswandigital.com/>

Pronunciation, Spelling**LO: 10**

Follow the inputs given in the Reader.

Teacher's Observation and Notes

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?

QUESTION BANK WITH ANSWER KEY



The Stolen Rubens

A. Choose the correct option.

1. Why did Kale decide to store his art collection in the ballroom?
 - a. He wanted to impress de Lesseps.
 - b. He was renovating the gallery.
 - c. He wanted to sell his paintings.
2. What does the story suggest about Detective Mallory?
 - a. He found the wrong painting and believed the case was solved.
 - b. He was highly intelligent and was the first to solve the case.
 - c. He helped the professor uncover the true painting.
3. What does the theft of the Rubens painting reveal about human nature?
 - a. Even experts can be tricked by smart and clever tricks.
 - b. People think art is one of the most valuable things in the world.
 - c. Greed can lead to very serious crimes, even in the art world.

Ans: b

Ans: a

Ans: c

B. Read the lines and answer the questions.

1. "He took it with him probably under his arm every day," was the astonishing reply.
 - a. Who is "he" in this sentence, and what did he take?
 - b. Why is this response considered "astonishing"?
 - c. How does this line contribute to solving the mystery?

Ans: a. "He" refers to Jules de Lesseps, the French artist. He took the original Rubens painting from Mr. Kale's collection by disguising it under a layer of paint and carrying it out daily as a copy of a Whistler painting. b. The reply is astonishing because it reveals the clever and unexpected way in which de Lesseps smuggled the Rubens painting out, making everyone believe he was just working on an innocent art copy. c. This line provides the key to understanding de Lesseps' deception. It explains how he managed to steal the original Rubens without suspicion.

2. "Did you know, Mr Mallory," the professor went on, "that glue, putty and a few other commonplace things can be made into a paste which would cover an oil painting, and at the same time, offer an excellent canvas for water-colour work."
 - a. Who is speaking, and who is being addressed?
 - b. What does the professor reveal through this statement?
 - c. How does this statement expose de Lesseps' crime?

Ans: a. The speaker is Professor Augustus Van Dusen, and he is speaking to Detective Mallory. b. The professor reveals that the stolen Rubens painting was hidden

underneath the water-colour painting that de Lesseps had been working on, proving that the Whistler copy was actually covering the original masterpiece. c. It explains the technique de Lesseps used to hide the Rubens. Since watercolours can be easily removed with water, the original Rubens could be recovered simply by washing away the top layer. This revelation proves that de Lesseps still had the stolen painting.

C. Answer the questions.

1. Why do you think Matthew Kale was so eager to show his art collection to Jules de Lesseps?

Ans: He sought admiration for his collection of paintings and wanted appreciation.

2. How does de Lesseps' reaction to the Rubens painting contrast with Kale's expectations?

Ans: Kale thought de Lesseps would be very excited about the Rubens painting. However, de Lesseps did not seem impressed, saying he had seen it before. This made Kale feel disappointed.

3. What evidence showed that the Rubens painting was deliberately stolen?

Ans: The painting had been carefully cut out of its frame with a sharp penknife, leaving a thin strip of canvas around the edges, indicating a planned and precise theft.

D. Think and answer.

What can we learn about Professor Van Dusen's approach to investigation based on his observations at Mr. Kale's gallery?

Ans: His careful attention to detail like the cut on the canvas, suggests he values evidence-based reasoning and has a deep understanding of art and forensic details, allowing him to discern the truth hidden beneath deception.

STUDENTS' BOOK ANSWER KEY



The Stolen Rubens

Pre-reading

the man's or the speaker's son

Comprehension

- A.**
1. The collection was stored in the ballroom because the gallery, where the paintings would be displayed, was undergoing renovations.
 2. Kale expected de Lesseps to be impressed by the Rubens painting. However, de Lesseps responded in a rather cold manner by saying that he had seen the painting before indicating that he was not particularly impressed.
 3. Kale was flattered when de Lesseps expressed his desire to copy the Whistler painting. This reveals Kale's vanity—he took great pride in his art collection and enjoyed receiving admiration from others.
 4. When the paintings were being rehanged in the gallery, de Lesseps removed the canvas covering the Rubens painting and found the frame to be empty with just a thin strip of canvas left behind.

5. Hutchinson Hatch, the reporter, and Professor Van Dusen took an active interest in solving the case. No, Kale dismissed their efforts, believing that the police would handle the matter better.
 6. Detective found the painting tightly rolled up and hidden in the bottom of the trunk of a staff member at Kale's mansion. The man was arrested, though he denied committing the crime.
 7.
 - a. Jules de Lesseps had the original Rubens painting. He escaped with it by rolling it up and carrying it under his arm while pretending to carry his copy of the Whistler painting.
 - b. Professor Van Dusen discovered that de Lesseps had the original Rubens at the hotel. His investigation revealed that the original painting had been cleverly hidden beneath a layer of paste on which de Lesseps painted his copy of the Whistler.
- B.**
1.
 - a. Jules de Lesseps asked this question to Matthew Kale.
 - b. De Lesseps asked this while admiring Kale's art collection at the mansion. He seemed to be concerned about the expensive pieces of art and curious about how they were being looked after.
 - c. The real intention of de Lesseps was to gain knowledge of Kale's security measures and understand when it would be an ideal opportunity to steal the painting.
 2.
 - a. Hatch realised that the painting Mallory had recovered was a copy and not the original Rubens.
 - b. Professor Van Dusen explained that the original Rubens had been hidden under a layer of paste, disguised as a watercolour painting.
 - c. Hatch deduced that de Lesseps had painted over the stolen artwork to avoid being caught.
 3.
 - a. The three men were Professor Van Dusen, Hutchinson Hatch, and Detective Mallory. They were in de Lesseps' hotel room.
 - b. They were staring at Professor Van Dusen, who had just revealed the clever method by which de Lesseps had concealed the Rubens.
 - c. Professor Van Dusen revealed that the Whistler painting in de Lesseps' hotel room was concealing the stolen Rubens. The stolen painting was hidden beneath a layer of paste.
- C.**
1. *Answers vary. Sample answer—*
 De Lesseps thought that Matthew Kale would never guess that the theft had taken place and was certain that his method would not be discovered.
 The reason being de Lesseps thought that Kale, who was just an avid collector of art would not be able to guess that the theft had been taken place since he was not aware of the intricacies of the art and thus would not be able to point out that the painting had been replaced. Also, his method of hiding a stolen painting under paste was rather unusual or unique and would not be easily discoverable.
 2. Matthew Kale collected expensive paintings but did not show deep appreciation for their artistic value. He was oblivious to the beauty, intricacies of artworks and did not really value them. He was more concerned with their monetary worth. For example, he remarked that his Whistler cost \$5,000 but did not think much about its artistic quality. He was flattered when de Lesseps showed interest in copying his Whistler painting. This shows that although he was an avid collector of art and wanted to display them in the best possible way, he did not have much knowledge of art.

3. Unlike Detective Mallory, who was focused on quick results, Professor Van Dusen used careful observation and logical deduction. He noted inconsistencies, such as the cut marks on the frame and a hidden layer over the Whistler painting that were overlooked by the detective and his team. His scientific reasoning and perhaps artistic knowledge helped him uncover the clever disguise, proving that a deeper understanding of art and crime was necessary to solve the case.

Grammar

- A.** 2. SS; subject: The sun and the moon 3. SS; subject: The zebra 4. × 5. ×
6. SS; subject: Ryan and Saif 7. × 8. SS; subject: Vivek
- B.** 1. C 2. P 3. P 4. C 5. P 6. C

Vocabulary

1. palettes 2. mural 3. masterpiece 4. portrait 5. sculpture

Listening Text

Madhubani art is a style of painting largely practised in the Mithila region of Bihar. Artists use different things like small sticks, brushes, nib-pens and matchsticks to make these paintings. The paintings are made primarily from the paste of powdered rice, and other natural substances like flowers, vegetables and leaves, cow dung, soot and rice powder, lime, clay and indigo. The paintings were traditionally done on freshly plastered mud walls and floors of huts, but now they are also done on cloth, handmade paper and canvas.

Listening Answer Key

1. a. painting 2. b. is very detailed 3. c. powdered rice
4. b. mud walls and floors 5. a. handmade paper and canvas
6. c. uses only substances that are available in nature

Spelling

1. mention 2. expression 3. registration 4. physician 5. official
6. motivation 7. admission 8. dimension 9. efficient

Writing

Answers vary. Accept any logical answer.

Life Skills

Free response

WORKSHEETS

THE STOLEN RUBENS

GRAMMAR

Name of Student: _____

Class: _____

A. Identify which of these sentences are *simple sentences* (SS) and which are not (×). Underline the *subjects* in the simple sentences.

1. I sleep eight hours every night.
2. When Katy came home, Beena was making tea.
3. Even though it was raining, we decided to go for a walk.
4. The red old car with a green flag belongs to my father.
5. Damu and Shamu play with the colourful beach ball.

B. Identify whether the words in bold are phrases or clauses.

1. **I took my dog** for a walk.
2. **At the library**, I met an old friend.
3. **I spend a lot of time** swimming.
4. **Pranav and I** went to the place where we grew up.
5. **Throughout the journey**, the boy slept.
6. **During the rainy season** we get to see a lot of frogs.

THE STOLEN RUBENS

VOCABULARY

Match the words in column A to their meaning in column B. Then, make sentences of your own with the words in column A.

1. palette	a. a large painting or artwork created directly on a wall, ceiling
2. masterpiece	b. a work of art that is made by carving or shaping stone, wood or clay
3. mural	c. a board or surface where artists mix paints and colours
4. portrait	d. a painting that is made with great skill; a work of outstanding beauty
5. sculpture	e. a painting, drawing of a person, especially their face

Name of Student: _____

Class: _____

Write an invitation to the principal of the neighbouring schools, informing and inviting the principal, students, parents and well-wishers to a theatre festival to be held at your school. Select a social cause which the fest will support and include those details in the invitation.

Include these details:

- name of the event
- the name of the host (if any)
- the date, time and venue of the event
- the social cause

ANSWER KEY TO THE WORKSHEETS

The Stolen Reubens

Answer Key to grammar worksheet

- A. 1. SS, Subject: I 2. × 3. ×
4. SS, Subject: The red old car with a green flag 5. SS, Subject: Damu and Shamu
- B. 1. C 2. P 3. C 4. P 5. P 6. P

Answer Key to vocabulary worksheet

1. c 2. d 3. a 4. e 5. b

Answer Key to writing worksheet

Free response

LESSON PLAN

Poem: It Couldn't be Done

Subject: English

Teacher's name:

Class: VII

CURRICULAR GOALS

Reading

CG1: C-1.3 Raises probing questions about social experiences using appropriate language (open-ended/closed-ended, formal/informal, relevant to context, with sensitivity)

CG2: C-2.2 Identifies literary devices [simile, metaphor, personification, hyperbole, alliteration, idioms, proverbs, and riddles] by reading a variety of literature and uses them in writing

CG5: C-5.2 Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable

Lesson Objectives (LO)

1. Explain the meaning of the poem in their own words
2. Identify the key message of the poem—determination, positivity, and perseverance
3. Analyse how a cheerful attitude and self-belief can help overcome difficulties
4. Interpret the poet's use of repetition, rhyme, and positive imagery to convey encouragement and hope
5. Apply vocabulary words like *scoffed*, *tackle*, *assail*, *prophecy*, *doubting*, and *quiddity*

NCF/NEP FEATURES

21C skills: Critical Thinking, Communication, Collaboration

Assessments



Assessment for learning



Assessment as learning



Assessment of learning

Resources

- Textbook
- Smartbook (<https://teachers.orientblackswandigital.com>)

Scope

- Warm Up (pre-reading)
- Reading
- Post-reading
- HOTS (Higher Order Thinking Skills)
- Interactive activities; PPT; Animation
- Assessments (AFL; AAL)



Rationale / Purpose

Summary: The poem advocates perseverance and a positive mindset in the face of obstacles. It narrates the story of a man who, despite being told that a task was impossible, chose not to give up without making an effort. With confidence, a cheerful attitude, and hard work, he achieved what others believed could not be done. The poem's core message is to disregard negativity, maintain a joyful spirit, keep striving, and success will follow.

Sessions 1–2

Warm Up (Pre-reading)



Ensure complete student participation.

Brainstorm and list points on the board:

- *Things that once seemed impossible but people did anyway* (Example: flying in airplanes, walking on the moon, curing diseases).
- *What do you think it takes to achieve something that seems impossible?* (Courage, hard work, belief in yourself ...)



This activity sets the tone for the encouraging poem to believe in yourself and never give up—even when others doubt you.



Play the Presentation on the teacher's portal

Reading

Teaching Strategies: Inference, Reflection, Discussion (AFL, AAL)

LO: 1–5

Language-development

Higher-Order-Thinking



Let students listen to the audio track. / read the poem.

Language – development (Vocabulary) – to be discussed during the course of the reading section

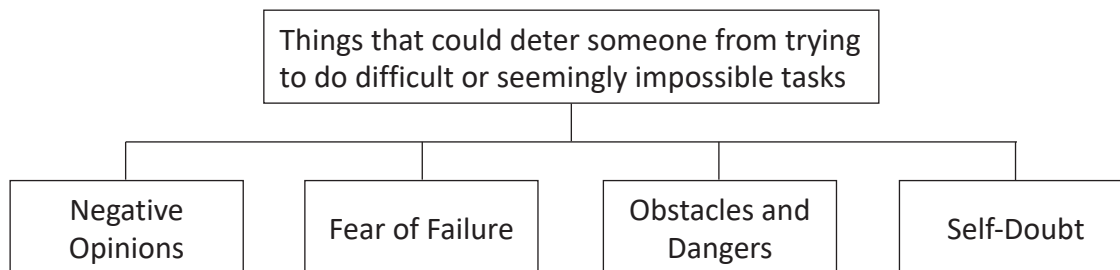
Whole-class discussion

Discuss the underlined phrases in context:

- He started to sing as he tackled the thing. *When the poem says he ‘tackled the thing,’ do you think it means he fought it, ignored it, or worked hard to solve it?* (worked hard to solve a problem, or challenge)
- Somebody scoffed: “Oh, you’ll never do that.” *When it says ‘Somebody scoffed,’ do you think the person was encouraging, laughing at, or helping?* (mocked or laughing at, implying they do not believe the action will happen)
- With a lift of his chin and a bit of a grin, Without any doubting or quiddit, *The poem says he acted ‘without any doubting or quiddit.’ What does this tell us about his attitude toward small doubts or objections?* (Trivial objection — it means the person is acting confidently, without hesitation, doubt, or petty objections)
- There are thousands to prophecy failure. *Are people encouraging or discouraging when they ‘prophecy failure’ in the poem? What does the word ‘prophecy’ mean in this context?* (predict or foretell something, here meaning that many people are predicting or expecting failure)
- The dangers that wait to assail you. *Does assail mean to help, challenge, or attack?* (in context meaning, threats or difficulties are waiting to attack)

Discuss

Discuss each stanza, focusing on the message of confidence and positivity. (21C: Communication)



Why do you think the speaker uses words like “grin,” “sing,” and “chuckle”? (These cheerful words show that the man faced challenges with happiness and confidence, rather than worry or fear, which makes the message even more inspiring.)

What ways does the speaker use to demonstrate the strength of a positive mindset in the poem? (The *speaker* describes a man who is always smiling, singing, and working without any fear. His positive attitude helps him achieve something that everyone else thought could not be done.)

Inference: *The poem talks about people who point out dangers and problems and prophesy failure. Why do you think the speaker tells us to ignore them?* (The speaker wants us not to be discouraged by negative comments which hinders us from achieving great things, but believe in ourselves and keep trying)

Reflection: *What do you think the speaker is trying to convey by repeating the idea of ‘tackling the thing that couldn’t be done’?* (To encourage us to face challenges bravely and to show that even if something seems impossible, trying with confidence and determination can make it possible)

According to this poem, what qualities of a person are most important to achieve success in difficult tasks? (Confidence, courage, determination, a positive attitude, even when others doubt your capability)

Discuss

If you were the person in the poem, how would you feel when others said, “It can’t be done”?

(21C: Critical Thinking)



Taking it further (HOTS)

- *In what ways does the speaker convey the theme of determination and perseverance in the poem?* (His actions demonstrate a refusal to accept failure without a fight. The optimistic tone and vivid imagery, such as “buckled right in with the trace of a grin,” highlight the crucial role of a positive attitude in overcoming obstacles.)
- *What lessons does the poem teach us about how to handle challenges in our everyday lives?* (That with confidence, hard work, and a positive attitude, we can overcome challenges that seem impossible)

Literary Devices

Repetition: *he started to sing as he tackled the thing*(repeated to emphasize determination and positivity)

Rhyme Scheme: The first two stanzas follow *aabababcb* rhyme scheme, while the final stanza has a *abacabcb* rhyme scheme.

Imagery: Vivid descriptions like *took off his coat and he took off his hat / buckled right in with the trace of a grin*, help readers picture the man getting ready to work hard.

Tone: The tone is encouraging, cheerful, and motivating.

Personification: *Dangers that wait to assail you*— dangers are described as if they are actively waiting to attack.

Anaphora: The beginning of some lines is repeated to create rhythm and emphasis: *There are thousands...*

Post-reading

A Recap by playing the animation.

Whole-class discussion

- Do you agree with the poet's belief that anything can be done with determination? Why or why not? (It is true that effort and belief in oneself can lead to success, but some tasks need resources, skills...)

Session 3

Comprehension



Discuss the answers to the questions.

Encourage students to

- analyse the character of the speaker and how he deals with problems.
- explain the difference between the people who scoff at challenges and the protagonist.
- identify the imagery and how it helps paint a clear picture.
- identify the main theme of the poem.

Teacher's Observation and Notes

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?

QUESTION BANK WITH ANSWER KEY



It Couldn't be Done

A. Multiple Choice Questions.

1. What does the phrase "It couldn't be done" represent in the poem?
 - a. A challenge that seems impossible
 - b. A task that is easy
 - c. A promise made**Ans: a**
2. According to the poem, what should you do when faced with discouragement?
 - a. Give up and wait for another chance later
 - b. Work hard, stay positive, and tackle the task
 - c. Listen to opinions of people who tried and failed**Ans: b**
3. How does the way the main character act in the poem go against what society expects?
 - a. He listens to people who doubt him.
 - b. He ignores the doubts of others and proceeds with his task.
 - c. He follows traditional methods to succeed.**Ans: b**

B. Read the lines and answer the questions.

1. *"Somebody said that it couldn't be done
But he with a chuckle replied
That 'maybe it couldn't,' but he would be one
Who wouldn't say so till he'd tried."*

- a. Who is the 'somebody' mentioned in the line?
- b. How does the speaker react to the doubt expressed by others?
- c. What is the significance of the word 'chuckle' in these lines?

Ans: a. The 'somebody' refers to the people who doubt others' abilities and discourage them from attempting difficult tasks. b. The speaker does not immediately agree with the people who doubt. Instead, he decides to try before accepting that it cannot be done. c. The word 'chuckle' shows the speaker's positive and confident attitude. He does not get discouraged but takes the challenge lightly and with a cheerful spirit.

2. *"Somebody scoffed: 'Oh, you'll never do that;
At least no one ever has done it;'"*

- a. What does the word 'scoffed' indicate about the speaker's tone?
- b. What reason does the 'somebody' give for saying that the task cannot be done?
- c. What does this tell us about people's attitude toward new challenges?

Ans: a. The word ‘scoffed’ indicates that the person is mocking or doubting the ability of the one attempting the task. b. The person argues that since no one has done it before, it must be impossible. c. It shows that many people are skeptical and discourage others from trying new or difficult tasks.

C. Answer the questions.

1. What ways does the poet use to demonstrate the strength of a positive mindset in the poem?

Ans: The poet describes a man who is always smiling, singing, and working without any fear. His positive attitude helps him achieve something that everyone else thought could not be done.

2. The poem talks about people who point out dangers and problems and prophesy failure. Why does the poet tell us to ignore them?

Ans: The poet wants us not be discouraged by negative comments which hinders us from achieving great things, but to believe in ourselves and keep trying.

3. What lessons does the poem teach us about how to handle challenges in our everyday lives?

Ans: The poem tells us that with confidence, hard work, and a positive attitude, we can overcome challenges that seem impossible.

D. Think and answer.

In what ways does the character in the poem convey the theme of determination and perseverance?

Ans: His actions demonstrate a refusal to accept failure without a fight. The optimistic tone and vivid imagery, such as “buckled right in with the trace of a grin,” highlight the crucial role of a positive attitude in overcoming obstacles.

STUDENTS’ BOOK ANSWER KEY



It Couldn’t be Done

Comprehension

- A.** 1. a. He replied that *maybe it couldn’t*, but he would not assume that until he had tried.
b. After replying, he took up the challenge and prepared himself for the task at hand. He hid his worries and showed both enthusiasm and determination to complete the task.
2. He hid his fears and doubts. He smiled and sang while handling the task at hand.
3. The phrase *with a lift of his chin and a bit of a grin* suggests that the person is confident, optimistic and shows a lot of determination. It shows that the person is ready to face the challenge with a positive mindset.
4. The speaker mentions that many people discourage others by demoralising them, by saying that the task has not been attempted previously, by predicting failure and by pointing out dangers and difficulties that could lie ahead while handling the task.

5. The speaker advises readers to *buckle in with a bit of a grin; to take off your coat and go to it; to start in to sing as you tackle the thing* meaning they should prepare themselves for the challenge with determination, confidence, will power and a positive attitude. They should ignore negativity, take action, and keep trying until they succeed.
- B.**
1. a. 'He' refers to the determined person who refuses to believe in failure. He is tackling a supposedly difficult task.
 - b. Singing shows positivity and also fearlessness in a way since it gives one the confidence to express oneself. It helps people stay motivated and keeps one's spirits high.
 2. a. He had begun working on the task that others said couldn't be done.
 - b. His attitude was positive. He was focussed and determined and wasted no time by hesitating.
 3. a. The 'thousands' refer to people who try to discourage others. They point out difficulties, dangers, and give reasons why the task might fail and how the person attempting the task might be unsuccessful at their attempts.
 - b. The speaker advises to ignore negativity, prepare oneself with determination, and take action without fear.
- C.**
1. The speaker contrasts the doubters and critics—who scoff, hesitate, and predict failure—with those who embrace challenges bravely. The ones who doubt are afraid of obstacles and failure but 'he', the central character here, faces them with confidence and by taking appropriate action.
 2. The imagery used:
 - *With a lift of his chin and a bit of a grin*
 - *He took off his coat and he took off his hat*
 - *He started to sing*
 All these images portray confidence, readiness and determination coupled with a cheerful attitude. These images inspire readers to approach challenges with a lot of courage and determination.
 3. *Answers vary. Sample answer—*
 The central theme of the poem is—
 - Working hard and being positive in the face of doubt or hardship.
 The poem encourages us to be resilient, optimistic and have a positive attitude towards life. It does not simply focus on proving others wrong but aims to make people realise that their efforts and attitudes count and have the ability to make a difference.

Appreciating the Poem

Answers vary. Sample answer—

1. Symbolism:

- *Taking off his coat and hat* symbolizes readiness and commitment to action.
- *Singing while tackling the thing* represents expressing oneself and displaying a positive mindset in the face of difficulties.
- *Thousands who discourage* symbolizes the doubts, challenges, and obstacles that we face in life.

2. **Repeated words:** “*couldn’t be done,*” “*he did it,*” “*tackle the thing.*”

The repetition puts emphasis on the poem’s motivational tone, highlighting the importance of being persistent and doing away with all the doubts and fears. The use of repetition helps to emphasise the point that one should not listen to detractors and negative people, but should take up a task with confidence and the determination to accomplish it.

Vocabulary

Answers vary. Sample answers—

- **chuckle** – Kanan gave a chuckle when his brother was asked to sing a song before the guests.
- **take off** – Shamina took off her jacket before starting the hike.
- **buckle in** – We need to buckle in and focus before the game starts.
- **point out** – My mother pointed out a few mistakes in my essay.
- **grin** – Shiraz came out of the exam hall with a confident grin on his face.

SAMPLE COMPREHENSION PASSAGE WITH QUESTIONS AND ANSWERS

Read the Passage.

Roger, the old bull terrier, was not impressed with cows. One afternoon, while crossing a field, he found himself face-to-face with a very curious cow that simply would not stop staring. She took a step forward. So did her friends. Roger snorted and gave them his best “don’t mess with me” look—but the cows kept coming; now forming a circle.

Lani, the young Labrador, barked from the fence as if cheering him on, while Tammy the cat sat calmly, tail twitching, clearly enjoying the show.

With a dramatic huff, Roger turned and marched away with great dignity—until he slipped in a muddy patch and landed in a most undignified splat. The cows blinked in surprise, then wandered off, clearly unimpressed.

Lani gave a sympathetic bark (or maybe a laugh), and Tammy flicked her tail as if to say, “Well, that’s what you get for showing off!”

A. Answer the following.

1. How did Roger react to the cows?
2. What did the cows do when they saw Roger?
3. What happened to Roger in the end? How did Tammy and Lani react?

B. Choose the correct option.

1. What can we learn about Roger’s personality from this passage?
 - a. He is shy and nervous.
 - b. He is proud and tries to be brave.
 - c. He is afraid of the cows.
2. What message does the scene with Roger slipping in mud give to the reader?
 - a. Animals sometimes act in a clumsy or silly way.
 - b. Nature can be tricky and full of surprises.
 - c. Even the brave can have funny, awkward moments.

C. Make meaningful sentences with:

- a. snorted b. undignified

Answer Key

- A. 1. He tried to look brave and scare them away.
2. They came closer and formed a circle around him.
3. He slipped in the mud and fell down. Tammy seemed amused by the situation and Lani barked.
- B. 1. b 2. c
- C. *Free response*