



The Snake and the Mirror

Activity – I: Pre-Reading

SKILL AREA: THINKING / SPEAKING

Learning Outcomes: The students will be able to

organise their thoughts in a group and presenting them in a sentence or two individually.

speak without any written text in hand.

Time Required: One period

Procedure:

1. The teacher

divides the class into groups of 5-6.

instructs them to think of one scary story and narrate it. The story may have the following points.

Snake

Night

You

Rats

No electricity

Thief

2. A representative from each group presents the story.

Assessment Criteria:

Content

Fluency and accuracy

Creativity

Feedback:

The class share their observations about the stories narrated.



Activity – II: Post-Reading

SKILL AREA: READING / SPEAKING

Learning Outcomes: The students will be able to

- identify key areas of the chapter through a series of MCQ's.
- understanding the central theme story.

Time Required: One period

Procedure:

1. The teacher distributes the given worksheet and asks the students to complete it based on their reading of the story.
2. The students, after completing the worksheet, may exchange them for peer correction.
3. The teacher calls out the correct answers.

Assessment Criteria:

Correct Response

Feedback:

Wherever needed students may be advised to re-read the story.

The reason given by students for questions 5-8 could be discussed in the class.

WORKSHEET

Choose the correct answer:

<p>1. What was the author?</p> <ul style="list-style-type: none"> a) Ayurvedic doctor. b) Allopathic doctor. c) Naturopathy doctor. d) Homeopathy doctor. 	<p>2. Which medical book did the doctor have?</p> <ul style="list-style-type: none"> a) Homeopathy. b) Book of medical practice. c) Materia Medica. d) A novel in Malayalam.
<p>3. The mirror was a symbol of his pride of being</p> <ul style="list-style-type: none"> a) a doctor. b) a handsome man. 	<p>4. After taking a close look at his face in the mirror, the doctor decided to:</p> <ul style="list-style-type: none"> a) shave daily, grow a moustache and keep his smile.



<p>c) a handsome bachelor and doctor. d) a bachelor.</p>	<p>b) maintain his bachelor status and live in peace. c) keep his hair straight and neat and oiled. d) marry a rich doctor and run a joint medical clinic.</p>
<p>5. Why was the author turned into a statue? a) The snake was wrapped around his arm. b) The snake was large. c) He was shocked stiff. d) He was proud. (give 1 reason why) _____</p>	<p>6. What kind of wife did the doctor wish for? a) A thin wife. b) A fat and rich wife. c) A thin and rich wife. d) A fat wife. (give 1 reason why) _____</p>
<p>7. What did the incident with the snake teach the doctor? a) be less vain. b) be a better doctor. c) be bolder. d) marry a thin wife. (give 1 reason why) _____</p>	<p>8. Why was the vest not stolen? a) It was used. b) It was dirty. c) It had holes in it. d) The thief did not need it. (give 1 reason why) _____</p>

Answers:

- | | | | | |
|-------|-------|-------|-------|-------|
| 1 (d) | 2 (c) | 3 (c) | 4 (a) | 5 (c) |
| 6 (b) | 7 (a) | 8 (b) | | |



Activity – III: Post-Reading

SKILL AREA: READING

Learning Outcomes: The students will be able to

comprehend simple passages.

enhance their analytical skills

Procedure:

1. The teacher distributes the given worksheet.
2. The students are instructed to read the following passage (also given on page 63 of Beehive) and answer the questions that follow.
3. The students mark the correct answers in the worksheet based on their reading.
4. The teacher calls out the correct answers and the students evaluate.

Assessment Criteria:

Correct responses

Feedback:

The teacher helps the students if they are unable to comprehend correctly.

Snakes

The Indian cobra is the common name for members of the family of venomous snakes, known for their intimidating looks and deadly bite. Cobras are recognised by the hoods that they flare when angry or disturbed; the hoods are created by the extension of the ribs behind the cobras' heads. Obviously the best prevention is to avoid getting bitten. This is facilitated by the fact that humans are not the natural prey of any venomous snake. We are a bit large for them to swallow whole and they have no means of chopping us up into bite-size pieces. Nearly all snakebites in humans are the result of a snake defending itself when it feels threatened. In general snakes are shy and will simply leave if you give them a chance.

WORKSHEET

Choose the correct answer:

1. The Indian cobra is feared because

- a) it has poison in its bite.
- b) it has a hood.

2. When do snakes bite human beings?

- a) When they are ready to kill.
- b) When they are threatened.



- c) it gets angry very quickly.
- d) its swallows its prey whole.

3. Cobras flare their hood when they

- a) are angry or disturbed.
- b) see their prey.
- c) want to open their mouth wide.
- d) want to warn people.

- c) When they are angry.
- d) When they want to take revenge.

4. Cobras can form hoods

- a) to intimidate other animals.
- b) because they have an extension of the ribs.
- c) to display a spectacle mark.
- d) to swallow large preys.

5. A human is not a natural prey of the cobra because

- a) a person cannot be bitten.
- b) a person is a bit large for the snake.
- c) a person cannot be chopped.
- d) cobras are afraid of humans

Answers:

1 (a) 2 (b) 3 (a) 4 (b) 5 (b)

Activity – IV: Post-Reading**SKILL AREA: CREATIVE WRITING**

Learning Outcomes: The students will be able to
comprehend and present genres like horror.
write a script.

Task: Script Writing

Time Required: Two periods

Procedure:

1. The teacher divides the students into groups and instructs them to write a script for a short film based on the story.



2. She guides the students about script writing and tells them that they may
 - divide the action into short scenes.
 - sequence the scenes.
 - add appropriate description.
3. The groups discuss the task and prepare a short script.
4. The groups present their scripts to the class.

Assessment Criteria:

Effective conceptualization of the plot in terms of short scenes
 Clear description of each scene
 Correct use of language

Feedback:

The scripts could be edited by the class.
 The best scripts could be displayed.
 Students having artistic talents could be encouraged to provide pictures/ drawings to the scripts.
 The script could be enacted as a short play.

Activity – V: Post-Reading

SKILL AREA: WRITING

Learning Outcomes: The students will be able to
 develop the skill of recalling and writing
 develop critical thinking skills

Procedure:

1. The teacher asks the students to think about an incident narrated by their grandparents/friend that is filled with horror e.g. a man suddenly spoke like his dead grandfather.
2. The teacher asks each student to write the incident.



BEEHIVE

FORMATIVE ASSESSMENT

3. The teacher asks some of the students to narrate it in the class with proper expression and emotion.

Assessment Criteria:

Appropriate language

Content

Coherence

Feedback:

Teacher checks the language errors and sees if it is written as per the demands of the genre of horror.