



The Bond of Love

Activity – I: Pre-Reading

SKILL AREA: ANALYTICAL SKILLS

Learning Outcomes: The students will be able to

- love and respect animals.
- develop sensitivity towards animals.
- enhance writing skills.
- enhance analytical skills.

Time Required: One period

Procedure:

1. The teacher divides the class into pairs.
2. The teacher distributes the worksheet in the class.
3. The students are instructed to complete the task.
4. Teacher facilitates a class discussion.
5. The students submit the completed work.

Assessment Criteria:

The activity need to be assessed.

Feedback:

The teacher helps the students where required.

WORKSHEET

The title of the story is "The Bond of Love."

Discuss with your partner what the story could be about



Now, look at the two pictures of the bears. What is the difference in the attitude of the two human beings towards the bears? What emotions do the two arouse in you? Do you think the humans love the bears? Give reasons for your answer.



Picture 1 _____



Picture 2 _____

Activity – II: Post-Reading

SKILL AREA: GRAMMAR

Learning Outcomes: The students will be able to

identify errors and correct them.

understand the story.

Time Required: One period

Procedure:

1. The teacher gives the students a dictation of the summary of the story (with errors).
2. The students find the errors and correct them.
3. The teacher calls out the correct answers and self evaluation is done by the students.

Assessment Criteria:

Correct answer

The peer assessment could be done.

**Feedback:**

The teacher conducts a brief discussion on the areas that students find difficult to understand.

WORKSHEET

Given below is a brief summary of the story *The Bond of Love*. There are some errors in the summary. Find the errors.

The narrator was passing through **wheat** (1) fields near **Chennai** (Mysore) when they were accosted by a **male** (2) sloth - bear. **The narrator** (3) shot the female bear. Bruno, the cub, was brought home, as its mother had been shot. The writer's wife welcomed him and soon Bruno adjusted to the family. It ate all that was cooked at home and became attached to the inmates of the house.

He survived having **eaten** (4) pesticide (5) and nearly a gallon of **diesel** (6). But as he grew in size, his tricks increased and he had to be chained most of the time. On people's advice, he had to be sent to the **forest** (7). All missed him but the writer's wife was **happy** (8) and wept and fretted when she realized that he was refusing food.

When the writer and his wife went to see Bruno, he recognized them from a distance and growled with **anger** (9). They asked the zoo authorities to give Bruno back, and after some **threats** (10) and formalities with the Government, he was taken back home. A special place was made for him, where he lived happily with the people he belonged to.

Answers:

- | | | |
|--------------|---------------------|-------------------------|
| 1. Sugarcane | 2. Female | 3. One of the narrators |
| 4. Drunk | 5. Barium Carbonate | 6. Old engine oil |
| 7. Zoo | 8. Inconsolable | 9. Happiness |
| 10. Pleading | | |

Activity – III: Post-Reading**SKILL AREA: WRITING**

Learning Outcomes: The students will be able to

develop sensitivity towards the caged animals.

enhance writing skills using formal language.



Time Required: One period

Task: Group work

Write an article on 'Caged Animals' in about 200 words.

Procedure:

1. The students discuss animals that are put in cages.
2. They list the effects of putting an animal in a cage.
3. They develop an article on 'Caged Animals' based on the discussion they had.
4. The best article may be published in the school magazine.

This activity could be used for grading as part of portfolio.

Assessment Criteria:

Relevant content

Coherence and accurate language

Effective organization

Feedback:

Some students may find it difficult to write using appropriate vocabulary; the teacher helps such students.

Activity – IV: Post-Reading

SKILL AREA: LISTENING

Learning Outcomes: The students will be able to

listen and comprehend the poem.

Time Required: One period

Procedure:

1. The teacher distributes the worksheet in class.
2. Teacher reads out the given poem once or twice.
3. The students are instructed to complete the summary based on their listening of the poem.



BEEHIVE

Assessment Criteria:

Correct Answer

ENTERTAINMENT

The monkey-show is on:
patient girl on haunches
holds the strings,
a baby in her arms.

Two red monkeys
in red and purple pantaloons
prepare to dance.

Crowd collects,
Naked to the waist,
the Master of Ceremonies'
drums frenzy, cracks whip,
calls the tricks
to earn applause and copper coins.

The circle thickens as the plot thickens,
children laugh, the untouchable women
smooth their hair. A coolie
grins at me, his white teeth
gleam in the sunlight.

Only the monkeys are sad,
and suddenly
the baby begins to cry.

Anticipating time for payment,
the crowd dissolves.
Some, in shame, part
with the smallest coin they have.
The show moves on.

NISSIM EZEKIEL



WORKSHEET

Complete the summary of the poem.

The poet is describing the scene of a (a) _____. He tells us how the show girl is (b) _____ strings to control the two monkeys. She also has (c) _____ in her arms.

The crowd (d) _____ as the monkeys show tricks. Everyone seems happy except for the (e) _____. As the show is about to end, people start (f) _____ as they (g) _____. A few give the woman the (h) _____.

Answers:

- (a) street show/ monkey show
- (b) holding
- (c) a baby
- (d) collects
- (e) monkeys
- (f) moving away
- (g) do not wish to pay
- (h) smallest coin they have

Activity – V: Post-Reading

SKILL AREA: GRAMMAR

Learning Outcomes: The students will be able to
 find the correct words to fill in the blanks.
 analyse and respond appropriately.

Time Required: One period

Procedure:

1. The teacher distributes the given worksheet to the students.



2. She instructs the students to read the passage carefully.
3. The students complete the worksheet based on their reading.
4. The teacher evaluates the answers.

Assessment Criteria:

Correct answer

The assessment could be done through peers

Feedback:

The teacher may conduct a brief discussion on the areas that students find difficult to understand.

WORKSHEET

Read the passage about Black Bears given below. Then use the information to complete the paragraph about Grizzly Bears by writing suitable words in each space. Do not add any new information.

Bears are large heavy mammals. They are found in North America, Europe, and Asia. Bears have poor eyesight, and most only have moderately good hearing, but they have a good sense of smell. The black bear has shorter claws and more fur between the toe pads and the pads do not appear together. They do not have a hump between their shoulder blades. The shape of the head is rounded and they have a longer snout. Their ears are longer and less rounded than those of the grizzly bear. Black bears commonly climb trees while grizzlies normally do not.

On the other hand, grizzlies have (a) claws and (b) fur between the toe pads and the pads (c) together. Grizzly bears (d) a hump between their shoulder blades. The shape of the head of a grizzly is (e) and it has a (f) snout. The ears are (g) and (h) rounded than those of the black bear.

Answers:

- | | |
|------------|-------------|
| (a) longer | (e) flatter |
| (b) less | (f) shorter |
| (c) appear | (g) shorter |
| (d) have | (h) more |