



The Sound of Music

Activity – I : Pre-Reading

SKILL AREA: RESEARCH AND WRITING

Learning Outcomes: The students will be able to

develop sensitivity towards differently abled people.

to undertake a piece of individual research.

Time Required: One/two periods

Procedure:

1. The teacher gives general information to students about differently abled people in order to sensitize them.
2. The class is divided into groups of five students.
3. Groups discuss about the life of differently abled people and come up with the names of some extremely talented and recognized differently abled people and list them.
4. The teacher guides them to collect information about the listed people by using internet and consulting books in the allotted time and compile it in the following tabular form -

S. No.	Name	Physical disabilities	Area of talent/achievement	Work done	Awards won	Other information

5. Each group completes the table with the gathered information.
6. On the basis of the notes made, each student writes a paragraph of about 100-120 words on one of the persons listed in the table.



Assessment Criteria:

- Research
- Content
- Fluency and accuracy
- Presentation

Feedback:

Some of the paragraphs are read out and edited.

This task may form part of the portfolio.

Activity – II : While-Reading

SKILL AREA: READING

Learning Outcomes: The students will be able to
comprehend the text.

Time Required: One period

Procedure:

1. The teacher distributes the worksheet among the students and instructs to complete it.
2. The students after completing, exchange the worksheets for peer assessment.

Assessment Criteria:

- Correct answers
- Peer assessment

Feedback:

On the basis of the answers the teacher may revisit the unit.

Where necessary, the students could be advised to revise the text.



WORKSHEET

Choose the correct option:

1. '..... she felt the vibrations of the approaching train'. It means that
 - a. was fond of listening to the sounds of trains.
 - b. could only make out the arrival of the train through vibrations.
 - c. the train was making a lot of noise as it approached the platform.
 - d. Evelyn could not see the approaching train and so relied on the noise it was making to know its arrival.
2. Evelyn concealed her growing deafness from friends and teachers because she
 - a. was afraid of getting punished.
 - b. was too proud to reveal her handicap.
 - c. did not want to be ridiculed.
 - d. thought it was not a serious matter.
3. 'Everything suddenly looked black' when
 - a. a serious nerve damage was discovered.
 - b. Evelyn's parents took her to a specialist.
 - c. Evelyn was fitted with hearing aids and sent to a school for the deaf.
 - d. Evelyn could not play the piano.
4. Evelyn took to percussion instruments because
 - a. she was very fond of 'rhythm'- based music.
 - b. she could feel the vibrations through different parts of her body.
 - c. she began her serious practice with a xylophone.
 - d. percussionist, Ron Forbes, spotted her potential.
5. 'My speech is clear because I could hear till I was eleven', says Evelyn. It suggests that
 - a. she learnt speaking after her eleventh year.
 - b. a person cannot learn speaking if born deaf.
 - c. her speech was not clear before she attained the age of eleven.
 - d. practice is necessary to achieve clarity in speech.



6. Evelyn removes her shoes while performing because
 - a. that is the way she shows her respect to music
 - b. she feels uncomfortable in her shoes on a stage.
 - c. she cannot walk properly on a stage with her shoes on.
 - d. she has to feel the resonance of music flowing into her body.
7. Evelyn expresses music beautifully because she
 - a. has mastered some thousand instruments.
 - b. does not hear what she plays and hence is spontaneous.
 - c. feels the music more deeply through her entire body than other musicians.
 - d. gives regular concerts and so gets a lot of practice.
8. Evelyn also displays social commitment by
 - a. giving free concerts in prisons and hospitals.
 - b. giving priority for young musicians.
 - c. being an example for deaf children.
 - d. giving enormous pleasure to millions of people.

Answers: 1-b, 2-b, 3-c, 4-b, 5-b, 6-d, 7-c, 8-a

Activity – III: While-Reading

SKILL AREA: SPEAKING

Learning Outcomes: The students will be able to

- understand the character of Evelyn.
- develop and enhance their critical reading skills.
- comprehend the text.

Time Required: Two periods

Task: Evelyn is a symbol of the triumph of human spirit. Explain.



BEEHIVE

FORMATIVE ASSESSMENT

Procedure:

1. The teacher instructs the students to read the text carefully focusing on Evelyn's struggle and how she faced it.
2. Then the teacher instructs students to respond to the statement:
"Evelyn is a symbol of triumph of human spirit."
3. Each student gets 1-2 minutes to speak.

This activity may be recorded and used as a part of students' portfolio.

Assessment Criteria:

Content

Fluency and accuracy of expression

Clarity of thought

Feedback:

Teacher checks common errors in spoken English, and discuss them.

Activity – IV: Post-Reading

SKILL AREA: WRITING

Learning Outcomes: The students will be able to
express themselves fluently and accurately.
enhance their ability to write longer texts.

Time Required: Two periods

Task: Essay Writing (150-200 words)

Procedure:

1. The class is divided into groups of five students.
2. Each group discusses who their favourite singers are.
3. They collect information on the following:
 - ❖ Names of the singers.



- ❖ Famous songs.
- ❖ Any details about the singers, like their childhood, teachers etc.
- ❖ Achievements/ awards.
- ❖ Why they like them.

4. Each student writes an essay on his/her favourite singer.

Assessment Criteria:

Relevant content
 Fluency and accuracy
 Effective presentation of ideas

Feedback:

Common errors may be put up on the board and discussed.
 The teacher encourage self assessment.

Activity – V: Post-Reading

SKILL AREA: SPEAKING

Learning Outcomes: The students will be able to

- understand features of musical instruments.
- develop fluency of expression.
- compile the data and draw conclusions.
- prepare a presentation in a concise and coherent manner.

Time Required: Two periods

Task: Choose a musical instrument and collect information for a class presentation.

Procedure:

1. The teacher divides the class in two groups.
2. Each group takes up one aspect of the project to work on and then compiles the data/information.



BEEHIVE

FORMATIVE ASSESSMENT

- (a) Musical instrument- characteristic features
- (b) Its history- Where it belongs in the country
- 3. The students collect relevant information from various sources.
- 4. Illustrations are encouraged.
- 5. The best project work is presented to the class.

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

Assessment Criteria:

Content

Research

Organization- clear introduction, development of ideas and conclusion

Accuracy and fluency of expression

Feedback:

The teacher assists the students and assesses the projects.

Guides wherever necessary.