

A GOOD DEED REPAID

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

Learning Outcomes

- To get familiar with Greek tales
- To infer that it pays to be good
- To summarise the story
- To identify the most important character in the story



Pre-reading

This focusses on *assessment for learning* and helps students comprehend the magical/ supernatural elements in myths while they read the text.

Explain what *myths* are. (stories, traditions or beliefs connected to a particular religion, country or event)

Let students work in pairs and study the images and identify the creatures.

Allow free response as this will develop communication skills.

Provide hints if required.

Encourage students to discuss and arrive at conclusions on the powers each creature might possess. Accept all answers as the focus is on understanding the supernatural powers of Chiron and Hera.

READING

Students read to comprehend, predict, analyse and summarise

Play the audio / Read the text and pause at relevant points to explain / check comprehension.

Tell students that the story they are going to read is a part of a larger text based on Greek Mythology.

- Read the introduction and the text from *Chiron said... journey to his homeland.*

Discuss:

- who Jason is.
- why he was going to Lolcos and if he was doing the right thing.
- what Chiron advised him to do and the meaning of the phrase *keep your word*.
- the importance of keeping one's word. (Elicit situations where students had

kept their word or when they were faced with broken promises. *How did they feel? Would they be able to trust such people in future?)*

Do you always keep your word? Why do you think it is important to keep our word?

(Free response. Suggested answer. It is important to keep our word so our friends/ people trust us.)

- *He walked... crossing the river.*

Question students to draw out the **imagery** presented in this section.

What did Jason cross? Point out the stark contrasts between forests and plains. Explain that this tells us that he had walked long distances.

What did Jason see on the open space? What were the fruits that covered the trees? How did the river flow? Was it forceful or mild? What caused the rumbling?

- On the bank...may stumble someday.

Is panting the same as breathing? What is the difference?

(No, panting is different from breathing. We take deeper breaths when we pant. We usually pant when we are running or exercising.)

Can you show how a person pants?

(Free response)

Ask students:

What did the old woman want from Jason? Why was Jason not happy to help in the beginning? (Let students guess) It was not an easy task and he did not want to help; hence wanted to tell her off) Who was Hera?

The old and frail woman was nimble—Does this tell us something? (Elicit from students that she could be a magical creature or a goddess).

How was the old woman trying to annoy Jason? How did Jason react to her comments?

Discuss the meaning of even the best horse may stumble someday.

- At last...harshly to anyone.

Ask students:

What did Jason see when he turned to look at the old woman? Why did he fall upon his knees? He was kneeling before Queen Hera. Why was Jason thankful to the Centaur?

When do you think Jason might ask Hera for help? (Let students predict. Free response. Suggested answer: Jason might ask Hera for help when he tries to take back lolcos from his uncle.

Post-reading

A. Class- discussion:

Whose role is the most important in this story? Why do you think so?

B. Let students work in pairs and summarise the story.

GRAMMAR

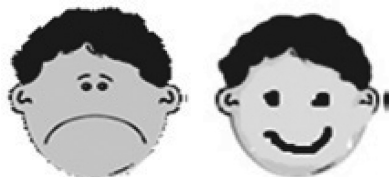
Singular and plural nouns

Follow the input given in the Reader

VOCABULARY

Antonyms

Draw simple pictures like the ones shown to portray opposites and brainstorm with students about what they convey. Alternatively, you may use flash cards to explain the concept.



Ask students:

What do you notice about these pictures?

Students may come up with their own versions of the concept.

Point out that they are opposites and are called **antonyms**.

Brainstorm with the class for a few more antonyms. / Write a few more antonyms on the board to help students get familiar with the concept. Focus on adjectives.

tame – wild; shallow – deep; disappointed – satisfied

LISTENING

Post-listening

Tell students that they will be listening to a passage about Jason.

Instruct them to listen carefully as they would be ticking the answers after listening to the audio track.

Play the track and let students do the task.

If required, play it once again so that students check their answers/ complete their work.

SPEAKING

This focusses on *assessment as learning*. Students learn about not only requesting for help and sharing difficulties but are lead into offering help when the need arises.

Learning to use the right words while talking about one's problems will help develop linguistic-verbal intelligence and communication skills.

Let students work in pairs and role-play the situations.

Monitor the task and help students with the right tone and expression.



WRITING

Paragraph-writing

Explain that

- a paragraph is a set of sentences that talks about out a single idea. It begins with a topic sentence, with other sentences supporting the main idea of the paragraph. The sentences should maintain a flow and the concluding sentence should sum up the main idea of the paragraph.
- we express our point of view when we write paragraphs.

Guide students to write a paragraph with the given input.

How do I write a paragraph?

As far as possible it is better to keep the sentences precise so that the meaning is clear. A paragraph generally has an *introduction*, *body* and *conclusion*.

Sentence 1

The most effective way to begin is to start with the topic sentence. A topic sentence sums up the central idea of the paragraph. To write about a holiday you would like to go on, write a general statement to introduce the main idea. *We all love to go out on holidays because they are fun!*

C. 1. (suggested answer)

Chiron asked Jason to be kind because he knew that if Jason was kind to others, they would help him on his journey to Iolcos. Chiron was also a prophet and knew that Hera would test Jason on his journey.

2. (suggested answer)

Hera spoke rudely to Jason when he was carrying her because she wanted to test him. She wanted to see if Jason would remain polite and kind to her when crossing the river became difficult.

Grammar

A. 1. matches 2. calves 3. foxes 4. branches 5. halves 6. keys
7. cries 8. houses 9. tomatoes 10. lives

B. 1. e 2. h 3. f 4. g 5. b 6. c 7. a 8. d

Vocabulary

A. 1. big 2. ugly 3. modest 4. sharp 5. clean 6. soft

B. 1. fox 2. cheetah 3. snail 4. bee 5. lion

Listening

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

Writing

Free response

Spelling

(suggested answers)

wheel steal game push clear kite

ANSWER KEY TO WORKSHEET 2

A. 1. dishes 2. knives 3. countries 4. boxes 5. tables
6. babies 7. clocks 8. shelves 9. children 10. lights

B. 1. empty 2. strong 3. cold 4. clean 5. kind
6. wise 7. tall 8. bright 9. brave 10. happy

C. 1. a. hurt: to harm or to cause pain

b. follow: to go after someone or something

c. scare: to frighten

2. a. Curupira stops people from hurting animals and trees.

b. Curupira's hair is bright orange in colour.

c. When people try to follow Curupira, they get lost because his feet are turned backwards.

d. Curupira plays tricks on those who try to kill animals.

e. If someone tries to kill a deer, Curupira might turn him/her into a deer.

f. Curupira can scare and confuse people by making different sounds.

QUESTION BANK

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A. Answer in brief.

1. Where did Jason want to go and why did he want to go there?

Ans: Jason wanted to travel to Lolcos, his homeland. His father had once been the king of Lolcos but his uncle had taken the throne from him by force. Perhaps, he wanted to take it back from his uncle.

2. Describe the open space that Jason came to.

Ans: The open space was filled with pomegranate and olive trees and was full of fruits. The river Anauros, flowed through the olive trees with great force. The river was rough and full from the mountain rains.

B. Answer in detail.

How can we say that this a story from Greek mythology?

Ans: Usually, a mythological tale has elements such as supernatural creatures and situations. This story has the centaur named Chiron who is a character from Greek mythology. He is half-horse and half-human and is able to foresee events. The old woman whom Jason meets, transforms into the Greek goddess Hera. All this tells us that it is a tale from Greek mythology.

C. Complete the sentences.

1. Jason crossed _____ and _____ before coming to the open land.
2. Hera was _____.
3. Jason struggled to cross the river because of _____.
4. Jason kept slipping in the water because of _____.

Ans: 1. forests; wide plains/plains 2. Queen of the Gods on Olympus
3. the weight of the old woman. 4. the loose rocks that kept rolling about his feet.

D. Think and answer.

Who do you think is the most important character in the story? Explain why you think so.

Free response. Suggested answer. Chiron is the most important character in the story although the story revolves around Jason. Chiron advises Jason to be keep his word and not to be rude during his journey. If Jason had not paid heed to the advice, he would not have won Hera's favour.