

THE INVISIBLE MAN

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

Learning Outcomes

- To get familiar with a graphic story
- To identify the genre (humour) and the main idea of the text
- To learn to fill a story map



Pre-reading

This focusses on *assessment for learning*.

- A. Students get familiar with the powers that superheroes possess while they answer the question.

Ask students:

What powers do these superheroes have in them? How do they help?

- B. While students talk about the negative impact some of the characters possess, they are led into understanding the nature of the invisible man and his intimidating action at the end of the story.

READING

Students read to comprehend, predict and analyse

Tell students they are going to read a story about Mr Marvel and the Invisible man.

Ask students:

Have two student volunteers come up and choose one character which they will act out – either Mr Marvel or the Invisible Man. They read the story aloud role-playing their respective characters. Change the pairs at any given time during the story to give more volunteers an opportunity to role-play the characters.

Tell students that they are going to understand this story through a story map. The following steps will be followed:

The main components of the story (beginning, middle, and end) will be identified.

Each student will copy a story map organiser and fill in the story as it is being read.

They will fill in any missing parts after reading the story.

The following is a story map organiser:

Beginning: (characters: Who are the characters in the story?

Setting Where does the story take place? _____



Middle: What information do you gather about the characters in the story? Why was Mr Marvel afraid? _____



End: Does the story have an end? How does the invisible man appear to the readers? (Good or bad?) Why do you think so? How is he in a powerful position? _____

Note: You may ask questions while the story is being read to help students comprehend the development of the story.

Ask students:

Where do you think the setting is? Who are the characters in the story? Who do you think is the main character? Why was he sad? Who was he talking to?

The story begins with a problem. *What seems to be the problem in the story? How would you feel if you were in this situation? Do you think there is an element of fear? Identify words or phrases from the text that support this idea. Why did Mr Marvel think he was*

going mad? What were the different things the invisible man did to prove he was real? What did the Invisible man want from Mr Marvel? Was Mr Marvel finally convinced that the Invisible man was real? Which part of the text tells you this? What did the Invisible man promise in return for Mr Marvel's help? Did he also threaten him?

Post-reading

Group-work

Tell students to work in groups and provide an ending to the story, in about 150 words.

GRAMMAR

Plurals and possessive

Explain:

Apostrophes are used to indicate possession in the following ways:

If the noun is plural and ends in -s, add only an apostrophe.

His sons' school is near the park.

If the noun is plural and does not end in -s, add -'s.

The children's song received much applause.

Activity

Preparation: Individual strips of paper with each of these sentences on them.

Provide one set of individual sentences for each group. One set of smileys (happy and sad for each group)

Procedure: Divide students into groups and give each group their set of sentences and a pair of smileys. Students stick the correct sentence on the happy smiley and the incorrect sentence on the sad one. Alternatively, you may write the sentences on the board and ask each group to answer and award points.

1. The pen's are on the table
2. I need some book's
3. The childrens toys are in the box
4. The babys cribs are colourful
5. The students' exam was easy.
6. The teachers' staff room is big
7. The buses's wheel needs to be replaced
8. The people's faces were visible
9. The carpenters' tools are stored in the garage
10. The ladies' cricket club opens in July

Correct	Incorrect
The students' exam was easy.	The pen's are on the table.
The teachers' staff room is big.	I need some book's.
The carpenters' tools are stored in the garage.	The childrens toys are in the box.
The ladies' cricket club opens in July.	The babys cribs are colourful
The people's faces were visible.	The buses's wheel needs to be replaced

VOCABULARY	Feeling words
<p>Explain to the class there are some words that tell us how we feel in a given situation. They are feeling words.</p> <p>Write these words on the board.</p> <p><i>angry depressed confused helpless indifferent afraid hurt sad</i> <i>fear joy surprise envy disgust love shy shame patience scared</i></p> <p>Let students take turns to express each emotion. Allow them to use sentences while enacting/expressing, if they wish to.</p> <p>Prefix</p> <p>Explain that a prefix is a group of letters (<i>un, dis</i>) placed before a word, and it changes the meaning of the word.</p> <p>un — not/ opposite of/ contrary to</p> <p>Example: <i>able + un = unable</i></p>	

LISTENING	While-listening
<p>Ask students what an autobiography is.</p> <p><i>An autobiography is what one writes about one's own life.</i></p> <p>Tell students that they will be listening to an autobiography. Allow them time to read the passage with the blanks, before listening to the audio track. Play the recording and instruct them to fill in the gaps as they are listening.</p> <p>Play the recording a second time so that they check their answers/complete their work.</p>	



SPEAKING	Instructions
<p>The speaking task focusses on <i>assessment as learning</i>. Students learn to express, share the structure of imperatives and develop communication skills as they role-play the tasks.</p>	

Explain:

We use instructions to tell someone how to do something. We usually use imperatives. They do not sound too direct in this context:

Take a glass of water and add 2 spoons of sugar to it.

In speaking, we often use the present simple when we are giving instructions and demonstrations.

Fold an A4 piece of paper. Then paint a star on it with some glitter paint.

Choose an instruction to give, using linkers:

How to make your bed

Step 1: Make a list of linkers and sequencing expressions.

First, after that, finally, and, but, although, yet, even though then, after that, ...

Step 2: Prepare an outline of the instruction you want to give.

Step 3: Proceed with the instructions using linking words like *first, next, then, after this, that, later, finally.*

WRITING

Diary entry

Note: Guide students through every step. Share the sample passage and guidelines with them but encourage them to write their own diary entry.

1. For whom do I write my diary entries?
 - For myself
2. Why do I write them?
 - To know myself better
 - To help myself become a better person
 - To keep a record of things that happen in my life
3. What are diary entries?
 - Diary-entries are a personal form of writing.

1. **Day, Date, Time and Year of Entry** to be able to recall the mood of the moment:
Sunday Morning, 5th July, 1942
2. Only **significant dates** are entered to keep away unnecessary daily routine: *5th July, 8th July, 9th July, 1983*
3. In the **first person**: to document feelings – *I feel so happy today, really happy!...*
4. **Informal, conversational style** to maintain a sense of closeness – *don't care a bit... When? How? Where?*
5. **Address the diary as a person.** As if talking to a close friend: *Dear Diary, ... Some interesting happened today...*
6. Free expression of feelings to **be honest to oneself** – *I feel sad that I couldn't do anything to help the little girl.*

STUDENTS' BOOK ANSWER KEY

The Invisible Man

Pre-reading

- A.** Answers vary.
B. Free response.

Comprehension

- A.**
1. Mr Marvel hated his boots because of their size and ugliness.
 2. When Mr Marvel turned his head to look at the boots of the unknown speaker, he did not see anything. There weren't any legs or any boots.
 3. Mr Marvel couldn't believe that he was actually hearing a voice. He thought that he had become mad and was imagining things. In order to make him realise that he was not imagining things, the Invisible Man threw stones at him.
 4. Mr Marvel felt the hand of the Invisible Man which had closed around his wrist. He also touched a bearded face.
 5. The Invisible Man wanted Mr Marvel to help him by giving him clothes, shelter and other necessary things which he required.
 6. Mr Marvel, on hearing the demands of the Invisible Man, had asked him not to involve him in this. On hearing this, the Invisible Man asked him to behave calmly and get ready for the things which he was about to ask him to do. These words made Mr Marvel's mouth wide open and turned his eyes round for he was scared about what the Invisible Man would ask him to do.
- B.**
1.
 - a. The speaker is Mr Marvel. He is speaking to himself.
 - b. He feels that he must have gone mad because he thinks he is imagining things and hearing voices which do not exist.
 - c. After this, the Invisible Man starts throwing stones in the air and at Mr Marvel in order to make him realise that he is not imagining things and that the Invisible Man is there for real.
 2.
 - a. The speaker is the Invisible Man.
 - b. The Invisible Man has chosen Mr Marvel to help him.
 - c. He has chosen Mr Marvel because he says that Mr Marvel is the only person who knows that there is such a thing called the Invisible Man. Therefore, he will have to help him.
- C.**
1. Yes, I think Mr Marvel was really speaking to an Invisible Man and was not imagining it. The Invisible Man spoke clearly to Mr Marvel. He also threw stones at him to make him realise that he really does exist and is not just his imagination. Moreover, he said that he is a human being who needs food, clothing and shelter but is invisible.
 2. Yes, I think the Invisible Man enjoys being invisible because he says that an Invisible Man has a lot of power. He also says that if Mr Marvel helps him, he will do great things for him.

Grammar

- A.** 2. People's 3. Bird's 4. Katie's 5. Mother's 6. Chef's

- B.** 2. cars 3. Grandfather's 4. Diamonds 5. sisters 6. Thomas'
C. 2. Brothers 3. Men's 4. Daughters 5. Driver's 6. Student's

Vocabulary

- A.** 1. ashamed 2. angry 3. shocked 4. scared 5. confused 6. weak
B. 1. impolite 2. unhealthy 3. impatient 4. immature 5. unavailable 6. untidy

Listening

1. medicine 2. laboratory 3. invisibility 4. invisible 5. cat 6. different
7. houses 8. scared 9. power 10. secret

Speaking

Answers vary

Sample Answer—

1. First, take the dish and wet it with water. Then, take some dishwashing soap and put it on a scrubber. After that, scrub the dish well with the scrubber and clean the foam with water. Finally, dry the dish with the help of a cloth.
2. First, mix and put all the ingredients of the cake in a baking tray. Then put the baking tray in the oven. After that, select the time and temperature and prepare the cake in the oven. Finally, bring it out with the help of a cloth when it is ready.
3. First, go to the ticket counter in the metro station and tell the name of the station / place where you want to go. Then, pay the amount for ticket and take the ticket from the counter. After that, punch the ticket in the slot provided. Once, the gates open after punching the ticket, enter and take the train from the platform.
4. First, look at the sides of each book in the series. Each book will have a number. Then, arrange each book on the table according to the number provided. Finally, keep all the books on the book shelf.

Writing

Free Response

Sample Answer—

January 5, 2018: Today, I experienced something very strange. I was sitting by the roadside, looking at my boots when suddenly I heard a voice. I thought I had gone mad and was hearing strange voices. The voice called out to me several times, it even threw stones at me.

Later, I realised that I was talking to a person who was invisible. The man could see me but I couldn't see him at all. I felt his hands and his bearded face. The man was really invisible. He asked for my help to get him clothes, shelter and other things. I wanted to go away but he did not let me go. He said that he had chosen me to be his helper since I was the only one who knew about an invisible man. He promised to do great things for me if I helped him. I am frightened and I do not know what I should do now.

Dictionary Work

2. YES 3. NO 4. NO 5. YES 6. YES 7. NO 8. NO

Pronunciation

2. in|dex 3. rock|et 4. cac|tus
5. sand|wich 6. li|mit

ANSWER KEY TO WORKSHEET 9

- A.** 1. mothers 2. bicycles 3. boy's 4. girls 5. computers 6. Lucy's
- B.** 1. unjust 2. impossible 3. unbelievable 4. uninteresting
5. uncomfortable 6. unusual 7. imperfect 8. imbalance
- C.** 1. a. strange b. grumbled c. shy, ashamed
2. a. spectacles, read the newspaper. b. bedside table. c. study, drawing room.
d. drawing room, in their son's room, in their kitchen. e. Mr Ghosh's head!
3. *Free Response*

QUESTION BANK

The Invisible Man

A. Answer in brief.

1. What was Mr Marvel doing by the roadside and who was sitting next to him?

Ans: Mr Thomas Marvel had removed his coat and boots and was sitting by the roadside looking sadly at his toes while an invisible man was sitting next to him.

2. How did Mr Marvel feel when he could not see the person who was talking to him?

Ans: Mr Marvel was very frightened and thought that he was going mad. He thought that it was his imagination playing tricks, when he could not see the person who was talking to him.

B. Answer in detail.

1. Describe how Mr Marvel was convinced that it was not his imagination, but that the invisible man really existed.

Ans: To convince Mr Marvel, the invisible man started throwing stones at him. First, a stone went whistling through the empty air and over Mr Marvel's shoulder. Then, when he started to run, he tripped over something unseen and knew that there was someone there. He felt the invisible man with his fingers and was convinced.

C. Choose the right answer.

The invisible man appeared to be

- a. a frightening and scary person.
- b. worried that he would not get help.
- c. a friendly man who was trying to be funny.

Ans: a

D. Read the lines and answer the questions.

1. *"Yes. They were given to me. Too large. I'm tired of them."* (*The Invisible Man*)
 - a. What was given to whom?
 - b. Why did he hate them?
 - c. Did they fit him?

Ans: a. The boots were given to Mr Marvel.
b. He hated them for their ugliness and size.
c. No, they were too big for him.

2. *"But if you trick me, if you fail to do as I tell you"* (*The Invisible Man*)
 - a. Who is the speaker and who is he speaking to?
 - b. What did he want him to do?
 - c. What kind of tone has the speaker used here?

Ans: a. The speaker is the invisible man and he is speaking to Mr Marvel.
b. He wanted Mr Marvel to get some food, drink, clothes and shelter for him.
c. The speaker has used a threatening tone here.

D. Think and answer.

1. Why do you think the invisible man chose Mr Marvel?

Ans: The invisible man was a human being who needed help, so he chose Mr Marvel to help him get food, drink, clothes and shelter, as Mr Marvel was the only one who knew of his existence.

2. 'Mr Marvel gave a cry of terror at the touch.' Why was Mr Marvel terrified?

Ans: The invisible man forced Mr Marvel to help him. He touched Mr Marvel threateningly, indicating that he would harm him physically if he tricked him. Marvel could not see him and would not be able to defend himself. This frightened him.