

## AN ESCAPE

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

### Learning Outcomes

- To note how Dantes plans his escape
- To examine the mental strength of the main character
- To analyse the sequence of events
- To learn how the use of right words helps build suspense
- To feel motivated enough to read the original work

### Pre-reading



This section focuses on *assessment for learning* as it informs about the genre and prepares the reader for what is to follow.

Do the pre-reading exercise given in the Reader.

Read the title and the given introduction to the class. This will help them get a fairly good picture of what the extract is about.

## READING

*Students comprehend, predict, scan for details and apply*

Tell students that the extract is a suspense-filled thriller and they will have to identify the words that help build this suspense. Pause after a section of the reading is done and let students work in pairs and scan for target words that help contribute to the build-up. Fill in the details as students scan and come up with appropriate answers. Prompt them if required.

This will help students develop comprehension skills and monitor their understanding of the text and genre.

Draw the concept map on the board with the words 'Suspense' in the middle. Do not fill in the other details. The details are for the teacher's reference. You may add more to the list.

- *Dantès... said the other, lifting the feet.*

Ask students:

*Why was Dantes trying to control the throbbing in his heart? What was his fear? What was the*

*moment he was waiting for? How would you describe Dantes from your reading of the text so far? (Courageous, determined and strong-willed, opportunist)*

*Is Dantès taking a risk here? In what way?*

This question focuses on *assessment for learning*. The reader begins to understand the traits of character and identify with the fear that Dantès faces.

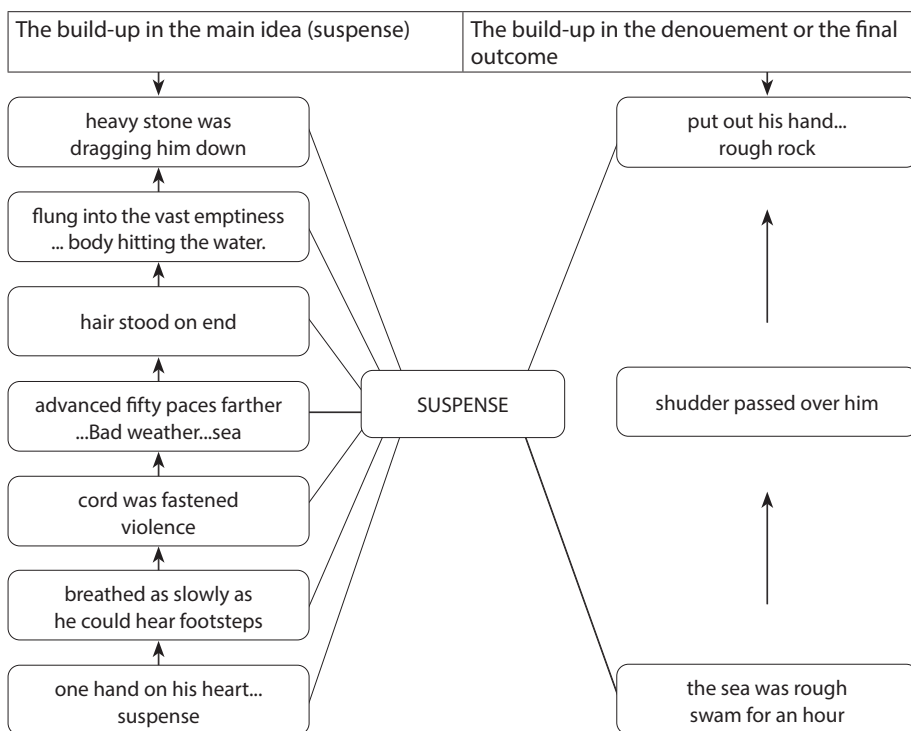
(Ans: Yes, Dantès is taking a risk. If he is found out, then he could be punished further.)

*How did the two men deal with the 'corpse'? How do you think the bodies were being disposed off in the island?*

Allow time to scan for the target words and fill in the concept map.

- *"Have you tied the knot?" ... and they proceeded.*





Ask students:

*What do you think they were talking about while referring to a knot? Is the reference to a knot a cause for worry? Why did Dantes feel both agony and ecstasy when he took in the fresh breeze? (Suggested answer: The freshness of the air would have filled him with relief and gratitude while the same freshness would have brought him face to face with reality. He could have also felt the chillness of the bitter cold.) What do you think one of the bearers was looking for? What sound here, would have made Dantes realise that the bearer had got what he wanted? (Encourage students to enunciate/utter the appropriate expression — Aah! / Ah! / Ha!) What do you think was the heavy substance? How could Dantes make out that it was heavy?*

- *They advanced fifty paces farther... the cemetery of the Chateau d'If!*

*Describe Dantes' state of mind while being carried. What emotions do you think he would have experienced each time the bearers stopped? (Suggested answers: panic, fear, terror, apprehension...) Why was there a burst of 'cruel laughter'? (There was no show of sympathy for*

*the dead Faria.) Why did Dantes not understand the joke? How was he expecting to be disposed off? (Free response. Answer: He was expecting to be buried.) Why did he cry out loud? (Shocked at being flung into the open) What was the truth that dawned on him when he was being flung into the sea? (That the sea served as a grave for the dead prisoners of Chateau d'If)*

*Explain the meaning of these lines:*

- *The fall seemed to last a hundred years...*
- *The sea was the cemetery of the Chateau d'If!*

These questions focus on *assessment for learning*. The reader understands the phrases from the context and realises the dangerous situation Dantès is in.

(Ans: a. Dantès did not know where he was being thrown. So the wait, as he fell, seemed to extend for a very long time.

b. Once Dantès realised he had been flung into the sea with the heavy stone tied to his feet, this was where the bodies of the dead prisoners were disposed of. Even if a prisoner tried to escape, they would fall and drown in the sea.)



- *Dantès was stunned ... sleep of utter exhaustion.*

Ask students:

*How did Dantes free himself? What else does this tell us about him? (That he was strong, clever, brave...) 'When he rose ... prison stood' How has the author dealt with the imagery here? (By using appropriate words to portray the scene: black sky, vast expanse of waters, foaming and roaring waves, approach of a storm, blacker than the sea and sky, rose the giant granite)*

*What came as a source of help to guide him towards Tiboulén? Was he able to swim easily? What would a man in his place feel at this point? (Fear, apprehension, doubt, hopelessness...) How did he manage to reach his destination?*

*Why do the rocks seem "softer than the softest bed" to Dantès?*

This questions focus on *assessment for learning*. It invites the reader to experience Dantès' feelings. He experiences the spirit of freedom.

(Ans: Dantès was so relieved and thankful to be free that even the rough surface of the rocks became comfortable, because it was proof that he was outside the prison and free from it.)



### Post-reading

*Pair-work / Group-work:*

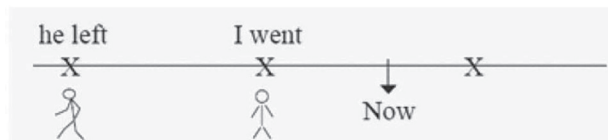
What kind of a man was Edmond Dantes? Taking examples from the text, write a paragraph describing Edmond Dantes.

## GRAMMAR

## The past perfect and the simple past tense

Draw a timeline on the board.

Draw the matchstick figures and write the phrases.



Ask students:

*Are we talking about the past? (Yes)*

*How many actions are there in the past? (Two)*

*Did both the actions happen at the same time? (No)*

*Did one action happen before the other? (Yes)*

*Which action happened first? (He left)*

Now write on the board:

*He had left before I went there.*

Explain to students that the past perfect tense talks about an action in the past, just as the simple past does, but the action of the past perfect is action completed in the past before another.

Tell students that

- the sentence spoke about a past action and an earlier past action.

- the past action is: *went*, and the earlier action is: *had left*.
- the action that happened in the earlier past is said to be in the past perfect tense.

Form:

- Affirmative: Subject + had + past participle...  
*When I entered the station, the train had already left.*
- Negative: Subject + had + not + past participle...  
*When I entered the station, the train had not left.*

Write a few sentences in the past perfect tense and ask students to identify the earlier past action in the sentences.

*I was happy as I had fed the birds in the morning.*

*When Minu reached home, the show had already started.*

*They had already packed their bags when they heard the announcement.*

Ask students:

*What is common in the verbs you have identified? (The use of had)*

Reinforce the concept with the help of the input given in the Reader.

## VOCABULARY

## Idiomatic expressions

Explain to students that an idiomatic expression is a combination of words that means something entirely different from each of the words that makes the expression.

Example: The phrase *pull someone's leg* means *to fool someone*, but when each of these words is looked into separately it means something entirely different.

- *pull* means *moving something towards yourself*
- *leg* is the *part of the body above the foot*

So, pulling *someone's leg* **doesn't mean** *to drag that person's leg*. It means to try to fool the person.

## LISTENING

## Post-listening task – story

Tell students that they will be listening to a short story about Emperor Shivaji's escape from prison. Point out that it is a post-listening task.

Play the audio track once and let students number the sentences in the correct order. Play it once again so that students check their work / complete their work.

Review the answers.



## SPEAKING

## Ask for and give directions

This task can be used for *assessment as learning* as students ask and provide directions. They communicate using the right words and expressions.

### Provide information – directions

Tell the class:

When giving directions to someone, it is best to use short sentences. Speak slowly and spell out words if they do not understand.

Use the word “please” when you are asking someone for directions. It is polite, and people are more likely to help you!

*Pair-work* Ask students to role-play the following conversation. Instruct students to talk slowly and clearly while conversing.

Example:

Sunita: *Could you please tell me how to get to the Gemini flyover?*

Radhika: *Sure. Are you going by car or by bus?*

Sunita: *I am going by car and I am looking for the fastest route from here.*

Radhika: *Take the road to Green Park Hospital from here. Once you reach the hospital, go straight towards the roundabout.*

Sunita: *Isn't that where the old Movie House is?*

Radhika: *Yes. That's right. Turn right at the roundabout and then take the first left. This will lead you to the Gemini flyover.*

Sunita: *Thank you.*

Radhika: *You are welcome.*

Let students do the task in the Reader.

## WRITING

## Dialogue

*Note:* Help students set their objectives (*Why do I want to write this?*)

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

*What is a dialogue?*

A dialogue is a conversational exchange between two or more people. It is used to receive or give information and to express one's ideas and thoughts.

*How do I write dialogues?*

Use

- descriptive words and expressions to make your dialogues interesting.
- funny expressions / interesting anecdotes if you want it to have a comical effect.

- an informal style if the conversation is a casual one. (*Hi / Hey! / ...*).
- a formal style if the conversation is a formal one. (*Good morning/ hello/ Excuse me/ Would you please...*).
- short forms if required (*Can't, don't, weren't...*).
- appropriate punctuations to convey the right tone (*What? / Nooo...! Don't do that!*).

Note the example of an informal conversation below.



Hey child! Why don't you go out and play with the others? I've been watching you since morning. Haven't you heard the saying: 'All work and no play makes Jack a dull boy'?

Huh? Did you say!!!!



Mum! That owl out there just spoke to me!

Goodness! You've been at your books since morning. Close your books and go out and play with your friends young man! That's an order.

## LIFE SKILLS

The situations provided in the Reader and the action to be taken focuses on a wide range of skills and abilities.

Students develop *intrapersonal, interpersonal* and *linguistic intelligences* while taking part in the discussion.

## STUDENTS' BOOK ANSWER KEY

### An Escape

#### Pre-reading

*Free response*

#### Comprehension

- A.**
1. According to the bearers, the reason for the unexpected heaviness of the corpse was that every year added half a pound to the bones. Based on this reasoning and given that Faria was an old man, they assumed that his corpse was bound to be heavy.
  2. The cord around Dantès' feet was for tying a heavy stone to the body in the sack so that when it was thrown into the sea, the body would sink into the water. The weight of the stone would pull the body down to the bottom of the sea.

3. They tied a stone to the supposed corpse and threw it into the sea. They wanted to dispose of the dead body.
  4. As Dantès was flung into the vast emptiness, he felt he had no control over how or where he fell and this made his heart freeze with fear. The fear was so agonising that time seemed to go very slowly which made him feel as if the fall lasted a hundred years.
  5. After Dantès fell into the sea, he was nearly suffocated by the fall. He knew he could not hold his breath for much longer. With his knife in his right hand, he quickly cut the sack open, freeing his arms and then his head. But the stone was still pulling him down. So, he bent his body under the waves and with great effort, cut the cord around his legs.
  6. The light beam from the lighthouse on the island of Planier gave Dantès a sense of direction in the dark. He realised that if he swam straight for an hour or so keeping the lighthouse a little to his left, he would reach the island of Tiboulén. When he felt like giving up, he thought of his incredible escape from the prison. This gave him the strength to keep on swimming to safety.
- B.**
1.
    - a. Dantès was hiding in a sack in Faria's cell. He was there because he had taken the place of the dead body of Faria, one of his fellow prisoners who had died suddenly. He was hiding there because he thought that he would escape from the prison when the body was removed from the dungeon.
    - b. Dantès did this in order to escape from the prison of the Chateau D'If.
    - c. Dantès could hardly move inside the sack. It was hot and he had to lie still which made him very uncomfortable. His heart was racing and yet felt frozen with dread and he suffered chills from fear of the risk that he was taking. As he waited for the bearers to arrive, it was as if time stood still. But when he heard their footsteps, he took heart and found the courage to carry on with his plan.
  2.
    - a. The joke was that the weather was bad and the dead body in the sack had the chance of getting wet. This implied that the sack would be thrown into the water. Since it was a stormy night, the men joked that it was not a pleasant night for a dip in the sea.
    - b. Dantès felt shocked and frightened because though he did not understand the joke, he was wary of what the bearers might do with the sack. Moreover, the cruel and mocking tone of the bearers' laughter made him aware that something very unpleasant and out of the ordinary was in store.
    - c. After this, the bearers seized the body by the head and feet, and then threw it into the sea. Dantès felt himself flung into the air, not knowing where he was thrown or where or when he was going to land. He waited for what felt like an exceedingly long time until he hit the icy waters. The shock and pain of hitting the freezing water made him cry out in pain but the sound of his scream was lost in the noise made by his body as it landed in the sea.
  3.
    - a. Dantès was swimming in the middle of the sea, feeling lost in the darkness, when the lighthouse threw its beam over the sea.
    - b. The lighthouse was important because it gave Dantès a sense of direction. He realised that if he swam keeping the lighthouse a little to his left, he would reach Tiboulén.
    - c. Once he reached his destination, which was the island of Tiboulén, Dantès said a prayer of gratitude and stretched himself out on the rocks. He was so tired



and grateful to have made it alive that the cold, hard surface of the rock seemed softer than the softest bed he had ever slept in. Within seconds, he fell asleep from relief and exhaustion.

**C. Suggested answers. Accept any logical answers.**

1. These phrases have been used in the story to arouse a sense of curiosity in us. They add a sense of mystery to the story, making us eager to read further and to see how the story unfolds. The graphic descriptions of the character's feelings, for instance, *clutched his heart in a grasp of ice, his hair stood on end, falling with a terror that turned his heart to ice, a shudder passed over him* invoke our sense of fear and add to the element of suspense throughout the text. We, too, feel what Dantes feels when he can only hear but cannot see the approaching footsteps through the coarse sack. We also feel the weight tugging at Dantès' feet under water, pulling him down. Until he reaches the island of Tiboulén, our feeling of suspense is sustained. The beam of light from the lighthouse gives as much hope to us as it does to him.
2. Dantès' perseverance and will power in the story are extraordinary. He takes the place of a corpse in a sack and lies in a dungeon to wait, to be disposed of as a dead body, in order to escape from the worst prison in France. To think of this daring plan shows the strength of his will. To execute this without rousing suspicion seems impossible and yet, committed to his purpose, he does it. Even while being pulled down by the heavy stone tied to his feet and losing his breath underwater, he does not lose the fight; he cuts the rope and rises above the surface of the water. Despite being exhausted, he goes on swimming until he reaches Tiboulén. It is his determination and willpower that help him reach Tiboulén at last and are the reasons that he succeeds.

**Grammar**

- A.**
2. Father had already made dinner before Mother came home.
  3. Yash performed well in the competition since he had prepared well.
  4. There were some puddles on the road because it had rained earlier in the day.
  5. Rehana couldn't see clearly because she had misplaced her spectacles.
  6. The match had not started when the boys reached the stadium.
- B.**
- |                        |                            |                     |
|------------------------|----------------------------|---------------------|
| 2. reached, had left   | 3. knew, had won           | 4. had run, arrived |
| 5. lost, had not asked | 6. had not tasted, visited |                     |

**Vocabulary**

- |                             |                                    |                      |
|-----------------------------|------------------------------------|----------------------|
| 1. walking on air           | 2. turned a deaf ear               | 3. racked our brains |
| 4. hit the nail on the head | 5. to go back to the drawing board |                      |

**Listening**

**Listening text**

Maratha ruler Shivaji and his son Sambhaji were being held prisoners by the Mughal ruler Aurangzeb. But instead of giving in to despair, Shivaji came up with a clever plan to escape. He acted as if he was very ill and began to send regular presents of fruits and sweetmeats to his well-wishers and some holy men. These gifts came in large wicker baskets, each of which were covered with flowers and were carried on a pole by two men. One day, Shivaji and Sambhaji concealed themselves in two of the baskets and slipped out through the



gates of Agra. Then, at a selected spot, they mounted swift horses and rode away. For many hours after the flight, Shivaji's disappearance was not noticed by anybody. One of his faithful followers had taken his place on the sick bed, covering himself with a blanket but showing on his finger the diamond ring that the Maratha chieftain always wore. The guards naturally thought that Shivaji was still sleeping. By the time they realised their mistake, it was too late.

**Answers:** a. 7    b. 3    c. 9    d. 2    e. 8    f. 1    g. 5    h. 4    i. 6

### Speaking

*Free response*

### Writing

*Free response*

### Dictionary Work

- worked out – developed in a particular way
  - work out – to exercise in order to improve the strength of one's body
- set aside – to stop doing or thinking about something for some time
  - set aside – to save money for a particular purpose
- knocked down – to reduce the price of something
  - knocked down – to say that an idea or suggestion is not good or useful

### Life Skills

*Free response*

### ANSWER KEY TO WORKSHEET 10

- A.** 1. had arrived, reached    2. had thought, mentioned    3. nibbled, had left  
4. excited, had not gone    5. waited, had finished
- B.** 1. e    2. d    3. f    4. c    5. a    6. b
- C.** *Free response*

## QUESTION BANK

### An Escape

#### A. Answer in brief.

1. Why do you think Dantès was inside a sack?

**Ans:** Dantès, who was a prisoner in Chateau d'If, had planned his escape. His friend, Faria's body was sewn up in a sack to be disposed of. Dantès made the best of this opportunity. He took the body out, hid it and took its place in the sack so that he could escape the prison.

2. Why did the fresh breeze bring Dantès both delight and agony?

**Ans:** Dantès was in the dungeon and had been breathing the stale air for a very long time. When the bearers brought the bier out of the dungeon, he could

suddenly feel the fresh air. He was delighted to get out of the prison but he was also in agony as he did not know what was in store for him. Further, the sudden exposure to the bitter cold must have brought him agony.

**B. Answer in detail.**

1. Was Dantès aware where he was being taken? When did he realise that the sea was the cemetery of the Chateau d'If?

**Ans:** The bearers advanced with the bier a few steps, then stopped and opened a door. Soon Dantès heard the noise of the waves dashing against the rock on which the Chateau d'If was built. Dantès had no clue where he was being carried. The remarks and the laughter of the bearers about the priest getting wet made no sense to him. He could, however guess that something terrible was going to happen. But it was only when Dantès felt himself flung into the air and falling deep down and hitting the icy waters did he realise that the sea was the cemetery of Chateau d'If.

2. What gave Dantès the strength to keep swimming in the rough seas?

**Ans:** It was living death for Dantès in the worst prison of France. He was lucky to befriend the priest Faria who helped him in many ways in his escape. Anyone else thrown into the sea the way Dantès was thrown could not have survived. The very thought of having escaped the terrible Chateau d'If against all odds gave him that extra energy to swim in the rough sea with strong winds which slowed him down. Dantès did not give up and was determined to reach a safe island. Therefore he kept swimming for hours till he reached the island of Tiboulén.

**C. Choose the correct answer.**

*What made it difficult for Dantès to swim in the sea and rescue himself?*

- a. The strong winds and the rough seas made it difficult for him to swim.
- b. The thought of his friend Faria's body sewn up in a sack to be disposed of made it tough on his emotions.
- c. The stone which was tied to his feet made it almost impossible for him to swim or stay afloat.

**Ans:** c

**D. Read the lines and answer the questions.**

*"He's heavy for an old and thin man," said one man, as he raised the head.*

- a. Who is the speaker?
- b. What were they doing?
- c. Why did the man remark so?

**Ans:** a. The speaker is one of the bearers.

b. They were lifting the sack which they thought contained the dead body of the priest, Faria.

c. Priest Faria was a thin and old man. It was not Faria but young and healthy Dantès who was inside the sack. The men were unaware of this and hence one of the men remarked so.

**E. Answer in brief. (Think and answer)**

1. What do you think Dantès would have done if he had known beforehand that the sea was the cemetery of the Chateau?

*Suggested Ans:* He probably would have still changed places with a dead man, as escaping through sea would have been much better than remaining in the dreadful

prison. However, he would not have anticipated being tied to a stone before being thrown into the sea. That would have been the difficult part of the escape plan.

2. Why did Dantès want to reach the island of Tiboulén though it would have been easier for him to reach the island of Planier because of the lighthouse beam?

*Suggested Ans:* The probable reason for this decision could be that Dantès wanted to reach an uninhabited land, and the nearest one was the island of Tiboulén.

Though the lighthouse beam of the island of Planier could have led him to the island, he might have known that it was not an uninhabited land and he could have been caught again.

**E. Answer in detail. (Think and answer)**

Dantès was relieved when he reached the shore and fell asleep with exhaustion. Write in about 100 words what you think happened when he woke up.

*Free response*