

THE AUTOGRAPH

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

Learning Outcomes

- To note how Mark's small misfortune turns out to be a blessing in disguise
- To relate to the situation
- To take note of the care and comfort provided
- To comprehend sections of text and predict
- To develop critical-thinking skills



Pre-reading

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

One day prior to the class, ask students to research on the internet about the game of football, the popular players, and famous matches.

Pair work

- A. Ask pairs to answer the quiz questions, and, in random order, ask them to call out the answers.

1. How many minutes does a football match consist of?
2. How many players are there?
3. Name some famous football players.

Ans: 1. A match consists of two 45 minutes halves with a 15 minute rest period in between.

2. Each team can have a minimum of 11 players, including 1 goalkeeper
 3. Ronaldo, Maradona, Pele, Messi
- B. Now, allow them to glance through the pictures of the players and identify them, along with the country they belong. Check their answers.



READING

Students read to predict, scan for specific words, and hypothesise

This third column of this task can be used for *assessment as learning* as students assess whether their predictions have been close to the original story. They realise how close to, or how far they are from the story. This helps make them good writers.

Reason / Prediction	Confirmed/ Rejected/ Inconclusive	Refined/ Corrected version

Draw the given table, with the headings, on the board. Instruct students to copy it in their notebooks. The table should cover a whole page.

Here, students predict, refer and then conclude if their predictions are correct or incorrect. Students write down the details under the respective headings. They predict what would follow after a section of the text is read. Once the predictions are made, students read the following portion, refer and evaluate their predictions and refine /correct them if necessary.

This strategy helps activate students' thinking, prior to reading a passage, and develops critical-thinking and evaluation skills.

Ask students to keep their books closed. As you read or play the audio track of the text in parts, instruct students to listen carefully and guess the reason for a situation / predict what would happen next.

Let students work in pairs and do the task.

Beginning

Read the title and ask students what the story could be about. Let students work in pairs and fill in their predictions in the first column. This is their first prediction. Direct them to number their predictions as they write.

Allow students to check their predictions after the next segment of the text is read and fill in the details in the table.

- *One Saturday ... getting well.*

Ask students

In what way was Mark cheated? What do you think seems to worry him? (This is their second answer.)

Why did Mark feel cheated? Have you ever felt this way?

This question can be used as *assessment for learning* as it informs about the reader the feelings of Mark and invites them to recollect incidents when they felt cheated. It helps students identify with the emotions that Mark goes through.

(Ans: Mark felt cheated because he had injured his leg badly and had to rest it.
Free response)

- *Mark could not believe...when she came in to see how he was.*

Ask students:

Would you prefer to watch a match live or watch it on television? Why?

This question can be used as *assessment for learning*. The reader takes responsibility of his/her own likes and dislikes and expresses it.

(Ans: *Free response*)

How does Mark's family comfort him? What does this tell you about them? How did this help Mark? Do you think anything would happen at the match? (Let students continue working in pairs and fill in their next prediction.)

Middle

- *"Will you come into the kitchen... would be off the field for a few weeks.*

Ask students:

So far, can we say that Mark—

- shares a close relationship with his family?*
- handles disappointments well?*

This question can be used as *assessment for learning*. The reader learns to interpret the text and infer what is not directly expressed.

(Ans: a. yes, b. yes)

How did Mark know that his team had won even before his father could tell him? What happened to Vince Oliver? What was the agony that Mark and Oliver shared? (Oliver would not be able to play for a few weeks because of his injury while Mark could not see the match because of his fracture.) *What was Mark expecting from his father?*

Do you think Mark would be able to see Oliver? How? (Let students fill in the prediction column)

- *Two weeks later ... Vince broke his arm during the game.*

Ask students:

Who do you think was the young man? (Let students fill in the answers as this is an easy guess.) Why could Mark not recognise him? What did the doctor say about Mark's injury? What pleased Mark when he heard what the doctor said? What did he mean by 'die-hard fan'? (Showing extreme or absolute loyalty)

End

- Yes," said the young man ... till the end.

Ask students:

How did Mark's initial disappointment transform to elation at the end? What was the explanation given by Vince Oliver for not being recognised? How did Mark react to the reality that faced him? How would you have felt had you been in Mark's place?

Based on Mark's encounter with Vince Oliver, can you describe him in a few words?

This question can be used as *assessment for learning*. The reader learns to interpret the text and infer what is not directly expressed.

(Ans: kind, gracious, polite, encouraging
Suggested answer. Accept any logical answer.)



What did Mark do with the cast?

Post-reading

This task can be used for *assessment as learning* as students share their opinions with and assess the opinions shared while they communicate using the right words and expressions. They understand the text and discuss what they have learnt from it.



Discuss:

- How did Mark's family help in raising his spirits? Why do you think this is important?
- A misfortune can sometimes be a blessing in disguise.

GRAMMAR

Pronouns agreement with indefinite pronouns

Pronouns

Write the following sentence on the board:

Mother gave Mini a slice of cake and Mini started eating the slice of cake with relish.

Ask students why this sentence does not sound so good. Elicit their suggestions for improving them.

Mother gave Mini a slice of cake and she started eating it with relish.

Underline the pronouns in the revised sentences and explain that these are called personal pronouns.

Next, write both singular and plural subjects with proper names and with objects.

Change to

- | | |
|-----------------------------------|----------------------------|
| 1. Manish is a great artist. | 1. He is a great artist. |
| 2. The phone is expensive. | 2. It is expensive |
| 3. Sam and Bob work in that shop. | 3. They work in that shop. |

Ask students to identify the words that have been replaced by new words.

Explain that **pronouns** replace proper names and nouns such as *Manish, Sam, Bob, phone* and so on. A **singular pronoun** must replace a **singular noun**; a **plural pronoun** must replace a **plural noun**.

Use the input in the Reader to teach the three grammatical persons.

Indefinite pronouns

Tell students to come up with as many pronouns as they can and write these on the board. Add any pronoun they may have missed out.

Now tell students that they will be learning about another type of pronouns called indefinite pronouns.

Draw the grid with the following words and ask students to copy it in their notebooks.

nothing	no one	nobody	one
either	neither	each	everybody
anybody	somebody	someone	something
anyone	anything	everything	everyone

Explain to students that:

- indefinite pronouns do not refer to a specific person or thing.
- indefinite pronouns that end with *one* or *body* refer to persons, and indefinite pronouns that end with *thing* refer to things.

Example: *Where is everybody?* / *Don't talk to anyone.*

- an indefinite pronoun takes a singular verb.

Example: *Everyone is ready.* / *Everything is falling apart.*

- plural pronouns are used when we refer back to the indefinite pronouns.

Example: *I don't know where everybody is. They seem to have vanished!*

- *it, they* or *them* are used to refer back to **indefinite pronouns**.

Example: *Everyone in the audience cheered when the team waved out to them.*

Pair-work: Give one word from the grid to each pair and ask students to frame a sentence with the given indefinite pronoun. Allow them to assess each other.

Review the answers.

VOCABULARY

Commonly confused words

Write the following words on the board. Ask students to work in groups of four and refer to a dictionary and write down the meanings of the words.

aloud/ allowed- aisle/isle – berth/birth – bear/bare – break/ brake – cereal/serial – desert/ dessert

Pair-work: Write the following pairs of sentences one by one on the board and brainstorm for the words. Award points to the pair that answers first.

1. No one was _____ to enter the house.
Tom read the letter _____ in class.
2. The bride walked up the _____ to the altar.
He was living all alone on an _____.
3. I prefer to sleep on the lower _____ whenever I travel by train.
The queen gave _____ to a sweet princess.

Ans: 1. allowed, aloud 2. aisle, isle 3. berth, birth

Now let students continue working in pairs and frame sentences with the remaining pairs of words.

Point out that the words should bring out the difference in meaning.

Monitor the activity.

LISTENING

Post listening

Tell students that they will be listening to a news report. Instruct them to listen carefully and then mark the sentences as true or false after listening.

Play the audio track once. Let students do the task after listening to the report.

Play it once again so that they check their answers / complete the task.



SPEAKING

Role play- expressing personal views

This task can be used for *assessment as learning* as students share their personal views and assess the opinions shared while they communicate using the right words and expressions.

Discussion – Express opinion

Explain that

- while conversing we express our opinions over quite a few things that we believe in.
- while doing so we need to express our opinions in a polite way. We do not have to shout to be heard.
- there are a few expressions that we generally use while conveying what we believe in.

Write these examples on the board and ask students to read them aloud.

In my opinion; To my mind; As far as I am concerned; Speaking personally; From my point of view; My view; I hold the view that; My impression is that; It is my impression that; I have the feeling that; My ... feelings on the subject are... that; I have no doubt that; I am sure, I am certain that; My opinion/belief/impression/conviction is that

Write on the board: *How many games periods should we have in a week?*

Let students use the given expressions while they convey their opinions on the topic. Point out that their answers should have a valid reason. Reinforce the importance of expressing in a polite manner.

Now let students work in pairs and do the task in the Reader.

WRITING

Diary entry

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 composition.

Diary entry

For whom do I write my diary entries? *For myself*

Why do I write them?

- To know myself better
- To record my thoughts and feelings
- To keep a track of some important events in my life

Sunday, May 10, 2022, 10 am

My dear, dear Diary,

I can't tell you how happy I am! The sun seems brighter this morning. The curtains are dancing in the breeze and I'm feeling as light as a feather! I'm sure I could float in the warm air if I stood on the terrace. *(Describe your feelings and your surroundings, as you would like to remember them. Exaggerate. Use similes.)* I'm happy that I cleared the air with Manju. I was not high and mighty as my friend thought. And I feel more confident that we can study and play together again. *(Describe your thoughts.)* We understand one another better now. *(Describe the cause.)* I should not have misunderstood her. *(Describe the effect.)* I want us to be there for each other, always. I think I have learnt to become a better person. *(Write what you have learnt from this experience.)*

READING ALOUD

Commentary

Ask students to listen to a football commentary. Instruct them to pay attention to the expression and tone.

Now let the class take turns and read the text in groups. Make sure that they use the right expressions while reading. Stop and correct them if required.

Award points as this helps motivate them to read better and develop a competitive spirit.

STUDENTS' BOOK ANSWER KEY

The Autograph

Pre-reading

- Lionel Messi, Argentina
 - Mo Salah, Egypt
 - Cristiano Ronaldo, Portugal,
 - Kylian Mbappé, France
 - Neymar, Brazil
- Free response*

Comprehension

- A.**
- Mark broke his leg after falling off his bicycle on his way back from school.
 - Vince Oliver was famous for his speed.
 - Vince Oliver managed to score two goals. However, nearly at the end of the match, he had a fall and was injured. He had to be carried away on a stretcher because he had broken his arm.
 - The doctor examined Mark's leg and said it was healing beautifully. Then he put a fresh plaster around his leg. He said Mark could resume playing football in two weeks.
 - Initially, Mark could not recognise Vince Oliver. When he was sitting next to Mark, Vince Oliver looked very different from how he looked in the pictures because he was dressed in his everyday clothes. Vince Oliver told Mark that since he was accustomed to seeing him in red and white sports gear, he could not recognise him in regular clothes.
 - In order to make him happy, Vince Oliver offered to autograph Mark's plaster. He wrote 'All the Best, from one footballer to another. Vince Oliver.'
- B.**
- Mark had been eagerly waiting for the football match. He and his family had bought the tickets for the match weeks ago and he was excited to go and watch a live football match for the first time.
 - Since Mark had broken his leg and it was in plaster, he could not go to the match as he had previously planned.
 - The members of his family tried to console him for not being able to attend the match. His brother Steve and his father promised to tell him all the details about the match, to narrate the action on the field almost minute by minute. Steve offered him an ice cream cone. He also assured him that he would certainly attempt to get Vince Oliver's autograph for him. When his brother and father had left, his mother tried to distract him and offered to let him do the icing on the cake.
 - The young man sitting next to Mark in the waiting room of the hospital was the footballer Vince Oliver.
 - He asked him if he liked football because he had overheard Mark's conversation with the doctor.
 - Mark narrated the details of his unfortunate accident to the young man. He told him that he could not go for the football match as he had broken his leg when he fell off the bike. He also mentioned the player Vince Oliver and said that he could not see him nor could Steve get his autograph since the player had injured his arm during the match.
 - The nurse was surprised.
 - The nurse was surprised since she could not understand why Mark wanted to keep an old plaster.

c. Mark requested the nurse to allow him to take the plaster home because Vince Oliver had signed it for him and it was too precious to be thrown away.

C. Suggested answers (Accept any logical answer)

1. Mark felt cheated, annoyed and disappointed since he had been looking forward to go to the football match and had got the tickets weeks ago. He felt sad since he admired Vince Oliver but he would have to let this opportunity go. Yes, Mark tried to cover up his disappointment. He was almost on the verge of tears but he tried to put on a brave face.
2. Mark could not believe that he was sitting next to the famous footballer because Vince Oliver was not wearing his usual white and red sporting gear which he usually wore during training sessions and also during games. He was wearing everyday clothes. *Free response*
3. No, Mark would not have been able to get his autograph. At the match, he would not have been able to meet Vince Oliver since he was injured. And if Mark himself had not been injured too, he would not have to gone to the hospital which is where he ran into Vince Oliver.

Grammar

A. 2. them 3. He 4. you, her 5. them 6. it 7. him

B. 2. it 3. they 4. they 5. they 6. it 7. them

Vocabulary

- | | | | |
|--------------|------------|--------------|-----------|
| 1. a. bought | b. brought | 2. a. excess | b. access |
| 3. a. advise | b. advice | 4. a. affect | b. effect |
| 5. a. alley | b. ally | | |

Listening

Listening text

Listen to a news report. After you listen, mark these sentences as true (T) or false (F).

In the sports news—

India has won the third one-day international against Sri Lanka by 75 runs in an exciting battle that saw the Sri Lanka middle order collapse against some brilliant bowling by Indian spinners. Earlier, India put up a challenging target of 275 runs. Batting second, the Sri Lankan team made 200 runs for the loss of 8 wickets. The next match in the series is scheduled to take place in Colombo on Thursday.

All eyes on Europe as the excitement builds up for the Hockey World Cup. The Indian hockey team has arrived in Holland and begun elaborate training to get used to the climate and the new surfaces being introduced for the first time this world cup. The team met the press for a short while between practice sessions. The captain, Sunil Singh, is confident of victory.

Back to the main news.

Answers: 1. T 2. F 3. T 4. T 5. F 6. F

Speaking

Free response

Writing

Free response

Spelling

- | | | | | | |
|-----------|-------------|-------------|------------|-----------|-------------|
| 1. browse | 2. boundary | 3. announce | 4. frown | 5. doubt | 6. download |
| 7. crouch | 8. fountain | 9. trousers | 10. powder | 11. allow | 12. aloud |

ANSWER KEY TO WORKSHEET 2

- | | | | | |
|-----------|---------------|---------------|-----------|----------------|
| A. | 1. him | 2. they | 3. they | 4. him |
| | 5. them | 6. he, me | 7. she | 8. she, I |
| B. | 1. whether | 2. weather | 3. quite | 4. quiet |
| | 5. stationary | 6. stationery | 7. your | 8. you're |
| C. | Free response | | | |
| D. | 1. DRIBBLE | 2. STADIUM | 3. ARROW | 4. MAIDEN OVER |
| | 5. UMPIRE | 6. BATON | 7. HEADER | |

QUESTION BANK

The Autograph

A. Answer in brief.

1. What made Mark feel that he had 'rotten' luck?

Ans: Mark was eagerly looking forward to watching, for the first time in his life, a live football match. However, just the day before the match he had a fall which confined him to bed. Though the tickets were booked a few weeks ago he was unable to go, and so was very disappointed.

2. How did Steve make Mark feel better before he left for the match?

Ans: Steve first gave Mark an ice cream cone to cheer him up. Then, he promised Mark that he would try to get the autograph of Vince Oliver for him. Though Mark was sad to see his father and brother leave, he felt much better than before.

B. Answer in detail.

1. Describe Mark's first meeting with Vince Oliver.

Ans: Mark and his mother had to visit the doctor for a review. In the waiting room he was seated next to a young man with his arm in a plaster cast. After meeting the doctor, Mark was again seated next to the same young man while his mother went over the desk to make their next appointment. It was then that the young man started conversing with Mark and Mark opened up and shared with him everything about his football craze and missing out on meeting his idol, Vince Oliver. Only when Mark mentioned about Vince Oliver's injury, Vince revealed that he was Vince Oliver. Mark was speechless and thrilled to be seated next to his football idol.

2. Why was Steve unable to get the autograph of Vince Oliver for Mark? How did Mark obtain it in the end?

Ans: Though Mark was not able to watch the football match live, he was eagerly waiting for the autograph of Vince Oliver which Steve promised to get for him. Steve was not able to get it because towards the end of the match Vince had a fall and injured his arm. However, Mark was lucky to meet Vince Oliver, by chance, at the hospital. Mark shared with him his love for the game and his disappointment at not getting the autograph of his favourite footballer, unaware of the fact that he was speaking with Vince Oliver himself. Vince Oliver was greatly impressed with Mark's enthusiasm and signed his autograph on the plaster on Mark's leg, much to Mark's amazement.

C. Choose the correct answer.

How did Mark know that his team had won even before his father could tell him?

- Mark heard the outcome of the match in the news.
- Mark saw their happy faces and knew the results of the match.
- Mark knew that his team would never lose a game.

Ans: b

D. Read the lines and answer the questions.

'So you didn't get his autograph?'

- Who speaks the above line to whom?
- Whose autograph is mentioned in the line above?
- Why was the person not able to get the autograph?

Ans: a. Mark speaks the above to line to his brother Steve.

- Mark was eagerly waiting to see the autograph of his football idol Vince Oliver.
- He was not able to get the autograph, as Vince Oliver had a fall at the end of the match and had to be carried away on a stretcher as he had injured his arm.

E. Answer in brief. (Think and answer)

The luck that Mark thought as rotten proved otherwise at the end. Explain.

Ans: Mark cursed his luck when he got hurt just the day before the match which he so eagerly wanted to watch live. But the same 'rotten' luck favoured him and gave him the best gift possible later in the form of an autograph from his favourite footballer Vince Oliver.

F. Answer in detail. (Think and answer)

Though Mark was disappointed he took very little time to settle. What do you understand from this about Mark's nature? Had you been in a similar situation how would you have reacted?

Ans: It was indeed a disappointing day for Mark as he could not go to watch the match live. He was on the verge of tears as he was going to miss watching his favourite sports star Vince Oliver play. However, he soon gathered himself and started helping his mother, happy to be distracted. When his father and brother came back, he was told about Vince Oliver's injury. Though he was disappointed that his brother could not get the autograph for him, he was more concerned about Vince's wellbeing. All this indicates that Mark was a sensible and a practical boy and had the maturity to come to terms with disappointments easily.

(Free response for the second part of the question)