

ALL YOU NEED IS PAPER

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

Learning Outcomes

- To develop an appreciation for writing
- To inculcate a habit of finding humour in difficult circumstances
- To summarise creatively

Pre-reading



This section focuses on *assessment for learning*. It indicates to the reader that the episode is about writing and the emotions involved when one's hard labour is taken lightly.

Group Work

A. Ask students to differentiate between:

- fiction and nonfiction texts
- biographies and auto-biographies
- a first-person narrative and a third-person narrative
- writing and typing your thoughts

- agony and ecstasy
- handling difficult situations with anger or humour

While they come up with the differences, encourage them to use appropriate link words of comparison, by writing a few words on the board. (A few examples: *whereas, on the contrary, but, in contrast to, nevertheless, however, on the other hand, though* etc.)

This will fairly cover the facets of the given text and prepare students for the lesson.

B. Encourage students to do the Pre-reading exercise given in the Reader.

READING

Students summarise with the Story Wheel

Ask students:

What do you think are some problems that writers face in the beginning of their career? How do people usually handle rejection? Have you faced rejection? How did you handle it?

Let the students share their thoughts and reasons.

Group Work

Preparation: Prior to the class arrange for one story wheel for each group. (See example below) Instruct students to bring drawing instruments (crayons, colour pencils) with them.

Students silently read the story in groups and answer these questions. Encourage them to discuss the answers.

- 'Writing is very easy... I knew that my story would not reach a publisher.'

Ask students:

Why does the author prefer pen and paper to a typewriter? What, according to the narrator, are the luxuries of writing with a pen? How does the author support his statement that he was a compulsive writer? Did the author achieve anything by writing with a bright orange crayon rather than a typewriter?

Pick out the sentence that seamlessly leads from one thought to another? (Desperate writers like me will seize upon any bit of writing material when in need.) Why did the author write on tissue paper?

Imagine you love writing or drawing, but don't have enough paper or any electronic device. How will you manage?

(Ans: Free response)

What was the outcome of this manuscript?

How do you think Bond had felt at that time? Would he feel any different while remembering and writing about the incident?

(Ans: Suggested answer (accept any logical answer): Bond must have felt disappointed at that time to lose the story. However, since he has a sense of humour, he wouldn't be too sad about it. And while remembering and writing about it, he might feel even less unhappy and more amused at the memory.)

- There have been other lost stories ... That's a story that I might like to write again.

Ask students:

Describe what inspired the author to write the story, *The Great Tikkee-Eating Contest*.

'As Gautam says, with inexorable logic, "You can always write it again!"

That is, if it is worth the effort...'

Why does Bond say this?

(Suggested answer (accept any logical answer): Bond says this because sometimes, with the passage of time, a writer may not feel so interested in a particular story or idea as he had in the past. So he may not want to go through all the trouble of rewriting a story if he has lost interest in it.)

What made him realise that happiness can be elusive? Which story would he like to write again?

- The invention of the Xerox copying machine meant ... going to make paper bags."

Ask students:

How did the Xerox machine help a writer? Was he always successful in selling his stories? Substantiate your answer.

If you earned some extra pocket-money, what would you do with it?

(Ans: Free response)

What happens to an author who pays to get his work published? Describe the incident with the ration-shop boy. Explain the wisdom in Gautam's words.

Comment on the last line of this extract. (Humour? Sarcasm?)

In the last line, Bond sounds respectful / sympathetic / mischievous.

This section focuses on *assessment for learning*. The reader is made aware of the charming light-hearted nature of the writer.

(Ans: mischievous)

Now students list the important events in the story. Remind them that the events should be chosen from the beginning, middle and end of the story.

Have them divide the list of important events into a list of 6 most important events.

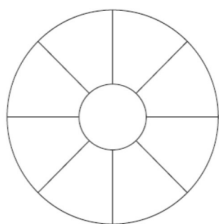
Students should now write the events on the pie segments. (Numbering of events is optional)

Next the students should illustrate (draw) their events on the corresponding pie segments.

Have students write the story title and the author's name in the circle in the centre of the wheel. Encourage groups to come forward and share their story with the class.



Display story wheels in the classroom.



Post-reading

Individual work

1. Write which aspects of the text made this narrative interesting.
2. What are the agonies of writing, and what are its ecstasies, according to the author?
3. What are the different lessons the author learns from the stories mentioned in this extract?

Class discussion

- A. Have you handled rejection / failure / hurt with humour? Share your experience.

GRAMMAR

Mixed tenses – Error Correction

Preparation

1. Erroneous sentences on strips of paper. (Usual mistakes made by people in spoken or written communication)
2. Fold each strip and put them in an easily accessible box.

The activity

1. Each group elects a member who comes to the front of the class, takes a sentence from the container and writes it on the board.
2. Groups have to work together to:
 - a. Identify the mistake.
 - b. Decide what type of mistake it is: – **T** for tense, – **P** for punctuation, – **SP** for spelling, – **WO** for word order, – **WW** for wrong word, – **X** for missing word, – **GR** for grammar.
3. Correct the mistake and rewrite the sentence correctly.
4. Groups walk around and read the other groups sentences.
5. Each group agrees or disagrees with the previous group's error treatment.

Examples of erroneous sentences

1. How you come to school?
2. I cannot able to come to school yesterday
3. I go always Delhi for my holidays.
4. She suggested us to go home.
5. I myself bought vegetables yesterday.
6. She go to library to buy a book.
7. I hurted myself.

VOCABULARY**Collocations****What is a collocation?**

A collocation is two or more words that often go together. These combinations sound “right” to native English speakers, who habitually use them all the time. On the other hand, other combinations may be unnatural and sound “wrong”.

Example: *remember vaguely, remember vividly*

How to learn collocations

- Extensive reading
- Be aware of collocations
- Try to learn them in groups. Example: *catch a cold, catch the 6 o'clock bus* etc.

Some collocations we will learn

adjective-noun collocations (AN) Example: excruciating pain

noun-noun collocations (NN) Example: bars of soap

LISTENING**Post listening – Quotes**

Tell students to listen to quotes about writing, from five famous authors. Ask them to take notes as they listen, as they will be engaging in a discussion regarding the quotes. Play the recording.

Author	Text
Author 1	
Author 2	
Author 3	
Author 4	
Author 5	

Play the recording a second time and ask them to note down any details they had missed out the first time.

Now encourage them to fill in the blanks in the Reader.

SPEAKING**Welcome address and vote of thanks**

This task can be used for *assessment as learning* as students go through the phrases to use while talking, and think of possible ways they can make an effective speech. While expressing themselves they communicate using the right words and expressions. They take learning into their hands and understand that the effectiveness of their communication lies in keeping the audience interested in the speech. Students learn how to sift out unnecessary details.



Group Work

Ask students:

Points to consider while preparing a speech

- Audience : Guest of Honour: Principal, Teachers, Students
- Atmosphere : Happy , friendly
- Aim: Cheer, thank, encourage and appreciate the Principal, motivate students and teachers
- Format: Introduction, body, conclusion
- Important points to cover: Include points given in the Reader
- Give an example to motivate students
- Include good wishes

Things to remember for Presentation Delivery

Practice, keep the speech brief, remember your time limit, relax, speak with confidence, key notes may be used while presenting, eye contact to be maintained, clear speech, be spontaneous.

DICTIONARY WORK

This task can be used for *assessment as learning*. Students guess the meanings of the given phrases, find out meanings from the dictionary. They correct themselves if required. They can extend their learning by making meaningful sentences and finding synonyms.

Encourage them to do the exercise in the Reader.

WRITING

Formal letter

This task can be used for *assessment as learning*. Students follow the format of a formal letter and try to write a formal letter on their own. Using the guidelines and following them, they are introduced to self-learning.

Note: Guide students through every step and encourage them to write their own letter.

What is a formal letter?

A formal letter is written to inform, request, suggest, give opinions and respond to an article / a statement / formal communication.

The main components of a formal letter:

From Address on the left side of the letter

Date below that

To Name/ Title

To Address

Salutation: *Sir / Madam Mr.* _____ / *Ms.* _____

Body: Main text or message using paragraphs. Keep it formal, professional and relevant

Closing: *Yours faithfully*

Signature - Your first and last name, as this is a formal letter

Greetings or Salutation: The most common way to start off a formal letter is with *Sir/ Madam* since this letter is formal

25-A,
Sector-6, Rohini
Delhi- 110085
July 17,2018
The Editor,
The Times of India
7, Bahadur Shah Zafar Marg
Delhi-110103
Sir,

From address
Date
To address
Opening Salutation

Text or Body: While writing the main content of the letter, keep in mind the following:

Paragraphs: Make sure the paragraphs are indented.

Formal language usage: Be as professional as possible but do not overdo it.

Use passive voice: Passive voice makes your letter sound more professional and makes it interesting to read. It is as if the person is formally interacting with you.

Refer to the letter or document you are talking about, and give your opinion. Be frank, open and honest while providing your views. Address the issue fairly, after looking at it from all angles. Do not be biased in your analysis of the problem.

Provide suggestions, practical action plans and ideas (*I think we should consider taking such steps in the future, after studying data and feedback.....*)

Thank you.
Yours sincerely
Bindu Bansi

Gratitude
Closing Salutation
First name and Last name

STUDENTS' BOOK ANSWER KEY

All You Need is Paper

Pre-Reading

Free response

Comprehension

- A.**
1. a. a town where the sun never shines b. dream; orange crayon
 2. a. a detective story b. Prep School; tissue paper
 3. a. *Tikkee-Eating Contest* b. Dehradun; Sahib Singh
 4. a. *Gone Fishing*
 5. b. *My Magazine of India*; five
 6. a. children's b. paper bags for snacks
- B.**
1. a. Bond prefers pen and paper to a typewriter or a computer because he feels that a machine in front of him looks rather scary. A pen is more personal, and it gives him some control over it—a feeling of power.
b. *Free response*
 2. a. Bond is referring to a story called *Gone Fishing*.
b. In that story, the narrator (Bond) meets a village boy and promises to go fishing with him the next day. But he has to leave town suddenly. As his train passes over a small bridge, he catches a glimpse of the boy sitting on the banks of a stream, fishing by himself. The narrator feels that he has missed something—something more than just a day's fishing—and realises that happiness can be as difficult to get hold of as a small fish darting away in a mountain stream. The story also implies that happiness can be found in small things and perhaps that is why we often miss it—because we do not always pay enough attention to the small things.
 3. Two differences between publishers of yesteryears and those of the present time, as mentioned by Bond, are that in the past, publishers took the trouble to return unwanted manuscripts, so that the writer did not always lose his fair copy. And secondly, even if the sums paid by the publications to the writers were small, they came in on time. That does not always happen at present.
 4. a. According to Bond, if a writer is any good, he should expect to be paid for his work and not pay for their own work to be published.
b. According to him, those who pay for their books to be published are bound to be disappointed. They end up forcing their books on their friends, who wish they could have had better gifts.
c. Yes, the text mentions the autographed, self-published memoirs of a retired army officer in two large volumes. After returning from the shop where the pages of his own book were used to make bags for peanuts, Bond took those volumes down from the shelf. He had decided to make paper bags with the pages of that book.
 5. a. Gautam said this when Bond told him that the pages of one of his books had been used to make bags for selling peanuts.
b. Bond describes this attitude as philosophical—very wise and mature.
c. Bond himself felt humbled and even amused, but not sad or angry about it.
d. *Free response*
- C. Suggested answers (accept any logical answer):**
1. a. This line tells us that Bond is quite humble about his work. He does not think that the loss of some of his stories has been a great loss to literature. And even

when he wishes that he could have preserved some of them, he says it is for personal reasons—because he liked those stories or they reminded him of some nice memory.

- b. This same attitude is reflected in the way Bond reacts when he sees the pages of his book used to make paper bags for peanuts. He did not treat it as a great loss. Instead, he could see the funny side.
 - c. The overall tone of the writing is peaceful and satisfied. Even when Bond writes about the many stories he has lost because of different reasons, he does not complain or sound unhappy and angry. He merely says that he would have liked to preserve some of them—that too, for personal reasons, not to show the world how great a writer he is. He even says that not all of them may be worth the effort of rewriting. This implies that he is at peace with how things have turned out. He does not even mind to see his pages used to make bags. He takes it as a joke.
2. Gautam seems to be an amusing person with a very practical and wise manner. He is clearly very close to Bond, because he can take away his pen and pencil, yet Bond does not scold him for it. Instead, Bond uses Gautam's crayons to write a story in the middle of the night. When Bond remembers a story he had written and lost, Gautam does not feel too sorry about it. He simply says Bond can write it again. He does not care that this piece of advice, while given easily, may not be so easy to follow. Again, when he hears about the bag made with Bond's pages, he says perhaps the peanuts are more necessary than books. All these examples show that Bond and Gautam are very close—they share things and stories and memories. Gautam is not scared to tell Bond exactly what he thinks—which often sounds both wise and funny—and Bond is not angry or upset to hear his opinion. In fact, Bond compares him to a famous character, and this shows that he is fond of Gautam.

3. *Free response*

Grammar

- A.** 1. remembers 2. has published 3. lost
4. moved 5. will rewrite 6. will become / will have become
7. faced/had faced 8. was writing 9. is working
- B.** 1. have come 2. is located 3. gets 4. arrive
5. leave 6. becomes 7. tend 8. is
9. wanted/have wanted/had wanted 10. came
11. will cooperate 12. will have succeeded

Vocabulary

1. carbon copy 2. board game 3. heavy traffic 4. strong accent
5. money order 6. rich history 7. secret service 8. case study

Listening

Listening text:

- "If you want to be a writer, you must do two things above all others: read a lot and write a lot. There's no way around these two things that I'm aware of, no shortcut." (Stephen King)

- “You can’t wait for inspiration. You have to go after it with a club.” (Jack London)
- “No tears in the writer, no tears in the reader. No surprise in the writer, no surprise in the reader.” (Robert Frost)
- “You can make anything by writing.” (C S Lewis)
- “There is no real ending. It’s just the place where you stop the story.” (Frank Herbert)

Answers:

- | | | | |
|-------------|-------------|----------------|----------|
| 1. writer | 2. shortcut | 3. inspiration | 4. tears |
| 5. surprise | 6. anything | 7. stop | |

Summary: *Free response*

Dictionary Work

1. sees for only a very brief time—a moment
2. got my attention
3. enough or more than enough of something—usually something unpleasant
4. was likely to develop into / had the possibility of developing into
5. while doing something (else)
6. has any merit / has some good quality
7. gaining great wealth by one’s efforts
8. as good as / equal in importance or quality
9. spent time and energy in order to (do something)

Writing

Free response

Life Skills

Suggested answer (accept any logical answer): Yes, in this text, Bond does display sportsmanship as he does not complain about or feel too sad or angry about the stories he has lost or even the fact that pages from his book were used to make paper bags even after he became a successful author, by someone who had asked him for the book. He can see the humour in these situations, accept the reality calmly, and find something to enjoy, remember or learn from all these situations.

Free response

ANSWER KEY TO WORKSHEET 11

A. Farah is a child actor. She ¹ acts / has acted in different plays. *The Tempest*, staged last year, ² was her first play. Currently, Farah ³ is playing Puck in *A Midsummer Night’s Dream*. She ⁴ did not take part in any play last month since her exams ⁵ were going on. Farah ⁶ has performed in four cities so far. She ⁷ had performed/performed in New Delhi last year, and ⁸ will travel to Bengaluru in her next vacation to act in a children’s theatre festival. Her friends ⁹ think that by the time Farah ¹⁰ grows up, she ¹¹ will have become / will become a famous celebrity.

- B.** It's decided—we ¹ are putting /will put up a concert on Annual Day. Malhar, who ² learns/has learned many instruments, ³ will play the guitar. Anushka ⁴ is thinking whether to play the violin or the cello. Mrinal ⁵ has opted for the flute. She ⁶ had performed / performed with her flute last year and it was a great success. I will not play an instrument—I ⁷ will coordinate/am coordinating everything. The principal ⁸ was finalising / had finalised the programme when we ⁹ begged her to include our concert. We are sure that we ¹⁰ will have finished/will finish rehearsing by next week.
- C.** 1. poor quality 2. strong taste 3. beauty parlour
4. news agency 5. large scale 6. freedom fighter
- D.** Free response

QUESTION BANK

All You Need Is Paper

A. Answer in brief.

Why did Bond prefer writing with pen and paper rather than using a typewriter or a computer?

Ans: Bond feels a machine, be it a type writer or a computer, was intimidating when he wanted to put down his creative thinking. He preferred pen and paper as it was more personal and he could have control over his thought process. It was as if experiencing something magical. This feeling was absent with a machine.

B. Answer in detail.

What dampened Bond's hopes of publishing his first literary production?

Ans: As a desperate writer, Bond would seize any bit of writing material when in need. During his days in Prep School in Shimla, boarders were provided with flat packets of tissues instead of toilet paper. Those days, due to paper shortage, boys would use these bits of tissue for writing letters, doing rough work or even making paper planes. Bond, feeling the urge to write a detective story, used an entire packet of toilet paper to write down his masterpiece. Just as he finished, one of his friends, compelled by the call of nature, took his manuscript and rushed to the toilet. When Bond heard the flush in action in the toilet, he knew that his story would never reach the publisher. All his hopes literally went 'down the drain'!

C. Choose the correct answer.

'I suppose the world needs peanuts more than it needs books'. What does this say about the people of the place?

- a. They valued and required food more than books.
- b. They did not waste paper and put the pages of books to practical use.
- c. They felt that eating peanuts during leisure time was better than reading books.

Ans: a

D. Read the lines and answer the questions.

But he has to leave town suddenly to take up a job in the Capital.

- a. Who is 'he'?
- b. What was the plan the narrator had made? Who was part of the plan?
- c. What does he observe during his journey in the train?

Ans: a. 'He' refers to Bond who wished to write the story of himself and a little boy.

- b. The narrator had met a village boy and had promised to go fishing with him the next day.
- c. During his train journey, when the train passes over a small bridge he sees the boy fishing alone and having fun.

E. Answer in brief. (Think and answer)

Why did some writers pay and get their books published? What was its outcome?

Ans: Bond felt that if any writer is good he should expect to be paid for his work. But some writers, out of desperation pay themselves and get their books published, probably with the hope of getting some recognition. However, mostly the opposite happens, and they finally end up forcing their books upon their unfortunate friends.

F. Answer in detail. (Think and answer)

What was Mr. Dick's philosophy in David Copperfield? Why does the author compare Gautam to him?

Free response *Suggested Ans:* [*Dick in Charles Dickens's David Copperfield is a character, a bit mentally unstable due to having been ill treated by his brother. David admires him for his strategic mind and ingenuity. Dick keeps working on a Memorial for ten years. The Memorial never gets completed and the manuscript is regularly spoiled. But Dick finds a way to make use of the papers. He makes kites out of them and sends them flying far away giving a philosophical reason for sending them away.]

Bond probably was comparing Gautham's remark that the 'world probably needs peanuts more than it needs books' on seeing paper bags made out Bond's book, because it was similar to Mr. Dick making kites out of the manuscript he never could complete.