

## THE VET MAKES AN IMPRESSION

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

### Learning Outcomes

- To note that, at times, it helps to listen to others
- To recognise the humour in the extract
- To read a semi-biographical fiction
- To chart out the story's plot diagram



### Pre-reading

This section focuses on *assessment for learning* as it tells the reader that the text that follows is about the impression a vet makes.

Ask students to do the task given in the Reader. Then, encourage them to share their views.

## READING

Students read and chart out a plot diagram for the story, identify points of humour

- *I hardly noticed the passage ... they took me anywhere at all.*

Who is the character introduced? How well does his week seem to be going? What lines reveal that? How would you react if you were having a bad day/week?

Group work

Tell the groups to read the text.

- *One of the few refinements on... And then there was my boss.*

Ask questions to the groups and allow the groups to discuss and answer them. To help them organise information, let students fill in relevant information as they are reading the text.

Setting:

Main Character, supporting characters:

Character traits of Siegfried Farnon:

Point of view: (*This story is told from the narrator's, Siegfried Farnon's trainee's point of view.*)

How did the Vet trainee react to the bad week he was having? What lines reveal that? What special feature did the car have? (A sunshine roof) Did it help during rainy days? Why did he have to zigzag round the puddles? (If he went over them the muddy water came up through gaps on the floorboard) Did he like the open? Why was the speaker confused? What do the first few paragraphs tell us about the Vet trainee?

*What do you think the speaker's boss will be like? From the fact that the speaker mentions him this way, do you think the boss will be an important character?*

(Ans: Free response. Yes, the boss may be an important character, as the speaker introduces him as if he made quite an impact on his life.)

- *Siegfried Farnon charged ...bustled over to the door.*

From the fourth paragraph onwards, what do we learn about Siegfried Farnon? Did he value money? How do you know? Why do you think he worked so hard? Who called the clinic about

the post mortem on a dead sheep? Whose house was Siegfried Farnon driving towards?

Pick out three words which tell you Siegfried was already feeling impatient.

(Ans: 'shouted', 'slammed', 'bustled')

- The farmer's wife answered ... bad impression, that sort of thing."

What was the reason for Mrs. Seaton's shock? Was he satisfied with the carving knife? What did he want?

Why was the girl 'pushed' round the door? Why did she 'inch her way' and 'dash back'? How do you think the speaker was feeling at this point?

(Ans: The girl was 'pushed' because she would not want to go near Siegfried—they all were feeling afraid of him at that moment. She walked up to him slowly, as if not to surprise or annoy him and then ran back to safety. *Suggested answer:* The speaker must have been feeling both exasperated with Siegfried and amused at the muddled situation.)

What did Siegfried pride himself with? Why do you think Mrs Seaton and her daughters cowered in the far corner, staring at Siegfried with large, frightened eyes? What was the mistake? Why did he apologise? Who did he blame in the end? How do you think the vet-in-training must have felt?

Choose one or more of these words to describe how these people saw Siegfried Farnon: with...

fright	horror	fear	as a friend
absent	minded	curiosity	astonishment
love	carefree		

The Vet trainee: Mrs. Seaton:

Mrs. Seaton's children: Mrs. Seaton's daughter:

Why did Siegfried Farnon blame the Vet trainee for the mistake?

Group work

Ask students to identify the points of humour.

Example: ... it didn't help much to close the roof, because the rain dripped through the joints and formed pools on my lap and the passenger seat.

### Post-reading

(Note: A plot diagram is a tool that is commonly used to organise a story into certain segments. Once the parts of the plot diagram are identified, it is easy to analyse the content.

Students now work in pairs to complete the plot structure.

(Note: Allow students to work out on their own, before guiding them with the answers.)

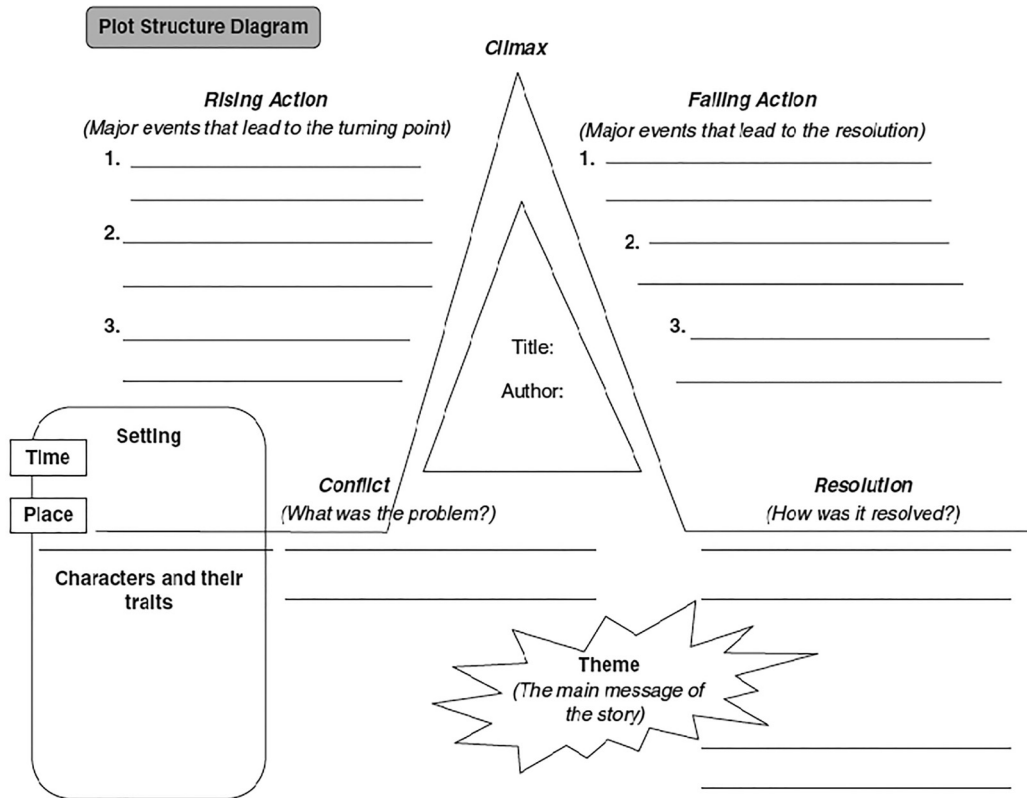
(Problem: Go to the Heaton's house to do the P.M. on a dead sheep

Rising action: The Vet trainee trying to convince Siegfried Farnon that it was Heaton who called not the Seaton

Turning Point: Siegfried Farnon demanding for a carving knife from Mrs. Seaton

Falling action: The Seaton family bewildered at Siegfried Farnon's strange demand and trying to get him the knife while in utter shock and dumbfounded about the situation

Resolution: When Siegfried realised the mistake about the mistaken address)



## GRAMMAR

## Prepositional phrases, adjective phrases, adjective clauses

### Prepositional Phrases

What are prepositional phrases?

Recap on prepositions of place and prepositions of time. As an extended activity, provide a gap fill activity where students use prepositions of place to complete the biography of a noted sports person. Alternately, provide the sample grid and ask students to choose their own set of answers. Then they must work in pairs and find out what choices the other student has made.

*I spent a day...*

<i>In Delhi</i>	<i>On the weekend</i>	<i>In 2016</i>
<i>At the sea</i>	<i>At six o'clock</i>	<i>On 15th August</i>

Students must ask simple questions based on the text of the grid. (*Did you spend a day at the sea in 2015? Did you visit Bangalore on the weekend?*)

Add more words to the grid. You may use the prepositional phrases given: *in a few days / to Agra / in the red dress / with a thirty-one inch screen / by the teacher / to the woman at the counter / for me / with my brother.*

### Adjective Phrases

Write this sentence (without underlining/circling the words shown here):

*She was wearing a pastel pink dress.*

Ask volunteers to come up and circle the noun. (As given here) Now, ask them to identify and underline the adjective phrase which modifies the noun. Elicit from students, various other adjective phrases that can be used in this sentence. Now write these two sentences on the board:

*The cheese tasted awful.*

*The cheese tasted awfully funny.*

Ask students to identify which of these sentences contains an adjective phrase.

*The cheese tasted awful.* (Here the adjective awful says something about the cheese. It does not modify the verb tasted.)

*The cheese tasted awfully funny.* (Here the adjective phrase *awfully funny* modifies the verb tasted and describes the taste of the cheese.)

### **Adjective Clauses**

Write this sentence (without underlining/circling the words shown here):

*The girl who was wearing the pastel pink dress, is my sister.*

Ask volunteers to come up and circle the relative pronoun. (As given here) Now, ask them to identify and underline the verb in the sentence. Tell them that an adjective clause is a group of words with a subject and a verb. They usually start with a relative pronoun or an adverb.

*Activity: Adjective phrase and clause race*

*Group work*

Tell groups to write down as many adjective clauses and phrases found in their reader. (Assign 2 lessons for them to scan). Allot a time limit of 2 minutes.

Check the accuracy of their answers and award points to groups for accurate answers.

## **VOCABULARY**

### **Movement words**

*Activity - Movement Charades*

Preparation: Prior to class, write out each of these movement words on small strips of paper and put them in a box or jar.

Procedure: Divide students into groups. Have one student from each group come forward, pick out a piece of paper from the jar and act out the movement word, while the rest of the group guesses what is being acted out. Award points for correct guesses. Inform students that additional points will be awarded if they can state the meaning of the movement word correctly.

*swing stumble hobble skip shuffle limp jump glide wade rush*

## **LISTENING**

### **While listening**

Discuss with the students various easy methods of note taking. E.g.: flow chart, table, bullet points.

Tell students that they are going to practice taking notes in the table below.

**Instructions:**

- Set up your paper in columns and label appropriate headings.
- The headings could be categories covered in the lecture.
- Insert information (words, phrases, main ideas, etc) into the appropriate category.
- Provides easy review for memorising facts and studying comparisons and relationships.

How?	Advantages	Disadvantages	When to Use it?

Tell students they are going to listen to a discussion on how to make a great first impression. Inform them that the recording will only be played twice. Instruct them to listen carefully and as they listen, ask them to fill in the tabular column. The headings can be changed according to the audio.

Allow them to prepare their tabular column before hearing the audio. Now play the audio track. Instruct them to check their notes, add points, and change headings, etc before they hear the audio again. Give students sufficient time to modify their notes.

Play the audio track one more time so that they may include any missed-out information. Monitor the activity and tell students to share their notes with the class.

**SPEAKING****Building on others' ideas and expressing own views**

This task can be used for *assessment as learning* as students act the situations with their partners and express their own views, while they communicate using the right words and expressions.

Tell students to go through the notes they made on making great first impressions.

Now think of: *When was the last time you met someone new? What impression did you form about him? What did you base it on?*

Tell students to build on the ideas given by the different speakers. If they support the idea build up on it by adding an additional point or giving an appropriate example to strengthen the point.

If the student does not agree with the point tell them to gently disagree in a polite manner, and support their answer.

**WRITING****Travelogue****What is a travelogue?**

A film, book, or illustrated lecture about the places visited by, or experiences of a traveller

### Real Life Travelogue procedure:

1. *Travel*: Visit various places so that you can inform others about these locations.
2. *Eye-catching text*: Readers of your travelogue want an eye-catching text so that they feel as if they are at the place you are describing.
3. *Keep a travel journal*: As you travel, write down your impressions. After a memorable dining experience, for example, write down the name of the restaurant, the dish you ordered, its ingredients, the details of the decor and music.
4. *Research*: Conduct interviews with other people (locals and travellers) during the journey and add them to the travelogue.
5. Appeal to the senses when writing about locations.
6. Ask for inputs/thoughts/ideas from other travellers.

### Steps to follow while writing a Travelogue

1. Research about the place.

(If you have been there, recollect all your experiences and encounters.)

} **Introduction**

2. Give a photographic description.
3. Highlight the various attractions.
4. Mention the ways and means to reach the destination.
5. Some real-life examples/instances/funny situations faced
6. Some people you met there/ their lifestyles / food
7. Give some cultural background.

} **Body** (Paragraph 3, 4 and 5)

8. Mention some Dos and Don'ts of the place.

9. What you liked the most about the destination.

} **Conclusion**

## PROJECT



This task can be used for *assessment as learning* as students take learning into their own hands and research the internet to find details about vets and form their own opinions based on facts. They are also allowed to creatively develop a class magazine and present it to the class.

Allow students to form groups of six and discuss their ideas of how and what they would like to present in the class magazine. Then, give them time to search for details and compile it. Let each group make a presentation of their class magazine. You may put it up the class notice board to encourage students.

## STUDENTS' BOOK ANSWER KEY

### The Vet Makes an Impression

#### Pre-Reading

*Free response*

#### Comprehension

- A.**
1. The speaker's car often had a puncture—the tyres were nearly worn through on all the wheels. The rusty sunshine-roof made an unpleasant noise when the speaker slid it back. Even when it was closed, the rain dripped through the joints and formed pools on his lap and the passenger seat. If the speaker drove through a puddle, the muddy water fountained up through the gaps in the floorboards. The speaker did not mind these inconveniences because it was a fine summer and he enjoyed the long days in the open. Even mending a puncture on the high, unfenced roads felt enjoyable, with birds flying above and the wind bringing the scents of flowers and trees up from the valleys. The speaker also loved to get out and sit on the crisp grass and look out over the airy roof of Yorkshire.
  2. The speaker's boss was Siegfried Farnon. The speaker describes him as an unusual character who charged round the practice with fierce energy from dawn till dark. Siegfried did not seem to care about money; in fact, he was almost careless with it. After a week or two of working continuously, he would disappear without saying where he was going. And when he worked, he called out the list of necessary visits so fast that the speaker often went off to the wrong place—something that Siegfried found very funny.
  3. The speaker and Siegfried were going to Bronsett because the speaker had received a call from a Mr Heaton of Bronsett about doing a post-mortem on a dead sheep. However, when Siegfried drove up to Bronsett with the speaker, he turned towards the house of the Seatons. Even when the speaker tried to point out the mistake, Siegfried insisted that he had said earlier that it was Seaton, not Heaton. So the speaker did not argue anymore and the two of them reached the house of the Seaton family, instead of Mr Heaton.
  4. When Siegfried reached the Seatons' house, believing that their dead sheep needed a post-mortem, he found that he had not carried a post-mortem knife. So he asked the Seaton family for a good sharp knife, such as one used for carving meat. When the surprised family gave him a knife, he was not satisfied with its sharpness, so he asked for a steel and began to sharpen the knife. He was particularly willing to do this as he enjoyed sharpening knives.
  5. When Siegfried had finished sharpening the knife, he told the frightened Seaton family that he could get started. When they asked nervously what he wanted to start, he mentioned the post-mortem and that was when he realised his mistake. Or rather, he did not realise his mistake, because, forgetting that he had insisted on going to the Seatons instead of Mr Heaton, he told the speaker that the speaker must be more careful in the future.
- B.**
1. a. The speaker was referring to the difference between his old life and the new one—the Yorkshire countryside after years of city streets, the release from exams and study, and in its place, the job with its daily challenges.



- b. On the whole, he sounds glad about the change. He loved the countryside and did not mind the many defects of the car he drove. He enjoyed the company of the birds, the scents of the flowers and trees, and the opportunities to sit on the grass and look out at the landscape of Yorkshire. He appreciated the feeling of taking time out of life—time to get things into perspective and assess his own progress.
2. a. Siegfried Farnon.  
 b. The speaker was embarrassed when he went off to the wrong place or to do the wrong job because of the hurry in which Siegfried read out the list of calls every morning.  
 c. Siegfried laughed at the speaker's embarrassment because he was an unusual character who could not see his own mistake. When the speaker was embarrassed—and not himself—he thought it was because of the speaker's mistake and could laugh it off as something unimportant.
3. a. The speaker and Siegfried were inside the car, driving to Bronsett.  
 b. Siegfried's jaw was jutting because he was feeling annoyed and stubborn. He refused to admit that he may have made a mistake and did not want to listen to what the speaker was saying.  
 c. When the speaker saw Siegfried's expression and realised that Siegfried was feeling stubborn and annoyed, he stopped arguing and decided to let Siegfried find out his mistake by himself.
4. a. Siegfried Farnon said this to Mrs Seaton.  
 b. The speaker, Siegfried, sounded impatient because he was in a hurry to get on with the post-mortem, and Mrs Seaton seemed to be slow to reply to his questions.  
 c. The listener, Mrs Seaton, was not acting quickly because she was surprised both to see Siegfried and to hear his request to have a carving knife. She felt alarmed and wondered what was going on.
5. a. The mother was Mrs Seaton. She was speaking to Siegfried Farnon.  
 b. She was whispering and holding her family close because they were quite nervous to think what Siegfried might be planning. He had turned up at their house unexpected, asked for a carving knife and had been sharpening it. Now, he had said that he could get started.  
 c. The listener, Siegfried, wanted to start doing the post-mortem.
- C. 1. Suggested answer:** Siegfried Farnon seems to be an absent-minded but well-meaning man. He is an unusual character, who tends to be impatient with others. He works hard, does not care for money and does not always pay attention to details. Because of the last habit, the speaker is sometimes sent off to the wrong place, and Siegfried finds that funny. And when he himself makes a mistake, he at first refuses to admit it. Then, he rushes ahead with what he believes is the correct job, without stopping to think how the others are reacting and why. He enjoys sharpening the knife and does not wonder why the Seaton family looks surprised and alarmed; he is simply impatient at their slowness. When things are cleared up, he apologises to them, but tells the speaker that he (instead of Siegfried himself) must be more careful.



2. a. It is mostly Siegfried Farnon's character that makes the incident described in the text funny. It is he who makes the mistake of going to the wrong house. He is too stubborn to admit it, so we know that there will be some confusion when the two vets arrive at the Seaton's. When there, Siegfried asks for a carving knife, not realising that the family are surprised to see him and feel alarmed at his request. He goes on to sharpen the knife and even sing while doing that. All this while, the speaker knows what kind of a misunderstanding has taken place, but does not say anything since it is useless to argue with his boss.
- b. i. Yes, the speaker must have appreciated the humour, as he knew his boss and describes the incident in an amusing manner.
- ii. No, Siegfried may not have appreciated the humour because he asked the speaker in a grave manner to be more careful.
- iii. The Seaton family may have appreciated the humour when they realised what had happened and felt safe and reassured. They could not have appreciated the humour while Siegfried was sharpening the knife and they were feeling startled.
3. a. Before introducing Siegfried, the speaker described the setting of his new life—the Yorkshire countryside, and the kind of problems as well as the pleasant things he came across while driving around, doing his job.
- b. Yes, the defects of the car added an element of humour to this picture.
- c. The speaker appreciated the natural beauty of the place—the birds, the roads, the winds with the scents of flowers and the breaks when he sat on the crisp grass and looked over what seemed like the roof of Yorkshire, thinking about his life and his work. He appreciated that chance to think about his life and assess his progress.

### Grammar

- A.**
- |                                    |                                |
|------------------------------------|--------------------------------|
| 1. from my grandmother; ADJ        | 2. under the dining table; ADV |
| 3. with green and yellow dots; ADJ | 4. from a single rock; ADV     |
| 5. After lunch; ADV                | 6. with the serious face; ADJ  |
- B.**
- |                            |                                 |
|----------------------------|---------------------------------|
| 1. very lazy               | 2. quite entertaining           |
| 3. completely airtight     | 4. freshly mown                 |
| 5. with the blue schoolbag | 6. of great love and compassion |
- C. Sample answers:**
- |                                       |                                  |
|---------------------------------------|----------------------------------|
| 1. Mr D'Souza had reported as stolen  | 2. had orange and yellow flowers |
| 3. there is a pharmacy and a bookshop | 4. aunt is our computer teacher  |
| 5. is my best friend's cousin         | 6. the studio will be available  |

### Vocabulary

1. c                      2. a                      3. e                      4. b                      5. f                      6. d

*Free response*

### Listening

Listening text:

**Moderator:** Hello. Welcome to this group discussion on 'How to Make a Great First Impression'. We know that making a good first impression is very important, because you

only get one chance at it. Most people will make decisions about you within the first few seconds of meeting you and their opinion will most likely not change. Let's listen to our participants now, talking about how to make a great first impression.

**Speaker 1:** Don't wear a mask! I mean this not in the literal way, of course. Most people can immediately tell if you are putting on airs, or speaking in an affected manner. That's why it's very important to be yourself. If you pretend to be someone you are not, they will decide that they can never know who the 'real' you is, and dismiss you.

**Speaker 2:** The most important thing is to prepare yourself. Think about what kind of people you are going to meet, and what kind of interactions you want to have. This may change, depending on the tone of the event you are going to. If you're in a bad mood, don't carry it with you. Listen to some music or talk to a friend to distract yourself. If that doesn't work, don't go!

**Speaker 3:** Think about your appearance. You don't have to wear expensive items, but you must make sure that you are well-dressed—your clothes need to be ironed, your shoes shined and your hair neatly combed. It is important that people know that you care about everything you do, even your appearance.

**Speaker 4:** Body language is an important part of first impressions. Everything about your posture can tell people something—relaxing in a chair during an interview can give the impression that you are not interested. Some people have the habit of shaking their legs—that is not acceptable at all. Be aware of how you carry yourself all the time.

**Speaker 5:** Don't ever give people the idea that you have been forced into a meeting or event, even if you have! Be interested in learning about people. Listen carefully—they will appreciate it and remember it. You will have better conversations and make lasting friendships when you are interested because then they will become interested.

Answer (notes): *Free response*

### Writing

*Free response*

### Spelling

(Spelling listening text and answers):

- |              |             |               |               |                |
|--------------|-------------|---------------|---------------|----------------|
| 1. inertia   | 2. mansion  | 3. species    | 4. vacation   | 5. admission   |
| 6. physician | 7. official | 8. discussion | 9. pretension | 10. sufficient |

### ANSWER KEY TO WORKSHEET 3

- A.** 1. with the tall pillars; ADJ                      2. in this box; ADV  
3. behind the fence; ADV                      4. under the sun; ADJ  
5. across the field; ADJ                      6. on the writing table; ADV
- B.** 1. that Nana used to tell us in our childhood: AC  
2. with the little wheels: AP  
3. that you need to prepare for the quiz: AC  
4. whose names were called out: AC  
5. beautifully embroidered by hand: AP

6. angry with the high levels of pollution: AP
7. with blue eyes and brown hair: AP
8. which had no inhabitants: AC

- C.**
- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| 1. kangaroo word; jockey word: used | 2. X                                 |
| 3. kangaroo word; jockey word: male | 4. kangaroo word; jockey word: cocoa |
| 5. X                                | 6. X                                 |
| 7. kangaroo word; jockey word: cut  | 8. kangaroo word; jockey word: dab   |

**D.** Free response

## QUESTION BANK

### The Vet Makes an Impression

**A. Answer in brief.**

How does the narrator of *The Vet Makes an Impression*, describe his car?

**Ans:** All the tyres of the car were almost worn out. It had a rusty 'sunshine-roof' that grated when the author slid it back. Rain dripped through its joints and formed pools on the author's lap and the passenger seat. There were gaps in the floorboard, through which muddy water fountained into the car.

**B. Answer in detail.**

Why did the author find Siegfried Farnon intriguing?

**Ans:** The narrator thought Siegfried Farnon, was a man with abundant energy. He never seemed to be tired of work and relentlessly worked from dawn to dusk. The narrator gathered that his relentless working was not for the sake of money, as he treated money with little respect. The narrator saw him carrying loose cash and silver coins in his pockets which flew around whenever he took out something from his pocket. Sometimes he would disappear after a week or two of mad rush at work. The narrator often went to the wrong farm and did something wrong because of Siegfried's confusing instructions. At such moments his boss, Seigfried would only laugh heartily if the narrator informed him of his embarrassment. The narrator found him intriguing and an eccentric man to work with.

**C. Choose the correct answer.**

*"Started what?" the mother whispered, holding her family close to her. Why was the mother petrified?* (The Vet Makes an Impression)

- a. She thought the surgery on her husband may not be successful.
- b. She was certain that Siegfried was quite out of his mind.
- c. She feared that Siegfried had come to attack her husband with the knife.

**Ans:** c

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

1. *"Where are you going?" I said. "Heaton's is at the other end of the village."*
  - a. Who is the author speaking to?
  - b. Why does he make this remark? Why did they have to go to Heaton's?
  - c. Did the person change his course? Why?

- Ans:** a. The author is speaking to his boss Siegfried Farnon.
- b. Siegfried was a confused person and as usual he was going in the opposite direction towards Seaton's place. They were actually to go to Heaton's place for a post mortem procedure. The narrator tries to inform Siegfried about this.
- c. No, Siegfried did not change his course because he insisted that the author had spoken to Seaton and not Heaton despite the author's persistent denial.

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

Why was the family horrified looking at Siegfried wielding a sharpened knife?

**Ans:** Totally confused about the purpose of his visit, the family was shaken to the roots when he got ready with the sharpened knife. Siegfried had gone to the Seaton's instead of the Heaton's to perform a post-mortem on a dead sheep. The family was unaware of this and was horrified and mistook him for a murderer.

**F. Answer in detail. (Think and Answer)**

Discuss the comedy created because of Siegfried's behaviour in the extract.

**Ans:** Siegfried Farnon comes across as a comical character in the text. The narrator's interaction with him was both comical and confusing. Siegfried had his own unique way of working. He was highly energetic and would work untiringly from dawn to dusk. After that he would suddenly disappear without anyone's knowledge. He was muddle-headed, and often forgot where he was supposed to go and would go to the wrong house. The author had to face embarrassment many times because of Siegfried's misguidance. Another example is when the bewildered Seaton family almost died of fear because of his impulsive behaviour. Siegfried's encounter with the family and their reaction is the most humorous part of the extract.