

VALJEAN TAKES A RISK

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

Learning Outcomes

- To develop sensitivity to a fellow human
- To delineate contrasting characters
- To note the behaviour of the adults
- To note the man's courage despite the risk he takes
- To understand the implications in the title

Pre-reading



This section focuses on *assessment for learning* as it tells the reader that the text that follows is about the risk that the protagonist takes.

A. Ask students:

- How does the title provide a clue to the theme of the story?
- Discuss what the risk could be.

B. Tell students to do the Pre-reading section given in the Reader.

READING

Read the text. / Play the audio from the Smart Book.

- *In 1815, Jean Valjean... anyone who breaks the law.*

Who are the characters introduced? Why? (To show that the episode revolves around them) What additional information does the introduction give about Jean Valjean? (He wanted to begin a new life.) Does Valjean manage to change his life? What spoils his new attempts? (Javert's suspicion)

- *One morning, Monsieur Madeleine... five louis to be earned!"*

Who is the new character introduced? What happens to him? Why is Father Fauchelevent described in such detail? (To show the kind of man who was at the risk of dying and whether it was worth risking one's life for him?) Why was the accident described in such detail? (To show the risk involved) Who tried to help? How? (Javert, by sending for a jackscrew) Was it a good idea? (Yes it was a good idea, but under the present circumstances, given

the length of time it would take to arrive, it was not a feasible idea.) Why were there so many conversational exchanges about the jackscrew? (To show the immediacy of the help required to save the man) 'People stood aside respectfully'. What does this tell the reader about Monsieur Madeleine? (He was a good man.) How did the wet soil add to the disaster? What was of utmost importance in saving the man? (Time) What did Monsieur Madeleine suggest and what was his offer?

Why is a strong heart necessary to do this job?

(Ans: Because a person also needs to be brave (and kind) to try and lift up the cart)

- *Not a man in the group... and silence followed.*

Why did nobody stir? (It was almost an impossible task and a man was at great risk of dying if they helped.) Why did the speaker gaze steadily at Monsieur Madeleine? (He suspected that Monsieur Madeline was actually Valjean.)

Why do you think Madeleine 'shuddered'?

(Ans: Suggested answer: because Javert's words reminded him of his time at prison.)

"He was a convict." When Javert said this, what do you think would have been the feelings experienced by the people, Javert and Monsieur Madeline? (The people did not understand the full impact of what he said and might have wondered what relevance this had in a life-and-death situation. For Javert and Monsieur, the air must have been tense – Javert filled with expectancy at knowing the true identity of Monsieur Madeline, hoping to strictly abide by duty and arrest him, and Monsieur filled with fear that he would be recognised and would be lead into those dreadful prison walls again.) What pulled them out of this highly tense moment? (The old man Fauchelevent's groaning) Why did Madeline once again call out his offer? Why did Javert repeat that he knew no one but a convict who could do this job? (The writer increases the tension, and heightens the harm that would come to Madeline if he helped. It also brings out the strength of character of Madeline.)

Why did Madeleine smile 'sadly'?

(Ans: Suggested answer: because he realised that he had no other choice but to try and lift the cart himself.)

'A terrible moment of expectation and silence followed.' What was the moment of expectancy and why was it followed by silence? (The crowd respected Monsieur Madeline and feared that he was at risk of losing his life by doing this almost impossible task. Javert must have been eagerly waiting to see whether his

suspicion was right.) What do you think will happen?

- *They beheld Madeleine... was still staring at him.*

The writer says that even Fauchelevent asked Madeline to leave. Why does he do this? (He knew that one person would not be able to lift the cart off his chest.)

Why were the people 'panting' when they were mere spectators?

(Ans: Because they were feeling very anxious about Madeleine)

Quote a line from the text to show how, after the first attempt being made, the others quickly followed with help. ('The devotion of a single man had given force and courage to all.') Why did the people cry when the old man was saved?

Madeleine's expression is said to be indescribable, but the text mentions three feelings. What are they? Is it unusual to feel and express these emotions at once?

(Ans: happiness, suffering and tranquillity (peace). Yes, it is unusual to feel and express these three emotions at once.)

Explain why he felt three emotions at one moment. ('Happiness' because he succeeded in his efforts; 'suffering' because he had just completed an arduous task, and also because he knew that he would be arrested again by Javert and would go back to suffering in the prison; 'tranquility' because of a peace he experienced after performing a good deed of saving a fellow-human being)

What thoughts and emotions run through you, as a reader? (Free response)

GRAMMAR

Analysis—identifying main and subordinate clauses

Activity

Material needed: Strips of paper with independent clauses written on one colour (e.g. on yellow paper) and subordinate clauses written on another colour (on blue paper), one for each student.

Instructions:

- Give each student a strip of prepared paper.
- Play some music and ask them to walk around the room. Tell them to stop when the music stops, find the person closest to them with a different colour paper and stand together.
- Have a few students read their independent and subordinate clauses and join them to form a sentence. Start the music and repeat the activity a few more times.
- Now tell students to discuss with a partner what the difference between the strips is.
- Discuss as a class that one set is a complete sentence and one is not.
- Explain: A **complex sentence** contains two clauses: a **main clause** and a **subordinate clause**. It is easy to spot the subordinate clause because it begins with a **subordinating conjunction**.

Provide students with this list of subordinating conjunctions:

*after since so that as though as if/if where although unless whenever
once while till when until because before wherever provided*

Explain: A **subordinate clause** begins with a **subordinating conjunction**. (One of the most common mistakes is putting a comma in front of the subordinator. A complex sentence only requires a comma when the first clause is subordinate.)

VOCABULARY

-ly Collocations

Collocation refers to how words go together or form fixed relationships.

Example: scenic view; winding road

Write this table on the board and ask students to match the words to get the correct collocation.

1. absolutely	injured
2. actively	serious
3. badly	aware
4. bitterly	located
5. completely	delighted
6. conveniently	different
7. deadly	cold
8. fully aware	involved

Answers:

- | | | | |
|-------------------------|-------------------------|-------------------|------------------|
| 1. absolutely delighted | 2. actively involved | 3. badly injured | 4. bitterly cold |
| 5. completely different | 6. conveniently located | 7. deadly serious | 8. fully aware |

LISTENING

Post listening—story

Tell students that they will now listen to another story from Valjean's life, after he was released from prison. Allow them time to read the questions before listening to the audio. Play the recording.

Give them time to tick the correct answer. Play the recording a second time and ask them to note down any details they had missed out the first time. Check their answers.



SPEAKING

Accepting and refusing help

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 accept or decline offers politely. While expressing their strong viewpoints they communicate using the right words and expressions. They take learning into their hand and understand that they can effectively communicate politely.

Ask students:

What are some polite ways of accepting advice? Is it ok to refuse advice? What are polite ways of refusing advice?

Elicit answers from the students (Prompting them during the discussion) and write them on the board.

Ask students to list out some situations where we might receive or give advice. (Write the situations on the board, and add the given situations). Now ask for 2 volunteers to role play these situations and demonstrate how to refuse advice politely.

- Friend advises on gift ideas for my mother / father / another friend's birthday.
- Someone advises on remedies for my cough.
- Someone offers to help you carry your bag.
- A friend offers to help you with your homework.
- An elder offers to make you a sandwich.

WRITING

Diary entry

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

- *For whom do I write my diary entries?* (For myself)
 - *Why do I write them?* (to know myself better, to help myself become a better person, to keep a record of things that happen in my life)
 - *What are diary entries?* (Diary Entries have features of a personal form of writing)
1. Day, Date, Time and Year of Entry to be able to recall the mood of the moment: *Sunday Morning, 5th July, 1942*. Only significant dates are entered, to keep away unnecessary daily routine: *5th July, 8th July, 9th July, 1983*.

2. First person narrative to document feelings: *I couldn't have hoped for better... I'm well and happy...*
3. Informal, conversational style to maintain a sense of closeness: *don't care a bit... Into hiding*
4. Addressing the Diary as a person as if confiding in a confidante: *Dear Mala... So there you are, I've introduced you to my new favourite hangout spot in the house.*
5. Free expression of feelings to be honest to oneself: *Alas, I was sad that I couldn't do anything to help the little girl.*
6. Detailed comprehensive entries to recreate the situation in the future: *At six o'clock, the doorbell rang, and there stood Dad, tired after a hard day at work; yet smiling from ear to ear, as he held the birthday gift he brought me.*

How do I write a set of entries?

Entry 1

Monday, May 5th 2017, 6 pm (Write the day, date and time)

It is raining and I'm in my room at my study-table. (And other details you may like to remember later.)

I'm feeling cold, lonely and depressed. (Describe your feelings.) *Why do I always pick up a fight? Why am I like this? I'm sure the rest of the gang hates me.* (Describe your thoughts without stopping to think about them. Remember, this is your personal diary.)

This morning I was rude to them during play-practice. (Mention the incident that is bothering you.) *They had not learnt their parts. They were not serious about the practice. They were giggling all the time.* (Write the cause.) *I lost my cool. I shouted at them. I was particularly mean to Sitara and Santosh. I called them dumbos.* (Write the effect.) *I shouldn't have done that. How bad they would've felt! Can I win the trophy without them? Is the trophy for me alone? I shouldn't...* (Write what you should not do and why.) *I should...* (Use should. Write what you should do.)

Entry 2

Sunday, May 10, 2015, 10 a.m.

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! (Describe your feelings and your surroundings, as you would like to remember them. Exaggerate. Use similes.) *I'm happy that I have changed. I was not high and mighty throughout this week. And I feel more confident that we can work together.* (Describe your thoughts.) *We understand one another better. Sitara and Roshan are good at...* (Describe the cause.) *I should learn from Kirin to be more understanding. I...* (Describe the effect.) *I should give some responsibility to Sitara and... I think I've learnt to become a better leader.* (Write what you have learnt from this experience.)



Pronunciation

This task can be used for *assessment as learning*. Students practice the rising and falling intonations with their partners communicating using the right words and expressions. They correct each other when required.

Tell students:

A falling tone indicates that the speaker is not really asking, more telling the listener that their statement is correct. Falling tones can be used to gently persuade the listener:

A rising tone is really a question; the listener is being urged to respond with their input.

Play the audio and allow them to repeat. Then let them practice with their partner.

STUDENTS' BOOK ANSWER KEY

Valjean Takes a Risk

Pre-Reading

Free response

Comprehension

- A.**
1. Before he became Monsieur Madeleine, Valjean had led a difficult life. He had been arrested and imprisoned in 1796 for breaking a pane of glass and taking a loaf of bread. In 1815, he was released from prison. A kind bishop helped him and advised him to be honest. But before Valjean could begin a new, better life, he took a coin from a boy. He quickly regretted it and searched for the boy, but he had made himself guilty in the eyes of the law again. Some years later, he became a wealthy factory owner and a much respected man—Monsieur Madeleine.
 2. Fauchelevent was an old man who used to be a notary. When Madeleine arrived in the neighbourhood, Fauchelevent had a business which was beginning to suffer. Fauchelevent had been jealous of Madeleine. Then he lost everything, and had nothing left but a cart and a horse—no family or children. So Fauchelevent had begun driving the cart.
 3. Fauchelevent had been driving the cart through an unpaved alley when his horse had tumbled down. Its legs were broken and it could not rise. Fauchelevent had fallen beneath his cart and was caught in the wheels. The fall had been so unlucky that the whole weight of the vehicle rested on his chest.
 4. At first, Madeleine tried to help Fauchelevent by offering to pay money to whoever agreed to crawl beneath the cart and try to raise it with his back. Yes, Javert also tried to help the old man in a way—he had sent someone to bring a jack-screw which could be used to lift the cart.
 5. It was essential to help Fauchelevent as soon as possible because it had rained the previous night and the soil was soaked. The cart was sinking deeper into the earth every minute, and crushing Fauchelevent's chest more and more. In another few minutes, his ribs might be broken.
 6. Finally, when Madeleine saw that no one else dared to try and lift the cart, and yet it was beginning to kill Fauchelevent, he fell on his knees, and slipped underneath

the vehicle. He then tried to lift the cart on his back. Thanks to his extraordinary strength and efforts, the wheels came out partly from the ground. Then Madeleine called out for help, and the people watching rushed forward, encouraged by his devotion. The cart was raised and Fauchelevent was saved.

B. Sample answers:

1. The accident had been such that even if people tried to help Fauchelevent, they might have actually hurt him further unless they were very careful. A single movement, even if it was meant to lift the cart, could kill Fauchelevent by actually pushing the cart down deeper.
2. Javert meant that it was not because people did not want to help Fauchelevent that they were not trying to help him; it was because they probably did not have the physical strength to lift the cart and knew how dangerous it would be to attempt the task.
3. Javert kept his eyes on Madeleine, and to see how Madeleine reacted, he deliberately added that the only man he knew who had so much strength was a convict. He pretended to say this very casually, but actually he was observing Madeleine to see if he was scared or startled to hear his words.
4. After Madeleine slipped under the cart, no one knew what to say or even think. They simply stared at the cart and Madeleine, without daring to utter a word, but feeling extremely anxious—now not only for Fauchelevent, but also for Madeleine—to see what would happen.
5. Madeleine's extraordinary gesture—of slipping under the cart to try and lift it up all by himself—had been an example of great selflessness and courage. When people saw him, those who had so far been too scared to try and help Fauchelevent now felt ready to help Madeleine. They joined him and helped to save the old man's life.

C. Suggested answers (accept any logical answer):

1. a. Yes, Valjean took the double risk of being recognised by Javert (when he showed his strength) and of seriously hurting himself.
b. The risks Valjean took suggest that he had an extraordinary level of courage and kindness. When he realised that Fauchelevent would probably die if he was not helped quickly and yet there was no other way to help him, he decided to try to do the unthinkable himself—lift the cart up all by himself. He knew that if Javert recognised him because of his strength, he could be in trouble with the law. He knew that in spite of being strong, he could actually be injured himself, trying to lift such a heavy cart from such an awkward position. But he decided that it was more important to try and save the old man's life.
2. a. Valjean's face showed happiness because the risk he had taken had paid off—he had been able to save Fauchelevent's life. His face showed suffering because he knew that his act would increase Javert's suspicion that Madeleine was in fact Valjean—it could send him back to jail perhaps. The suffering was because of the physical effort as well as the reminder of his long and difficult life in prison.
b. Javert was still staring at Madeleine because he had seen Madeleine do something which he thought only the old convict Valjean could do. This made Javert suspicious—he was wondering if the old convict and this wealthy,

respected man could be the same person. Madeleine looked tranquil in spite of that because the act had been done. He could no longer hide from Javert that he was indeed very strong. Even if Javert suspected him because of that, Madeleine was ready to face whatever happened next. He felt peaceful because even by putting himself at risk, he had been able to save Fauchelevent.

Grammar

- A.**
1. main clause: I heard the telephone ring; subordinate clause: as I was sitting down to dinner
 2. main clause: Mehek has not called me; subordinate clause: since she left the country
 3. main clause: he rarely uses it; subordinate clause: Although Arun has a car
 4. main clause: Could I ask you a question; subordinate clause: before you leave
 5. main clause: I met a person; subordinate clause: who knew my great-grandfather
 6. main clause: you will find some change in my wallet; subordinate clause: If you look carefully
- B.**
1. *Sample answer:* I could not take any photo of the landscape; main
 2. *Free response;* subordinate
 3. *Free response;* subordinate
 4. *Free response;* main
 5. *Free response;* subordinate
 6. *Free response;* main
 7. *Free response;* main

Vocabulary

1. quickly
2. heavily
3. respectfully
4. terribly
5. steadily
6. partly

Listening

Listening text:

At around two o'clock at night, Jean Valjean awoke. He had slept for four hours and now he was no longer tired. He tried his best to go back to sleep, but he couldn't. He thought of the six silver plates on the dinner table. "They are made of solid silver," he told himself. "If I steal them, I can sell them in Paris. I'll get a lot of money and I can set up a business. I won't have to wander around the country."

Quietly, he slipped out of his room and went to the dining room. He took the six silver plates, slipped them into his bag and left the house quickly.

Soon, it was morning. The Bishop was walking in his garden. His sister came running to him.

"Brother," she cried, "the convict is not in his room and the silver plates are not in the dining room. He must have stolen them!"

The Bishop smiled. "Sister, we are here to help the poor. Do not worry about the plates."

As they were eating breakfast, there was a knock at the door. "Come in," said the Bishop. The door opened. A policeman and two soldiers were standing outside with Jean Valjean in the middle.

"Sir," said the policeman, "we found this man hiding in the woods. We caught him, and while searching his bag, we found these six silver plates. I recognised them at once. They are yours, Sir, aren't they? This man is a thief."

The Bishop shook his head. "You are mistaken," he said. "This man is my friend. And I gave him the silver plates."

Turning to Valjean, the Bishop said, "My friend, I also gave you the silver candlesticks. Why did you not take them?"

The Bishop asked Jean Valjean to stay with him, but Jean wanted to go to Paris and open a shop there. The Bishop nodded. "You must do as you please. But don't forget the candlesticks. Here they are." The Bishop held out the silver candlesticks to Valjean.

Tears started rolling down Jean Valjean's eyes. "I feel I am a man again," he sobbed. He fell at the Bishop's feet and asked him to bless him.

"Jean Valjean, my son," said the Bishop, "you no longer belong to evil, but to good. You must use the silver to become an honest man."

Answers:

1. ✓ 2. × 3. ✓ 4. ✓ 5. × 6. ×

Writing

Free response

Dictionary Work

- | | |
|--------------------|--------------------------|
| 1. a. pale | b. wan/colourless |
| 2. a. wealthy | b. rich |
| 3. a. unlucky | b. unfortunate |
| 4. a. unmethodical | b. careless/disorganised |
| 5. a. motionless | b. still/unmoving |
| 6. a. tranquil | b. peaceful |

Life Skills

Free response

ANSWER KEY TO WORKSHEET 7

- A.**
1. main clause: The cool breeze brought back memories; subordinate clause: which blew from the riverside
 2. main clause: The bakery remains closed on Sundays; subordinate clause: when the baker goes home
 3. main clause: Arnab ate boiled vegetables; subordinate clause: although he did not like them
 4. main clause: Pedro scored two goals in this match; subordinate clause: who is our football captain
 5. main clause: Switch off the lights; subordinate clause: whenever you leave the room
 6. main clause: The cat curled up on the sofa; subordinate clause: while I sat on the floor

B. *Free response*

- | | |
|------------------------------|-----------------------------|
| C. 1. perfectly timed | 2. breathtakingly beautiful |
| 3. vaguely familiar | 4. dangerously ill |
| 5. completely different | 6. totally confused |

D. *Free response*

QUESTION BANK

Valjean Takes a Risk

A. Answer in brief.

What was the only way to save Fauchelevent's life?

Ans: The only way to save Fauchelevent from under the heavy laden cart was by lifting the cart off his chest.

B. Answer in detail.

Who was Fauchelevent? What happened to him?

Ans: He was one of the few enemies whom Monsieur Madeleine (Jean Valjean in disguise) had at that time. Fauchelevent, an ex-notary, who was not doing well in life, felt jealous of this workman, Valjean who had become rich. He lost everything, except his cart and horse. With neither family nor children, he began to drive his cart. Two of his horse's legs broke and it could not go any further. The cart vehicle fell on Fauchelevent's chest, and as it was heavily laden, it was a fatal accident.

C. Choose the correct answer.

Why did Madeline smile sadly before he helped the old man get the cart off his chest?

- He knew that he would be crushed under the weight of the cart when he saved the old man.
- He knew that this act would reveal his true identity to Javert and he would be caught again.
- He realised the irony of the situation of saving the single man who was his enemy.

Ans: b

D. Read the lines and answer the questions.

"It is not the will which is lacking," said a voice.

- Whose voice was this? Who was he addressing?
- What did he mean by stating this line?
- Who did the speaker suggest could possibly be capable to doing such a humongous task?

- Ans:**
- This was the voice of Javert, the Inspector who had once been a guard at the prison. He was speaking to Monsieur Madeleine who was offering a reward for the one who could save Fauchelevent
 - He stated that though one was willing to help, they feared their own life as this seemed to be an almost impossible task and a person can lose his life in the process of helping to save another.
 - The speaker suggested that he knew only one person who was capable of lifting such a heavy load and that was a convict. He actually meant Valjean, who was now under the name of Monsieur Madeleine.

E. Answer in brief. (Think and answer)

How does Javert recognise Jean Valjean's true identity?

Ans: When Fauchelevent's cart broke and fell on his chest, he was trapped underneath. He was sure to be killed unless someone immediately lifted the cart off his chest. It is at this point that Javert says that only one human being could possibly do it. This was a convict he knew when he was a guard at the prison. Despite the fact that his true

identity would be revealed, Valjean, disguised as Monsieur Madeleine, stepped forward to do this herculean task and save Fauchelevent,

F. Answer in detail. (Think and answer)

As for Madeleine, he bore upon his face an indescribable expression of happiness and suffering. He fixed his tranquil eye on Javert, who was still staring at him. Describe the reasons for these emotions.

Free response *Suggested Ans:*

Valjean experienced mixed emotions of both, happiness and suffering, after this major incident. He was happy because he had managed to save the life of another fellow-human, despite the fact that the old man had not treated him well. His face revealed suffering as he was physically in pain after this herculean task of lifting the heavily laden cart off the chest of Fauchelevent. However, the suffering which he experienced more severely must have been the thought that Javert knew who he was, that he would be arrested as a criminal again, and would once again experience the drudgery in prison. Despite the fact that Javert was staring at him, he was unnerved and Madeleine looked tranquilly at him. This tranquillity was probably due to the fact that he had saved another human being. It was the warmth one experiences after a compassionate deed.