



CLASS VII- ENGLISH
ADRIFT AT SEA
-Yann Martel



Week: 11th – 15th January 2021

Blocks – 3

Dear Student

- This lesson is based on the topic 'ADRIFT AT SEA' from New Images.
- Read the PDF of the lesson attached.
- Mark the vocabulary words in the lesson and find out their meanings using a dictionary.
- Mark the answers of the back exercise questions in the book itself. (Pg no.99)
- The Assignment exercise and the Vocabulary Enhancement Exercise must be attempted in the English fair notebook.
- Exercise based on conditionals to be done.
- Do not forget to write the questions as well.

Subtopics

- Theme and Title.
- First person narration.
- Reflect upon the title, 'Adrift at Sea'
- Assignment questions.
- Conditionals (All three types)
- Vocabulary exercise

Instructional Aids

- Microsoft Word to be used as a white board (screen sharing).
- Summary of the lesson.

Learning Outcomes

Each learner will be able to:

- Summarize the chapter briefly.
- Do a literary appreciation.

Activity

1. **Brainstorming:** To ask the students if they have helped a person or an animal in need.

- Share their experience /feeling that they had on helping someone in need.

2. **Brief Discussion** – A discussion to be held on the importance to help animals.

- Discussion about why it is good to help someone in need.

Lesson Development

BLOCK – I



YANN MARTEL

I. ABOUT THE AUTHOR

Yann Martel, a Canadian author was born on June 25, 1963, in Salamanca, Spain, to Emile and Nicole Martel. He spent his childhood living in a variety of different countries, including Costa Rica, France, India, Iran, Mexico, Turkey, Canada, and the United States.

Martel established himself as a writer with the publication of *The Facts Behind the Helsinki Roccamatios, and Other Stories* (1993), followed by his first [novel](#), *Self* (1996). He is best known for his bestseller novel *Life of Pi* (2001).

In 2001 Martel received international acclaim for his novel *Life of Pi*, which features elements of fable, fantasy, and magic realism. The book was awarded the prestigious [Booker Prize](#) and was published in more than 30 languages. The book has sold more than 12 million copies worldwide.

II. INTRODUCTION

Yann Martel's *Adrift At Sea* is an extract from the Novel *Life of Pi*. It is a story of loss and survival. It is the story of a young man who survives a harrowing shipwreck and has to spend months in a lifeboat with a large Bengal tiger named Richard Parker. The protagonist, Piscine Patel (known as Pi) emigrates from India to Canada with his family. They leave India by sea, but the ship sinks on the way. Pi (the narrator) and a Bengal tiger (Richard Parker) are the only survivors.

The story *Adrift at Sea* opens with the sinking of the ship, which leaves the narrator suddenly separated from his family, floating in a lifeboat. He sees Richard Parker, a 450-pound Bengal tiger, swimming towards the lifeboat. Rather than sharing the boat with a huge Bengal tiger, the narrator leaps overboard.

III. SUMMARY

- The story *Adrift at Sea* is an extract from the novel *Life of Pie*.
- The Protagonist of the story is a young man who survives a tormenting shipwreck.
- It is a tale that is set at the Sea.
- The narrator was all alone on the lifeboat.
- He called out for Richard Parker when he saw something moving in the water.
- He (the narrator) could see Richard Parker (the tiger) struggling to keep itself on the surface of the water.
- Richard Parker looked small and helpless
- The narrator thanked God for keeping the tiger alive.
- His belief in three distinct religions is seen as he prays for Parker's safety.



- The narrator encouraged the tiger to swim towards him.
- He could see that the animal was panic-stricken.
- The narrator felt like the whole thing was a nightmare.
- He was grief-stricken when he thought about his parents and his dear friend, Ravi.
- The narrator was not physically wounded in anyway; but he did suffer emotional pain.
- He suffered a great deal from the pain of having lost his family members.



- The narrator encouraged Parker to keep swimming and not give up.
- The narrator was too saddened by the tragedy to be able to think clearly and thus tried to help the tiger reach the boat.
- Richard Parker, the tiger had given up hope of surviving the sea when he realized that he couldn't swim anymore.
- The narrator threw the lifebuoy into the sea in order to help the tiger.
- The sight of the lifebuoy in the water instilled new found hope in Parker.
- He (Parker) resumed the attempts to reach the boat with more energy.



- As the Tiger got close to the boat, the narrator realised the foolishness in the plan of saving the tiger by trying to pull him on the boat.
- He, all of a sudden realised that it was unsafe for him to have the animal on the boat.
- He immediately picked up the oar and thrust it at him (Parker)
- He tried to move the lifeboat away from the animal and also tried to hit him on the head.
- The animal was too fast for the narrator and before the narrator could strike him on his head, he was on the boat.
- The narrator was filled with fear when Parker's blazing eyes met his eyes.
- The narrator was so scared of the animal that he threw himself overboard.

BLOCK – 2

Learning Outcomes

Each learner will be able to:

- **Comment on the ending of the story.**
- **Pick out the correct answer from the given options.**
- **Attempt the following questions.**

I. Answer with reference to the context:

'He was kicking vigorously with his legs. I grabbed an oar. I thrust it at him meaning to push him away.'

- a) Identify the speaker of the above lines.
- b) Who is 'he' in the above lines?
- c) Why did the speaker push him away?

II. Choose the correct answer from the given options:

1. Where was the narrator when he saw Richard Parker?

- (a) on a steamer
- (b) on a boat
- (c) on a floating plank
- (d) on an island

2. Who was trying to help Parker get onto the boat?

- (a) Richard.
- (b) A Zebra
- (c) The narrator
- (d) The narrator's father.

3. What did the narrator throw in the sea to help Parker?

- (a) Fishing net.
- (b) Tarpaulin.
- (c) Lifebuoy.
- (d) An oar

4. Who was Richard Parker? Why do you think the narrator was calling out loudly to Richard Parker?
5. Describe Richard Parker's reaction on seeing the lifebuoy.
6. Analyze the reason behind the narrator throwing himself overboard.
7. If you were lost at sea with a tiger like the narrator was, what would you do? In a short paragraph share your thoughts.

BLOCK – 3

CONDITIONALS

Learning Outcome

Each learner will be able to:

- Identify the conditionals
- Complete the exercise based on all three types of conditionals.

RECAPITULATION: Conditional Type1 and Type2

Conditional Type 1

Form:

If clause: if + subject + first form of the verb

Main clause: subject + will + first form of the verb

Complete the sentences with the correct form of the verb given.

1. If he _____ to Dan's birthday party, he _____ a present (go, buy).
2. If I _____ the bus, I _____ late to the office. (miss, get)
3. I _____ to the doctor if you promise to come along. (go)
4. If the boys _____ properly, they _____ the game. (practice, win)
5. Mom _____ us a sandwich if we are hungry. (make)
6. If I _____ you some money will you give it back to me? (lend)
7. If you don't stop smoking, you _____ ill. (fall)
8. We _____ very surprised if he shows up on Tuesday. (be)

Conditional Type 2

Form:

If clause: if + subject + Simple Past verb

Main clause: subject + would + first form of the verb

Complete the sentences with the correct form of the verb given in bracket.

1. If I _____ a car, I _____ to school. (HAVE, DRIVE)
2. If she _____ foreign languages, she _____ a job easily. (SPEAK, GET)
3. I _____ to a lawyer if I _____ you. (GO, BE)
4. If I _____ the lottery, I _____ myself for a new life. (WIN, PREPARE)
5. If I _____ a purse on the sidewalk, I _____ it to the lost and found office. (FIND, TAKE)
6. If I _____ my own car, I _____ to take the bus to work every day. (HAVE, NOT HAVE)
7. Jane _____ very happy if someone _____ her a job. (BE, OFFER)
8. If she _____ a mouse, she _____. (SEE, PANIC)

Conditional Type 3

Video Link: https://youtu.be/HbvoZw2y_EA

Explanation:

The type 3 conditional refers to an impossible condition in the past and its probable result in the past. These sentences are truly hypothetical and unreal, because it is now too late for the condition or its result to exist. There is always some implication of regret with type 3 conditional sentences. The reality is the opposite of, or contrary to, what the sentence expresses.

Form:

If clause: if + subject + Past Perfect form

Main clause: subject + would have + third form of the verb

Examples

- If I had worked harder I would have passed the exam.
- If I had known you were coming I would have baked a cake.
- I would have been happy if you had called me on my birthday.

Complete the sentences with the correct form of the verb given in bracket:

1. If I _____ hard, I _____ the exam. (STUDY, PASS)
2. Mark _____ me if he _____ my cell number. (PHONE, NOT LOSE)
3. We _____ a taxi if the public transport workers _____ on strike. (NOT TAKE, NOT BE)
4. Mom _____ us to the beach if it _____. (TAKE, NOT RAIN)
5. If I _____ you were coming, I _____ you at the airport. (KNOW, MEET)
6. I _____ them a present if they _____ me to their wedding. (BUY, INVITE)

7. If we _____ a map with us, we _____ the village in time. (TAKE, REACH)
8. If Emma _____ up earlier, she _____ the train. (GET, REACH)
9. If I _____ shopping, what _____? (NOT GO, YOU EAT)
10. We _____ to Spain if she _____. (fly, come)

II. Identify the Conditional type for the given sentences:

1. If your message had not come, I would have left for Mumbai.
2. You will be ill if you eat so much.
3. Maisie would do if she wanted to.
4. If you hit the dog, it will bite you.
5. It would have been better if they hadn't come.
6. He would come if you waited.
7. If Cyril didn't object, Raman would join you.
8. You will spoil it if you aren't careful.

VOCABULARY ENHANCEMENT ACTIVITY.

The horrors of 2020 have not only left an indelible mark on our psyche, but have also impacted our language and conversation. We have already shared a large number of words related to Covid, many of them starting with 'C'.

Oxford dictionary has put out that the way English language has amassed a new vocabulary on corona virus is unprecedented in more ways than one. The new coinages made a deep impact in all spheres, be it technology, environment, social media etc.

Here are some more words introduced by Oxford dictionary:

Match the words in column A with their correct definitions in column B.

COLUMN A	COLUMN B
a. Covidiots	The unwanted intrusion into your video conference by internet group of unwanted/uninvited users.
b. WFH	A frightening pastime when all of us think /talk of doomsday and the terrible consequences that await us.
c. Zoombombing	A support network which links two households in these times of restrictions.
d. Keyworker	Those who do not abide by the rules/precautions of the pandemic.
e. maskshaming	A temporary layoff and employees come back once situation normalizes.
f. furlough	Those workers who need to continue to work despite the pandemic and the restrictions placed by government.

g. support bubble	Someone wearing a mask, shaming/reprimanding the one not wearing a mask.
h. Doomscrolling	To work from home.
i. Superspreader	A set of instructions to reverse the tide of the epidemic.
j. Circuit-breaker	One who is most likely to spread infection among a large number of people as the virus they have is more severe.

BBPS PITAMPURA