

Solutions - English Practical Exercise (2017)

1) Listening comprehension (10 points)

a) A businessman is mentioned as a comparison: Mowgli learns to read the jungle's sounds and signals as naturally as an office worker understands the routines and "noise" of an office.

b) Baloo advised Mowgli that honey and nuts are as enjoyable to eat as raw meat (so he could vary his diet).

c) He distrusted men because Bagheera showed him a hidden trap (a box with a drop gate) and explained that humans set traps to catch animals.

d) Because Mowgli was accepted into the Pack at the price of a bull's life. Out of respect for that "payment", the Law of the Jungle forbids him to kill or eat cattle.

e) Mother Wolf speaks about Shere Khan. She warns that he cannot be trusted and says that one day Mowgli must kill him.

f) He left the wolves' cave after the conflict with the Pack at the Council Rock; he could no longer remain with them, so he went down towards the cultivated lands.

g) India. British colonialism there involved political and economic control (first through the East India Company and later direct Crown rule). After the 1857 uprising, British control became formalized, and India eventually gained independence in 1947, after a long independence movement associated with non-violent resistance (e.g., Gandhi).

h) They reacted with fear and curiosity: the boys ran away, dogs barked, and a crowd gathered to stare, shout, and point. Mowgli concluded that men fear the jungle people too and that, unlike the wolves, they have poor manners (he compares them to gray apes).

i) Because villagers misread the scars on his limbs as serious wolf bites. The narrator clarifies that those marks came from playful nips while playing with cubs, and Mowgli knew what real, harmful biting truly was.

j) The priest says: "What the jungle has taken the jungle has restored." It means the jungle is returning what it once took: Messua lost her son to the jungle, and now a child from the jungle (Mowgli) is being returned to her as a kind of replacement/adoption.

2) Gap fill + lexical meaning (2 points)

a) stared - to look fixedly and intently (often with eyes wide open).
 b) peered - to look closely, narrowly, or searchingly, usually to see something more clearly.

Both verbs belong to the lexical field of visual perception (ways of looking).

Three more verbs from the same lexical field:

Verb	Meaning
glance	to look quickly or briefly.
gaze	to look steadily and intently, often with admiration or curiosity.
peek	to look quickly and secretly, often through a small opening or without being noticed.

3) Characters as moral icons: values + classroom transmission (3 points)

Model answer: link each character to a value (or anti-value) and propose realistic classroom strategies.

Character	Possible values represented
Mowgli	Freedom, independence, outsider identity; the search for belonging and integration.
Baloo	Friendship, kindness, altruism; supportive mentorship.
Bagheera	Protection and justice; respect for rules (Law of the Jungle).
Father Wolf	Firmness and responsibility in upbringing; protective leadership.
Mother Wolf	Affection, courage, loyalty; unconditional care.
Shere Khan	Arrogance, treachery, vengeance (a negative model to discuss consequences).
Messua	Compassion, charity, maternal love; welcoming the vulnerable.
The Priest	Institutional authority and social control; community norms (to be questioned critically).

How to transmit these values (classroom ideas):

- Create a “Character & Values Map”: students match scenes/quotes to values, then justify their choices with evidence.
- Role-play moral dilemmas (e.g., obeying rules vs. protecting a friend). After acting, hold a short reflective debate.

- Cooperative learning: groups design a “Jungle Law Charter” (class rules) inspired by Bagheera’s idea of laws and respect.
- Writing task: a diary entry from Mowgli or Messua showing emotions, empathy, and social inclusion.
- Critical thinking: discuss Shere Khan as an anti-model (what harms he causes, what alternatives exist, conflict resolution).

4) Two activities with Disney's animated version (6th grade) (5 points)

Activity 1 (Hot Potatoes authoring tool) - interactive self-correcting tasks

- Pre-viewing: JMatch vocabulary (character names + key words: jungle, law, trap, herd, village, etc.) with images/definitions.
- While-viewing: JCloze gap-fill with short lines from the film (focus on connectors, past tenses, and key vocabulary).
- Post-viewing: JQuiz (MCQ + short-answer) about plot and morals; include instant feedback hints for each option.
- Extension: Jumbled-sentence activity to order 6-8 events from the story.

Justification: Hot Potatoes is an authoring tool that lets you create web-based interactive exercises with automatic correction and immediate feedback. Tasks can be uploaded to a school platform or shared via link, and they support differentiation (easy/standard/challenge versions).

Activity 2 (Flipped classroom) - content at home, active learning in class

- At home (before class): Students watch a short clip (5-8 minutes) with embedded questions (e.g., Google Forms/Edpuzzle): vocabulary check + one inference question about a character’s decision.
- In class: Stations (15 minutes each): (1) Storyboard retell; (2) Debate: “Where does Mowgli truly belong?”; (3) Values poster: match characters to values with evidence (scene + quote).
- Output: Each group produces a one-page “Moral Lesson” poster and a 60-second oral summary.

Justification: In a flipped model, direct content delivery (video/clip + guided questions) happens outside the classroom. Class time is then used for active learning: collaboration, discussion, problem-solving, and speaking practice, allowing the teacher to support students who need scaffolding and to extend higher achievers.