Unit

4

Braving the Hazards
UNIT ANALYSIS

Time: 15 Hours

Learning Materials: Course Book, Videos, Internet

Assessment: ICT-oriented presentations, Letter, Speech, Critical Appreciation, Conversation

Extended Reading: Adventures in Two World (AJ Cronin), Sinking of the Titanic

Learning Outcomes

4.1. Demonstrate the ability to skim and scan a text by answering questions.

4.2. Show the understanding of various disasters and their management in India by answering questions.

4.3. Demonstrate the ability to store information in the form of structured notes, précis etc.

4.4. Show the understanding of local disasters, management of these disasters and measures to prevent them by speaking about it.

4.5. Demonstrate the ability to recognize the root ‘aster’ in different English words by writing down the meaning of these words.

4.6. Show the understanding of the vocabulary related to natural calamities by solving a crossword puzzle

4.7. Identify the causes of floods during Monsoon and prepare a project report to be presented in front of the class.

4.8. Demonstrate the understanding of various steps involved in an investigative project by presenting a project report on the causes of floods during the Monsoon season.

4.9. Demonstrate the ability to comprehend and appreciate literature and answer questions related to the text.

4.10. Demonstrate the ability to analyze and interpret literature by answering questions.

4.11. Demonstrate the ability to communicate formally by writing an official letter.

4.12. Demonstrate the ability to organize ideas using appropriate vocabulary, in the form of a speech.

4.13. Demonstrate the ability to engage in informal conversation, using appropriate vocabulary, to congratulate someone.

4.14. Show the mastery over the vocabulary related to ship by labeling parts of ship and listing down the professionals in the ship.
4.15. Use past-participle form of the verb to complete the table.
4.16. Demonstrate the ability to use negative adverbs accurately by correcting the errors in sentences.
4.17. Use passive voice to write reports.
4.18. Demonstrate the ability to recite a poem in order to bring out the meaning, emotions and poetic devices.
4.19. Demonstrate the ability to analyze a poem by writing a critical appreciation of the given poem.
4.20. Demonstrate the ability to report events factually using past tense by writing a newspaper report.
4.21. Demonstrate the ability to pronounce the vowel sounds in words like band, sand, land etc
### UNIT FRAME - UNIT IV

<table>
<thead>
<tr>
<th>Concepts/Skills</th>
<th>Process/Activities with Assessment</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| Create awareness about various disasters | - Picture Collage  
- Brainstorming and Discussion | The learner will:  
- Demonstrate the ability to skim and scan a text by answering questions. |
| Disasters, natural or man-made, cause a great deal of damage  
Disaster management is a collective effort.  
Disaster management in India | - Silent Reading - Interacting with the Text with the help of the comprehension questions.  
- Question - Answers (Peer Assessment) | - Show the understanding of various disasters and their management in India by answering questions. |
| Preparation of notes and précis to store information in a structured way | - Note-Making - Individual Activity  
(Peer Assessment)  
Précis Writing - Individual Activity  
(Peer/Teacher Assessment) | - Demonstrate the ability to store information in the form of structured notes, précis etc. |
| Disaster management is a combined effort of the government and the people | - Think and Discuss Questions - Group Work and Presentation  
- Presentation/Speech (Peer Assessment) | - Show the understanding of local disasters, management of these disasters and measures to prevent them by speaking about it. |
| English words are derived from Latin, Greek, Roman, French etc.  
Understanding the roots of words helps to develop vocabulary. | - Writing the Meaning of Words (Peer and self Assessment)  
- Dictionary Reference - Group Work  
(Peer and self Assessment) | - Demonstrate the ability to recognize the root 'aster' in different English words by writing down the meaning of these words. |
| Vocabulary related to natural calamities | Crossword Puzzle - Pair Work  
(Self and Peer Assessment) | - Show the understanding of the vocabulary related to natural calamities by solving a crossword puzzle. |
<table>
<thead>
<tr>
<th>Concepts/Skills</th>
<th>Process/Activities with Assessment</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| Flooding is a common phenomenon in Kerala during the Monsoon season            | Investigative Project - Group Work  
ICT-oriented Project Report Presentation (Peer and Teacher Assessment)  | • Identify the causes of floods during Monsoon and prepare a project report to be presented in front of the class.  
• Demonstrate the understanding of various steps involved in an investigative project by presenting a project report on the causes of floods during the Monsoon season. |
| Heroes are people who act timely at a moment of crisis and children can be heroes if they act timely | Silent Reading - News Paper Report                                                              | • Demonstrate the ability to comprehend and appreciate literature and answer questions related to the text.                                   |
| There are people who act selflessly and silently at the moments of crisis      | Silent Reading - The Serang of Ranaganji Comprehension Questions (Self and Peer Assessment)   
Group Discussion - Think and Discuss Questions (Peer Assessment)               | • Demonstrate the ability to analyze and interpret literature by answering questions.                                                          |
| Write official letters for formal communication                               | Letter Writing (Group Discussion)  
Writing Official Letter (Peer Assessment and teacher Assessment)             | • Demonstrate the ability to communicate formally by writing an official letter.                                                                     |
| Express gratitude in the form of speech                                       | Group Discussion  
Presentation-Delivering a speech (peer and teacher Assessment)                  | • Demonstrate the ability to organize ideas using appropriate vocabulary, in the form of a speech.                                                        |
| Informal conversations to congratulate someone in an achievement               | Group Discussion  
Conversation (Pair Work)                                                     | • Demonstrate the ability to engage in informal conversation, using appropriate vocabulary, to congratulate someone.                             |
| Vocabulary related to ship                                                    | Vocabulary - Individual and Group Work  
Picture labeling and Table completion (Self and peer assessment)                | • Show the mastery over the vocabulary related to ship by labeling parts of ship and listing down the professionals in the ship.              |
<table>
<thead>
<tr>
<th>Concepts/Skills</th>
<th>Process/Activities with Assessment</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formation of adjectives using the past-participle form of the verb</td>
<td>Group Discussion - Meaning and Structure of the Phrases</td>
<td>• Use past-participle form of the verb to complete the table.</td>
</tr>
<tr>
<td></td>
<td>Scanning the Text - Individual Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>List of past participles used as adjectives (Peer and self assessment)</td>
<td></td>
</tr>
<tr>
<td>Adverbs of Frequency show how often an action takes place</td>
<td>Group Discussion - Meaning and Function of Underlined Words</td>
<td>• Demonstrate the ability to use negative adverbs accurately by correcting the errors in sentences.</td>
</tr>
<tr>
<td></td>
<td>Adverbs of Frequency - Practice Error Correction (Peer and self assessment)</td>
<td></td>
</tr>
<tr>
<td>Use of passive construction for reporting events when the doer (agent) of the action is not given importance</td>
<td>Group Discussion - Meaning and Construction of Sentences - Passive Voice - Practice Report Writing (Peer and Teacher Assessment)</td>
<td>• Use passive voice to write reports.</td>
</tr>
<tr>
<td>Moments of crisis can bring out the heroic self of human beings. Martyrs are people who died for a cause</td>
<td>Silent Reading - Group Discussion - Who are martyrs? - What makes them great? Conversation (peer and teacher Assessment)</td>
<td></td>
</tr>
<tr>
<td>Glorification of heroes and martyrs is one of the common themes in poetry</td>
<td>Picture of Titanic - Group Discussion - The Wreck of the Titanic</td>
<td></td>
</tr>
<tr>
<td>Reciting the poem requires proper understanding of the meaning, emotions and poetic devices used in the poem</td>
<td>Loud Reading (Pair Work - Pair and teacher assessment)</td>
<td>• Demonstrate the ability to recite a poem in order to bring out the meaning, emotions and poetic devices.</td>
</tr>
<tr>
<td>Concepts/Skills</td>
<td>Process/Activities with Assessment</td>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>A poem can be analyzed based on its theme, emotion, language and relevance</td>
<td>Think and Discuss (Group Discussion)</td>
<td>• Demonstrate the ability to analyze a poem by writing a critical appreciation of the given poem.</td>
</tr>
<tr>
<td></td>
<td>Appreciation - Table Completion (Individual Work followed by Group work)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing a Critical Appreciation - Individual Work (Peer and Teacher Assessment)</td>
<td></td>
</tr>
<tr>
<td>News paper reports are factual information about an event, written in a specific format</td>
<td>Reading (Individual Work)</td>
<td>• Demonstrate the ability to report events factually using past tense by writing a newspaper report.</td>
</tr>
<tr>
<td></td>
<td>Table Completion (Group Work)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing - Newspaper Report (Peer and Teacher assessment)</td>
<td></td>
</tr>
<tr>
<td>/a/ is a sound which has no Malayalam counterpart</td>
<td>Dictionary Work (Individual Work)</td>
<td>• Demonstrate the ability to pronounce the vowel sounds in words like band, sand, land etc.</td>
</tr>
<tr>
<td></td>
<td>Group Work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Word listing and pronunciation (Self and Peer Assessment)</td>
<td></td>
</tr>
</tbody>
</table>
Introduction

The unit 'Braving the Hazards' familiarizes the students with the major disasters faced by our country and some of the causes for these disasters. It also enables the students to think of their roles in managing some of the risks from these disasters in their own ways. While transacting the unit the challenge for the teacher would be to communicate the idea that students can play a great role in reducing risk from disasters even though disaster risk management involves great deal of risk and requires special training and expertise.

The three texts included in this unit are related to the theme of disasters and the management of the risks from them. The first text is an essay written by Anjana Majumdar on Disasters and Disaster Management in India. The second one is a short-story written by Dr. A| Cronin which directly addresses the theme of disaster risk management by individuals. The third text is a poem written by Benjamin Peck Keith which is about managing the risks from disasters collectively.

This unit also offers practice in language elements like past participles used as adjectives, adverbs of frequency, passive forms of verbs etc. Study skills such as note-making and précis writing are also given importance which is expected to benefit the learner for their higher education. In order to develop fluency, the learners are given opportunity to practise conversation and speech. Other discourses which are targeted in this unit are Newspaper Reports, letter writing, critical appreciation etc. The unit also offers scope for investigating into the causes of floods in Kerala during the Monsoon Season, in the form of a project.

Activity Flow Chart

| Picture Collage | ↓ |
| Note Taking | ↓ |
| Précis Writing | ↓ |
| Analysis and Interpretation of the Text | ↓ |
| Exploring the Roots - Vocabulary | ↓ |
| Crossword Puzzle - Vocabulary | ↓ |
| Project (Causes of floods) | ↓ |
| Collection (Newspaper reports about heroic acts by children) | ↓ |

Portfolio

1. a. Note-making
   b. Précis
   c. Project
   d. Collection

1. Introductory Activity - Let's Begin (Picture Collage)

Concept/Skills

a. Awareness about various disasters
b. Vocabulary related to disasters

Process:

a. Brainstorming and writing based on the picture collage. (individual activity)
b. Sharing and collecting more ideas (group activity)
c. Consolidation - Teacher talk (Types of disasters, Damages and risks involved, Need for Disaster Management)
Alternate Possibilities

a. Show slide shows about various disasters
b. Show short video clips of various disasters
c. Distribute newspaper cuttings (text and images) of various disasters

2. Read and Reflect

Concept/Skills:

a. Disasters can be both natural and man-made and they cause a great deal of damage.
b. Disaster management is a collective effort of the government and the people.
c. Vocabulary related to disasters

Learning Outcomes:

a. Demonstrates the ability to read, skim and scan a text for global understanding of the text by answering comprehension questions.
b. Understands various disasters and their management activities in India by answering questions.

Process:

a. Silent reading and reflection of the text using comprehension questions. (Individual)
b. Ensuring comprehension of the text. (Group and whole class activity)
c. Teacher Talk. (explanation of difficult ideas, consolidation of major points discussed)

Assessment:

Answers to the comprehension questions.

Teacher Input:

- **Bhopal Gas Tragedy (1984)** - The Bhopal gas tragedy, was a gas leak incident in India, considered the world’s worst industrial disaster. It occurred in December 1984 at the Union Carbide India Limited (UCIL) pesticide plant in Bhopal, Madhya Pradesh. Over 500,000 people were exposed to methyl isocyanide gas and other chemicals. The government of Madhya Pradesh confirmed a total of 3,787 deaths related to the gas leak. A government affidavit in 2006 stated that the leak caused 558,125 injuries including 38,478 temporary/partial injuries and approximately 3,900 severely and permanently disabling injuries.

- **Earthquake (2001)** - The 2001 Gujarat earthquake occurred on January 26, 2001, India’s 52nd Republic Day, at 08:46 AM and lasted for over two minutes. The epicentre was about 9 km south-southwest of the village of Chobari in Kutch District of Gujarat, India. The earthquake reached a magnitude between 7.6 and 7.7 on the Moment Magnitude Scale. The quake killed around 20,000 people (including 18 in South eastern Pakistan), injured another 167,000 and destroyed nearly 400,000 homes.

- **Heatwave (2003)** - The 2003 European heat wave was the hottest summer on record in Europe since 1540. France was hit especially hard. The heat wave led to health crises in several countries and combined with
drought it created a crop shortfall in many parts of Southern Europe. Peer reviewed analysis places the European death toll at 70,000.

- **Floods (2005)** - The 2005 Maharashtra floods refer to the flooding of many parts of the Indian state of Maharashtra including large areas of the metropolis Mumbai, in which at least 5,000 people died. It occurred just one month after the June 2005 Gujarat floods. Large numbers of people were stranded on the road, lost their homes, and many walked for long distances back home from work that evening. The floods were caused by the eighth, heaviest ever recorded 24-hour rainfall figure of 994 mm (39.1 inches) which lashed the metropolis on 26 July 2005, and intermittently continued during the next day. Torrential rainfall continued during the next week.

- **Tsunami (2004)** - The 2004 Indian Ocean earthquake was an undersea mega thrust earthquake that occurred on Sunday, 26 December 2004, with an epicentre of the west coast of Sumatra, Indonesia. The earthquake was caused when the Indian Plate was subducted by the Burma Plate which triggered a series of devastating tsunamis along the coasts of most landmasses bordering the Indian Ocean, killing over 230,000 people in fourteen countries, and inundating coastal communities with waves up to 30 meters (100 ft) high. It was one of the deadliest natural disasters in recorded history. Indonesia was the hardest-hit country, followed by Sri Lanka, India, and Thailand.

- **North India Floods (2013)** - In June 2013, a multi-day cloudburst centered on the North Indian state of Uttarakhand caused devastating floods and landslides. It was one of the country’s worst natural disasters since the 2004 tsunami. Though some parts of Himachal Pradesh, Haryana, Delhi and Uttar Pradesh in India experienced the flood, some regions of Western Nepal, and parts of Western Tibet experienced heavy rainfall. Over 95% of the casualties occurred in Uttarakhand. As on 16 July 2013, according to official figures released by the Uttarakhand government, more than 5,700 people lost their lives. Destruction of bridges and roads left about 100,000 pilgrims and tourists trapped in the valleys. The Indian Air Force, the Indian Army, and paramilitary troops evacuated more than 110,000 people from the flood ravaged area.

- **Phailin (2013)** - Very Severe Cyclonic Storm Phailin was the second-strongest tropical cyclone ever to make landfall in India, behind only the 1999 Odisha cyclone. The system was first noted as a tropical depression on October 4, 2013 within the Gulf of Thailand. Over the next few days, it moved westwards within an area of low to moderate vertical wind shear before the system was named Phailin on October 9, after it had developed into a cyclonic storm and passed over the Andaman and Nicobar Islands. During the next day Phailin intensified rapidly and became a very severe cyclonic storm. The cyclone
prompted India’s biggest evacuation in 23 years with more than 550,000 people moved up from the coastline in Odisha and Andhra Pradesh to safer places.

• Seismic Zones in India:
The Indian subcontinent has a history of devastating earthquakes. The major reason for the high frequency and intensity of the earthquakes is that the Indian plate is driving into Asia at a rate of approximately 47 mm/year.

Geographical statistics of India show that almost 54% of the land is vulnerable to earthquakes. A World Bank & United Nations report shows estimates that around 200 million city dwellers in India will be exposed to storms and earthquakes by 2050. The latest version of seismic zoning map of India, given in the earthquake resistant design code of India, assigns four levels of seismicity in terms of zone factors (Zone 2, 3, 4 and 5). Zone 5 expects the highest level of seismicity whereas Zone 2 indicates the lowest level of seismicity.

Zone 5 covers the areas with the highest risks that suffer earthquakes of intensity MSK IX or greater. It is referred to as the Very High Damage Risk Zone. The state of Kashmir, the western and central Himalayas, the North-East Indian region and the Rann of Kutch fall in this zone. Generally, the areas having trap or basaltic rock are prone to earthquakes.

Zone 4 is called the High Damage Risk Zone and covers areas liable to MSK VIII. The Indo-Gangetic basin and the capital of the country (Delhi), Jammu and Kashmir fall in Zone 4. In Maharashtra the Patan area (Koyanagar) is also in Zone 4.

The Andaman and Nicobar Islands, parts of Kashmir, Western Himalayas fall under Zone 3. This zone is classified as Moderate Damage Risk Zone which is liable to MSK VII.

The region liable to MSK VI or less is classified as the Low Damage Risk Zone (Zone 2).

UNDAC - United Nations Disaster Assessment and Coordination

The United Nations Disaster Assessment and Coordination (UNDAC) is part of the international emergency response system for sudden-onset emergencies. UNDAC was created in 1993. It is designed to help the United Nations and governments of disaster-affected countries during the first phase of a sudden-onset emergency. UNDAC also assists in the coordination of incoming international relief at national level and/or at the site of the emergency.

(adapted from http://www.unocha.org)

Video Links:

1. https://www.youtube.com/watch?v=rjg19W8x_Ls (Bhopal gas tragedy-documentary)
2. https://www.youtube.com/watch?v=zLJlm55F9jM (Gujarat earthquake - BBC news)
3. https://www.youtube.com/watch?v=Hi2940wooo (Heatwave - BBC news)
4. https://www.youtube.com/watch?v=WM-5j4s0Mj0 (Mumbai floods 2005 - personal video)
5. https://www.youtube.com/watch?v=E-QnHySnVvY (kedarnath floods - NDTV report)
6. https://www.youtube.com/watch?v=dgI4Xfg6w6I (tsunami reasons - Discovery video)
7. https://www.youtube.com/watch?v=wPq9RLSM52W (Phailin - NDTV live weather news)
8. https://www.youtube.com/watch?v=HhD85eQeJTg (disaster management education animation video - United Nations Development Programme)

3. Read and Reflect Concepts/Skills:
   a. Preparation of structured notes to store information
   b. Develop holistic and deeper understanding of the main points and supporting points of the text 'Disasters and Disaster Management in India.'

   Learning Outcomes
   a. Demonstrates the ability to prepare structured notes of a text to store information visually by completing the notes of the text.
   b. Shows the understanding of the main ideas and supporting ideas of the text 'Disasters and Disaster Management in India' by completing the notes.

   Process:
   a. Reading and understanding the note and its structure, (Individual activity)
   b. Skim and scan the text and complete the notes. (Individual activity)
   c. Sharing the notes. (Group activity)
   d. Consolidation - Teacher Talk. (Main ideas, supporting ideas, note-making skills, different types of notes)

   Assessment:
   Completed notes (Self Assessment, peer Assessment and teacher Assessment)

   Teacher Input:
   General layouts for note making
   • Linear Notes

| Wide left hand margin. Approximately one third of your page. This allows you to add material either during the lecture. when reviewing your notes. when doing other research. | A. MAJOR TOPIC
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Key point &quot; supporting point. &quot; supporting point.</td>
<td></td>
</tr>
<tr>
<td>Key Point &quot; supporting point. &quot; supporting point.</td>
<td></td>
</tr>
<tr>
<td>B. MAJOR TOPIC</td>
<td></td>
</tr>
</tbody>
</table>
• Graphic organizers

3 column approach.
• In the first column, write the main subjects or topics from the text.
• In the second column, write the significant details you learned from reading the text, from research or from discussion.
• In the third column, jot down opinions, observations, thoughts, etc.

4. Précis Writing
Concepts/Skill:
Store information briefly

Learning Outcomes:
a. Demonstrates the ability to store information briefly by writing a précis.
b. Shows the understanding of disasters and management in India by writing a précis of the given text.

Process:
a. Teacher talk (Inputs to students about précis)
b. Writing the précis (Individual activity)
c. Peer correction (Tips and suggestions for improvement)
d. Writing the final draft (individual work)

Assessment: Précis Writing
Peer Assessment - First draft, Teacher Assessment - Final draft

Indicators:
• Length of the précis
• Comprehensiveness/coverage of main ideas
• Title
• Organization (paragraphing)
• Language (Use of one’s own language, accuracy and complexity)

Teacher Input:
Precis writing - general ideas
• It is generally accepted that a précis should be a third of the passage given. If the original passage has 300 words, the précis should not be more than 110 words in length.
• A précis should be in the language of the précis-writer. The original passage is not to be reduced in length by just removing unimportant or unnecessary sentences and by reproducing the rest as the précis. It should be a brief gist or summary of the passage expressed in the writer's own words.
• A précis should contain all the essential thoughts, ideas or facts of the original passage. It should not contain or observations that are not relevant to the main theme of the original.
• A précis is always written in Reported Speech or the Third Person or in the Past tense.
(adapted from http://www.bankersadda.com)

5. Think and Respond
(Analysis and Interpretation of the Text)
Concepts/Skills:

a. Disaster management is a combined effort of the people and the government.

Learning Outcomes:

a. Shows understanding of disasters in the locality, their management and preventive measures by speaking about it in front of the class.

Process:

a. Discussion based on the questions given. (Group Work)
b. Presentation of ideas in front of the class. (Individual activity)
c. Consolidation - Teacher Talk. (Local disasters, possible ways to manage and prevent them, disaster management as a collective effort)

Teacher Input:

Disaster management - slide show
http://www.slideshare.net/dilmera/disaster-management-23321276

Use of ICT in disaster management - real life examples
http://www.unapict.org/ecohub/ict-for-disaster-management-real-life-examples

6. Explore the Roots (Etymology) - Dys + Aster

Concepts/Skills:

a. English words are derived from languages like Latin, Greek, French etc.
b. Knowledge of the root words can enhance vocabulary.

Learning Outcomes:

a. Demonstrates the ability to recognize the root 'astron' in different English words by writing down the meaning of these words.

Process:

a. Teacher Talk (power of roots, meaning of the root 'dys' and meaning of the root 'aster').
b. Decoding the meaning of words (Group work, dictionary work).
c. Presentation - Explanation of meaning (Whole class activity).

Assessment:

Decoding the meaning of the words using the root 'astron' (self Assessment, peer Assessment)

Teacher Input:

Word Root List
http://www.myvocabulary.com/dir-root-root_master
https://www.learnthat.org/pages/view/roots.html

7. Crossword Puzzle:

Concept/Skills:

a. Vocabulary (Nouns) related to disasters.

Learning Outcomes:

a. Demonstrates the ability to solve a crossword puzzle with the help of descriptive clues related to disasters.

Process:

- Read the clues and guess the correct word that suits the puzzle (group work)
- Refer to the dictionary/internet to get the difficult word which the groups cannot guess (individual home assignment)
- Completion of the crossword puzzle (group work)
Unit - 4 BRAVING THE HAZARDS

8. Investigative Project :
Time: 4 Periods /as negotiated with the students, based on the resources available.

Concept/Skill:
a. Awareness of calamities in the locality.
b. Research skills and ICT skills.

Learning Outcomes:
a. Identifies and analyses a problem and its causes and summarizes them in the form of a presentation.
b. Uses technology to create the presentation (a slide show or a video).

Process:
- Teacher talk - introduction of the theme of the project, steps involved, tips for presentation.
- Small group discussion
- Assigning roles within the group.
- Developing project timeline.
- Teacher need to check the progress of the project during its course and support Whenever necessary.
- Final presentation (PPT) by each team

Assessment:
Project Report (Teacher Assessment)
Indicators:
- Appropriateness of data and data collection methods
- Logical interpretation of data
- Language of the report
- Organization (introduction, statement of the issue, methodology, interpretation, recommendations and conclusion)
- Title

Teacher Input:
Steps involved in Investigatory Project:
- Form the title question
- Decide procedures and tools (eg: interviews, newspaper reports, surveys etc)
- Develop timeline.
- Collect data from different sources using the tools developed
- Analyze and interpret
- Make conclusions
- Think of recommendations.

Tips for presentation:
- Give a title.
- State the problem
- State the objectives
- Write about procedures
• List the Tools used
• Present data and supporting images
• List the major findings
• Write conclusions
• Suggest Recommendations.

How to create Powerpoint presentation:

• http://www.wikihow.com/Create-a-PowerPoint-Presentation
• https://www.youtube.com/watch?v=p_4R6U1fDwE

Developing Research skills in students: Research is a systematic investigation of an issue. It is important to develop research skill in students as it plays a significant role in their higher education, career and also in their real life situations. Research skills are not just to gather information; they sharpen critical and analytical thinking, thus enabling students in information retrieval, Assessment and problem-solving.

Project in English Language Teaching

Overview
Project is a formal learning activity that suits all age groups and subjects. One of the main objectives of projects as a learning activity in the language curriculum is to promote learner autonomy and therefore, the students are required to find out the information or data themselves for the successful completion of the project. However, teacher may give a list of resources for the students to collect the necessary information. Students are required to analyze the information gathered and to arrive at logical conclusions. Finally, the whole process is documented in the form of a project report.

In the English Language classrooms at the Higher Secondary level, projects can have the following orientations:

a. Investigation based on a specific topic
b. Focus on study skills
c. Promotion of academic writing skills
d. Presentation using ICT

Planning a Project for the Language Classroom

Even though projects aim at learner autonomy, the teacher has got an active role in all the stages of a project. First of all, a project needs to be carefully planned before assigning it to the students. The teacher needs to carefully plan the following stages of the project.

1. Topic - Based on the interests and level of the students
2. End Product
   • Number of words
   • Written or electronic
3. Time
   • Deadline
   • Duration of class time allotted
4. Grouping
   • Mixed ability or uniform grouping
   • Group size
5. Stages
   • Topic discussion
   • Group discussion - division of work
   • Researching and collection of information - use of study skills
   • Writing the first draft
   • Discussion and revising - focus on organization, language etc
9. Collection

**Concept/ Skills:**
- Importance of courage
- Heroes are people who act selflessly in the moments of crisis.
- The value of appreciation.

**Process:**
- a) Reading the news report silently.
- b) Collection of similar reports in groups
- c) Discussion and sharing similar incidents.
- d) Two or three students narrate similar incidents that they have read or heard.
- e) Teacher talk - importance of courage, timely action in the moments of crisis, appreciating heroism
- f) Lead-in talk by the teacher about the story "The Serang of Ranaganji" (theme, background, author)

**Assessment:**
Collection of Newspaper Reports

**Indicators**
- a. Appropriateness of the samples collected
- b. Quantity of the samples
- c. Presentation - Design, captions, sequencing

**The Serang of Ranaganji**

**Major Characters**
- a. Hassan - the quarter master of the ship Ranaganji
- b. AJ Cronin - the physician of the Ranaganji
- c. Captain Hamble - the chief official of the Ranaganji
- d. Jope Smith - a passenger of the Ranaganji
- e. Ronnie - a passenger of the Ranaganji

**Story**
Ranaganji was an old passenger ship sailing from Liverpool to Calcutta. It was overcrowded with 1500 passengers who include British tourists, British army officers and their families. The crew of the ship was Indian. The passengers were in a happy mood and they were celebrating day and night.

Ms. Jope Smith and Ronnie were passengers of the ship. They made bitter racist remarks about the quarter master of the ship, Hassan who was an Indian. The author and the physician of the ship AJ Cronin was annoyed to hear these remarks.

On the second day of the voyage, Hassan brought two of the crew to the consulting room of AJ Cronin as they were ill. Cronin soon learned that the crew was infected with smallpox, a deadly disease for which no medicine was available in the ship. Cronin was more worried because he knew that smallpox could spread very fast and in no time all the passengers could be affected unless something was done. Cronin reported the outbreak of smallpox in the ship to the
captain of the ship. Unfortunately, Captain Hamble informed Cronin that the ship was understaffed and therefore, Cronin would have to manage the whole situation with the help of Hassan. Cronin asked Hassan to isolate the patients. Hassan prepared an isolation ward in the afterdeck of the ship and accommodated the patients there. Soon more people were identified to have smallpox and they were also admitted to the isolation ward. Hassan nursed the patients alone even though he was aware of the consequences of mingling with them. The news about the outbreak of smallpox was kept a secret in order to avoid panic and both Cronin and Hassan took utmost care to prevent the spreading of the disease. Cronin was surprised at the selfless service Hassan was rendering to the sick people. Cronin's respect and admiration for Hassan increased as he learned that Hassan was a man few words but lot of commitment and action. He had been working in Ranaganji for the last 15 years. Cronin was surprised at the simplicity of Hassan in whose life money had very little value.

The condition of the patients got worse in the following days and two of them died. Hassan covered their dead bodies and offered the last prayers for the dead crew and threw them into the sea under the cover of the night. After a week, the ship reached the port of Colombo. The remaining patients were taken to a hospital. Cronin felt relieved that they could control such a contagious disease without many casualties. Later, they sailed for Calcutta. When they reached the Calcutta port, Miss Jope Smith asked Cronin whether he hid Hassan in a special cage. Cronin remarked that Hassan was in a cage with all the animals outside.

**Flowchart of Activities**

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Serang of Ranaganji - Silent Reading of the Text</td>
</tr>
<tr>
<td>Interpretation/Analysis/Critical Thinking - Think and Respond Questions</td>
</tr>
<tr>
<td>Letter Writing - Formal Letter</td>
</tr>
<tr>
<td>Speech - Expressing Gratitude</td>
</tr>
<tr>
<td>Role Play</td>
</tr>
<tr>
<td>Parts of a ship and Crew of the Ship - Vocabulary</td>
</tr>
<tr>
<td>Past Participle as Adjectives - Vocabulary</td>
</tr>
<tr>
<td>Adverbs of Frequency - Grammar</td>
</tr>
<tr>
<td>Passivisation - Grammar</td>
</tr>
<tr>
<td>Preparation of First Aid Chart - Extended Activity</td>
</tr>
<tr>
<td>Paragraph Writing (On Courage) - Extended Activity</td>
</tr>
</tbody>
</table>

**Portfolio**

a. Letter  
b. Speech  
c. Role Play  
d. Report Writing  
e. Preparation of First Aid Chart  
f. Paragraph Writing

1. Read and Reflect - The Serang of Ranaganji
Concept / Skills:
a. Different people respond differently to a crisis.
b. People who act selflessly and silently during moments of crisis deserve respect and recognition.

Learning Outcomes:
a. Comprehends and appreciates the story, answering the comprehension questions.

Process:
a. Silent reading for comprehension using the questions given in the side box (individual activity).
b. Ensuring comprehension (group and whole class activity).
c. Teacher Talk - Theme of the story, diversity of the characters, message of the story. (value of selfless service)

Additional Options:
• Select a passage for loud reading.
• Pick the dialogues to teach Intonation.
• Select words of similar pattern to practice Word Stress.
  (eg: for the words ending with "-ly" the stress is generally on the first syllable - lately, closely, certainly, comfortably, etc.)

Assessment:
• Check the answers to the comprehension questions (self/peer Assessment)

Teacher Input:

About the author:
Archibald Joseph Cronin, MB, ChB, MD, DPH, MRCP (19 July 1896 - 6 January 1981) was a Scottish novelist and physician. Cronin was educated at the University of Glasgow and served as a surgeon in the Royal Navy during World War I. He practiced in South Wales (1921-24) and then, as Medical Inspector of Mines, investigated occupational diseases in the coal industry. He opened medical practice in London in 1926 but quit because of ill health, using his leisure to write his first novel, *Hatter's Castle* (1931; filmed 1941). This book was an immediate success in Britain.

His best-known novel was *The Citadel*, about a doctor in a Welsh mining village who quickly moves up the career ladder in London. This book promoted controversial new ideas about medical ethics which largely inspired the launch of the National Health Service. Another popular mining novel, set in the North-east, was *The Stars Look Down*. Both these novels well as *Hatter's Castle, The Keys of the Kingdom* and *The Green Years* were made into films. His novella *Country Doctor* was adapted for a long-running BBC radio and TV series *Dr. Finlay's Casebook*.

Cronin’s strengths were his narrative skill and his powers of acute observation and graphic description. Though labeled a successful middlebrow novelist, he managed to create in *The Stars Look Down*, a classic work of 20th-century British fiction.

The Story
Adventures in Two Worlds (1952) is the autobiography of Dr. A. J. Cronin, in which he relates, with much humour, the exciting events of his dual career as
a medical doctor and a novelist. "The Serang of Ranaganji" is a chapter from this autobiography.

2. Think and discuss:
Concept/Skills:
• Analysis/Interpretation/Critical Thinking Skills.
Learning Outcomes:
• Shows the ability to make an opinion/take a stance by answering and justifying Yes/No questions.
• Analyses and interprets the story by answering questions.
Process:
a. Students work in groups and share their views about the given question.
Assessment:
a. Answers to the given questions. (Peer Assessment)

3. Letter Writing
Concept/Skill:
• Letter writing can be used as a formal mode of communication.
• Formal letters differ from personal letters in layout, language style and tone.
Learning Outcome:
Demonstrate the ability to communicate formally by writing an official letter.
Process
• Group discussion on the content (introduction, main body and conclusion) and the format of the letter in groups.
• Draft the letter individually.
• Assessment by peers and modifications made.
• Final draft of letter for submission.
Assessment:
Letter - Peer and Teacher Assessment
Indicators
a. Format of formal letter and organization of the letter
b. Ideas/conceptual content of the letter
c. Appropriateness of language - structure and function
• Language for descriptive narration
• Persuasive expressions
• Recommending
• Vocabulary
d. Accuracy of language

4. Speech
Learning Outcome:
Demonstrates the ability to deliver a speech using appropriate vocabulary and organization of ideas by presenting a speech in front of the class
Process
• Group discussion to find out the points to be included in the speech.
• Organization of ideas and selection of vocabulary to be used in the speech.
• Presentation of speech in front of the class
Assessment:
Speech - Peer and Teacher Assessment
Indicators
a. Fluency of speech
b. Accuracy of Language
c. Appropriateness of language
d. Expressing gratitude
• Appropriateness of vocabulary

5. Conversation
Learning Outcome:
Demonstrates the ability to engage in informal conversation to congratulate someone using appropriate vocabulary.

Process:
• Group discussion on the content of the conversation
• Preparation of the script for conversation (Pair work)
• Rehearsals in pairs
• Presentation in front of the class.

Assessment:
Conversation - Peer and Teacher Assessment

Indicators
a. Relevance of ideas/conceptual content
b. Discourse features of a role-play
• Turn taking
• Beginning and concluding conversations
• Gestures and movements
c. Fluency of speech
d. Accuracy of language
e. Appropriateness of language
• Expressing regret
• Congratulating
• Consoling
• Expressing gratitude

6. Vocabulary - (Parts and Crew of ship):
Concept/skills:
• Vocabulary (Nouns) related to the parts of a ship and different jobs in the ship.

Learning Outcome:
• Shows the mastery over the vocabulary related to a ship, labeling the parts of ship and listing down the professionals in the ship.

Process:
• Students label the different parts of the ship and list down the different professionals who work in the ship. (individual/small group activity)
• Use dictionary for reference.
• Practice pronunciation of the vocabulary listed, with proper word stress.

Additional Options:
• Vocabulary related to other modes of public transport. (eg: train, plane, bus)
• Practice pronunciation of words with silent letters. (eg: quarter, bridge )

Assessment:
Label the parts of ship and list the names of professionals in the ship. (Self/Peer Assessment)

Teacher Input:
Parts of the ship: 1: Smokestack or Funnel; 2: Stern; 3: Propeller and Rudder; 4: Portside (the right side is known as starboard); 5: Anchor; 6: Bulbous bow; 7: Bow; 8: Deck; 9: Superstructure

Crew of the ship:
• Captain/Master - highest responsible officer, acting on behalf of the ship's owner- legally responsible for the day-to-day affairs of the ship
• Chief Officer/Chief mate - is in
charge of cargo operations, its stability, and supervising the deck crew. The mate is responsible for the safety and security of the ship, as well as the welfare of the crew on board.

- Second officer/second mate - is in charge of navigation
- Third officer/third mate - is primarily concerned with the safety of the ship and crew and also generally serves as the ship's Chief Safety Officer.
- Deck Cadet - is an officer under training and gets trained in firefighting, first aid and survival techniques.
- Boatswain - A boatswain (pronounced bosun), is responsible for all deck works which includes ship maintenance, and repair of deck equipments.
- Able seaman - In the modern merchant navy, an Able seaman (AB) is a member of the deck department who possesses a merchant mariner's document.
- Ordinary seaman - performs a variety of duties concerned with the operation and upkeep of the deck areas and equipment.
- Chief engineer - is responsible for all operations and maintenance of all engineering equipments of the ship.
- Second engineer/First assistant engineer - is the officer responsible for supervising the daily maintenance and operation of the engine department.
- Third engineer/Second assistant engineer - is usually in charge of boilers, fuel, auxiliary engines, condensate and feed systems.
- Fourth engineer/Third assistant engineer - is usually responsible for electrical, sewage treatment, lube oil, bilge, and oily water separation systems.
- Engineering cadet - as trainee is to observe and learn, besides helping out where possible.
- Chief Steward - plans menus; compiles supply, overtime, and cost control records.
- Chief cook - directs and participates in the preparation and serving of meals; determines timing and sequence of operations required to meet serving times.

7. Past Participles as Adjectives

Concept/Skills:
- Descriptive words (adjectives) enrich the literary quality.
- Adjectives can be formed using the past participle forms of the verbs.

Learning Outcomes:
- Shows the understanding of the use of the past-participle form of the verb as adjectives by completing the table.

Process:
- Group work to find out the meaning of the given phrases.
- Analysis of the structure of the phrases to identify the nouns and adjectives and the formation of the adjectives using the past participle form of the verbs.
- Individual scanning of the text to find out more expressions in which
the past-participle form of the verb is used as adjective and writes the meaning of the expressions.

d. Writing the meaning of the phrases, in the given table, as given in the example.

**Additional Options:**
- Make a list of similar phrases that we commonly use.
- Describe a person, place or an event using past-participle phrases as adjectives.

**Assessment:**
Completion of the table - Past participles (Peer Assessment)

**Teacher Input:**
Participles (links):
http://www.grammar-monster.com/glossary/participles.htm
https://owl.english.purdue.edu/owl/resource/627/02/

**8. Adverbs of Frequency**

**Concept/skill:**
- Adverbs of Frequency show how often an action takes place.
- The word order in a sentence is inverted when negative adverbs are used for emphasis.

**Learning Outcome:**
Demonstrates the ability to use frequency adverbs and negative adverbs accurately by correcting the errors in sentences.

**Process:**
- Group discussion on the meaning and function of the words underlined in the given sentences.
- Teacher Talk - Function of frequency adverbs, Inversion in word order while using negative adverbs, example sentences.
- Correction of errors in the given sentences.

**Additional Options:**
- Write examples of personal activities using frequency adverbs. (eg: I do my homework regularly)
- Prepare a chart of frequency adverbs to display in the class.

**Assessment:**
Error correction - Peer Assessment

**Teacher Input:**
Frequency adverbs: (Links)

**9. Passive Voice**

**Concept/Skill:**
a. Passive voice is used to report actions when the doer of the action is not as important as the action or the receiver of the action.

**Learning Outcome:**
a. Uses passive forms in writing reports.

**Process:**
a. Group Discussion about the meaning and construction of the given sentences.
b. Re-writing the given sentences in active voice.
c. Teacher talk - Form and function of Passive voice.
d. Writing a report with the help of flowchart, about the ways in which
AJ Cronin and Hassan controlled the spreading of smallpox in the ship.

Additional Options:
- Use newspaper reports and identify passive voice construction.
- Watch a TV news report and write down sentences with passive voice.

Assessment:
Writing Report using passive voice - Peer/Teacher Assessment

Indicators
- Title
- Accuracy
- Organization of ideas
- Conceptual content
- Appropriateness of language
  - Passive construction
  - Adverbs of frequency
  - Cohesive devices

Teacher Input:
Passive voice (Links):

Extended Activity 1 - Preparation of First Aid Chart
Assessment: First Aid Charts

Indicators
- Details and appropriateness of ideas
- Design and language of the first aid chart
- Appropriateness of language
  - Imperatives/giving instructions
  - Vocabulary
- Accuracy

Extended Activity 2 - Paragraph Writing

Concepts/Skills:
- Moments of crisis can bring out the heroic self of human beings.
- Martyrs are people who die live and die for a cause.
- Process
- Silent reading of the excerpt from the essay 'On Courage' by AG Gardiner
- Group discussion on the questions
- Who are martyrs?
- What makes them great?
- Presentation of ideas in front of the class.
- Teacher talk (Martyrs live and die for a cause. Eg: Socrates, Mahatma Gandhi)

Assessment:
Paragraph Writing

Indicators
- Understanding and interpretation of the text
- Logical sequencing of ideas
- Accuracy
- Appropriateness of language
- Agreeing/disagreeing
- Arguing
- Cohesive devices

The Wreck of the Titanic
Theme of the Poem
The Titanic, the largest and the grandest ship built till that time started her maiden voyage on 12th of April 1912 from Southampton, England. On 14th April, she collided with a massive iceberg in the
Atlantic Ocean and started sinking. The crew and officers of the Titanic headed by Captain Smith started rescue operations disregarding their personal safety. Women and children were given the top priority to escape from the sinking ship in life boats. While the ship was sinking with the remaining passengers and the crew, the bandsmen kept playing their music. The courage, heroism and sacrifice exhibited by the officers and crew of the Titanic remains legendary.

**Flow Chart of Activities**

- Discussion - Picture of the Titanic
- Read and Enjoy - The Wreck of the Titanic
- Read and Reflect - Interpretation/Analysis/Critical Thinking
- Appreciation of the Poem
- Newspaper Report Writing
- Pronunciation Practice

**1. Introduction - Think and Discuss Concepts/Skills:**

- The wreck of the Titanic was one of the greatest disasters at sea.
- At the moment of the ship wreck, the crew of the ship exhibited great courage and heroism.

**Process**

- Brainstorming on the picture of the Titanic - Individual activity
- Sharing of ideas about the ship, the tragedy and the heroic act of the crew
- Group activity.
- Presentation of ideas in front of the class - Whole class activity.
- Teacher talk - consolidation of the discussion.

**Teacher Input**

- URL about Titanic and the wreck
  - d. http://www.youtube.com/watch?v=oYNkpPVxMBE

**2. Read and Enjoy - Silent and Loud Reading Concepts/Skills**

- a. Glorification of heroes and martyrs is one of the common themes in poetry.
b. Reciting or reading aloud a poem requires a proper understanding of the meaning, emotions and poetic devices used.

Learning Outcomes:
a. Demonstrates the ability to bring out the meaning, emotions and poetic devices in a poem by reading the poem 'The Wreck of the 'Titanic' aloud.

Process:
a. Silent reading of the poem using the comprehension questions - Individual activity
b. Loud reading of the poem - Pair activity
c. Discussion of the comprehension questions - Group activity

Assessment
- Loud reading - Peer Assessment
  (Indicators - Fluency, pronunciation, voice modulation)

3. Read and Reflect
Concepts/Skills:
a. It is possible for an ordinary human being to uphold moral values and principles at the moment of a tragedy.

Process:
a. Brainstorming to identify a friend or relative who has upheld moral values and principles at the moment of a tragedy - Individual activity
b. Sharing the incident and qualities of the person with the whole class.

4. Appreciation
Concepts/Skills:
a. Poems can be analyzed based on its theme, emotion, language and relevance.

Learning Outcomes:
a. Demonstrates the ability to appreciate a poem by writing a critical appreciation of the poem.

Process:
a. Silent reading of the poem - Individual activity
b. Table completion on the theme, emotion, language and relevance of the poem.
c. Sharing ideas and gathering more ideas - Group activity
d. Writing the critical appreciation using the points collected - Individual activity.

Assessment:
Critical appreciation - Teacher assessment

Indicators
a. Ideas
b. Supporting evidence from the poem
c. Accuracy of language
d. Organization of ideas

5. Newspaper Report
Concepts/Skills:
a. Newspaper reports are factual information about an event and they have certain features.
b. Newspaper reports are usually written in the past tense; however, other tense forms are also used for dramatic effect.

Learning Outcomes:
a. Demonstrates the ability to report events in the past tense by writing a newspaper report.

Process:
a. Go through sample newspaper reports and analyze the structure - Group activity.
b. Read the different features of a newspaper report silently - Individual activity

c. Collect information about the wreck of the Titanic from the internet - Group activity

d. Completion of the table using the information gathered from the internet - Group activity

e. Writing the newspaper report about the wreck of the Titanic

Assessment:
Newspaper report - Peer Assessment

Indicators

a. Conceptual content/factual details about the incident
b. Title
c. Organization - Paragraphing
d. Accuracy
e. Appropriateness of language
- Use of appropriate tense forms (past tense)
- Appropriate vocabulary

Teacher Input:
" Website URL

b. https://www.google.co.in/search?q=wreck+of+the+titanic+newspaper+reports&tbo=u&source=univ&sa=X&ei=cOW4U_7fO8u9uAT6s1LABg&ved=0CBoQsA Q&biw=1920&bih=936


6. Pronunciation

Concepts/Skills:
a. The vowel sound /a/ has no corresponding vowel in Malayalam.

Learning Outcomes:
a. Demonstrates the ability to pronounce the vowel sound in words like sand, band, land etc accurately.

Process
a. Finding out the pronunciation of words like sank, band and grand using a dictionary - Individual work
b. Discussion based on the questions given in the text - Group activity
c. Practicing the pronunciation of these words accurately - pair work.
d. Read aloud the poem with proper pronunciation - whole class activity

Assessment:
Loud Reading of the poem - Peer and teacher Assessment.
Unit 5
Harmony of Life
Title: Harmony of Life

Time : 28 periods

Texts : Texts- Gooseberries Story (Anton Chekov)
          To Sleep - Poem (William Wordsworth)
          Going Out for a Walk - Essay (Max Beerbohm)

Learning materials :
  Video clips
  Worksheets – Cohesive devices, Collocation, Conditional clauses
  Graphic organizers – Tree diagram, Sun diagram
  Short film
  Documentary on the life of Stephen Hawking
  Handout of a sample timeline
  Internet

Extended reading :
  - News paper and magazine articles
  - Logos, posters and cartoons
  - Snippets

Extended reading
  - How much land a man needs -
  - Story - Leo Tolstoy
  - Ode on Solitude - Poem-Alexander Pope
  - To Sleep - another poem by Wordsworth

ICT - Video and Audio clips
  - Health related websites

Learning outcomes-
  The learners will be able to:

5.1 read, comprehend, conceptualize, and evaluate stories, poems and essays.
5.2 demonstrate their knowledge of the difference between a story, poem and an essay.
5.3 identify the symbols in short stories.
5.4 discuss the role of health and wellness for a successful life.
5.5 interpret data and demonstrate their skills to prepare logos, write critical appreciations, reviews, write-ups and essays.
5.6 demonstrate their skills to take part in debates, to prepare and present seminar papers and conduct surveys.
5.7 demonstrate their skills in the proper use of questions, exclamations, figures of speech, and express their likes, dislikes and preferences.
<table>
<thead>
<tr>
<th>Concepts/Skills</th>
<th>Process/Activities with Assessment</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| Promote the idea of wellness. Holistic concept of wellness. | • Brainstorming  
• Discusses and interprets logos.  
• Identifies the features of a logo  
• Designs a logo |  |
| Happiness is attained in one’s own way. The craft of storytelling. Components of a story and various narrative techniques. | • Reads and comprehends stories.  
• Involves in discussions using various conversational and communicative aspects of language. | • Reads and analyses stories.  
• Reflects his/her ideas on a happy and healthy living and indigenous culture.  
• Explores the craft of storytelling and gives independent responses. |
| Concept of happy and healthy living. Writing a critical review. | • Revisits the story.  
• Discussion  
• Formulate their own observations about:  
  - Writing style  
  - Characters  
  - Symbolic relevance  
  - Writes a review  
  (self assessment, peer assessment, teacher assessment)  
| **Indicators**  
• Logical sequencing  
• Comprehensiveness  
• Appropriateness of language  
• Style of presentation  
**Portfolio**  
• Review | • Prepares a review |
| Worldly pleasures easily influence humans. | • Discusses and develops ideas.  
• Organises thoughts and writes one’s own point of view.  
• Random presentation (self assessment, peer assessment)  
**Portfolio**  
• Write-up | • Prepares write-up on a given topic.  
• Presents ideas in a logical sequence. |
# UNIT FRAME - UNIT V

<table>
<thead>
<tr>
<th>Concepts/Skills</th>
<th>Process/Activities with Assessment</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| Viewing a topic from different angles.             | • Selection of representatives to speak for and against the topic.  
• Form groups.  
• Debates. (self assessment, peer assessment, teacher assessment)  
**Indicators**  
• Presentation of ideas  
• Organisation  
• Clarity and aptness  
• Style of presentation  
• Presenting one’s point of view. | • Demonstrates the ability to agree and disagree politely.                                                                                                                                                                                                                               |
| Polite agreement and disagreement.                  |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                      |
| Plans and presents a seminar workshop.             | • Selects sub topics  
• Forms groups  
• Plans  
• Collects data  
• Organizes  
• Prepares and presents the seminar paper  
• Prepares and presents the seminar report | • Prepares and presents  
- Welcome speech  
- Poster, invite cards  
- Evaluates  
- Presents the seminar report.                                                                                                                                                                                                                                               |
| There are important differences between direct questions and reported questions | • Reads and familiarizes the set of questions taken from the text.  
• Completes the table  
• Practices the given activity. (Peer & teacher assessment) | • Frames questions for the given answers.                                                                                                                                                                                                                                       |
| Exclamations express emotion in a special way.      | • Studies the given sentences.  
• Discusses to familiarize the use of punctuation mark.  
• Familiarizes the use of ‘how’, what, ‘so’ and ‘such’.  
• Familiarize the structural changes in the given sentences.  
• Practices the given activity. (Peer & teacher assessment) | • Understands the structure of exclamatory sentences by converting assertive sentence into exclamations.                                                                                                                                                                      |
## Unit Frame - Unit V

<table>
<thead>
<tr>
<th>Concepts/Skills</th>
<th>Process/Activities with Assessment</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| There are sonnets which tell that a sound sleep is necessary for a calm self. | • Reads silently.  
• Reads in group.  
• Reads aloud.  
• Comprehends the poem with the help of Activity 1. | • Recites the poem.  
• Writes answers to the questions given under Activity 1. |
| Poetic devices are used to convey key idea and word pictures in poetry.       | • Familiarises certain poetic devices.  
• Identifies the devices used in the poem 'To Sleep'.  
• Discussion  
• Forms opinion  
• Quotes the lines that give the key idea and images. | • Responds to the questions and prepares a critical appreciation of the poem. |
| Walking leads to physical wellness.                                           | • Reads and comprehends the essay with the help of while reading questions.                      | • Reads the essay and records their responses in the activity log.               |
| A good companion makes walking a pleasant experience.                         | • Discussion  
• Shares the preferences related to walking.  
• Writes responses.  
• Peer/Teacher assessment Portfolio  
• Write-up | • Prepares a write-up on preferences related to walking.                                      |
| A personal essay explores a personal experience.                              | • Discusses in groups  
• Shares the experiences with the groups.  
• Gives reasons to support the explanation.  
• Writes and presents the personal essay (self, peer and teacher assessment) | • Writes and presents a personal essay to share an experience.                      |

**Indicators**  
- Experience and account of reasons  
- Aptness  
- Comprehensiveness  
- Narrative style

**Portfolio**  
- Personal essay.
## Unit Frame - Unit V

<table>
<thead>
<tr>
<th>Concepts/Skills</th>
<th>Process/Activities with Assessment</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happiness is the result of a sound mind in a sound body.</td>
<td>• Pairs up and asks questions to get answers. (Self and peer assessment)</td>
<td>• Prepares a write-up.</td>
</tr>
<tr>
<td></td>
<td>• Analyses the scores.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Prepares a write-up <strong>Portfolio</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Write-up</td>
<td></td>
</tr>
<tr>
<td>Would rather and would prefer is used to speak about specific preferences.</td>
<td>• Reads and familiarizes the given sentences.</td>
<td>• Records the responses in the activity log.</td>
</tr>
<tr>
<td></td>
<td>• Writes the responses.</td>
<td></td>
</tr>
<tr>
<td>Draws up a plan of action to ensure personal responsibilities for daily health habits.</td>
<td>• Identifies habits.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Establishes steps.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Takes action and revises plans.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discuss plans within groups.</td>
<td></td>
</tr>
<tr>
<td>A survey report is a formal piece of writing based on a research.</td>
<td>• Forms group.</td>
<td>• Identifies and uses the tools for a survey.</td>
</tr>
<tr>
<td></td>
<td>• Selects topic.</td>
<td>• Writes a formal project report.</td>
</tr>
<tr>
<td></td>
<td>• Prepares questionnaires.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Conducts survey.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Collects data.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Share in groups.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Consolidation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Prepares the project report.</td>
<td></td>
</tr>
</tbody>
</table>
UNIT ANALYSIS

Introduction to the Unit
Good health is a state of complete harmony of body, mind and spirit. "When one is free from physical disabilities and mental distractions, the gates of the soul open," says B.K.S. Iyengar. Yes, we all know that being healthy is a way of life. It's not just about what we feed our body; it's also about what we feed our mind as well as the social environment we inhabit. So we have to make healthy food choices, exercise our body and brain, and choose our friends wisely. The unit "Harmony of life" deals with similar thoughts.

Gooseberries

Concept
Components of a story and various narrative techniques.

Learning Outcomes:-
The learner will be able to
• critically appreciate a story.
• understand the intention of the author and prepare a write-up to convey the message of the story.
• identify symbols in short stories.
• debate on various topics.
• conduct seminars, prepare and present seminar reports,
• use technology to present his/her ideas.
• report questions and use exclamations properly.

Introducing the text
Suggestions/alternatives
The teacher may begin by analyzing the proverbs and sayings:-
• Health is wealth.
• A sound mind in a sound body.
• Let food be thy medicine and medicine be thy food.
• Healthy citizens are the greatest asset any country can have.
• May your heart be lighter today.
• A healthy outside starts from inside.
• It is a part of cure to wish to be cured.
• Early to rise and early to bed makes a man healthy, wealthy and wise.

Discussions generating ideas on mental health, physical health and wellness.

Entry activity
• logo
Generate a discussion eliciting maximum responses from the learners about their ideas of wellness. Let them design and display a logo on their own indicating their ideas on wellness.
• Collect various logo.
• Encourage the learners to ask all the questions they want to know about various logos and various themes.
• Determine the primary function of the logo.
• Start by defining the message.
• Choose appropriate colours.
• Consider proportion of symmetry.
• Keep it simple.
• Be unique and meaningful.
• Avoid cliches.

Resultant feedback and consolidation by the teacher will lead to the preparation of a logo.
Teacher input

Don't you think people are just as happy as they make up their minds to be? That happiness is something that comes from our own actions; something that is the result of good health and good consciousness? Here is Ivan, a cynical man who sees his brother as delusional, arrogant and misguided and who is unable to judge his brother’s happiness because he is too narrow minded to understand a different way of life. Does any change come over him towards the end?

'Gooseberries' was written towards the end of Chekhov’s life and was published as the middle story of a trilogy in 1898. The three stories are "The man in a shell", "Gooseberries" and "About love." They have a lot of similarities in the form. Chekhov in 'Gooseberries' tries to answer Tolstoy's philosophical query "How much land does a man need?", when Ivan asserts that man requires only the freedom to roam the globe, where he can, "have room to display all the qualities and peculiarities of his free spirit".

(Read "How much land does a man need" at https://wikis.engrade.com/short-stories)

Activity I

- Read and respond

Learning outcomes

- The learner actively participates in a group discussion.
- Reflects upon his/her ideas about happy and healthy living and indigenous culture.
- Explores the craft of storytelling.

Suggestions/alternatives

- Elicits independent responses.
- Let learners share their thoughts.
- Generate discussion on medicinal value of gooseberries and the peculiarity of its taste.
- Generate a discussion on the symbolic relevance of the rain, gooseberries etc.

(HINTS: self realization, cleansing, seasons, occurrence of happiness and sorrow, realities and meaning of life, contentedness, happiness, human responsibility, burning out of his egotism, medicine for life.)

The teacher may also help the learners analyse the characters in order to complete the following activity.

- Pick possible traits of character that appeal to you.
- Use your language to display the traits in action.
- What are the physical characteristics of the characters?
  - What are the observations?
    - (man/woman, tall/short, age etc)
  - Personality. (humorous, serious, quiet etc.)
- What are the characters doing?
Walking, sailing, working in restaurants etc.
- What is the feeling of the character? What are their preferences and why?
  (happy, sad, angry, irritated, depressed, melancholy, love etc.)
- What do you know about their family? (Siblings etc.)
- What are their beliefs and hobbies?
- What do you like or dislike about them?
- Why are you drawn to them?

Resultant feedback and consolidation by the teacher will lead to the activity.

Activity II

Review

Learning outcomes
The learner prepares and presents a review.

Discuss
Chekhov’s ‘Gooseberries’ put before us a serious thought, “Dreams are supposed to be relaxing, fun, and stress free. Goals are what people spend their lives trying to reach, and when they are finally attained, the person feels born again. They have already conquered their biggest obstacle, and felt total relief from stress. Once they reach these goals, people can start all over again, totally relaxed and ready to stir up more life.”

Now let them attempt a review of the story, bearing in mind their responses to the questions in ‘Read and Reflect’, section discussion points and analysis of characters.

Resultant feedback and consolidation by the teacher will lead to the preparation and presentation of the review.

Evaluation Indicators - clarity, brevity, logical sequencing, style of presentation.

Activity III

Write-up

Learning outcomes
- The learner prepares a write-up on a given topic.
- Present ideas in a logical sequence.

Discuss
- Is money the most important thing in life?
- Money for survival.
- Meet basic needs.
- Materialistic pleasures.
- Can money get you love, happiness, etc…?
- Alcohol and its damaging effects on the brain.
- Its long term effect.
- Beastly nature of humans.
- Addiction.
- .........................................................
- .........................................................
- .........................................................

Evaluation process
A few selected write-ups can be presented to the whole class.
Teacher evaluates the presentations.

Indicators
- Development and sequencing of ideas.
- Organisation.
- Emphasis of one’s own point of view.
- Message conveyed.
- Conclusion.
Resultant feedback and consolidation encourage the learners to prepare the write-up.

**Activity IV**

**Debate**

**Concept - Polite agreement and disagreement**

**Learning Outcomes**

The learner -

- gets acquainted with techniques of debating.
- familiarises himself/herself with polite agreement and disagreement.

**Discourse inputs**

Tips to become a good debater:

- Realize that no matter how analytic and academic a debate is, the way you present it verbally is what is important.
- Maintain eye contact with the people around the room, especially the adjudicators.
- Before you start your speech, find a steady spot to place your feet.
- Start by taking a deep breath, look up at the adjudicators and greet them.
- Speak slowly carefully, and convincingly.
- Don’t give up even if you are feeling mortified with the argument you just presented.
- Be relaxed during your rebuttals.
- Use hand gestures to emphasize your argument.
- Practice polite disagreement.

(http://www.wikihow.com/Perform-Well-in-a-Debate)

**Activity V**

**Seminar**

**Concept - Planning and presentation of a seminar workshop.**

**Introducing the activity**

- Eliciting and selecting sub topics.
- Group formation.
- Assigning duties.
- Planning (time, date, venue etc.).
- Data collection for the presentation of seminar paper.
- Preparation of the report.

**Workshop**

- Group 1 - Welcome speech, moderator etc.
- Group 2 - Posters, invite cards
- Group 3 - Evaluation
- Group 4, 5, 6 - Presentation

Resultant feedback and consolidation will lead to the activity.

**Discourse inputs**

Help the learners to:-

- prepare an eye-catching and interesting title.
- cover all the important points.
- know their audience.
- manage time and plan the seminar effectively.
- anticipate questions.
- identify their topic sentence.
- refer to books and the internet.
- take notes as they read.
- ...........................
- ...........................
- ...........................
- construct a bibliography
- ...........................
Activity VI, VII

Concept
- Important differences between direct questions and reported questions.
- Exclamations express emotions in a special way.

Learning Outcome
The learners will be able to:
- frame questions for the given answers.
- change the given assertive sentences into exclamatory sentences.

Resultant feedback and consolidation by the teacher will lead to the activity.

To Sleep

Concept
Understanding the necessity of proper rest in order to have a calm mind.

Learning Outcomes:-
The learner
- enjoys reading and reciting poems.
- prepares an appreciation of the poem.
- makes connections between pre-reading discussions and prior knowledge.
- asks their own questions.
- explores the similarities/differences between what they might learn from two different types of media. (print and visual)
- finds meaning in a poem and provide evidences for their interpretation.
- figures out the meaning of words using contextual clues.
- develops an understanding of how poets find inspiration.
- identifies things that inspire them.
- uses language to give form and substance to their imagination

Introducing the text
What happens when we are deprived of sleep?
We find our minds becoming dull and unfocussed without sleep, our well being suffering and joy vanishing.

Suggestions / alternatives
Poems of other poets on the same theme.
Here is another poem by William Wordsworth on the same theme with the same title.

To sleep
Fond words have oft been spoken to thee, sleep!
And thou hast had thy store of tenderest names;
The very sweetest, Fancy calls or Frames,
When thankfulness of heart is strong and deep!
Dear bosom-child we call thee that dost sleep
In rich reward all suffering; balm that tames
All anguish; saint that evil thoughts and aims
Takest away, and into souls dost creep,
Like to a breeze from heaven, shall I alone,
I surely not a man urgently made,
Call thee worst Tyrant by which flesh is cut?
Perverse, self-willed to own and to disown,
Mere slave of them who never for thee prayed,
Still last to come were thou art wanted most!
Generate a discussion on Wordsworth's thoughts of sleep.
Resultant feedback and conclusions encourage the learners to participate in the discussion and generate new ideas.

Teacher input
Did you know...
Moony sleep

A study in the journal 'Current Biology' suggests that our sleep can be affected by the phases of the moon. Scientists in Switzerland analysed lunar influence on the sleep patterns of 33 volunteers who slept in controlled laboratory settings. During the full moon, the volunteers took five minutes longer to fall asleep and slept about 20 minutes less than during the new moon phase. Deep sleep decreased by 30 percent. There was a dip in the sleep inducing hormone melatonin during a full moon. "The lunar cycle seems to influence human sleep even when one does not 'see' the moon and is not aware of the actual moon phase," according to the study. Even though the volunteers were in completely dark rooms and were not exposed to the moon, yet they were sensitive to the moon.

(The Week's HEALTH, September 2013.)

Introducing the text

Discussions on:-

- Sleep as an elusive key to rest, insomnia, causes and its effect.
- Articles on people suffering from sleeplessness.
- (www.insomnia.net/sleep-health/children)
- How media (visual, social networking etc) affect sleep.
- Various postures and techniques to get sound sleep.
- ................................................
- ................................................

Resultant feedback and consolidation will lead to the reading of the text.

Activity I

Critical appreciation

Concept

The poetic devices used in a poem helps in understanding and appreciating poems.

Learning Outcomes

The learner -

- actively participates in group discussion.
- prepares and presents critical appreciations.
- Becomes familiar with various techniques and devices used in poetry.

Reading the text

Read the poem many times

| Refer to a dictionary to find out the meanings of unsure words |
| Read it slowly again. |
| Pay attention to what the poem is saying. |
| Read the poem loudly to get a sense of sound and effect. |
| Find out the denotation and connotation of words used by the poet. |
| Listen to the audio/video/teacher recital |
| Encourage students to engage from their point of view |
| Find out what inspired the poet to write the poem |
| Discuss what makes the poet angry, scary, hateful, or what he loves, thinks beautiful etc. |
| Poet's attitude towards the situation and his audience/readers |
| Structure of the poem-repetition, rhythm, images (visual, auditory, kinaesthetic, olfactory) and his choice of words |
Resultant feedback and consolidation will lead to the preparation of a critical appreciation.

**Evaluation**
- Peer evaluation in groups
- Teacher evaluation after presenting to the whole class.

**Indicators**
- Logical sequencing
- Presenting one's own opinion on various devices and techniques used.
- Clarity
- Brevity
- Conclusion

**Follow up activity**

**Suggestions**
Creating own poems and performing them
- Students are grouped
- Each group is asked to pick a colour
  (The teacher can give an example by choosing a colour and telling them what she feels when she thinks of that colour)
- Let them write down their own feelings.
- Ask them to make an association with it.
- Make a list of words which they can associate with that colour.
- Teacher now generates a discussion on colour as a symbol, tools of writing etc
- Now let them write about a person or thing that inspires them, bearing the above points in mind.
- Individual reading, correction in groups, recite poems

Resultant feedback and consolidation will lead to the publishing of an anthology of poems by the students.

**Going Out For a Walk (max beerbohm)**

**Concept**
The different features of a personal essay.

**Learning Outcomes:**

**The learner**
- identifies and categorises different types of essays.
- familiarises himself/herself with key components of a personal essay.
- will be able to write good personal essays describing themselves like telling a story.
- will be able to differentiate between various types of essays. (Personal, formal, descriptive… etc.)
- will be able to do investigative projects by preparing questionnaires, and conducting surveys.

**Introducing the text**

**Suggestions/alternatives**
Articles and magazines which tells about the importance of exercising.
Discussion eliciting the importance of keeping healthy routines and rewarding relationships.
- A general discussion leading to the daily routine (eating habits, exercising, proper sleep), importance of healthy environment and healthy relationships.
- In this world where the fad is to have everything is almost instant, how important it's to avoid unhealthy habits and have a productive life by doing some simple changes.
• How important it is to avoid going out with people who drain our energy and take our kindness without giving anything in return. How important it’s to be with people who make us feel good about ourselves.

• Nature is more than sight, it is also what people hear and see. Simply experiencing nature through the senses is better than studying nature. Don’t you think we learn more by letting the natural world overwhelm us with its beauty?

Resultant feedback and consolidation will lead to the reading of the text.

**Additional inputs**

In the essay Max Beerbohm says that there is no purpose in getting up and going out for a walk simply because there is no reason other than just to be on your feet and move around. According to him nothing can be achieved creatively during such a walk. He describes the way he tries to avoid going out for walks, and how some of them fail. He also describes a walk he took with a dull companion and how boring it was for him to tolerate such people. But at the end of the essay he stresses the fact that he is not opposed to walking, only opposed to it when he is forced to go out with dull companions, an act which kills creativity. This essay is a good contrast to Thoreau’s descriptive essay, “Walking” where he discusses his absolute love for the outdoors, for nature and for walking. According to Thoreau, you can learn everything about the new world by simply walking through it.

**Teacher input**

**Did you know**

• Researchers in England (Pretty et al., 2005) and Sweden (Bodin and Hartig, 2003) have found that joggers who exercise in a natural green setting with trees, foliage, and beautiful landscapes, feel more restored, and less anxious, angry, and depressed than people who burn the same amount of calories in gyms or other built (artificial) settings. Research is continuing into what is called "green exercise."

• (from THE POWERFUL LINK BETWEEN CONSERVING LAND AND PRESERVING HEALTH By Howard Frumkin and Richard Louv for the Land Trust Alliance Special Anniversary Report, 2007)

**Activity 1**

**Concept**

A good companion makes walking a pleasant experience.

**Learning outcome**

Prepares a write-up on walking preferences.

**Write up**

Discussion eliciting their concept of a walk and their preferences.

Resultant feedback and consolidation will lead to the preparation of the write-up.

**Activity 2**

**Concept**

A personal essay explores a personal experience.
Learning outcome
• Recalls a personal experience.
• Writes a personal essay.

Personal essay
After reading Max Beerbohm's "Going out for a walk", don't you think the author has caught the attention of the readers because of his frank conversational manner?

Honesty is the characteristic of a good personal essay. A personal essay is an anecdote (or more than one) from your life that is connected to an idea. The goal of a personal essay is to use an experience as a vehicle to explore a larger theme or question. A personal essay differs from a simple personal narrative in that it is driven by ideas rather than by images or stories.

The author here uses an explanatory approach. He gives an account of reasons, that is a theory to support his explanation.

A good essay should have:

Look at the table below.

<table>
<thead>
<tr>
<th>Features of the Essay</th>
<th>Supporting sentences from the text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central idea</td>
<td>Author hates being taken out for walks</td>
</tr>
<tr>
<td>Each paragraph supports the central idea</td>
<td>• Para(1) Not once in all my life have I gone out for a walk. I have been taken out for walks.'</td>
</tr>
<tr>
<td></td>
<td>• Para (2) My objection to it is that it stops the brain.</td>
</tr>
<tr>
<td></td>
<td>• Para (3) Never, after the bitter lesson of this morning go out for another walk.</td>
</tr>
<tr>
<td></td>
<td>• Para (4) The brain falls into a dreamless slumber from which nothing can rouse it till the body has been safely deposited indoors again.</td>
</tr>
<tr>
<td></td>
<td>• Para (5) , I never will go out for a walk.</td>
</tr>
<tr>
<td>Each paragraph sticks to the main idea</td>
<td>In every paragraph, Beerbohm challenges the notion that walking is a productive mental exercise--especially if one is accompanied by a talkative companion.</td>
</tr>
<tr>
<td>Organized logically</td>
<td>What he hates, why he hates the activity, what excuses he makes, what happens in the brain during the walk, whose company he hates, how he responds, etc of the central idea.</td>
</tr>
<tr>
<td>Correct Standard English, with complete sentences</td>
<td>It is a fact that not once in all my life have I gone out for a walk.</td>
</tr>
<tr>
<td>Personality, individuality of the author</td>
<td>I am not one of those extremists who must have a vehicle to every destination.</td>
</tr>
</tbody>
</table>
Focus (A single clear central idea. Each paragraph should have a clear main point)

Development (Each paragraph should support the central idea of the essay)

Unity (Every paragraph should be built around a main idea)

Coherence (The paragraphs should be organized logically. It should flow smoothly, and linked together. It should make sense to the reader)

Correctness (Essay should be in correct Standard English, with complete sentences)

Creativity. (The best writing is that which carries some of the personality, and individuality of its author).

11. Now attempt to a personal essay on a topic of your choice.

Choose a topic. (Choose interesting and relevant subject. Why is this experience significant to you? Have you had other experiences that are in some way related to the one you have decided to explore? What idea connects them? Does this experience answer any philosophical or spiritual questions? How has this experience influenced your personality or feelings?)

Define your purpose. (Is your essay to inform or persuade? If your goal is to educate, choose a subject that you have already studied. If your goal is to persuade, choose a subject that you are passionate about)

Prepare an outline or diagram of your ideas. (Use either an outline or a diagram to jot down your ideas and organize them)

Write your thesis statement. (Your thesis statement tells the reader the point of your essay)

Write the body. (The body of your essay argues, explains or describes your topic. Each main idea that you wrote in your diagram or outline will become a separate section within the body of your essay)

Write the introduction. (The introduction should attract the reader's attention and show the focus of your essay. Begin with an attention grabber)

Write the conclusion. (The conclusion brings the winding up of the essay and sums up the overall ideas while providing a final point of view on your topic)

Add the finishing touches. (Check the order of your paragraphs, whether your paragraphs fall in the correct order)

Review what you have written. (Reread the essay and check to see if it makes sense. Make sure that sentence flow is smooth and add necessary phrases to help connect thoughts and ideas. Check your essay for grammar and spelling errors)

Activity 3
Survey and write-up

Concept
A survey is conducted to collect necessary information to write a formal write-up based on the research.
Learning outcome
The learner will be able to:
- Demonstrate the ability to conduct a survey and prepare a write-up based on it.

Introducing the activity
Suggestions/alternatives
- Identifies the questions needed for asking likes, dislikes and preferences of the partner on the basis of the discussion and brainstorming done earlier.

Evaluation
- The learner evaluates himself/herself while brainstorming.
- Teacher evaluates the process.

Follow up activity
- The learner prepares the write-up using the ideas collected with the help of survey questions.
- Peer sharing

Evaluation
Process
- Peer evaluation of write-up

Portfolio
- Teacher evaluates the product using the following indicators.

Indicators
- Appropriateness of language
- Comprehension of ideas
- Organization

Activity 4
Read and practice
Teacher may prompt the learners to record the responses in their activity log.

Activity 5
Make a start
The learner draws up a plan of action discussing with friends.

Activity 6
Project
Learning outcome
The learner will be able to:
- Prepare questions to conduct the survey.
- Collects information
- Using the information collected prepares a project report.

Introducing the activity
The teacher initiates a discussion based on points like:
- Purpose of the survey
- Nature of questions asked
- Type of survey to be conducted

Brainstorming leading to the selection of the topic.
Resultant feedback and consolidation by the teacher will lead to the activity.
The learner collects information with the help of group discussion and survey conducted.

The learner:
- Selects a topic
- Prepares questionnaire
- Conduct survey
- Collects data
- Prepares the project report
- Presents in the class

Evaluation
- Self and peer evaluation
- The teacher evaluates the questionnaire and survey report using indicators (types of questions, information collected, language used)
Resultant feedback and consolidation by the teacher will lead to the activity.

**Survey steps**

Decide on:
- What you want to learn
- Whom you will interview
- How you will interview
- What you will ask
- Test the questions
- Conduct interviews and enter data
  - Ask the questions
- Analyze the data - Produce the reports

**How to make a good questionnaire?**

- Decide what you would like to learn from your questionnaire.
- Start writing out questions that can help you reach your goals.
- Design your questionnaire based on the method in which it will be delivered.
- Order the questions so that if a person says yes or no to a certain question. They bypass any questions that don't apply to them.
- Test your questionnaire before you begin surveying people on friends or family.

**Tips for making good case studies**

- Prepare a short questionnaire
- Use simple words
- Use informal grammar
- Assure common understanding
- Start with interesting questions
- Don’t write leading question
- Avoid double negatives
- Balance rating scales
- Don’t make the list of choices too long

- Avoid difficult concepts
- Avoid difficult recall questions
- Use closed-ended questions rather than open-ended ones
- Put your questions in a logical order
- Pre-test your survey
- Name your survey
- Introduction

Tips to write a good survey report

A survey report is a formal piece of writing based on research.
- **Structure:**
  - **Introduction**
    - Aim of the report, when, what and how
  - **Main Body**
    - All the information collected and analyzed must be presented clearly here.
  - **Conclusion**
    - Summing up and recommendations.
    - Hints and phrases:
      - Use Present Tense, Reported Speech and an impersonal style. Use a variety of reporting verbs such as claim, state, report, agree, complain, suggest, etc.
      - When reporting the results of a survey, the figures gathered should be given in the form of percentages and proportions. E.g. 40% of the people questioned, 88% of those who filled in the questionnaire, etc. or expressions like: the majority of those questioned, a large proportion of, a significant number of, etc. can also be used.
      - Language of the reports:
        - To introduce: The purpose/aim of this report....
This survey was carried out/conducted by means of..., the questionnaire consisted of etc.

To generalize: In general, generally, on the whole, etc.

To refer to a fact: The fact is that..., in fact, in practice, etc.

To conclude: In conclusion, To sum up, It is clear that, The survey shows/indicates/demonstrates, etc.

Resultant feedback and consolidation will lead to the conduct of the survey.

**Follow up activity**

ICT - The survey conducted is presented in the class using a PowerPoint presentation.

**Sample T.E Questions**

1) "Tchimska-Himalayasky was a cantonist, but he died with an officer's rank and left us his title, nobility and a small estate. After his death the estate went to pay his debts."
   a. who was Tchimska-Himalayasky?
   b. what picture of his life do you get from the story?
   c. what does the phrase "went to pay his debts mean"?

2) "God forgive me, a wicked sinner"
   a. who is the speaker here?
   b. why does he address himself as a sinner?
   c. what change came over him in the end?

3) Describe Ivan's visit at Tchimbarshov corner.

4) Happiness is described as an "overwhelming power" in the story. How far do you agree to this? Give reasons.

5) Imagine you get a chance to interview Ivan Ivanich after his visit from his brother.
   a. Prepare 4 questions you would ask him and possible answers for the same.
   b. Prepare a report of the interview for your school magazine.

6) Imagine you are participating in a dance competition and you are waiting for your turn. It is late night. What would your feelings be? Prepare a write up.

7) Describe a walk you took recently with your friends. (Hints - occasion, environment, the feel, enjoyment, adventure/upset/tensed etc)

8) what would you do- give answers using would rather
   a. you are rushing to office. It is already late. suddenly you realize that you have forgotten an important file.
   b. you are tired by your present job.
   c. your friend was misunderstood and punished by the teacher
Unit 6

Leaps and Bounds
Title: Leaps and Bounds

Time: 25 periods

Texts:
- ‘Cyberspace’ (Essay) by Esther Dyson
- ‘Is Society Dead’ (Article) by Andrew Sullivan
- ‘Conceptual Fruit’ (Short story) by Thaisa Frank

Learning materials:
- ICT presentation
- Ted speech
- Futuristic writing
- Video clipping
- News features
- Travel brochure
- Academic write-ups
- Creative competition
- Dialogue
- Checklist
- Peer feedback sheet
- Brainstorming
- Sharing experience
- Debates
- Cartoons
- Anecdotes
- Newspaper analysis

Extended reading:
- ‘Wikipedia’
- Dictionary of Technical Terms
- 'Computers and the Pursuit of Happiness' - David Gelernter
- 'We've Got Mail - Always' - Andrew Leonard
- 'Students Shall Not Download Yeah Sure.' Kate Zernike
- World famous letters/speeches

Portfolio:
- Articles on cyberspace
- E-mails
- Articles
- Brochures
- Report of Newspaper analysis
- Report of Cartoon analysis
Review of stories
Application letters and CV
Interview questions

Concept: Technology is an important aspect of modern society and it has to be studied in detail for understanding its advantages and disadvantages.

Learning outcomes:

The learner:

6.1 realises the disadvantages of an over-informed society.
6.2 becomes aware of the issues related to technology, and to distinguish between the positive and negative sides of technology, specifically cyberspace.
6.3 Recognizes the responsible ways of using cyberspace.
6.4 reads and analyses articles on technology related issues.
6.5 writes short articles presenting the arguments convincingly.
6.6 recognises the style, structure and format of e-mails.
6.7 prepares e-mails for communicating ideas.
6.8 identifies the different techniques adopted by writers in academic and literary writings.
6.9 conducts/ attends telephonic interviews.
6.10 writes application letters and CVs.
<table>
<thead>
<tr>
<th>Concepts/Skills</th>
<th>Process/Activities with Assessment</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The concept of cyberspace</td>
<td>• ICT presentation TIME’s Machine of the year 2006 General discussion</td>
<td>• Learner lists the basic concepts of cyberspace</td>
</tr>
<tr>
<td>Cyberspace: Meaning, uses and future directions</td>
<td>• Reads, understands and reflects on the given text 'Cyberspace'. • Peer and teacher evaluation</td>
<td>• Learner skims and scans to answer the comprehension questions.</td>
</tr>
<tr>
<td>Pre-writing and different strategies used</td>
<td>• Learner reflects on previous write-up • Need and relevance of pre-writing: General Discussion • Self and teacher evaluation</td>
<td>• Learner prepares a brief write-up on cyberspace. • Learner recognizes the need for pre-writing topics.</td>
</tr>
<tr>
<td>Writing: as a process and important academic skill, involving different stages</td>
<td>• ICT presentation - News photograph • General discussion Individual writing Whole class presentation Group editing Teacher version Self, peer and teacher evaluation</td>
<td>• Learner writes small articles on different topics</td>
</tr>
<tr>
<td>Revising as an indispensable stage in writing</td>
<td>• Reads and reviews the first draft in groups, using the group generated checklist • Presentation discussion and consolidation Peer and Teacher evaluation</td>
<td>• Learner recognizes the need for revising the earlier drafts.</td>
</tr>
<tr>
<td>Awareness about iPod generation</td>
<td>• ICT presentation - cartoon • General discussion • Pair share activity</td>
<td>• Learner shares his/her personal experiences orally.</td>
</tr>
<tr>
<td>iPod Generation - characteristics and their societal loss</td>
<td>• Reads comprehends and critically reflects on what he/she has read. • Teacher and peer evaluation.</td>
<td>• Learner answers the comprehension questions.</td>
</tr>
<tr>
<td>Concepts/Skills</td>
<td>Process/Activities with Assessment</td>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Writers often mix facts and opinions in their writings | • Newspaper analysis  
• Discussion in groups  
• Identifies facts and opinions  
• Whole class presentation  
• Consolidation  
• Peer and teacher evaluation | • Learner identifies facts and opinions in a write up.                     |
| Persuasive writing - linguistic and stylistic features | • ICT presentation - brochure  
• Analyses persuasive features in groups  
• Presentation to the class  
• General discussion  
• Teacher consolidation  
• Peer and teacher evaluation | • Learner writes persuasive articles on a variety of topics.                   |
| Technology and the differently abled people         | • Video presentation  
• Technology for the differently abled  
• Random comments  
• Class level competition: Creative technology for the differently abled.  
• Best idea to be selected and consolidated. | • Learner recognizes the role of technology in helping the disadvantaged and develops a positive view on technology.  
• Pair-shares ideas.                                                          |
| Technology empowers the differently abled. Parents have important roles in their life. Technology doesn't offer total solutions. | • Reads, comprehends and critically engages with the story. | • Answers the comprehension questions.                                             |
| Features/aspects of a good story                    | • Mini story - ICT presentation  
• General discussion: Features of a story  
• Learners work in groups and present  
• Teacher consolidates | • Learner lists the features of a story.  
• Analyses these features and prepares a review.                              |
| PEE paragraph (points, evidence and explanation)    | • ICT presentation. PREP FORMULA for effective participation in meetings.  
• Discussion of PEE Formula in writing. | • Write a PEE paragraph on a topic.                                           |
<table>
<thead>
<tr>
<th>Concepts/Skills</th>
<th>Process/Activities with Assessment</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensitive use of language is vital in stories</td>
<td>• Learner analyses a paragraph in groups and discusses the structure of it.</td>
<td>• Learner uses language sensibly in an add/write-up a few lines of poetry.</td>
</tr>
<tr>
<td>Technology related vocabulary</td>
<td>• ICT presentation - technology review&lt;br&gt;• Lists down as many words as possible&lt;br&gt;• Enlarge the list by consulting friends in pairs&lt;br&gt;• Consult the dictionary for meanings.</td>
<td>• Learner prepares a brief write-up on a new gadget.</td>
</tr>
<tr>
<td>Application letter and CV</td>
<td>• ICT - A job application and CV&lt;br&gt;• Learners analyse the features of the two.&lt;br&gt;• Teacher consolidation</td>
<td>• Learner fills in an application and CV correctly</td>
</tr>
<tr>
<td>Telephonic interview</td>
<td>• Video presentation - Interview&lt;br&gt;• Discussion on the various aspects of the interview.&lt;br&gt;• Self directed interview - learners prepare a set of questions which they can answer.&lt;br&gt;• Learner uses these questions to interview each other.</td>
<td>• Write a report on an interview</td>
</tr>
</tbody>
</table>
UNIT ANALYSIS

Introduction to the Unit

Technology is prevalent everywhere and it has become the single most distinguishing feature of modern society. Books are written and seminars are conducted on the diverse aspects of technology and their links with society. Materials produced around the world have accepted technology as an important component. Technology Studies is an emerging area of investigation in higher education. As an academic branch, it discusses the varied aspects of technology and its economical, sociological, cultural and philosophical dimensions. The “screen time” of adolescents has become a vexing issue for psychologists around the world, as they are the easiest victims of the various technological gadgets. This unit, Leaps and Bounds is neither derogatory nor celebratory in its tone and approach. Instead, it attempts to study technology and its latest manifestations in an objective and systematic fashion.

This block clearly addresses the academic writing skills of the students. The major stages of writing - pre-writing, writing and post writing are exemplified in this section. The process aspect of writing is given weightage over the product aspect. Persuasive essay, one of the major types of essay is detailed with the help of cartoons, brochures and world famous letters in English. The latest discourse email is also presented in the block.

In addition to the discourses cited language elements like 'could be' and 'might be able to' are detailed, along with the technology related vocabulary in this block.

Cyberspace

Activity 1

Introductory activity - ICT presentation

Concept/Skills

The concept of cyberspace

The internet is, by far, the greatest and most significant achievement in the history of mankind. Am I saying that Internet is more impressive than the pyramids? More beautiful than Michelangelo's David? More important to mankind than the new inventions of the industrial revolution yes, yes and yes.

Process

- ICT presentation of the TIME's Machine of the years 1996 and 2006
- General discussion on the transformation of the computer from a mere technological gadget to a wonderful space for human interaction especially with the advent of the internet
- Listing the discussion points

Alternative possibilities

1. Let the learners list a few benefits of cyberspace. They can be both real and fictitious.
2. The learners watch a TED speech on cyberspace and discuss the wonderful options that it offers to them.
- The triggering activity can be slightly futuristic. Learners in groups can discuss and present their ideas of the future of cyberspace, twenty five years from now.

Teacher input

Cyberspace is "the notional environment in which communication over computer networks occurs". The
term was first used in science fiction and cinema in the 1980s, was adopted by computer professionals and became a house hold term in the 1990’s. During this period, the uses of the internet, networking and digital communication were all growing dramatically and the term cyberspace was able to represent the many new ideas and phenomena that were emerging.

As a social experience, individuals can interact, exchange ideas, share information, provide social support, conduct business, direct actions, create artistic media, play games, engage in political discussion and so on using this global network.

The term cyberspace has become a conventional means to describe anything associated with the internet and the diverse internet culture.

Activity II
Read and reflect
Concept/Skills
a. Cyberspace: Meaning, uses and future developments
b. External control is not effective for electronic communities.
It is very difficult to misuse cyberspace as it is a voluntary destination.

Outcomes
The learner
• is able to read and understand the text and is capable of answering questions based on the text.
• Gets a sound sense of the concept of cyberspace and is able to write brief articles on this topic.

Process
• Silent reading and reflection on the text using reading questions.
• Individual, pair, group and whole class activities to ensure the comprehension of the text.
• Teacher talk to address the hard spots or to consolidate the major points in the text.

Evaluation
• The learner is able to answer questions based on the text.
• Self assessment and teacher assessment.

Teacher input
• Relevant entries from the Dictionary of Technical Terms
• ICT presentation introducing cyberspace
• Article discussing the future trends in cyberspace
• Reading strategies of writers - part of the article
• Brief write-ups on strategies and types of reading
• Cyberspace related news reports - both positive and negative
• Articles de-mystifying the concept of cyberspace
• Time’s Machine of the years 1993 and 2006 (photographs)

We constitute the final generation of an old civilization and, at the very same time, the first generation of an old civilization and, at the very same time, the first generation of a new one. Thanks to computer networks, geography had (in effect) been overcome, henceforth shared interests and not physical proximity would shape community and society.
Cyberspace and American Dream (1994)
Activity III
Writing Articles

Concept/Skills

- Pre-writing is an important stage in the writing process
- Different pre-writing strategies

Pre-writing strategies

Free writing: It is an excellent method to warm up and to generate ideas. In prewriting, we write five/ten/fifteen minutes rapidly, without stopping, about anything that comes into your head.

Focused free writing: Here, you simply try to focus your thoughts on one subject as you free write.

Brainstorming: Here we freely jot down ideas about a topic. The purpose is to generate lots of ideas so that you have something to work with and chose from. We write anything that comes to you about a topic - words and phrases, ideas, details and examples.

Clustering: Here you write an idea or a topic usually one word in the centre of a paper. Then let your mind make associations and write these associations branching out from the centre.

Asking questions: Many writers got ideas about a subject by asking questions and trying to answer them.

Keeping a journal: It is an excellent way to practice your writing skills and discover ideas for further writing.

Process

- General discussion on the importance of pre-writing
- Learners in groups discuss the comprehensiveness of the ideas presented in the text.
- Presentation of the groups to the whole class
- Other strategies of pre-writing strategies are elicited from the learners
- Teacher consolidation

An essay is a group of paragraphs about one subject. In many ways, an essay is like a paragraph in longer, fuller form. Both have an introduction, a body and a conclusion both explain one main idea with details, facts, and examples.

The introductory paragraph opens the essay and tries to catch the reader’s interest. It usually contains a thesis statement, one sentence that states the main idea of the essay.

The body consists of one, two, three or more paragraphs, each one making a different point about the main idea.

The conclusion brings the essay to a close. It might be a sentence or a paragraph long.

Alternative possibilities

Let the learners in groups think of something they wrote recently. It can be for academic or personal purposes. Allow them to discuss the process they followed in their writing. Did they just sit down and start writing? Did they do any planning or pre-writing? How much time did they spend on pre-writing? Which one of the following will contribute more to improve their writing - pre-writing, revising or correcting grammar and spelling?
Presentation by group leaders.
Teacher consolidation

**Evaluation**
- Self assessment
- Peer assessment

**Indicators**
- Comprehensiveness
- Relevance
- Organization

**Teacher input**
Pre-writing strategies like free writing, brainstorming, clustering, asking questions, keeping a journal.

**Activity IV**

**Concept/Skills**
- Writing as a process
- Various stages of writing
- Writing as an important academic skill

**Outcome**
The learners
- write brief articles following the systematic stages of writing.
- recognize the responsible way of using cyberspace by writing articles on the topic.

**Process**
General discussion for eliciting ideas - A news report will trigger the discussion.
- Individual write-ups
- Vetting in the group
- Presentation to the whole group
- Teacher version on the topic

**Evaluation**
- Self assessment
- Peer assessment
- ...............ative assessment

- Teacher assessment

**Indicators**
a. Coverage of ideas
b. Organization
c. Linkage
d. Language
e. Style and individuality

**Teacher input**
- Presentation on the different stages of writing
- Different types of essays
- Write-up on ensuring linkage and sentence variety in the writing

**Activity V**

**Reading and revising**

**Concept/Skills**
Revising is an important step in the writing process
Good writers are like sculptors, shaping and reworking their material into something more meaningful.

**Outcome**
The learner recognizes the importance of revising by rewriting his own write-up.

**Process**
Read and review the first draft of the write-up using the given checklist.
The revised text is read to the whole class.
Comments from other groups are collected.
Teacher consolidates the discussion by making his/her points.

**Revising**
Revising means rethinking and rewriting your first draft and then making whatever changes, additions, or corrections that are necessary to improve the paragraph. You may
cross out and rewrite words or entire sentences. You may add, drop or rearrange details. As you revise keep the reader in mind. Ask yourself the following questions.

Is my topic sentence clear?
Can a reader understand and follow my ideas?
Does the paragraph follow a logical order and guide the reader from point to point?
Will, the paragraph keep the reader interested?
You may wish to show or read your first draft to a respected friend. Ask this person to give an honest response, not to rewrite your work. You can use this peer feedback sheet.

**Peer Feedback sheet**

To ........ From ........ Date ........

1. What I like about this piece of writing is ..........................................................

2. Your main point seems to be ........ ..........................................................

3. These particular words or lines struck me as powerful

Words/lines I like them because ..........................................................

4. Somethings aren’t clear to me. These lines or parts could be improved.

Lines/parts Need improving because ..........................................................

5. The one change you could make that would make the biggest improvement in this piece of writing is ..........................................................

**Alternative possibilities**

The learners can peer review the first draft of the essay, using the peer feedback sheet.

**Evaluation**

- Self assessment
- Peer assessment
- Teacher assessment

**Indicators**

- Clear topic sentence
- Unity
- Coherence
- Appropriate language
- Sentence variety

**Teacher input**

- Checklist of questions for revising
- Peer feedback sheet

**Activity VI**

Preparing e-mails
Concept, process outcomes and evaluation strategies of e-mails are detailed in Unit 1.
Kindly consult Unit 1 to get a detailed description of e-mails.

**Is Society Dead?**

1) Introductory Activity---sharing experiences

**Concept/Skills**

a) Awareness about iPod generation
b) Learner’s own personal experience of iPod generation

**Process**

a) Brainstorming using cartoon as the triggering input.
b) Sharing personal experiences by learners
c) Teacher talk for consolidating the activity.
**Alternative Possibilities**

a) Debate: Cell phones and not ipods are the real villains in modern society.
b) Pair activity--learners list the missing aspects in their lives when they frequently 'plug in'
c) Reading a part of an article discussing the iPod people and presentation

2. **Read and Reflect**

**Concept/Skills**

a) The concept of iPod generation.
b) The characteristics of iPod generation.
c) iPod generation and the missing aspects in their lives.

**Outcomes**

a) Learners skim, scan and read reflectively to answer the comprehension questions.
b) Understand the features of iPod generation by answering questions based on them.

**Process**

a) Silent reading and reflect on the text using comprehension questions. (individual)
b) Comprehend the text through pair group and whole class activities.
c) Teacher talk-- to explain difficult ideas and to consolidate the major points of the text.

**Evaluation**

Answer comprehension questions.

**Teacher input**

a) Cartoon
b) Relevant part of the text 'Christmas unplugged.'

c) Anecdotes on iPod generation

3. **Newspaper analysis**

**Concept/Skills**

a) Writers often use both facts and opinions in their writings.
b) Good readers identify the facts and opinions in such writings.

**Outcomes**

a) Learners locate facts and opinions in write-ups.
b) They recognize that writing is not an innocent activity but an intentional one.

**Evaluation**

a) Self assessment
b) Peer assessment
c) Teacher assessment

**Process**

a) Learners analyse an unfamiliar news report and a report on an issue known to them.
b) Sift the facts and opinions in these two reports.

**Teacher input**

Article on critical reading

How critical reading helps you to write better articles?

**Alternative possibilities**

- Learners in groups are given a piece of dialogue.
- Group leaders make presentations based on the dialogue.
- Members in other groups locate the "additional extra" added by each group.
- Teacher consolidation.
4) Analysis of Travel brochure

Concept/ Skills
a) Persuasive writing
b) Features of Persuasive writing-linguistic and stylistic

c) Analysis of the brochure individually
d) Group vetting
e) General presentation

Evaluation
a) Peer assessment
b) Teacher assessment

Alternative possibilities
a) Analyzing a cartoon for its persuasive strategies.
b) Discussing a few world famous letters for the diverse strategies used for persuading people.

Process
a) ICT Presentation of a Travel Brochure.
b) Qualities of a Travel Brochure (Brainstorming)

c) World famous letters/speeches

Building blocks to effective Persuasive writing

Topic: Students should acquire computer skills

Facts
• 60% of jobs require computer knowledge
• Writing is required in most college courses

Authority
• According to the Department of Labour, most jobs require computer skills.
• The University of Michigan expects students to be computer-literate to graduate.

Examples
• Medical shops keep data on computer to prevent dangerous combinations
• Social workers must write report on every client.

Consequences
• Those without computer background will not be able to find jobs
• Even writers are going to key orders into a key board.

Answering Opposition
• With internal batteries and careful back up procedures, computers are as safe as paper records.

The given diagram shows the basic kinds of support used in persuasive paragraphs. Although we will rarely use all them in one paragraph, we should be familiar with them.
### Transitional Expressions for Persuasion

<table>
<thead>
<tr>
<th>Give Reasons</th>
<th>Answer the opposition</th>
<th>Draw conclusion</th>
</tr>
</thead>
</table>
| first, second, third  
another, next, last,  
finally, because,  
since, for, although | of course  
some may say  
nevertheless  
on the other hand | therefore  
thus  
hence  
consequently |

### Conceptual Fruit

**Activity 1**

**Introduction**

**Concept**

Technology and the differently abled

**Process**

Class level competition: Creative Technologies for the Differently Abled. 
Best proposals are selected. 
Teacher consolidation

**Alternative Possibilities**

ICT Presentation: Technology Solutions for The Differently Abled. 
Quest for a Theory of Everything (movie): Screening and Discussion

**Teacher Input**

News Reports on Friendly Technologies

**Activity 2**

**Read and Reflect**

**Concept/Skill**

Technology and the disadvantaged. 
Parental Support to the differently abled.

**Outcome**

Learners answer questions based on the text

Recognize the role of technology in supporting the needy.

**Process**

Silent reading using the reading questions

Individual, pair and group activity to ensure comprehension of the text.

Teacher talk to address the hard spots.

**Evaluation**

Learners answer questions based on the text.

**Teacher Input**

Rights of Differently abled children. 
Document Right to education. 
The story of Ann Sullivan

Differentiated instructional strategies. (Article)

**Activity 3**

**Elements of a story**

**Concept/skill**

Features of a good story.

**Outcome**

Learners identify the major features of a story

Learners recognize the techniques of story writing and write small stories

**Process**

ICT Presentation — Mini Story

General discussion to elicit the features of a story
Group work and presentation.
Individual reading.
Teacher consolidation.

**Evaluation**
Written story. Self peer and teacher assessment.

**Teacher Input**
Elements of Literature W.H. Hudson
How I Became a Writer. Steinbuck

**Alternative possibilities**
Workshop on story writing.
Class Competition for story writing.

**Activity 4**

**Elements of a Paragraph**

**Concept/skill**
A good paragraph will have points, explanation, and evidence in it.

**Outcome**
Learners write small paragraphs on simple topics
Recognize the important components of a paragraph

**Process**
Analysis of paragraphs (group activity)
Presentation by the groups
General discussion on the points presented.
ICT Presentation –PEE Paragraph
Teacher consolidation.

**Evaluation**
self, peer and teacher assessment of the paragraph made.

**Teacher input**
Elements of a paragraph— topic sentence, location of topic sentence and ways of writing a topic sentence
Ways of developing a paragraph—
definitonal, cause and effect, compare and contrast, descriptive and illustrative
Alternative possibilities
Re order the jumbled sentences in to a coherent paragraph.

**Activity 5**

**Concept/skill**
Writers are very sensitive about their language
Each word is a junction in a short story

**Outcome**
Learners write small stories using words sensitively
Recognize the importance of words in a story

**Process**
Learners try to replace a few words in the given story (group work)
They fail
Discussion on their failure
Teacher consolidation

**Evaluation**
Evolved story
self peer and teacher evaluation

**Teacher Input**
World Famous Short Stories
Writers sharing their experience of using language in stories

**Alternative Possibilities**
Learners attempt to write a story and they recognize the demanding nature of writing stories.
Collaborative story development activity in which learners develop a story in groups.
Activity 6
Concept/skill
Importance of register in writing
Technology has a register of its own
Outcome
Learners recognize the need for using appropriate register in different contexts
Recognize that register adds to the effectiveness of writing
Process
ICT presentation — Technology review
Learners list the technology related words
Enlarge the list in pairs and dictionary work follows
Teacher consolidation.
Evaluation
List of words and the coverage of words.
Self and peer evaluation
Teacher Input
Enrich your vocabulary
Register in written English
Alternate Possibilities
Vocabulary related language games.
Activity 7
Concept/skill
Application letter and CV
Outcome
Learners write application letter and CV
Recognize the different components of a good application letter and CV
Process
ICT Presentation — Application letter and CV
Analyze the pros and cons of the given application letter and CV (group work)
Presentation
Teacher consolidation.
Evaluation
Comprehensiveness of application letter and the CV
Self, peer, teacher evaluation
Teacher Input
Introduction to business communication
Model Application letters and CVs
Alternative Possibilities
Learners fill in the blanks appropriately in the given job application and CV
Activity 8
Concept/skill
Telephonic interview
Process
Telephonic Interview — Video Presentation
General discussion — stages of telephonic interview
Teacher Consolidation.
Outcome
Learners participate in telephonic interview
Recognize the different stages of a telephonic interview
Evaluation
Performance in telephonic interview
Peer and teacher evaluation
Teacher Input
Interview Techniques
Hard Talk - BBC talk show
IAS Toppers on their interviews
Alternate Possibilities
Mock interview.
Self directed interview where learners decide the questions to be asked by the interviewer.
SAMPLE T.E QUESTIONS

1. List four uses of Cyberspace in your life as a student.
2. We get regular news reports about cyberspace being misused by various sections of society. Do you think that the government should control cyberspace to check the miscreants in it? Write four points to make your argument.
3. Can you predict the future developments in cyberspace? Write an article to be published in the school magazine.
4. Do you think that technology and its various developments both positive and negative should be studied in detail? Write a letter to the editor on the need for studying technology and its impact on society.
5. Students are careless in downloading materials from the Internet. Prepare an e-mail to be sent to your classmates on the do's and don'ts of downloading.
6. Prepare a short speech on 'the Role of Parents in Supporting the Differently-abled Children' to be delivered in the PTA meeting of your school.
7. Prepare a notice to be displayed on the school notice board regarding the various facilities available for the differently-abled children in the school.
8. Write a paragraph on the relationship between Greta and her father.
9. The title 'Conceptual Fruit' is striking. Do you think that the title adequately reflects the theme of the story? Write your response in two sentences using the following hints:
   In my view, ................
   I believe ................
10. Prepare a short review of the story 'Conceptual Fruit' to be published in an online magazine. (Hints: characters, setting, plot, mood, structure and language.)
11. Publish a wall magazine 'Techwatch' inviting entries from the students. They can write poems, short stories or plays. It is good if the pieces are technology related.
12. Conduct a survey on net access among students in the school.
13. Conduct a seminar on technology-related stories in your classroom. Technology stories which are published can also be discussed in the seminar.
14. Conduct a theatre workshop for evolving a street play for creating awareness among the public on the hazards of technology.


16. Conduct a quiz competition with technology as the focus. Collect at least fifty questions to be used in the competition.

17. Conduct fifty short speeches in connection with the World Technology Day. As part of this, a speech workshop can also be conducted. Higher secondary students can go to various high school classes and enlighten students on the advantages and disadvantages of technology.