



Unit 1

Glimpses of Greatness

UNIT FRAME - UNIT I

Concepts/Skills	Process/Activities with Assessment	Learning Outcomes
<ul style="list-style-type: none"> Self confidence and support in achieving success 	<ul style="list-style-type: none"> Reads and discusses the entry activities. Reads and comprehends the text 'His First Flight'. 	<ul style="list-style-type: none"> Develops self confidence and realizes the role of support in overcoming hardships.
<ul style="list-style-type: none"> Appreciation of the story 	<ul style="list-style-type: none"> Discusses and identifies the points for review. (Teacher assesses the process) Writes a review. (Peer and teacher assessment-process) <p>Indicators</p> <ul style="list-style-type: none"> - Appropriateness of language - Comprehensiveness of ideas - Organization (Portfolio assessment of review.)	<ul style="list-style-type: none"> Appreciates a story and writes a review.
<ul style="list-style-type: none"> Use of graphic organizer 	<ul style="list-style-type: none"> Revisits the story, analyses ideas and completes the graphic organizer. (Self and peer assessment) 	<ul style="list-style-type: none"> Coordinates and arranges information logically with the help of graphic organizer.
<ul style="list-style-type: none"> Uniqueness of each individual Features of motivational speech 	<ul style="list-style-type: none"> Discusses and lists the requisites for attaining success. Reads and comprehends the text 'I Will Fly'. (Self assessment) 	<ul style="list-style-type: none"> Categorizes different types of speeches. Analyses the features of a good speech. Lists the qualities that make a person unique.
<ul style="list-style-type: none"> Goal setting 	<ul style="list-style-type: none"> Discusses, shares and presents to the whole class. (Peer assessment) <p>Indicators</p> <ul style="list-style-type: none"> - Style of presentation - Clarity regarding attainment of goals. 	<ul style="list-style-type: none"> Reflects on his/her ambitions and sets goals.
<ul style="list-style-type: none"> Effective motivational speech 	<ul style="list-style-type: none"> Revisits the text, lists the features - ideas, words, expressions, examples, quotes, closure statement etc. Discusses and prepares a motivational speech. Presents the speech to the whole class. (Teacher assessment - process) <p>Indicators</p> <ul style="list-style-type: none"> • Appropriacy of the contents. • Structure of the motivational speech. 	<ul style="list-style-type: none"> Performs a speech to motivate others.

Concepts/Skills	Process/Activities with Assessment	Learning Outcomes
	<ul style="list-style-type: none"> Style of presentation (Portfolio assessment of the speech.) 	
<ul style="list-style-type: none"> Structure and style of a personal e-mail 	<ul style="list-style-type: none"> Gathers the key ideas of Kalam's speech. Discusses and organizes. Writes an e-mail in the format as shown in the internet or hand-outs. (Portfolio assessment-e-mail) 	<ul style="list-style-type: none"> Gets acquainted with e-mail and its format and practises writing e-mails. Familiarizes himself/herself with the technical aspects of e-mail and net etiquettes.
<ul style="list-style-type: none"> Inspiring lives of eminent personalities The value of empathy 	<ul style="list-style-type: none"> Video clipping (pre-reading). Discussion based on the clipping. Teacher consolidation. Reads and comprehends the text. 	<ul style="list-style-type: none"> Empathizes with others. Develops the ability to face challenges and emerge successful even against limitations.
<ul style="list-style-type: none"> Character analysis 	<ul style="list-style-type: none"> Revisits the text and identifies the features of the character. Shares in group. (Self assessment) Writes a paragraph. (Teacher assessment-portfolio) <p>Indicators</p> <ul style="list-style-type: none"> Brevity Comprehensiveness Quality of language 	<ul style="list-style-type: none"> Analyses a character and writes a paragraph.
<ul style="list-style-type: none"> Timeline as a chronological record of major life events 	<ul style="list-style-type: none"> Reads the text again, collects the major events in the life of Hawking and lists them in the timeline. Identifies the major facts needed for a profile and lists them. (Self and peer assessment) 	<ul style="list-style-type: none"> Identifies the facts needed for a profile. Lists the major events of a person's life chronologically.
<ul style="list-style-type: none"> Interviews as a help to know about a person's attitudes and views 	<ul style="list-style-type: none"> Revisits the text and does activity III in the text. Discusses the purpose of the interview and the nature of questions asked. Identifies a person to be interviewed. Prepares a set of questions. (Peer assessment) 	<ul style="list-style-type: none"> Prepares questions and interviews a person.
<ul style="list-style-type: none"> Information collected from an interview to prepare a profile of a person 	<ul style="list-style-type: none"> Interviews a person. Discusses and shares the information collected. Selects the relevant details and organizes them. 	<ul style="list-style-type: none"> Prepares a profile using the information collected from an interview.

Concepts/Skills	Process/Activities with Assessment	Learning Outcomes
	<p>(Teacher assesses the process)</p> <ul style="list-style-type: none"> Writes the profile. <p>(Teacher assessment-portfolio)</p> <p>Indicators</p> <ul style="list-style-type: none"> - Appropriateness of content - Authenticity of facts - Quality of language - Organization 	
<ul style="list-style-type: none"> People who have turned their disability into strength as a source of inspiration 	<ul style="list-style-type: none"> Reads and analyses the statement given in the activity. Identifies a person with a similar story. Collects and shares information. Prepares a short motivational speech. Presents the speech. <p>(Teacher Assessment)</p> <p>Indicators given earlier along with motivational speech.</p>	<ul style="list-style-type: none"> Imbibes the spirit of perseverance. Prepares short motivational speeches and presents them before the school assembly or a small group.
<ul style="list-style-type: none"> Group discussion involving communication skills and interpersonal skills 	<ul style="list-style-type: none"> Discusses and analyses the topic in groups. Brainstorms and collects points. Presents their views in groups. Selects the best speaker from the group for presentation in the whole class. Class selects a moderator. <p>(Teacher assesses the process)</p> <ul style="list-style-type: none"> Selected learners present their views in the form of a GD. <p>(Peer and Teacher assessment-process)</p> <p>Indicators</p> <ul style="list-style-type: none"> - Initiation - Communication skill - Language - Interpersonal skills 	<ul style="list-style-type: none"> Demonstrates the ability to analyze an issue. Participates in a GD democratically.
<ul style="list-style-type: none"> Cohesive devices to hold a text together 	<ul style="list-style-type: none"> Locates the cohesive devices in the text. Discusses its purpose and effectiveness. Gets familiarized with common cohesive devices given in the text. Does the practice activity. <p>(Peer assessment)</p>	<ul style="list-style-type: none"> Uses cohesive devices in appropriate contexts.
<ul style="list-style-type: none"> Certain words frequently co-occurring with certain others 	<ul style="list-style-type: none"> Reads the expressions given in the text. Understands how the word 'crippling' collocates with 'disease'. 	<ul style="list-style-type: none"> Uses collocations effectively.

Concepts/Skills	Process/Activities with Assessment	Learning Outcomes
	<ul style="list-style-type: none"> Learns to generate more collocations that come within their experiential orbit. (Refer unit analysis for more examples) Does practice exercise. (Peer assessment) 	
<ul style="list-style-type: none"> Developing proper attitudes about everything and being focused in order to realize one's goal 	<ul style="list-style-type: none"> Watches 'What If', a short film based on Rudyard Kipling's poem 'If'. Reflects on the film and brainstorms. Teacher consolidation. Reads the poem and comprehends it with the help of 'Read and respond' questions. 	<ul style="list-style-type: none"> Reads and appreciates a poem. Understands the need to develop proper attitudes and values in order to realize one's goal.
<ul style="list-style-type: none"> Use of poetic devices to enhance the quality of language 	<ul style="list-style-type: none"> Revisits the poem and identifies the theme, elements and poetic devices. Prepares notes. (Teacher assesses the process) 	<ul style="list-style-type: none"> Analyses the poem based on the theme and poetic devices.
<ul style="list-style-type: none"> Appreciation involving critical analysis of theme, language, poetic features, relevance, message, etc. 	<ul style="list-style-type: none"> Discusses the graphic organizer. Analyses the poem on the basis of the points. Writes an appreciation. (Teacher assessment - portfolio). <p>Indicators</p> <ul style="list-style-type: none"> Comprehensiveness Quality of language Proper analysis Organization 	<ul style="list-style-type: none"> Prepares an appreciation.
<ul style="list-style-type: none"> Conditional clauses as an integral part of our communication activities 	<ul style="list-style-type: none"> Picks out the statements using 'if' from the poem and lists them in the given format. Identifies the structure with reference to the given table. Does the practice activity in the text. (Peer assessment) 	<ul style="list-style-type: none"> Uses conditionals effectively.
<ul style="list-style-type: none"> Write-ups to promote reflective thinking which includes personal responses about a person, situations, events, etc. 	<ul style="list-style-type: none"> Reads the article given in the text. Brainstorms. Selects a person suitable for write-up. Prepares a write-up. (Teacher assessment-portfolio) <p>Indicators</p> <ul style="list-style-type: none"> Comprehensiveness Quality of language Apt use of expressions Organization 	<ul style="list-style-type: none"> Forms personal responses and prepares a write-up for the school magazine/publication

Unit Analysis

- Title : Glimpses of Greatness
 Time : 32 periods
 Texts : **'Abe's First Speech'** (anecdote from the life of Abraham Lincoln-Entry text)
'His First Flight' (Story) by Liam O' Flaherty
'I will Fly' (Speech) by Dr. A. P. J. Abdul Kalam
'Quest for a Theory of Everything' (Profile of Stephen Hawking) by Kitty Gail Ferguson
'If' (Poem) by Rudyard Kipling

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 :

- 'Teacher's Pride'** (Article by Prof. B. Hridayakumari)
- ICT & URL addresses:** I. Video clips
- Song scene 'Give me some sunshine...' from the Hindi film 'Three Idiots'
- 'Learning to Fly: A Bird Story'
- <http://www.youtube.com/watch?v=oItQOeKCr2M>
- www.youtube.com/watch?v=SA-Tnkevq2w
- <http://www.youtube.com/watch?v=HKh6XxYbbIc>
- Video clip from the Hindi film 'Thare Zamin Par'
- <http://www.youtube.com/watch?v=RppblO9Iltk> Stephen Hawking A Personal Journey PBS
- <http://singularityhub.com/2010/05/03/how-does-stephen-hawking-talk-video/> or <http://www.youtube.com/watch?v=DbHygyExIIk>
- <http://www.youtube.com/watch?v=i0cVdPHOIxw>
(Stephen Hawking - Black Hole Time Travel)

Assessment :

- Self assessment
- Peer assessment
- Teacher assessment

Concept : Traits of greatness

Learning outcomes :

The learner:

- 1.1 reads, comprehends and interprets stories, speeches, profiles and personal essays.
- 1.2 develops self confidence and realizes the role of support in overcoming hardships.
- 1.3 appreciates a story and writes a review.
- 1.4 coordinates and arranges information logically with the help of graphic organizer.
- 1.5 analyses the features of a good speech and prepares speeches.
- 1.6 performs a speech to motivate others.
- 1.7 develops the ability to face challenges and emerge successful against limitations.
- 1.8 analyses a character and writes a paragraph.
- 1.9 identifies the facts needed for a profile and prepares profiles.
- 1.10 participates in a group discussion democratically.
- 1.11 uses cohesive devices in appropriate contexts.
- 1.12 uses collocations effectively.
- 1.13 reads and appreciates a poem.
- 1.14 analyses the poem based on the theme and poetic devices.
- 1.15 prepares an appreciation.
- 1.16 uses conditionals effectively.

Introduction to the Unit

The unit introduces certain unique characters and character traits so that the learner will be motivated to dream high and set goals.

The unit aims at building confidence in the learner to strive for success in his / her own unique way and eventually achieve greatness.

The learner has to realize that the key to success in any field is his / her perseverance. Success in life doesn't come easily and there are many failures and hurdles for a person to clear before its achievement. The undying qualities of every successful

person in this world are perseverance and the willpower to fight against hardships and overcome them. These qualities make even the seemingly impossible, possible. It is an apt saying that ‘fire is the test of gold, and adversity that of man’.

Entry activities

Time : 1 Period

Entry activity 1

Concept : Traits of greatness

Creative use of language

Motivation- intrinsic and extrinsic

Learning outcomes :

The learner

- lists the qualities of greatness.

Introducing the Unit:

- The teacher initiates a discussion with the help of the entry activities given in the text.
- Brainstorming and discussion based on the quotation.
- Completes the graphic organizer.
- e.g. : confidence, motivation, family support etc.

Resultant feedback and consolidation by the teacher will lead to the reading of entry activity 2.

Entry activity 2

Concept : Creative use of language

Learning outcomes :

The learner

- evaluates a picture and writes a caption.

Process

- Reads, analyses and interprets the picture.
- Writes appropriate caption.

Resultant feedback and consolidation by the teacher will lead to the reading of entry activity 3.

Entry activity 3

Concept : Motivation – intrinsic and extrinsic.

Learning outcomes :

The learner

- realizes the need for motivation.

Process:

Reads and discusses 'Abe's First Speech'.

Resultant feedback and consolidation by the teacher will lead to the reading of entry activity 4.

Entry activity 4**Reading of the text 'Abe's First Speech':**

- Initiate silent reading (individual), comprehension and reflection, with the help of while reading questions.
- Ensure discussion and comprehension (in groups/whole class) and self evaluation.
- Additional questions can be framed and given, as and when the situation demands.
- Teacher talk (explanation of hard spots and consolidation of ideas).

Teacher input:

A political stump speech is a standard speech made by a politician running for office/ a speech addressed to the general public during a political campaign or in support of a cause.

The term is derived from a custom in 19th century America, when political candidates campaigning from town to town, stood upon tree stumps to deliver a speech.

Campaign: The word denotes a vigorous concerted effort to accomplish a purpose: e.g. a fund-raising campaign, an advertising campaign for a new product, a candidate's political campaign.

Abraham Lincoln has often been pictured as 'The Rail Splitter,' a brawny frontiersman wielding a heavy axe and splitting logs to make rail fences.

Think and respond:

The learners discuss in groups and express their views.

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

I. HIS FIRST FLIGHT

- Liam O'Flaherty

Time: 7 periods

Concept: Role of self-confidence and support in achieving success

Learning outcomes:

The learner

- develops self-confidence and realizes the role of support in overcoming hardships.

About the author

Liam O'Flaherty (August 28, 1896 - September 7, 1984), was an Irish novelist and short-story writer whose works combine brutal naturalism, psychological analysis, and biting satire, with an abiding respect for the courage and persistence of the Irish people. He was a leading figure of the Irish Renaissance.

O'Flaherty abandoned his training for priesthood and embarked on a varied career as a soldier in World War I and a wanderer in South America, Canada, the United States, and the Middle East. He took up different occupations as lumberjack, hotel porter, miner, factory worker, dishwasher, bank clerk, and deckhand. After taking part in revolutionary activities in Ireland, he settled in England in 1922, but returned to Dublin in the mid-1920s.

His books include *Thy Neighbour's Wife* (1923), his successful first novel; *The Black Soul* (1924); *The Informer* (1925; adapted as an Oscar-winning film by John Ford, 1935); *Skerrett* (1932); *Famine* (1937); *Short Stories* (1937; rev. ed. 1956); *Insurrection* (1950); *The Pedlar's Revenge and Other Stories* (1976); as

well as several other novels and collections of short stories. His autobiography, **Shame the Devil**, was published in 1934.

Many of O'Flaherty's works have two common themes: Nature and Ireland. 'His First Flight', a short story which symbolizes the nervousness one experiences before embarking on something new, is regarded as one of his most famous works.

Introducing the text:

Suggestions / alternatives

- Video clip of the song scene 'Give me some sunshine...' from the Hindi film 'Three Idiots'
- Video clip - 'Learning to Fly: A Bird Story'.
URL: <http://www.youtube.com/watch?v=oItQOeKCr2M>

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

Reading of the text:

- Initiate silent reading (individual), comprehension and reflection, with the help of while reading questions.
- Ensure comprehension (in groups/whole class) and self evaluation.
- Additional questions can be framed and given, as and when the situation demands.

- Teacher talk (explanation of hard spots and consolidation of ideas).

Teacher input:

'His First Flight' is a story about a family of seagulls in which the intelligence and psychology of these birds are described. The writer talks about a young seagull that is afraid of flying. It is obvious that the writer has minutely observed and analyzed the behaviour of these birds.

Through the story of the birds, the writer conveys the need for self-confidence and self-reliance. Parents/guardians can shoulder the responsibility of looking after their dependants to a great extent, but not forever. So everyone should take up the effort to become independent while utilizing available guidance.

comprehension - are closed-ended questions. Higher order reasoning, such as synthesis and evaluation, is stimulated through the use of open-ended questions. Asking an open-ended question is a way to elicit discussion, brainstorm solutions to a problem, or create opportunities for thinking outside the box. The highest-order open-ended questions engage students in dynamic thinking and learning, where they must synthesize information, analyze ideas, and draw their own conclusions. Adolescents need to become critical thinkers, find their own voice, and be recognized for having opinions that matter.

So the questions given here are open-ended and analytical in type which will help the learners evaluate the situation and analyze the features of a story.

ICT

- Video presentation of the story available on www.youtube.com/watch?v=SA-Tnkevq2w

Activity I

- Read and respond

Learning outcomes:

The learner

- reads a story and analyses the different features of it.
- thinks outside the story and appreciates it.

Introducing the activity:

Discourse input:

Questioning techniques can improve learning in different ways. Questions at the lower levels- particularly those that test one's knowledge and

Suggestions / alternatives

- The teacher initiates a brainstorming and discussion based on the questions given in the text.

Discourse inputs:

Imagery

Imagery, in a literary text, is an author's use of vivid and descriptive language and the pictures they create in your mind. It appeals to the senses and deepens the reader's understanding of the work.

Forms of imagery

There are seven types of imagery, each corresponding to a sense, feeling, or action:

- **Visual imagery** - pertains to sight, and allows one to visualize persons, places, or events.

- **Auditory imagery** - pertains to sound and is often expressed using onomatopoeic words.
 - **Olfactory imagery** - pertains to odour or smell.
 - **Gustatory imagery** - pertains to taste.
 - **Tactile imagery** - pertains to texture, or the sensation of touch.
 - **Kinesthetic imagery** - pertains to movement, or action.
 - **Organic imagery** - pertains to feelings of the body such as hunger, thirst, or fatigue.
- * The teacher can point out examples from the text.

Activity II

- Review

Concept : Appreciation of the story

Learning outcomes:

The learner

- Appreciates a story and writes a review.

Discourse input:

Review

A review of a story examines it critically and tries to fathom the author's intent and motivations. It gives the reader an insight into the writer's reaction, and whether or not the story has made any impact. Structuring the review can be easy if you follow a few guidelines.

- Jot down your impressions. Make notes as you read the story.
- Evaluate the writing style--whether it is a mystery, romance, thriller, comedy or a literary piece of work.

- Construct a thesis, i.e. concentrate on a central idea like the author's intent, theme, character, plot etc.
- Offer your perspective, i.e. discuss the overall message of the story, its significance and whether or not you would recommend it.
- Summarize the plot. Highlight those aspects of the story that pleased / piqued your interest, such as the beginning, the climax etc. Analyze the ending of the story and reflect upon it.
- Discuss the author's purpose and whether or not you feel he / she achieved it through the characters, storyline or style. If the story is meant to be an inspiring tale of overcoming odds, but has failed to motivate you or engage your interest, then the author has not been successful in that respect.
- Give constructive advice. If you cannot appreciate the story, do not criticize the author on a personal level, but instead focus your advice on the story elements themselves.
- Draw your conclusion. Give your overall opinion of the story and whether or not you would recommend it.

Introducing the activity:

Suggestions/alternatives

The learner

- identifies the points needed for the review and prepares notes, on the basis of the discussion and brainstorming done earlier.

Assessment

- The learner assesses himself / her-

self while brainstorming.

- Teacher assesses the process.

Follow-up activity:

- The learner writes the review using the ideas collected.
- Peer sharing.
- Presenting the review to the class.

Assessment

Process:

Peer assessment of the reviews.

Portfolio:

Teacher assesses the product using the following indicators.

Indicators:

- Appropriateness of language
- Comprehensiveness of ideas
- Organization of ideas

Activity III

Tree diagram

Concept: Use of graphic organizer.

Learning outcomes:

The learner

- coordinates and arranges information logically with the help of a graphic organizer.

Introducing the activity:

- Revisits the story, analyses ideas and completes the graphic organizer.
- Brainstorming of ideas.

Resultant feedback and consolidation by the teacher will lead to Activity IV.

Assessment

Process:

- Learner assesses himself / herself.
- Peer assessment of answers.
- Teacher assesses the process.

Activity IV

- Think and respond

Learning outcomes:

The learner

- identifies the requirements for attaining success.
- understands the supporting role of the family and the need for being attached to the family.

Introducing the activity:

Suggestions/ alternatives

- Brainstorming (self evaluation).
- Analyzing the different factors (peer evaluation).
- Coordinating ideas.

Assessment:

Process:

Teacher assesses the process.

Resultant feedback and consolidation by the teacher will lead to the text 'I will Fly'.

Sample T E Questions:

1. Prepare a humorous write-up on your initial attempts at learning a new skill like learning to ride a bicycle or learning to swim.
2. We know that the verb 'fly' (of birds / insects) means to move through air using wings. Pick out the words which have the same or nearly the same meaning.

swoop	ascend	sink	descend	
stay	flit	float	dart	soar
fall	paddle	ride	hover	shoot
sail	flutter		skim	glide
	spring	flap		

3. What lesson do you learn from this simple story?

(This story teaches us the important lesson that no task is difficult enough to achieve. But we should be prepared to take risks and try again and again. Nothing is impossible if we take the initiative and persevere.)

4. Why do first attempts always appear difficult?

(It is very difficult to do something for the first time because of the sheer novelty of the experience.)

5. Have you ever found yourself in a situation in which you are supposed to do something for the first time but could not muster up the courage to do it? (Swimming/cycling/presentation etc.)

Draft

II. I WILL FLY

-Dr A. P. J. Abdul Kalam

Time : 5 periods

Concept : Uniqueness of each individual.

Learning outcome:

The learner

- categorizes different types of speeches.
- analyzes the features of a good speech.
- lists the qualities that make a person unique.

Introducing the text:

Suggestions/alternatives

- Video clip of the song "When you wish upon a star ..."/ Print out of the lyrics (The teacher or a student can sing the song, if ICT facility is not available.)
- A presentation (ppt) of famous quotes on 'dreams' and 'vision' by Dr. Kalam or any other famous person/ Printout of the same/ Teacher presentation etc. can be made.

Resultant feedback and consolidation

by the teacher will lead to the reading of the text.

Teacher input:

"The song "When you wish upon a star..." was a song written by Leigh Hairline and Ned Washington for Walt Disney's 1940 adaptation of 'Pinocchio'. The original version was sung by Cliff Edwards in the character of Jiminy Cricket, and was heard over

the opening credits and in the final scene of the film. Since then, it has become the representative song of the Walt Disney Company, along with Mickey Mouse as its icon. In the 1950s and 1960s, the song was used in the opening sequences of all the editions of the Walt Disney anthology television series. It accompanies the Walt Disney Pictures' opening logo even today.

<http://www.youtube.com/watch?v=HKh6XxYbbIc>

"Lyrics of the song "When you ..."

When you wish upon a star

Makes no difference who you are

Anything your heart desires

Will come to you.

If your heart is in your dream

No request is too extreme

When you wish upon a star

As dreamers do.

Fate is kind

She brings to those who love

The sweet fulfilment of

Their secret longing.

Like a bolt out of the blue

Fate steps in and sees you through

When you wish upon a star

Your dreams come true.

Fate is kind

She brings to those who love

The sweet fulfilment of

Their secret longing,
Like a bolt out of the blue
Fate steps in and sees you through
When you wish upon a star
Your dreams come true.

Reading of the text:

- Initiate silent reading (individual), comprehension and reflection, with the help of while reading questions.
- Ensure comprehension (in groups/whole class) and self evaluation.
* Additional questions can be framed and given, as and when the situation demands.
- Teacher talk (explanation of hard spots and consolidation of ideas).

Teacher input:

- 'Sasthrayan' was conducted at Paravur village near Kochi in 2012, to prepare 2000 students from different schools in the village, towards attaining eligibility as engineers, scientists, doctors, qualified managers and civil service officers. The programme was initiated to empower 2000 families of the village.
- 'I will Fly', a poem by the 13th century Persian Sufi poet Jalaluddin Rumi, was slightly modified by Dr. Kalam to suit the occasion of his speech.

Activity I

Think and respond

The questions here are an extended form of those given for comprehension and reflection while reading. They are life-related and evaluative in type which will help the learner improve his/her life skills.

Concept: Goal setting.

Learning outcomes:

The learner

- reflects on his/her ambitions and sets goals.
- lists the qualities that make a person unique.

Introducing the activity:

Suggestions/alternatives

Video clip of a famous person who emerged from a humble background, along with pictures, newspaper headlines, or articles, from childhood till date. (as ICT / Handout)

Resultant feedback and consolidation

by the teacher will lead to the activity.

Learners discuss and share their ambitions and resolutions, using the questions given in the text.

Follow-up activity:

Set goals and present to the class.

Peer evaluation on presentation of goals.

Evaluation indicator

- clarity of ideas presented
- logical presentation
- fluency

Activity II

Speech

Concept: Effective motivational speech.

Learning outcomes:

The learner

- performs a speech to motivate others.

Introducing the activity:

Suggestions/alternatives

- Video/audio clip of an inspiring speech by Martin Luther King / Swami Vivekananda / J. Krishnamurthy.

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

Focus on:

Presentation	Content
voice modulation	ideas conveyed, organization
body language	use of illustrations/quotes/examples etc.
	closure statement

Process:

- Revisits the text, lists the features such as ideas, words and expressions, examples, quotes, closure statement etc.
- Discusses the features.
- Prepares a motivational speech.
- Presents the speech before the whole class.

Discourse input:

Tips for a good speech:

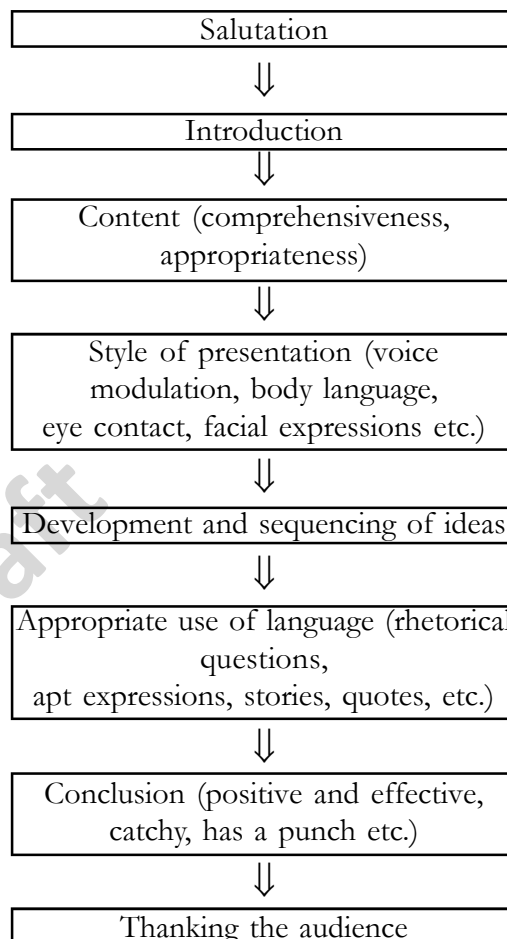
- Be clear about your purpose - to inspire, instruct, support, or lead to action etc.
- Make a striking beginning.
- Get organized, i.e. develop the introduction, body, and conclusion.
- Ensure clarity and brevity.
- Be persuasive.
- Use expressions of interaction.
- Use effective pauses.
- End with an appropriate conclusion.

Assessment - process:

- Peers assess the speech based on indicators like appropriateness of the content, style of presentation, structure of a motivational speech etc.

- Teacher assesses the process. The following tips may be used for the purpose.

Tips / indicators:



Assessment

Teacher assesses the portfolio (speech)

Activity III

- e-mail

Concept: Structure and style of personal e-mails

Learning outcomes:

The learner

- gets acquainted with e-mails and their format, and practises writing e-mails.

- familiarizes himself/ herself with the technical aspects and etiquettes of e-mail.

Introducing the activity:

Suggestions/alternatives

Sample e-mails via internet / printout.

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

Process

The learner:

- gathers the key ideas of Dr. Kalam's speech.
- discusses and organizes.
- writes an e-mail in the format as shown in the internet or handouts.

Assessment

Portfolio-e-mail

Discourse inputs:

Steps for preparing a good e-mail:

- Start with a salutation.
- Write in short paragraphs.
- Stick to the topic.
- Use capitals appropriately.
- Sign off the e-mail.

* For short informal e-mails, use 'Best regards, With regards or Kind regards'.

For a more formal e-mail, it is essential to close appropriately with 'Yours sincerely/Yours faithfully' etc.

While writing to people you know well, sign off with something such as 'All the best,' 'Take care,' or 'Have a nice day,' before typing your name.

III. QUEST FOR A THEORY OF EVERYTHING

-Kitty Gail Ferguson

Concept : Inspiring lives of eminent personalities; the value of empathy
Time : 9 periods

Learning outcomes:

The learner

- empathizes with others.
- develops the ability to face challenges and emerge successful in spite of handicaps.

Stephen Hawking

One of the most remarkable figures of our age, Stephen Hawking is a Cambridge genius who has earned international reputation as the most brilliant theoretical physicist since Einstein. 'Stephen Hawking' is an insightful, absorbing, and inspiring account of his extraordinary life and brilliant mind.

About the author

Kitty Gail Ferguson (born on December 16, 1941) is a science writer, lecturer, and former professional musician.

Ferguson was born in San Antonio, Texas, where she spent her childhood. She developed an interest in astronomy and physics even as a child. She studied music at the Juilliard School and had a twenty-year career as a professional musician. While spending a year in England with her husband, Ferguson was able to rekindle her early passion for science. After her return to the United States, she began writing highly successful books on science. She currently lives in Bluffton, and Cambridge, England.

She has written several science books for lay persons and youth, including books on biographical facts and the social background in which scientific developments have taken place. Her best-known books include biographical works on Stephen Hawking, Tycho Brahe and Johannes Kepler and the ancient mathematician and philosopher Pythagoras.

Ferguson uses her gift for translating the language of theoretical physics into a language which makes Hawking's scientific work accessible to ordinary people like us. With the help of a rare access to Hawking, including childhood photos and in-depth research, she has created a rich and comprehensive picture of Hawking's life; his childhood; the heartbreaking ALS diagnosis when he was a first-year graduate student; his long personal battle for survival in the pursuit of a scientific understanding of the universe and his rise to international fame.

Introducing the text:

Suggestions/alternatives

- Video clip from the Hindi film 'Thare Zamin Par'

Points for discussion:

- Deformity of the child
- Innate potential
- Motivation given
- How talents are brought to light

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

Reading of the text:

Initiate silent reading (individual), comprehension and reflection, with the help of While reading questions.

Ensure comprehension (in groups/whole class) and self evaluation.

*Additional questions can be framed and given, as and when the situation demands. Teacher talk (explanation of hard spots and consolidation of ideas).

ICT:

<http://www.youtube.com/watch?v=RppblO9Iltk> Stephen Hawking A Personal Journey PBS

Teacher inputs:

• **Amyotrophic lateral sclerosis:** A disease known in America as Lou Gehrig's disease, and in Britain as motor neuron disease. It causes a gradual disintegration of the nerve cells of the spinal cord and the brain, that regulate voluntary muscle activity. The first symptoms are usually weakness and twitching of the hands, and sometimes slurring of speech and difficulty in swallowing. As the nerve cells disintegrate, the muscles they control atrophy. Eventually, this happens to every muscle of the body. Movement becomes impossible. Speech and other means of communication are lost. Death occurs almost within two or three years as a result of pneumonia or suffocation when the respiratory muscles fail. The brain however remains completely lucid till the end. To some, this seems an advantage; to others, a horror.

• **Caius:** pronounced as 'keys.'

• **Cosmology:** (from the Greek word 'kosmos' which means 'world' and logia which means 'study of') is the study of the origin, evolution, and eventual fate of the universe. Physical cosmology is the scholarly and scientific study of the origin and evolution of large-scale structures and their dynamics, and the ultimate fate of the universe, as well as the scientific laws that govern these realities. Religious cosmology (or mythological cosmology) is a body of beliefs based on the historical, mythological, religious, and esoteric literature and traditions of creation and eschatology.

• **Physical cosmology** is studied by scientists, such as astronomers, and theoretical physicists; and academic philosophers, such as metaphysicians, philosophers of physics, and philosophers of space and time. Modern cosmology is dominated by the Big Bang theory, which attempts to bring together observational astronomy and particle physics.

• **Quantum mechanics:** (QM - also known as quantum physics, or quantum theory) is a branch of physics which deals with physical phenomena at nanoscopic scales where the action is on the order of the Planck constant.

It is the science of the very small: the body of scientific principles that explains the behaviour of matter and its interactions with energy on the scale of atoms and subatomic particles.

Toward the end of the 19th century, scientists discovered phenomena in both the large (macro) and the small (micro) worlds that classical physics could not

explain. Coming to terms with these limitations led to two major revolutions in physics - one being the Theory of Relativity and the other was the development of Quantum Mechanics. When physicists discovered the limitations of classical physics, they developed the main concepts of the quantum theory that replaced it in the early decades of the 20th century.

- **Tracheotomy:** A surgical procedure which consists of making an incision on the anterior aspect of the neck and opening a direct airway through an incision in the trachea (windpipe). The resulting stoma (hole), or tracheostomy, can serve independently as an airway or as a site for a tracheostomy tube to be inserted; this tube allows a person to breathe without the use of his or her nose or mouth. Both surgical and percutaneous (pertains to any medical procedure where access to inner organs or other tissue is done via needle) techniques are widely used in current surgical practice.

- How does Stephen Hawking speak?

Very few scientists have captivated the public interest as much as the renowned British physicist Stephen Hawking. His theories about black holes, his books, and his appearances on the Simpsons and Star Trek have made him an international icon of intelligence and science. A part of Hawking's fame comes from the manner in which he communicates: a computer generated voice. Struck by motor neuron disease (ALS/Lou Gehrig's), the brilliant professor lost much of his muscle control, and a necessary tracheotomy removed his ability to speak on his own. Instead, custom devices (commercially available

software) gave him the means to express his revolutionary theories in physics.

- ALS/motor neuron disease affects around seven people in every 100,000. While there are a few treatments for ALS, there is no known cure. For Hawking, motor neuron disease was almost a death sentence. He was told that he had but a few years to live after the initial diagnosis. Now, almost 40 years later, though his body may be in decline, the body of his works has been growing.

Hawking's battle with motor neuron disease has led to an uneven decline in his ability to communicate over the years.

After his tracheotomy in 1985, however, Hawking had to find a new way to communicate. Walter Woltoz developed Hawking's first software programme that allowed him to spell by clicking a button. The software, called Equalizer, was developed with Woltoz's company Words Plus, and different versions arose, including EZ Keys which Hawking currently uses. With this software, Hawking was able to write just four words a minute, but it became his portal to the outside world. It is through this technology that he has written books, essays, and delivered countless lectures.

ICT

<http://www.youtube.com/watch?v=DbHygyExIIk> (How Stephen Hawking communicates?)

<http://singularityhub.com/2010/05/03/how-does-stephen-hawking-talk-video/>

Black holes:

It is a great amount of matter packed into a very small area, like a star ten times more massive than the Sun, squeezed into a sphere approximately the diameter of New York City. The result is a gravitational field so strong that nothing, not even light, can escape through it.

ICT

<http://www.youtube.com/watch?v=i0cVdPHOIxw> (Stephen Hawking - Black Hole Time Travel)

Activity I

- Writing

Concept: Character analysis

Learning outcomes:

The learner

- analyses a character and writes a paragraph.

Introducing the activity:

The learner

- revisits the text and identifies the features of a character.
- shares in group.
- writes a paragraph.

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

- Additional questions could be given to elicit points that support. The learner writes the answer.

Suggested questions:

- What do you learn about Stephen Hawking as a student, both in school and college?
- What was the impact of the disease on Stephen Hawking?
- Do you think that Stephen Hawking is a genius on a par with Einstein?

Give examples to substantiate your answer.

Self assessment

The learner evaluates himself / herself.

- Shares the responses in groups.

Teacher assessment

- Portfolio - character analysis.

Indicators:

- Brevity
- Comprehensiveness
- Quality of language

Activity II

- Timeline

Concept: Timeline as a chronological record of major life events

Learning outcomes:

The learner

- identifies the facts needed for a profile.
- lists the major events of a person's life chronologically.

Teacher input:

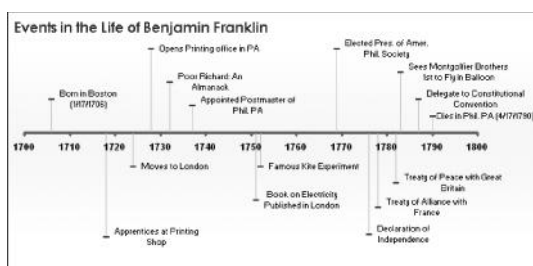
A **timeline** is a way of displaying a list of events in their chronological order, sometimes described as a project artefact. It is typically a graphic design, showing a long bar labelled with dates alongside itself, and usually, events labelled on points where they would have happened.

Introducing the activity:

Suggestion/alternative

The teacher

- gives handouts of a lifeline showing the events in the life of Benjamin Franklin.



The learner:

- reads the text again, collects the major events in the life of Hawking, and labels them on the timeline.
- identifies the major facts needed for a profile and lists them.

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

The learner

- collects data from the profile.
- shares in groups.

Assessment:

Self and peer assessment

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

Activity III

- Interview

Concept: Interviews as a help to know about person's attitudes and views.

Learning outcomes:

The learner

- prepares questions and interviews a person.

Introducing the activity:

The learner watches an interview with Stephen Hawking on Youtube, taken on 6th June 2014.

URL: <http://www.youtube.com/watch?v=T8y5EXFMD4s> (Last Week Tonight with John Oliver: Stephen

Hawking Interview (HBO)

- Revisits the text and does Activity III in the text.
- Discusses the purpose of the interview and the nature of the questions asked.
- Identifies the person to be interviewed.
- Prepares a set of questions.

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

The learner collects information with the help of

- the excerpt given in the text.
- brainstorming in the group.

Assessment:

Peer assessment

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

Activity IV

- Profile

Concept: Information collected from an interview as being helpful in preparing a person's profile.

Learning outcomes:

The learner

- prepares a profile using the information collected from an interview.

Introducing the activity:

The learner

- interviews a person.
- discusses and shares the information collected.
- selects the relevant details and organizes them.
- writes the profile.

Assessment of the process:

Teacher assesses the process and portfolio.

Indicators

- Appropriateness of content
- Authenticity of facts
- Quality of language
- Organization

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

Activity V

- Short Speech (Thought for the day to be presented before the school assembly)

Concept: People who have turned their disabilities into their strength, as a source of inspiration.

Learning outcomes:

The learner

- imbibes the spirit of perseverance.
- prepares short motivational speeches and presents them before the school assembly or a small group.

Introducing the activity:

The learner

- reads and analyses the statement given in the activity.
- identifies a person with a similar story.
- collects and shares information.
- prepares a short motivational speech.
- presents the speech.

Assessment:

Teacher Assessment

(Indicators: same as those given earlier with motivational speech.)

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

Activity VI

- Group discussion

Concept: Group discussion involving communication skills and interpersonal skills.

Learning outcomes:

The learner

- demonstrates the ability to analyse an issue and participate in a G D democratically.

Discourse tips:**Group discussion:**

Group discussion occurs in many different formats - from very informal ones between friends, to highly structured and challenging discussions included as part of a selection process.

In both cases, there are a number of specific skills that can help our learners become better performers which will enable them to contribute effectively to group discussions. They can be done in preparation for job interviews or as extended speaking practice simply to increase fluency.

GDs are used to assess certain group skills that cannot be otherwise evaluated in an interview. These include reasoning ability, leadership quality, inspiring ability, flexibility, creativity/out-of-the-box thinking, social skills, listening and articulation skills, situation handling ability, interpersonal ability to function as a team player, body language and attitude.

Why teach group discussion skills?

Developing group discussion skills is useful for everyday life as we regularly find ourselves having discussions amongst friends, family and colleagues.

Additionally, group discussions are increasingly being used in the job market during interviews and selection

procedures. These can take a variety of formats, but the key skills remain very similar.

Group discussion also offers an opportunity for extended speaking (and listening) practice by all the contributors. As a skill development method, it is therefore useful for all learners.

Dos and Don'ts of Group discussion

- Keep eye contact while speaking.
- Initiate the GD.
- Allow others to speak.
- Speak clearly.
- Make sure to keep the discussion on track.
- Maintain a positive attitude/Be confident.
- Speak sensibly.
- Listen carefully to others.
- Do not go into unnecessary details.
- Use a formal way of dressing.

What skills are judged in a group discussion?

- How good you are in communicating with others.
- How you behave and interact with a group.
- How open-minded and motivating you are.
- Your listening skills.
- How you put forward your views, i.e. clarity of your views and expressions.
- Your leadership and decision-making skills.
- Your analytical and logical skills and subject knowledge.
- Problem solving and critical thinking skills.

- Your attitude and confidence

Introducing the activity

The learner

- watches visualization of model GDs in Youtube.
- <http://www.youtube.com/watch?v=7gcsZ9H2I6s> (PO's Group Discussion --Topic: International Terrorism)
- <http://www.youtube.com/watch?v=3bVh1Llqhs0> (How a Group Discussion should be handled -- Topic: Can Lokpal Bill eradicate corruption completely?) (Any other interesting GD)
- brainstorming and reflection on the presentation of the G D.
- discusses and analyses the topic in groups.
- brainstorms and collects points.
- presents their views in groups.
- selects the best speaker from the group for presentation in the whole class.
- class selects a moderator.

Process assessment

Teacher assesses the process.

- Selected learners present their views in the form of a GD.

Assessment:

Peer and Teacher assessment

Indicators

- Initiation
- Communication skills
- Language
- Interpersonal skills

Resultant feedback and consolidation

by the teacher will lead to Activity VI.

Activity VI

Cohesive devices

Concept: Cohesive devices to hold a text together.

Learning outcomes:

The learner

- uses cohesive devices in appropriate contexts.

Introducing the activity:

The learner

- locates the cohesive devices in the text.
- discusses its purpose and effectiveness.
- gets familiarized with common cohesive devices given in the text.
- does the practice activity.

Assessment

Peer assessment

Activity VII

Collocations:

Concept: Certain words frequently co-occurring with certain others.

Learning outcomes:

The learner

- uses collocations effectively.

Introducing the activity

The learner

- reads the expressions given in the text.
- understands how the word 'crippling' collocates with 'disease'.
- learns to generate more collocations that come within their experiential orbit. (refer to Unit analysis for more examples.)

- does practice exercise.

•

Assessment

Peer assessment

Teacher input

Collocations are habitual juxtaposition / combination / concurrence of a particular word with another word or words with a frequency greater than chance. They are partly or fully fixed expressions that become established through repeated context-dependent use. Such terms as 'crystal clear', 'middle management', 'nuclear family', and 'cosmetic surgery' 'strong tea', 'heavy drinker', bright idea etc. are examples of collocated pairs of words.

Sample Collocations

There are different types of collocations. Collocations can be adjective + adverb, noun + noun, verb + noun and so on. Below, you can see seven main types of collocation in sample sentences.

1. adverb + adjective
 - Invading that country was an utterly stupid thing to do.
 - We entered a richly decorated room.
 - Are you fully aware of the implications of your action?
2. adjective + noun
 - The doctor ordered him to take regular exercise.
 - The Titanic sank on its maiden voyage.
 - He was writhing on the ground in excruciating pain.

3. noun + noun
- Let's give Mr Jones a round of applause.
 - The ceasefire agreement came into effect at 11am.
 - I'd like to buy two bars of soap, please.
4. noun + verb
- The lion started to roar when it heard the dog barking.
 - Snow was falling as our plane took off.
 - The bomb went off when he started the car engine.
5. verb + noun
- The prisoner was hanged for committing murder.
 - I always try to do my homework in the morning, after making my bed.
6. verb + expression with preposition
- He has been asked to give a presentation about his work.
 - We had to return home because we had run out of money.
 - At first her eyes filled with horror, and then she burst into tears.
 - Their behaviour was enough to drive anybody to crime.
7. verb + adverb
- She placed her keys gently on the table and sat down.
 - Mary whispered softly in John's ear.
 - I remember vaguely that it was growing dark when we left.

IV. IF

- Rudyard Kipling

Time	: 6 periods
Concept	: Developing proper attitudes about everything and being focused in order to realize one's goal

Learning outcomes:

The learner

- reads and appreciates a poem.
- understands the need to develop proper attitudes and values in order to realize one's goal.

About the author

Joseph Rudyard Kipling (30 December 1865 - 18 January 1936) was an English short-story writer, poet, and novelist. He was known for his tales and poems of British soldiers in India and stories for children. He was born in the Bombay Presidency of British India, and was taken by his family to England when he was five years old. Kipling's works of fiction include *The Jungle Book* (a collection of stories which includes "Rikki-Tikki-Tavi"), *the Just So Stories* (1902), *Kim* (1901), and many short stories, including 'The Man Who Would Be King' (1888); and his poems include 'Mandalay' (1890), 'Gunga Din' (1890), 'The Gods of the Copybook Headings' (1919), 'The White Man's Burden' (1899), and 'If' (1910). He is regarded as a major innovator in the art of the short story; his children's books are enduring classics of children's literature.

Kipling was one of the most popular writers in England (in both prose and verse) in the late 19th and early 20th centuries. Henry James said: "Kipling

strikes me personally as the most complete man of genius that I have ever known." In 1907, he was awarded the Nobel Prize in Literature, making him the first English-language writer to receive the prize, and to date he remains its youngest recipient. Among other honours, he was sounded out for the British Poet Laureateship and on several occasions for a knighthood, all of which he declined.

Introducing the text:

Suggestions / alternatives

The learner

- watches 'What If' - a short film based on Rudyard Kipling's poem.
URL: <http://www.youtube.com/watch?v=dpQsFtcgWBY> (What If - short film based on Rudyard Kipling's poem.)
- reflects on the film and brainstorms.

Resultant feedback on the short film and consolidation by the teacher will lead to the reading of the poem.

Reading of the text:

The learner

- reads the poem and comprehends it with the help of 'Read and respond' questions.

*Additional questions can be framed and given, as and when the situation demands.

Teacher talk (explanation of hard

spots and consolidation of ideas)

Teacher input:

In 1896, thirty-one-year-old Rudyard Kipling became an internationally-renowned poet and story-teller, when he wrote a poem with a one-word title: "If." The poem was inspired by "The Jameson Raid," an 1895 military action in the Boer War in South Africa. The raid was led by an English nobleman named Leander Starr Jameson. It was in many ways a military disaster, but Jameson became a hero in the British press for his courage in attempting the raid and his willingness to take responsibility for the failure of the mission. The entire affair aroused enormous patriotic fervor in England, and Kipling was obviously caught up in the temper of the times.

Although it may not seem so to the millions who can recite its famous first line, 'If' is also a bitter condemnation of the British Government led by Lord Salisbury, and the duplicity of its Colonial Secretary Joseph Chamberlain, for covertly supporting Dr Jameson's raid against the Boers in South Africa's Transvaal in 1896, only to condemn him when the raid failed.

Kipling was a friend of Jameson and was introduced to him, so scholars believe, by another colonial friend and adventurer, Cecil Rhodes, the financier and statesman who extracted a vast fortune from Britain's burgeoning African empire by taking substantial stakes in both diamond and gold mines in South Africa.

In Kipling's autobiography,

Something Of Myself, published posthumously in 1937, the year after his death at the age of 70, he acknowledges the inspiration for If in a single reference: 'Among the verses in 'Rewards' was one set called 'If' - they were drawn from Jameson's character, and contained counsels of perfection most easy to give.'

Two of its most resonant lines, 'If you can meet with triumph and disaster and treat those two imposters just the same', is written above the players' entrance to the Centre Court at Wimbledon.

ICT

- What If - short film based on Rudyard Kipling's poem.
- (If... (1968) full movie)
URL: <http://www.youtube.com/watch?v=dpQsFtcgWBY> (What If - short (awesome) film based around Rudyard Kipling's poem.)
http://www.youtube.com/watch?v=PmoHv8Mf_o (If... (1968) full movie)

Activity I

• Read and reflect

Concept: Use of poetic devices as enhancing the quality of language.

Learning outcomes:

The learner

- analyses the poem based on the theme and poetic devices.

Introducing the activity:

The learner

- revisits the poem and identifies the theme, elements and poetic devices.
- prepares notes.

Assessment

Teacher assesses the process.

Discourse input:

Theme:

The theme of the poem is that one should develop proper attitudes about everything, keeping an eye on the goal or the main prize. If you keep yourself focused and have your priorities fixed, you will not be distracted by other things and you will reach your goal.

"If" urges a balanced, grounded stoicism in the face of life's ups and downs.

Figures of speech

a) Personification

Personification is a figure of speech in which human characteristics are attributed to an abstract quality, animal, or inanimate object. The non-human objects are portrayed in such a way that we feel they have the ability to act like human beings.

e.g.: Dreams are personified as masters who can control our lives. In this case, dreams assume a human role/quality, that of being a master.

'Triumph' and 'disaster' are imposters who can lead us astray. Success is personified as 'Triumph' and can make us satisfied. Failure is personified as 'Disaster'. It can influence us to believe that failure is permanent.

Will is personified as 'a person who encourages us not to give up.'

b) Metaphor

A metaphor is a figure of speech that describes a subject by asserting that it

is, at some point of comparison, the same as another otherwise unrelated object. It is a figure of speech comparing two unlike things without using either "like" or "as".

It is not to be mistaken with a simile which does use "like" or "as" in comparisons.

Metaphor is a type of analogy and is closely related to other rhetorical figures of speech that achieve their effects via association, comparison or resemblance including allegory, hyperbole, and simile.

e.g.: Unforgiving minutes refer to time that waits for no man, it is like a race where every second is important.

'Worn out tools' refer to the feeling of total exhaustion that can force someone to give up.

'Make one heap of all your winnings' is compared to a pile of money won at the gambling table.

'Walk with Kings' means to socialize with important people.

'Talk with crowds' refers to interacting with all kinds of people.

c) Symbol

Symbolism is the use of symbols to signify ideas, an image, action, and qualities by attributing meanings that are different from their literal sense.

It can take different forms. Generally, it is an object representing another to give it an entirely different deep and significant meaning. Sometimes, however, an action, an event or a word spoken by someone may have a symbolic value.

Symbols do shift their meanings depending on the context they are used

in. Thus, the symbolic meaning of an object or an action is understood by when, where and how it is used. It also depends on who reads them.

e.g.: 'Knaves' represent scoundrels, liars or conmen.

'Crowds' symbolize the common folk/people.

'Kings' represent the important people in society.

'Common touch' represents humility/simplicity.

Resultant feedback and consolidation by the teacher will lead to Activity III.

Activity III

• Appreciation

Concept: Appreciation involving critical analysis of theme, language, poetic features, relevance, message etc.

Learning outcomes:

The learner

- prepares an appreciation.

Introducing the activity:

Suggestions/alternatives

The learner

- discusses the graphic organizer.
- analyses the poem on the basis of the themes.
- writes an appreciation.

Assessment:

Teacher assessment.

Indicators

- Comprehensiveness
- Quality of language
- Proper analysis
- Organization

Activity IV

Conditional clause:

Concept: Conditional clauses as an integral part of our communication activities.

Learning outcomes:

The learner

- uses conditionals effectively.

Introducing the activity:

The learner:

- picks out the statements from the poem using 'if' and lists them in the given format.
- identifies the structure with reference to the given table.
- does the practice activity in the text.

Assessment:

Peer assessment

Extended activities:

I. Write-up

Concept: Write-ups to promote reflective thinking which includes personal responses about a person, situation, event etc.

Learning outcomes:

The learner

- forms personal responses and prepares a write-up for the school magazine/publication.

Teacher input

A written account, in particular, for a newspaper or magazine article giving an opinion or review of an event, performance, person, or product; usually a report or article that makes a positive judgment about something.

Introducing the activity:

Suggestions/alternatives

The learner

- reads the article given in the text.
- brainstorms.
- selects a person suitable for a write-up.
- prepares a write-up.

Assessment:

Teacher assessment (portfolio - write-up)

Indicators

- Comprehensiveness
- Quality of language
- Apt use of expressions
- Organization.

Draft

SAMPLE T.E QUESTIONS

1. Read the following excerpt from the story 'His First Flight' and answer the questions that follow.

His mother had picked up a piece of fish and was flying across to him with it. He leaned out eagerly, tapping the rock with his feet, drying to get nearer to her as she flew across. But when she was just opposite to him, abreast of the ledge, she halted, her legs hanging limp, her wings motionless, the piece of fish in her beak almost within reach of his beak.

- i) The word in the excerpt means 'stopped'. (1)
 - ii) What was the mother bird trying to do? Did she achieve in her attempt? Explain your answer in three or four sentences. (3)
 - iii) Suggest a suitable title to the excerpt.
2. In his speech Dr. Kalam quotes a few lines from a poem which ends with the following lines.

I am not meant for crawling,
I have wings, I will fly
I will fly and fly

- i) What is meant by the expression 'not meant for crawling?' (1)
- ii) Explain the title of the speech 'I Will Fly', which is also derived from this poem. (2)
- iii) Why is the expression 'I will fly' repeated in the last part of the poem? What does the author want to express through it?

3. Read the following lines from the poem 'If' and answer the questions that follow.

'If you can dream- and not make dreams your master;
If you can think- and not make thoughts your aim,..'

- i) What does 'dream' mean here? (1)
 - a) desire
 - b) longing
 - c) goal
 - d) ambition
- ii) How can 'thoughts' influence a man's success? (2)

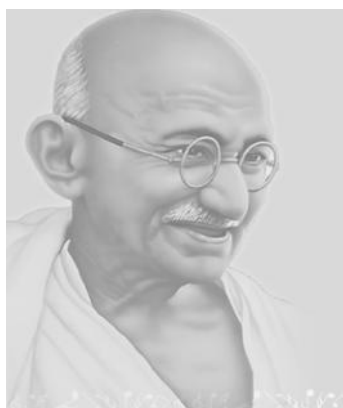
- iii) Dr. Kalam hire' with the following lines,
"Dream, dream, dream
Dreams transform into thoughts,
Thoughts result in action"

Make a comparison between the views of Dr. Kalam and Kipling about 'dreams' and 'thoughts'. (4)

4. Why do the first and the second stanzas of the poem 'If' end with colons? (2)

Writing

1. 'Where there is a will, there is a way'. How far is this statement true in the case of the young seagull in the story 'His First Flight?' Write your answer in a paragraph of about 100 words. (4)
2. It is usually said, 'Behind every successful man there is a woman'. How far is this true in the life of Stephen Hawking and Jane? Answer in a paragraph. (6)
3. Write a note on Liam O' Flaherty's attitude towards the father and mother in his story 'His First Flight'.
4. Imagine that you are winner of the 'Young Master Mind Award' for the year. So you are selected to attend the world conference of young scientists. Stephen Hawking is going to be chief guest. There you get an opportunity to introduce him to the young scientists gathered there. Prepare a short speech to introduce Stephen Hawking to them. (6)



Unit 2
Words and Deeds

UNIT FRAME - UNIT II

Concepts/Skills	Process/Activities with Assessment	Learning Outcomes
<ul style="list-style-type: none"> The essence of Gandhiji's teaching 	<ul style="list-style-type: none"> Reads the text. Group discussion. 	<ul style="list-style-type: none"> Participates actively in group discussion.
<ul style="list-style-type: none"> Factual comprehension 	<ul style="list-style-type: none"> Silent reading. Reads and comprehends. Peer /Teacher evaluation. 	<ul style="list-style-type: none"> Reads and comprehends a text.
<ul style="list-style-type: none"> Techniques of note making 	<ul style="list-style-type: none"> Group activity Revisits the text, lists points, organizes and completes the activity and makes notes. 	<ul style="list-style-type: none"> Reads, analyzes and makes notes.
<ul style="list-style-type: none"> How Gandhiji inspired the freedom fighters Organizing ideas in a paragraph 	<ul style="list-style-type: none"> Group discussion. Revisits the text, lists points, organizes and completes the activity and writes a paragraph. Peer /Teacher evaluation. <p>Indicators: Content, Coherence, clarity of presentation, use of language.</p>	<ul style="list-style-type: none"> Summarizes a passage/text.
<ul style="list-style-type: none"> Delivering a speech 	<ul style="list-style-type: none"> Group discussion. Gathers points through brain storming, lists them and prepares a speech about Gandhiji and delivers it. Peer /Teacher evaluation. <p>Indicators: Body language, voice modulation, pronunciation, clarity, logical development, comprehensiveness.</p>	<ul style="list-style-type: none"> Prepares and delivers a speech.
<ul style="list-style-type: none"> Each individual and society has role to ensure equal rights to women. Group discussion 	<ul style="list-style-type: none"> Group discussion. Lists and gives examples of women's rights and discusses the present condition of women. Peer /Teacher evaluation. Indicators: Clarity of presentation, relevance of expressions 	<ul style="list-style-type: none"> Participates actively in group discussion. Celebrates human achievement and maintains equanimity.

Concepts/Skills	Process/Activities with Assessment	Learning Outcomes
<ul style="list-style-type: none"> Letter to the editor 	<ul style="list-style-type: none"> Group discussion. Analyses the sample letter and writes a letter to the editor. Peer/Teacher evaluation. <p>Indicators: Format, clarity, coherence, use of language.</p>	<ul style="list-style-type: none"> Drafts different types of letters.
<ul style="list-style-type: none"> Subject-verb agreement (concord) 	<ul style="list-style-type: none"> Group discussion. Reads, generalizes and assimilates the concord rules and completes the activity. 	<ul style="list-style-type: none"> Demonstrates the ability to use correct concord rules in discourses
<ul style="list-style-type: none"> Dictionary reference skills 	<ul style="list-style-type: none"> Group discussion. Looks up a dictionary, discusses the purpose of it and completes the activity. 	<ul style="list-style-type: none"> Demonstrates the ability to use dictionary reference skills
<ul style="list-style-type: none"> Factual and inferential comprehension 	<ul style="list-style-type: none"> Silent reading-The price of flowers. Reads, comprehends and answers different levels of questions from the text. Peer /Teacher evaluation. <p>Indicators : Communication skills, accuracy of responses.</p>	<ul style="list-style-type: none"> Reads and comprehends a text.
<ul style="list-style-type: none"> The significance of the title 'The Price of Flowers' 	<ul style="list-style-type: none"> Group discussion. Revisits the story, analyses its emotional value 	<ul style="list-style-type: none"> Reads, analyzes and makes notes. Develops an empathetic attitude towards life.
<ul style="list-style-type: none"> Character sketch 	<ul style="list-style-type: none"> Group discussion. Lists the words that describe Maggie, classifies them according to the traits of her appearance, qualities, attitude, and writes a character sketch. Peer /Teacher evaluation. <p>Indicators: Format, clarity, coherence, appropriateness of language.</p>	<ul style="list-style-type: none"> Sketches the character of a person systematically.

Concepts/Skills	Process/Activities with Assessment	Learning Outcomes
<ul style="list-style-type: none"> Different types of stories 	<ul style="list-style-type: none"> Group discussion. Revisits the story, discusses and identifies the category to which it belongs. 	<ul style="list-style-type: none"> Reads and comprehends a text.
<ul style="list-style-type: none"> Writing an informal letter 	<ul style="list-style-type: none"> Group discussion. Revisits story, discusses and drafts a letter. Peer /Teacher evaluation. <p>Indicators: Format/ clarity/coherence/vocabulary/appropriate language.</p>	<ul style="list-style-type: none"> Drafts a letter.
<ul style="list-style-type: none"> Preparing a conversation 	<ul style="list-style-type: none"> Group discussion. Revisits story, discusses and drafts imaginatively a conversation and enacts it. Peer /Teacher evaluation. <p>Indicators: telephonic etiquettes, Communication skills.</p>	<ul style="list-style-type: none"> Enhances vocabulary.
<ul style="list-style-type: none"> Critical review of a story 	<ul style="list-style-type: none"> Group discussion. Revisits the story, discusses the style , narration, language, impact of words and usages , location characterization, etc of the story and writes a brief review. Peer /Teacher evaluation. <p>Indicators: Content, clarity, coherence, personal opinion.</p>	<ul style="list-style-type: none"> Prepares a critical review of poems/short stories.
<ul style="list-style-type: none"> Reporting conversation 	<ul style="list-style-type: none"> Group discussion. Reads, generalizes and assimilates the rules of direct speech and indirect speech, and completes the activity. Peer /Teacher evaluation. <p>Indicators: Accuracy.</p>	<ul style="list-style-type: none"> Uses reported speech in various contexts.

Concepts/Skills	Process/Activities with Assessment	Learning Outcomes
<ul style="list-style-type: none"> • Good deeds will be remembered for ever 	<ul style="list-style-type: none"> • Silent reading. • Reads, comprehends and summarizes the text. 	<ul style="list-style-type: none"> • Reads and comprehends a text. • Upholds the importance of values in life.
<ul style="list-style-type: none"> • Elaborating the ideas, found in the significant lines of the poem 	<ul style="list-style-type: none"> • Group discussion. • Revisits the poem, discusses and elaborates the ideas in the given lines. • Peer/Teacher evaluation. <p>Indicators: Clarity, coherence.</p>	<ul style="list-style-type: none"> • Elaborates ideas in the given line from the text.
<ul style="list-style-type: none"> • Rhyme scheme/ Figures of speech 	<ul style="list-style-type: none"> • Group discussion. • Revisits the poem, discusses the poetic devices and summarizes into notes. • Peer /Teacher evaluation <p>Indicators: Content, clarity, coherence.</p>	<ul style="list-style-type: none"> • Appreciates literary elements or literary devices.
<ul style="list-style-type: none"> • Appreciation of the poem 	<ul style="list-style-type: none"> • Group discussion. • Revisits the story, discusses the style , narration, language, import of words and usage, location characterization, etc of the story and writes a brief review. • Peer /Teacher evaluation. <p>Indicators: Appropriateness of language, comprehensiveness of content, use of cohesive devices, organization.</p>	<ul style="list-style-type: none"> • Prepares an appreciation of poems.

UNIT ANALYSIS

Essay	AND THEN GANDHI CAME
Short story	THE PRICE OF FLOWERS
Poem	DEATH THE LEVELLER

Introduction

Literature enriches, refines and widens our aesthetic perceptions. It also creates an awareness of the evils of society. Further, it changes society beyond our powers of calculation with its humanising influence. Literature also helps foster generosity and morality in us. Death is the inevitable end of all life and our life must be well spent. It is our actions and good deeds which give meaning to life. Words and deeds are thus important. These chapters help learners uphold the importance of values and attitudes in life. Understanding the Indian culture and values will, no doubt, help the individuals to mould their character.

Concept:

The importance of culture, values and attitudes in life

Learning outcomes:

The learner:

- 2.1 maintains the relationship between words and deeds.
- 2.2 upholds the importance of values in life.
- 2.3 realizes the need for enriching the culture of India
- 2.4 develops an empathetic attitude as a real strength factor.
- 2.5 appreciates literature.
- 2.6 reads and comprehends analyses, and interprets a text.
- 2.7 makes use of correct concord in discourses.
- 2.8 uses reported speech in various contexts.
- 2.9 uses the skills required for dictionary-reference.
- 2.10 prepares and deliver speeches.
- 2.11 participates actively in group discussions.
- 2.12 drafts different types of letters.

- 2.13 prepares an appreciation of poems/short-stories.
- 2.14 reads, analyzes and makes notes.
- 2.15 summarizes a passage/text.
- 2.16 elaborates the ideas in the given line from the text.
- 2.17 prepares a critical review of poems/short stories.
- 2.18 sketches the character of a person systematically.
- 2.19 improves and enriches vocabulary.
- 2.20 prepares short discourses.

Draft

1. AND THEN GANDHI CAME

- *Jawaharlal Nehru*

This excerpt is from Nehru's book "The Discovery of India". It is about Gandhiji, a leader of his people, unsupported by any outside authority. It explains how Gandhiji enlightened the freedom fighters, and brought about a vast psychological revolution.

About the author

Jawaharlal Nehru was a key figure in Indian Politics and India's freedom movement. He was the Prime Minister of India since its establishment as an independent nation in 1947, until his death in office in 1964. He is considered to be the architect of modern India as a sovereign, socialist, secular and democratic republic.

Nehru was a prolific writer. He wrote many books such as "The Discovery of India", "Glimpses of World History" and his autobiography, "Towards Freedom". Of his collection of letters, 30 letters to his daughter (written when she was 10 years old and in a boarding school in Mussoorie) was published as a book, "Letters from a Father to his Daughter".

"The Discovery of India" was written during his imprisonment from 1942 to 1948 in the Ahmednagar Fort. He was jailed for his participation in the Quit India Movement. The book provides a broad view of Indian History and culture. Nehru says that India in the past was a country that lived in harmony and peace, but the evils of society corrupted the people. The book is widely accepted as

a classic in India since its first publication in 1946. In 1955, Nehru was awarded the Bharat Ratna, India's highest civilian honour.

Unit Analysis

1. Entry activity

Let`s begin / Group Discussion

Time : 30 minutes

Concepts / skills

The essence of Gandhiji's teachings.

Learning outcome

Students demonstrate their ability to uphold the importance of values in life.

Process/suggestions

- Organizing group discussions to share the views of students about Gandhiji.
- Circulating the entry text in the form of handouts to select groups of students. The given text is the opinion of Albert Einstein on Gandhiji. He wrote it on the occasion of Gandhiji's 70th birthday.
- Discussing the opinions of other eminent persons on Gandhi, like Martin Luther King, Pearl S Buck, Tagore, U Thant, Richard Attenborough, etc.

Listing the points of view of students:

- A leader of his people
- A freedom fighter
- One true to his words

- One having an unusual kind of power

Famous quotes on Gandhi

U Thant

"Many of his principles have universal application and eternal validity, and I hope the passing years will show that his faith in the efficacy of non-violent pressure as an agent for peaceful change is as justified today all over the world as it was in his time in India."

Pearl S Buck

"He was right, he knew he was right, we all knew he was right. The man who killed him knew he was right. However long the follies of the violent continue, they but prove that Gandhi was right. 'Resist to the very end', he said, 'but without violence'. Of violence, the world is sick. Oh, India, be worthy of your Gandhi".

Will Durant

"Not since Buddha has India so revered any man. Not since St. Francis of Assisi has any life known to history been so marked by gentleness, disinterestedness, simplicity of soul and forgiveness of enemies. We have the astonishing phenomenon of a revolution led by a saint."

Martin Luther King

"Gandhi was probably the first person in history to lift the love ethic of Jesus above mere interaction between individuals, to a powerful and effective social force on a large scale."

Tagore

"Mahathma Gandhi came and stood at the door of India's destitute millions,

clad as one of themselves, speaking to them in their own language... who else has so unreservedly accepted the vast masses of the Indian people as his flesh and blood..... Truth awakened Truth...

A man of wisdom

.....
.....

- Ensuring the language expressions to be used in group discussions
- Evaluating whether the entry text was successful in creating a good introduction about Gandhiji in students, along with improving their communication skills, pronunciation, delivery, modulation of voice, use of body language, etc.
- Groupwise consolidation and presentation of the opinions of students, as a short note, for the class.

Assessment

- Through peer evaluation and teacher evaluation
- Indicators: Short-note: / the essence of Gandhian teachings/Coherence / clarity of presentation / use of language, etc.

Opinions of eminent persons on Gandhiji

Discourse tips

To begin the discussion

It is a significant topic. Let's begin.....

Our topic is.....

Now let's share our views about.....

To express opinion

I feel

I think....
 I'm of the view
 I've no doubt that.....
 I hold the same opinion...
 As far as I know.....
 I believe....

To support the opinion of others/ agreeing

That is what I was trying to say.....

Your ideas also support my view...

I hold the same opinion.
 That's right. I also think so.
 I fully agree...

To disagree

I'm sorry, I don't agree....
 I'm afraid, I feel differently.....
 I'm sorry, I don't think so..

To emphasize your opinion

I'm absolutely sure that.....
 I've definitely no doubt that...
 I've no doubt that...

To ask for the opinion of others

I think you seem to have a different opinion.....

What is your opinion about it?
 What are your comments?

To give suggestions

I suggest that....
 What about....

To surrender

I concede.....
 You are right, I concede.
 All right, then.....

To interrupt the conversation

Just a minute...
 Excuse me for interrupting you,
 but I feel/think...

Could you listen to what I have to say....

Pardon me...

2. Read and reflect

Time : 45 minutes

Concepts / skills

- Impacts of the World War I
- The essence of Gandhi's teaching`
- Gandhi's influence on the people of India
- The psychological revolution that Gandhi brought about

Learning Outcomes

Students demonstrate their ability to comprehend, analyse the given text and interpret it.

Process/suggested

- Creating an atmosphere in the class room for silent reading, comprehension and reflection of the text using while-reading questions and other questions.
- Ensuring comprehension (in groups / in the whole class) of the text with additional questions.
- Teacher talk / explanation of hard spots and teacher consolidation.

Assessment

Question-answer / Peer evaluation and Teacher evaluation.

Criteria : Question-answer/ Communication skills/Content / Coherence/Clarity of presentation /Use of language.

3. Note making

Time : 25 minutes

Concepts / skills:

- Techniques of note-making.

Learning Outcomes:

Students demonstrate their ability to:

- read, analyse and make notes
- summarize information in coherent passages.

Process:

- Creating an atmosphere in the class room, for reading the text once again carefully and silently and for completing the activity of note-making on the basis of the reading of students.
- Helping them to make a summary on the basis of note-making.

An unfamiliar passage for note making in an appropriate format.

A sample passage for note-making

Read the following passage carefully and make notes on it. Suggest a suitable title for it also.

We have in fact, two kinds of morality side by side: one which we preach but do not practice, and another which we practice but seldom preach. Christianity, like all religions except Mormonism is Asiatic in origin; it had in the early centuries that emphasis on individualism and other worldliness. From this point of view, the doctrine of non-violence was intelligible. But when Christianity became the nominal religion of energetic European princes, it was found necessary to maintain that some texts were not to be taken literally, while others, such as "render unto Caesar the things that are Caesar's", acquired great popularity. In our own

day, under the influence of competitive industrialism, the slightest approach to non-resistance is despised, and men are expected to be able to keep their end up. In practice, our effective morality is that of material success achieved by means of a struggle; this applies to nations as well as to individuals. Anything else seems to us soft and foolish.

(*Skeptical Essays-Bertrand Russell*)

4.Think and write

Paragraph writing

Time : 20 minutes

Concepts / skills

- Gandhi inspired the freedom fighters
- Organization of ideas in a paragraph

Learning Outcome

Students demonstrate their ability to prepare short write-ups.

Process/suggested

- Creating an atmosphere in the class room for sharing the views of students in groups.
- Listing the points of views of students one by one.
- Presentation of their consolidation before the class.

Assessment

Process assessment through Peer evaluation and Teacher evaluation.

Indicators: Content, coherence, clarity of presentation, use of language.

5. Speech

Time : 30 minutes

Concepts/skills:

- Relevance of Gandhian values
- Preparation and delivery of a speech

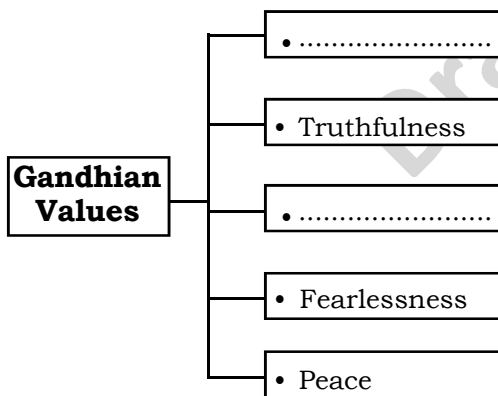
Learning Outcomes:

Students demonstrate their ability to:

- prepare a script organizing relevant points.
- delivering a speech.

Process:

- Motivating students to brainstorm ideas.
- Listing the main points of views of students in grids.



- Play about Harichandra
- Book on Shravana
- Quit India Movement
- Non-co-operation Movement
- Showing video clips of motivational speeches like "I have a dream...." by Martin Luther King Jr.

"I come to bury Caesar, not to praise him" by Mark Antony, *"I am not worried whether I live or die....."* by Indira Gandhi, *"Sisters and brothers of America..."* by Swami Vivekananda, *"My vision for India...."* by APJ Abdul

Kalam 'Our daily needs as ordinary South Africans..' by Nelson Mandela, "The Light has gone..." by Jawaharlal Nehru, etc.

- Preparing the script of the speech to be delivered on Gandhi Jayanthi Day.
- Delivering the speech before the class, taking into account the tips for public speaking.

Assessment

- Through peer/teacher evaluation.
- Speech should highlight the relevance of Gandhian values - body language, eye contact, pronunciation, logical development, etc should not be ignored.

Teacher inputs:

1. The speech "I have a dream...." by Martin Luther King.

I have a dream.....
Martin Luther King, Jr

Five score years ago, a great American, in whose symbolic shadow we stand signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice.

But one hundred years later, we must face the tragic fact that the Negro is still not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One

hundred years later, the Negro is still languishing in the corners of American society and finds himself as an exile in his own land. So we have come here today to dramatize an appalling condition.

..... We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. Go back to Mississippi, go back to the slums and ghettos of our northern cities, knowing that somehow the situation can and will be changed. Let us not wallow in the valley of despair.

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed; "We hold these truths to be self-evident that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood.

I have a dream.....

Excerpts from the speech delivered on the steps at the Lincoln memorial in Washington DC., on August 28, 1963.

Discourse tips

Tips for public speaking:

- Body language
- Eye contact
- Voice modulation

- Pronunciation
- Brevity
- Logical development
- Clarity of presentation
- Illustrations and examples
- Comprehensiveness of the context etc

6. Group Discussion

Time : 30 minutes

Concepts / skills:

Each individual and society must ensure equal rights to women .

Learning Outcomes:

Students demonstrate their ability to participate in group discussion.

Process:

- Enlisting women's rights.
- Discussing present conditions of women with the help of news paper cuttings.

7. Letter to the Editor

Time : 30 minutes

Concepts / skills

- Writing official letters

Learning Outcome

Students demonstrate their ability to:

- participate in group discussions.
- draft letters.

Process

- Creating an atmosphere in the class room for sharing views about common issues.
- Listing the common issues one by one.
- Referring to a few national dailies of a week and collecting reports about instances where women were deprived of their rights, and analyzing

how the issues related to women are presented.

- Writing a letter to the Editor.

Assessment

Indicators: Format, clarity, coherence, use of language.

List of common issues

- Threat to communal harmony
- Drug addiction
- Deteriorating living standards
- Stray animals
- Bad conditions of local roads
- Reckless driving
- Traffic snarls
- Pavement hawkers
- Inadequate bus service
- Commercialization of education
- Bad condition of local hospitals
- Women's issues
- High price of essential commodities
- Anti-social activities in your locality
-
-

Discourse tips

Format of a Letter to the Editor

The letter to the editor of a newspaper is a type of official letter. It provides a forum for the people to express their strong concern about issues of social, political and economic interest. They can also express their reactions and views about the news and views that appear in newspapers.

Format:

1. Sender's name
2. The date
3. Inside address

The Editor,

The Xanadu

Hyderabad

4. The salutation
5. Subject heading
(Sub: Ignoring the role of English)
6. Body/content
 - The reasons for writing the letter
 - Stating the problem/reaction
 - Suggestions/opinion
7. The complimentary close
8. Signature

8. Concord

Time : 30 minutes

Concepts / skills

1. Subject-verb agreement

Learning Outcome

Students demonstrate their ability to use correct subject-verb agreement in discourses.

Process:

- Creating the need for a deeper understanding of the knowledge about concord.
- Administering a task/work sheet related to concord for discussion like this:

Task sheet

1. Five rupees is/are not a big amount.
 2. The police is/are coming.
 3. I as well as my children am/are coming.
 4. The novelist and poet has/have died.
 5. One of the students is/are absent.
- Providing ample time for discussing and assimilating concord rules with the help of the language tips given in the Reader and of an advanced

grammar book.

- Completing the textual activity (Activity VI).

9. Word Finder

Time : 30 minutes

Concepts / skills:

- Dictionary reference skill

Learning Outcomes:

Students demonstrate their ability to use dictionary reference skill

Process:

- Looking up a dictionary to see how different meanings of words are given in it.
- Discussing the purpose of a good dictionary.
- Listing a few words from the Reader and finding out their contextual meaning and the parts of speech to which they belong to. And using them in sentences also.
- Completing the textual activity (Activity VII).

Using a dictionary

A dictionary deals with the words of a language. It contains various kinds of information about words. A dictionary can be a very false friend, unless it is used properly. An advanced learner's dictionary contains a large amount of information about each word. Once the word is located, several useful

elements can be found out from the dictionary entry.

The headword: The word at the beginning of each entry.

The spelling: The spelling in other English also.

The pronunciation: One or more pronunciations are given using a phonemic transcription and within straight brackets. To help correct pronunciation, stress marks are used.

The etymology: It refers to the derivation or history of the word.

The parts of speech: How the word is used in a sentence is explained then.

The definition: It refers to what the head word means.

An example: An illustrative sentence containing the word, using it as explained by the definition.

A compound: The headword with another word added to it, making a new word`

An idiom/phrase: A special way of using the word in a sentence, which it is impossible to work out from the definition alone.

How to use an online dictionary:

Online dictionaries are easy. Choose a suitable online dictionary. Type in the word; example, "define: pierce". The search engine will bring a large amount of information about the word.

2. THE PRICE OF FLOWERS

- Prabhat Kumar Mukhopadhyay

The bonds of human relationship are very strong. They are so complex that it is difficult for us to explain. Words have a soothing effect and they cement the bonds of relationship.

About the author

Prabhat Kumar Mukhopadhyay (1873-1932) was a well known writer. He was both a short-story writer and novelist. He graduated from Calcutta University and went to England to study law. He returned to India as a lawyer. He used to contribute poems to Bengali journals from his early youth. Rabindranath Tagore inspired him to write short stories and novels. He has about 30 published works to his credit. His stories are collected in more than a dozen volumes. **Kallia, Patrapushpa, Navakallia, Farmata Babaji, Deshi O Bilati, Gahanar Baksha**, are some of his significant stories. His stories are mainly based on realities, reflecting real people, places and events, and his characters belong to the middle class. Their hopes and aspirations, joys and sorrows are woven finely into his stories. However, the situations and coincidences give them depth and unfold many layers of human personality. The best example of such a story is his "The Price of Flowers". It was written in Bengali and has been translated into English by Lily Ray.

In "The Price of Flowers", Prabhat Kumar Mukhopadhyay admirably portrays the life of a poor English family.

"Flowers", basically, express our varied emotions in life. Flowers have no price tag. They express our emotional attachment. In our happy moments, they bring us joy and on the contrary, on sad occasions they bring us consolation. The significant character in the story is the thirteen year old and disciplined girl, Maggie. She is quite realistic and fascinating. The general tone of the story is highly pathetic. We may even shed tears along with Mr. Gupta.

10. Read and reflect

Time : 45 minutes

Concepts / skills:

- The bonds of human relations are to be very strong.
- Indian culture and values

Learning Outcomes:

Learners demonstrate their ability to:

- read, comprehend the given text.
- develop an empathetic attitude.

Process:

- Creating an atmosphere in the classroom for silent reading, comprehension and reflection of the text using while-reading questions and other similar questions in Activity 1.
- Ensuring comprehension (in groups / in the whole class) of the text with additional questions.
- Teacher talk / explanation of hard spots and teacher consolidation.

Evaluation:

- Peer evaluation/ Teacher evaluation
- Indicators : Communication skills, accuracy of responses.

Teacher tips**Additional questions to explore various aspects of literature**

- Literary works help us to study the culture and values of people. What are the values we understand from the story? List them below:
 - politeness
 - hospitality
 - faith
 -
- What impression does Mrs. Clifford get about India from her conversation with Mr. Gupta?
- What is the role of the 'crystal ring' in the story?
- How do superstitions relate to the culture of people?
- Pick out the most poetic/ dramatic situations in the story.
- A literary work is the author's response to the life around him/her. How far is this statement true in the case of the story? What kind of a life is portrayed in it?
- What does the author want to tell the readers through this story?
- What is the intention of the author?

More questions for comprehension

- Do you think that there are many myths about India in the minds of the western people? Answer the question on the basis of the reading of the story.

- What impression do you form of Mr. Gupta after reading the story?
- Describe the first meeting between Mr. Gupta and Maggie.
- Was Maggie's family poor? Why? Justify.
- How did Maggie conclude that Mr Gupta was not a yogi?
- Why didn't Mr. Gupta return the shilling to the girl ?
- Why did Mr. Gupta take some money with him when he went to see Mrs. Clifford?
- What is your impression about Maggie after reading the story?
- Who had great faith in the supernatural powers of the crystal? And why?
- After learning about the death of her brother, Maggie went to see Mr.Gupta. What did she want to know from him?
- The story probes the finer emotions of compassion and love for others, even in a strange land. Highlight this aspect by quoting relevant instances.

11. Discussion

Time : 30 minutes

Concepts / skills:

- Importance of values in life.

Learning Outcomes:

Students demonstrate their ability to:

- participate in group discussion.
- uphold the importance of values in life.

Process:

- Summarizing the story in a few sentences.

- Finding Maggie who wishes to place flowers on the grave of her dead brother, as the central character of the story.
- Analyzing the emotional significance of flowers --the consolation that the money she paid for the flowers provides.
- Providing new titles for the story based on the symbolization of a flower; love, sacrifice, affection, etc

Evaluation:

- Peer/Teacher evaluation.
- Indicators: Writing short notes, participation in group discussion, suitable title.

12. Character sketch

Time : 45 minutes

Concepts / skills:

- Features of a character sketch

Learning Outcome

Students demonstrate their ability to:

- participate in group discussion.
- prepare a short write up.

Process:

1. Picking out the words used by the author and other words personally opine to describe the character of Maggie.
2. Completing the chart given in the Reader based on the above words.
3. Writing a brief character sketch of Maggie in a coherent passage.

Evaluation:

- Peer evaluation and Teacher evaluation
- Indicators: Clarity, coherence, choice

of words, quality of language.

Teacher inputs:

Words to describe Maggie

Thirteen years old, anxious figure, large eyes, affectionate, considerate, tender hearted, hardworking, polite, sad expression, disciplined, polite manners, sacrificing attitude, respectful, caring, sensitive, hard-working, poor, sad expression, sense of beauty, grateful to others, pure soul, devotion to mother, considerate, etc.

1. Appearance of Maggie

Thirteen years old

Anxious figure

Large eyes

.....

.....

2. Qualities / traits of Maggie

Hard working

Disciplined

Polite manners

.....

.....

3. Her attitude towards others

Respectful

Caring

.....

.....

4. Personal opinion about the girl.

.....

.....

13. Web Diagram

Time : 45 minutes

Concepts / skills:

- Categories of stories

Learning Outcomes:

Students demonstrate their ability to

participate in group discussion.

Process:

- Discussing different types of stories.
- Matching the table in the Activity IV
- Finding the category to which "The Price of Flowers" belongs to.

14. Write up

Time : 45 minutes

Concepts / skills:

- Bases of likeness of professions.

Learning Outcomes:

Students demonstrate their ability to:

- participate in group discussion.
- write on their personal interests.

Process:

- Discussing the statement "I want work that will make me use my head, brain work" in groups.
- Relating this statement to their lives.
- Preparing a write-up about the profession they like (individually).
- Presenting the write-up in front of the class.

Evaluation:

- Peer evaluation and Teacher evaluation.

Discourse tips

Write-up

A write-up is a small unit of composition. It is a group of sentences expressing a connected series of thoughts relating to one topic. It is the development of a single main thought or idea or experience.

Features of a write-up

Unity: The sentences to be logically arranged and they must be bore upon

the main idea. Also one idea is maintained in one paragraph

Order: Writing the sentences in a natural way according to their importance in a natural way.

Variety: The sentences to be differed in length and structure and style.

Limit: Unnecessary details to be avoided.

A write-up must have a heading, usually in capital letters. All the relevant points are dealt in its body. It should have an introductory sentence and a concluding sentence.

15. Letter

Time : 30 minutes

Concepts / skills:

- Culture of India
- Drafting letters

Learning Outcomes:

Students demonstrate their ability to:

- participate in group discussion.
- draft a personal letter.

Process:

Discussion and writing of a personal letter.

Evaluation:

1. Peer evaluation and Teacher evaluation

Indicators: Format, coherence, choice of words, quality of language.

Discourse tips

Format of a personal letter

Personal letters are informal letters. They are written to friends and relatives.

Format:

1. Heading

*Place**Date*

2. The salutation
3. Body/message
4. The complimentary close
5. Signature
6. The superscription (on the envelope)

16. Role play/ Telephonic conversation

Time : 30 minutes

Concepts / skills:

1. Telephonic conversation

Learning Outcomes:

Students demonstrate their ability to:

- participate in group discussion
- prepare telephonic conversations.

Process:

- Discussion and writing of a telephonic conversation.
- Ensuring the language expressions in telephonic conversation.

Evaluation:

- 1 Peer evaluation and Teacher evaluation.

Criteria: Enacting a likely conversation/ telephonic etiquettes /communication skills

Discourse tips

Telephonic conversations

Telephone has become an unavoidable factor in our day to day life. No day passes without conveying messages over the telephone. A telephonic conversation is different from a face to face conversation. Actually, it is the conversation generally between two

persons over the telephone. At that time they are not in the vicinity of each other. But they can hear directly. A good language function is, therefore, to be used then.

Introducing

Hi Gupta, it is Maggie calling.

Hello. This is Maggie calling.

I'm Gupta, can I speak to Maggie, please?

Hello, I am Gupta. May I know who is on the other end?

Hello, Gupta speaking. Can I get Maggie?

Hello Maggie, how are you?

Hello, is it 4446449039? Can I get Maggie?

.....

Connecting someone

Please, hold on. I'll get her.

One second please.

May I know who you are?

Hang on one second.

Just a minute.

.....

Making special requests

Can you hold for a minute?

Could you please repeat that?

Please tell me everything. I'll tell her.

.....

Concluding conversation

Thanks for calling.

I'll talk to you again soon, Bye`

Talk to you later.

OK. See you later.

We'll meet in person soon.

All right. May I hang up?

17. Review

Time : 30 minutes

Concepts / skills:

1. Critical review

Learning Outcomes:

Students demonstrate their ability to write a critical review of the story.

Process:

1. Detailed discussion in groups about the theme, style of narration, language, impact of words and expression, location, characterization, dialogue, the opening and ending , etc. of the story .

Evaluation:

Peer evaluation and Teacher evaluation

Indicators: Content, clarity, coherence, clear personal opinion

Teacher inputs:**Tips :Short-story literary techniques for writing a review***Definition of short story*

It is a brief prose narrative with limited characters and situations. It generally concentrates on a single character and on a single episode.

Constituents of story:

- Theme
- Characters
- Plots
- Incidents
- Settings

Development of story

- Description
- Narration
- Interaction

Importance of dialogues

Composition in the form of a conversation between two people.

It advances the stories.

Reveals speaker's self.

Climax

The highest point/the turning point of the story

It is the importance of turns/ twists/coincidences

The part of story where the excitement is pushed to its limits.

Plot

The sequence of events to develop the basic idea.

The story that is told in it.

A secondary situation less important than the main plot is the sub plot.

Resolving problems/issues/ mysteries.

Characters

The central character-all the major events have some importance to his character

Character is revealed through:

Physical appearance

Thoughts, feelings and dreams

Actions-what a character does/ does not do

Reactions-what others say about a character and how others react to the character

Suspense

Uncertainty or anxiety the reader feels about what is going to happen next.

Setting

The time and place of a story

Conflict

Opposition between characters or forces.

The conflict might be :

- protagonist versus nature
- protagonist versus society
- protagonist versus antagonist
- protagonist versus herself or himself

Irony

Verbal

Situational

Ending of the story

Dramatic and startling

Life-like and natural

Moral

Language and style

Suitable to the characters and situations

The way of expressing something

Figures of speech

Symbolism

Allegory

Suspense

Irony

Presentation

First person point of view/the narrator is a character in the story and the words like I, me, we are used.

Second person point of view/the narrator tells the story. The pronouns you, your, yours, etc are used to address the readers.

Third person point of view/someone outside the story is looking in and telling the story as he or she sees it unfold.

18. Reporting

Time : 30 minutes

Concepts/skills:

1. Direct and indirect speech

Learning Outcomes:

Students demonstrate their ability to:

- use correct reported speech in discourses.

Process:

1. Creating the need for a deeper understanding of the knowledge about reported speech.
2. Administering a task/work sheet related to concord for discussion like this:

Task sheet

Rewrite the following into reported speech?

We chatted pleasantly and soon reached a telegraph office.

"Let us wait for the Westminster bus here." I said.

"Would you mind walking?", she asked

"Not at all", I answered, "If it is not difficult for you."

"No. I walk home every day".

3. Providing ample time for discussing and assimilating reported speech rules with the help of the language tips given in the Reader and an advanced grammar book.
4. Completing the textual activity (Activity IX)

Evaluation:

Peer evaluation and Teacher evaluation

Indicators: Accuracy

1. Conversion of assertive sentences

Change of tense in the speech part:

DIRECT SPEECH	INDIRECT SPEECH
Simple present Tom said, "I watch TV."	Simple past Tom said that he watched TV.
Present continuous Tom said, "I am watching TV."	Past continuous Tom said that he was watching TV.
Present perfect Tom said, "I have watched TV."	Past perfect Tom said that he had watched TV.
Present perfect continuous Tom said, "I have been watching TV."	Past perfect continuous Tom said that he had been watching TV.

Change of modals in the speech part

DIRECT SPEECH	INDIRECT SPEECH
Simple past Tom said, "I watched TV."	Past perfect Tom said that he had watched TV.
Past continuous Tom said, "I was watching TV."	Past perfect continuous Tom said that he had been watching TV.
Past perfect Tom said, "I had watched TV."	Past perfect Tom said that he had watched TV.
Past perfect continuous Tom said, "I had been watching TV."	Past perfect continuous Tom said that he had been watching TV.

Exceptions

Direct : He said, "Face is the index of mind" (proverbial truth)

Indirect : He said that face is the index of mind.

Direct : The teacher said, "The sun rises in the East" (geographical truth)

Indirect: The teacher said that the sun rises in the east.

Direct: "Two and two make four and not six." (factual truth)

Indirect: She said that two and two make four and not six.

DIRECT SPEECH	INDIRECT SPEECH
Will Tom said, "I will watch TV".	Would Tom said that he would watch TV.
Shall Tom said, "I shall watch TV".	Should Tom said that he should watch TV.
Can Tom said, "I can watch TV".	Could Tom said that he could watch TV.
May Tom said, "I may watch TV".	Might Tom said that he might watch TV.
Must Tom said, "I must watch TV".	Had to Tom said that he had to watch TV.

Change of adjectives and adverbs in the speech part

DIRECT SPEECH	INDIRECT SPEECH
This	That
These	Those
Here	There
Yesterday	The previous day
Now	Then
Ago	Before
Today	That day
Tonight	That night
Tomorrow	The following day
Last month	The previous month
Next week	The following week

2. Conversion of interrogative sentences

The reporting verb is changed into ask/inquire/enquire, etc

If the question begins with a question word, no conjunction is needed.

If the question begins with an auxiliary verb, if / whether is used to introduce the speech part.

3. Conversion of imperative sentences

The reporting verb is changed into request/beg/entreat/ask, etc.

No conjunction is needed to report the speech part.

The imperative word is changed into infinitive one.

3. DEATH THE LEVELLER

- James Shirley

Deeds speak louder than words. Good deeds will be remembered for ever. The powerful poem, "Death the Leveller" is about the glory of deeds. It is a funeral song. It warns us against thinking that social status, rank, royalty, position, power, nobility, etc exempts us from the final fate of all, for death knows no distinction between rich and poor, high and low. Death is inevitable and is inescapable.

About the author

James Shirley (1596-1666) was born in London. After graduation, he took Holy Orders. In 1625, he converted to Catholicism and had to resign his headmaster's post in St. Alban's Grammar School. In order to earn a living for himself, and his wife, he turned to the theatre and started writing plays. His career as a playwright extended from 1625 to the suppression of stage plays by Parliament in 1642. He published four small volumes of poems and plays. His plays were witty and satirical, the themes relating to current styles and attitudes. Two famous plays of him were "The Contention of Ajax and Ulysses" and "The Lady of Pleasures". He survived many upheavals in life time like a personal religious conversion to Catholicism, the English Civil War, the Puritans and Oliver Cromwell, outbreaks of the plague and exile in Ireland. He and his wife died as a result of privations following the Great Fire of London in

1666.

Message of the poem

The poem is a dirge spoken at the funeral of Ajax and taken from Shirley's play, "The Contention of Ajax and Ulysses". The death of the mighty hero makes the poet aware of the essential mortality of humanity. The tone is resigned and fatalistic. Death is a reality. No one can apprehend or fight it. We should live differently without any fear of death. But, since death looms over us always and may snatch our life away without allowing any time for the request of forgiveness over our faulty deeds, we have to think over our plans before carrying them out.

1. Read and enjoy

Time : 45 minutes

Concepts / skills:

- Good deeds will be remembered for ever

Learning Outcomes:

Students demonstrate their ability to:

- read, comprehend, analyse and interpret the given poem.
- uphold the importance of values in life.

Process:

1. Creating an atmosphere in the class room for silent reading, comprehension and reflection of the poem using while-reading questions and other similar questions.

2. Ensuring comprehension (in groups/ in the whole class) of the poem with additional questions.
3. Teacher talk / explanation of hard spots and teacher consolidation.

Evaluation:

Peer evaluation and Teacher evaluation

Indicators: Appropriateness of responses.

Additional questions for comprehending the poem.

1. How does the title help in understanding the poem?
2. Comment on any interesting uses of language.
3. Identify the emotions and feelings in the poem. How have they been communicated?
4. Why is death called the leveller?
5. What is the message of the poem?
6. Discuss the tone of the poem?

Rhyme scheme

Rhyme scheme is the pattern of rhyme between lines of a poem. It is usually referred to by using letters to indicate which lines rhyme. Actually it is the pattern of end rhymes.

"Death the Leveller" is structured into three stanzas with eight lines each / (octaves). The rhyme scheme of the poem is ababccdd.

The glories of our blood and state	a
Are shadows, not substantial things;	b
There is no armour against Fate;	a
Death lays his icy hand on kings;	b
Sceptre and Crown	c
Must tumble down,	c
And in the dust be equal made	d
With the poor crooked scythe and	
spade.	d

SAMPLE T.E QUESTIONS

- I. Read the following dictionary entry carefully, and answer the questions given under.

good¹ /ɡʊd/ *adj* **better, best** **1** [PLEASANT] enjoyable, pleasant, or interesting *a good book* • *Did you have a good time at the party?* **2** [HIGH QUALITY] of a high quality or level *She speaks good French.* • *The food at this restaurant is very good.* **3** [SUCCESSFUL] successful, or able to do something well *Anne's a good cook.* • *She's very good at geography.* **4** [KIND] kind or helpful *a good friend* • *My granddaughter is very good to me.* **5** [POSITIVE] having a positive or useful effect *Exercise is good for you.* **6** [SUITABLE] suitable or satisfactory *When would be a good time to phone?* **7** [BEHAVIOUR] A good child or animal behaves well. **8** [MORALLY RIGHT] morally right *a good person* • *He sets a good example to the rest of the class.* **9** [COMPLETE] complete and detailed *She got a good look at the robbers.* **10** [LARGE] used to emphasize the number, amount, quality, etc of something *There's a good chance he'll pass the exam.* **11** [SATISFACTION] something you say when you are satisfied or pleased about something or when you agree with something. *Oh good, he's arrived at last.* **12** **Good God/grief/heavens!, etc** used to express surprise or shock *Good heavens! It's already 11 p.m.* **13** **a good 20 minutes/30 miles, etc** not less than 20 minutes/30 miles, etc and probably a bit more ➔ *See also:* be in sb's good books (**book**¹), it's a good job, for good measure², stand sb in good stead.

1. She speaks good English. Which part of speech does the underlined words belong to?
 2. She had a good look at the robbers. What is the contextual meaning of the word 'good'?
 3. He is good ----cooking. (Fill in the blanks with correct preposition).
 4. What is the superlative degree of good?
 5. Make a sentence using 'good' as an expression of surprise.
 6. "My grandfather is good to me" means.....
 - a. My grandfather is very kind to me.
 - b. My grandfather is very pleasant to me.
 - c. My grandfather is very successful to me .
 - d. My grandfather is very satisfactory to me
 7. What do you mean by 'a good 10' books?
- II. Rewrite as directed
1. Supply a verb in agreement with its subject
 - a. The teacher with his students _____ just arrived.
 - b. Neither of the films _____ interesting.
 - c. I as well as my father _____ watching a film now.

- d. A good deal of time _____ wasted on this case.
- e. Either you or he _____ there.

III. Imagine you are Maggie and report the following dialogue.

"Are you leaving today?"

"Yes, Maggie, today is the day of my departure." the narrator said.

"How long will it take you to reach your country?"

"A little more than two weeks."

"In what part of the country do you live?"

"I have entered the Punjab civil service. I shall not know exactly where I am posted until I arrive there."

"Is the frontier very far from there?"

"No, not very."

IV. Write a critical appreciation of the poem, 'Death the Leveller.'

(Hints: Introduction-brief summary of the poem-poetic devices used in the poem-message of the poem- personal opinion about the poem)

V. Read the extracts given below and, elaborate and comment upon the contextual ideas in each of them in about 100 words.

- a. And, yet fear builds its phantoms which are more fearsome than reality itself, and reality, when calmly analysed and its consequences willingly accepted, loses much of its terror.
- b. The peasant was shaken up and he began to emerge from his shell.
- c. The glories of our blood and state
Are shadows, not substantial things
There is no armour against Fate.

VI. You are Girish. The illegal occupancy on roads and pavements has resulted in increased rate of road accidents on one of the over-crowded roads in your locality.

Write a letter to the editor of one of the newspapers about the issue and suggest some remedial actions.