Teacher Text Development Team

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Typesetting and Layout : SCERT
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Foreword

Dear Teachers,

The Teacher Text for Higher Secondary Second Year Part I English has been developed to assist the teachers to transact the Coursebook effectively in the classroom. A thorough knowledge of the curriculum and syllabus is essential for the teacher to produce the maximum output in the classroom. The teacher text will undoubtedly add up to the process. A wide variety of classroom strategies and supplementary activities has been included in the book along with the syllabus, unit frames and unit analysis. The academic, social and professional needs of the learners are taken into account for the preparation of transactional strategies as well as the supplementary materials in this book.

The unit frames and analysis of various activities will, no doubt, enable the teachers to handle the course materials provided in the Coursebook, without much effort.

The SCERT is grateful to the teachers and subject experts who are involved in the preparation of this teacher text.

Creative criticism and suggestions for the improvement of this book are always welcome.

Wish you a happy and enjoyable experience in teaching.

Dr S. Raveendran Nair
Director
SCERT; Kerala
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Introduction

The National Curriculum Framework 2005 sowed the seeds for many reforms in the field of education in India. Subsequently, NCERT prepared textbooks for various subjects based on NCF 2005. Later the, Kerala Curriculum Framework 2007 was formed and the curriculum upto high school level was revised. The Right to Education Act of 2009, Prof. P.O.J.Labba Committee Report related to Higher Secondary Education and Dr. P.K.Abdul Aziz Committee Report related to a comprehensive curriculum revision - all pointed towards the necessity of curriculum reform.

In the 1990s, a new curriculum with comprehensive changes in learning and pedagogy was introduced at the primary level. Based on this activity-based, process-oriented and learner-centred curriculum, Continuous and Comprehensive Evaluation (CCE) and grading system were implemented. Subsequently, this method was introduced at the Higher Secondary level too.

Significance of Curriculum Revision

Though activity-based pedagogy has already been introduced at the higher secondary level, a comprehensive revision of curriculum has not been implemented yet. The ongoing syllabus revision interacts with contemporary events and takes into consideration the nature of the learner. As a stepping stone to the higher education sector, the higher secondary curriculum should be raised to international standards.

The curriculum, syllabus and textbooks being followed for more than five years should be revised and reformed urgently by SCERT.

Prof.P.O.J.Labba Committee

As a knowledge society, it is of paramount importance to basically restructure and reform the curriculum to face the challenges posed by the times.

Dr. P.K.Abdul Aziz Committee
standards. International standards do not refer to the standard of education set by any particular country. On the other hand, it must inculcate in the learner the ability to take his life forward wherever he is, after the completion of his higher secondary education. It is the sum-total of all the experiences and knowledge to be picked up by the learner for meeting the needs. This emphasizes the need to provide internationally accepted teaching-learning models to our students. The curriculum revision has been envisaged as an attempt in that direction.

**RIGHT TO EDUCATION ACT - 2009**

**Section - 29 (Chapter 5)**

**Curriculum and evaluation procedure**

(1) The curriculum and the evaluation procedure for elementary education shall be laid down by an academic authority to be specified by the appropriate Government, by notification.

(2) The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (1), shall take into consideration the following, namely:

(a) conformity with the values enshrined in the Constitution;
(b) all round development of the child;
(c) building up child's knowledge, potentiality and talent;
(d) development of physical and mental abilities to the fullest extent;
(e) learning through activities, discovery and exploration in a child-friendly and child-centred manner;
(f) medium of instruction shall, as far as practicable, be in child's mother tongue;
(g) making the child free of fear, trauma and anxiety and helping the child to express views freely;
(h) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

The curriculum should be revised ensuring the above-mentioned factors, and the revision of the curriculum has to be viewed against this backdrop.
Kerala School Curriculum (2013) - Chief characteristics

The curriculum
- is learner-centred, process-oriented, activity-based and value oriented.
- gives stress to the learning outcomes that a learner imbibes at the cognitive, social and emotional levels.
- lays stress on the skills to be attained by the learner in values and attitude.
- is based on the philosophy of constructivism.
- gives teachers freedom to choose and employ logical and varied learning strategies for the transaction of curriculum.
- is flexible to implement various teaching-learning strategies recognizing the learning outcomes, nature of the content and the different levels of the learners. Discovery learning, Concept attainment model, Inductive method, Meta cognition, Cooperative learning, Collaborative learning, Reflective learning, and giving opportunities to individuals and group learning etc. are taken into consideration.
- is comprehensive and takes into consideration the various stages from the pre-primary level to the higher secondary level.
- designs innovative learning strategies as well as assessment activities for children with special educational needs.
- ensures a Continuous and Comprehensive Evaluation (CCE) focused on learning outcomes.
- stresses Health and Physical Education, Art Education and Work Education.
- lays stress on Right-based Education in the light of Right to Education Act, 2009.
- provides an opportunity to the learner to experience necessary safety, care and security both at school and in the classroom by raising the teacher to the level of a mentor.
- lays stress on the Code of Professional Ethics for school teachers.
- helps to acquire new learning skills which enable the learner to face contemporary challenges.
is intended to inculcate human values in the learners.
ensures equity and equality among the learners.
ensures the harmony of head, heart and hand and aims at a comprehensive development envisioned to make learning natural.

Curriculum Approach

Our curriculum has been developed, imbibing new thoughts in educational psychology and philosophy. The idea of constructivism put forth by NCF 2005 is the basis for the Kerala School Curriculum 2013 too. In constructivism, learning is the process of the construction of knowledge.

The striking features of the curriculum transaction approach are:

i. Activity - based
ii. Process- related
iii. Ensure learning
iv. Focus to attain learning outcomes
v. Environment- friendly
vi. Highlights development areas
vii. Suitable for the nature of the learner
viii. Integrates learning and assessment

A learning process based on constructivism is the foundation of the curriculum. A distinguishing feature of this approach is that knowledge is constructed naturally by creating challenging learning activities and considering the acquired knowledge and conceptual background of the learner.

Learning Experiences

The acquired knowledge skills and interests differ from learners coming from different backgrounds. So it is very important to facilitate learning experiences imbibing these changes and considering individual differences and multiple intelligences of the learners.
Learning Environment

The classroom should be designed to keeping in mind the interest and development of the learner so as to ensure his/her participation in various learning activities. Every activity should be learner-oriented. A conducive environment should be created. The freedom to employ suitable learning strategies which are learner-centred and activity-based, taking into consideration the development and growth in the learning ambience rests with the teacher.

Learning Process

- Each learner constructs knowledge by linking it with his/her previous experiences.
- Knowledge construction occurs at the level of the individual through meaningful societal interventions.
- Learning is made effective through multi-sensory experiences which consider various learning styles, learning pace etc.
- Learning becomes more effective through co-operative learning in an environment conducive for co-operation.
- Learning materials should be meaningful generating interest in the learner.
- Spiralling of learning experiences will make learning more effective.
- By ensuring flexibility of learning activities and possibilities of adaptation, learners requiring special educational needs and with different aptitudes may be attended to.
- Each learner should get learning experiences necessary to ensure learning outcomes.
- Learning and Assessment should be complementary.
- Everybody can attain learning outcomes by adopting suitable teaching-learning strategies that consider content and learning requirements of the learner.
- The learning process should be decided keeping in view the comprehensive development of each learner.
Learning Outcomes

As per the rules of the RTE Act, the idea of learning outcomes was introduced in the Kerala School Curriculum 2013. Knowledge of learning outcomes is essential to plan the teaching-learning process and evaluation, in a precise and practical manner. Learning outcomes are the aims to be achieved by the learner during the various stages of school education. Precise and accurate statements based on the knowledge, skills, attitudes, values etc. to be acquired by a learner in a particular subject-area are called Learning Outcomes.

The learning outcomes should be stated based on performance that can be observed and measured. An analysis of the learning outcomes will help assess the knowledge, skills, values and attitudes that should be acquired by the learner at the end of each unit, class and stage have been acquired or not. Precise and clear assessment activities can be planned, based on specific learning outcomes.

Information and Communication Technology

Today information and communication technology has an important role in the construction and dissemination of knowledge. This is made possible through gathering of information, analysis and varied presentations. The immense possibilities of ICT can be used to transact any subject at the higher secondary level. Through this, it can also be ensured that learners acquire ICT skills. The main features of ICT are stated below.

Art Education

Arts evolved as a part of providing enjoyable experiences in the progress of man as a social animal.

The experiences gathered during various phases of life touch human minds aesthetically. All the art forms that evolved from ancient times were visual and auditory. It had the power of rejuvenating the human mind. This is the unique characteristic of art.

Art education at the higher secondary level aims to develop the creative skills acquired by the learner and to create in him a broader outlook about art and literature. Also an aptitude for higher studies
and research in the field of arts has to be developed in them. In order to develop observation skill, ability to appreciate and sense of imitation among learners, art education is essential. It also helps learners to develop abilities to think and respond differently, to ensure social intervention and to make learning more productive. Activities in art help to make children work hard and diligently, and also channelize their enthusiasm in the right direction.

**Health - Physical Education**

The term health refers to the complete state of physical, mental, emotional and spiritual well-being. Therefore health is essential for the existence of an individual. So proper implementation of health and physical education is essential. The minimum physical fitness required for every individual in the society in order to exist should be ensured. For this, health and physical education should be imparted scientifically and comprehensively from a very early age. The views of National Curriculum Framework 2005 regarding need based and integrated approach should be given special attention and emphasis.

Along with the knowledge of content areas, performance excellence and physical fitness are also to be assessed. The health-physical education envisioned in Kerala School Curriculum 2013 and initiated at the primary level, gets perfected at the higher secondary level only. Learning activities should be planned so as to enable learners excel in this field to explore up to the level of international possibilities. The physical fitness, training excellence and knowledge of content areas acquired hitherto promote holistic well-being.

**Objectives of Health - Physical Education**

- To get an awareness about sports, values and ethics.
- To gain expertise in athletic skills and to scientifically analyse them.
- To gain expertise in major games.
- To get practical training in self defence techniques.
- To understand aggression, balanced or controlled aggression etc.
- To realise the consequences of the use of drugs.
To create the right understanding about sexual health.
To acquire scientific practical ability to intervene effectively during life rescue missions.
To get an awareness about the changes in the respiratory and cardio-vascular system that can be brought through exercise.
To give training using safe and effective exercise pattern.

**Work Education**

The confluence of knowledge acquired through hearing, sight and work makes construction of knowledge possible in a learner. Contemporary learning process evolves through enquiry and experiences. Work education is essential to integrate and develop emotional and cognitive domains.

A work education integrated with the subjects of higher secondary curriculum, will be more appropriate.

**Objectives of Work Education**

- Readiness to work
- Development of values and attitudes
- Development of a balanced personality
- Self-sufficiency in the field of production
- Human skill development
- National development

**Inclusive Education**

In the classroom, an atmosphere that is congenial to all learners without excluding any one must be created. In our schools there are two categories of students, one who requires more consideration, help and attention and the other who requires normal help and attention. Only by addressing this can we ensure equitable quality education.

**Areas which help to develop values, attitudes and commitments**

Areas such as awareness of humanitarian and constitutional values, attitudes that strengthen social life and growing social commitment are the prime concerns of the curriculum. Details of the conceptual areas are given below.
Democratic Outlook
While choosing the content for different subjects, the perspectives on democracy have to be considered. In the planning and transaction of learning activities, there should be a democratic approach. The aim of the curriculum is to establish a democratic approach through democratic platforms.

Constitutional Values
The values and objectives that are upheld by our Constitution have to be reflected in the curriculum. The content and the transaction process should be selected to enable learners acquire constitutional values.

Secular Attitude
Subject areas which help in developing a secular attitude have to be included.

Tolerance
The curriculum should aim at developing the quality of tolerance towards those who disagree with you.

Constructive and Creative Thinking
There is a need to develop creative thinking and the urge for discovery among learners. There should be possibilities for creative enquiry in the content areas and learning strategies of the curriculum. The different levels of multiple intelligences should also be considered.

Respect for one's cultural heritage
Respectful attitude to one's cultural heritage and history is one of the aims envisioned by the curriculum.

Equality
It is essential to ensure equality in learning activities, which are provided to the learners.

Leadership Quality
There is need to design learning strategies that would help in shaping leaders who are capable of facing the challenges of this millennium. In the classroom, opportunities must be created to develop leadership qualities among children.
Life Skill Education
Life skills such as self-awareness, empathy, communication skill, interpersonal relationship, creative thinking, critical thinking, decision-making, problem-solving, coping with emotions and coping with stress should be developed in learners. These life skills help the learner to face life with self-confidence.

Civic Sense
Just as the state has certain duties to the citizens, the citizens also have some duties to the state. The aim of education is to create a community with civic sense and a sense of responsibility and discipline.

Respect for Elders
Respect for elders is the keystone of our civilization. In all cultures, old people are venerated and given due consideration. An important characteristic of the elder people is that they are a storehouse of experiences. Our cultural life being continuous and heritage-oriented, the age-old experiences and knowledge are handed down from one generation to another. Factors which encourage learners to express respect for elders through co-operative interventions should be made part of the transaction of content.

Human Rights
Human rights are the rights of individuals to lead a life of dignity. The human rights which got universal acceptance through the United Nations Declaration of Human Rights should be given importance in the curriculum.

Child Rights
It is our duty to protect every right of the child.

Awareness about Environment
Basic awareness about nature and the need to protect natural resources should be included from the primary level itself. Children should be made to understand that environmental hygiene is as important as personal hygiene and that sense of hygiene is one of the basic factors of civic sense. They should understand that nature and natural resources are not meant just for the consumption of
human beings and that any change in the balance of nature will have far-reaching consequences. They should carry out activities which make protection of natural resources and environmental hygiene a value-system and an attitude.

**Water Literacy**
Children must be made to understand that water is precious by creating awareness about the availability of water, conservation of water and the need to keep it free from pollution.

**Peace Education**
The basic idea of peace education is to develop values and attitudes to interact with others and the surroundings in a peaceful and friendly manner. It is essential to include content areas that reflect values like avoiding conflicts and situations leading to conflicts, peace and harmony.

**Legal Literacy**
Knowledge and awareness about law is essential for all citizens of a democratic country. It is the need of the hour to include content areas that ensure legal literacy. Various programmes involving Law Clubs, Law Clinics etc. can be organized to create awareness of law.

**Cyber Literacy**
The misuse of ICT and related crimes are on the rise. Awareness should be created among children on these activities. They should be given a clear idea about the proper use of Internet, e-mail and social networking sites. The curriculum should facilitate creating awareness among children regarding the punishment for cyber crimes and the ethics in the use of internet etc.

**Media Literacy**
Media exerts a great influence on our society. It is impossible even to imagine a day without visual media. Visual media has tremendous influence on children. Therefore, the content area of the curriculum should contain various factors required to create critical media literacy.

**Perspective on Sustainable Development**
The curriculum should spread the awareness that this earth exists
not just for the benefit of mankind. An understanding regarding the environmental challenges, human interventions which cause harm to environment, and how nature can be protected from such destructive activities etc. is the need of the hour. The curriculum should also uphold the enquiry how environment and development can go hand in hand and perspectives regarding sustainable development and views. One of the aims of the curriculum is to present perspectives on consistent development and create a comprehensive awareness about environment.

**Adolescent Education**

The possibility of including content areas on adolescent education should be explored with the help of child psychologists, health workers, doctors and teachers. It is also important to address the doubts of learners regarding health and hygiene in a scientific manner.

**Consumer Culture**

Facts concerning the negative aspects of consumerism have to be included in the curriculum. Consumer laws and our rights as consumers should be dealt with in the curriculum.

**Anti-drug and intoxicant attitude**

We should realise the harmful effect of alcohol, drugs, tobacco and other narcotics on the health of children. The future generation should be saved from the evil tentacles of this menace. Pictures, pamphlets and visuals on the physical and mental effects of drug abuse, as examples, can be included in the content areas.

**Gender Justice**

The curriculum should ensure gender justice and gender equality. Discrimination on the basis of gender should not be reflected in the content areas. It is the responsibility of teachers to ensure gender justice while carrying out learning activities.

**Frugality**

Children should be taught the basic lessons of frugality at the primary level itself. Explain the importance and relevance of the habit of frugality. Students can also be given practical training in frugality.
Road Safety

Traffic rules and practical suggestions to avoid road accidents are part of road safety. Children should develop the civic awareness that the road is a public place and that everybody has the right to use it. Activities related to road safety should also be given importance.

Learning experiences in these areas should be incorporated naturally in the transaction of the curriculum. While choosing the concepts of various subjects and arranging learning activities, enough consideration should be given. Knowledge, skill and attitude should be stressed in the process of teaching learning process. It should also be possible to perform continuous evaluation to find out whether the objectives have been accomplished. Activities of various clubs, SPC, NCC, Scouts and Guides, JRC, Vidya Rangam, Kalasahithya Vedi, Gandhi Darshan etc., can be platforms to develop values, attitudes and commitment.

Right Based Education

UNESCO had taken initiatives to decide on the rights of children and spread them world wide. As a result of this, legislation has been made in many countries to protect the rights of children. The Right to Education Act passed in 2009 in India, is an important milestone in this matter. The responsibility of protecting the rights of children becomes the duty of adults. Right to Education can be divided into three areas.

- Participation
- Provision
- Protection

**Participation**

- My opinion is sought when decisions concerning me/children are taken.
- My interests are given priority when decisions are taken.
- I am given the opportunity to participate in activities which are compatible with my ability and limitations.
- I am able to go through a learning process which is flexible enough to nurture my abilities and overcome my limitations.
• My opinions are given due respect and value.
• My friends and I get active participation in the activities in class.
• I get opportunities to display my talent and abilities.

_Provision_
• I get the service of teachers who have the required qualification and who constantly update their knowledge.
• I get learning -experience in the prescribed time.
• I get a classroom ambience conducive to physical and psychological growth.
• My teachers are able to make learning materials required for learning activities available.
• I get materials and opportunities for the growth of art and physical education.
• I also get career guidance for securing employment in future.

_Protection_
• I do not experience any kind of discrimination in or out of school.
• I am not ignored by any one in any manner.
• I am not harassed either physically or mentally.
• I can interact with my teachers without any fear.
• Though I am a child, every one respects and values my privacy.
• I am convinced that I will be safe both at home and at school.
• My school lends me a helping hand to further strengthen and empower me when I face physical and emotional problems.

If these are the rights of children, how far can I ensure these rights? What steps should I take further to ensure these rights? Every teacher should think about this.

_Mentoring_

RTE considers the teacher as a 'mentor'. Mentoring has much relevance and significance in the comprehensive school development project.

The teacher - student relationship has undergone significant changes. A teacher should function not as a person who distributes/ dispenses
knowledge, but as a facilitator who co-ordinates the various opportunities of students to gain knowledge.

In reality, school is a second home for the child and teachers are the members of his/her family. A teacher should understand that all children do not receive love, consideration, security, appreciation and recognition etc., equally at home. The responsibility of a teacher becomes complete only when he/she realises this and is able to express these feelings accordingly to each child. Only then will a school become a home.

Only when a teacher becomes a mentor and a facilitator who helps gain learning outcomes, he/she will be a teacher of the new era.

When the teacher becomes a co-guardian, children get guidance, advice, support and opportunity to improve. The teacher as mentor should make interventions in the role of an experienced predecessor. Assistance for awareness and counselling are part of this. An effective mentor can bring out the hidden talents of a child.

**Through mentoring:**

- the teacher and the student enjoy proper learning experiences.
- the knowledge-area of the child and the teacher widens.
- the bond between the student and the school is strengthened.
- personality development and learning development of the child are ensured.
- collective thinking, decision-making and collective effort are made possible.
- the relationship between parents and school is strengthened and an overall view of the learner's learning process is created.
- the participation of the learner in arts and sports can be assessed.

Mentoring has to be manifested as a process which caters to personality development and interest in learning. It should also help in continuous assessment. Notes related to mentoring experiences should be recorded in the Cumulative Record. All the teachers in the school should act as mentors of students. All learners should get an experience of mentoring. The class may be divided into small groups and different teachers can be given the responsibility of evaluating the progress of each group.
Code of Professional Ethics for School Teachers

1. Responsibility towards Students

The teacher;

1.1 Treats all students with love and affection.

1.2 Respects the value of being just and impartial to all students irrespective of their caste, creed, religion, sex, economic status, disability, language and place of birth.

1.3 Facilitates students’ physical, social, intellectual, emotional, and moral development.

1.4 Respects basic human dignity of the child in all aspects of school life.

1.5 Makes planned and systematic efforts to facilitate the child to actualise his/her potential and talent.

1.6 Transacts the curriculum in conformity with the values enshrined in the Constitution of India.

1.7 Adapts his/her teaching to the individual needs of students.

1.8 Maintains the confidentiality of the information concerning students and dispenses such information only to those who are legitimately entitled to it.

1.9 A teacher refrains from subjecting any child to trauma, fear, anxiety, physical punishment, sexual abuse and emotional and mental harassment.

1.10 Protects a child from all forms of sexual abuse.

2. Obligations towards parents, community and society

A teacher;

2.1 Establishes a relationship of trust with parents/guardians in the interest of the all round development of students.

2.2 Desists from doing anything which is derogatory to the respect of the child or his/her parents/guardians.

2.3 Strives to develop respect for the composite culture of India among students.

2.4 Keeps the country top most in mind, refrains from taking part in such activities as spreading feelings of hatred or enmity among different communities, religious or linguistic groups.

3. Obligations towards the profession of teaching and towards colleagues:
A teacher:

3.1 Strives for continuous professional development.

3.2 Creates a culture that encourages purposeful collaboration and dialogue among colleagues and stakeholders.

3.3 Takes pride in the teaching profession and treats other members of the profession with respect and dignity.

3.4 Refrains from engaging himself/herself in private tuition or private teaching activity.

3.5 Refrains from accepting any gift, or favour that might impair or appear to influence professional decisions or actions.

3.6 Refrains from making unsubstantiated allegations against colleagues or higher authorities.

3.7 Avoids making derogatory comments about colleagues, especially in the presence of pupils, parents or colleagues.

3.8 Respects the professional standing and opinions of his/her colleagues.

3.9 A teacher maintains confidentiality of information regarding colleagues and dispenses such information only when authorized to do so.

Teacher Planner

Teacher planner is a record of daily teaching planning. The teacher should develop the process page by carrying out the activities given in the teacher text and textbook with the aim of achieving learning outcomes. However, these activities should be done in a flexible manner, adopting techniques suitable for the students of her class.

The process page should contain planning that includes assessment along with learning activities. Information obtained through continuous assessment should also be included on the feedback page.

A teacher planner should contain learning activities conducive for precise and meaningful concept-formation. The teacher should prepare a reflection note based on the information gathered through learning activities and assessment implemented in a week. It should be discussed in SRG/Subject Council. Further planning notes should be made by the teacher based on these notes.

The format of a teacher planner is given below.
<table>
<thead>
<tr>
<th><strong>Teacher Planner</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the unit/ lesson :</td>
</tr>
<tr>
<td>Date :</td>
</tr>
<tr>
<td>Expected time :</td>
</tr>
<tr>
<td>Learning outcomes :</td>
</tr>
<tr>
<td>Concepts / Ideas :</td>
</tr>
<tr>
<td>Skills :</td>
</tr>
<tr>
<td>Language elements (only for language ) :</td>
</tr>
<tr>
<td>Discourses (only for language ) :</td>
</tr>
<tr>
<td>Values, Attitudes :</td>
</tr>
<tr>
<td>Learning aids :</td>
</tr>
<tr>
<td>Expected Products :</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Process Page</strong></th>
<th><strong>Assessment Page</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Process containing activities and assessment.</td>
<td>Assessment details should be included here.</td>
</tr>
</tbody>
</table>
Reflections

My findings, realisations
(Based on the ideas obtained through the assessment of learning activities)

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Extended Activities and Remedial Measures - Hints

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ASSESSMENT APPROACH

Learning is a natural and continuous process. For effective learning, learning experiences should be based on specific objectives and centred on learning outcomes. Teachers and learners should be aware of the concepts and skills to be acquired through learning. Learning strategies should be planned according to the learning outcomes associated with each lesson. They should be linked to real life situations and presented to the learners.

How far are the acquired concepts and skills sufficient in ensuring learning outcomes? How many learners are yet to acquire the learning outcomes? What are the extended activities to be provided? How can they be provided? These should be the concerns of teachers as part of assessment.

Assessment of Learning is the process of assessing the learning outcomes acquired after the transaction of a unit. The proficiency of the learner and his level of excellence are evaluated here. This is just one phase of assessment.

There is also a process of correction which involves a critical self-analysis of the concepts and awareness gathered through learning and internalizing the changes. This can be considered as self-assessment. Thus, learning takes place through self-assessment. This can be called Assessment as Learning. The learner becomes aware of how to learn more effectively (Learning to Learn) through this.

Assessment for learning and assessment as learning should be intensely emphasised to make learning more effective. The approach which gives importance to assessment process for making learning more effective must be adopted.

Continuous and Comprehensive Evaluation (CCE)

Learning is a continuous process taking place in the learner. Hence, the assessment process to examine the concepts and skills acquired should also be continuous. By comprehensive assessment, we mean the assessment of the learner in cognitive as well as socio-emotional areas. Hence, we have adopted a continuous and comprehensive evaluation system.
CCE Areas
CCE is carried out in two areas;
1. Cognitive area
2. Socio - emotional area

Assessment regarding development in cognitive domain
The subjects taught at higher secondary level like Language, Science Humanities, Commerce, Health and Physical Education come under cognitive area. Learning outcomes acquired in each subject should be evaluated. Two types of evaluation are suggested here.
1. Continuous Evaluation (CE)
2. Term Evaluation (TE)

Continuous Evaluation (CE)
Three types of CE are suggested.
1. Learning Process assessment
2. Portfolio Assessment
3. Unit based assessment

1. Learning Process Assessment
Both the teacher and the learner plan various activities to acquire learning outcomes. The teacher has evaluated various factors like the participation of the learner in the learning process, excellence of the learner in performance and presentation, creativity of the learner, acquisition of desired skills etc. The indicators given below can be used for evaluation.
1. Participation in activity
2. Conceptual understanding
3. Acquisition of skills
4. Performance / Presentation
5. Recording / Preparation

When the process-assessment is carried out, the assessment done should be based on each indicator. For example, when evaluation for the indicator ‘participation in activity’ is done, the learners should be categorized as excellent, good, average and those who need improvement. This has to be recorded in the page for assessment in
Teacher Planner. All learners have to be assessed and recorded with reference to each indicator in every term.


**Activity log**

Activity log is an important document required for the assessment of the cognitive area. It helps to complete various activities according to learning processes. The creativity of the learner, thought processes, language skills, socio-emotional domain etc are reflected in the activity log. An activity log should contain details like the various strategies adopted for the transaction of lesson. The additional information given by teachers to strengthen the learning process too can be recorded in the activity log.

**2. Portfolio Assessment**

Portfolio is the collection of all products formed during the various stages of learning activities. It has the duty to give a learner, parents and the teacher feedback regarding learning.

The following should be included in a portfolio.
- Activity log
- Other learning documents, pictures, collections, writings, learning materials, creations made through ICT etc.
- Creative works
- Work sheets

The following indicators can be used for portfolio assessment.
- Clarity of concept
- Attainment of concepts
- Appropriate design
- Completion
- Originality

**Method to calculate scores of learning process and portfolio**

It is not necessary to record the score of all students calculated using indicators given for each activity. Performance of an entire term should be evaluated using the indicators. The notes in teacher planner, records in activity log etc should be consolidated at the
end of each term and learners should be categorised on the basis of their participation as Excellent, Good, Average, and Need improvement and 4/3/2/1 scores should be given accordingly. All five indicators have to be considered and score should be given for each indicator. The maximum score can be calculated as 20.

3. Unit based Assessment

In a unit, activities for various learning outcomes are distributed in an inter-related manner. This is comprehensive in nature. While assessing a unit, this comprehensiveness (considering all the learning outcomes) is assessed. Oral assessment, quiz programme, open book assessment, preparation of questions, identifying the indicators and assessment of creative writing can be considered for unit assessment. Rating scale and check list to measure the achievement of a learner in a particular unit can be used. Unit assessment should take place naturally along with learning.

For unit assessment, points have to be awarded on the basis of indicators and converted to grades. These grades have to be recorded in the prescribed format. As there is more than one assessment in a term, the average of the assessment of all the units has to be recorded at the end of the term. Teacher has to prepare indicators suitable for the tools used in assessment.

Open Book Assessment

An “open book assessment” is one in which examinees are allowed to consult their class notes, textbooks, and other approved materials while answering questions. It is ideally suited to programmes that especially aim at developing the skills of critical and creative thinking. The open material may take one of the main forms; a textbook or alternative reference materials, or the students’ own notes. The types of material allowable must be made explicit to all students in advance of the assessment. Open-book assessments often comprise tasks based on a problem or argument to which the student is then required to respond, employing their knowledge of the subject and making use of the reference material as appropriate. Unit based assessment can be done in the form of open book assessment. It can be given after completing the unit, integrating all the learning outcomes. This assessment can be given for individual attempt first. Then the same can be allowed to be discussed in groups. Thus learning can be ensured in every learner.
Advantages of open-book Assessment

- They assess not only students’ capacity to construct a coherent response to the assessment task, but also require a demonstration of their ability to use resource material effectively.

- By allowing students access to relevant reference material, open-book assessments reduce the need to memorise information, and can therefore allow students to concentrate on demonstrating their ability to understand and apply this information to the question.

- By providing students with reference material prior to the assessment, it may give them greater confidence when taking these assessments and therefore produce a more accurate account of their achievements.

- Students can use revision time more constructively, focusing on reinforcing their understanding of the subject rather than attempting to memorise information.

- Home assignments and other learning experiences already prepare the students to solve problems with the assistance of external resources, so open-book assessments are quite natural in nature.

Preparing for an Open Book Assessment

- Read the chapters ahead of time. Don’t expect to find quick answers during the assessment.

- Know where to find everything. Observe the concepts and make your own outline. This reinforces the structure of the content in your mind.

- Mark all important terms with sticky notes and flags. If the teacher allows it, mark your texts wherever you notice important concepts and terms.

- Review notes for themes. Your teacher’s comments usually provide an overview of the themes and concepts that appear on assessment. You won’t always get this by reviewing the book alone.

- Make your own notes if allowed, and write down important formulas or concepts that you’ve covered in class.
**Method of calculating CE**

The maximum score for learning process, portfolio and unit based assessment will be 20 each in every subject. Term level recording can be done calculating the average of them. To consolidate these marks, the format given in Annexure - 1 can be used.

**Term Evaluation (TE)**

It is essential to assess the learning outcomes achieved through learning activities by each learner at the end of every term. The assessment of languages should be made considering areas like discourses, language elements, language skills based on the learning outcomes in the units considered in each term. Question models can contain various questions which stress the content areas and skills. For other subjects, assessment should be done based on the content- area of units considered in the term. Questions to assess skills and ideas which lay stress on learning outcomes can be prepared.

The question paper should be prepared after first preparing a design and then a blue print of question paper giving proper weights to units and learning outcomes, various thinking skills and different form of questions. Suitable scoring key and marking scheme should be prepared for each question and assessment should be done based on this scheme. Question-wise analysis should be prepared to review whether the questions are in accordance with the blue print and necessary editing should be done in the questions.

**Details of thinking skills**

Thinking skills are the mental processes that we apply when we seek to make sense of experiences. While setting the question paper, due weight should be given to the thinking skills, so as to ensure meaningful learning in every learner. Coverage of the range of skills has to be ensured in the question paper which expects the learners to respond within a stipulated period of time of assessment, keeping in view the difficulty level.

According to Anderson and Krathwohl (‘A Taxonomy for Learning, Teaching and Assessing – Revised Blooms taxonomy’) the range of categories, specific thinking skills/processes with its alternative processes/terms is given as follows;
<table>
<thead>
<tr>
<th>CATEGORY/PROCESSES</th>
<th>ALTERNATIVE TERMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remember</td>
<td>Retrieve relevant knowledge from long-term memory</td>
</tr>
<tr>
<td>1.1. Recognising</td>
<td>Identifying - (e.g. Recognize the dates of important events in Indian history)</td>
</tr>
<tr>
<td>1.2. Recalling</td>
<td>Retrieving - (e.g. Recall the major exports of India)</td>
</tr>
<tr>
<td>2. Understand</td>
<td>Construct meaning from instructional messages, including oral, written and graphic information</td>
</tr>
<tr>
<td>2.1. Interpreting</td>
<td>Clarifying, paraphrasing, representing, translating (e.g. Write an equation [using B for the number of boys and G for the number of girls] that corresponds to the statement ‘There are twice as many boys as girls in this class’)</td>
</tr>
<tr>
<td>2.2. Exemplifying</td>
<td>Illustrating, substantiating (e.g. Locate an inorganic compound and tell why it is inorganic)</td>
</tr>
<tr>
<td>2.3. Classifying</td>
<td>Categorizing, subsuming (e.g. Classify the given transactions to be recorded in Purchase returns book and Sales returns book)</td>
</tr>
<tr>
<td>2.4. Summarising</td>
<td>Abstracting, generalizing (e.g. Students are asked to read an untitled passage and then write an appropriate title.)</td>
</tr>
<tr>
<td>2.5. Inferring</td>
<td>Concluding, extrapolating, interpolating, predicting (e.g. A student may be given three physics problems, two involving one principle and another involving a different principle can be asked to state the underlying principle or concept the student is uses to arrive at the correct answer.)</td>
</tr>
<tr>
<td>2.6. Comparing</td>
<td>Contrasting, mapping, matching (e.g. Compare historical events to contemporary situations)</td>
</tr>
<tr>
<td>2.7. Explaining</td>
<td>Constructing models (e.g. The students who have studied Ohm’s law are asked to explain what happens to the rate of the current when a second battery is added to a circuit.)</td>
</tr>
<tr>
<td>3. Apply</td>
<td>Carry out or use a procedure in a given situation</td>
</tr>
<tr>
<td>3.1. Executing</td>
<td>Carrying out (e.g. Prepare Trading and Profit and loss Account from the Trial Balance given to and find out the net profit.)</td>
</tr>
</tbody>
</table>
3.2. Implementing using (e.g. Select the appropriate given situation where Newton’s Second Law can be used)

4. Analyse Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose

4.1. Differentiating discriminating, distinguishing, focusing, selecting (e.g. distinguish between relevant and irrelevant numbers in a mathematical word problem)

4.2. Organising finding coherence, integrating, outlining, parsing, structuring (e.g. the students are asked to write graphic hierarchies which best corresponds to the organisation of a presented passage.)

4.3. Attributing deconstructing (e.g. determine the point of view of the author of an essay in terms of his or her ethical perspective)

5. Evaluate Make judgements based on criteria and standards

5.1. Checking coordinating, detecting, monitoring, testing (e.g. after reading a report of a chemistry experiment, determine whether or not the conclusion follows from the results of the experiment.)

5.2. Critiquing judging (e.g. Judge which of the two methods is the best way to solve a given problem)

6. Create Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure

6.1. Generating hypothesizing (e.g. suggest as many ways as you can to assure that everyone has adequate medical insurance)

6.2. Planning designing (e.g. design social intervention programmes for overcoming excessive consumerism)

6.3. Producing constructing (e.g. the students are asked to write a short story based on some specifications)

Health - Physical Education - Assessment Method

Health - physical education will be considered as a cognitive area from 2014-15 academic year. During the adolescent stage, the physical and mental development of a child strengthens further. The
learners should be given the opportunity to get a proper awareness of health habits and the need to engage in physical activities. A performance assessment of the health - physical education is suggested. Details regarding this are given in the higher secondary level source book.

**Assessment in Socio - Emotional Area**

Assessment of social and emotional areas is as important as that of cognitive areas. Skills relating to Learning to know, Learning to do, Learning to live together and Learning to be should be considered here. The assessment of social and emotional areas should consider the following skills.

1. Communication skills
2. Interpersonal skills
3. Empathy
4. Coping with emotions
5. Coping with stress
6. Problem solving skills
7. Decision making
8. Critical thinking
9. Creative thinking skills
10. Self-awareness

The assessment should be carried out by teachers handling various subjects in cognitive areas. This assessment should be carried out as part of the learning process assessment in each subject. Along with the assessment of process skills, the assessment of related values and attitudes too should be done.

The skills in the socio-emotional area that can be beneficial for the proficiency of the learner should be identified and marked. The skills beneficial to each learner should be encouraged. The teacher can record these proficiencies in the Teacher Planner and the consolidated information in Annexure - 2.

**Artistic, Social, Cultural and Vocational Proficiencies**

To ensure the all-round development of a learner at the higher secondary level, not only appreciative, creative and artistic skills should be encouraged but an attitude towards undertaking social-cultural services should be inculcated. Every learner should get an
opportunity at least once in a month to participate in such activities. Higher Secondary Youth Festival, Career Guidance, Social Extension activities, National Service Scheme, N.C.C and various clubs should be made use of towards this effect.

All students at the higher secondary level should participate in atleast one of these activities. The proficiency of the learner in participating can be given a special grade certificate.

- For Excellence in activity - A grade
- Good - B grade
- Satisfactory - C grade
- Participation - D grade

Assessment - Annual Consolidation

The annual overall score of CE is the best score obtained by the learner in 3 terms. This can be entered in the column titled 'Final Score' in the format given in Annexure - 2. It is the total CE score of the learner in each subject. Now find the TE of each subject and find the total score adding CE and TE. This is the total score of a learner in one subject. In the case of subjects with practicals, the final score is calculated by including the score for practicals too.

Grading Scheme

Higher Secondary level employs grading system to assess subjects in cognitive area. 9 Point Absolute Grading is used for this. The table given below can be used for this.

<table>
<thead>
<tr>
<th>Score Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
</tr>
<tr>
<td>80-89</td>
<td>A</td>
</tr>
<tr>
<td>70-79</td>
<td>B+</td>
</tr>
<tr>
<td>60-69</td>
<td>B</td>
</tr>
<tr>
<td>50-59</td>
<td>C+</td>
</tr>
<tr>
<td>40-49</td>
<td>C</td>
</tr>
<tr>
<td>30-39</td>
<td>D+</td>
</tr>
<tr>
<td>20-29</td>
<td>D</td>
</tr>
<tr>
<td>Below 20</td>
<td>E</td>
</tr>
</tbody>
</table>

To be eligible for higher studies, the learner in the higher secondary should get a minimum of D+ (30-39 %) for each subject in the combined score of CE +TE (Public exam). In addition, he should score a minimum of D+ for TE too.
The formats for assessment are given as Annexure I and II.

**Assessment**

**Approach:** An approach that focuses learning outcomes

- **CCE**
  - **Cognitive Area**
    - Continuous Assessment
    - Assessment of learning process.
    - Assessment of Portfolio.
    - Assessment at Unit level.
  - **Term Assessment**
    - Theory
    - Practical
    - Lays stress on ideas, processes and learning outcomes.

- **Socio - Emotional Area**
  1. Communication skills
  2. Interpersonal skills
  3. Empathy
  4. Coping with emotions
  5. Coping with Stress
  6. Problem solving skills
  7. Decision making
  8. Critical thinking
  9. Creative thinking skills
  10. Self-awareness

The formats for assessment are given as Annexure I and II.
‘Over the last 20 years, English language teaching methodology has developed very rapidly and has been subject to change and controversies that teachers often find bewildering’ says Doff. Experienced teachers will be able to utilise all of them in an intuitive, and yet consciously integrated way, in their classrooms.

- The National Education Commission (1964-’66) Pointed out: ‘… something will have to be done to change the orientation, work-ethic, knowledge and skills of the teachers who will have to function much more creatively in a learning rather than a teaching environment, in which they will have to struggle continuously with new ideas as well as new technologies.’ The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. - The National Policy of Education (NPE 1986).

The main principles envisaged by the National Council for Teacher Education (NCFTE.2009) are:

- Explore, reflect on and develop one’s own practice.
- Deepen one’s knowledge of and update oneself about one’s academic discipline or other areas of school curriculum.
- Research and reflect on learners and their education.
- Understand and update oneself on educational and social issues.
- Prepare for other roles professionally linked to education or teaching, such as teacher education, curriculum development or counselling.
- Break out of intellectual isolation and share experiences and insights with others in the field, like teachers and academics working in the area of specific disciplines as well as intellectuals in the immediate as well as in the wider society.
A course in English at the higher secondary level is aimed at helping the learner become into an efficient user of English. At the end of the plus two course he/she should be able to use the English language appropriately, fluently and accurately.

Language is a powerful tool for the empowerment of the individual. The following diagram shows how a language helps the individual develop his personality.

![Diagram showing how language helps develop personality]

The aim of producing efficient users of English is sought to be achieved through:

- the development of language skills.
- the mastery of language elements.
- the development of life skills, viz., thinking skills, social skills and emotional skills.
- the development of discourse constructs.
- the inculcation of literary skills.

Language skills are perceived as interdependent, where in one skill often activates others for effective communication. Language learning becomes more effective when it takes place through meaningful, interesting, interactive and purposeful activities deliberately developed and implemented in the classroom, rather than providing activities that develop skills in isolation.

**Role of the Learner Text**

Learner text is a powerful tool for achieving the expected learning outcomes. All the course materials and the learning activities have been designed and developed on the basis of specific learning outcomes. Learning outcomes reflect learner development in various
areas such as concept/idea, thinking skills and attitude and values. Besides these areas of development, the learner has to be given opportunities for participating and performing in various activities inside and outside the classroom so as to ensure the holistic development of the learner. Deliberate attempt has been made in the learner text to cater to the needs and aspirations of the learners, society and the teachers. Learners of a new language become aware of new values, norms, thought patterns and beliefs of the people involved in the reading texts. As a result of this cultural exposure and of the ensuing analysis of similarities and differences with native culture, learners develop understanding of, respect for, and appreciation of the diversity of cultural backgrounds. This principle has been taken into account for selecting and processing various reading materials in the learner text.

**Role of the teacher text**

Effectiveness of the transaction of the course materials provided in the learner text depends upon the attitude and approach of the teacher. The teacher’s role in this context is very important. The teacher text provides varied classroom processes to help the learner achieve the learning outcomes. The teacher text helps the teacher to identify the concepts and learning outcomes associated with each and every activity in the learner text. Sample unit frames and unit analysis have been provided for assisting the teachers. Relevant and sufficient inputs and ICT possibilities have also been included. The teacher has the freedom to create and implement new activities and strategies in the classroom.

- It helps the teacher to identify the concepts and learning outcomes in the texts/learning activities.
- It provides additional materials.
- It provides sources of information for interpreting and linking the given activities and outcomes.
- It contains various alternative classroom possibilities to be explored.
- It contains sample activities and indicators for continuous evaluation.
- It contains directions for preparing questions for a T.E question paper.
Teacher text at a glance.

Role of the Teacher

The teacher enjoys full academic freedom to design, conduct, evaluate and provide appropriate measures to achieve the learning outcomes. The teacher has to develop skills to create new activities, learning situations, and strategies according to the need and interest of the learners. It is to be noted that mere transferring of knowledge is not the sole duty of the teacher. The learner has to construct his own knowledge, but the teacher has to create the suitable environment and provide opportunities for constructing knowledge and discourses.

Teachers are all creative, talented people and respond remarkably when they are respected and included in the decision-making, integral to their work in the classroom. They gain a sense of ownership over their work and their classrooms, when they are involved in the development of the curriculum, designing of the syllabus, making and selecting of teaching materials and in designing training programmes leading to their own intellectual and professional development.

A teacher has to perform a variety of roles in his career. Jack C. Richards, (1990) puts forward the following roles for teachers in the classroom.

- Monitor of student learning
- Motivator
• Organiser and controller of pupil behaviour
• Provider of accurate language models
• Counsellor and friend
• Need analyst
• Materials developer
• Evaluator
• The teacher must also be a diagnostian, a researcher, a democratic leader, a co-learner, a facilitator and a social engineer.

Learning Atmosphere
A learner friendly atmosphere is very important for developing various skills and competencies so as to enable the learner become an efficient user of English. Collaborative learning among learners can bring about positive changes in education. The learner has to be given opportunities for
- intrapersonal interaction
- interpersonal interaction
- interacting with the material
- interacting with the teacher

and these experiences in turn will help the learner to interact with the society, whenever necessary. These experiences will also help the learner to develop certain of life skills.

As the learner is at the centre of the learning process, teacher talk should be minimized in the classroom. Process-oriented and activity-based transaction will help the learner participate actively in the teaching – learning process.

Approaches of Transaction
Approaches refer to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. The so-called models such as structural, functional, or interactional models of language provide only the axioms and theoretical frame work that may motivate a particular teaching method. They are incomplete and need to be complemented by theories of language learning such as, cognitive process or process-oriented theories and condition-oriented theories.
Considering all these aspects, an eclectic approach is to be adopted for the transaction of the various content areas in the classroom.

**The teaching of English** is in a constant state of flux, with new theories, practices and materials erupting all over the world on an almost daily basis. We are constantly challenged by new research provoked by the questioning of long-held beliefs, and amazed by sheer brilliance and creativity of a diverse population of teachers, methodologists, material designers – and, of course, students – from all over the globe. In a world where certain values are immutable, and where the qualities that make a good teacher may well be universal, change is nevertheless the lifeblood of the profession. - Jeremy Harmer. *(Supply details: title of book page no. etc.)*

In the light of the important changes that have been brought about in all sectors of education and society, and English assuming the role of an international language of communication, the new methodological trends in English language teaching and the current tendency of the exclusive use of technology in the classroom call for re-adjustments, not only in the method of teaching and learning, but also in the changing teacher’s role.

Obviously, some teachers stick on to certain methodologies very sternly. But a majority of the English language teachers instead of adhering to certain prescribed trends, follow different ones at different times applicable to their contexts. Learners in the modern language classroom often learn through techniques drawn from a variety of methods/approaches in what has been labelled an ‘eclectic approach’. Teachers select techniques from various approaches according to the different needs of their learners.

No single method has been a panacea for the solution of English Language Teaching problems. ‘Brown (1994) opined that the era of method is over. ELT, therefore, is now in ‘post method thinking’. The teacher as methodologist is always in search of more effective methods of teaching languages, especially other languages.

Teachers select techniques from various approaches according to the different needs of their learners. A typical lesson combines
elements from various approaches — the communicative approach, the lexical approach, and the structural-situational approach. Some call it ‘Ecletism.’ ‘Eclecticism’ refers to not confining to only one style or set of ideas, but choosing from a wider variety. When teachers subscribe to the pluralistic view of methods, pick and choose from various methods to create their own blend, their practice is said to be eclectic,’ writes Larsen-Freeman (2004).

**Reading texts** have been selected on the basis of specific themes and concepts. Activities have been designed and developed on the basis of learning outcomes – thematic and linguistic outcomes. The different types of questions under comprehension are designed to develop the various comprehension skills: understanding of facts/ideas, drawing inferences, predicting, responding emotionally to what is read by agreeing/disagreeing with the author/characters, critically evaluating what is read etc.

In a story we usually discuss theme, plots, characterization, message, etc. A few pivotal aspects are left untouched in the classroom.

What is missing in the process of transaction?

- Life experience of the author
- How to respond to life situations/What does he/she want us to do?
- Special language devices such as
  - Significance of words and expressions.
  - Significance of background elements.
  - Significance of persons and places.
  - Figurative language.
- Attitude of the author towards people and events.

**A literary work reflects the author’s personal experiences and his response to the society.** It helps the learners to become competent user of English and also responsible citizens. Through the reading of literature one can discover one’s thoughts, feelings, customs, possessions, etc. Knowledge about the culture (likes, dislikes, believes, etc) of people is very important for interpreting a literary text. Teacher has to help the learners exploit the emotional dimensions in the literature to its full extent. The learner is expected
to explore his/her own responses to various situations given in the text.

The short stories and poems included in the learner text will, no doubt, help the learner develop skills for exploring the various literary devices the author employs in the text.

Poetic devices have to be explored in the poetry classroom, so as to enable the learner understand and appreciate the poem. Divergent thinking skills of the learners can be improved through the various and innovative strategies that the teacher follows in the classroom for teaching a poem. For better understanding of the poem, as well as of the other literary forms, one should know about the life experience of the poet, his observations and his intention.

Language elements and vocabulary should be taught inductively and for that, relevant and sufficient contexts have to be created deliberately. Explicit study of grammar, no doubt, will make learners become efficient users of language. Knowledge about grammar as well as knowledge of grammar is very essential for correcting one’s own errors, and which will help the learner use the language confidently and effectively. Various levels of learner performances show that mere knowledge about the technical terms like syntactic errors and morphological errors for editing learner products do not help the learner to face the real challenges in his/her language performance. A deliberate attempt is needed for making learners become efficient users of English. It is unhealthy to compare the process of acquiring a mother tongue with that of acquiring a language like English.

Exposure, using time, opportunities and purpose, demarcate mother tongue from other languages of study. Moreover, the study of English language is not for replacing the learner’s mother tongue, but for academic and global purposes. Hence, due importance should be given for learning grammatical elements. The learner should know that different grammatical elements can be used for achieving the same function and vice-versa. And hence, the learner should be familiarized with both the form and function. However, care has to be taken to provide maximum real life situations to use different language elements in an integrated manner, rather than using them in isolated sentences.
### Syllabus Grid

<table>
<thead>
<tr>
<th>Unit No. &amp; Focal Concept</th>
<th>Theme</th>
<th>Learning Outcomes</th>
<th>Life skills</th>
<th>Attitudes and Values</th>
</tr>
</thead>
</table>
| Importance of Women Empowerment. Knowledge about poetic devices is important for appreciating a poem. Positive attitude. Pursuit of excellence. Need to preserve nature to maintain personal health. Humour is the sharp, simple, spontaneous and striking means of expressing ideas. | • Women Empowerment  
  • Learner and the society  
  • Entrepreneurship  
  • Health and Environment  
  • Humour and language | Students demonstrate the ability to  
  • appreciate literature.  
  • prepare short write ups.  
  • read, analyse, interpret articles, short stories, one-act plays, essays, narrations, poems etc.  
  • develop character sketches.  
  • compere/anchor for programmes.  
  • prepare news reports.  
  • respond to social issues.  
  • draft formal letters and e-mails.  
  • respect women  
  • participate in debates, group discussions, panel discussions etc.  
  • deliver speeches.  
  • write well organized essays, articles etc.  
  • write job applications  
  • prepare script for a stage performance of a given story and enact it.  
  • uphold values in life.  
  • become environment responsible.  
  • participate in seminars, workshops etc.  
  • organize exhibitions, film festivals and present reports on them.  
  • use ICT in learning.  
  • edit the errors in a given discourse. | • Communication skills  
  • Interpersonal and intrapersonal skills  
  • Problem solving skills  
  • Building self confidence  
  • Coping with emotions  
  • Self awareness  
  • Self esteem | • Respect  
  • Empathy  
  • Ethical, Aesthetical, Legal, Cultural Values  
  • Tolerance  
  • Compassion  
  • Positive attitude  
  • Commitment  
  • Social responsibility  
  • Environment consciousness  
  • Developing healthy life style |
# Annual Plan (Scheme of Work)

<table>
<thead>
<tr>
<th>Term</th>
<th>Month</th>
<th>Unit</th>
<th>Texts/Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term I</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>June</td>
<td>1</td>
<td>The 3Ls of Empowerment (Speech)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Any Woman (Poem)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Horegallu (Anecdote)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Matchbox (Story)</td>
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<tr>
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<td>July</td>
<td>1</td>
<td>Language elements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Mending Wall (Poem)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Amigo Brothers (Story)</td>
</tr>
<tr>
<td></td>
<td>August</td>
<td>2</td>
<td>The Hour of Truth (One-act play)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Language elements</td>
</tr>
<tr>
<td><strong>Term II</strong></td>
<td></td>
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<tr>
<td>September</td>
<td>3</td>
<td>1</td>
<td>A Three Wheeled Revolution (Interview)</td>
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<td>Didi (Life writing)</td>
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<tr>
<td>October</td>
<td>3</td>
<td></td>
<td>Stammer (Poem)</td>
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<td>4</td>
<td>Language elements</td>
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<td>When a Sapling is Planted (Speech)</td>
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<td>November</td>
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<td>Rice (Poem)</td>
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<td>Dangers of Drug Abuse (Essay)</td>
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<tr>
<td>December</td>
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<td></td>
<td>Language elements</td>
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<td>Post Early for Christmas (One-act play)</td>
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<td>This is Going to Hurt Just a Little Bit (Poem)</td>
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<tr>
<td><strong>Term III</strong></td>
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<tr>
<td>January</td>
<td>5</td>
<td></td>
<td>Crime and Punishment (Story)</td>
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<td></td>
<td>Language elements</td>
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<td></td>
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<td>Revision</td>
</tr>
</tbody>
</table>
Unit 1

Flights of Freedom
Introduction to the Unit

"Men and women should own the world as a mutual possession."

Of Men and Women, Pearl S. Buck

We know that there are several challenges that Indian women face today, gender inequality being one of them. In order to build a healthy and prosperous nation, there is a need to mainstream women's perspectives in all developmental processes, as catalysts, participants and recipients.

The principle of gender equality is enshrined in the Indian Constitution in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles. From the Fifth Five Year Plan (1974-78) onwards, there has been a marked shift in the approach to women’s issues, from welfare to development. The National Commission for Women was set up by an Act of Parliament in 1990 to safeguard the rights and legal entitlements of women. The Government of India declared 2001 as the year of Women's Empowerment (Swashakti).

In recent years, the empowerment of women has been recognized as the central issue in determining the status of women. The process of women’s empowerment is conceptualized in terms of personal assertion, self-esteem and confidence, ability to protect themselves as women, attaining socio-political participation and economic independence, ownership of productive assets and providing leadership. According to United Nations, “Women empowerment is a process by which women take control and ownership of their lives through expansion of their choices.”

Empowerment of women needs to be operated at different levels - Economic (poverty eradication, women and economy, globalization, women and agriculture, etc.), Social (education, health, nutrition, sanitation, rights of the girl child, etc.), Political (gain political power and execute political responsibilities), Psychological (face situations without fear and secure moral satisfaction) and Familial (make independent decisions in the family, avoid domestic violence and relationship battle among family members.)

Subrahmanya Bharathi, the Indian poet and social reformer has once said, empowered, enlightened women can take the lead in building a good family, a compassionate society, and a more tolerant world.

The literary world too has strongly been advocating the struggle for women’s liberation and equal rights through prose and verse. The post-independent India has witnessed the emergence of zealous women writers who have been successful in expressing their independent identity.
All men have a task,
And to sing is my lot -
No meed from men I ask
But one kindly thought.
My vocation is high -
'Mid the glasses that ring,
Still - still comes that reply,
Chant poor little thing.

*My Vocation*, Toru Dutt

However, in our country, there is the need for a sea change in the mindset and attitude of the people to truly understand the meaning of women’s empowerment.
List of Text materials

<table>
<thead>
<tr>
<th>Author</th>
<th>Genre</th>
<th>Learning materials</th>
<th>Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christine Lagarde</td>
<td>Speech</td>
<td>Collage with quotes</td>
<td>Script of a speech (persuasive speech / welcome speech / speech summarising</td>
</tr>
<tr>
<td>Katharine Tynan</td>
<td>Poem</td>
<td>Excerpts from two famous persuasive speeches- I have a dream, Friends, Romans…</td>
<td>the panel discussion.</td>
</tr>
<tr>
<td>Ashapurna Debi</td>
<td>Story</td>
<td>'The Toys'- Coventry Patmore</td>
<td>Comparison and review of a poem/prose/film</td>
</tr>
<tr>
<td>Sudha Murty</td>
<td>Anecdote</td>
<td>Book Blurb</td>
<td>Preparation of a book blurb</td>
</tr>
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<td></td>
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<td>Advertisement</td>
<td>Narration</td>
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<tr>
<td></td>
<td></td>
<td>Brochure of a film festival</td>
<td>Magazine</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Report of a film festival</td>
</tr>
</tbody>
</table>
Learning Outcomes
Students will be able to:

1.1 analyse the concept of women empowerment and understand the power of education as a tool for their liberation.
1.2 uphold the importance of freedom for women.
1.3 recognize the rights and privileges of women and work for their equal status with men.
1.4 appreciate literature.
1.5 identify the space of women in the Indian socio-cultural scenario.
1.6 realize the role of an ideal listener and develop an empathetic attitude towards social issues.
1.7 prepare and deliver persuasive speeches.
1.8 participate actively in panel discussions.
1.9 present ideas logically in panel discussions.
1.10 discuss the pros and cons of an issue.
1.11 compare poems and review prose passages.
1.12 identify adjectives and substitute them suitably.
1.13 familiarize themselves with the different degrees of comparison and use them appropriately.
1.14 browse the Internet for additional information.
1.15 organize exhibitions/film festivals and present reports on them.
1.16 edit the errors in a given passage.
## UNIT FRAME - UNIT I

<table>
<thead>
<tr>
<th>Concepts/Skills</th>
<th>Process/Activities with Assessment</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women empowerment — the importance of empowering women for the overall upliftment of a nation</td>
<td></td>
<td>The learner</td>
</tr>
<tr>
<td></td>
<td>Discusses the collage and integrates more ideas.</td>
<td>• adds to the collage.</td>
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<tr>
<td></td>
<td>Reads and comprehends the speech with the help of questions given under the title <strong>Read and respond</strong>.</td>
<td>• prepares a collage.</td>
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<tr>
<td></td>
<td></td>
<td>• demonstrates the ability to</td>
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<tr>
<td></td>
<td></td>
<td>• realises the role of women in the progress of a nation.</td>
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<tr>
<td></td>
<td></td>
<td>• understands the features of the speeches delivered in different contexts.</td>
</tr>
<tr>
<td>Different aspects of a speech</td>
<td>Participates in discussions and writes notes with focus on theme, message, etc.</td>
<td>identifies and records the different aspects of the given speech.</td>
</tr>
<tr>
<td>Preparation and delivery of a persuasive speech</td>
<td>Reads the excerpts and lists the features.</td>
<td>prepares and delivers a persuasive speech.</td>
</tr>
<tr>
<td>Multi-faceted role of women in a family</td>
<td>Discusses and prepares a persuasive speech.</td>
<td>appreciates the poem.</td>
</tr>
<tr>
<td></td>
<td>Presents the speech before the whole class.</td>
<td></td>
</tr>
<tr>
<td>Appreciation of different perspectives in a poem.</td>
<td>Participates in a discussion with focus on theme, figures of speech, etc.</td>
<td>prepares a write-up appreciating the theme and its treatment in 'Any Woman'.</td>
</tr>
<tr>
<td>Comparison of the poem with another poem having a similar theme</td>
<td></td>
<td>compares it with 'The Toys'.</td>
</tr>
<tr>
<td>Awareness of gender inequality and its cultural dimension</td>
<td>Reads and comprehends the given short story.</td>
<td>appreciates the story.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>records responses to <strong>Read and respond</strong>.</td>
</tr>
<tr>
<td>Appreciation of a story</td>
<td>Discusses and identifies the points for review.</td>
<td>prepares a review.</td>
</tr>
<tr>
<td>Concepts/Skills</td>
<td>Process/Activities with Assessment</td>
<td>Learning Outcomes</td>
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</tbody>
</table>
| Panel discussion involving communication skills and interpersonal skills | • Selects the topic.  
• Collects points.  
• Analyses the points.  
• Presents the views in groups.  
• Selects the panellists and moderator.  
• Prepares a speech welcoming the panellists.  
• Conducts a panel discussion.  
• Summarizes the panel discussion. | • demonstrates the ability to analyse a topic.  
• participates in panel discussions.  
• prepares short speeches for various occasions. |
| Structure and style of a blurb                      | • Reads the model given in the text and prepares a blurb using the points given in the text.   | • designs a blurb.                                                                |
| Sharing and caring – the need for social togetherness | • Reads and comprehends the given anecdote.                                                   | • becomes familiar with anecdotes and their modes of narration.  
• records responses to Read and respond.        |
| An event narrated in the first person               | • Revisits the texts.  
• Discusses the questions.  
• Identifies the mode of narration.  
• Organizes the ideas and narrates the event.   | • narrates the event from Nomita's point of view.                                    |
<p>| Use of adjectives                                   | • Reads the input in the text.                                                                 | • picks out the adjectives, categorises them and rewrites the passage substituting them with new adjectives. |
| Character analysis                                  | • Reads the input and compares the women characters using the adjectives provided.            | • analyses characters and prepares a paragraph on them.                           |
| Comprehension of a given advertisement              | • Reads the sample advertisement provided and identifies the main ideas, words, phrases and clauses used in it. | • comprehends and completes the given task.                                       |</p>
<table>
<thead>
<tr>
<th>Concepts/Skills</th>
<th>Process/Activities with Assessment</th>
<th>Learning Outcomes</th>
</tr>
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<tbody>
<tr>
<td>• Brochure – creative use of language for a specific purpose</td>
<td>• Reads and fills up the blank spaces in the brochure using conventional similes.</td>
<td>• identifies and coins conventional similes.</td>
</tr>
<tr>
<td>• Critical review of a film</td>
<td>• Analyses critically the different aspects of a film like theme, screen play, music, etc.</td>
<td>• analyses the film and its various aspects from one’s own point of view.</td>
</tr>
<tr>
<td>• Editing passages</td>
<td>• Identifies the errors in the given text and corrects them.</td>
<td>• refines and rewrites the given text.</td>
</tr>
<tr>
<td>• Integrating the learning experiences and drawing up a plan of action</td>
<td>• Compiles items required for a magazine.</td>
<td>• organizes film festivals and presents reports on them.</td>
</tr>
<tr>
<td>• Designing a magazine/organising a film festival</td>
<td>• Conducts a film festival.</td>
<td></td>
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</tbody>
</table>

- Brochure – creative use of language for a specific purpose
  - Reads and fills up the blank spaces in the brochure using conventional similes.
  - Identifies and coins conventional similes.

- Critical review of a film
  - Analyses critically the different aspects of a film like theme, screen play, music, etc.
  - Analyses the film and its various aspects from one’s own point of view.
  - Prepares a review.

- Editing passages
  - Identifies the errors in the given text and corrects them.
  - Refines and rewrites the given text.

- Integrating the learning experiences and drawing up a plan of action
  - Compiles items required for a magazine.
  - Conducts a film festival.
  - Organizes film festivals and presents reports on them.
Unit Analysis

Introducing the Unit:

- Teacher initiates a discussion with the help of the entry activity (collage) given in the text.
- Brainstorming and discussion based on the collage. (Teacher may add more questions.)
- Teacher talk (explanation of hard spots and consolidation of ideas).

Teacher could refer to other women personalities famous in various fields like sports, arts, etc.

Teacher input:

**Smita Patil** (17 October 1955 – 13 December 1986)

Regarded as one among the finest stage and film actors of her times, Smita Patil appeared in over 80 Hindi and Marathi films.

She graduated from the Film and Television Institute of India in Pune and made her film debut with Shyam Benegal's *Charandas Chor* (1975). She became one of the leading actors of parallel cinema, a New Wave movement in Indian cinema. Her performances were often acclaimed, and her most notable roles include *Manthan* (1977), *Bhumika* (1977), *Aakrosh* (1980), *Chakra* (1981), *Chidambaram* (1985) and *Mirch Masala* (1985).

In a career that spanned just over a decade, Patil received two National Film Awards and a Filmfare Award. She was the recipient of the Padma Shri, India's fourth-highest civilian honour, in 1985.

Apart from acting, Patil was an active feminist and a member of the Women's Centre in Mumbai. She was deeply committed to the advancement of women's issues, and gave her endorsement to films which sought to explore the role of women in traditional Indian society and the changes facing the middle-class woman in an urban milieu.

She died on 13 December, 1986 at the age of 31 due to complications associated with childbirth. Over ten of her films were released after her death.

**Helen Boaden**, born on March 1, 1956, United Kingdom, is the Director of BBC Radio, which provides the national radio stations with different musical genres, and the local radio stations by covering local news, current affairs, etc.

**Mangte Chungneijang Mary Kom**, born on 1 March 1983, in Kangathbei, Manipur, is also known as MC Mary Kom, or simply Mary Kom. She is a five-time World Amateur Boxing champion, and the only woman boxer to have won a medal in each one of the six world championships. Nicknamed "Magnificent Mary", she is the only Indian woman boxer to have qualified for the 2012 Summer Olympics, competing in the flyweight (51 kg) category and winning the bronze medal. She has also been ranked fourth in AIBA World Women's Ranking Flyweight category.
She became the first Indian woman boxer to get a Gold Medal in the Asian Games in 2014, in Incheon, South Korea.

**Joanne "Jo" Rowling** (pen names J. K. Rowling and Robert Galbraith) is a British novelist, best known as the author of the Harry Potter fantasy series. The books have gained worldwide attention, won multiple awards, and sold more than 400 million copies. They have become the best-selling book series in history and been the basis for a series of films which became the highest-grossing film series in history.

Born on 31 July 1965, in Yate, Gloucestershire, Rowling was working as a researcher and bilingual secretary for Amnesty International when she conceived the idea for the Harry Potter series on a delayed train from Manchester to London in 1990. The first novel in the series, *Harry Potter and the Philosopher's Stone* was completed in 1997. There were six sequels, the last, *Harry Potter and the Deathly Hallows*, in 2007. Since then, Rowling has written three books for adult readers, *The Casual Vacancy* (2012) and—under the pseudonym Robert Galbraith—the crime fiction novels *The Cuckoo's Calling* (2013) and *The Silkworm* (2014).

Rowling has had a "rags to riches" life story, in which she progressed from living on state benefits to multi-millionaire status within five years. She is one of the few best-selling living authors, with the 2008 Sunday Times Rich List ranking her as the twelfth richest woman in the United Kingdom. Forbes ranked Rowling as the forty-eighth most powerful celebrity of 2007, and Time magazine named her as a runner-up for its 2007 Person of the Year, noting the social, moral, and political inspiration she has given her fans. In October 2010, Rowling was named the "Most Influential Woman in Britain" by leading magazine editors. She has supported charities including Comic Relief, One Parent Families, Multiple Sclerosis Society of Great Britain and Lumos (formerly the Children's High Level Group), and in politics supports the Labour Party and Better Together.

**Think and discuss:**
The learners discuss in groups and express their views.

Resultant feedback and consolidation by the teacher will lead to the reading of the text.
**THE 3Ls OF EMPOWERMENT**  
*Christine Lagarde*

**Concept**
- Women Empowerment - the importance of empowering women for the overall upliftment of a nation

**Learning outcomes**
The learner demonstrates the ability to
- realise the role of women in the progress of a nation.
- understand the components that make up a speech and the context in which speeches are delivered.

**Teacher input**
Christine Madeleine Odette Lagarde is a French lawyer and the former Managing Director of the International Monetary Fund (IMF). Previously, she held various ministerial posts in the government of Dominique de Villepin - she was Minister of Economic Affairs, Finance and Employment, Minister of Agriculture and Fishing, and Minister of Trade. Lagarde was the first woman to become the finance minister of a G8 economy, and the first woman to head the IMF.

A noted antitrust and labour lawyer, Lagarde became the first female chairman of the international law firm Baker & McKenzie. On 16 November 2009, the Financial Times ranked her the best Minister of Finance in the Eurozone. On 28 June 2011, she was named as the next Managing Director of the IMF for a five-year term. Her appointment is the 11th consecutive appointment of a European to head the IMF. In 2014, Lagarde was ranked the 5th most powerful woman in the world by the Forbes magazine.

**Introducing the text**

**Suggestions / alternatives**

**EMPOWERMENT OF WOMEN**

*Pratibha Devisingh Patil*  
*(Excerpt from her speech delivered at the Mother Teresa Women’s University, Tamil Nadu)*

“If all the trees were one tree, what a great tree it would be;  
If all rivers were one river, what a great river it would be.  
If all women in the world joined their voices together;  
What a great voice it will be to bring peace, prosperity and happiness in the world.”

I am reminded of the words of Pt. Jawaharlal Nehru at a university “A university stands for humanism, for tolerance, for reason, for progress, for the adventure of ideas and for the search of truth. It stands for the onward march of the human race towards higher objectives.” I feel one of the noble missions of a university is to work tirelessly for educating women, equipping them with skills and knowledge that will enable them to be productively employed and to serve the nation as well as humanity at large.
The emancipation and empowerment of women was a major principle of our national freedom movement. But still women face numerous challenges and discriminations emanating from social prejudices. The worst manifestation is female foeticide. I hope we can all join hands and work together to make society a safer and more secure place for women. We need a fundamental change in our mindset. Society has to be made aware that a girl child is a boon and a gift.

Empowering women will require a multi-pronged approach— a three E-approach. This approach involves enabling environment, education and equality. So women who wish to pursue education should be supported through scholarships and loan facilities. They should also be encouraged to build entrepreneurship as a career option and to look at self-employment options. It is equally important for women to be motivated to fight against discrimination and to march towards equal status. One important step in this direction is imparting physical education for self-defence to girl students from a very early age to make them physically strong and to build up their confidence. As Subrahmania Bharathi has said, enlightened women can take the lead in building a good family, a compassionate society, and a more tolerant world.

- Video clip www.youtube.com/watch?v=qp5ES0z1HxE (Shakti Album for Women Empowerment)

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 the *Read and respond* questions.
- Ensure comprehension (in groups/whole class) and self evaluation.
- Additional questions can be framed and given, as and when the situation demands.

**Teacher input**

**Per capita income,** also known as income per person, is the mean income of the people in an economic unit such as a country or city. It is calculated by taking a measure of all sources of income in the aggregate (such as GDP or Gross national income) and dividing it by the total population.

**Laws Related to Women**

**WOMEN-SPECIFIC LEGISLATIONS**
- The Immoral Traffic (Prevention) Act, 1956
- The Indecent Representation of Women (Prohibition) Act, 1986
- Protection of Women from Domestic Violence Act, 2005
- The Sexual Harassment of Women at Workplace (PREVENTION, PROHIBITION and REDRESSAL) Act, 2013
• The Criminal Law (Amendment) Act, 2013

**WOMEN-RELATED LEGISLATIONS**

• The Indian Penal Code, 1860
• The Indian Evidence Act, 1872
• The Indian Christian Marriage Act, 1872 (15 of 1872)
• The Married Women's Property Act, 1874 (3 of 1874)
• The Guardians and Wards Act, 1890
• The Workmen's Compensation Act, 1923
• The Trade Unions Act, 1926
• The Child Marriage Restraint Act, 1929 (19 of 1929)
• The Payments of Wages Act, 1936
• The Payments of Wages (Procedure) Act, 1937
• The Muslim Personal Law (Shariat) Application Act, 1937
• Employers Liabilities Act, 1938
• The Minimum Wages Act, 1948
• The Employees' State Insurance Act, 1948
• The Factories Act, 1948
• The Minimum Wages Act, 1950
• The Cinematograph Act, 1952
• The Mines Act, 1952
• The Special Marriage Act, 1954
• The Protection of Civil Rights Act, 1955
• The Hindu Marriage Act, 1955 (28 of 1989)

• The Hindu Adoptions & Maintenance Act, 1956
• The Hindu Minority & Guardianship Act, 1956
• The Hindu Succession Act, 1956
• The Maternity Benefit Act, 1961 (53 of 1961)
• The Beedi & Cigar Workers (Conditions of Employment) Act, 1966
• The Foreign Marriage Act, 1969 (33 of 1969)
• The Indian Divorce Act, 1969 (4 of 1969)
• The Contract Labour (Regulation & Abolition) Act, 1970
• The Medical Termination of Pregnancy Act, 1971 (34 of 1971)
• Code of Criminal Procedure, 1973
• The Equal Remuneration Act, 1976
• The Bonded Labour System (Abolition) Act, 1979
• The Inter-State Migrant Workmen (Regulation of Employment and Conditions of Service) Act, 1979
• The Family Courts Act, 1984
• The Muslim Women (Protection of Rights on Divorce) Act, 1986
• Mental Health Act, 1987
• National Commission for Women Act, 1990 (20 of 1990)
• The Protection of Human Rights Act, 1993 [As amended by the Protection of Human Rights (Amendment) Act, 2006 - No. 43 of 2006]
• Juvenile Justice (Care and Protection of Children) Act, 2000
• The Child Labour (Prohibition & Regulation) Act, 1986
• The Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994
• The Prohibition of Child Marriage Act, 2006

10 legal rights every woman must know

ICT
• Video presentation of the speech. Revisit the script and analyse it using the statements and questions given under Think and write.

Activity I
Speech
Learning outcomes
The learner
• identifies and records the different aspects of the given speech.
• prepares and performs a persuasive speech.

Introducing the activity
Discourse input

Persuasive speaking is the most commonly used type of speaking. This type of speech can involve everything from arguing about politics to talking about what to eat for dinner. Persuasive speaking is very much connected to the audience as the speaker must, in a sense, meet the audience halfway.

It is a specific type of speech in which the speaker has a goal of convincing the audience to accept his or her point of view. The speech is arranged in such a way as to hopefully cause the audience to accept all or part of the expressed view.

The teacher makes the learners
• read the samples provided in the text and listen/watch the audio/video version of the speech. This is followed by a brainstorming session.

Discourse inputs
Initiate a discussion on the importance of getting our ideas across in a powerful and persuasive manner.
• What makes a speech effective and impressive?
• Why do we deliver speeches to large audiences under serious or dramatic circumstances?
• How far do the elements of good speeches help in our everyday communication?

Make the learners read the excerpts given in the text.
• What type of speeches are these?
• Pick out the lines that are repeated in these scripts?
• Why do you think these lines are so popular?
• What do you like about them?
• What is it that motivates you, or speaks to you the most?

Do you have to make a "speech" or persuasive argument daily—to parents, teachers or peers?
Make the learners prepare a short persuasive argument or "speech". To persuade the audience, the speaker should have self-confidence and a firm belief in the topic. [Present them with situations like—parents not allowing them to participate in youth festivals, etc.]

Now read the question given in the text and prepare the script of a persuasive speech.

Persuasive speeches are designed to convince the audience of the speaker's point of view. A good persuasive speech has an opening statement that grabs interest, evidence that establishes the speaker's credibility, and a conclusion that compels the listener to support the speaker's position. Persuasive speaking involves emotions; it carries a heavy ethical burden and is, therefore, different from informative speaking.

While preparing the script, remember to:

- get the attention of the audience.
- put yourself in the audience's shoes.
- use a simple structure.

The structure of a persuasive speech is grounded on three fundamentals: identifying the need, providing a plan of solution, proving the practicality of the solution.

- find an interesting way to start the speech.
- involve the listeners by relating your message to their interests and needs.
- ensure understanding by defining complex terms.
- build your persuasive efforts on a base of solid information.
- choose one of the two essential patterns of giving proofs:
  - A point-by-point pattern when a convincing argument follows every problematic statement.
  - A specific point pattern when a statement is supported with arguments.
- help the audience remember your message by using creative, visual language.
- ask for a public commitment from the listeners.
- place them on the path to change by stirring deep feelings and connecting them with powerful reasons.
- conclude with an inspiring sentence.

(Public Speaking by Michael and Suzanne Osborn)

Make the learners refine the speech using the hints given in the text.

Practise reading the speech to find out

- the length of the speech
- the efficacy of tongue-twisters
- the emotional appeal.
ANY WOMAN

-Katharine Tynan

Concept

- The multi-faceted role of women in a family

Learning outcomes

The learner

- appreciates the poem.
- prepares a write-up appreciating the theme and treatment of 'Any Woman'.
- compares it with 'The Toys'.

Teacher input

Katharine Tynan, also Katharine Hinkson, or Hinkson-Tynan, was born in 1859 at Whitehall dairy farm, Clondalkin, County Dublin. She was one of the twelve children of Andrew Cullen Tynan and Elizabeth Reilly Tynan.

She suffered from chronic eye ulcers in childhood and was myopic from then onwards.

Her first poem appeared in Graphic in 1878, and she subsequently contributed poems to the Irish Monthly, Hibernia and the Dublin University Review from 1880 to 1885.

She first met W. B. Yeats (‘all dreams and gentleness’), in June 1885, in connection with C. H. Oldham’s Dublin University Review. Thus began a life-long correspondence with Yeats, who described her as ‘very plain’ though he was always affectionate towards her.

Tynan’s first book, Louise de la Valliere and Other Poems, was heavily influenced by Christina Rossetti and described by Yeats as ‘too full of English influence to be quite Irish’.

Her second volume, Shamrocks, contained exclusively Irish subject-matter.

She lived in Ireland until her marriage in 1893 to Henry Albert Hinkson, a barrister and novelist and contemporary of Yeats.

In 1913, she wrote memoirs of the literary revival, Twenty-Five Years, which appeared with several dozens of Yeats’s early letters printed without permission or any opportunity for corrections!

In 1920, she sold Yeats’s letters to Quinn for £100.

She also wrote 100 novels, 12 collections of short stories, 3 plays, and anthologies, as well as innumerable articles on social questions such as poverty among children and the working conditions of women.

Introducing the text

Suggestions / alternatives

The learner

- listens to songs on motherhood and poems on women (“Spelling” by Margaret Atwood, “Caged Bird” by Maya Angelou)

Resultant feedback 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)

ICT

• Video presentation of ‘Any Woman'.
http://www.poemhunter.com/poem/any-woman/

Conduct a discussion in the class (group/whole class) based on the points given under Let's discuss. Let the learners read the poem again, interpret and evaluate it with the help of the statement and questions under Think and write.

Activity I

Composing lines

Concept

• Use of poetic devices to express ideas or aspects of life

Learning outcomes:

The learner

• composes a few lines on images like home, family, etc.

Process

The teacher

• presents a few images like sweet home, mother's love, family ties etc.
• makes the learner select an image.
• elicits ideas or aspects of life related to the selected image.
Let the learner compose a few lines on what he/she feels most relevant about the image.

Activity II

Appreciation

Concept

• Appreciation of different perspectives presented in the poem.

Learning outcomes

The learner

• appreciates the poem.
• prepares a write-up appreciating the theme and treatment of 'Any Woman'.

Teacher input

Poetry enables teachers to teach their students how to write, read, and understand text. Poetry can give students a healthy outlet for surging emotions. Reading poetry aloud in class can foster trust and empathy in the classroom community, even while emphasizing speaking and listening skills.

Process

A brief description of ‘Any Woman’

• ‘Any Woman’ describes the traditional roles of women.
• The poet here opposes the cultural stereotypes.
• The poem has a distinct point of view, concerning itself with the breadth of human experience.
• The learner can develop their vocabulary and ideas for writing and also discuss poetry written by women.
• The poem presents several key elements of poetry, including voice, the speaker as persona created by the
poet, autobiography in poetry, and several poetic techniques such as line length, enjambment, anaphora, sound devices, metaphor.

Enjambment: A technique in poetry whereby a sentence is carried over to the next line without pause.

Anaphora: The repetition of a phrase at the beginning of phrases, sentences, or verses used for emphasis.

- The learner can reread the poem, paying careful attention to characteristics like the major elements of poetry
  - sound, sight and symbol
Visual and auditory elements
  - rhythm and meter
  - sound and rhyme
  - lineation
  - imagery
  - symbolism
  - figurative language such as simile and metaphor

• Interpretation of the poem
• Evaluation of the interpretation-
Learner may reread the poem or parts of it while evaluating the interpretation.

• Each of the steps listed above may be repeated more than once, if the situation demands.

Activity III
Comparison

Concept
• Comparison of the poem with another poem of a similar theme

Learning outcomes:
The learner
• compares ‘Any Woman’ with ‘The Toys’.

Introducing the activity
Audio version of ‘The Toys’

Process
The learner
• comprehends the poem with the help of the questions that follow.
• compares the poem with ‘Any Woman’ (theme, tone, figures of speech etc.) and prepares a review.

Assessment
Teacher assesses with the help of indicators like:
• comprehensiveness
• clarity of ideas
• appropriateness of language
MATCHBOX

-Ashapurna Debi

Concept
- Gender inequality
- Gender discrimination and its cultural dimension

Learning outcomes:
The learner
- appreciates the story.
- records responses to Read and respond.

Teacher input
Ashapurna Debi was born on 8 January 1909, in North Calcutta. Her early childhood was spent in a traditional and extremely conservative family amongst a large number of relatives. Due to the domination of her grandmother who was a staunch supporter of old customs and conservative ideals, the female children of the house were not allowed to go to school. Private tutors were employed only for the boys.

The period in which Ashapurna was growing up was socially and politically a restless one. It was the time of nationalist agitation and awakening. Though the children of Harendra Nath did not have direct contact with the outside world, they were quite sensitive to the restlessness going on throughout the country, led by Mahatma Gandhi and other political leaders who were ready to sacrifice their lives to bring independence. Thus different factors were responsible for nourishing specific culture which guided Ashapurna from her early childhood to youth, and carried her to a definite platform through various experiences and ideals of life.

According to Ashapurna –she and her sisters used to compete with each other by composing and reciting poems. This inspired Ashapurna to send a poem to Sishu Sathi secretly for publishing. The year was 1922, Ashapurna was thirteen and the name of the poem was "Bairer Dak" (The Call from the Outside). The poem was not only published, there was request from the editor to send more poems and stories. That was the beginning which developed into a never-ending flourish for Ashapurna culminating in a permanent place for her in the realm of literature.

In the beginning of her writing career, Ashapurna wrote only for children – Chhoto Thakurdar Kashi Yatra was the first printed edition published in 1983, followed by others, one after the other, throughout her literary career.

In 1936, she first wrote a story for adults – Patni O Prayojan published in the Puja issue of Ananda Bazar Patrika. Prem O Prayojan was her first novel for adults published in 1944.

Since this period her writing continued as a never-ending process. Most of her
writings marked a spirited protest both for men and women, against the inequality and injustice stemming from gender-based discrimination and narrowness of outlook ingrained in traditional Hindu society. Ashapurna Devi's stories lay threadbare the oppression women have to face, and made a fervent appeal for a new social order though not subscribing to the modern theoretical feminism of the western mode. Her magnum opus – the trilogy – Pratham Pratishruti (1964), Subarnolata (1967) and Bakul Katha (1974) symbolises an endless struggle of women to achieve equal rights.

Prasenjit Gupta, son of Pratima Gupta and the late Dr. Paresh Ranjan Gupta, is a graduate of the Iowa Writers' Workshop and a former Fulbright scholar. He translates short fiction and poetry from Hindi and Bengali into English. Prasenjit works for the Department of State, and his current assignment is at the U.S. Embassy in Colombo.

Other translations by Prasenjit Gupta:
“A Wife’s Letter” (short story by Rabindranath Tagore)
“Ritual and Reform” (short story by Rabindranath Tagore)
“Bolai” (short story by Rabindranath Tagore)
“Grieving for Oneself” (short story by Ashapurna Debi)

Matchbox

"Matchbox" tells the story of a married couple. The man has the habit of opening his wife's mail and reading it. He tells her it is his right to screen her mail to see if she has a lover. She is more or less confined to the house by way of custom why her husband is free to go wherever he wants and stay out at all hours without being questioned. One day, the wife explodes with rage and the story describes its repercussion in the family. It is really interesting to see the husband trying to get himself out of trouble.

Introducing the text:
Suggestions/alternatives
• Video clip from the Hindi film 'Mother India'

Points for discussion:
• A mother's character — sacrificing, loving, all-forgiving, .......
• Showcasing a woman’s strength, willpower and sense of righteousness

Discuss the quotation given at the beginning.
You may use more quotes on women. For example:

“When we do the best we can, we never know what miracle is wrought in our life, or in the life of another.”

- Helen Keller

“We must believe that we are gifted for something, and that this thing, at whatever cost, must be attained.”

- Marie Curie

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 questions under Read and respond.
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).

**Think and write**

Revisit the story and answer the questions under the title **Think and write**.

**Activity I**

**Review**

**Concept**

- Appreciation of the story

**Learning outcomes:**

**The learner**

- appreciates a story and writes a review.

**Discourse input:**

**Review**

Refer to page 77 of Teacher text (Plus One).

**Additional information**

A **review** may be about a book, magazine, film, play or concert; it may also be about a product or a service. A review does not merely ask for a general description of the thing reviewed, but requires an evaluation of its suitability for a particular purpose or audience. The target reader is specified in the task, and the learners should be encouraged to use this information when choosing appropriate ideas and language to include in their response.

Learners should be encouraged to read as wide a range of reviews as possible, such as those for holidays, books, movies, television programmes and consumer goods. They need to be taught the use of appropriate adjectives, and how to describe and explain. They also need to focus on how well the task has been fulfilled; in other words, if they have done what they were asked to do, know how to give an opinion, positive or negative, and make a recommendation.

**Process**

**The learner**

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

**Process assessment**

- The learner assesses himself / herself 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

**Product assessment**

Peer assessment of the reviews

Teacher assesses the product using the following indicators.

**Indicators:**

- Comprehensiveness of the content
- Logical sequencing of ideas
- Accuracy of vocabulary and grammar

**Activity II**

**Panel discussion**

**Concept**

- Panel discussion involving communication skills and interpersonal skills
Learning outcomes:

The learner

- demonstrates the ability to analyse a topic.
- participates in panel discussions.
- prepares short speeches for various occasions.

Discourse tips

Panel discussion

A panel discussion is a public exchange of ideas, giving experts and audience members the chance to discuss a particular topic. Panel discussions are often used to delve into politics, issues affecting communities and academic topics. (wiki.how)

Objectives

The learner demonstrates the ability to:

- analyse and synthesize information from different sources.
- engage in a variety of collaborative conversations.
- select, reflect and reconcile ideas and beliefs in one's own point of view.
- make judgements.
- analyse and evaluate the intellectual and emotional impact of specific topics on readers.
- share experiences with others.

Planning

Decide on

- the goal of panel discussion.
- the topic and deadline for preparation.
- the duration of the panel discussion.
- the experts (who are going to be on the panel) and the audience.
- the panellists along with their designation in the space provided in the text.
- the moderator (the teacher also can serve as a moderator).
- the physical set up (seating arrangements).
- welcome speech, including a briefing of the discussion ahead.
- how the audience is to be prepared with the topic and the questions to be posed before the panellists.

Role of the moderator

- Arranging the audience
- Introducing the panellists and the audience
- Involving the audience
- Getting a time keeper
- Keeping the panellist on task
- Collecting questions from the audience
- Summarizing the discussion

Tips

During the panel discussion, see that

- the panel members are given enough time to introduce the topic.
- time is allotted for student questions and panel responses.
- speakers are allowed to sum up their remarks.
- every person on the expert panel answers at least one question raised by the audience or the moderator.
- visual presentation is not encouraged.

Assessment

Teacher assesses the process using indicators like:

- communication skills
• language proficiency
• interpersonal skills

Resultant feedback and consolidation by the teacher.

Activity III

Blurb

Concept
• Structure and style of a blurb
• Artistic integration

Learning outcomes:

The learner
• designs a blurb

Introducing the activity:

Suggestions/alternatives
Sample blurbs

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

Process

The learner:
• gathers the key ideas from the sample provided in the text.
• discusses and organizes the hints on Ashapurna Debi given in the text.
• prepares a blurb.

Assessment

Teacher assesses the blurb based on the characteristics of a blurb given in the text.
HOREGALLU

-Sudha Murty

Concept
• Sharing and caring - the need for social togetherness

Learning outcome:
The learner
• becomes familiar with anecdotes and their modes of narration.
• records responses to Read and respond.

Introducing the text:
Suggestions/alternatives
• Excerpts from “A Childhood in Malabar,” a memoir by Kamala Das and translated into English by Gita Krishnankutty.

Exploring the memory could be a very exciting and rewarding task. Often, I would grow physically tired with the effort of remembering and the weight of memory would prove too heavy a burden for me as I journeyed through a childhood in which I had shuttled between Calcutta and Malabar, shifting between three different cultures: of Kerala where I used to spend the long summer holidays, of Calcutta where I lived with my parents and the British culture I encountered at St. Cecilia’s, the school I went to while we were in Calcutta. I slowly learned to sort out these memories, to find words for them, to arrange them in some kind of sequence.

Teacher input
Sudha Murty

Sudha Murty was born on August 19, 1950, in Shiggaon in northern Karnataka. The daughter of a reputed local physician Dr S. R. Kulkarni, Murty and her siblings were raised by her parents and maternal grandparents. These childhood experiences form the historical basis for her first notable work entitled How I Taught my Grandmother to Read & Other Stories.

Talking about her heritage and her strong roots, Murty said at the Jaipur Literature Festival 2015: "Whatever stories I write, whichever characters I introduce, all my heroines have their roots in my personal memories of my childhood." She stated flatly that she considered women to be stronger and more organized than men. Murty however added that the definition of freedom and empowerment had different connotations in different places.

Sudha Murty has written nine novels, four technical books, three travelogues, one collection of short stories, three collections of non-fiction pieces and two books for children. One of the stories from The Mother I Never Knew has already been adapted into a Marathi film titled, Pitruroon.

She was the recipient of the R.K. Narayana's Award for Literature and the Padma Shri in 2006.

Her books espouse her philosophical views on charity, hospitality and self-realization through fictional narratives. She writes in Kannada and English. Almost all her works have been translated into other languages. Some of them are translated into as many as fourteen Indian languages.
Mrs. Sudha Murty's writings are characterized by simplicity, minute observation, and wide knowledge of human behaviour.

In an interview on the question of why she didn't join Infosys directly, she said "No, it was very hard for me, it was not an easy decision because in 1968 I joined an engineering college and in 1972 I graduated. There was not a single girl in the university. For a person like me who was so career-conscious and who was so fond of technical things, it was very hard. But Murty being a very strong person, he said it's either you or me. If I am in, then he is out and when you start a company you have to run around, stay away from the family, everything you have to do and I am a woman, I couldn't be away from the family and the children. Secondly, I knew children require their mother at an early stage of life and not so much when they grow up. Whatever value system you teach, it's only in those crucial years."

In the introduction to *Grandma's Bag of Stories* she says, "Grandma tells the stories over long summer days and nights, … the stories entertain, educate and provide hours of enjoyment. So come, why don't you too join in the fun?"

Video version of Sudha Murty's speech "Lessons from Life"
https://www.youtube.com/watch?v=x1Cp4qt4bU

**Anecdote**
- A memory; a description of an event from the past
- Written in the first person; told from one person's point of view
- Based on the truth
- Reveals the feelings of the writer
- Has meaning; shows what the author has learned from the experience
- Focused on one event; about one point in the author's life
- About the author's experience more than about the event itself

**Tips**
Encourage learners to
- pick out one moment in their life.
- tell the outside story — what was happening.
- tell the inside story — what they were thinking and feeling.
- use dialogue to add impact.
- tell the details that only the writer knows.
- recall the main event.
- make a decision, define action.
- describe the main character's feelings, hopes and wishes.

Let them use:
- vivid and powerful words.
  (adjectives, strong verbs, specific nouns, adverbs)
- appropriate poetic devices. (simile, onomatopoeia, metaphor, alliteration)
- a variety of sentence lengths.
- different sentence beginnings.
- different sentence types. (statements, exclamatory, questions, commands)

**Think and write**
The questions here are an extended form of those given for comprehension and reflection while reading. They are related to life and evaluative in type.
Activity I
Concept
• An event narrated in the first person

Learning outcome:
The learner
• narrates the event from Nomita's point of view.

Process:
• Revisits the text and discusses the questions.
• Prepares a narration in the first person.
• Makes random presentations.

Discourse input:
Refer to page no. 89 of Unit III (Beyond the Horizon) in Plus One textbook.

Assessment
• Teacher assesses the narration based on indicators like appropriateness of the content, style of presentation, structure of the narration in the first person, etc.

Activity II
Language practice - Adjective

Concept
• The use of adjectives

Learning outcomes:
The learner
• Identifies the adjectives, categorizes them and rewrites the passage substituting new adjectives.

Process:
The learner
• locates the adjectives and categorizes them.
• rewrites the passage substituting the adjectives.

Assessment
• Peer assessment

Activity III

Comparison of characters

Concept
• Character analysis

Learning outcomes:
The learner
• analyses characters and prepares a paragraph on them.

Process
The learner:
• revisits the texts and identifies the features of the characters based on the quotes given.
• shares the ideas within the group.
• writes a paragraph comparing these women using appropriate adjectives.

Assessment
• Self assessment
• Teacher assessment

You may use indicators like:
• brevity
• comprehensiveness
• quality of language

Activity IV
Advertisement

Concept
• Comprehension of a given advertisement

Learning outcomes:
The learner
• comprehends the given task and completes it.
**Introducing the activity**

**Suggestions/alternatives**

The teacher

- provides various advertisements.

**Process**

*The learner:*

- reads the advertisement given in the text and comprehends the major ideas in it.
- performs the task.

**Assessment:**

Self and peer assessment

**Answer key**

1. Opening a new book store.
2. Distractions in the digital world.
3. Helps escape from daily problems; a good companion.
4. to grow better
5. Passionate (adj); books which take you to another world help you escape from daily problems (adj. clause) etc.

**Activity V**

**Language practice - use of conventional simile**

**Concept**

- Brochure - creative use of language

**Learning outcome:**

*The learner*

- identifies and coins conventional similes

**Process**

*The learner*

- goes through the conventional similes.
- coins similar similes using appropriate adjectives.
- completes the blanks in the brochure using conventional similes.

**Assessment**

- Self and peer assessment

**Answer key**

- as fresh as daisies
- as gay as a lark, etc.

**Activity VI**

Film review

**Concept**

Critical review of a film

**Learning outcomes:**

*The learner*

- analyses the film, and its various aspects from his/her own point of view.
- prepares a review.

**Process**

*The learner*

- identifies the film that influenced him/her the most.
- analyses different aspects of the film.
- shares information in group.
- prepares a review.
- makes a random presentation.

**Assessment:**

Teacher assesses the review using indicators like comprehensiveness, appropriateness of language, expression of one’s own opinion, etc.

**Activity VII**

Editing

**Concept**

Editing passages

**Learning outcomes:**

*The learner*

- refines and rewrites the given text.
Process

The learner

- reads the passage.
- identifies the errors and corrects them.

Answer key

*Gone with the Wind*

Review

One of the classic films that defined American cinema, *Gone with the Wind* is a rare example of a collaboration involving hundreds of talents and egos that turned out great. Dozens of uncredited screenwriters (including F. Scott Fitzgerald, briefly) and hundreds of actors were marshaled by David O. Selznick for this effort. The resulting four-hour epic is, inflation-adjusted, still the highest-grossing movie of all time - and it deserves to be. For millions of people, *Gone with the Wind* has helped to define the myth and reality of America's most tragic (and much-misunderstood) period of history, the Civil War and Reconstruction.

Margaret Mitchell's bestselling novel was the most successful period romance novel of all times, a combination of historical detail and soap that drew from family recollections of the war and its aftermath. The novel's popularity allowed the filmmakers to be confident of success, but still, Selznick spent more time and money, and took more risks, than could have been expected. The requisite attention was paid to costumes and sets, of course. More important, the film's visual effects - especially the burning of Atlanta and the smoking ruins of the Georgia plantations after Sherman's pillage - are the most effective and memorable that had been attempted at that time.

The most impressive thing about this epic, though, is that it uses all the extra screen time to inform us about the personal lives of its characters. This is where most epics fall short. Nowadays, any period drama with a lots of horses and explosions gets called an "epic," but *Gone with the Wind* deserves the label - because it presents enough detail to be a facsimile of reality.

Activity VIII

Project - Magazine/Film festival

Concept:

- Integrates the learning experiences and draws a plan of action.
- designs a magazine/organises a film festival

Learning outcomes:

The learner

- produces a magazine.
- reports the film festival.

Process

Magazine preparation

By analyzing magazines, learners will learn about the creation of a magazine.

Magazine preparation will help the learners to

- select and use the conventions of magazine publishing and appropriate techniques to produce a magazine.
- practise appropriate research and information handling and processing skills, including locating, analyzing, evaluating and communicating...
information from a variety of print and non-print sources.

• practise specific skills involved in reading (locating key words, skimming and scanning, etc.); writing (a variety of literary forms including formal and personal essay, poetry, short story, report, etc.); listening, speaking, viewing and visual expression.

• adapt messages for different audiences and explain how the characteristics of media forms and audiences influence production decisions and shape content.

Let the learners

• collect magazines geared to a variety of target audiences. For example: senior magazines, adolescent magazines, parent magazines

• give learners time to look at the magazines and make notes based on the following points.

1. Number of pages dedicated to content
2. Number of pages dedicated to ads
3. The number of staff and their different roles (editors, managers, art design etc.)
4. Topics of magazine articles and their categorisation
5. The general tone of the magazine (include references to language, images, layout, colour, type-face etc.)

• discuss the findings in groups.

• decide within each group, the persons who will act as editor-in-chief and as an assistant. All group members are expected to contribute to the magazine, but the editor and his/her assistant will make final decisions regarding layout, content, etc.

• decide on the individual articles each member will write. The word limit should be fixed beforehand and the author should take a definite stance on the topic to be investigated.

• use current materials in preparing the articles. Library and Internet research should be undertaken. At the conclusion of each article, sources (at least three) should be cited, using proper referencing format.

• submit the first drafts to the editor and his/her assistant for revising, proofing, and editing.

• Once the revisions have been completed, articles will be rewritten and typed for publication.

• Each group member will then work on advertising, cover design and layout as assigned by the editor.

• Once the editor and assistant editor have received the final draft of all articles and visuals, the group will assemble the magazine for publication. Typed copy and coloured artwork are to be preferred.

• Using the group reflection criteria on the Evaluation Criteria form, ask learners to submit their feedback on how they felt their group has performed in this assignment.
### Evaluation Criteria: Magazine Production

#### Group evaluation:

<table>
<thead>
<tr>
<th></th>
<th>Level 1 Excellent</th>
<th>Level 2 Good</th>
<th>Level 3 Average</th>
<th>Level 4 Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>General attractiveness of the magazine</td>
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</tr>
<tr>
<td>Layout of the magazine</td>
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<tr>
<td>Relevance of the articles</td>
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<tr>
<td>Appeal of the advertisements</td>
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<tr>
<td>The overall tone of the magazine</td>
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<tr>
<td>Cover design of the magazine</td>
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<tr>
<td>Co-operation of the team</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Group Reflection:
Ask the learners to complete and submit the following:

All the members of our group contributed equally to complete this assignment:  
Yes  No  Sometimes

Feedback from the editor(s) was constructive:  
Yes  No  Sometimes

Writers responded to editorial feedback:  
Yes  No  Sometimes
Adolescent Magazines
A national survey of adolescents indicates that today's teens are more optimistic than others about themselves and their future (Macleans, April 2001). Yet, they have more issues to confront than adolescents of the past.

Following are some of the topics to be covered in adolescent magazines.

- Teen diet; eating disorders; jobs and careers
- Youth unemployment; educational goals, programmes and planning, teen consumerism (e.g. shopping, cost of living, cost effective buying).
- Chemical misuse
- AIDS
- Peer pressure
- Self-concept and esteem
- Dysfunctional families
- Relationships (parents, friends)
- Values and attitudes
- Health and fitness

Film Festivals
Ideally, a good film festival leaves you breathless. It is inspiring enough to entertain and educate. It is a platform that brings the film lovers together. Festivals capture the best films created so far and provide opportunities for artists to interact with the enriched audience.

FIVE major international film festivals
Festival de Cannes (Cannes, France)
The "masterpiece" of festivals. It attracts the latest from the world's top directors and emerging filmmakers. The festival debuts important work that will eventually make their local premieres around the world. The number of industry, talent and press that regularly descend on Cannes is unparalleled.

Toronto International Film Festival (Toronto, Canada)
Considered by many as North America's most important film festival, Toronto premieres first-rate titles from established and emerging filmmakers alike. It is TIFF's agenda that establishes the early course of regional critics awards leading up to the Oscars.

Venice Film Festival (Italy)
For many, Venice ranks alongside Cannes as the top of the festival heap. Like its French counterpart, the August/September event is a magnet for splashy premieres, stars, parties. It has long been at the forefront for defining in the popular imagination how a film festival should look and feel. Venice is the destination of some of the most important world premieres of any given year.

Berlin International Film Festival (Germany)
The annual Berlinale is one of the world's most established film events and it regularly attracts filmmakers and industry from around the world. Up to 400 films are shown every year as part of the Berlinale's public programme. Films of every genre, length, and format can be submitted for consideration.

International Film Festival of India
The IFFI aims at providing a common platform for the cinemas of the world to project the excellence of the film art; contributing to the understanding and appreciation of film cultures of different
nations in the context of their social and cultural ethos; and promoting friendship and cooperation among people of the world. The IFFI's founding principles centre on discovery, promotion and support of filmmaking of all genres — thus bringing together the diversity of the forms, aesthetics and contents.

The 1st edition of IFFI was organized by the Films Division, Government of India, with the patronage of the first Prime Minister of India. Held in Mumbai from 24 January to 1 February 1952, the Festival was subsequently taken to Madras, Delhi and Calcutta. In all, it had about 40 features and 100 short films. In Delhi, the IFFI was inaugurated by Prime Minister Pt. Jawaharlal Nehru on 21 February 1952. Since its beginnings in 1952, the IFFI has been the biggest event of its type in India.

Subsequent IFFI's were held in New Delhi. From the 3rd edition in January 1965, IFFI's became competitive. In 2004, the IFFI was moved to Goa. Since then the IFFI has become an annual event and is highly competitive.

**Organizing a film festival**

Step 1: Set up a planning committee
Step 2: Name the Festival
Step 3: Arrange the Venue
Step 4: Budget (you could create an entry fee, or even collect sponsorships.)
Step 5: Schedule (Consider the timeline of the event and which days and/or nights supporting events may occur. For instance, gala event for major donors, a meet-and-greet with directors.)
Step 6: Decide on the Films and ensure their availability.
Step 7: Invite audience. (you could invite the principal, students, or teachers)
Step 8: Select Audio/visual Crew; designate a leader to coordinate the crew.
This would include:
- lights
- projector/Screen
- food
- doormen
- bouncers (a person employed by a nightclub or similar establishment to prevent troublemakers and other unwanted people from entering or to eject them from the premises.)
Step 9: Promotion (Design festival guide including movie descriptions, director and writer profiles etc., ads /posters of movies)
Step 10: Showing the movies
Step 11: Feedback (Collect responses from the invitees and audience.)

**Additional reading materials**

1. *The Old Man and His God - Discovering the Spirit of India* - Sudha Murty
2. *House of Cards* - Sudha Murty
3. Nobel prize acceptance speech by Malala
4. *Grieving for Oneself* - Ashapurna Debi
SAMPLE T.E QUESTIONS

Read the following excerpt and answer the questions that follow.

1. A panel discussion was conducted in your school on the topic New forms of communication -- a wide window to the world. Given below is an excerpt from the presentation made by a panellist during the panel discussion.

The internet is an incredible tool that allows us to connect with family and friends. Social networking sites are websites that allow us build a public profile where we can share information about our personal interests, photographs, blogs, etc. It is a great way to connect with our dear ones who are physically far away from us.

Now, prepare a brief script of panel presentation highlighting the risk factors involved in the use of new forms of communication and the means we can adopt to minimize these factors. (6)

2. Read the following lines from "Any Woman" by Katharine Tynan.

I am their wall against all danger,
Their door against the wind and snow;
Thou Whom a woman laid in a manger,
Take me not till the children grow!

Explain the message of the above lines in a paragraph. (6)

3. Read the following newspaper article.

"An amendment to the act that was set to make child labour illegal will push millions of marginalised children in India into work rather than education-- With the amendment proposed to the new child labour law coupled with the severe cuts on welfare and education, the government is instead set to send millions of marginalised children out of school and into work, trapping families in a cycle of poverty for yet another generation to come."

a) Express your views in the form of a persuasive speech to be delivered in your school on Children's Day. (6)

b) Write a letter to the editor of the newspaper expressing your opinion on the issue. (6)

4. Read the excerpt from "Horegallu".

The horegallu in our village holds special memories for me as it is inextricably linked with my grandfather. He was a retired schoolteacher and would spend hours every day, sitting under the banyan tree and talking to those resting there. When I would get tired of playing, I would sit next to him and observe the people he was speaking to and listen to their conversations. Most of them were
villagers taking a break from their work in the fields nearby. They had to walk long distances each day, carrying heavy burdens on their heads. Tired out by the heat, they would drink the cool water, wash their faces with it and chat with grandfather.

Complete the sentences.

a. The central figure in the passage is ……………………….

b. The word 'inextricably' means …………………………….

c. Horegallu is important because………………………………………………

d. The implied meaning of the expression 'heavy burdens' is ……………………

5. Prepare a write -up on the significance of the title "Matchbox". You may cite examples from the story to justify your stance. (8)

6. There is an African adage that goes: "If you educate a boy, you train a man. If you educate a girl, you train a village." Express your views on this in a paragraph of 60 words. (5)

7. On the occasion of honouring Ratna for her selfless service to the society, one of her colleagues spoke the following words. (Fill in the blanks with an adjective/adjective phrase/clause etc.)

Ratna deedi is a -------------- person. She is as simple as ------------. She spends hours with us-------------------------. She is very --------------------------- and --------------------------- in solving -------------------problems. Ratna who--------------------- ---------------------- is our true friend. We always recall her ----------- words with gratitude. (4)

8. Match box and Horegallu are the two inanimate objects which play vital roles in Ashapurna Debi's story "Match box" and Sudha Murty's anecdote "Horegallu". How do such objects serve their purpose in stories? Substantiate your views with situations from the texts. (8)

9. 'The status of women in the present scenario has improved as women now are considered as consistent workers and are paid equally for equal work'. Prepare a write-up citing the areas where the status of women has improved. (6)

10. Imagine that your class dramatizes the story "Match box" as part of Annual Day Celebration. You are assigned the task of welcoming the audience and introducing the play to them. Prepare the script of the speech for the occasion. (6)
11. Read the lines given below and write a note of appreciation comparing it with "Any Woman".  

**Sonnets are full of love**  

Christina Rossetti (from A Pageant and Other Poems, 1881)

Sonnets are full of love, and this my tome  
Has many sonnets: so here now shall be  
One sonnet more, a love sonnet, from me  
To her whose heart is my heart's quiet home,  
To my first Love, my Mother, on whose knee  
I learnt love-lore that is not troublesome;  
Whose service is my special dignity,  
And she my loadstar while I go and come  
And so because you love me, and because  
I love you, Mother, I have woven a wreath  
Of rhymes wherewith to crown your honored name:  
In you not fourscore years can dim the flame  
Of love, whose blessed glow transcends the laws  
Of time and change and mortal life and death.  

12. The following is a piece of conversation between Nomita and her husband, Ajit.

Nomita : Why did you open my letter?  

Ajit : What if I opened it? My own wife's letter-  

Nomita : Be quiet, be quiet, I tell you. For what reason should you open my letters? Haven't I told you a thousand times not to?  

Imagine that Rini, Nomita's niece overhears the conversation and reports it to other members of the family. Report the conversation for her.  

13. On International Women's Day, your teacher asked you to prepare an article on the relevance of empowering women in the present day world.  

[Hints : the atrocities against women, the means to empower women, etc.]
14. Read the poem "Women's Rights" by Annie Louisa Walker.

You cannot rob us of the rights we cherish,
Nor turn our thoughts away
From the bright picture of a "Woman's Mission"
Our hearts portray.

We claim to dwell, in quiet and seclusion,
Beneath the household roof,—
From the great world's harsh strife, and jarring voices,
To stand aloof;—

Not in a dreamy and inane abstraction
To sleep our life away,
But, gathering up the brightness of home sunshine,
To deck our way.

As humble plants by country hedgerows growing,
That treasure up the rain,
And yield in odours, ere the day's declining,
The gift again;

So let us, unobtrusive and unnoticed,
But happy none the less,
Be privileged to fill the air around us
With happiness;

To live, unknown beyond the cherished circle,
Which we can bless and aid;
To die, and not a heart that does not love us
Know where we're laid.

Now prepare a review of the poem comparing it with the texts in the unit 'Flights of freedom'.

15. Read the excerpt from "To Sir with Love" by E.R Braithwaite.

Her eyes was black in anger and humiliation, but she stand up and walked out, closing the door quietly after her.

Identify the errors in the passage and correct them.
Unit 2

Heights of Harmony
Introduction

This unit has been included to help the students develop a positive attitude to fellow beings and to life in general. It also aims at making the learners familiar with the different genres of literature. The spiralling strategy has been adopted for including grammatical elements. Life related and discourse level activities have been included to reinforce these elements. Moreover, as the Plus Two is the terminal course of School Education, learners should acquire mastery over language skills (LSRW) and language elements (Vocabulary and grammar). Moreover these must be opportunity for refining the language.

Activities such as group discussion, debate, panel discussion, presentation etc., no doubt, will enable the learners to perform well in their real life situations.

The unit has been designed in such a way that there is a topical linking of almost all the activities in the texts. The teacher is at liberty to plan and implement these activities or to supplement his/her own activities so as to enable the learners achieve the learning outcomes listed below.

Time : 30 hours

Texts : ‘Mending Wall’ (Poem) by Robert Frost
        ‘Amigo Brothers’ (Short story) by Piri Thomas
        ‘The Hour of Truth’ (One-Act Play) by Percival Wilde

Assessment :
- Self assessment
- Peer assessment
- Teacher assessment

Concept :
- Positive attitude to life
- Maintaining good relationship with fellow beings
- Dangers of misusing one’s power
- The necessity of keeping away from bribes and other temptations
- Honesty as the best policy
- Poetic devices these enhance the effect of a poem
- Sketch to understand the development of a character
- Language and techniques used on debates
- Features of book review
- Readers’ Theatre to build confidence and improve language skills
Learning outcomes:

The learner:

2.1 reads, analyses and interprets a poem, short story and one act play.
2.2 recites poems.
2.3 notes down responses to the questions on the theme, message and language of the poem.
2.4 identifies and records the poetic devices used in the poem.
2.5 prepares a write-up appreciating the theme and treatment of the poem – ‘Mending Wall’.
2.6 compares two poems - their theme, treatment, striking features, etc.
2.7 develops brief character sketches.
2.8 prepares and presents announcements on various programmes.
2.9 recognizes the elements of a news report and formal letter by writing short news reports.
2.10 understands the features of a debate by participating actively in a debate.
2.11 prepares book reviews.
2.12 lists and uses homonyms and vocabulary related to specific games like cricket, chess, hockey... etc.
2.13 uses tense forms, reported speech and passive voice in real life contexts.
2.14 dramatizes stories, events and given situations meaningfully.
2.15 edits the errors in a given passage.
2.16 appreciates and upholds values in life.

Erratum

The photograph of Oscar Wilde is given by mistake in place of Percival Wilde (English Textbook for Plus Two Class, page 65). This technical lapse is regretted and which will be corrected in the next print.

- Publisher
## UNIT FRAME - UNIT II

<table>
<thead>
<tr>
<th>Concepts/ Skills</th>
<th>Process/Activities with Assessment</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reciting a poem with a thorough understanding of the meaning, emotions and poetic devices used in the poem</td>
<td>• Loud reading (pair work) • Peer and teacher assessment</td>
<td>• The learner recites the poem bringing out the meaning emotions and message of the poem.</td>
</tr>
<tr>
<td>• Segregation leads to inability in communicating meaningfully</td>
<td>• Reads and discusses the poem and answers the questions that follow. • Shares the answers in pairs. • Self assessment and peer assessment.</td>
<td>• writes down the responses to the questions related to theme, message, language... Etc.</td>
</tr>
<tr>
<td>• The relationship between man and nature is often at odds</td>
<td>• Reads the poem critically and discusses in groups. • Peer, self and teacher assessment</td>
<td>• critically appreciates the poem by asking different questions.</td>
</tr>
<tr>
<td>• The role of poetic devices in enhancing the effect of the poem</td>
<td>• Lists down the various poetic devices employed in the poem. • Discusses and organizes the different aspects of the poem.</td>
<td>• prepares a write-up on the theme and its treatment in the poem.</td>
</tr>
<tr>
<td>• Comparison with another poem will provide a meticulous and more rigorous review of the poem.</td>
<td>• Reads the given poem and discusses the various elements of comparison.</td>
<td>• prepares a comparative note on the poem given.</td>
</tr>
<tr>
<td>• The noble actions of certain individuals communicate powerful message about human life/love and friendship.</td>
<td>• Silent reading: Amigo Brothers • responds to the comprehension questions given in the text. • Self and peer assessment</td>
<td>• reads and interprets the story by answering the questions.</td>
</tr>
<tr>
<td>Concepts/ Skills</td>
<td>Process/Activities with Assessment</td>
<td>Learning Outcomes</td>
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<tr>
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<tr>
<td>• The distinguishing qualities of the characters.</td>
<td>• Reads and discusses the relevant sections of the story to fill in the blanks given in the text.</td>
<td>• develops a character sketch on the major characters in the story.</td>
</tr>
<tr>
<td>• Making effective announcements with all relevant features.</td>
<td>• Reads and discusses the different types of announcements and identifies their salient feature of them.</td>
<td>• prepares and presents announcements for various programmes.</td>
</tr>
<tr>
<td>• News report as a source of information. It is a factual information about an event in a specific format.</td>
<td>• Reads and discusses the specimen news reports. • Identifies the salient features of a news report like headline, objective language, passive construction…. etc.</td>
<td>• develops and makes effective news reports on various events.</td>
</tr>
<tr>
<td>• Debates : Language and techniques used</td>
<td>• Analyses the issue from different perspectives constructs and advocates positions effectively. • Differentiates between valid and fallacious arguments • Participates in a debate • Self, peer and teacher assessment Indicators - aptness of the arguments - fluency of language - body language - observation of ground rules</td>
<td>• prepares and participates in debates effectively on a wide variety of issues.</td>
</tr>
<tr>
<td>• Book review as a powerful invitation to a new book</td>
<td>• specimen book review. • Reads in pairs and discusses and notes down the salient features of a book review like reference to the author, and the impression about the book.</td>
<td>• plans and prepares effective reviews on various books.</td>
</tr>
<tr>
<td>• The importance of values in life</td>
<td>• ICT presentation – Distinguished morally upright people – general discussion on their role in society and significance.</td>
<td>• lists down the moral values needed in life.</td>
</tr>
<tr>
<td>Concepts/ Skills</td>
<td>Process/Activities with Assessment</td>
<td>Learning Outcomes</td>
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<td>------------------</td>
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<tr>
<td>• The perverse influence of among on modern man.</td>
<td>• Silent reading of the text - 'The Hour of Truth' (peer and teacher assessment)</td>
<td>• answers the comprehension questions and grasps the thematic sense of the one act play.</td>
</tr>
<tr>
<td>• The crucial role of dialogues in a play</td>
<td>• Locating the pertinent dialogues (group activity) • Presenting them to the whole class. (peer assessment)</td>
<td>• renders the dialogue in a drama effectively doing justice to the emotion involved.</td>
</tr>
<tr>
<td>• The beginning and ending of a play are of vital importance</td>
<td>• Analysis of the beginning and ending of a text - (group task.)</td>
<td>• writes a beginning / ending to a given text.</td>
</tr>
<tr>
<td>• Character sketch incorporates all the elements including mental make up of a person</td>
<td>• Analysis/enacting a pertinent segment of the play - discussion • Noting down the important aspects of the characters.</td>
<td>• develops a note on the major characters of the play.</td>
</tr>
<tr>
<td>• Readers’ Theatre supports listening and reading skills in a theatrical context</td>
<td>• Reading and discussion of the play to locate the central idea/theme - group activity. • Rehearsal and presentation to the whole class.</td>
<td>• participates in Readers’ Theatre and renders the dialogues with and emotion.</td>
</tr>
<tr>
<td>• Compering as an important language skill with its own style, structure and features</td>
<td>• Comparing two clippings based on compering. • Listing down the features and presenting them to the whole class.</td>
<td>• compares various programmes in school.</td>
</tr>
</tbody>
</table>
MENDING WALL

- Robert Frost

About the author
Robert Lee Frost (March 26, 1874 – January 29, 1963) was an American poet. He is highly regarded for his realistic depictions of rural life and his command of colloquial style. His works frequently employed settings from rural life in New England in the early twentieth century, using them to examine complex social and philosophical themes. One of the most popular and critically respected American poets of the twentieth century, Frost was honored frequently during his lifetime, receiving four Pulitzer Prizes for Poetry. He became one of America’s rare "public literary figures, almost an artistic institution." He was awarded the Congressional Gold Medal in 1960 for his poetical works. On July 22, 1961, Frost was named Poet laureate of Vermont.

About the poem
Mending Wall by Robert Frost is a narrative about two neighbours who meet every spring to repair the stone wall that divides their properties. The central theme of the poem is whether it is wise to erect walls among human beings.

Introduction - Read and discuss.

Process
Reads the quotations - individual activity.
Discuss the role of various agencies (listed in the text) in ensuring basic human rights - group activity.
Do's and Don'ts of the organizations - discussion in groups.

Presentation of the ideas - whole class activity.
Teacher talk - consolidating the discussion.

Alternatives
1. Sharing the experience of an interesting and meaningful social activity in the neighbourhood.
2. Photographs of people who went beyond all limiting boundaries like religion, caste, sex, nation... etc. to uplift the poor and the downtrodden.

Robert Frost on 'Mending Wall'
I was asked in yesterday's mail by a New Yorker: in my Mending Wall was my intention fulfilled with the characters portrayed and the atmosphere of the place. I should be sorry if single one of my poems stopped with either of those things stopped anywhere in fact. My poems - I should suppose everybody's poems are all set to trip the reader head foremost into the boundless. Ever since infancy, I have had the habit of leaving my blocks, carts, chairs, and such like ordinaries where people would be pretty sure to fall forward over them in the dark. Forward, you understand and in the dark, I may leave my toys in the wrong place and so in vain. It is my intentions we are speaking of - my innate mischievousness.
Acquainted with the Night
ROBERT FROST
I have been one acquainted with the night.
I have walked out in rain - and back in rain.
I have out walked the furthest city light.
I have looked down the saddest city lane.
I have passed by the watchman his beat.
And dropped my eyes, unwilling to explain.
I have stood still and stopped the sound of feet
When far away an interrupted cry
Came our houses from another street,
But not to call me back or say good bye,
And further still at an unearthly height,
One luminary clock against the sky
Proclaimed the time was neither wrong nor right.

Related poems by Frost
• Out, Out
• After Apple/Picking
• Birches
• Christmas Trees

I. Read and enjoy - silent and loud reading

Concept
The erection of walls in human life.
Impossibility of meaningful human communication.
Loud reading requires a thorough understanding of the meaning, emotions and poetic devices used.

Learning outcome
The learner demonstrates the ability to bring out the meaning, emotions and poetic devices in a poem.

Process
- Silent reading of the poem answering the comprehension questions - individual reading.
- Loud reading of the poem - pair activity.
- Discussing the comprehension questions - group activity.

Assessment:
Loud Reading: Peer assessment
Teacher assessment

Indicators:
Fluency, pronunciation, voice modulation, appropriate pauses.

Alternatives
• Drama-based activity to bring students into the world of the text.
• Sharing experience - Learners share the experience of a feud between two neighbours.
• Elipathayam by Adoor Gopalakrishnan - how the hero of the movie creates walls around himself to keep away from society.

Cyberspace - ipod generation and the notion of 'wall' in their life.

Read and reflect

Process
- ICT presentation of "Roots" by Veerankutty
- Individual reading
- General discussion
- Teacher consolidation

Alternatives
1. Visuals of the resilience of nature in spite of the attack on nature by human beings.
2. ICT presentation of earthquakes where centuries of human effort is destroyed in minutes of natural fury.
3. General discussion on social conventions and its meaninglessness.

**Activity I** (Paragraph writing)
Brainstorms and writes a paragraph

**Activity II** (Appreciation)
- Silent reading of the poem - individual activity
- General discussion based on the hints given in the text
- Sharing ideas and gathering more ideas - group activity
- Writing the critical appreciation using the points collected - individual activity
- Vetting in the group
- Presentation to the whole group

**Assessment : Critical appreciation**
- Self assessment
- Peer assessment
- Teacher assessment

**Alternatives**
1. A poem and its cinematic version can be taken for comparison.
2. Two figures in a cartoon can be compared.
3. Figure and the background of photograph can provide a comparative note.

**Teacher input**
Transitional expressions for comparison and contrast

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the same way</td>
<td>although</td>
</tr>
<tr>
<td>And, also</td>
<td>whereas</td>
</tr>
<tr>
<td>In addition</td>
<td>but</td>
</tr>
<tr>
<td>As well as</td>
<td>however</td>
</tr>
<tr>
<td>Both, neither</td>
<td>conversely</td>
</tr>
<tr>
<td>Each of</td>
<td>on the other hand</td>
</tr>
<tr>
<td>Just as ... so</td>
<td>in contrast</td>
</tr>
<tr>
<td>Similarly</td>
<td>like</td>
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<tr>
<td>Like</td>
<td>while</td>
</tr>
<tr>
<td>Too</td>
<td>yet</td>
</tr>
<tr>
<td>The same</td>
<td>unlike</td>
</tr>
</tbody>
</table>

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AMIGO BROTHERS

-Piri Thomas

About the author

Piri Thomas was born in Harlem, New York, on September 30, 1928. He had to face many challenges and problems in his life. He watched other kids as they struggled to survive and rise above the mean streets. He had a difficult time until he started dreaming positive. His best selling autobiography, "Down these Mean streets", describes his struggle for survival as a Cuban born and raised in the barrias of New York. He has travelled widely around the US, Central America, and Europe giving lectures and conducting workshops in colleges and universities. On October 17, 2011, he died of pneumonia.

Introduction

'Amigo Brothers' by Piri Thomas tells the story of two seventeen year old friends who are trying to qualify for the Golden Gloves Championship Tournament. The story centres on a neighbourhood fight between the two that will decide the person who goes to the competition. The two face internal conflicts about the value of friendship as they prepare for the physical conflict.

Planning for teaching a prose text

- Which are the sections I want to linger over?
- Are there sections which seem essential for us to explore together?
- How long is each of these sections?
- What challenges could these sections present before my students? What reading skills will they need?
- Are these moments in the book which are perhaps better suited to individual reflection?
- Which of the strategies outlined in figure 3.1 must be the best to use at each stage in the reading, including multiple and critical reading?
- What else is there about the text which is less obvious but which is interesting /thought provoking?

Activity I (Introduction)

- ICT visuals – Great friends in history
- general discussion.
- Learners narrate the experience of competing with a friend – individual activity
- Teacher talk – consolidating the discussion

Alternatives

Learners stand in silence closing their eyes. They go back to the past thinking of the friends they have had. They explain why certain faces appeared more in their memory.

Films depicting true friendship can be projected in the classroom.

Read and enjoy: Silent reading

Concept

The noble deeds of certain individuals leave a powerful message to the society. In real friendship, hatred and competition give way to love and affection.
Learning outcome
The learner

• recognizes that real friendship goes beyond all the restrictive forces of society.
• assimilates the value of friendship.

Learning process
- Teacher talk – introducing the learners to the text.
- Individual reading by the learners.
- Learners answer the comprehension question in pairs.
Teacher talk – consolidates and addresses the hard spots.
Assessment: Answer the comprehension questions.
Self assessment, peer assessment and teacher assessment.

Alternatives
1. A skit competition on the topic – True friendship – may be conducted in the classroom.
2. Newspaper articles reporting on true friendship can be read and discussed.
3. ICT presentation: videos based on friendship in the animal world can be shown.

Activity I (Write-up)
- Learners read the story (individual task)
- They fill in the blanks in the given text (group work)
- Random presentation
- Teacher and peer feedback
- Prepare the write up (individual task)
- Vetting in the group

- General presentation
- Teacher consolidation

Brief write-ups on the characters are assessed using self, peer, and teacher assessment.

Alternatives
1. Collaborative writing activity, inviting each learner to contribute at least one idea about the character.
2. Learners in groups develop a portrait of the characters incorporating the diverse points used in the story.

Activity II (Announcements)
- ICT presentation: Announcers in action
- Learners list down the specific features (Individual).
- Random presentation
- Teacher feedback
- Vetting in groups
- General presentation
- Teacher consolidation
- Teacher reads and discusses the specimen announcement in the text and analyses its pros and cons.
- Learners in groups develop an announcement for a Theatre festival in the school.

Assessment:
The announcement can be assessed through self, peer and teacher assessment.

Indicators
• Accurate language
• Comprehensiveness of ideas
• Organization
• Quality of presentation
Alternatives
Learners in groups analyse two announcement scripts for comparison. They can compare announcements in English and in their mother tongue.

Activity III (Newspaper report)
- Reports based on the same event in two newspapers (ICT presentation)
- Learner reads and lists down the features (individual)
- Random presentation and teacher feedback
- Vetting in the group
- Presentation to the whole class
- Teacher talk: Consolidates the discussion.
- Learner reads the relevant textual part and fills in the box in the text.
- Writes the news report (individual)
- Vets in the group
- Presentation to the whole group
- Editing

Assessment: Newspaper report
Self assessment, peer assessment, teacher assessment.

Indicators:
Comprehensiveness of ideas
Accuracy of language
Organization

Alternatives
Learners are deputed to cover a local event and prepare a news report on the same.
 Invite a newspaper reporter and arrange an interaction with him on the key aspects of reporting.

Activity IV (Debate)
- Visuals of Amigo brothers (ICT presentation)
- General discussion on the merits and demerits of the performance of the characters. (Short discussion)
- Learners are grouped according to their perspective on the issue.
- Discussion in the group
- Participation in the debate

Indicators:
- Ideas (relevant and comprehensive)
- Language
- Organization
- Fluency

Alternatives
1. A case study may be presented in the class, and learners are divided according to their view points.
2. Learners narrate a personal event in the classroom and they debate on different perspectives of the issue.
3. A newspaper report on violence against women can be used to trigger a debate on the issue.

Activity V (Book review)
- Review of the adventures of Sherlock homes (ICT presentation)
- Listing the features (individual task)
- Random presentation and teacher feedback
- Vetting in the group
- General presentation
- Teacher Talk: Consolidation
- Reads “My Greatest Olympic Prize” (Individual task: Learner prepares a book review)
- Discusses in groups and refines the review.
- Presentation in the class
- Teacher talk

**Assessment:** Peer assessment, teacher assessment

**Indicators:**
- Ideas
- Language
- Organization
- Individual style

**Alternatives**

Learners may be asked to compare a weak review with a perfectly written one, leading to a discussion on an effective review of a book.

A few learners share their ideas on a book they have recently read. Others ask pertinent questions to them, then they prepare a review of those books.
About the author
Percival Wilde (March 1, 1887-Sept 19, 1953) was an Armenian playwright who wrote novels and numerous short stories and one act play. He also authored a textbook on the theatre arts. A native to Newyork city, Wilde graduated from Columbia University in 1906, and worked for a time as a banker. He began writing plays in 1912. His plays were especially popular in the little theatre movement. Among his books are Dawn and other One act plays, Confessional and other American plays, the Unseen Host and other war plays, and Design for Murder.

About the play
Percival Wilde’s play ‘The Hour of Truth’ is an intense psychological study of the corrupting influence of money on people. The plot of the play explores greed from diverse angles. Although all individuals are tempted by money at one point or other in life, this one act play particularly shows how easily people forget their moral values and principles when they are tempted by money. But at the end of the play the reader realizes that money only brings with it isolation, punishment, deception, frustration and endless shame.

Introduction
ICT presentation on some of the morally upright persons of our country
Distinguishing aspects of these persons are presented/highlighted in a general discussion.

Random presentations
Teacher talk - consolidating the discussion

Alternatives
1. Children share their personal experience of corruption and ways of addressing them.
2. Film clipping of morally upright people.
3. Read and discuss: Newspaper report on the World Corruption Index and India’s position in it.
4. What will you do if you are offered a bribe of Rs. 5,00,000/- for a project to be certified? Imagine yourself in the context.

Read and reflect
Concepts
Money has a perverse influence on modern man.
It is difficult to be morally upright in a socially corrupt set up.
At times, family members too can influence you negatively.
Truth prevails in the end.
Plays act as a powerful medium to expose the social evils to a large section of society.

Learning outcome
The learner
• demonstrates the ability to read, skim and scan a text for an overall understanding of the text and answers comprehension questions.
• recognizes that corruption is rampant in modern society and wants to do something against it.

Process
- Silent reading and reflection of the text using comprehension questions - individual work.
- Ensuring comprehension of the text (pair, group, whole class activity).
Teacher talk - addresses the hard spots and explains the difficult ideas.

Assessment
Learner to answer the comprehension questions. Peer and teacher assessment.

Teacher input

Conventions of a play script

Script - The written text of a play, anything that has to be read out aloud and performed.

Act - The major division of a play - like a chapter in a book. A play could have 1 to 5 acts or more. Within each act, there are usually a number of scenes of continuous action.

Scene - Each act is broken down into a series of short scenes. A scene often focuses on one key event. Every new scene could take place in a different setting.

Stage direction - Instructions written in the text which tell the actor where or how to move, how to behave or speak a line. It can also include instruction for sound, lighting and other visual effects. Often printed in a font different from the spoken words and/or put in brackets.

Setting - Place, time of the day or date when/where a scene occurs.

Aside - A comment made by one character to another (or one character to the audience) which no one else is supposed to hear.

Dramatic irony - The audience might know more about what is happening in the play than some of the characters. Hence the audience might find some of the things that the characters say/do to be ironic.

Activity I

Analysis
- Locating pertinent dialogues - pair activity.
- Articulating the same to fellow learners - group work.
- A few of them are set apart for whole class presentation.
- Teacher talk - consolidates how dialogue delivery is a serious way of improving communication skills.

Assessment: Performance
- Individual assessment,
- Peer assessment,
- Teacher assessment

Alternatives
1. Key dialogues are projected using ICT and the learners are encouraged to render them in different tones - happy, sad, excited and impassive.
2. ICT - cinema clippings/clippings from TV soaps are played and the learners are made to sense the minute variations in dialogue delivery.
3. A four line play is enacted by the learners after deciding on appropriate contexts.

**Teacher input**

Drama strategies Adapted from Neelands and Goode (2000)

**Activity (Definition)**

*Context building activity* - Scene setting conventions/those which add more information to the context of the unfolding drama

*Narrative activities* - Conventions emphasizing the story or what happens next in the drama

*Poetic activities* - Conventions focusing on/creating the symbolic potentials of the drama

*Reflective activities* - Conventions which underline the inner thoughts of the drama/enable a review of the drama from inside its dramatic context

**Activity II (Write-up)**

- A few beginnings/ending (of a play/poem/story) projected using ICT
- Individual jottings on the meaning, language, style, image, and the relevance of the projected beginnings/endings
- General discussion
- Writing in groups
- General presentation to the whole class
- Teacher consolidation

**Assessment**

Learner write up
- Individual, peer and teacher assessment.

**Alternatives**

1. Learners can be encouraged to give a striking beginning to the given part of a story. Similarly, an ending activity can also be attempted.

2. Film clippings of the beginning and ending of movies can be projected inside the classroom to discuss the diverse aspects involved in them.

**Teacher input**

*Structuring Drama Lessons*

While beginning to plan drama lessons you may find it helpful to adopt the following outline structure:

1. **Teacher centred activity with whole class working together as individuals**
   Reflection/discussion
   Example: Teacher introduces the topic of drama: organizes drama games related to topic; tells a story or uses an artifact as stimulus (photographs, music, costume, document).

2. **A series of activities in pairs (activities making increasing demands)**
   Reflection/discussion
   Example: Learners work with friends, teacher supplies detailed ideas, familiar situations and roles, improvisation work preceded by lengthy discussions

3. **A series of activities in small groups**
   Reflection/discussion
   Example: Learners work in random mixed groups, teacher supplies limited
stimulus, open, unfamiliar situations and roles later.

4 An activity with whole class/large groups working together

Reflection/discussion

Example: Teacher establishes a situation and provides a structure for groups to see the need for interaction with other groups in the drama (in a supportive rather than dominant role).

5. Reflection/Discussion stages

Example: Teacher/pupils interview others in role (hot seating) after sharing or spot lighting of work of several groups with same task, pupils discuss what if felt like to play certain roles; pupils keep journal of drama experiences/write letters following up improvised events.

Activity III (Character sketch)

- Relevant segments of the play are presented/enacted inside the classroom-group activity - drama based activity.
- Intergroup comments on the characters-role, dress, appearance, mental make up
- General discussion
- Teacher talk: Consolidates how character is assessed through their appearance, dialogues, movements, the opinion of others, etc.

Assessment: (Performance)

- Individual assessment
- Peer assessment
- Teacher assessment

Indicators:
- Comprehensiveness of the content
- Organization
- Quality of language

Alternatives

1. A descriptive paragraph on a person is presented using ICT. But the sentences in the paragraph are not given in their correct sequence. Learners in group can discuss and rearrange the sentences to make it a readable paragraph.

2. A painting is projected for learners to discuss and write about in a paragraph so that someone who has never seen it can visualize it.

3. Analysing the pros and cons of a descriptive paragraph on a person can also be attempted.

Activity IV (Group Discussion)

- News clipping of Nepal Tragedy - ICT.
- Diverse views of the issues are encouraged - General discussion.
- Learners are grouped according to their interest in the points made.
- Discuss in groups and select learners to participate in the GD.
- Teacher talk consolidating the various points made in the GD.

Assessment

Performance and a note on the GD can also be assessed.

- self assessment
- peer assessment
- teacher assessment

Indicators
- Participation
- Accuracy of language
- Comprehensiveness of ideas
- Organization of ideas
Teacher input

Types of group discussion

1. A topic is given to the group by the GD coordinator and the participants are asked to discuss it for a duration of 15-20 minutes. Sometimes participants are asked to decide a topic by themselves. They are then given 3 - 5 minutes to think about the topic before the GD actually starts.

2. A printed case study is given to the group and the candidates are given time to read the case before they actually begin the discussion. In this method of group discussion, the following procedure is recommended.
   - Enumeration of the facts of the case

Assessment criteria

- Define symptoms
- Identify problems
- Suggest solution/solutions

Beneficial team behaviour

- Initiate discussion.
- Seek information and opinion.
- Suggest procedure for reaching a goal.
- Clarify ideas.
- Summarize.
- Keep the discussion from digressing.
- Be flexible and creative in resolving differences.

Language focus

<table>
<thead>
<tr>
<th>Stating an opinion</th>
<th>Expressing disagreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>It seems to me...</td>
<td>I don't agree at all.</td>
</tr>
<tr>
<td>In my view...</td>
<td>I totally disagree.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interrupting</th>
<th>Reformulating</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I may interrupt...</td>
<td>To put it another way...</td>
</tr>
<tr>
<td>Excuse me, may I ask for a classification on this.</td>
<td>If I follow you correctly, ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Handling interruptions</th>
<th>Making a suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sorry, please let me finish.</td>
<td>I suggest that ...</td>
</tr>
<tr>
<td>Could you please allow me to complete...</td>
<td>We could ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Moving the discussion on</th>
<th>Expressing agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can we go on to think about ...</td>
<td>I totally agree. I agree entirely.</td>
</tr>
<tr>
<td>I think, we should now move on to consider ...</td>
<td></td>
</tr>
</tbody>
</table>

Stating an opinion

- Expressing disagreement
- Interrupting
- Handling interruptions
- Moving the discussion on
- Expressing agreement

Expressing disagreement

- Interrupting
- Handling interruptions
- Moving the discussion on
- Expressing agreement

Interrupting

- Expressing disagreement
- Interrupting
- Handling interruptions
- Moving the discussion on
- Expressing agreement

Handling interruptions

- Expressing disagreement
- Interrupting
- Handling interruptions
- Moving the discussion on
- Expressing agreement

Moving the discussion on

- Expressing disagreement
- Interrupting
- Handling interruptions
- Moving the discussion on
- Expressing agreement

Expressing agreement

- Expressing disagreement
- Interrupting
- Handling interruptions
- Moving the discussion on
- Expressing agreement
Activity V Compering
- ICT clippings of compering - learners list down its features - individual jotting - vetting in groups
- Presentation to the whole class.
- Teacher consolidation on the features of compering

Assessment
• peer assessment
• teacher assessment

Indicators
• Fluency
• Body language
• Proper communication

Alternatives
A compering competition can be held in the classroom with a programme in focus. (For example: Reception given to the IAS topper by school mates)
Comparing and assessing the different comperers by peer groups in the classroom.

Activity VI (Readers Theatre)
Readers Theatre is a classroom adaptation of theatre. It is a vocal rendering of the script without any theatre paraphernalia. It helps to improve listening and reading skills.

Learning process
- Learners read the play - individual activity.
- Discuss in groups to identify the potential section for Reader's Theatre - group activity.
- Groups rehearse the theatre - with peer and teacher feedback.
- Presentation before the whole class.
- Teacher talk - consolidating the discussion on Readers' Theatre.

Performance is assessed.
• self assessment
• peer assessment
• teacher assessment

Indicators
• Voice modulation
• Proper pauses
• Coordination between team members

Teacher Input
Readers' Theatre is a style of theatre in which the actors do or do not memorize their lines. Actors use only vocal expressions to help the audience understand the story rather than visual story telling such as sets, costumes, and movement. This style of performance of literature gained acceptance because it emphasized hearing a written text as a new way to understand literature.

It is also known as Chamber Theatre or Interpretive Theatre. Readers' Theatre became popular during and following the second world war when resources to produce plays were scarce. It was presented using only scripts and stools/chairs. The material performed was plays, poems, narrative fiction and non dramatic literature. The performer's focus was off stage and limited costume was sometimes used. While the readers may have interpreted the scene/poems in most cases the scripts were memorized and rehearsals were conducted with even more intensity than those conducted for a regular play. There was little to no interaction between performers or movement. This style of performance also helped performers deal with performance anxiety. One of the foremost authors on Readers' Theatre was Dr. Leslie Irene Coger and she wrote the book, Readers' Theatre Handbook: A Dramatic Approach to Literature.
SAMPLE T.E QUESTIONS

Read the following excerpt and answer the questions that follow.

1. I see him there
   Bringing a stone grasped firmly by the top
   In each hand, like an old-stone savage armed.
   (a) Who speaks these lines? (1)
   (b) Who is referred to as ‘old stone savage’? (1)
   (c) Comment on the last line of this stanza. (2)

2. Give a suitable title to the poem and prepare an appreciation of the given poem.

   Someone has gone and left the swing
   Still swinging, slowly
   Slower, slow, and now
   It stops, and someone else
   Is coming

   Someone has gone and left the chair
   Still rocking, slowly
   Slower, slow, and now
   It stops, and there is silence
   In the room

   John Mole (8)

3. Bong! Bong! Bong! “Ladies and Gentlemen. The winner and representative to
   the Golden Gloves Tournament of Champions is ....

   The announcer turned to point to the winner and found himself alone. Arm in
   arm, the champions had already left the ring.

   Imagine that you are asked to give a caption to the given two paragraphs. What
   caption will you consider to suit the emotions depicted in the paragraph? (1+1)

4. You have been asked to compere the annual cultural festival of your school.
   Prepare a comprehensive text for effectively compere the programme.

   (3)

5. “Next day, the newspapers came out with the wonderful story of Amigo Brothers
   in the Boxing Ring.” Imagine that you have been asked to report the same event
   for a newspaper. How would you report it? What aspect will you project for your
   readers? Prepare a news report in not more than 70 words. (6)
6. Have you ever found yourself in a situation where love overshadowed competition and hate? If so, share your personal experience in a short paragraph. (4)

7. Character says it all. How far is this statement true with the character of Baldwin? Attempt a paragraph on the character of Baldwin. (5)

8. “I’ve got only a few years to live, but I’ll live those as I’ve lived the rest of my life. I’ll go to my grave clean.”
   a. Who is addressed in these lines? (1)
   b. Who speaks these words? (1)
   c. What do these words suggest about the character of the person? (4)
   d. Comment on the expression “go to my grave clean?” (2)
Unit 3

Challenges of Life
Introduction to the Unit

Adolescence is considered the transition period when the teenagers get prepared for their adult life. They begin to see the world and its realities from an individualistic point of view. Teenagers dream big, aspire for perfection and are daring enough to take challenges and risks. This unit introduces two such persons who dreamt not just for themselves, but for the entire society. It introduces the concept of 'social entrepreneurship' as the world today encourages start-ups, thus promoting innovation among young adults. The poem Stammer easily goes with the atmosphere of social function that the unit serves.

This unit is not meant to discuss the problems of adolescents; but it focuses on the positive side, on their dreams and aspirations. It offers to instil the value of commitment to the society. Apart from offering social values, this unit emphasizes the language skills required for advanced learners.

The teachers may focus on the accuracy of the learner's language and advanced discourses. The tasks in this unit have been designed to cater to this. The learners get to practise resume writing, job interview, e-mailing and multi-level analysis of poems. They can develop their problem-solving skills through the projects given.

Time : 30 hours

Texts : 1. 'A Three Wheeled Revolution' (An interview with Irfan Alam)  
        2. 'Didi' (A personal story from "Redrawing India" by Shaheen Mistri and Kovid Gupta)  
        3. 'Stammer' (A poem by Satchidanandan)

Learning Materials : Coursebook, videos, worksheets

Portfolio : E-mail, notes based on lectures, table of skills and responsibilities for various jobs, table of loan words, cover letter, resume, job interview application, script of a conversation, action plan, blog and blog comments.
Concepts:
• Innovative enterprises for social causes
• Social entrepreneurship
• Pursuit of excellence
• Dignity of labour
• Difference in perspectives

Skills:
• Listening for specific purposes
• Writing for academic purposes
• Speaking in a formal context
• Blogging
• Reference skills
• Accuracy

Values and attitudes:
• Working for a social cause
• Positive attitude and teamwork
• Social responsibility
• Problem solving
• Critical appraisal
Learning outcomes:

Learners will be able to:

3.1 analyze the concept of entrepreneurship and develop positive attitude
3.2 take notes a lecture.
3.3 identify and list the skills and responsibilities required for different jobs.
3.4 write a paragraph about careers and hobbies.
3.5 differentiate between facts and opinions.
3.6 use idioms in appropriate contexts.
3.7 identify and explain the meaning of phrasal verbs in context.
3.8 create blogs to express their views on different topics.
3.9 write comments on blog posts.
3.10 use modal auxiliaries for different functions of language.
3.11 use expressions of persuasion in conversations.
3.12 use semi-formal language to write e-mails.
3.13 use formal language to write a job application and cover letter.
3.14 respond to job interview questions appropriately.
3.15 read, analyse and interpret a poem.
3.16 recite a poem with proper modulation.
3.17 appreciate a poem and write a review.
### UNIT FRAME - UNIT III

<table>
<thead>
<tr>
<th>Concepts/Skills</th>
<th>Process/Activities with Assessment</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| • Story telling                         | • Brainstorming on the comic strip  
• Discussion in small groups  
• Developing a story and narrating it to the class  
• Reading quotes on success  
• Collecting quotes on success and writing on charts for display | The learner:  
• Understands the elements of a story.  
• Reads success stories and tries to emulate. |
| • Social entrepreneurship                | • Asking a question - features of a good interview question  
• Introduction to the word 'entrepreneur' and the concept of 'social entrepreneurship'  
• Teacher talk - Introduction to Irfan Alam and his organization | • Reads, understands and discusses the concept of entrepreneurship.  
• Writes responses to the questions.  
• Imbibes the concept of the dignity of labour. |
| • Making a difference in the society through innovative enterprises |                                                                                                                                                  |
| • Dignity of labour                      |                                                                                                                                                  |
| • Reading and listening                  |                                                                                                                                                  |
| **Text 1 - A Three Wheeled Revolution**  |                                                                                                                                                  |
| • Pair Reading - Interview  
• Discussion in pairs - While reading questions  
• Video  
• Think and write |                                                                                                                                                  |
| • Writing e-mails                        | **Activity 1**  
• Discussion - format and features of e-mail.  
• Task - Writing an e-mail  
• Peer assessment  
• Teacher assessment | **Activity 2**  
• Teacher talk - different jobs skills and responsibilities  
• Filling up the table (home assignment)  
• Individual work - Skills you possess  
• Pair work - Discussion - What job suits me? - Give and take suggestions  
• Writing a paragraph  
• Teacher assessment | • Lists the features of an e-mail.  
• Writes e-mail.  
• Refers to and writes about different jobs.  
• Writes a paragraph about a suitable job. |
| • Vocabulary related to career           |                                                                                                                                                  |
| • Skills and responsibilities involved in different jobs |                                                                                                                                                  |
| • Writing paragraphs                     |                                                                                                                                                  |
### Concepts/Skills
- The importance of active listening
- Strategies to improve listening skill
- Note taking
- Facts are accurate and proven, whereas opinions are views or attitudes.
- Academic essays and lectures may have both facts and opinions in them.
- Idioms help to maximize the knowledge of a language and also improve the ability to communicate.
- Phrasal verb is a combination of a verb and a preposition/ an adverb.

### Process/Activities with Assessment

<table>
<thead>
<tr>
<th>Activity 3</th>
<th>Activity 4</th>
<th>Activity 5</th>
<th>Activity 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher talk - Active listening and its importance, note taking as an effective strategy to improve listening skill, Introduction to the Cornell method.</td>
<td>Teacher talk-difference between facts and opinions</td>
<td>Idioms in context</td>
<td>Completes the passage choosing the right phrasal verb</td>
</tr>
<tr>
<td>Lecture</td>
<td>Game- Tell a fact and an opinion</td>
<td>Learner lists the idioms he/she knows</td>
<td>Lists some common phrasal verbs and their meanings with the help of a dictionary.</td>
</tr>
<tr>
<td>Learner listens and takes notes.</td>
<td>Practise- Exercise 1 and 2</td>
<td>Compare them with idioms in the native language</td>
<td>Makes it a part of habit.</td>
</tr>
<tr>
<td>Compares notes with the partner</td>
<td>Peer assessment</td>
<td>Discussion</td>
<td>Uses phrasal verbs in appropriate contexts.</td>
</tr>
<tr>
<td>Analysis and feedback by peer and teacher</td>
<td>Exercise 3</td>
<td>Peer assessment</td>
<td></td>
</tr>
</tbody>
</table>

### Learning Outcomes
- Takes notes while listening to lectures.
- Makes it a part of habit.
- Identifies and lists facts and opinions from given passages.
- Understands and uses idiomatic expressions.
<table>
<thead>
<tr>
<th>Concepts/Skills</th>
<th>Process/Activities with Assessment</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| • Loan words enrich the language. | Activity 7  
• Completes the table.  
• Lists more loan words. | • Refers to word origins to complete the table. |
| • Accuracy in using language | Activity 8  
• Let’s edit - individual work  
• Peer assessment-discussion  
• Teacher assessment | • Uses language accurately. |
| • People respond to social problems in different ways.  
• Reading for comprehension | **Text 2- Didi**  
• Silent reading  
• Working individually with the while-reading questions.  
• Teacher talk-about Shaheen Mistri  
Think and write-  
• Pair work- Discuss | • Reads the text and responds to the questions. |
| • Format and features of a job application letter and resume  
• Writing in formal language | Activity 1  
• Analysis of cover letter and resume samples  
• Learner studies the given templates.  
• Reading the poster  
• Discusses in pairs and writes notes.  
• Writes a job application and resume.  
• Peer assessment and modifications  
• Teacher assessment | • Uses formal language to write a cover letter and resume. |
| • Listening and responding to questions in a job interview | Activity 2  
• Pair work - learners take turns and respond to the given interview questions.  
• Role play - learners form teams and enact a job interview. | • Responds positively to questions in a job interview. |
<table>
<thead>
<tr>
<th>Concepts/Skills</th>
<th>Process/Activities with Assessment</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The use of modal auxiliaries can give different shades of meanings</td>
<td>Activity 3</td>
<td>• Uses modal auxiliaries in contexts.</td>
</tr>
<tr>
<td>• Expressions of persuasion</td>
<td>Activity 4</td>
<td>• Persuades people using appropriate expressions.</td>
</tr>
<tr>
<td>• Action plan for immediate issues</td>
<td>Activity 5</td>
<td>• Analyses issues and develops an action plan.</td>
</tr>
<tr>
<td>• Accuracy in using language</td>
<td>Activity 6</td>
<td>• Uses language with accuracy.</td>
</tr>
<tr>
<td>• Aesthetic blending of thoughts</td>
<td><strong>Text 3 - Stammer</strong></td>
<td>• Writes short poems that reflect a positive attitude.</td>
</tr>
<tr>
<td>• Beauty of poetic expressions</td>
<td>• Discusses and chooses the better ones.</td>
<td></td>
</tr>
</tbody>
</table>

- **Activity 3**
  - Discussion and analysis of the given sentences
  - Teacher talk - about modal auxiliaries
  - Additional worksheets, if necessary

- **Activity 4**
  - Lead-in question - How do you get things done from your parents?
  - Elicit answers - focus on expressions of persuasion
  - Pair work - Conversation
  - Enactment of the conversation

- **Activity 5**
  - Learners sit in small groups.
  - Each group chooses one issue.
  - Discusses the issue and possible solutions.
  - Using the template, each group writes an action plan.
  - Presentation

- **Activity 6**
  - Editing - individual work
  - Peer assessment - modification
  - Teacher assessment

**Text 3 - Stammer**
- Learner writes short poems of two or three lines expressing a positive attitude.
- Reads the poem aloud.
- **Recites a poem with**
<table>
<thead>
<tr>
<th>Concepts/Skills</th>
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<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apt recitation of the poem to impart a different perspective</td>
<td>• Reads and comprehends the poem 'Stammer' (In Readers’ Theatre model)</td>
<td>appropriate expressions.</td>
</tr>
<tr>
<td>• Appreciation - denotative and connotative meanings</td>
<td>Think and write: • Reads the poem again and answers the questions that follow. • Discusses the answers and shares views. Self assessment and peer assessment</td>
<td>• Analyses the poem and responds to questions.</td>
</tr>
<tr>
<td>• Social and individual aspects of the poem</td>
<td>Activity 1: • Discusses in pairs the lines that make them think about the attitude of society with regard to stammer. • Shares their analysis of poetic devices.</td>
<td>• Identifies poetic devices while analysing of the poem.</td>
</tr>
<tr>
<td>• Blogging to express thoughts and opinions</td>
<td>Activity 2 - Blogging: • Reads the blog entries and recognizes the features of their composition. • Comments on the blog. • Listens to the recitation of the poem 'Vikku' by the poet. • Discusses and organizes the different aspects of the poem i.e. theme, diction and poetic devices. • Writes a blog entry.</td>
<td>• Reads and writes blogs. • Comments on blog posts.</td>
</tr>
</tbody>
</table>
UNIT ANALYSIS

A THREE WHEELED REVOLUTION

Concepts
• Innovative enterprises for social causes
• Social entrepreneurship
• Dignity of labour
• The importance of active listening

Learning outcomes:
The learner:
• analyzes the concept of entrepreneurship through different stories.
• takes notes of a lecture.
• identifies and lists the skills and responsibilities required for different jobs.
• writes a paragraph about careers and hobbies.
• differentiates between facts and opinions.
• use idioms in appropriate contexts.

About Irfan Alam and Sammaan
Irfan Alam founded the Sammaan Foundation to modernize the rickshaw pulling sector in Bihar, which contributes 30 percent of the urban transport. He took steps to give the autorikshaw a face-lift. With Mr. Alam's leadership, Sammaan has implemented innovations to increase operator incomes such as advertising, music and newspapers for passengers, first aid, and the selling of cold water and juice. Alam was also the first person to introduce the pre-paid cycle rickshaws in India. In two years, Alam built a family of over 100,000 rickshaw operators across nine states in India. Although a first-generation entrepreneur, Alam's efforts to empower those at the bottom of Indian society have been recognized widely. He has won the Business Baazigar (a competitive reality television show for entrepreneurs) and the World Bank's Innovation Award. Alam has also been recognized by the Times of India as one of the Top 30 Youth Icons of India and his business model was recently featured by The Economist. Alam, the winner of Business World’s "Hottest Young Entrepreneur" award, the TED fellowship award, and BRLP World Bank Innovation Award was also nominated by the Foundation for Social Young Entrepreneurs, Beijing, as Asia's most inspiring young entrepreneur.
Process:
1. Let’s begin: Introductory activity I - Developing a story
   • Brainstorming on the comic strip to generate ideas
   • Teacher writes cue words on the board.
   • Discussion in small groups to develop the story
   • Each group develops an outline of the story.
   • Teacher talk - The teacher gives a brief talk about the major elements of a story.

Teacher input

Elements of a story

Character - A character is a person, or sometimes even an animal, who takes part in the action of a short story. Short stories make use of fewer characters. One character is usually central to the story with all major events having some link to this character.

Setting - The setting of a short story is the time and place in which the action occurs. Authors often use descriptions of landscape, scenery, buildings, seasons or weather to provide a strong sense of setting.

Conflict - The conflict is a struggle between two people or things. The main character is usually on one side of the central conflict. On the other side, the main character may struggle against another important character, against the forces of nature, against society, or even against something inside himself or herself (feelings, emotions, illness).

Plot - A plot is a series of events and character actions that relate to the central conflict. The plot usually has a beginning, middle, and end. The short stories generally have one plot and hence can be read in one sitting.

Theme - The theme is the central idea or belief in a story. It is the author's underlying meaning or main idea that is being conveyed. It may also be the author’s thoughts about a topic or view of human nature.

Teacher input

Tips for narration

• Sit or stand in a comfortable position.
• Look at the audience with a pleasant smile.
• Begin by creating an atmosphere. Explain the context-time, characters, place of the story etc.
• Speak slowly, but loudly and clearly.
• Use facial expressions and gestures while describing the feelings of the characters or situations. Make movements, if necessary.
• Modulate the voice according to the feelings or attitudes of the characters.

Learners write the story.
They share the story within their groups, discuss them and modify, if necessary.
Teacher talk - How to narrate a story.
The teacher gives a brief instruction on the different aspects to be considered while narrating a story.

One of the group members narrates the story to the class.
• Pause occasionally to create a feeling of suspense. This will also give the audience time to understand and move along with the pace of the story.
• Involve the audience with rhetoric questions or grabbing statements.

**Video link:** Sample narration of a story
http://www.oxfordowl.co.uk/storyteller-videos (stage 9)

2. **Comment on the quotes:**
   - Learners read the quotes.
   - The teacher invites comments on the quotes.
   - Learners generate their own quotes on success and read it to the class.

3. **Collect quotes:**
   - Learners collect quotes on success by famous personalities.
   - They paste the quotes on a chart.
   - The charts are displayed in the class.

4. **Read and reflect: A Three Wheeled Revolution (interview)**
   - Ask a question - The teacher poses the following question to the learners:
   
   "Imagine that you met the manager of the story (from the introductory activity). What would you like to ask him about his success story? Think of one question that you would ask."

   The learners share their questions and the teacher writes some good ones on the board. The teacher explains what makes good interview questions. The teacher may display the indicators of good interview questions on a chart and paste them on the wall for future reference.

**Teacher input**

<table>
<thead>
<tr>
<th><strong>Indicators for good interview questions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask clear, simple questions.</td>
</tr>
<tr>
<td>• Give attention to details.</td>
</tr>
<tr>
<td>• Be polite.</td>
</tr>
<tr>
<td>• Avoid personal/private questions.</td>
</tr>
</tbody>
</table>

**Video link:**
http://www.bbc.co.uk/academy/journalism/skills/interviewing

- Teacher talk - Introduction to the text - About Irfan Alam and his organization Sammaan. (refer to the introduction and author details) - Introduction to the word 'entrepreneur' - Concept of Social entrepreneurship - new vocabulary in the text

**Teacher input**

**Entrepreneurship**: An entrepreneur is someone who organizes, manages, and assumes the risks of a business or enterprise. He/she is an agent of change. Entrepreneurship is the process of discovering new ways of combining resources.

**Social entrepreneur**: Social entrepreneurs are individuals with innovative solutions to society's most pressing social problems. They are ambitious and persistent, tackling major social issues and offering new ideas for wide-scale change. Social entrepreneurs often seem to be possessed by their ideas, committing their lives to changing the direction of their field. They are visionaries but also realists, and are ultimately concerned with the practical implementation of their vision above everything else.
• Pair reading - The learners read the text in pairs. As they read, they discuss the while-reading questions and answer them.

• Video - After reading the interview, learners watch a video of Irfan Alam. (any one of the following)
  - https://www.youtube.com/watch?v=PEpYso6ElYI
  - https://www.youtube.com/watch?v=nG_-HmDmRqU
  - https://www.youtube.com/watch?v=1NqbkPThDg

• Think and write - Learners read the questions and write the answers. The answers may be discussed in the class.

• Self assessment based on discussion.

**Activity I (Writing an e-mail):**

• Discussion- Learners discuss the features and format of an e-mail.

• Read the task and discuss in small groups.

• Draft an e-mail and share it in the group.

• Peer assessment based on indicators provided by the teacher

• Modifying the e-mail

• Teacher assessment

**Teacher input:**

### Indicators to assess an e-mail

- Subject line
- Greeting/Salutation
- Clear and brief message
- Polite language
- Closing phrase (Thanks/Regards etc.)
- Name (designation/ office address/phone)

**Activity II (Paragraph writing)**

• Teacher talk - about jobs that Irfan Alam did - portfolio manager, stock trader, businessman. What are the responsibilities involved in these jobs? What kind of skills do we need for these jobs?

**Teacher input:**

**Portfolio manager** - A portfolio manager plays a pivotal role in deciding the best investment plan for an individual as per his income, age, as well as the ability to undertake risks. He/she is responsible for designing customized investment solutions for the clients and must keep himself/herself abreast with the latest changes in the financial market. A portfolio manager needs to be a good decision maker and a good communicator.

**Stock trader** - Stock traders are licensed agents who represent individuals or organizations in financial transactions that deal with stocks. They also call themselves investment consultants or financial consultants. Stocks give a person ownership in a company. A stockbroker should be knowledgeable, good with numbers, have excellent relational skills and give attention to details. The work enables him/her to increase the client's financial portfolios while at the same time earn a living.

- Teacher elicits from learners the names of different jobs and writes them on the board.

- Teacher asks them about the responsibilities and skills required for these jobs.
• Task - learners fill the table given in the textbook. The task may be given as home assignment as it requires library reference.
• Peer Assessment - Check the table and discuss.
• Skills you possess - Students make a list of skills that they have (individual work)
• Discussion - Pair work - "What jobs suit me?" - Learners discuss their skills in pairs and give and take suggestions regarding the job that suits them.
• Task - Paragraph writing - Learners write a paragraph about a job that suits them and explain why it suits them.
• Teacher assessment - Indicators:
  - Opening /Topic sentence
  - 5-6 supporting sentences
  - Concluding sentence
  - Clarity of ideas
  - Logical sequencing

Activity III (Note-taking)
• Teacher talk - importance of listening, active listening, note-taking as an effective strategy to improve listening skill, the Cornell method.

<table>
<thead>
<tr>
<th>Cue Column</th>
<th>2½&quot;</th>
<th>6&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Record:</strong> During the lecture, use the notetaking column to record the lecture using telegraphic sentences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Questions:</strong> As soon after class as possible, formulate questions based on the notes in the right-hand column. Writing questions helps to clarify meanings, strengthen memory. Also, the writing of questions sets up a perfect stage for exam-studying later.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recite:</strong> Cover the notetaking column with a sheet of paper. Then, looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue-words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reflect:</strong> Reflect on the material by asking yourself questions, for example: &quot;what's the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What's beyond them?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Review:</strong> Spend at least ten minutes every week reviewing all your previous notes. If you do, you'll retain a great deal for current use, as well as, for the exam.</td>
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</tbody>
</table>

Summary
After class, use this space at the bottom of each page to summarize the notes of that page.
Teacher gives a lecture or plays an audio lecture. (Sample lecture given below)

Learners listen and take notes in the suggested format.

Learners compare the notes with their partner and make modifications.

Analysis and feedback by the teacher.

**Sample Lecture:**

**Use of Computers**

*Students today learn how to use computers as early as age 5 or 6. They are also spending more time online, surfing the web, e-mailing, twittering, playing games, using Face Book, etc.* Rumor has it that some even use the Internet to research term papers. The question I'd like us to consider is, are people spending too much time on their computers? Some doctors believe that people can misuse the Internet, the same way people drink too much or gamble too much. They call this problem Internet Addiction Disorder, or IAD for short.

The doctors have identified seven signs of Internet Addiction Disorder. The first sign is that a person wants more and more time on the Internet. One hour is not enough; it's got to be two or three. The second sign relates to what happens to people if they cannot get on the Internet. They might dream about the Internet. During these dreams their bodies might tremble, and their fingers might move as if they were typing. The third sign is that they need to use the Internet to stop these things from happening to their bodies. In the same way that a few drinks will steady an alcoholic, being on the Internet actually improves the way their bodies feel.

Fourth, people with IAD use the Internet more often and stay on line longer than they intended. For example, they might go online to check e-mail, but three or four hours later, they are still there, chatting or surfing the web, or whatever.

Fifth, people spend a large amount of time doing things related to the Internet. They might read books about the Internet, for instance, or download new Internet programs, or attend Internet-related conferences. The sixth sign of IAD is that people substitute online time for social activities. Frankly, they prefer communicating electronically rather than face-to-face. The seventh and last sign is that Internet use becomes more important than almost anything else -- showering, schoolwork, losing a job, feeding children, even eating yourself. They will also lie about how much time they are spending online, and they will keep using the Internet even if they are punished for it.

**Any of this sounds familiar?** Well, if so, don't panic. Some doctors discount the notion of IAD. They claim that IAD is not equal to drug addiction, because the Internet is a useful tool for getting information, and also a multi-faceted tool for communication.

In other words, um, there is so much to do online that it takes a lot of time. If we think about that for a minute, it makes some sense. My wife, for example, uses the Internet for just about everything. The computer for her is a communications center, television, office, store, and music player. Yet still, most people agree that it's not good to spend too much time on the Internet. Everything in moderation, right? One US newspaper told about a woman who was on the Internet so often that her husband left her, and she forgot to buy food for her children.

A Chinese magazine told about a teen-age boy who jumped off a roof and died, because he had said he wanted to be with the characters in his favorite computer game. The same magazine told stories of other children who skip school and go to Internet bars all day.

**What can be done to help people like this?** Well,
doctors aren't sure. IAD is new, so they do not have much experience treating it. Some are trying programs similar to those that help people stop smoking and gambling. Ivan Goldberg, the doctor who invented the term IAD, says people who think they might be addicted to the Internet should try to help themselves. First, Goldberg advises them to examine their pattern of Internet use. They should know how much time they spend at the computer, and also should ask themselves how often they think about the Internet. Then they should ask why they use the computer so much? Are they escaping from a problem? The third step is to make a plan to solve the problem, as opposed to just ignoring it. Finally, they should make a plan to reduce their Internet use, such as trying to reduce their computer time a little bit each day. This, incidentally, raises the question of how much daily time someone should spend on the Internet. Doctors say there is a perfect amount of time that is right for everyone. One doctor who has studied IAD says it's important to keep a balanced life. Time on the Internet should not distract people from doing other things they like, and it should not cause people to miss time with their family and friends.

(source: http://www.english-test.net/toefl/listening/lectures.html - Lecture 10)

Audio Link: (Samples)
- http://www.english-test.net/toefl/listening/lectures.html

Activity IV (Facts and opinions)
Teacher talk - Teacher explains the difference between facts and opinions.
- "I am a teacher" is a fact and "I love teaching" is an opinion.
- Game - (The teacher may choose any of the following or create a new one)
  - Teacher writes cue words on the board. Learners have to say one fact and one opinion about that word.
  - Teacher says some sentences. Learners have to identify them as fact or opinion.
  - Learners take turns to say sentences and others have to say if it is a fact or an opinion.
- Task - Learners complete the exercises in the textbook (individual work).
- Peer Assessment
- Exercise 3 - Learners find facts and opinions from the lesson (pair work)
- Teacher Assessment

Activity V (Idioms)
Teacher input

Idioms - A group of words established by usage as having a meaning not deducible from those of the individual words (e.g. over the moon, see the light) (source- Oxford English Dictionary).

Semantically, idioms fall mainly into two types: figurative (e.g: play with fire) and non-figurative (e.g: happy go lucky). However, an overwhelming majority of idioms are figurative….. With regard to structural forms, idioms may be grouped largely into three types: (1) two-word units such as 'fat chance' (2) three-word or longer phrases such as 'pull someone's leg' and (3) complete clauses such as 'What's up?'
Idioms can perform a variety of functions, which can be grouped into 3 main categories: ideational (to convey information), interpersonal (to help effectively interact in interpersonal exchanges) and textual (to provide cohesion and coherence).

Examples: Ideational - The ball is in their court.
Interpersonal - We need to wrap this up.
Textual - I want to switch gear for a second. 
*(source: Describing and Explaining Grammar and Vocabulary in ELT Key Theories by Dilin Liu)*

- Teacher gives some idioms in context.
  - e.g. 'When you are writing for the exams, don't beat around the bush. Try to be matter of fact and precise. Or else, you will lose a lot of time'.
- Elicits meaning from the learners.
- Explains what idioms are.
- Teacher invites learners to list/tell idioms that they are familiar with—both in English and Malayalam/mother tongue.
- They compare the idioms in both languages and discuss the significance of using idioms.
- Peer Assessment and discussion

**Activity VI (Phrasal verbs)**

- Complete the passage choosing the right phrasal verb.
- Teacher talk - about phrasal verbs. (input below)
- List some common phrasal verbs and their meanings with the help of a dictionary.

**Teacher Input**

**Phrasal Verbs:** An idiomatic phrase consisting of a verb and another element, typically either an adverb, as in ‘break down’, or a preposition, for example ‘see to,’ or a combination of both, such as ‘look down on.’ *(source: Oxford English Dictionary)*

"Some verbs are two-part-verbs (see Clauses, Sentences and Phrases). They consist of a verb and a particle: grow + up >> The children are growing up.

Often this gives the verb a new meaning:

- take + after >> She takes after her mother
  = She looks like her mother, or She behaves like her mother.
- count + on >> I know I can count on you
  = I know I can trust you, or I know I can believe you.

Some transitive two-part-verbs (see Clauses, Sentences and Phrases) have only one pattern:

N (subject) + V + p + N (object) [Note: N = noun; V = verb; p = particle]

Some transitive two part verbs (see Clauses, Sentences and Phrases) are phrasal verbs. Phrasal verbs have two different patterns:

The usual pattern is: N + V + N + p >> She gave the money back.

But sometimes these verbs have the pattern: N (subject) + V + p + N (object)
>> She gave back the money.
When the object is a personal pronoun, these verbs always have the pattern:
N + V + N + p: >> She gave it back.
Phrasal verbs are nearly always made up of a transitive verb and a particle.
Common verbs with their most frequent particles are as follows:
bring: about, along, back, forward, in, off, out, round, up
buy: out, up
call: off, up
carry: off, out
cut: back, down, off, out, up
give: away, back, off
hand: back, down, in, on out, over, round
knock: down, out, over
leave: behind, out
let: down, in, off, out
pass: down, over, round
point: out
push: about, around, over
put: across, away, down, forward, off, on, out, through, together, up
set: apart, aside, back, down
shut: away, in, off, out
take: apart, away, back, down, in, on, up, over
think: over, through
(source: https://learnenglish.britishcouncil.org)

**Activity VII** (Loan words)
- Complete the table using a dictionary.
- Learners find more loan words and list them.
- Learners can also identify loan words in their mother tongue.

**Activity VIII** (Let’s edit.)
- Learners edit the given passages. This is a practice exercise for accuracy.
  The teacher may guide the learners where to focus on. (Tenses, Prepositions, Articles)

**Answer key:**

1. **E-mail**:

   Dear Sir,

   My name is Arjun. I am a Plus two student at a reputed school in Thrissur. I am in the Commerce stream, with Maths and Computer Science as my optional subjects. I have secured A grade in all subjects in the Plus one exam and I expect to score the same or better in the Plus two exam.

   I am writing this mail because I can’t decide on what course to choose for my higher education. I am good at computers and I like Statistics. I also like English and read a lot.

   Could you tell me what kind of career suits me, and which course I should choose for my graduation? Please reply at the earliest as I am really anxious about my future.

   Yours sincerely,

   Arjun

2. **Conversation**:

   Arjun : Hello, Robin.

   Robin : Hi, Arjun! What’s up?

   Arjun : Nothing much, buddy. I’m a bit confused these days.

   Robin : Confused? Why? What’s the matter?

   Arjun : You know that I’m completing my Plus Two this year. So I’m
confused about what to do next.

Robin : Oh! I understand. So, have you come to some conclusions?

Arjun : Not yet. I'm not much aware of the different courses and careers suitable for me.

Robin : Oh, really? Then, why don't you seek advice from some career counsellors? They could give you suggestions based on aptitude tests.

Arjun : Yeah. I've already sent an email to a counsellor. Hope he would reply soon.

Robin : That's good. Even I joined this course after some counselling sessions.

Arjun : Oh, is it so? Then I think I did the right thing. Ok Robin, bye then.

Robin : Bye Arjun. See you and let me know your decision.

Arjun : Ok, see you.
Concept

- People respond to social problems in different ways.

Learning outcomes:

The learner

- uses modal auxiliaries for different functions of language.
- uses expressions of persuasion in conversations.
- uses semi-formal language to write e-mails.
- uses formal language to write a job application and cover letter.
- responds to job interview questions appropriately.

About the text:

This text is an edited version of the first chapter of "Redrawing India - The Teach for India Story" written by Shaheen Mistri and Kovid Gupta. The book tells about a movement that aims to bring young Indians under the collective vision that one day, all children in India will receive an excellent education. In this part, Shaheen tells about her experiences in the Mumbai slums and her motivation to educate the kids in those slums. The last passage of this text has been added from Rasmi Bansal's "I have a dream".

About Shaheen Mistri:

Shaheen Mistri is the CEO of the Teach For India, a nationwide mission to build a movement of leaders who will eliminate inequity in education, and serves as one of its founding board members. She has earned global recognition for her unrelenting devotion to educating and empowering the less privileged children of India.

Shaheen is also the Founder of the Akanksha Foundation, a non-profit organization with a mission to improve the lives of low-income children, enabling them to maximize their potential and transform their lives. Akanksha started after-school centres for its students, with a focus on English, Maths, values and co-curricular activities, and then changed its model to running schools in partnership with the government. Over the past 20 years, Akanksha has expanded from 15 children in one centre to over 4,000 children across its 40 after-school centres and 13 schools in Mumbai and Pune.

Shaheen received her Masters in Education from the University of Manchester. She has received numerous awards and recognitions. She also serves as a committee member for the National Council for Teacher Education (NCTE), overseeing teacher education.

Process:

Read and reflect

- Learners read the text silently.
- They work individually on the While reading - questions.
- Discussion.
• Teacher talk - about Shaheen Mistri and her activities. The teacher can also talk about different people who make a difference in the society, and social enterprises.
• Learners can bring newspaper clips of such people and make a compilation.
• Think and write - Learners discuss the questions and write answers.

**Activity I** (Writing job application and resume)
• Teacher gives samples of cover letter and resume.
• Learners analyse the samples and discuss the features.
• Learners study the given templates.
• They read the poster, discuss in pairs and write notes on the points to be included in writing an application and resume.
• They write a job application and resume. (individual work)
• Peer assessment
• They modify their application, if necessary.
• Teacher assessment

**Activity II** (Job interview)
• Teacher talk - tips for a good job interview
  - Stay calm and listen actively.
  - Don't talk too much.
  - Be formal. Avoid informal expressions/slangs.
  - Use appropriate language. Be professional.
  - Talk with confidence and modesty.
  - Think before you speak.
  - Be positive.
• Pair work - Learners take turns to respond to the given interview questions.
• Video links - Sample job interview
  - https://www.youtube.com/watch?v=xkPTJwSWnJ8
• Role play - Learners form teams and enact a job interview. (The teacher can give contexts or advertisements as prompts.)

**Activity III** (Modal auxiliaries)
• Learners discuss and analyse the given sentences.
• Teacher talk - modal auxiliaries.

**Teacher input**

What are "modal auxiliary verbs"?
The verbs can, could, will, would, shall should, may, might, must, and ought are verbs which 'help' other verbs to express a meaning; it is important to realise that these "modal verbs" have no meaning by themselves. A modal verb such as 'would' has several varying functions; it can be used, for example, to help verbs express ideas about the past, the present and the future. It is therefore wrong to simply believe that "would is the past of will": it has many other functions.

A few basic grammatical rules applicable to modal verbs:
• Modal verbs are NEVER used with other auxiliary verbs such as do, does, did, etc. The negative is formed simply by adding "not" after the verb; questions are formed by inversion of the verb and subject.
Modal verbs NEVER change their form: you can never add an "-s" or "-ed", for example.

Modal verbs are NEVER followed by 'to', with the exception of 'ought to'.

What sort of meanings do modals give to other verbs?
The meaning are usually connected with ideas of DOUBT, CERTAINTY, POSSIBILITY and PROBABILITY, OBLIGATION and PERMISSION (or lack of these). You will see that they are not used to talk about things that definitely exist, or events that definitely happened. These meanings are sometimes divided into two groups:

DEGREES OF CERTAINTY: certainty; probability; possibility; impossibility

OBLIGATION/FREEDOM TO ACT: permission, lack of permission; ability; obligation.

(source: http://library.bcu.ac.uk/)

• Practice exercise.
• Teacher can give additional worksheets, if necessary.

Activity IV (Role play)
• The teacher initiates a discussion with a lead-in question - "How do you get things done from your parents? If they don't agree first, do you insist/persuade? How do you persuade?"
• Elicit answers- the focus should be on expressions of persuasion.

• Pair work - Learners develop a conversation based on the given situation.
• They enact the conversation in the class.
• Teacher assessment

Activity V (Project)
• Students form small groups.
• They choose any one issue from the given themes.
• They discuss the issue and think of possible solutions.
• Based on the given template, each group writes an action plan. (The template can be modified as per the needs of the class)
• The teacher can give necessary support at different stages.

Activity VI - Let's edit
Answer key
Dear Sir,
I would like to apply for the post of Marketing Intern as advertised on studentjob.co.in. I am a second year student studying M.Com at the University of Calicut. My specialization is in Marketing.

I always had a keen interest in marketing which influenced my decision to study marketing at the university and part-take in my extracurricular activities. I am an active member of the Marketing Society where I help arrange events, society meetings and talks from prospective employers. I was instrumental in establishing an effective marketing campaign for the launch of a new book store in the campus, using various methods such as social media. I therefore
have a strong understanding of how modern day marketing techniques can be used for business opportunities and networking.

I have many skills which I am able to contribute to the job role. My excellent communication skills (both written and verbal) allow me to interact with members of an organization from all levels. I have developed my public speaking and presentation skills through university presentations to new and prospective students and to my department faculty. I am organized, efficient and strive to complete any challenge given to me to the highest standard.

Attached is a copy of my CV. I am able to provide the names of referees who will support my claims.

I look forward to hearing from you.

Yours faithfully,

Priya Sekhar
Concept
• Difference in perspectives

Learning outcomes:
The learner will be able to:
• recite poem with proper modulation.
• use poetic devices to analyse a poem
• create blogs

About the poem
The poem presents a different perspective of stammer that is commonly considered a speech defect. The poet not only dispels the notion that it is a handicap but also shows how stammer could be perceived in both social and cultural contexts.

As the poet himself has opined, poetry is not a technical action that involves merely ornamentation of ideas or the decoration of language with poetic devices. A poet deconstructs the entire discourse to create an aesthetic idiolect that excels in creative function. Incongruity between the direct and indirect meanings is natural in the case of modern poems. Let the learner have an idea of the different types of the analysis (one of them is 'semiotic') and the interpretations of modern poems.

About the poet
K. Satchidanandan (1946) is a leading Indian poet writing in Malayalam, his mother tongue. He was born in Pullut, a village in the Thrissur region of Kerala, and has been living in Delhi since 1992, visiting Kerala often. He completed a Masters in English at the University of Kerala and his doctorate in post-structuralist literary theory at the University of Calicut. From 1996 until 2006, he was Secretary of the Akademi. Beginning in the late 1960s, Satchidanandan's poetic career has crossed half a century. One of the founders of Malayalam 'after-modernist' poetry, as it is termed locally, he is noted for his universal outlook and appreciation of poetry from all over the globe, constantly opening doors for himself and others.

A torch-bearer of the socio-cultural revolution that redefined Malayalam literature in the 1970s and '80s, Satchidanandan has always advocated the rights of the oppressed, minorities, marginalised castes and classes and women. He is a pioneer in women's studies in Malayalam and is famous for his coinage of the term 'pennezhuthu' in reference to women's writing. "Poetry, as I conceive it," he has said, "is no mere combinatorial game; it rises up from the ocean of the unsayable, tries to say what it cannot say, to name the nameless and to give a voice to the voiceless."

Satchidanandan has to his credit 60 books in Malayalam, including 21 poetry collections and an equal number of translations of poetry, as well as plays, essays and travelogues and four critical
works in English. He is the winner of 35 awards, prizes and honours, which include four Kerala Sahitya Akademi awards.

(source: http://www.poetryinternationalweb.net/)

**Specific Learning Outcomes:**
The learner identifies the meaningful chunks (breath groups) in the recitation of the poem. They think of the connotative and other associative meanings of the poem. In addition to the familiar way of commenting on the prosody, the learner finds the meaning of the words from different points of view to prepare an appreciation in detail.

**Process:**
The learner

- writes short poems (of 3 or 4 lines) reflecting a different perspective or positive outlook of something (or on any topic of their choice) and reads them aloud. The better ones are displayed.
- draws on the black board a tree with some blank name plates hanging from its branches. A few learners fill the blanks with the names of the poets of their choice or the names given on the page of contents.
- recites two or four lines of the poems he/she likes and says why he/she likes it. The teacher comments on their selection and then leads to the recitation of the poem "Stammer".

**Reading of the poem**
- Silent reading
- Readers' Theatre: Selected learners face the class and share the meaningful chunks of the poem in loud reading.
- Ensure correct breath groups in their recitation i.e. pausing at the right places during reading. For example, reading 'stammer is the... ' at a breath and 'silence' separately does not conform to the practice of correct syntactic grouping in speaking or loud reading. Determiners are not separated from their nouns in the natural flow of speech.
- **Readers' Theatre** style of reading is done again, this time to focus on the words and phrases that require more attention. e.g. A learner reads 'Stammer is' The next learner completes the line. i.e. 'no handicap'. The learners get an opportunity to recognize key words like 'silence', 'mother tongue', etc. The line 'just as it is with us now' should be read at a stretch.
- Select the words to be highlighted. Analyse the conceptual and associative meanings of such words. For example, they can think whether the word 'silence' is used in a good or bad sense.

Conceptually 'silence' is lack of sound. i.e. (-SOUND). Silence, when voice needs to be raised, is considered bad. 'Silence', as it has been used to refer to 'what occurs between the word and its meaning' or 'the word and the deed' is not a negative act of refraining from speaking or doing. 'Maunam' is the Malayalam word used in the poem 'Vikku', the original Malayalam version of 'Stammer' by the poet. The closer meaning of 'silence', if we think of the Malayalam word, is probably 'an
act of refraining from speaking'. It, however, transmits a positive sense. It is a kind of meditative silence there. That is why lameness and stammer get positive connotations through their common metaphor 'silence'.

Going deep into the meaning of a word may not seem pragmatic in all classroom situations. But such an attempt is to convince the learner that there is a wide range of possibilities to interpret a word. In the Plus One class, the learners practised writing appreciations based on their analysis of visual, auditory, olfactory, tactile and kinesthetic images, in addition to the prosodic features. The focus on meaning through the above type of analysis is the next step to get familiar with different types of critical reading of poems, especially modern poems like 'Stammer'.

Activity I

Think and respond

Appreciation of the poem

Different perspectives of stammer in the poem

- Learners takes down the responses to the post-reading questions during their discussion. The questions are of different levels with the intention to check both peripheral and deep understanding of the text. e.g. Question 2 to get the link between stammer and lameness can be answered only after a second thought. Stammer occurs while speaking whereas lameness is noticed while doing something (deed). The reading of a modern poem requires the power to analyze the meaning from different perspectives. Both the intended and the interpreted meanings are to be found out to get closer to the soul of the poem.

- Consolidation
- Discussion of poetic devices
- Reflection of contemporary society in the poem. Metaphors and their incongruity. e.g. Stammer is compared to lameness and silence becomes the linking factor. It reminds us of the general notion of stammer and lameness as physical disadvantages.

Additional inputs

In the first year (Plus One), the focus was on imagery, diction, rhyme and a few other poetic devices to help the learners read and write an appreciation of a poem. The next step is to help them reflect on meaning so that they can read through the lines.

Lending rhythm to a poem

There are some patterns of sound that we can identify in the recitation of a poem. The learner can identify them easily. The patterns of sound are:

- Rhyme - tell, hell, well (The initial consonants are different)
- Reverse rhyme - tell, ten, test (The last consonants are different)
- Assonance - tell, hen, wet (The vowel sound is the same)
- Para rhyme - tell, tall, tail (The vowel sounds are different)
- Consonance - tell, fall, mail (The last consonant sound is the same)
- Alliteration - tell, train, tail (The initial consonant sound is the same)
In a metrical composition, the meter determines its rhythm. A mnemonic poem composed by a teacher to remember the five meters viz. trochee, iambic, spondee, anapest and dactyl is as follows: ('-tum' is used to denote the stressed syllable and '-ti' to denote the unstressed one)

Tum ti  Tum ti-trochee  
Ti  Tum  ti-tum-iambic  
Tum tum  tum tum-spondee  
Ti ti tum  ti ti tum-anapest  
Tum ti ti  tum ti ti-dactyl

A simple and easy technique to teach the notion of syllable is as follows:
Mention a name and ask the learners to clap (or tap on their desk) to the audible pieces in it.

E.g. Babu ba- bu tap-tap  
Dineshan di- ne- shan tap-tap-tap

A word can be substituted next.

Examination  ig- za-mi-nei-shn
The learner taps five times.

Next, tell them about word stress and let them look up a dictionary to find the primary stress mark of the content words (vs. grammatical words such as 'of') in a few lines of the poem.

Tiger  ti - ger  Tum - ti  
(i.e. stressed-unstressed )

Burning  bu - ning  Tum - ti
Bright  bright  Tum

Tyger tyger burning bright (The first line of the poem “The Tyger” by William Blake)

Tum ti  - Tum ti  - Tum ti  - Tum

Remember the mnemonic song 'Tum ti Tum ti trochee'. The meter is, therefore, trochee.

The five easy steps to teach meters are:
1. Put up a wall chart with the above mnemonic song on the wall.
2. Clap and teach the concept of syllable as described above.
3. Make clear the concept of word accent. (Say that English words have accent)
4. Ask learners to refer to a dictionary to note the stress mark of the words in a line.
5. Substitute 'Tum- ti' sounds and check the wall chart to find the meter of the poem.

**Stammer** as a modern poem differs from many other poems in its metrical frameworks. It defies the rhythmic patterns followed in the past. A large body of English poetry today is free from the norms of rhyme schemes. “Stammer” is no exception to it. It does not make use of troublesome words to make it abstruse either. Nevertheless, it necessitates repeated reading to get at its meaning.

Mere analysis of its poetic devices or interpretation as a positive outlook of a quality misconceived as a speech defect will not help the learner understand the intellectual sinew of its creation.

Help the learners collect other poems with the words 'silence', 'sacrifice' etc.

*Thou still unravish'd bride of quietness,
Though foster-child of silence and slow time*  

*Who are these coming to the sacrifice?*

*To what green altar, O mysterious priest.* (Ode on a Grecian Urn, John Keats)
Keats use of these terms elevates a picture on an urn to eternity.

Activity II

Blogging - The teacher helps the learners read a variety of blogs. The learners comment on some of them. They create blog posts about the poems of their choice. A class blog can be created and these posts can be uploaded to it.

Links:
www.wordpress.com
www.blogger.com

References:

i. Redrawing India (by Shaheen Mistri and Kovid Gupta)

ii. Successful Writing at Work: Concise Edition (By Philip Kolin)

iii. A Concise Grammar for English Language Teachers (By Tony Penston)

iv. English Idioms in Use: Advanced with Answers (by Felicity O'Dell, Michael McCarthy)

v. Effective Study Strategies for Every Classroom, Grades 7-12: 29 Lesson Plans. (By Rebecca Lash-Rabick, Carol Meyenburg Johnson, Jacqueline Bode Frevert, Suzann Morin-Steffen, Jennifer Buth Bell)


x. Meaning. V.Pракasам (EFLU, Hyderabad) for PGCTE 1996


xiii. The Study of Poetry. Prof. B.N.Balajee, Training Package for the Development of Language Competencies among English Teachers at +2 (Kerala)


xvi. Malayala Kavitha Padanangal (Malayalam). K.Satchidanandan, Mathrubhumi Books
SAMPLE T.E QUESTIONS

1. You have read the inspiring story of Shaheen Mistri. You would like to write an
e-mail to her appreciating the activities of Akanksha that transformed the children
in the slums of Mumbai. Write the e-mail explaining how Shaheen has inspired
you.

2. People have different hobbies. Some are passionate enough to make their hobbies
their career. Think about one of your favourite hobbies and write a paragraph on
it.

3. Read the following passage. Pick out 1 fact and 1 opinion from the passage.
Indians are the world’s biggest bookworms, reading on average 10.7 hours a week, twice as
long as Americans, according to a new survey. The NOP World Culture Score index surveyed
30,000 people in 30 countries from December, 2004 to February, 2006. Analysts said self-
help and aspirational reading could explain India’s high figures. Britons and Americans
scored 50% lower than the Indians’ hours and Japanese and Koreans were even lower at 4.1
and 3.1 respectively. R.Sriram, Chief Executive Officer of Crosswords Bookstores, a chain
of 26 bookshops in India, says Indians are extremely entrepreneurial and reading is "a
fundamental part of their being". The NOP survey of 30,000 consumers aged over 13 saw
China and Philippines take second and third place respectively in average hours a week spent
reading books, newspapers and magazines.

4. The underlined phrases in the following sentences are idiomatic expressions.
Rewrite these sentences into plain English sentences.
   a. Seema felt like a fish out of water in her new class.
   b. He was all ears when the teacher started talking.

5. A relief centre in your locality is planning to give English classes to the children
below 10 years. They are looking for volunteers to help them in tutoring the
children from economically and socially backward areas. You are applying for
the job. Write an application and resume with necessary details.

6. Irfan Alam says that entrepreneurship can solve the problem of unemployment.
Do you agree with this? Write your thoughts in a paragraph.

7. "Each time we stammer
we are offering a sacrifice
to the God of meanings"
   - What is stammer compared to in these lines?
   - How does stammer get a spiritual status through these words?
9. "God too must have stammered
when He created man
That is why all the words of man
carry different meanings.'
- What is the reason for different meanings in the poet's view? (2)
- Why do words carry different meanings in the poet's opinion? (2)

10. "That is why everything he utters
from his prayers to his commands
stammers,
like poetry"
- Who is referred to here as “he?” (1)
- What quality does the simile attribute to stammer in these lines? (3)

11. The use of 'silence', 'sacrifice' and 'poetry' make Stammer a different experience.
Write a paragraph on the meaning conveyed by those terms in the poem. (4)

12. A person's stammer is different from 'a people's' stammer. How does the poet
tell us about it through his poem “Stammer”? Give your opinion in a paragraph. (4)
Unit 4

Live and Let Live
Introduction to the Unit

"There's only one corner of the universe you can be certain of improving, and that's your own self. So you have to begin there, not outside, not on other people. That comes afterward, when you've worked on your own corner."

- Aldous Huxley

Today there has set in an ecological imbalance. Who is responsible for it? No doubt, human beings themselves. We lack the vision and wisdom to develop a life-style that does not hamper the environment. The mindless exploitation of natural resources and unplanned and unscientific ways of development have destroyed the balance of nature. And, nature seems to give back a series of maladies to him. It is high time the young generation woke up to their responsibility and contributed to nature to rejuvenate it as is said in Atharva Veda.

"Oh Earth!
Let whatever I take from you germinate fast.
Let me never hurt your heart and your sinews."

But environmental prosperity alone will not suffice. We have to maintain healthy life-styles too, because if one is at home with oneself, he will be at home with everyone and everything. Only a healthy person can live in harmony with nature. The unit 'Live and Let Live' makes the learner aware of the need to preserve the indigenous and the natural and reminds them of their responsibility to safeguard and conserve the environment and preserve their own health. The learner have to realise that in order to live in harmony with themselves and the society, they should maintain healthy life styles and protect the environment around them. The unit is aimed at creating awareness about environmental impacts, making the learners environmentally responsible. Learners also have to understand that any imbalance within their body will lead to personal and social destruction. The learner has to identify the health hazards due to the abuse or overuse of drugs, an emerging serious threat to the young generation.
Learning outcomes

Learners will be able to:

4.1 identify environmental impacts.
4.2 respond to environmental issues.
4.3 value and conserve water.
4.4 value farming and involve in the cultivation of food crops.
4.5 participate in programmes for planting saplings.
4.6 recycle, reuse, and preserve natural resources for the future.
4.7 identify the health hazards due to the overuse of drugs.
4.8 analyze a collage.
4.9 read and comprehend speeches, essays and similar articles.
4.10 express opinion about social issues.
4.11 prepare write-ups, essays etc.
4.12 express their views in a formal speech.
4.13 use adverb phrases/clauses suitably and effectively.
4.14 read, analyze and critically appreciate a poem.
4.15 participate in seminars, and prepare a seminar paper/ppt.
4.16 draft letters of enquiry.
4.17 use language expressions of advice, request, permission, suggestion, enquiry, etc. appropriately.
4.18 edit a given text.

ICT

Video / audio of Wangari Maathai's speech
Power point presentation on the dangers of drug abuse

Assessment

Individual assessment
Peer assessment
Teacher assessment
### Concept/Skills | Process/Activities with Assessment | Learning Outcomes
---|---|---
Individual responsibility to avoid natural hazards and preserve resources | Reads and discusses an excerpt. | The learner identifies the need for personal intervention to protect the environment.
Preservation of the indigenous | Reads and comprehends the speech, 'When a Sapling is Planted' by Wangari Mathaai, with the help of Read and respond questions. (Self and peer assessment) | Responds to environmental issues. Participates in programmes for planting saplings.
The quality of a good speech | Revisits the text, lists features, words, expressions, etc. Discusses and prepares a formal award acceptance speech. Presents the speech to the class. Teacher assessment process, Indicators: - Sharing and participation - Appropriateness of content - Structure of a formal speech - Style of presentation (Portfolio assessment of the draft of the speech) | Expresses his/her views in a formal speech. Identifies the role self in preserving the environment.
Adverb/adverb phrase and clause | Reads the text again and finds out adverbs, adverb phrases and adverb clauses. (Teacher assesses the portfolio) Indicator: - Appropriateness | Uses adverb phrases/clauses suitably and effectively.
Agreement between the subject and the verb | Identifies the context of number agreement (Teacher assesses the portfolio) Indicator: - Appropriateness | Edits a given text using the correct form of verbs.
### Unit - 4 LIVE AND LET LIVE

<table>
<thead>
<tr>
<th>Concepts/Skills</th>
<th>Process/Activities with Assessment</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Need for self reliance in the production of food materials</td>
<td>• Reads the poem and comprehends with the help of Read and respond questions. (self and peer assessment)</td>
<td>• values farming and the cultivation of food crops. • enjoys a satirical poem.</td>
</tr>
<tr>
<td>• Appreciation and evaluation of a poem</td>
<td>• Revisits the poem and identifies the features, theme, relevance, etc. and prepares a critical appreciation Teacher assessment process: Indicators: - Sharing and participation - Appropriateness of content - Structure of the critical appreciation (Portfolio assessment of the critical appreciation)</td>
<td>• reads, analyzes and critically appreciates a poem.</td>
</tr>
<tr>
<td>• Satirical presentation of socio-political issues</td>
<td>• Reads the poem again, discusses, shares ideas and prepares a write-up. Teacher assessment process: Indicators: - Sharing and participation - Organisation of points Portfolio assessment: - Comprehensiveness of content - Quality of language - Apt use of expressions - Organisation</td>
<td>• prepares write-ups, essays etc. • presents views satirically.</td>
</tr>
<tr>
<td>• Values versus consumerism</td>
<td>• Analyses the poem in the light of the modern social scenario especially the present consumerist trend. Teacher assessment process: Indicators: - Sharing and participation - Organisation of points Portfolio assessment: - Comprehensiveness of content</td>
<td>• expresses opinion about a social issue.</td>
</tr>
<tr>
<td>Concepts/Skills</td>
<td>Process/Activities with Assessment</td>
<td>Learning Outcomes</td>
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<tr>
<td><strong>Healthy lifestyles for healthy society</strong></td>
<td>• Reads and comprehends the essay with the help of <strong>Read and respond questions.</strong> (Self and peer assessment)</td>
<td>• identifies the health hazards due to the overuse of drugs.</td>
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<tr>
<td><strong>Write-ups for reflexive thinking</strong></td>
<td>• revisits the text, collects points from the text and other sources, discusses, shares and prepares short paragraphs. <strong>Teacher assessment</strong> Process Indicators: - Sharing and participation - Organisation of points Portfolio assessment: - Comprehensiveness of content - Quality of language - Apt use of expressions - Organisation</td>
<td>• prepares write-ups, short essays, paragraphs, etc. • identifies the physical and social impacts of drugs.</td>
</tr>
<tr>
<td><strong>Group discussion for the development of communication and interpersonal skills</strong></td>
<td>• collects points, discusses, shares, arranges sequentially and participates in GD <strong>Teacher assessment</strong> Process Indicators: - Sharing and participation - Organisation of points Portfolio assessment / presentation of the GD: • Comprehensiveness of content • initiation • Communication skill • Quality of language • Interpersonal skill • Organisation • Style of presentation</td>
<td>• demonstrates the ability to analyse an issue. • participates in a GD effectively.</td>
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<tr>
<td>Concepts/Skills</td>
<td>Process/Activities with Assessment</td>
<td>Learning Outcomes</td>
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<td>• Formal letters to make an enquiry</td>
<td>• Studies the given sample letter, identifies the features and prepares similar letters.</td>
<td>• drafts letters of enquiry.</td>
</tr>
<tr>
<td>• language expressions to make communication more effective</td>
<td>• understands the different language expressions for communication, prepares sentences, discusses, shares and uses them appropriately. (Teacher assesses the portfolio) Indicators - Appropriateness of the use of language expressions.</td>
<td>• uses language expressions of advice, request, permission, suggestion, enquiry, etc.</td>
</tr>
<tr>
<td>• Seminar</td>
<td>• Reads newspaper reports, collects more information, discusses, shares, prepares seminar paper and presents to the class. Teacher assessment Process Indicators: - Sharing - Participation - Organisation of points Portfolio assessment / Seminar presentation and report: - Comprehensiveness of content - Quality of language - Style of presentation - Organisation - Format of report</td>
<td>• participates in seminars, and prepares a seminar paper. • understands current social issues. • improves communication skill.</td>
</tr>
<tr>
<td>• Power point presentation - effectiveness of audience-centered presentations</td>
<td>• Studies the problem in detail, collects information, discusses, shares, prepares ppt. Teacher assessment Process Indicators: - Sharing - Participation - Organisation of points</td>
<td>• Delivers well-rehearsed and polished presentations, meeting time, content, and interactive requirements. • Prepares effective ppt.</td>
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<tr>
<td>Concepts/Skills</td>
<td>Process/Activities with Assessment</td>
<td>Learning Outcomes</td>
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<tr>
<td>• Correct use of grammar</td>
<td>Portfolio assessment / PowerPoint presentation:</td>
<td>• edits a given text.</td>
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<tr>
<td></td>
<td>- Comprehensiveness of content</td>
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<td></td>
<td>- Quality and brevity of language</td>
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<td>- Layout and use of graphics</td>
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<td></td>
<td>- Organisation</td>
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<tr>
<td></td>
<td>• Revisits the text, identifies correct use of language, and edits a given passage.</td>
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<td>(Self and peer assessment)</td>
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Unit Analysis

When a Sapling is Planted

-Wangari Maathai

Introduction to the text - Suggestions/alternatives

Video clips on deforestation or any such environmental degradation

About the text

'When a Sapling is Planted' is the Nobel Lecture of Wangari Maathai, the Kenyan environmentalist who began a movement to reforest her country by paying poor women a few shillings to plant trees. She was the first African woman to win a Nobel Peace Prize.

In her Nobel Prize acceptance speech she strikes at the dangers of commercial farming and mentions her holistic approach to sustainable development that embraces democracy, human rights and women's rights in particular. She says how she has become an inspiration for many in the fight for democratic rights.

In her speech Dr. Maathai says that the inspiration for her work came from upbringing in rural Kenya. She reminisces about a stream running next to her home - a stream that has since dried up - which used to be a source for clear water.

"In the course of history, there comes a time when humanity is called to shift to a new level of consciousness," she says, "to reach a higher moral ground - a time when we have to shed our fear and give hope to each other. That time is now."

About the Author

Wangari Maathai (1940-2011) was the founder of the Green Belt Movement and the 2004 Nobel Peace Prize Laureate. Dr. Maathai, one of the most widely respected women on the continent, played many roles - environmentalist, feminist, politician, professor, rabble-rouser, human rights advocate and the head of the Green Belt Movement, which she founded in 1977. Its mission was to plant trees across Kenya to fight erosion and to create firewood for fuel and jobs for women.

She authored four books: The Green Belt Movement; Unbowed: A Memoir; The Challenge for Africa; and Replenishing the Earth. In addition to her having been featured in a number of books, she and the Green Belt Movement were the subject of a documentary film, 'Taking Root: the Vision of Wangari Maathai' (Marlboro Productions, 2008).

Wangari Muta Maathai was born in Nyeri, a rural area of Kenya (Africa), in 1940. A star student, she won a scholarship to study biology at Mount St. Scholastica College in Atchison, Kan. She obtained a degree in Biological Sciences from the College in 1964, a Master of Science degree from the University of Pittsburgh (1966), and pursued doctoral studies in Germany and the University of Nairobi, before obtaining a Ph.D. (1971) from the
University of Nairobi, where she also taught veterinary anatomy. The first woman in the East and Central Africa to earn a doctorate degree, Professor Maathai became chair of the Department of Veterinary Anatomy and an associate professor in 1976 and 1977 respectively. In both cases, she was the first woman to attain those positions in the region.

Dr. Maathai received many honorary degrees, including an honorary doctorate from the University of Pittsburgh in 2006, as well as numerous awards, including the French Legion of Honor and Japan's Grand Cordon of the Order of the Rising Sun.

Additional inputs for the text

The Green Belt Movement

The Green Belt Movement is an indigenous grassroots non-governmental organization, NGO, based in Nairobi, Kenya that takes a holistic approach to development by focusing on environmental conservation, community development and capacity building.

The Green Belt Movement (GBM) was founded by Professor Wangari Maathai in 1977 under the auspices of the National Council of Women of Kenya (NCWK) to respond to the needs of rural Kenyan women who reported that their streams were drying up, their food supply was less secure, and they had to walk further and further to get firewood for fuel and fencing. GBM encouraged the women to work together to grow seedlings and plant trees to bind the soil, store rainwater, provide food and firewood, and receive a small monetary token for their work.

Shortly after beginning this work, Professor Maathai saw that behind the everyday hardships of the poor—environmental degradation, deforestation, and food insecurity—were deeper issues of disempowerment, and disenfranchisement. There is also a loss of the traditional values that had previously enabled communities to protect their environment and work together for mutual benefit.

The Green Belt Movement fought against land grabbing and the encroachment of agriculture into the forests. Her Green Belt Movement has planted more than 30 million trees in Africa and has helped nearly 900,000 women, according to the United Nations, while inspiring similar efforts in other African countries.

After being awarded the Nobel Peace Prize in 2004, Professor Maathai's profile and that of the Green Belt Movement became famous worldwide. She was appointed the Goodwill Ambassador for the Congo Basin Forest Ecosystem, the world's "second lung" after the Amazon Rainforest.

The Green Belt Movement continued under Professor Maathai's leadership, as founder and Chair of the Board, until her untimely death on September 25th, 2011 at the age of 71.

Sustainable development

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts:
i) the concept of needs, in particular the essential needs of the world’s poor, to which overriding priority should be given

ii) the idea of limitations imposed by the state of technology and social organization on the environment’s ability to meet present and future needs

Details of activities

Activity I

Formal speech

Learning outcomes:

The learner
- prepares and performs a formal speech.
- expresses his/her views in a formal speech

Introducing the activity

Collects information, discusses, shares, drafts the speech and presents it in the class.

Discourse input
- Formal addressing
- Gratitude for the award
- Explanation of activities
- Response to the award
- Advice/exhortation to the audience
- Conclusion

Activity II

Adverb/Adverb Phrase/Adverb clause

Learning outcomes:

The learner
- Understands the difference among an adverb, adverb phrase and adverb clause and uses it suitably.

Discourse input

Adverb Phrase / Clause

An adverb phrase / clause functions as an adverb that modifies a verb, adjective, or another adverb. They serve to indicate time, place, manner, frequency, purpose, degree of comparison, result, condition, or supposition of an action, etc.

Answers for objective type questions

Activity II

☐ Read the following passage and make a list of the adverbs, adverb phrases and adverb clauses:

Helen Keller was deaf and dumb from the time she was a baby. At first, no one thought she would be capable of learning anything. When she was six years old, her parents decided to engage a teacher for her. Initially the teacher, Miss Sullivan, had trouble in controlling the child. She could not make her obey because Helen always ran to her mother. Finally, Miss Sullivan decided that it was absolutely necessary to take Helen away for a while.

Answers:

Adverbs: Initially, finally
Adverb phrases: capable of learning, in controlling the child, for a while
Adverb clauses: From the time she was a baby; When she was six years old; because Helen always ran to her mother.

☐ Convert the following simple sentences into complex sentences

1. I don't know the time of his arrival
2. Do you know his residence?
3. He could not see properly because of the darkness.
4. The problem is too complicated for them to solve.
5. The box is too heavy for me to lift.

**Answers:**
1. I don’t know when he arrives.
2. Do you know where he resides?
3. He could not see properly because it was very dark.
4. The problem is so complicated that they cannot solve it.
5. The box is so heavy that I cannot lift it.

**Activity III**

The Tourism Club of Middleton Public School, Calcutta, has decided to conduct a trip to the eco-tourism project at Thenmala. The secretary drafted a letter to be sent to the travel agent through a member of the executive committee of the club. Here is the letter. It has got certain errors in it. Read the letter carefully and edit it.

Dear Sir/ Madam,

Sub: Enquiry regarding tourist spots at Thenmala.

The students of the Tourism Club of our school have been planning to make a trip to Thenmala in the last week of September. In this regard, one of the executive committee members is being sent to your office to collect information about the place.

I would be grateful if a travel info which gives the details of the places of attraction, accommodation facilities available, reliable hotels etc. is sent through him so that we can make the necessary arrangements in advance.

Yours faithfully,

Maneesha Varma
Secretary, Tourism Club.

**Answer:**

Dear Sir/ Madam,

Sub: Enquiry regarding tourist spots at Thenmala.

The students of the Tourism Club of our school have been planning to make a trip to Thenmala in the last week of September. In this regard, one of the executive committee members is being sent to your office to collect information about the place.

I would be grateful if a travel info which gives the details of the places of attraction, accommodation facilities available, reliable hotels etc. is sent through him so that we can make the necessary arrangements in advance.

Yours faithfully,

Maneesha Varma
Secretary, Tourism Club.

**CE Items**

- Award acceptance speech

**ICT**

Video:
- Wangari Maathai Tribute Film
- Wangari Maathai’s Nobel acceptance speech
Introduction to the poem - Suggestions/alternatives

- Recitals of 'Koythupattu' during the rice planting season in the Kuttanad region.
- Make the learners recollect their nostalgic feelings, especially of childhood games or passions.

About the poem

The poem, 'Rice', deals with the plight of the farmers who have been forced to move away from food crops to cash crops. It mourns the loss of fields to commercial plantations.

The poet pictures the nostalgic feelings of the narrator who returns to his homeland in Kerala after having earned a doctorate degree from North India for his work on making toys with husk. The beautiful picture of farming in his homeland passes through his mind. But to his great shock he finds that the place has changed completely. Tall rubber trees have taken the place of rich paddy fields. With the least sentiment and with a little pride, his father says that they have stopped paddy cultivation as it is not profitable any more. The narrator sarcastically concludes the poem commenting on the Chief Minister who flies high above the cash crops to the Centre to demand for allotment of more rice. He pathetically asks himself whether the state will get some husk from the Centre too.

About the Author

Chemmanam Chacko is a master satirist who has fought many a battle with the system through his writings. Nellu, written in 1967, ensured his place as a satirist among Malayalam poets for its strong social message. 'Rice' is a translation of the poem into English by Prof. K. Ayyappa Paniker. Prof. K. Ayyappa Paniker was a leading scholar and a poet both in Malayalam and English.

Additional inputs for the text

Background of the poem

During a great famine in Kerala, the people switched from the cultivation of paddy to more profitable cash crops like rubber, with the active support of the government. This finally forced the people to rely on government rations for their daily supply of rice which was actually their staple food. This is the background for this poem.

Satire

Satire is a mode of writing that exposes the failings of individuals, institutions, or societies to ridicule and scorn. It differs from the comic in that comedy evokes laughter as an end in itself, while satire "derides"; that is, it uses laughter as a weapon, and against a butt existing outside the work itself. That butt may be an individual, or a type of person, a class, an institution, a nation, or even the whole race of man.
Critics make a broad division between formal (or direct) satire and indirect satire. In formal satire, the satiric voice speaks out in the first person; this "I" may speak either to the reader or else to a character within the work itself, who is called the adversary and whose major function is to elicit and guide the satiric speaker’s comments. Indirect satire is cast in the form of a narrative instead of direct address, in which the objects of the satire are characters who make themselves and their opinions ridiculous by what they think, say, and do, and are sometimes made even more ridiculous by the author’s comments and narrative style.

‘Rice’ is an example of indirect satire.

**Free verse**

The poem “Rice” can be listed in the category of free verse. But, being a translation, it does not stick on to all the conventions of free verse.

Free verse is often printed in short lines with the continuity of prose, and it has a more controlled rhythm than ordinary prose. However, it lacks the regular stress pattern, organized into recurrent feet of traditional versification. Most free verse also has irregular line lengths and lacks rhyme.

**Details of activities**

**Activity I**

**Critical appreciation**

Learning outcomes:

*The learner*

- reads, analyzes and critically appreciates a poem.

**Discourse input**

**Tips**

- Introduction about the poet
- theme
- meaning
- implied meaning (if any)
- structure
- relevance of the theme
- author’s treatment
- background
- language, mood, symbols, etc.
- figures of speech
- message/intention of the poet
- personal comments/ opinions

**Activity II & III**

**Write-up/paragraph writing**

Learning outcomes:

*The learner*

- prepares write-ups, essays etc.
- presents views satirically.

**CE Items**

- Critical appreciation of the poem
- Write-ups

**ICT**

Video:

- Rice farming season and activities
DANGERS OF DRUG ABUSE

- Dr Hardin B. Jones

Introduction to the text - Suggestions/alternatives

- Video clips on drug addiction and its adverse results.

About the text

'Dangers of Drug Abuse' by Dr. Hardin B. Jones is a timely warning against the overuse and abuse of drugs. People's wrong belief that any illness can be treated by taking a pill leads to widespread drug abuse. In the essay, Dr. Jones speaks of the dangers of drug abuse and shows how it affects the brain. The physical, psychological and social impacts of addiction are also given due importance.

About the Author

Hardin Blair Jones, (1914-1978), one of the nation's top statisticians in the field of cancer, was the former professor of medical physics and physiology at the University of California at Berkeley. He was born on June 11, 1914 in Los Angeles, California, as the son of Henry Hardin and Maude Blair Jones. In 1954, he became professor of medical physics and physiology. His research covered a wide range of subjects including the physiological effects of high altitude, low-level radiation, smoking, alcohol and various drugs; cancer treatment; cardiovascular disease; the aging process; and energy development. 'Dangers of Drug Abuse' is a timely warning against the abuse and over use of drugs. He died suddenly on February 16, 1978 after an extensive tour of Australia where he and his wife, Helen Cook Jones, were lecturing on the harmful effects of drugs such as marijuana.

Details of Activities

Activity I

Paragraph writing

Learning outcomes:

The learner

- prepares write-ups, short essays, paragraphs etc.
- identifies the physical and social impacts of drugs.

Activity II

Group discussion

Discourse input

Tips

The Group Discussion is a comprehensive tool for assessing a candidate’s personality. Most organizations today are very clear about the skills and knowledge that they look for in a candidate, while screening. GD has thus become a part of the selection process for admission to any reputed institution.
Skills judged in Group Discussions
- how good you are at communication
- how you behave and interact with others
- how open-minded you are
- your listening skills
- the way you present your views
- your leadership and decision making capacity
- your knowledge of the subject and ability to analyze
- problem solving and critical thinking skills
- your attitude and confidence

Activity III
Letter of enquiry
Learning outcomes:
The learner
- drafts letters of enquiry.

Activity IV & V
Use of language expressions for communication/Giving advice
Learning outcomes:
The learner
- uses language expressions of advice, request, permission, suggestion, enquiry, etc.

Activity VI
Seminar
Learning outcomes:
The learner
- participates in seminars, and prepares a seminar paper.
- understands current social issues.
- improves his/her communication skills.

Introducing the activity
- Reads newspaper reports given in the text.
- Collects more information from magazines, journals, internet, etc.
- Discusses and shares ideas.
- Prepares a seminar paper.
- Presents the seminar paper in the class.

Activity VII
Powerpoint Presentation
Learning outcomes:
The learner
- delivers well-rehearsed and polished presentations meeting time, content, and interactive requirements.
- Prepares an effective ppt.

Introducing the activity
- Studies the problem in detail, collects information, discusses, shares, prepares ppt.
- Presents to the class with the help of a projector.

Activity VIII
Let's edit
Learning outcomes:
The learner
- edits a given text.

Answers for objective type questions
Activity VIII

Here is a passage by a writer who was trying to create a mood of fear in his description of an old castle. He has done quite a good job, but his spelling isn't very good. Help him write the correct spelling.

On a wild and stormy hillside, their stood an old ruin of a castle were, quiet often on a dark and stormy night, people could hear the screams of tortured ghosts coming through the walls and turrets. The clanking of chains could bee herd and the soles of those passing by froze at the sound.
Answer:

On a wild and stormy hillside, there stood an old ruin of a castle where, quite often on a dark and stormy night, people could hear the screams of tortured ghosts coming through the walls and turrets. The clanking of chains could be heard and the souls of those passing by froze at the sound.

Given below is a news report prepared by a student about a forest fire in Wayanad, as part of an assignment given by the English teacher. There are some errors in it. Identify the errors and rewrite the report with necessary corrections.

(Hint- The errors are in the following areas: concord, voice, preposition, spelling, phrasal verb)

Three minor incidents of forest fire were reported in Wayanad district. The first incident was reported in Thrissilery in the morning. Later, two incidents were reported at Kottiyar and Kalamkandy. Timely intervention of forest officials and Fire and Rescue personnel, who put out the fire on a war footing, prevented the fire from spreading. It was reported that nearly five acres of forestland was destroyed in the fire. A Non Governmental Organization said that natural forest fires were rare at this time of the year, adding that often they were man-made. They said they would stage a dharna at Sulthan Bathery on Friday to sensitize the public to the significance of conserving forests.

CE Items
- Letter of enquiry
- Group discussion
- Seminar
- Power Point Presentation

ICT

Video:
- Drug abuse and its consequences
SAMPLE T.E QUESTIONS

Read the following excerpt and answer the questions that follow.

1. Initially, the work was difficult because they were unaware that a degraded environment leads to a scramble for scarce resources and may culminate in poverty and even conflict.
   (a) Who is referred to as 'they' here? (1)
   (b) How does a degraded environment lead to poverty? (2)

2. What does the word 'culminate' mean? (1)
   (a) aggravate  (b) end  (c) add  (d) solve

2. The Souhruda club of your school has decided to conduct an anti drug campaign in a slum in your locality to give awareness to the slum dwellers about the consequences of using drugs. Prepare a short paragraph advising them against the use of drugs.

3. "My little brother runs in to meet me--
   I, eager to have a full meal of athikira rice.
   He's carrying the rations for the whole household--
   He trips over something and scatters the wheat all over the yard."

   Here we see the narrator who is eager to have a full meal of athikira rice becoming desperate on realising that he has to satisfy himself with a ration of wheat. Do you think that the poet is satirising the change in the attitude of the people with the changing society? Consider the poem 'Rice' as a satire. (5)

4. Wangari Maathai concludes her Nobel Prize acceptance speech with the following words. "The challenge is to restore the home of the tadpoles and give back to our children a world of beauty and wonder." How do you think can you restore the beauty and wonder of the world? Prepare a write-up on your dream project to make this earth a wonderful one, in about 150 words. (5)

5. 'Son, we've stopped working on all the rice.
   It was quite inconvenient. The farmer gained nothing--
   only fools turn to rice-farming for gain.'

   What change of attitude and life-style, in the farmer is expressed through the lines quoted above? (4)

6. The health club of your school is conducting a group discussion on the topic 'Drug Abuse - its mental, physical and social impacts'. If you are one of the participants of the G.D what would be your arguments? Prepare a draft of your arguments in about 175 words. (6)
7. You are greatly inspired by the activities of the Green Belt Movement and you decide to launch a similar movement in your school to ensure a green campus. In order to collect more information regarding their activities, you decide to write a letter to the head of the Green Belt Movement. Prepare the letter of enquiry. [Hints: Their activities - websites/books giving details - support given to local units] (6)

8. Imagine that you have been selected as the student counsellor of the Souhruda Club of your school and you have done your duty well. The co-ordinators of 'Operation Gurukula Project' of the District Panchayat are impressed by your services and have decided to honour you for that. Prepare a speech that you can deliver after receiving the honour. [Hints: Gratitude for the honour - explanation of services done - your response to the honour - advice/exhortation to the audience.] (8)
Unit 5

The Lighter Side
Introduction

This unit highlights the importance of mental alertness and activity in our fast and hectic. A sense of humour is essential to unload the resulting worries and stresses. A man with a sense of humour, who expresses his sparkle by way of jokes, can see and enjoy the lighter side of life. On the contrary, a man devoid of such sense of humour always remains tense and unhappy. So in order to enjoy life, we should sport a good sense of humour. Life is not a matter of just years of experience but of feelings which add a glow to our mind and a grace to our personality.

Time : 24 periods

Texts : ‘Post Early for Christmas’ (One Act Play)

‘This is Going to Hurt Just a Little Bit’ (Poem)

‘Crime and Punishment’ (Short story)

Concept :
• Sense of humour in life

Portfolio :
• Review
• Write-up
• Appreciation
• Script writing

Learning outcomes :

The learner:

5.1. reads, understands and analyses short stories, one act plays and poems.
5.2. understands the depiction of humour in literature.
5.3. recognizes the language of humour and uses it in many situations.
5.4. identifies the various aspects and specialties of one act plays.
5.5. writes the scripts for a one-act play and enacts it.
5.6. reads and appreciates the different genres of literature.
5.7. understands the various components of a play.
5.8. identifies various poetic forms and devices.
5.9. analyzes the characters in one-act plays and short stories.
5.10 writes reviews of one-act plays.
5.11. writes short humorous discourses such as poems, short stories, anecdotes, etc.
5.12. prepares analytical essays on given topics.
5.13. understands various aspects of grammar like transformation of sentences the use of prepositions.
5.14. appreciates short-stories, one act plays and poems.
5.15. gets familiarized with spelling rules.
### Unit Frame

<table>
<thead>
<tr>
<th>Concepts/Skills</th>
<th>Process/Activities with Assessment</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| • Cartoons as a powerful medium to reveal the follies and foibles of society | • Group discussion  
• Analysis of cartoons and identifying their roles in the modern life.  
• Peer/Teacher evaluation  
**Indicators:**  
- Group dynamics  
- Confidence  
- Clarity  
- Focus in performance  
**Portfolio:**  
- Write-up  
**Indicators:**  
- Comprehensiveness  
- Organization  
- Appropriateness of language | The learner  
• participates actively in group discussion. |
| • Cartoon has a corrective force | | |
| • Depict one of humour in One-act plays | Text 1  
• Group discussion  
• Reading and understanding the one-act play “Post Early for Christmas”  
**Indicators**  
- Participation  
- Group dynamics  
- Sharing of ideas  
- Organization of ideas  
- Peer/Teacher evaluation | • understands humour in literature. (One-act play) |
| | The features of a one act play | • Group discussion  
• Reading and analyzing the play and identifying its various components  
**Indicators**  
- Peer/Teacher evaluation  
- Participation  
- Group dynamics  
- Sharing  
- Organization of ideas | • understands the various components of plays in general. |
<table>
<thead>
<tr>
<th>Concepts/Skills</th>
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<tbody>
<tr>
<td>• Understanding of the specialties of One Act plays: Brevity in all aspects, the features of a full length play are compressed into a single act</td>
<td>• Group discussion</td>
<td>• understands the power and effectiveness of one act plays.</td>
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<tr>
<td>• Expression of humour through the medium of poetry</td>
<td>Text 2</td>
<td>• understands humour in literature. (Poem)</td>
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<tr>
<td>• Identifying various poetic forms and devices: exaggeration, simile etc.</td>
<td>• Group discussion</td>
<td>• enjoys the poem.</td>
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<td>• Analyzes and comprehends the poem, “This is Going to Hurt Just a Little Bit”.</td>
<td>• identifies various poetic forms and devices.</td>
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<td>• Peer/Teacher evaluation</td>
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<td>- Confidence</td>
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<td>- Clarity of expression</td>
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<td>- Focus in performance</td>
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<tr>
<td>• Appreciation of the poem</td>
<td>• Group discussion</td>
<td>• appreciates the poem with an eye for humour.</td>
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<td>• Revisits the poem and discusses the main theme, the tone and effect that the poetic devices produce, and writes down the answers of the while-reading-questions.</td>
<td>• prepares a write-up.</td>
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<td>• Peer/Teacher evaluation</td>
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<td>Indicators:</td>
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<td>• understands humour in literature. (Short story)</td>
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<td>- Group dynamics</td>
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<td>• participates actively in group discussions.</td>
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<td>- Confidence</td>
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<td>- Focus on performance</td>
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<td>- Clarity</td>
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<td>- Evidence</td>
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<td>- Coherence</td>
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<td>Portfolio:</td>
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<td>• Appreciation</td>
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<td>• Comprehensiveness</td>
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<td>• Organization</td>
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<td>• Appropriateness of language</td>
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<td>• Text 3</td>
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<td>• Group discussion</td>
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<td>• Reads and comprehends the short story, &quot;Crime and Punishment.&quot;</td>
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<td>• Peer/Teacher evaluation</td>
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<td>- Informal replies</td>
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<td>- Focus in performance</td>
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<tr>
<td>• Group discussion</td>
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<td>• Revisits the short-story and comprehends it with the help of while reading</td>
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<td>questions and post reading questions and writes down their answers.</td>
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<td>• Peer/Teacher evaluation</td>
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<td>- Coherence</td>
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<td>• reads ad comprehends the text.</td>
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<td>Learning Outcomes</td>
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</table>
| Changing indirect speech into direct speech | • Group discussion  
• Finds out the difference between direct speech and indirect speech and assimilates the rules of transformation of such sentences.  
• Peer/Teacher evaluation  
**Indicators:**  
- Group dynamics  
- Formal replies  
- Informal replies  
- Confidence  
- Clarity  
- Focus in performance | • understands various aspects reported speech. |
| Correct usage of prepositions and prepositional phrases | • Group discussion  
• Becomes familiar with the ways of using prepositions and prepositional phrases and assimilates the rules  
• Peer/Teacher evaluation  
**Indicators:**  
- Group dynamics  
- Formal replies  
- Informal replies  
- Confidence  
- Clarity  
- Focus on performance | • understands various aspects in the use of preposition. |
| Expression of unreal ideas with the help of "as if" | • Group discussion  
• Becomes familiar with the ways of using "as if" to express unreal ideas.  
• Peer/Teacher evaluation  
**Indicators:**  
- Group dynamics  
- Formal replies  
- Informal replies  
- Confidence  
- Clarity  
- Focus on performance | • understands the use of ‘as if’. |
<table>
<thead>
<tr>
<th>Concepts/Skills</th>
<th>Process/Activities with Assessment</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| • Modalities of writing essays | • Group discussion  
• Discusses the topic in groups and prepares an essay.  
• Peer/Teacher evaluation  
**Indicators:**  
- Group dynamics  
- Confidence  
- Focus on performance  
- Clarity  
- Evidence  
- Coherence  
**Assessment:**  
Portfolio  
**Indicators**  
- Analytical essay  
- Comprehensiveness  
- Organization  
- Appropriateness of language | • prepares analytical essays on the given topics.                                                  |
| • Knowledge of spelling      | • Group discussion  
• Becomes familiar with the ways of using different spelling structures and assimilates rules of spelling.  
• Peer/Teacher evaluation  
**Indicators:**  
Group dynamics  
Formal replies  
Informal replies  
Confidence  
Clarity  
Focus on performance | • gets familiar with spelling rules.                                                              |
| • Editing                    | • Group discussion  
• Reads the given text and identifies the errors in the use of prepositions.  
• Peer/Teacher evaluation  
**Indicators:**  
- Group dynamics  
- Confidence  
- Focus on performance  
- Clarity  
- Rules of grammar | • understands the correct use of prepositions.                                                    |
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<tr>
<td>Style and structure of script writing</td>
<td>• Group discussion</td>
<td>• writes scripts for one act-plays and enacts them.</td>
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<tr>
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<td>• Discusses various techniques of writing the script of a one-act play</td>
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<td>• Writes a script based on the short story, &quot;Crime and Punishment&quot; and enacts it.</td>
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<td>• Peer/Teacher evaluation</td>
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<td>- Confidence</td>
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<td></td>
<td>- Voice modulation</td>
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Unit Analysis

**PORST EARLY FOR CHRISTMAS**

- R H Wood

**Concept**

- Depiction of humour in a one-act plays

**Learning outcomes**

The learner demonstrates the ability to

- analyze and evaluate a one act play.
- find out the humorous elements in plays.
- analyze the role of particular characters in the development of the plot.
- understand different aspects and stages in the development of the plot of a play.

**About the play**

“Post Early for Christmas” is a one act play which depicts the humorous incidents that take place inside a village post office during Christmas season. The theme of the play is centred on a parcel booked by a foreigner in the post office. The newspaper reports about the finding of bombs in the parcels booked in some post offices in the nearby villages prompt the people who assemble there to suspect the presence of such a one in the post office. They confirm their suspicion on hearing a tickling sound from one of the parcels. Terrified by the notion of the presence of a bomb, the assistant calls the police. The police confirms the presence of bomb in the parcel booked by the foreigner and immerses it in a bucket of water to defuse the bomb. The foreigner who returns to the post office at this moment to take back his hat which he left there unknowingly, is astonished to see that the parcel he booked is immersed in water, suspecting it to be a time bomb. When questioned, the foreigner reveals that the parcel contains no bomb but a precious time piece, a gift meant for his dear one. The foreigner declares that he is going to meet the post master general to file a complaint. On hearing this, the assistant leaves the post office abandoning her job.

**Process/Suggestions**

- Revisiting the play to identify the central theme.
- Teacher explains different types of plays.
- Talks about tragedy, comedy, tragic-comedy and melodrama.
- Discusses the role of characters in a play.

**Assessment**

Peer/ Teacher assessment

**Indicators**

- Group dynamics
- Command over language
- Analytical capacity
- Clarity of presentation
Tragedy

The term 'tragedy' is broadly applied to literary, especially dramatic representations of serious and important actions which turn out disastrously for the main character or a protagonist. The teacher may refer to the definition of tragedy by Aristotle and also the modern concept of tragedy.

Comedy

A comedy is a work in which the materials are selected and managed primarily in order to interest and amuse the audience. The term "Comedy" is customarily applied only to dramas: it should be noted, however, that the comic form, so defined also occurse in prose fiction and narrative poetry. Dramatic comedy can be broadly classified into romantic comedy, satiric comedy, comedy of manners, farce, high comedy and low comedy.

One Act Play

The one act play is to the full-length play what the short story is to the novel. According to Percival Wilde a one-act play is "an orderly representation of life, arousing emotion in an audience" (Wilde 41). Bernard Grebanier defines: "A one act play is an elaboration of a single, significant incident" (Grebanier 172).

As the one act play has only a limited canvas for character depiction and thematic representation, the playwright has the challenge of creating an engaging plot, enticing characters, and a resolution to the conflict in a relatively short amount of time.

Announcement

An announcement is a formal public statement that has a specific purpose. It can be given formally and publicly to the press for publication. Announcements can be made in response to some serious issues occurs or can be made for positive reasons such as giving information about a programme, the introduction of a new product or any thing which is considered to be important enough to inform the public.

Announcement includes the reporting of incidents that are going to happen at a particular time and place. The language used and the style of presentation differ from that of a newspaper report.

Plot is a narrative (and, traditionally literary) term defined as the events that make up a story, particularly as they relate to one another in a pattern or in a sequence as they relate to each other through cause and effect how the reader views the story or simply by coincidence.

Elements of Plot in a full-length play are:

1. Rising action
   - Exposition: Everything the audience needs to know to understand the play

2. Conflict: The clash of opposing forces: man vs self, environment vs natural forces, man vs God, etc.

3. Climax - The point at which one or the other forces is favoured; the point at which events must turn in one direction or another, not necessarily the "high point"

4. Falling Action
   - Resolution/denouement: Whatever comes after the climax
Process
The teacher distributes some newspaper cuttings related to the announcement of admission to degree courses made by different institutions, and that of some cultural programmes.
Dividing the class into different groups, the teacher asks the learners to compile the information they acquire from the cuttings given to them.

How to write a script for an announcement?

Points to remember

1. Choose your topic. Pick a subject that is important to you, as well as one you can visualize. Keep your focus narrow and to the point. More than one idea confuses your audience; so have one main idea.

2. Consider your audience. Are you targeting parents, teens, teachers or some other social group? Consider your target audience's needs, preferences, as well as the things that might turn them off. They are the ones you want to rally into action.

3. Grab your audience's attention. You might use visual effects, an emotional response, humour, or surprise to catch your target audience. Be careful, however, of using scare tactics.

4. Create a script and keep your script to a few simple statements, typically about 5 to 7 concise assertions. Highlight the major and minor points that you want to make.

5. Find your audience and get their reaction. How do they respond and is it in the way you expected? Your goal is to prompt your audience into taking appropriate action. Are they inspired?

6. Keep your message clear and simple, as you target your intended audience.

Discourse input
Give importance to 'what is going to happen'.
Give a brief description about the theme of the play, its title and author.
Say something about the music director, if any and the actors.
Give specific stress to the time, date and venue of the programme.

Follow up Activities
Some selected learners may be asked to present their announcement script in the class.

Assessment
Teacher assesses the scripts keeping in view the following:- efficiency in conveying the message, clarity of presentation, appropriateness of language used such as vocabulary and tense form:

Review writing

- Revisiting the play, discussing critically the central theme, the plot, action, characterization, climax, and the ending of the play
- Teacher talks about different types of plays, different types of characters such as flat and round, rising action, falling action, plot, the three unities of drama, etc.
- Teacher also gives the students a model literary appreciation.
Assessment

Peer/Teacher assessment

Indicators:
- Clarity of presentation
- Communication skills
- Use of language

Literary review

A literary review is a survey of everything that has been written about a particular topic, theory or research questions. It can be just a simple summary of the sources but usually it has an organizational pattern and combines both summary and synthesis. It might give a new interpretation of an old material or combine new with old interpretations.

Like most academic papers, literature review also may contain at least three basic elements: an introduction or background information section, the body of the review containing the discussion of sources, and finally, a conclusion.

Introduction: Gives a quick idea of the topic of the literary review, such as the central theme or the organizational pattern.

Body: Contains the discussion of the sources and is organized chronologically, thematically or methodologically.

Conclusion: What the learners have drawn from reviewing literature so far.

Collecting humorous literary anecdotes

Process/Suggestion

• The teacher first presents a humorous literary anecdote and asks the students to present such anecdotes from their memory in the class.
• The teacher shows certain humorous anecdotes from popular films.

Assessment

Peer/Teacher assessment

Indicators:
- Communication skills
- Use of language
- Narrative skill
- Sense of humour
This is Going to Hurt Just a Little Bit

- Ogden Nash

About the poem
"This is Going to Hurt Just a Little Bit" is a humorous poem filled with exaggerated expressions, surprising puns and metaphors. In it, Ogden Nash describes humorously the mental and physical pain he experienced, while sitting in a dentist's chair.

About the author
Frederic Ogden Nash,( 1902-71), was born in Rye, New York, and educated at Harvard, but dropped out after a year. He worked briefly in Wall Street, and also as a school teacher, before becoming a copy writer. As a master of irony, he often questions the common place in American life. His objects of humour ranges from the more general assumptions of society to problems of domestic life, to grammar and prosody itself.

Read and enjoy
Concept
• Poetic forms and devices: exaggeration, simile, etc.

Learning outcomes
The learner demonstrates the ability to
• understand humour in literature.
• participates actively in group discussions.

Process/Suggestions
• Creating an atmosphere in the class room for silent reading, comprehension and reflection of the poem 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
Peer/ Teacher evaluation

Indicators
• Clarity of presentation
• Communication skills
• Use of language

The poet exaggerates his experience of a dental treatment. He does not like sitting in a dentist's chair with his mouth wide open because it causes him both mental and physical agony. He finds it hard to keep calm then and he loses his dignity before the dentist. It is funny to see a mouth which is like a section of road that is being worked on. The dentist is like a female bear, ursa, as he suffocates the patient while treating him, just like an animal suffocating its prey. Also the patient fears the danger in using the dentist mirror: that the dentist may get confused by the laterally inverted reflection of his teeth in the mirror. Everything makes the situation a terrible, experience.
**Think and write**

- Revisiting the poem and identifying the important poetic forms and devices used in it
- Teacher talk / explanation of poetic forms and devices and teacher consolidation

**Assessment**

- Peer/Teacher assessment

**Indicators:**

- Confidence
- Clarity of presentation
- Communication skills
- Use of language

**SIMILE**

Simile is a figure of speech in which something is compared with another and said to be like it. This is in contradiction to metaphor, where one thing is said to be the same as another. A simile is usually introduced by ‘like’ and ‘as’.

**Example:**
- She is like an angel.
- Your mouth is like a section of road that is being worked on.

**EXAGGERATION**

Exaggeration is a statement which is made emphatic by overstatement. Such an expression is not meant to be taken literally. It means claiming something is greater than it really is.

**Example:**
- She shed an ocean of tears.
- But it isn’t because then coats your mouth from cellar to roof.

**PUN**

Pun is a figure of speech that consists in a play on the various meanings of a word and is mostly used in humorous sense.

**Example:**
- Not on thy sole but on thy sole harsh jew
- Thou mak’st they knife keen
- And your teeth are supposed to be being polished
- But you have reason to believe they are being demolished.

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**Critical appreciation**

- Revisiting the poem and discussing critically the main theme, the tone and the effect that the poetic devices produce
- Teacher talk / explanation of poetic forms and devices and teacher consolidation
- Writing a critical appreciation

**Assessment**

- Peer/Teacher assessment

**Indicators:**

- Group dynamics
- Clarity of presentation
- Communication skills
- Use of language

**Portfolio:**

- Appreciation
- Comprehensiveness
- Organization
- Appropriateness of language
Crime and Punishment

-R K Narayan

About the story
"Crime and punishment" is a thought provoking short story which keeps its suspense and twist from the beginning to the end. In this story, R K Narayan describes humorously how the surroundings, the parent’s mentality and the teacher’s attitude influence the personality of a child.

Concept/skills
• Expression of humour through the medium of short stories

Essay writing
Essays are generally scholarly pieces of writing giving the author's own argument. However, this definition is vague, overlapping with those of an article, a pamphlet and a short story.

There are four different types of essays: the expository essay, the persuasive essay, the analytical essay and the argumentative essay.

An expository essay is a specific kind of essay that involves investigating an idea, evaluating the evidence, presenting the idea, and supporting the presentation with an argument. Expository essays are usually written using comparison and contrast, definition, example, and the analysis of cause and effect.

A persuasive essay is an essay used to convince a reader about a particular idea or focus, usually one that you believe in. Your persuasive essay could be based on anything about which you have an opinion.

An analytical essay seeks to explore a central idea or question based on a text(s) and a learners engagement with that text.

The argumentative essay is a genre of writing that requires the learners to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner.

The following is one of the ways of writing an essay.
• Collect maximum information on your topic. Go online, head to the library, or search an academic database.
• Never ignore facts and claims that seem to disprove your original idea or claim. A good essay writer either includes the contrary evidence and shows why such evidence is not valid or alters his or her point of view in the light of the evidence.
• Analyze well-written essays. In your research you'll probably come across really well-written (and not so well-written) arguments about your topic. Do some analysis to see what makes them work.
• Brainstorm your own ideas. You can use the arguments of others to back up what you want to say. However, you need to come up with
your original view or thoughts on the topic to make it uniquely yours.

• Look at the ideas that you have generated. Choose one to three of your strongest ideas that support your topic. You should be able to support these ideas with evidence from your research.

• Plan your essay: Take the thoughts that you brainstormed and assemble them into an outline. Write a topic sentence for your main ideas. Then, underneath, make bullet points and list your supporting evidence. Generally, you want three arguments or pieces of evidence to support each main idea.

• **Body of the essay.** You have to think about length here; don't write pages and pages if your teacher wants 5 paragraphs. However, you should let your thoughts reveal themselves. You can always make them more concise later.

• **Avoid sweeping generalizations.** Statements such as "______ is the most important problem facing the world today," can cause your reader dismiss your position out of hand if he/she disagrees with you. On the other hand, "______ is a significant global problem" is more accurate.

• **Don't use "I" statements such as "I think."** Likewise, avoid the personal pronouns "you," "we," "my," "your" or "our". Simply stating your argument with supporting facts makes you sound much more authoritative. Instead of writing, "I found Frum to have a conservative bias," tell the reader why your statement is true: "Frum displays a conservative bias when he writes..."

• **Title and introduction:** Your title and introduction make people want to read your essay. If your teacher is the audience, then of course your teacher will read the whole piece. However, if you're submitting to an essay contest or writing an essay for college admissions, your title and introduction have to hook the reader if you want to meet your objectives.

• **Conclusion:** Summarize your points and suggest ways in which your conclusion can be thought of in a larger sense.

**Process/Suggestion**

• Teacher talks about the features of good essay. Give the learners awareness about different types of essays and read a sample in the class.

• Allow the learners to dig into their own personal backgrounds to write an expressive essay.

• Emphasize the importance of drafting and revising essays with this lesson, and encourage students to use their imagination!

**Assessment**

Peer/Teacher assessment

**Indicators:**

- Comprehensiveness
- Topical sequencing of ideas
- Clarity
- Brevity
- Quality of language

**Portfolio:**

- Appreciation

**Indicators:**

- Comprehensiveness
- Organization
- Appropriateness of language
SAMPLE T.E QUESTIONS

1 Identify the prepositional phrase used in the following sentences. (2)
   a) I know I’m late, but am I still in time for dinner?
   b) He was on the verge of leaving the house when the phone rang.

2 Imagine that the parcel booked in the post office by the Foreigner in the play Post Early for Christmas contained a real time bomb, as everybody feared. The police arrested him on a complaint filed by the assistant, (when he returned to the post office to take his hat). A newspaper reported the incident in detail the next day. What would be the newspaper report? Write the newspaper report assuming you are the reporter. (5)

7 Write a review of any film you have seen recently, commenting on its theme, story, setting, characterization, and the performance of the protagonist and the antagonist in the film. You can also comment upon the social relevance of the theme and the message the film tries to convey. (6)

8 Read the anecdote given below and bring out the humorous elements in it. (4)

Who’s Counting?

Napoleon was involved in a conversation with a colonel of a Hungarian battalion who had been taken prisoner in Italy. The colonel mentioned he had fought in the army of Maria Theresa. "You must have a few years under your belt!" exclaimed Napoleon. "I'm sure I've lived sixty or seventy years," replied the colonel. "You mean to say," Napoleon continued, "you have not kept track of the years you have lived?"

The colonel promptly replied, "Sir, I always count my money, my shirts, and my horses - but as for my years, I know nobody who wants to steal them, and I shall surely never lose them."

10 Do you think humour sometimes becomes bitter and malicious? Write your answer keeping in view the humour in the poem, "This is Going to Hurt Just a Little Bit." (4)

11 Write a paragraph about instances of exaggeration you feel in the poem, "This is Going to Hurt a Little Bit." (3)

12 Compare and contrast the education system you are in with that depicted in the story Crime and Punishment. (5)

14 Read the following story and prepare a script out of it for a skit. (8)
The Lion and the Cougar*

A pointed fable is told about a young lion and a cougar. Both feeling thirsty, the animals arrived at their usual water hole at the same time. They immediately began to argue about who should satisfy their thirst first. The argument became heated, and each decided he would rather die than give up the privilege of being the first to quench his thirst. As they stubbornly confronted each other, their emotions turned to rage. Their cruel attacks on each other were suddenly interrupted. They both looked up. Circling overhead was a flock of vultures waiting for the loser to fall. Quietly, the two beasts turned and walked away. The thought of being devoured was all they needed to end their quarrel.

15 Read the following poem.

I Ate a Spicy Pepper
I ate a spicy pepper
From my brother on a dare.
The pepper caught my head on fire
And burned off all my hair.

My mouth erupted lava
And my tongue began to melt,
My ears were shooting jets of steam.
At least that's how they felt.

I ricocheted around the room.
I ran across the ceiling.
I dove right in the freezer
To relieve the burning feeling.

I drank a thousand soda pops
And chewed a ton of ice
To try to stop the scorching
Of that spicy pepper's spice.

At last, the flames extinguished,
I admitted to my brother,
"That pepper was the best one yet.
May I please have another?"

Compare this with the poem 'This is Going to Hurt Just a Little' and write a brief appreciation.

* a large brownish cat.

**Introduction**

Term Evaluation is an important aspect of Continuous and Comprehensive Evaluation (CCE). It covers the *assessment of learning* aspect of the CCE. The Kerala School Curriculum 2013 postulated that the examination system should be recast so as to ensure a method of assessment that is a valid, reliable and objective measure of student development and a powerful instrument for improving the learning process. The outcome focused written tests are being used as tools for terminal assessment. Practical assessment is also considered for some subjects. The syllabus, scheme of work, textual materials, teacher texts and learning experiences may be considered while developing tools for Term Evaluation.

In order to make the examination system effective and objective, quality of the question paper needs to be ensured. Questions of different types considering various learning outcomes, thinking skills and of varying difficulty levels are to be included in the question paper. This makes question paper setting a significant task that has to be undertaken with the support of proper guidelines.

The guidelines for the preparation of the question paper have been divided into four heads for its effective implementation and monitoring. The areas are i) preparatory stage, ii) nature of questions, iii) question paper setting and iv) structure of the question paper.

I. **Preparatory stage**

Before starting the process of question paper setting, the question paper setter should ensure that she/he has:

- familiarised the current syllabus and textbook of the subject concerned.
- secured the list of LOs (Learning Outcomes) relating to the subject.
- acquired the list of thinking skills applicable to the subject (See appendix).
- prepared a pool of questions from each unit of the subject.
- verified the scheme of work and weight of score for each unit/lesson.

II. **Nature of questions**

Questions selected from the pool to be included in the question paper should reflect the following features:

- stem of the question text should be relevant to the question posed.
- multiple choice questions should be provided with four competitive distracters.
- the possibilities of higher order thinking skills should be considered while setting MCQs.
- time allotted for each question should be justified according to the thinking skills involved.
- the scope and length of the answer should be clearly indicated.
- questions should be prepared by considering the learning level of the learner.
- the question should focus on the learning outcomes.
• a wide range of thinking skills and learning outcomes from each unit/lesson should be considered.
• varied forms of questions should be covered.
• there should be a balance between the time allotted and the level of question.
• question should be very specific and free from ambiguity.
• question text should not be too lengthy and complicated.
• questions can be prepared based on a single or a cluster of learning outcomes which is scattered over one particular unit or units.
• cluster of learning outcomes from different units can be considered only for graded questions (questions with sub-divisions).
• the possibilities of graded questions reflecting different thinking skills can be explored.
• while preparing questions for language papers importance should be given to the language elements, language skills, discourses, textual content and elements of creativity.
• while preparing questions for subjects other than languages, importance should be given to content, concepts and skills.
• questions should cater to the needs of differently abled learners and CWSEN (Children With Special Education Needs)
• the questions should contain varied forms such as objective type with specific focus to multiple choice test items and descriptive types (short answer and essay types).
• directions regarding the minimum word limit for essay type questions should be given.
• sufficient hints can be provided for essay type questions, if necessary.
• maximum usage of supporting items like pictures, graphs, tables and collage may be used while preparing questions.
• questions which hurt the feelings of caste, religion, gender, etc. must be completely avoided.

III. Question paper setting
During the process of question paper setting the question setter should:
• prepare a design of the question paper with due weight to content, learning outcomes, different forms of questions and thinking skills.
• prepare a blue print based on the design.
• prepare scoring key indicating value points and question based analysis along with the question paper.
• while preparing scoring key, thinking skills should also be integrated.
• 60% weight should be given to thinking skills for conceptual attainment and 40% to thinking skills for conceptual generation.
• 15 to 20% weight of total scores must be given to objective type questions and up to 20% weight of total score must be given to essay type questions.
• the highest score that can be given to a question in the question paper is limited to 10% of the total score.
• while fixing the time for answering a question, time for reading, comprehending and writing the answer must be considered.

• The total time limit of the question paper - two hours for 60 scores and 2.30 hours for 80 scores question papers with an extra cool-off time of 15 minutes.

IV. Structure of the question paper

The question paper should reflect the following features in general:

• general instructions for the question paper should be given on the top.
• instructions for specific questions can be given before the question text.
• monotony of set patterns (objective or descriptive) should be avoided.
• questions should be prepared in bilingual form (for subjects).
• there should not be any mismatch between the bilingual versions of the questions.
• choice can be given for questions up to 20% of the total score.
• while giving choice, alternative questions should be from the same unit with the same level of thinking skills.
• in the case of languages, language of the questions and answers should be in the particular language concerned. Necessary directions in this regard must be given in the question paper.

THINKING SKILLS

<table>
<thead>
<tr>
<th>Category/ processes</th>
<th>Alternative terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remember</td>
<td>Retrieve relevant knowledge from long-term memory</td>
</tr>
<tr>
<td>1.1. Recognising</td>
<td>identifying- (e.g. Recognize the dates of important events in Indian history)</td>
</tr>
<tr>
<td>1.2. Recalling</td>
<td>retrieving - (e.g. Recall the major exports of India)</td>
</tr>
<tr>
<td>2. Understand</td>
<td>Construct meaning from instructional messages, including oral, written and graphic information</td>
</tr>
<tr>
<td>2.1. Interpreting</td>
<td>clarifying, paraphrasing, representing, translating (e.g. Write an equation [using B for the number of boys and G for the number of girls] that corresponds to the statement ‘There are twice as many boys as girls in this class’)</td>
</tr>
<tr>
<td>2.2. Exemplifying</td>
<td>illustrating, instantiating (e.g. Locate an inorganic compound and tell why it is inorganic)</td>
</tr>
<tr>
<td>2.3. Classifying</td>
<td>categorizing, subsuming (e.g. Classify the given transactions to be recorded in Purchase returns book and Sales returns book)</td>
</tr>
<tr>
<td>2.4. Summarising</td>
<td>abstracting, generalizing (e.g. Students are asked to read an untitled passage and then write an appropriate title.)</td>
</tr>
<tr>
<td>2.5. Inferring</td>
<td>concluding, extrapolating, interpolating, predicting (e.g. a student may be given three physics problems, two involving one principle and another involving a different principle and ask to state the underlying principle or concept the student is using to arrive at the correct answer.)</td>
</tr>
</tbody>
</table>
### Comparing
contrast, mapping, matching (e.g. Compare historical events to contemporary situations)

### Explaining
constructing models (e.g. the students who have studied Ohm’s law are asked to explain what happens to the rate of the current when a second battery is added to a circuit.)

#### 3. Apply
Carry out or use a procedure in a given situation

- **Executing**
  Carrying out (e.g. Prepare Trading and Profit and loss Account from the Trial Balance given and find out the net profit.)

- **Implementing**
  using (e.g. Select the appropriate given situation where Newton’s Second Law can be used)

#### 4. Analyse
Break material into its constituent parts and determines how the parts relate to one another and to an overall structure or purpose

- **Differentiating**
  discriminating, distinguishing, focusing, selecting (e.g. distinguish between relevant and irrelevant numbers in a mathematical word problem)

- **Organising**
  finding coherence, integrating, outlining, parsing, structuring (e.g. the students are asked to write graphic hierarchies best corresponds to the organisation of a presented passage.)

- **Attributing**
  deconstructing (e.g. determine the point of view of the author of an essay in terms of his or her ethical perspective)

#### 5. Evaluate
Make judgements based on criteria and standards

- **Checking**
  coordinating, detecting, monitoring, testing (e.g. after reading a report of a chemistry experiment, determine whether or not the conclusion follows from the results of the experiment.)

- **Critiquing**
  judging (e.g. Judge which of the two methods is the best way to solve a given problem)

#### 6. Create
Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure

- **Generating**
  hypothesizing (e.g. suggest as many ways as you can to assure that everyone has adequate medical insurance)

- **Planning**
  designing (e.g. design social intervention programmes for overcoming excessive consumerism)

- **Producing**
  constructing (e.g. the students are asked to write a short story based on some specifications)

Considering the intellectual level of learners, while setting the question paper;

1. **60% weight may be given to thinking skills used for factual and conceptual attainment and**
2. **40% weight may be given to thinking skills for conceptual generation** (higher thinking skills has to be ensured in this category). Thinking skills for conceptual generation means thinking skills needed for elaborating the concepts.

Refer the range of thinking skills given above. We can include the thinking skills no.1.1 to 3.2 (11 processes) under first category and 4.1 to 6.3 (8 processes) under second category.
Students demonstrate their ability to

1.1 analyse the concept of women empowerment and understand the power of education as a tool for their liberation.
1.2 uphold the importance of freedom for women.
1.3 recognize the rights and privileges of women and work for their equal status with men.
1.4 appreciate literature.
1.5 identify the space of women in the Indian socio-cultural scenario.
1.6 realize the role of an ideal listener and develop an empathetic attitude towards social issues.
1.7 prepare and deliver persuasive speeches.
1.8 participate actively in panel discussions.
1.9 present ideas logically in panel discussions.
1.10 discuss the pros and cons of an issue.
1.11 compare poems and review prose passages.
1.12 identify adjectives and substitute them suitably.
1.13 familiarize themselves with the different degrees of comparison and use them appropriately.
1.14 browse the Internet for additional information.
1.15 organize exhibitions/film festivals and present reports on them.
1.16 edit the errors in a given passage.

2.1 read, analyse and interpret a poem, short story and one act play.
2.2 recite poems.
2.3 note down responses to the questions on the theme, message and language of the poem.
2.4 identify and record the poetic devices used in the poem.
2.5 prepare a write-up appreciating the theme and treatment of the poem – 'Mending Wall'.
2.6 compare two poems - their theme, treatment, striking features, etc.
2.7 develop brief character sketches.
2.8 prepare and present announcements on various programmes.
2.9 recognize the elements of a news report and formal letter by writing short news reports.
2.10 understand the features of a debate by participating actively in a debate.
2.11 prepare book reviews.
2.12 list and use homonyms and vocabulary related to specific games like cricket, chess, hockey... etc.
2.13 use tense forms, reported speech and passive voice in real life contexts.
2.14 dramatize stories, events and given situations meaningfully.
2.15 edits the errors in a given passage.
2.16 appreciate and uphold values in life.

3.1 analyze the concept of entrepreneurship through different stories.
3.2 take notes from a lecture.
3.3 identify and list the skills and responsibilities required for different jobs.
3.4 write a paragraph about careers and hobbies.
3.5 differentiate between facts and opinions.
3.6 use idioms in appropriate contexts.
3.7 identify and explain the meaning of phrasal verbs in context.
3.8 create blogs to express their views on different topics.
3.9 write comments for blog posts.
3.10 use modal auxiliaries for different functions of language.
3.11 use expressions of persuasion in conversations.
3.12 use semi-formal language to write e-mails.
3.13 use formal language to write a job application and cover letter.
3.14 respond to job interview questions appropriately.
3.15 read, analyse and interpret a poem.
3.16 recite a poem with proper modulation.
3.17 appreciate a poem and write a review.

4.1 identify environmental impacts
4.2 respond to environmental issues
4.3 value and conserve water
4.4 value farming and the cultivation of food crops
4.5 participate in programmes for planting saplings
4.6 recycle, reuse, and preserve natural resources for the future
4.7 identify the health hazards due to the overuse of drugs
4.8 analyze a collage
4.9 read and comprehend speeches, essays and similar articles
4.10 express opinion about a social issue
4.11 prepare write-ups, essays etc.
4.12 express their views in a formal speech
4.13 use adverb phrases/clauses suitably and effectively
4.14 read, analyze and critically appreciate a poem
4.15 participate in seminars, and prepare a seminar paper/ppt
4.16 draft letters of enquiry
4.17 use language expressions of advice, request, permission, suggestion, enquiry, etc. appropriately.
4.18 edit a given text.

5.1 read, understand and analyse short stories, one act plays and poems.
5.2 understand the depiction of humour in literature.
5.3 recognize the language of humour and use it in other situations.
5.4 identify various aspects and specialties of one act plays.
5.5 write the scripts for a one-act plays and enacts.
5.6 read and appreciate different genres of literature.
5.7 understands the various component of a play.
5.8 identify the specialties of one act plays.
5.9 identify various poetic forms and devices.
5.10 analyze the characters in one-act plays and short stories.
5.11 write reviews of one-act plays.
5.12 write short humorous discourses such as poems, short stories, anecdotes, etc.
5.13 prepare analytical essays on given topics.
5.14 understand various aspects of grammar like transformation of sentences the usage of prepositions.
5.15 appreciate short-stories, one act plays and poems
5.16 get familiarized with spelling rules.

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Instructions to Question paper setters (Part I-English)

- 60% weight should be given to thinking skills for concept attainment and 40% for concept generation.
- 15 to 20% weight of the total score must be given to objective type questions and 20 – 35% weight to essay type questions.
- The highest score that can be given to a question is limited to 10% of the total score (i.e. 8 marks).
- 10 to 15% weight must be given to grammar.
- Language elements (grammar, vocabulary), relevant information from texts, points of argument, etc. could be considered for objective type.
- Reading time, thinking time and writing time should be considered for each question in the question paper.
- All the questions should be based on the concepts suggested in the course materials.
- Unfamiliar excerpts/passages can be included for testing the learner's abilities to read analytically and critically.
- Unfamiliar poem should be included for testing appreciation skills of the learner.
- The length of the unfamiliar passage should not exceed 250 words and the unfamiliar poem 20 lines.
- Questions for writing lower level discourses such as diary, advertisement, poster, profile and wall notice should not be included in the second year terminal question paper.
- Choice should be given for higher level questions (maximum 15 to 20% of total score).
### Annual Plan (Scheme of Work)

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<td>2</td>
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<td><strong>Term II</strong></td>
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<td>A Three Wheeled Revolution (Interview)</td>
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<td>Rice (Poem)</td>
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<td><strong>Term III</strong></td>
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General instructions to candidates:

• There is a ‘cool off time’ of 15 minutes in addition to the writing time of 2½ hours.
• You are not allowed to write your answers or to discuss anything with others during the 'cool off time'.
• Read the questions carefully before answering.
• All questions are compulsory and only internal choice is allowed.
• When you select a question, all the sub-questions must be answered from the same question itself.
• Electronic devices, except non programmable calculators, are not allowed in the Examination Hall.

(Qns. 1-3) Read the passage and answer the following questions.

Entering the Korowai rain forest is like stepping into a giant watery cave. The tree canopy’s dense weave plunges the world into a verdant gloom. The heat is stifling and the air drips with humidity. This is the haunt of giant spiders, killer snakes and lethal microbes. High in the canopy, parrots screech and a barely visible track winds around rain-soaked trees and primeval palms. A sudden downpour sends raindrops spearing through gaps in the canopy.

1. What does the word 'verdant' mean here?
   a) comfortable  
   b) beautiful
   c) leafy  
   d) withering (1)

2. Comment on the expression 'raindrops spearing through gaps'. (1)

3. Describe briefly the scenic beauty of the place citing the word pictures in the passage. (3)

4. In "Horegallu", Sudha Murty speaks about a horegallu and its influence on the life of the villagers. Imagine that the Government decides to remove the horegallu as part of widening the road. In the light of this decision, the villagers assemble near the horegallu and speak the following words. Choose the appropriate adjective/adjective clause and fill in the blanks.

   Good morning, friends. The authorities are going to take away our horegallu. This horegallu (a) …………………. (looks good/carrying burden/ which can bear weight) is a part of our day-to-day life. Without it, our life will be as hard as (b)………………………… (trouble /lead/task). Masterji spends the evening with passersby who(c)………………………… (used to listen to our worries/used to help us find solution / used to share their worries with him.) He says that the horegallu is the most (d)…………………………(essential/trivial/ avoidable) part of our village. (4)
5. "And this, O Fate, is I think the most vicious circle that thou ever sentest." (From the text "This is Going to Hurt just a Little Bit.")

Explain the message communicated through this line. (3)

6. The following conversation from the play 'Post Early for Christmas' gives us a picture of the fuss made by the people in a post office, in the name of a parcel. Read the conversation carefully and prepare two sentences giving suggestions to the Assistant so that she can handle the situation without panicking.

Farmer : If we don't do something, you'll find out soon enough, ma'am.
Gentleman : What's all the fuss about?
Old lady : It's about a time-bomb. (2)

7. It has been decided by your class to dramatize the story 'Crime and Punishment'. You are asked to introduce the play to the audience. Prepare a script for compering, including all relevant details like theme, duration, cast and credit, etc. (4)

(Qns. 8-10) Read the following excerpt from the play 'The Hour of Truth' and answer the questions that follow.

"Look here. Governor, you have said nothing to the papers. If you say nothing more tomorrow, what does it amount to but sticking to your friend? It's the square thing to do—he'd do as much for you."

8. Who speaks these words? (1)
9. Who is addressed as 'Governor'? (1)
10. What does the expression 'square thing to do' mean? (2)
11. Comment on the friendship portrayed in the story 'Amigo Brothers' in about 60 words. (4)

12. A notice prepared by the student leader of the NSS Unit of a school is given below. There are a few mistakes in it. Identify them and write the correct form as shown in the example. (4)

Incorrect Correction
Deer students, Deer
The members of the NSS monitoring team is visiting a.
our school on the month of January, to assess the b.
activities of our unit. They will, firstly of all, check the record c.
of students' activities written in there Activity book. So, d.
all students are requested to submit the book on
31st December.

Sd /-
NSS Leader

d.

13. You have read the interview with Irfan Alam, founder and chairman of SammaaN Foundation.

Prepare a blog on Irfan's ideas of entrepreneurship and the means he adopted to execute his ideas. The blog should be presented in such a way as to motivate the young budding entrepreneurs. (4)
14. A seminar was conducted in your school on the topic 'Commercialisation and Shortage of Indigenous Food Crops' as per the following programme. Read it carefully and prepare a report of the seminar.  

**ABC Public School**  
**Chennai**  
**Seminar**  

Venue: School Auditorium  
Time: 9.30 am  
Date: 24-2-2015  

**Programme**  

Prayer : School Choir  
Welcome speech : Sri. Natwar Prasad, the Principal of the School  
Presidential Address : Smt. Lalitha Das, the Ward Councillor  
Inaugural Address : Sri. Ravi Sasthi, Environmental activist  
Paper presentation :  
1. Crisis among the farmers who cultivate food crops - Kum. Fathima Nissan  
2. Indigenous food crops and self reliance - Master David Heinty  
3. Change in attitude of the farmers - Kum. Aruna Prasad  
4. The impact of cash crop cultivation - Master Dinu Syam  
Interactive Session :  
Vote of Thanks : Master Naveen Thomas, Chairman of the School  
National Anthem : School choir  

15. Inspired by Shaheen Mistri, your school has decided to take up the task of providing free education to a selected group of poor, needy children. You would like to inform Shaheen about this new venture and invite her to visit your school. Write an e-mail to her.  

16. Read the quotation given below:  
"When one door of happiness closes, another opens; but often we look so long at the closed door that we do not see the one which has been opened for us." - Helen Keller.  
'Flights of Freedom' presents a number of women characters before the readers. With whom do you associate the above quote? Why? Prepare a brief sketch of this character including the qualities you desire to find in her.  

17. A panel discussion was conducted in your school on the topic 'Modern Education System – Challenges Ahead.'  
Given below is an excerpt from the presentation made by a panellist during the panel discussion.
"Educating a child is basically a matter of caring and nurturing the child. The process of education should open new vistas of knowledge before the child. As the saying goes: 'nourish the brain through the senses'. The syllabus and transactional strategies should be designed in such a way as to make the learners consider education as a fruitful affair."

Now, prepare a brief script for presentation in the panel discussion by the next panellist highlighting the practical issues faced by the teacher in the classroom and the means to be adopted to minimise this problem. (5)

18. Read the following excerpt from a newspaper article:
   a. "A society that is unable to respect, protect and nurture its women and children loses its moral moorings and runs adrift."
      Prepare the script of a persuasive speech, expressing your comments on the statement, to be delivered in your school on the International Women's Day. (6)

   Or

   b. Your school is conducting an elocution competition in connection with your school youth festival. You are also, a contestant. The topic for the elocution is 'Challenges of Women Empowerment.' Prepare a script for your speech.

19.a. Dr. Hardin B. Jones, in his essay 'Dangers of Drug Abuse', says, "....the sensory deprivation of the drug addict manifests itself in a general feeling of physical discomfort and in personality changes."
      Considering the psychological and social impact of drugs on an addict, prepare an essay on the topic "The Menace of Drugs".

   Or

   b. Dr. Hardin B. Jones, in his essay 'Dangers of Drug Abuse', says, "Drugs, after all, act directly on the brain and cause mental mechanisms to respond abnormally. The risks are great for the persistent user." We know that drug related health disorders are many and varied. Identify the other health hazards caused by the abuse of drugs and prepare an essay on the topic "The Menace of Drugs." (6)

20. Read the following advertisement.

HURRY!
Here is a golden chance for young, dynamic talents to mould future citizens.
Take the lead in creating the leaders.

- Age not above 35
- Post graduation (in any subject) with not less than 80% marks
- Fluency in English
- Aptitude for teaching
- Apply within 10 days

Waiting for excellent teachers
XYZ Education Centre

You wish to apply for the job. Prepare an application letter and a resume for the purpose. (8)
21. Read the following poem.

**A Poison Tree**

*William Blake*

I was angry with my friend:
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.

And I waterd it in fears
Night and morning with my tears;
And I sunned it with smiles,
And with soft deceitful wiles.

And it grew both day and night,
Till it bore an apple bright.
And my foe beheld it shine,
And he knew that it was mine,

And into my garden stole,
When the night had veiled the pole;
In the morning glad I see
My foe outstretched beneath the tree.

(Hints: wrath = anger; foe = enemy; deceitful = misleading; wile = cunning methods)

Now, compare the poem with 'Mending Wall' by Robert Frost. (8)

(Hints: theme, message, poetic devices, etc.)
The rain drops are as strong as spears; they move rapidly through the narrow gaps in the dense canopy.

Appropriateness of the description
Identification of word pictures (a barely visible track wind around rain-soaked trees/the haunt of giant spiders, killer snakes and lethal microbes)
Quality of language

a) which can bear weight
b) lead
c) used to share their worries with him
d) essential

Relevance of the content
Appropriateness of language

I think you should call the police.
Why don't you deal with the situation boldly?
(Or any other relevant suggestions.)

Comprehensiveness of ideas
Precision and clarity
Quality of language

John Baldwin

Robert Baldwin

Appropriate explanation of the expression

Comprehensiveness of ideas
Relevance
Quality of language

a) are visiting
b) in
c) First of all/Firstly
d) their

Organisation of ideas
Clarity in presentation
Quality of language

Content
Appropriateness of language
Organization of ideas and layout
Relevance of the content
### Answer Key/Value points

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<td>Challenges of Life</td>
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## QUESTION-BASED ANALYSIS

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General instructions to candidates:

• There is a 'cool off time' of 15 minutes in addition to the writing time of 2½ hours.
• You are not allowed to write your answers or to discuss anything with others during the 'cool off time'.
• Read the questions carefully before answering.
• All questions are compulsory and only internal choice is allowed.
• When you select a question, all the sub-questions must be answered from the same question itself.
• Electronic devices, except non programmable calculators, are not allowed in the Examination Hall.

(Qns. 1-3) Read the excerpt from the story 'Amigo Brothers' and answer the questions that follow.

“The announcer turned to point to the winner and found himself alone. Arm in arm, the champions had already left the ring.”

1. Who are the champions referred to here? (1)
2. 'Arm in arm' in this passage means (1)
   a) happiness  b) friendship  c) respect  d) concern
3. Do you think that it is right on the part of the champions to leave the ring like that? What might have prompted them to do so? (2)
4. Read the following conversation taken from the play 'The Hour of Truth.'
   John : You can imagine: rotten things. And I couldn’t contradict them.
   Baldwin : Why not, John?
   John : Because I didn’t know.
   Baldwin : Did you have to know? Wasn’t it enough that you knew your father?
   Imagine that you are going to direct this segment of the play for the English festival to be held in your school. Being the director, you have to explain the conversation to the actors. Report the details of the conversation to your actors in about 60 words. (4)
5. Edit the following letter supplying the correct tense form wherever necessary:
   Dear Sir,
   I was writing this letter to complain about a service charge of Rs. 30 levied on my saving bank account.
On 12 June 2015, I withdraw Rs. 2500 from my saving bank account using my ATM card. At that time, the balance in my account were Rs.7500 as per the receipt I receive from the ATM. However, I received a bank statement on 25 June 2015 which showed that I had been charged Rs. 30 for the transaction. I do not understand this as there is no service charge for the first five ATM transactions per month. I believe this charge of Rs. 30 is wrong and I want this money to be reimbursed immediately. I look forward to hearing from you. Please respond to my complaint within 10 days.

Yours faithfully

Ravichandra T.K.

6. “My little brother runs in to meet me—
I, eager to have a full meal of athikira rice.
He’s carrying the rations for the whole household—
He trips over something and scatters the wheat all over the yard.”

Bring out the satirical element in the above lines taken from the poem ‘Rice’. (2)

7. As part of sensitizing your friends on the harmful effects of drugs on the human body, you decide to collect information on the overuse of drugs and its health hazards. Write a letter to the department of health, enquiring about the various health hazards caused by drug abuse. (5)

(Qns. 8-10) Read the following passage and answer the questions that follow.

"The child ran towards his parents gaily and walked abreast of them for a while; being, however, soon left behind, attracted by the little insects and worms along the footpath that were teeming out from their hiding places to enjoy the sunshine."

8. Why did the insects and worms come out of the hiding place? (1)
9. What is the meaning of 'abreast'? (1)
   (far ahead/side by side/ in front of/opposite)
10. Pick out the words and expressions that convey the pleasant atmosphere. (2)
11. “We abuse land because we regard it as a commodity belonging to us. When we see land as a community to which we belong, we may begin to use it with love and respect,” says Aldo Leopold. How far do you agree with this view? Prepare a write-up in not more than 50 words in the light of your understanding of the speech ‘When a Sapling is Planted’ by Wangari Maathai. (3)

12. Language puns, sarcastic dialogues, comic appearance, and an unexpected twist all contribute much to the humour in the play 'Post Early for Christmas'. Prepare a blog on the humour in the play in not more than 50 words (3)

13. Following are some of the interesting points made in the debate on 'New Generation Society and Communication.'
   • They are glued to the internet, especially to social media.
   • They are mostly careerists and are least interested in issues of social concern.
   • They lack communication skills.
   • They wall themselves up from society.
Being a representative of the new generation, you are not convinced of the points made. Prepare four arguments substantiating your position. (4)

14. Imagine that Rini, Nomita's niece is a silent witness to the quarrel between Nomita and her husband. Rini feels scared and rushes to the kitchen to narrate it to other members of the family. Prepare the narration for her. (4)

15. Rohan, a trainee journalist has jotted down the following points when he went to cover the fraud in Gresham’s Bank.

Financial fraud in the bank  
MD Gresham arrested  
Employees are clueless as to the real culprit  
Baldwin, the close associate of the MD is the only witness  
Depositors concerned

Now, help him to prepare a news report on the financial fraud exposed in Gresham’s Bank. (4)

16. There is an adage that says : “If you educate a boy, you train a man. If you educate a girl, you train a village”. Prepare a write-up expressing your views on this in about 60 words. (4)

17. Your class has decided to conduct a group discussion on the topic "India – A land wonder for Young Entrepreneurs."

You are asked to initiate the discussion. Prepare the script of a presentation you would make on the occasion. (4)

18. ‘A teacher is a friend, philosopher, guide, and a mentor to the student’. Analyse the character of the teacher in the story 'Crime and Punishment' in the light of this statement. (5)

19. Read the following advertisement and prepare an email in response to it. (4)

VACANCY
RECEPTIONIST CUM TELEPHONE OPERATOR.
Classic Travels (Pvt) Ltd., P.O. Box 149, Kochi.

Qualification : Graduation in any discipline.
Age : Between 20 and 35.
The ideal candidate should:
• Possess good telephone manners & interpersonal skills.
• Be well groomed, friendly, presentable & energetic.
• Have good communication skills in English.
• Previous experience will be an added advantage.

Interested candidates please submit your application to careers@classictravels.com immediately with a recent photograph.

Attractive salary and free holiday package every year.
20. The coordinators of Operation Gurukula Project of the District Panchayat are impressed by your services as the student counsellor of the Souhruda Club of your school, and they decide to honour you for that. Prepare the speech that you would deliver after receiving the award.

(Hints: expression of gratitude for the honour - explanation of services rendered - your response to the honour - advice / exhortation to the audience.)

OR

You are greatly inspired by the activities of the Green Belt Movement but you decide to launch a similar movement in your school to ensure a green campus. In order to collect more information regarding their activities, you decide to write a letter to the head of the Green Belt Movement. Prepare the letter of enquiry. [Hints: Their activities - websites/books giving details - support given to local units]

21. To listen to K. Satchidanandanan is to be reminded that there are beautiful and different perspectives. Even a term such as 'language' gets a wider sense in his poems. Read the excerpt from his poem 'The Mad' and compare it with 'Stammer', focussing on their meaning, in addition to the analysis of poetic devices.

The Mad

The mad have no caste or religion.
They transcend gender,
live outside ideologies. We
do not deserve their innocence.

Their language is not of dreams but
of another reality. Their love
is moonlight. It
overflows on a full moon day.

Looking up they see
gods we have never heard of. They are
shaking their wings when
we fancy they are shrugging
their shoulders. They hold
even flies have souls
and the green god of grasshoppers
leaps up on thin legs.

In a single day they reach
the big bang at the beginning.
They go on walking restless for
their earth is boiling still.

The mad are not
mad like us.

22. Match box and Horegallu are the two inanimate objects which play vital roles in the stories "Match box" and "Horegallu" respectively. Do these objects serve any purpose? Substantiate your views, citing situations from the texts, in about 200 words.

OR

Imagine that your school is conducting an essay writing competition in connection with 'International Women's Day' celebrations. You are also a contestant. The topic for the essay is 'The relevance of empowering women.' Write an essay of about 200 words.
### Answer Key/Value points

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