

# **TEACHER TEXT ENGLISH**

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**STANDARD VIII**



**GOVERNMENT OF KERALA  
DEPARTMENT OF EDUCATION  
2015**

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## Teacher Text English

Standard VIII

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## **FOREWORD**

*Dear teachers*

*This is the Teacher Text for teachers of English of Standard VIII. It is developed to serve as a platform for you to make the teaching/learning process of English effective. We have to provide our learners ample opportunities to use the language effectively. The English Reader in Standard VIII provides a variety of literary pieces like short stories and poems. By creating a language atmosphere congenial for learning, we can generate an interest in the learners so that they read and enjoy the texts in English.*

*The Teacher Text aims at empowering the teachers to use the Reader in the best possible way so that every session of language learning becomes meaningful and productive. The Approach in General, Approach to English Language, Specific Aspects in Second Language Pedagogy, Strategies for teaching various genres of texts, Grammar, Editing and Assessment, Teaching Manual, etc. are detailed in this book. Basic instructional procedures are presented and illustrated citing examples.*

*We hope the teachers of English will find the Teacher Text a valuable source for enriching themselves to engage effectively in the teaching/learning process. It will also serve as a guideline for the teacher while preparing teaching manuals. Our aim is to establish a pleasant learning atmosphere for the teachers as well as learners.*

*The process, strategies and techniques in this Teacher Text are only suggestive; no teacher is bound to follow this text as such. You are free to modify, adopt or even search for innovative and better strategies that will suit your learners. Creative suggestions for improvement are always welcome.*

*Wish you all the best.*

**Dr S Raveendran Nair**  
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## Highlights of the Reader and the Teacher Text

- This course of instruction in English is based on the objectives and principles of education envisioned in Kerala School Curriculum 2013.
- The curriculum includes various problems faced by our society which are discussed in the texts and activities are provided to sensitise the learners on them.
- Constructivism and critical pedagogy are the principles that form the basis of its pedagogic approach.
- Critical pedagogy explores the social dimension of a constructivist, child- centered and process-oriented classroom.
- Representative selections of authentic literary texts from across the world are used for the classroom transaction in each unit.
- Various issues and themes related to our society like negligence towards art and artists, knowledge and insights of travel, dignity of labour, communication with nature, need of love and care to the differently abled are discussed in the units.
- Each unit gives ample scope for creative expression of language as well as its application in real life contexts.
- Performance-based activities like choreography, enactment of skit, and drama are given slots for presentation either in the class or on stage.
- Various skills of language are integrated and the scope for constructing different discourses is inbuilt in the classroom process of the material.
- Editing and language activities have been attempted in all the

units to help the learners acquire the sense of accuracy in language use.

- The Word Bank and the detailed glossary given at the end of the Reader are provided to familiarise the learners with dictionary reference and to help them become independent readers.
- Self-assessment checklists are provided along with the textual activities to help the learners assess the discourses constructed themselves. The teachers also can continuously assess the performance of the learners.
- Space has been provided below each page for the learners to create personal wordlists. The

learners can write down the words, their meanings and use them in sentences of their own.

- The transactional process of this learning material explores the possibilities of IT as a tool for language learning.
- The Teacher Text details the approach, methodology, techniques of transaction, planning and assessment as a comprehensive package of learning materials at this level.
- The activities suggested in the handbook are suggestive and not prescriptive. Teachers are free to adopt and modify the suggested activities within the constructivist paradigm to suit to the level of their learners.

# Chapter 1

## Kerala School Curriculum 2013

### Introduction

Education is an important factor both in the day-to-day development of the child and in contributing to the personal, social, cultural and economic fulfillment of the future adult. The state of Kerala today occupies an enviable position in terms of several indicators of social and human development. It is the spread of general education that has made this possible. Kerala's performance in the field of general education has been so impressive that it could receive the distinctive acclamation as the 'Kerala Model'.

It goes to the credit of our state that it has achieved all the millennium goals set for education, much ahead of time. We have been successful in ensuring near universal enrolment in schools. The dropout rates are very low and disparity in literacy and enrolment at all levels has been reduced. We have also been successful, to a great extent, in

achieving gender equity in education. Various factors have contributed to the progress of general education in our state. The most important among them are the intervention of government, social reformation movements and the work of missionaries. Now, the major challenge we face is providing quality education to all.

Education is a powerful tool that equips a society to encounter the challenges that life brings with it. It has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Education stands at the crossroads today. Normal linear expansion cannot meet the needs of the situation. Every learner needs to be cherished, nurtured and developed with tenderness and care coupled with dynamism. Each individual's growth presents a different range of problems and requirements, at every stage. The catalytic action of Education in this complex and dynamic growth process

needs to be planned meticulously and executed with great sensitivity. This realization paved the way for efforts to revise the curriculum accordingly. The National Curriculum Framework 2005 initiated the reforms in the field of education. Later, the Kerala curriculum Framework 2007 was formed which has subsequently been 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 comprehensive curriculum revision point towards the necessity of curriculum reform. On the basis of the National Education Policy (1986), infrastructure development and teacher training programmes were widely carried out. Along with this there were attempts to make the curriculum learner-centred, activity-based and process-oriented, thereby, making it contemporary. The curriculum incorporates current educational thinking and the most effective pedagogical practices. It represents a process of revision that is both evolutionary and developmental. It is designed to cater to the needs of children in the modern world. It promotes the active involvement of children in a learning process that is imaginative and stimulating. Its overall vision is to enable children to meet, with self-confidence and assurance, the demands of life, both now and in the future.

## **Significance of Curriculum Revision**

Changes occur every minute in all fields of life. The latest findings and practical experiences in pedagogy and educational psychology have enabled the development of learning materials and the transaction of learning experiences in a better way. These are aimed at the overall improvement of learners.

‘It must be ensured that children who have different socio-economic backgrounds and different physical, psychological and cognitive abilities can learn and achieve success at school. To overcome the limitations that develop from differences in gender, caste, language and physical disabilities, policies and projects will not alone serve; instead, there is a need to select and design suitable teaching methods and learning objectives right from childhood.’ (NCF 2005, p-27).

Thus, as pointed out by NCF, the perspective should be to adopt minute as well as scientific strategies to provide the desired learning outcome to children from all sections of society. This can be achieved only if curriculum revisions are carried out periodically and the system is always kept active. The existing curriculum is revised on the basis of this vision by imbibing the experiences, findings and research of



those who constantly intervene in the field of education. The scientific approach of proceeding from what is good to what is better is adopted here.

### **Relevance of Kerala School Curriculum 2013**

Several innovative ideas were presented in the field of education over the years. With the implementation of the Right to Education Act in the year 2009, quality education has eventually become the right of the child. The curriculum for schools has to be raised to an international educational standard to implement such a right-based comprehensive school development vision. International standard does not refer to the standard set by any particular country. It is the sum total of the knowledge and experiences that have to be gathered by a child in any part of the world, after a particular stage of education. This shows that there is need to provide internationally accepted teaching-learning models to the children in Kerala. The revision of curriculum is envisioned as an attempt in that direction. The Expert committee constituted by the government for curriculum revision stressed the necessity of revising the curriculum with time. Besides, during curriculum revision, it is essential to consider the postulates concerning curriculum and assessment in the Right to Education Act.

### **Characteristics**

Learner-centred, process-oriented, activity-based and value oriented.

Emphasis is on the learning outcomes that a learner imbibes at the cognitive, social and emotional levels.

Focuses on the skills to be attained by the learner in values and attitude.

Based on the philosophy of constructivism.

Teachers enjoy the freedom to choose and employ logical and varied learning strategies for the transaction of curriculum.

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, Co-operative learning, Collaborative learning, Reflective learning, and giving opportunities to individuals and group learning etc. are taken into consideration.

Ensures free and universal education to all learners.

Comprehensive and takes into consideration the various stages from the pre-primary level to the higher secondary level.

Used as an effective tool for the transaction of various subjects.

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.

Prepares textbooks that are the need of the hour.

## **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

### **Stresses on Right-based Education in the light of Right to Education Act**

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.

### **Right Based Education**

UNESCO had taken initiatives to decide on the rights of children and spread them worldwide. 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 get 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 can actively participate 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 am provided learning -experience in the prescribed time.

I am provided with a classroom ambience conducive to physical and psychological growth.

My teachers are able to make learning materials required for learning activities available to me.

I get opportunities for 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.

My privacy is respected and valued, in spite of, being a child.

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.

These are the rights of children. How far can these rights be ensured?

What steps should be taken further to ensure these rights? Every teacher should think in these terms. It is in this context that the role of teacher as a mentor gains importance.

### **Mentoring**

RTE considers the teacher as a 'mentor'.

In the present context where children undergo lot of mental and emotional conflicts, Mentoring has much relevance and significance.

The teacher - student relationship has undergone significant changes over the years. From a person who provides knowledge, a teacher has risen to the level of 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. Every child does 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 to the child. When a teacher becomes a mentor and a facilitator who helps in achieving 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.

### **Goals of 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**

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 actualize 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.

1.11 Obligation towards parents, community and society.

A teacher

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

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

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

1.4 Keeps the country uppermost in mind and refrains from taking part in such activities as may spread feelings of hatred or enmity among different communities, religions or linguistic groups.

### **2. Obligation towards the profession of teaching and obligation towards colleagues**

A teacher:

2.1 Strives for continuous professional development.

2.2 Creates a culture that encourages purposeful collaboration and dialogue among colleagues and stake holders

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

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

2.5 Refrains from accepting any gift, or favour that might impair or appear to

influence professional decisions or actions.

2.6 Refrains from making unsubstantial allegations against colleagues or higher authorities

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

2.8 Respects the professional standing and opinions of his/her colleagues

2.9 Maintains confidentiality of information regarding colleagues and dispenses such information only when authorized to do so.

### **Curriculum Approach**

New thoughts in educational psychology and philosophy have been incorporated while developing the new curriculum. The idea of Constructivism put forth by the NCF 2005 serves as a basis for the Kerala School Curriculum 2013 too. Constructivism that looks upon learning as an active mental process that provides for construction of knowledge.

Every child is born with the natural ability to learn from the surroundings through sense organs. Through formal education the learner gains the possibilities to view the world from a fresh perspective and to understand, mingle with and assess it.

The features of the curriculum-transaction approach:

- Activity based
- Process-related
- Ensuring learning
- Sufficient to attain learning outcomes
- Environment friendly
- Considers areas of development
- Suitable for the nature of the learner
- Integrates teaching and evaluation

A learning process based on the idea of constructivism serves as a foundation of the curriculum. A distinguishing feature of this approach is that it constructs knowledge in a natural manner through learning activities based on acquired knowledge and conceptual background of the learner.

### **Learning Experiences**

Acquired knowledge, ability and interest vary from learner to learner. Hence, it is essential to design learning experiences which take into consideration individual differences and multiple intelligence. A learner friendly environment conducive to the development of the learner should be provided. The class room should be arranged keeping in mind the interest of the learner. This will ensure his participation in the learning activities. The freedom to employ suitable learning strategies which are learner oriented, 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 with 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.
- Learning Outcomes can be attained by adopting suitable teaching-learning strategies that focus on content and the differential needs of the learner.

- The learning process should be decided keeping in view the comprehensive development of each learner.

## **Learning Outcomes**

Learning Outcomes are the concepts/ ideas, skills, attitude and values to be acquired by a learner during the various stages of school education. They are the objectives that are expected to be realized by the learner. Knowledge of the learning outcome is essential to plan the teaching-learning process and evaluation precisely and practically. Some of these are achieved in a short period of time, whereas some can be acquired only over a long period of time. While designing the curriculum, the focus should be on the learning outcomes that are expected to be realized at different stages. Through a series of learning activities, the learning outcomes evolve and become the Learning outcomes of a particular class towards the end of an academic year.

### **Distinctive features of Learning Outcomes**

- i. Observable and measurable
- ii. Clear, precise and logical statements
- iii. Stated from the point of view of the child
- iv. Contains concepts, processes, skills, values and attitude that are achieved by the learner

v. Can be assessed through the analysis of each unit, class and stage

Learning Outcomes ensure the social commitment and responsibility of the teachers. Awareness and a healthy interest should be developed in parents regarding the learning level of the child. Awareness of remedial measures to ensure learning outcome also should be implemented as part of the continuous evaluation process. In short, learning outcomes should be connected to classroom activities and the evaluation approach. Through effective transaction of the curriculum, learning outcome should be ensured in all learners. This is essential for quality education.

### **Information and Communication Technology**

Information and communication technology plays a pivotal role in the construction and dissemination of knowledge. This is made possible through gathering of information, analysis and varied presentations. The possibilities of ICT to transact a subject are explored thus helping the students acquire ICT skills.

### **Relevance**

ICT helps learners in carrying out their learning activities in an effective manner and overcoming the limitations of the textbook and the transaction of its content. It helps in gathering relevant and appropriate information,

to make excellent presentations and to prepare quality products. Virtual labs will help in situations where real and complex practical activities become impractical. Learners make use of facilities like video conferencing and social media to converse with eminent personalities. This raises the position of a class even beyond smart rooms, to the level of laboratories.

### **Scope**

- Digital text books
- Additional information, presentations and animation required for learning
- Availability of the latest and relevant information on every subject.
- Facilities for online tests, self assessment and improvement
- Model question paper and key
- Judicious use of educational channels
- Interactive programmes to develop life skills, values, and attitudes
- Controlled and legalized Wifi campuses

We are living in a constantly evolving digital world. ICT has an impact on nearly every aspect of our lives. As technology becomes more and more embedded in our culture, we must provide our learners with relevant and contemporary experiences that allow them to successfully engage with technology. Learners are motivated and purposefully engaged in the learning



process when concepts and skills are underpinned with technology and sound pedagogy. Hence, it is the need of the hour to tap the full potential of ICT by developing a comprehensive educational portal which will develop the infrastructure of schools and empower teachers.

### **Authenticity**

Ensuring the authenticity of learning materials is of vital importance. Information gathered from the websites of various departments, educational websites, portals, blogs and social network should be used after verifying their authenticity. The practicability of ICT materials used in the classrooms also has to be ensured. These materials and software used for their presentation have to be made easily available and should follow IT rules.

### **Inclusive Education**

A classroom should always provide an atmosphere that is congenial to all learners. There are two categories of learners who require more help and consideration. Only when the needs of such learners are taken into consideration and a conducive environment is provided for learning to take place can Equitable Quality Education be ensured.

### **Who are those in need of special attention, learning assistance and protection?**

(a) Children of those who are socially and economically marginalized

Those who face extreme poverty, tribal people, girl children, those belonging to the scheduled caste and scheduled tribes, immigrants, those who do not have a permanent settlement and those who undergo discrimination of various kinds.

The limitations and differences of these learners should be identified, accepted and respected. Through the combined effort of all teachers, the problems faced by these learners can be solved.

(b) Children who face physical and mental challenges

Children who face physical and mental challenges and those who experience learning difficulties have Special Educational Needs. The challenges they face include hearing impairment, eye-sight disorders, limitations of cognition, locomotor disabilities, learning disability, autism, cerebral palsy, multiple disabilities, lack of emotional equilibrium and attention disorders.

Steps to be followed during curriculum transaction to facilitate learning:

- o Planning of learning activities considering their learning needs and aptitudes.
- o Adaptation in lesson plan to facilitate participation in learning activities.
- o Implementation of a multisensory approach considering the difference in learning pace and learning style.

- o Planning and implementation of remedial practices and enrichment practices that is need-based, for each learner.
- o Execution of different flexible assessment strategies.
- o Ensuring the assistance of resource teachers and other experts.
- o Ensuring the support of parents with regard to the child's learning and protection.

Along with these, Gifted Children who need special consideration are also to be taken care of. Thus the school activities and infrastructure have to be scientifically organized to facilitate inclusive education.

### **Areas to develop values, attitudes and commitments**

Awareness of humanitarian values and constitutional values, attitude that strengthen social life and growing social commitment are areas of prime concern in the curriculum. Details of the conceptual areas are given below.

#### ***Democratic Outlook***

The various perspectives on democracy have to be considered while choosing the content for different subjects. A democratic approach should be adopted in the planning and transaction of learning activities. The aim of the curriculum is to form a democratic approach through a democratic class and other democratic platforms.

#### ***Constitutional Values***

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 that help in developing a secular attitude have to be included.

#### ***Tolerance***

The curriculum should aim at including even those who tend to have a secessionist attitude.

#### ***Creative Thinking***

There is a need to develop creative thinking and the urge for discovery among the learners. The content areas and learning strategies of the curriculum should be designed providing possibilities for creative enquiries. Multiple intelligence should also be given due consideration.

#### ***Respect for one's cultural heritage***

One of the aims that the curriculum envisions is to instill and inculcate respect for one's cultural heritage and history.

#### ***Equality***

The curriculum aims at ensuring equality in the learning activities.

#### ***Leadership Quality***

Learning strategies have to be designed that would help in moulding leaders who can face the challenges of this millennium. In the classroom, opportunities must be created to develop leadership skills among children.

### ***Life Skill Education***

Life skills such as self awareness, empathy, communication skill, interpersonal relationship, creative thinking, critical thinking, decision making, problem-solving, emotional equilibrium and managing stress have to be developed in learners. These life skills help the learner to face life with self-confidence.

### ***Civic Sense***

The aim of education is to create a community with civic sense and a sense of responsibility and discipline. The citizens have the responsibility to perform certain duties towards their fellow men and the society they live in.

### ***Human Rights***

The curriculum should give importance to human rights which refer to the right of every individual to live a life of dignity.

### ***Child Rights***

Rights of children should be ensured and protected.

### ***Environment Awareness and Hygiene***

Children should be aware of the basic concepts on nature and its conservation from primary classes onwards. It is necessary to make them aware of the fact that cleanliness of one's surroundings is as important as personal hygiene. Environment conservation is equally important, since any change in the equilibrium of nature and natural

resources may have far-reaching consequences. A sense of responsibility and respect towards nature and the planet must be inculcated in the learners from the very beginning. Activities that promote this attitude and value system have to be carried out in schools.

### ***Peace Education***

The basis 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 such as peace and harmony.

### ***Legal Literacy***

An awareness regarding the country's law and legal matters is essential for the citizens of a democratic country. Content areas that ensure legal literacy must be included in the curriculum. Law Clubs, Law Clinics, etc. can be organized in schools to create awareness of Law.

### ***Awareness of Cybercrimes***

The misuse of ICT and related criminal activities are on the rise. It is the need of the hour to create awareness among children to make them stay away from such activities. A clear idea should be given to them on the proper use of internet, e-mail and social networking.

### ***Media Literacy***

Media has gained a lot of importance in the modern society. The visual media

has tremendous influence on children. So, the curriculum should include areas which give importance to media literacy.

### ***Water Literacy***

Water is a precious commodity in our society. Children should understand the importance of conserving the water resources so as to help in sustainable development.

### ***Perspective on Consistent Development***

The curriculum must reflect ideas on how environment and development can go hand in hand. It should also present perspectives on consistent development and create a comprehensive awareness on environment.

### ***Adolescent Education***

Including content areas on adolescent education in textbooks with the help of child psychologists, health workers, doctors and teachers should be explored. A scientific approach must be adopted to address the problems of the adolescents in the present day society.

### ***Consumer Awareness***

Facts concerning the negative aspects of consumer culture have to be included in the curriculum. Our rights as consumers and consumer laws should be included in the curriculum.

### ***A Negative Attitude towards Drugs and Intoxicants***

Substance abuse is a major issue that

the modern society faces. The society has to be saved from this evil menace and this is possible only when we catch them young. So, children should be made to realise that alcohol, intoxicants and tobacco are injurious to health. Pictures, pamphlets and visuals on the physical and mental effects of drug abuse, for example, can be included in the content areas.

### ***Gender Justice***

The curriculum should ensure gender justice and equality. Discrimination on the basis of gender should not be reflected in the content areas. Gender justice should be ensured by teachers while carrying out learning activities.

### ***Frugality***

From the primary classes itself, children should learn the basics of frugality. Activities that help in making this practical can also be organized.

### ***Road Safety***

Traffic rules and practical suggestions to avoid road accidents are part of road safety. Learners should develop awareness that the road is a public place and that everybody has the right to use it.

In the natural transaction of the curriculum, learning experiences in these areas should be included. Activities of various clubs, SPC, NCC, Scouts & Guides, JRC, Vidyarangam, Kalasahithyavedi, Gandhidarsan etc. can be platforms to develop values, attitudes and commitment.

## Teaching Manual

Name of the lesson:

Date:

Expected time:

Theme:

Learning Outcomes:

Ideas:

Skills:

Language Elements:

Discourses:

Values, Attitudes:

Learning Aids:

Expected Product:

Process	Assessment
---------	------------

Signature of the HM

Signature of the teacher

Reflection Notes

**My Findings/Realisations** (Based on the evaluation of the learning activities)

Follow-up activities and remedial measures:

- 
- 
- 
- 

### Why reflection notes?

The reflection note is to be prepared only after the completion of all the learning activities which are done for the specific learning outcomes. These reflection notes shall be presented in the weekly assembling of the SRG. They are aimed at giving directions for future plans. They are helpful for the consolidation of the CE.

## Chapter 2

# On Approach And Methodology

There has been a remarkable and unprecedented dispersion of English language over the past fifty years in several ways—by the increasing number of users of the language, by its depth of penetration into societies and by its range of functions. In India, English is not our language of being or identity. It has come to be the language of doing, the language of academics and the language of recognition. In the current Indian context, on the one hand there is an increasing demand for English which is associated with progress and development, while on the other, the language is also perceived as a destroyer of native or indigenous languages. This warrants a politically correct approach in the teaching and learning of English.

The demand for English emerges from many factors, as recognised in the position paper on the Teaching of English produced by the National Council of Educational Research and Training (NCERT) in connection with the National Curriculum Framework 2005: 'English in India today, is a

symbol of people's aspirations for quality in education and fuller participation in national and international life. English is the language that empowers our people in the present context'. The language has so strong a data base on the internet that it is widely used in social media to link people of different nationalities. As the language of trade and commerce, higher education and science, English enjoys a status which no other language has.

### **Perspective on Language and Language Teaching**

Language is a means of communication. It is a system with its own rules and conventions. It enables us to make sense of our identity and the larger world around us. Language learning involves cognitive and affective engagement. Language use is guided by our awareness of the purpose, audience, context and culture in which it is used. The traditional view of the mother tongue causing a negative impact on second language acquisition is totally abandoned by linguists and pedagogues across the globe. Bilingual or even

multilingual learners are seen as rich resources for learning a second language. In the initial stages of language learning, the focus has to be on literacy skills. Literacy is the ability to read and use written and visual information and to communicate appropriately in a variety of social and academic contexts. It involves the integration of speaking, listening, viewing, creating, reading, writing and critical thinking in the use and production of both texts and new communication technologies. Literacy includes the cultural knowledge which enables a speaker, reader, writer or viewer to recognise and use language appropriate to different social situations. Print awareness is to be acquired at this level.

The thrust on literacy at the primary level is gradually replaced with writing and with any other required literacy skills at the secondary and higher secondary level. By the end of secondary and higher secondary education, learners will be able to listen, read, understand, appreciate and view critically and accurately a wide range of literary and informational/functional texts from print and non-print sources. They should also be able to speak, write and present English that is grammatical, fluent, mutually intelligible and appropriate for different purposes, audiences, contexts and cultures.

To achieve the aim of effective language use, teachers may be guided by the following principles:

### **Contextualisation**

The learning materials and activities given to students should be of authentic and meaningful contexts. For example, lessons will be planned around a theme, or a type of text to help students use suitable language skills, grammatical items/structures and vocabulary appropriately in spoken and written language to suit the purpose, audience, context and culture.

### **Learner-Centeredness**

Learners are at the centre of the teaching-learning process. A teacher is expected to act as a critical friend who provides necessary scaffolding at crucial stages of the learning process.

### **Learning-focused Interaction**

The focus of classroom interaction is to help the learners attain knowledge, skills and values and the achievement of expected learning outcomes. The teacher has to actively engage the students by encouraging participation in learning, motivating them by boosting their confidence in the use of language, and by promoting collaboration among learners from different socio-cultural backgrounds.

### **Integration**

The areas of language learning such as receptive skills, the productive skills, language elements and vocabulary are introduced in an integrated way together with the use of relevant print and non-print resources, so as to provide multiple perspectives and meaningful connections.

### **Process Orientation**

The development of language skills and knowledge about the language can be attained by directing the learners through carefully planned processes of knowledge construction. The teacher will model and scaffold such processes for learners, while guiding them to put together their final spoken, written and/or multimodal products.

### **Spiral Progression**

Skills, language elements, structures, vocabulary and various types of texts will be introduced, revised and revisited at increasing levels of difficulty and sophistication. This will allow learners to progress from the basic level to higher levels of language use.

### **Facilitating Assessment for Learning**

Assessment for learning is the approach to ensure learning at every stage of the learning process. Identifying learners' needs, abilities and interests, observing learning gaps, monitoring learning and providing timely and useful feedback, for improving learning and self-assessment will result in facilitating assessment for learning.

### **The Kerala Context**

The people of Kerala are keen to learn the language and hence English has its strong grip in the entire social fabric of Kerala. The language has its legacy in all walks of social and cultural life. Its influence is evident in education, politics, religion, trade and commerce,

literacy, health and so on. The influence of missionaries and their contributions in the realms of literacy education, art and science have left a lasting impact in the social life of Keralites. For them, English is not just an elitist language, it is the language of employment and opportunities as well. The demand of the public for English compelled the authorities to introduce English from Class 1 onwards in the schools of Kerala. The mushrooming of private English medium schools in every nook and corner of Kerala is a clear indication of the aspiration of the people of the state to make their children learn the language. The ubiquitous institutions offering crash courses for developing spoken English is another phenomenon seen in Kerala. In spite of all these, English remains to be something intractable for most of the Keralites.

### **Overview of the Current Status**

There have been positive changes in the profile of English classrooms in Kerala since the introduction of the revised curriculum and textbooks in 2007, based on the Kerala Curriculum Framework. The confidence level of learners in using English has gone up considerably. The children across the State have started producing their own writing in English in the form of stories, poems and other language discourses. By and large the general proficiency of teachers has also improved (Impact Study, RIESI, Bangalore, 2011). However, a large number of learners are found struggling to use English for real



life purposes, even after a fairly long period of language learning. The continuous study of English for years hasn't enabled the learners to use the language in their speech and writing effectively. A satisfactory proficiency in English is still a distant dream to most learners.

It has been noticed that the linguistic and conceptual growth which the learners should attain in constructing language discourses across different stages is not discernible, as envisioned. The gap between the required and the existing levels of language proficiency of the learners needs to be bridged. English requires intensive focus in the process of its teaching and learning. Learners should get optimum meaningful exposure to English.

The existing approach treats language at the discourse level, which means that language is not viewed as a set of disconnected sentences but as a set of linguistic discourses such as stories, songs, conversations, diary entries, descriptions, narratives, slogans, etc. But most of the teachers, especially at the primary level, find it difficult to evaluate the quality of language produced by their learners. The editing process by which the learners need to be scaffolded to refine their language is proved to be another challenge for most of the teachers. This results in the learners not getting the expected quality of language and learning outcomes.

The textbooks also present language discourses as inputs and the learners are expected to produce different language discourses in meaningful contexts. Learners have to work in collaboration in small peer groups and present whatever they have understood after reading a text, and they are also expected to present the written products they develop. There is also a slot for self-assessment by the learner which is done with the help of a set of self-assessment questions based on the most important features of the task at hand. The mechanical repetition of constructing language discourses without taking care of the quality of languages, which should be reflected in them, has adversely affected the organic and vibrant nature of language learning experience.

It is an undisputed fact that language should be treated as a meaningful whole. A learner who undergoes a particular curriculum process or tasks in textbooks needs also to be aware of the conventions of speaking and writing a language. Knowledge about language elements will work as a conscious monitor once the acquisition stage is completed. Teachers have to ensure that learners acquire the concepts, skills and attitudes envisioned for a particular level. The learning outcomes may be stated clearly and care should be taken to ensure that learners achieve these outcomes before they proceed to the next level.

## Chapter 3

# Basic Premises on the Development of the Textbook

Every textbook should take certain fundamental positions on language and language pedagogy. Preparing textbooks is not a process like compiling an anthology of the best poems or prose texts. It is totally different in design, structure and intention. If so, what are the basic premises on which the new textbooks are developed?

### a. Texts as Children's Literature

The new textbooks give great importance to children's literature. Authentic pieces of children's literature, adapted versions of well-known stories and stories developed by textbook writers are included. These stories and songs/poems that can be sung in chorus are the main texts. Based on their reading, learners are asked to engage in certain language activities so as to apply their knowledge of English. The meaning-making process of the texts given has to be done in such a way that every learner gets a chance to listen, speak, read and write in the target language.

### b. Pictures as Texts

The illustrations used in the textbooks are treated as texts. Hence they also need to be processed in the class. The multi-coloured pictures will generate interest in the students and will also help them form mental pictures of the characters described in the stories and poems. Teachers are expected to use these pictures for meaningful interaction with the learners. Reading comprehension can also be tested using these pictures.

### c. Interaction Questions

Almost on every page of the textbook, questions for interaction with learners are given. These questions mainly serve five purposes.

- To read the pictures
- To elicit the text
- To connect the texts with the learners' own experiences
- To predict what is going to happen next
- To prompt critical thinking in learners

Teachers are expected to ask more interaction questions for meaningful communication with the learners. These questions can also help the teacher assess his/her learner continuously.

#### **d. Theatre Games**

Theatre games are an effective method for language acquisition. They help to trigger the imagination of the learners and make learning a pleasurable experience. The new textbooks provide ample scope for teachers to use theatre games in the English classroom. For example, in Class 1, teachers can ask the learners to stand in two lines and produce the sound of birds/animals, following the instruction of the teacher. If a different sound is produced from the groups standing in a line or if they fail to produce the correct sound, they are not given points and the group which scores 5 points first becomes the winner.

#### **e. Language Activities**

The new textbooks provide enough space for language activities and games. There are many slots in the textbooks for the learners to analyse the language used in them and to apply the knowledge of the language in a new context.

Teachers may first assign the language activities as individual tasks and give clear instructions to carry them out. Then the activities can be assigned in pairs or groups. Working and playing in

small groups promote interaction, togetherness and team spirit among learners.

#### **f. Grammar in Context**

The knowledge of grammar is essential for the learners when they write in English. The existing textbooks solely relied on the editing of discourses for giving grammar inputs to the learners. But many teachers find it difficult to theorise on the errors made by their learners and to address these errors in the course of their classroom transactions. So the new textbooks address grammar in a way in which the teachers and the learners can understand the usage of language elements in meaningful contexts. Grammar, here, is analysed in a given context through which learners generalise certain features of the targeted language element. Then they apply their knowledge of grammar in newer contexts. The explicit teaching of rules of grammar has been totally done away with.

#### **g. Need Based Vocabulary Development**

The new textbooks provide opportunities for learners to develop their vocabulary in a need based manner. Developing concept maps and word webs of related words have been included in the textbooks. Instead of teaching vocabulary items directly, activities for finding out related words are given in a learner-centred fashion.

Moreover a page towards the end of the Reader titled 'My Word List' will help the learners to write down new words and get familiarised with them.

#### **h. Simple Language Projects**

Simple language projects that can be undertaken by young learners are given in the textbooks. It is hoped that undertaking such projects with the guidance of teachers will boost learners' confidence in using language. Learners are expected to classify and analyse the data they have collected and write brief reports on them.

#### **i. ICT Integration**

It is always a challenging task for the teacher to capture the attention of young learners and to initiate them into a second language. They are exposed to the world of high quality digital audio-visual materials and teaching them using only the 'chalk and talk' method may not be fruitful. So every teacher must think about using effective audio-visual texts in their classrooms. Internet has a rich repertoire of such good materials. The new textbooks provide scope for integrating Information Communication Technology in teaching of English.

Videos and audios of the texts given in the textbooks are freely available on the internet. Links to certain websites are given along with the units in this book. Teachers can make use of the sites for getting more information and collecting audio-visual materials to make the classroom transaction more interesting. Moreover they are expected to find out more useful spaces in the internet to enrich the classroom experience.

#### **j. Assessment**

Learner assessment is a continuous process and an integral part of learning. Teachers must assess the learners at each stage of the learning process. Informal interactions, interaction questions, reading of the text, associating pictures with the text, language activities and theatre games give teachers ample opportunity for assessing the learners. Apart from these, the textbooks contain two separate pages titled 'I Can' and 'My Learners' for assessment purpose alone. The first one is for the self-assessment of the learner, wherein the learner makes his own assessment on what he imbibed from the classroom activities. The second is for the teachers' assessment of the learners wherein the teachers can assess themselves and also the learners.

## Chapter 4

# Specific Areas of Second Language Pedagogy

### **Collaborative Learning**

Collaborative learning is a situation in which two or more learners attempt to learn something together in pairs and in groups. Apart from individual learning, the learners engaged in collaborative learning benefit from one another's resources and skills, asking one another for information, assessing one another's ideas, observing one another's work, etc. It is based on the model that knowledge can be created within a population where members actively interact by sharing their experiences. Collaborative learning refers to the strategies through which the learners engage in a common task where each individual depends on and is accountable to each other. These include both face-to-face conversations and computer discussions (online forums, chat rooms, etc.)

Collaborative learning is heavily rooted in Vygotsky's views that there exists an inherent social nature of learning which is shown through his theory of Zone of Proximal Development (ZPD).

Collaborative learning is commonly explained as: when groups of learners work together to explore for understanding or solutions or to create an article or product of their learning. Collaborative learning activities can include collaborative writing, group projects, problem solving, debates, study teams, and other activities. The approach is closely related to cooperative learning.

Collaborative learning occurs when the learners are actively engaged in a learning process through collaborative efforts. Collaborative learning also occurs when learners engage in play, work, and other activities together.

### **Common Objectives of Interaction**

- Sharing of ideas
- Giving rich, authentic listening input
- Embedding functional aspects of language in authentic contexts.
- Maintaining rapport with the learners.
- For engaging in a dialogue with the learners.

Cooperative learning strategies acknowledge recognition of difference as many students who do not 'fit' the middle class model of the student that schools and curriculum were designed for are supported to participate more effectively.

Working in small groups using cooperative learning strategies supports underperforming students to:

think aloud, take risks, and develop deeper understandings and higher order thinking.

become more self confident as learners.

develop oral language skills as student input into activities is valued.

improve their relationships with other students and with their teachers.

scaffold their learning through talk and the use of cognitive and graphic organisers.

### **Specific Objectives**

#### **Interactions related to trigger**

- Eliciting the learners' assumptions on the theme at hand
- Eliciting learners' perceptions on what has been observed
- Leading the learners to the theme / issue

#### **Interactions at narrative gaps**

- Triggering divergent thinking
- Eliciting learners perceptions on the theme
- Making predictions on what might follow.
- Eliciting learners' reflections on what he/she has listened to.

- Checking whether the characters have been emotionally registered.

- Analyzing the situation critically.

#### **Interactions leading to individual reading**

- Instilling in learners an urge to read.
- Helping learners predict what they are going to read.

#### **Interaction incollaborative reading**

- Ensuring that ideas are shared as per the instructions given to the learners.
- Assessing the progress of group work.
- Extending optimal support to those who need it
- Ensuring cooperation in team work
- Addressing learning issues of children progressing at a slower pace

#### **Interactions related to scaffolded reading (posing analytical questions)**

- Registering multiple perspectives on the theme
- Identifying point of view of the writer as well as the learners
- Instilling value systems
- Building up tolerance

#### **Interaction related to editing**

- Sensitizing the learners on various kinds of errors
- Checking the learners' intuitions on grammaticality
- Building up confidence in using language

#### **What are the various levels of teacher talk?**

Each instance of teacher talk serves a specific purpose. For example, one of the specific objectives of the teacher

talk, related to the trigger, is to elicit the learners' perception of what they have seen. This holds good for all levels of learners.

The following strategies can be utilised:

1. What do you think the picture/ clipping/ photograph is about?
2. What ideas do you get from watching this picture/ clipping/ photograph?
3. You have watched the clipping. You must have formed some ideas about it. Why don't you share them with your friends?
4. What does the picture tell you?
5. I was wondering whether someone could tell the whole class what the picture is about.

All the strategies given above are suitable for interacting with the learners based on the trigger. But all these are not at the same linguistic level.

### **How can teacher talk be made comprehensible?**

What the teacher says must be comprehensible to the learners. There is no point in repeating something with the pretension that repetition will enhance comprehension. How can comprehension be ensured? The following strategies may be useful:

#### **1. Break longer expressions into smaller ones**

Consider the following story:

A dog, crossing a bridge over a stream with a bone in his mouth, saw his own reflection in the water and thought that

there was another dog, with a bone, double his own in size. He immediately let go of his own, and fiercely attacked the other dog to get the bigger bone from him. He thus lost both the bones which he grabbed at in the water, because it was a reflection; and his own, because the stream swept it away.

There are several sentences in the story which contain more than one idea. The first sentence, for example, contains ideas such as the following:

- There is a dog.
- He holds a bone in his mouth.
- There is a bridge.
- There is a stream flowing under the bridge.
- The dog is crossing the bridge.
- He sees his own reflection in the water.
- The dog thinks that there is another dog with a bone double the size.

It will be better to split all the long sentences into small sentences.

#### **2. Include images in the story**

It is not enough to split long sentences into small ones. Ensure that images are instilled in the minds of the learners.

#### **3. Use familiar words wherever possible**

There are several loan words in the learners' repertoire of words. They may use these words in their day to day communication without realizing that they are English words. In some classes,

the teacher can work out a concept mapping activity to get an idea about the words that learners know. The following process may be taken as a model.

- List down as many themes such as school, class, kitchen, road, vehicles, etc. while negotiating in the class.
- Ask learners to write in their mother tongue as many words they know related to each of these so that they get a word web or spider graph of each theme (See in Unit 4).
- The word webs can be consolidated and displayed in the class.
- If the learners cannot write themselves, they can say the ideas and the teacher can develop the word web for the whole class.
- Activate these words by using them both as nouns (naming words) and verbs (action words).

#### **4. Use proper voice modulation**

Articulatory features such as pauses, stress, pitch and tone contribute to effective oral communication. Spoken language will be comprehended in a better way if appropriate articulatory features are used.

#### **5. Use optimum gestures**

This is also an important component that contributes to better comprehension. While presenting the narratives, teachers have to use appropriate gestures. At the same time,

they should take care that they are not over-acting. Gestures in terms of eye-hand coordination, postures and facial expressions are to be optimised.

#### **Reading**

What is reading? How and what should the learners read and write in discourse-oriented pedagogy? It may be as follows:

- decoding the text
- giving meaning to symbols, pictures and letters
- meaning making
- a process of getting the message of the written text
- comprehending the text involving the cognitive domain
- something that leads to insightful learning and thinking

#### **Organic Reading**

How to ensure reading in a classroom is a question often asked by teachers of English.

An organic approach to reading emphasizes the selection of vocabulary from the experiential background of the child.

Pre-reading activities may be designed to motivate student interest, activate prior knowledge, or pre-teach potentially difficult concepts and vocabulary. This is also a great opportunity to introduce components of comprehension such as cause and effect, compare and contrast, personification, main idea, sequencing, and others.



## Chapter 5

# Various Teaching Pedagogies

### Teaching Vocabulary

New vocabulary is needed for the enrichment of thought or language. The problem to be addressed is how and how much vocabulary should be introduced in each class. Practicing teachers know that the vocabulary used in the textbooks are selected and graded. Is it good to impose vocabulary on the learners ignoring their psychological or emotional needs? What strategies can be used to expand vocabulary among the learners, based on their needs? It is high time certain new strategies were devised for enriching vocabulary among the learners with an element of emotional empathy.

### How to enrich Vocabulary

1. Activate the English words that the learners already have in their repertoire of vocabulary though they may not be aware that these are English words. These items are conventionally labelled as 'loan words'. Such words can be used while interacting with the learners.

2. Need for the expansion of vocabulary in a systematic way through concept mapping.

### Activating stock words

English has contributed a number of words to most Indian languages. Today, most people in India use a number of English words in their day-to-day life even without knowing that they are English words (e.g. book, bag, bat, ball, school, class, teacher etc.). In order to activate these words, they must be identified and a strategy found for activating them.

### Teaching Poetry

Teachers often find poetry to be a tricky subject to teach and one that the learners are frightened of. Poetry is considered both difficult to teach and learn. But these feelings can be done away with easily and the learners can be made to realize the pleasant challenges of poetry.

To get started with poetry, we must do away with certain prior assumptions,

the first being that we must understand it in our first reading, if not we conclude that there is something wrong with the poem. The second is to assume that the poem can only be understood by breaking a certain hidden code in it. And, the third is that the poem could mean anything.

The best way to discover and learn about a poem is by talking and discussing about it. Here are a few general questions that we might ask when approaching a poem for the first time:

- Who is the speaker?
- What circumstances gave rise to the poem?
- What situation is presented?
- Who is it addressed to?
- Who is the audience?
- What is the tone?
- What form, if any, does the poem take?
- How is the form related to content?
- Is sound an important, active element of the poem?
- Does the poem speak from a specific culture?
- Does the poem use imagery to achieve a particular effect?
- What kind of figurative language, if any, does the poem use?
- What does the title suggest?

It is important to sensitize the learners to an imaginative realm of a poem and embellishing it with personal experiences or points of view. Reading poetry is quite a challenge that can be transformed into an enjoyable experience, only that it takes practice.

There are ways in which a poem communicates to its readers. It could be about an experience, an idea or just a feeling. The different techniques of arranging the words and lines, the sound and rhythms, add to the meaning of the poem. *The Red Wheelbarrow* by William Carlos Williams is a well-known poem rich in visual imagery. It feels like one of Cezanne's *Still Life*. It is a single sentence broken up at several intervals. With careful word choice, attention to language, and unusual stanza breaks Williams has turned an ordinary sentence into poetry:

so much depends  
upon  
a red wheel  
barrow  
glazed with rain  
water  
beside the white  
chickens

The observable features of a poem provide an effective point of entry for interpretation. The title, the arrangement of stanzas, the length of the lines, the choice of words etc. can lead you to a poem. While reading, it is

important that we listen to ourselves. It would help us identify the rhyming words, or sounds that seem similar. The first step is always to read aloud. As we begin reading the poem, we might come across different kind of lines. Some could be strictly metrical, some non-metrical while others could be irregular. It is to be kept in mind the fact that in a poem, there is always a purpose behind the way lines are broken. It is also important to study the grammar and punctuation of the lines to make way through the poem. One reading Walt Whitman would come across unusually long lines whereas the poems of William Carlos Williams as seen above are short and broken down lines.

In poetry images provide rich sensory experiences. They will often provide us with mental snapshots that appeal to our senses of sight, sound, taste, touch and smell. In the words of W.B. Yeats, *Wisdom speaks first in Image*. *The Shark* by Edwin John Pratt introduces the learner to a shark. It is written in such a way that one can see it in the mind's eye:

And I saw the flash of a white  
Throat,  
And a double row of white teeth,  
And eyes of metallic grey,  
Hard and narrow and slit.

These lines from T.S. Eliot's *Prelude* gives us a rich visual and olfactory experience:

The winter evening settles down  
With smell of steaks in passageways.  
Six o'clock.

The burnt-out ends of smoky days.  
Besides the poetic image there are elements and devices which make poetry more appealing. There are many types of poetic devices that can be used to create a powerful poem. They are tools used to create rhythm, enhance a poem's meaning or intensify a mood or feeling. Edgar Allen Poe's *The Bells* use repetition to create a sing song rhythm similar to the bells ringing.

To the swinging and the ringing  
Of the bells, bells, bells...

There are devices that can enhance the meaning of a poem like similes and metaphors. In Harlem Langston Hughes compares a dream deferred to a raisin:

What happens to a dream deferred?

Does it dry up  
like a raisin in the sun

John Donne's poem *The Sun Rising* makes use of powerful metaphors:

Busy old fool, unruly Sun,  
Why dost thou thus,  
Through windows, and through  
curtains, call on  
us?...

There are other devices that intensify the mood of the poem like the onomatopoeia, personification, hyperbole,

etc. John Donne use hyperbole in his poem Song: *Go and Catch a Falling Star*:

Ride ten thousand days and nights,  
'Til age snow white hairs on thee,

When reading a poem there must be scope for ambiguity only then there will be scope for discovery. Not always should we settle down for what is predictable or we miss out the enchanting and magical effects of the poems.

*Taj Mahal* highlights the transcendental nature of art. It testifies through images and striking similes that art transcends time and space. The forlorn monument, stands tall, is an ever renewing visual experience with its vivid word pictures.

Victor Marie Hugo's *The Sower* instills in the mind of the reader a feeling of respect and admiration for the man who waits patiently to enjoy the fruit of his labour.

The alliterative technique employed enhances the beauty of the poem. In a similar vein, H.W. Longfellow's *The Village Blacksmith* establishes the fact that life is a mixture of hardships, sorrow and happiness.

Song of the flower is Khalil Gibran's highly symbolic and metaphorical poem which with immaculate subtlety talks of the ways to deal with life.

The locomotive rhythm, similes and the repetitive technique in R.L Stevenson's *From a Railway Carriage* gives the readers an experience of an exhilarating train journey. An array of images arises in the minds as we read the poem.

Similarly Joshua Fernandez in *Marvellous Travel* records the explorations and keen observations made during his travels.

In Kamala Das *My Grandmother's House*, the image of the ancestral home stands for the strong support and unconditional love she received from her grandmother.

Ella Wheeler Wilcox's *Solitude* is a delightful little poem that makes use of simple imagery and has layers of meaning and interconnections.

### Teaching Short Story

Oscar Wilde's *The Nightingale and the Rose* is the story of a young student who was madly in love with the professor's daughter. He was very sad because his love promised to dance with him on the condition that he gave her a red rose. But, he could not find a single red rose. Without the rose she would not dance with him. The Nightingale overheard and decided to help him. But the only way to get a red rose in the cold winter was for her to build it out of her music and her heart's blood. The next morning, a most beautiful red rose appeared. The Nightingale was seen dead under the rose tree. The student plucked it and ran to see the professor's daughter. But she had another choice as she was presented some precious stones by another person. The student angrily threw the rose away without knowing the value of it.

'A short story is a work of fiction that is usually written in narrative prose. This format tends to be more pointed than longer works of fiction, such as novellas and novels'. (Wikipedia)

*The Nightingale and the Rose* is an emotional story that follows the theme of the nature of the love. Wilde gives us the impression that it is the fairy tale about true love and romance. The story is set in a garden of fantasy. The frequent use of personification, symbolic meaning given to words and vivid simple narration makes it appealing to the reader. The Nightingale is personified hence the capitalization. The Rose trees, the lizard, the daisy, the butterfly, the oak, the moon are all personified. The Rose is the symbol of love. But many things mentioned in the text also stand for something like the lizard, dairy, butterfly that the author has used stands for certain character types.

Heroism and scarifies are other concepts used by Wilde. Heroism and sacrifice are not confined to human beings only. So writers present their heroes as Gods as in mythology, and some of the present animals as in fables. *The Nightingale and the rose* is the romantic story that revolves around the theme scarifies and kindness that man lacked which made him unable to do heroic deeds.

The idea of having an animal as a sacrificial hero is shown in many of Wilde's short stories he developed this

theme as a reaction towards his age which lacked moral as well as human values. He chooses a bird as a tragic hero. He epitomizes this idea in *The Happy Prince* also. The heroes in these to short stories up words: A Swallow in *The Happy Prince* and *The Nightingale and the Rose*. The creatures known for their delicacy and fragility function as sacrificial heroes for the sake of other and tolerate the horrible death for others. Oscar Wilde through this story, wants to show us the difference between the human beings who do not care for the value of true love and the bird to which love means a lot to the extent that it sacrifices itself just to make love prevail.

New concepts are lost on students when they don't see these concepts being used in an authentic way. Without multiple examples to anchor our teaching, abstract ideas (like symbolism) and complex ideas (like characterization) are very confusing. It is in this context that stories prove useful to teachers. Its conciseness allows teachers to model concepts immediately. Learner loves the story which has the right compensation of characters in it. A good story will definitely have interesting characters. For a story to be believable the characters have to feel genuine and realistic. The character's personalities may not be perfect. Every character will have some flaws, some problems, some imperfections which make the story

realistic. Learner loves to hear about a hero or a villain, a giant or a dragon or even animals. The story should have a vivid imagination, good speech, enthusiastic creativity and should be able to put all these in the mind of a child. The story should fit their interests and talents, such as action, fantasy or mystery.

The story must be age appropriate too. The old children want a more intricate plot and a tone that treat them like they are not children. The plot should have a beginning, middle and an end.

A good story will usually have some sort of conflict or obstacle that the main character has to resolve. Every story should have an opening that is developed in the middle to create tension of conflict which reaches its climax towards the end, after which there is a rapid conclusion.

Short stories are a powerful and motivating source for acquiring language skills. It enhances the four language skills - listening, speaking, reading and writing more effectively. Teacher can create a variety of writing activities to help learner to develop their writing skills.

### **Teaching Grammar**

A major challenge that the English teacher encounters has been how to help students write correct sentences. The notion that the sentence is the minimal unit that can serve the

function of communication seems to have developed among the teaching community. The argument is that every sentence carries some information. Let's see whether this argument can stand.

Read the following expressions.

1. There is an interesting story in this magazine. I am good at cooking. Do you know anything about ELT? Take that boy to the hospital. This is Nageswara Rao. Who will help me with some money?

2. I hope you understand my problem. What?

Oh, no! It's not just money that matters. I mean it. Listen! Yes, I must. I must meet you. Yes, it's urgent. I told you, I am content with what I have. What about this afternoon? Fine!

o Which one makes a part of a unified whole?

o What sort of texts are these?

o How do we distinguish between the two?

The first piece contains six sentences and all of them are correct. Yet as a whole it makes no sense. It doesn't give us any feeling of unity. The sentences in it are probably related to different contexts. On the other hand, the second piece contains several incomplete sentences. But it has a sense. It has an organic unity.

## **Coherence**

What makes the second piece more meaningful?

It is a unified set of expressions that convey some idea. This quality is known as coherence.

Communication becomes difficult when there is no coherence. Most importantly, this cannot be achieved by concentrating on the internal grammar of sentences.

It is fairly easy to recognise that linguistic units such as sounds, words, and sentences are not entities in isolation. They become meaningful only when they appear as part of discourses. There is language everywhere around us; it is there in the print media (in newspapers, magazines, etc.), in visual media (TV, movies, etc.) and in day to day life. Language exists in all these in the form of discourses only.

When language exists only in the form of discourse, there arises a couple of questions in a language class.

1. Why do teachers and students concentrate exclusively upon the production of correct sentences if these alone will not suffice to communicate?
2. If it is not the rule of the sentence that enables us to communicate, what is it?

### **Some general features of discourses**

When we think about discourses two different kinds of language serve as potential objects of inquiry:

i. An abstract one in order to teach a language or literacy, or to study how the rules of language work.

ii. Another kind of language that is used to communicate something and has coherence.

It is possible to take a sentence from a discourse and subject it to grammatical analysis. It is also possible to take a sentence from a language textbook and say it to someone in a suitable occasion. Therefore both these approaches are not mutually exclusive. In natural situations people acquire language not by practising discrete sentences but through experiencing discourses.

A discourse emerging in communicative situations consist of not only of grammatically well-formed sentences but also of meaningful, incomplete, ungrammatical sentences as well. This does not mean that the discourse is insensitive to rules of grammar.

As G Cook has observed, discourse makes use of grammar rules as a resource; it conforms to them when it needs to, but departs from them when it does not. The following piece of conversation will illustrate this point clearly.

Waiter: Can I help you?

Customer: Well, chapatti ... Do you have dry ones? ...Three chapattis ...chicken, er...chilly chicken, hot ... corn soup ...

Waiter: Like to go for mushroom soup, sir?

Customer: Oh, no! Doesn't go with my tongue. Forget it.

Waiter: Anything else?

Customer: No, thanks. Make it fast.

This is an exchange that took place at a restaurant. We can see that there are points where the discourse departs from rules of grammar. Discourse can be in different forms. For eg: a grunt or a single expletive (i.e. an expression used in exclamations), short conversations, scribbled notes or even a nod. The fact is that it communicates and is considered coherent by its receivers.

### **Subjectivity**

Read the following exchange between two men.

Man 1: Yes?

Man 2: Yes.

Man 1: Why?

Man 2: Just like that.

Man 1: Just like that?

Man 2: Hmm!

The above exchange may be meaningful to the two men involved in the dialogue but to others it makes little sense. As illustrated in this discourse, what matters is not its conformity to rules, but the fact that it communicates to the persons involved in it. This means that there is a degree of subjectivity in identifying a piece of language as discourse; a certain discourse may be meaningful and communicates to one

person in a way which another person does not have the knowledge to make sense of.

### **Grammar beyond the sentence**

It is a known fact that rules of grammar operate within a sentence. For e.g., if someone begins a sentence with 'The...' we know that any word cannot follow it. The rules of grammar allow only certain words after 'the'. Are there rules that operate beyond the sentence? In other words, are there rules within discourses which decide what kind of sentence can follow another? If we violate rules of grammar within the sentence, we will get incorrect sentences of three kinds in addition to those with writing errors of spelling and punctuation.

There are rules of grammar beyond the sentence, within the discourse. These rules will decide which sentence can follow another one. If we violate these we will get sequences of sentences that lack coherence. This will affect communication. Consider the two sequences of sentences given below:

A. The boy ate all the mangoes. His stomach became upset.

B. The boy ate all the mangoes. The frog was in the pond.

The sequence of sentences in A is coherent and meaningful. Hence, it is accepted as an appropriate one for discourse whereas that in B will be rejected as it fails the test of coherence.



But we cannot conclude that the case of B is wrong. There is nothing 'wrong' about it because we may cook up a story which will contain this sequence. All what we need is to stretch our imagination by virtue of which we can create a context for the appearance of sequence B.

At this point we have two possible answers to the problem of how we identify a piece of language as unified and meaningful.

- i. Invoke rules of grammar that operate within the sentence as well as within the discourse.
- ii. Make use of our knowledge - of the world, of the speaker, of social convention, of what is going on around us as we read or listen.

We can conclude that factors outside language also play an important role in making the language coherent. In order to account for the discourse we have to look at the situation, the people involved, what they know and what they are doing.

The pedagogic considerations of grammar teaching

When it comes to teaching of grammar we have to address ourselves to a few questions.

1. Why should we teach grammar?
2. What kind of grammar is to be taught?

3. At what point of formal education should we teach grammar?

4. What methodology would be appropriate for teaching grammar?

Why should we teach grammar?

Let us take the first question. There is a good old saying - 'grammar is caught rather than taught'. Paradoxically, we keep on saying this and continue teaching aspects of formal grammar in one way or the other.

Descriptive grammars have displaced prescriptive grammars. Nevertheless, for most teachers the term grammar is associated with a set of definitions and rules because grammar was taught taking recourse to traditional approach for a long time. It was guided by a set of rigid rules.

The experts working in the field of education began looking at teaching of English grammar with a changed vision.

Functional grammar was given thrust and it got its place in classroom teaching. The notion of teaching grammar through examples in different situations has gained much currency with the expectation that this would make grammar learning more interesting than ever before. This strategy will help the learners to get the benefit of learning grammar without any emphasis on rote learning.

Today in ELT circles grammar teaching has become participatory, interesting

and learner-friendly through varieties of activities like games, rhymes, riddles and role play. Spontaneous learning of grammar takes place.

Nevertheless, the question remains unanswered: 'Why should we teach grammar?' More than fifty percent of learners fail to operate and write English with accuracy and fluency even though they apparently can do the grammar exercises in their textbooks correctly. This is probably because they know 'about' grammar and are able to attempt the 'fill in the blanks' items quite successfully. So where lies the problem? It is in the way we teach grammar.

Functional grammar is the need of the hour. It is now necessary to orient ourselves, as teachers, to teach grammar in an interesting and flexible manner using authentic discourses and grammar games.

Several arguments have been stated in defence of concentrating on sentences while teaching a language:

- o In the case of mother tongue, students already know how to communicate orally.

What they need is to learn where to put full stops and how to write grammatical sentences.

- o Students require formal skills and knowledge in terms of pronunciation, vocabulary and grammar which will provide the basis for communicating

and interaction as far as the second language is concerned.

- o These skills are demanded by examinations and are signs of acceptable language behaviour.

- o Exercises can be neatly presented in sentences, with a tick or a mark for each one. This is important in formal teaching because exercises help students know where they are going and how far they have developed formal skills.

- o Given practice in, and exposure to, correct sentences, the rest will follow in a natural way.

- o The treatment of language in terms of sentences helps us know how language works; within the sentence we can establish rules and constraints that distinguish between licit and illicit sentence constructions.

- o Sentences analyzed in linguistics are abstractions. Though these may appear very odd they are useful for language study. We have noticed that a child internalizes the grammar of the mother tongue through exposure to the language. Similarly, in second language acquisition, we must concentrate on giving exposure to the learners using interesting and authentic texts which will make them aware of the structures as well as the functions of the second language. The learners will be able to intuitively distinguish the so-called grammatical utterances from the ungrammatical ones.

At the same time we will introduce grammar at the secondary level for which we can put forward a few pedagogic justifications.

1. The acquisition paradigm followed at the primary level helps the learner to develop knowledge of language non-consciously.

Once this target is achieved, we have to take the learners to higher levels of knowledge of language where the learners apart from developing intuitions about well-formed constructions will also learn about some aspects of formal grammar. This knowledge, hopefully, will serve the learner better as a conscious monitor while undertaking the editing of discourses at a higher level. Language is a knowledge area that deserves to be treated at par with other knowledge areas such as Mathematics, Physics, Chemistry, Biology, Commerce, and so on. This justifies learning about language at the secondary and higher secondary levels.

2. We know that every creative writer imprints his/ her marks of identity on their writings. That is why we are able to distinguish the personal style of an author. We listen to the writer's voice when we read a poem, a novel or an essay. We expect the learners to identify the voice of the author from his/her writings which will eventually lead him/her to identify his/ her own voice as a second language user. The learners

at the secondary level should learn about these devices. A pre-requisite to this at the secondary level is that they should be able to identify linguistic elements that constitute various syntactic structures and how these are configured using devices such as complementation, subordination, coordination, relativization, clefting, passivisation and so on.

### **What kind of grammar?**

What kind of grammar should we teach at the secondary level?

There are different types of grammar such as lexical grammar, categorical grammar, relational grammar, functional grammar, phrase structure grammar, generative grammar, transformational generative grammar and the like to mention a few. Each one of these approaches language as a system from different points of view. ELT experts of our own times across the world say that if at all we have to teach grammar it is functional grammar. They argue that learners of English as a second language should have a clear idea about what kind of expressions are to be used for specific communicative functions. The implicit assumption is that if learners are well-familiarised with the structures that will serve these purposes they will be able to maintain both fluency and accuracy while communicating with others using English.

When we look at this assumption through critical lens we will see that it cannot be sustained. We have acquired our mother tongue through meaningful discourses and we will be able to use it doing full justice to its functional aspects. We do not have to learn separately, how to invite people or how to apologise. Acquiring a language implies acquiring both its structures and functions. Native speakers of any language will be able to use it by virtue of the intuitive structure consciousness they have acquired. Therefore there is no point in teaching functional grammar.

At the secondary level we will be focusing on lexical, phrasal and clausal categories of language and how these are interconnected in different ways to yield different structures. Also the learners will learn what structural changes are in operation in a given configuration and how licit and illicit structures are generated by these operations. This implies that the learners will have to get sensitised on some aspects of transformational generative grammar.

### **When to teach grammar?**

From what we have discussed above it is clear that we do not have to teach grammar at the primary level, that is from classes I to VII. By learning English grammar consciously what the learners get is 'knowledge about' the language. This knowledge will not help them to speak spontaneously in

English in interpersonal communicative situations. For this they should possess 'knowledge of' the language.

This knowledge is acquired non-consciously and precisely this is the reason why we have replaced the fragmentary approach to teaching language with discourse-oriented pedagogy. Of course, as part of discourse construction they will be generating both grammatical and ungrammatical sentences.

The syntactic and morphological errors and the errors of spelling and punctuation that they may make are taken up and rectified through the process of editing. Editing at the primary level implies editing within the domain of sentence grammar. At the secondary level we will have to go for different levels of editing as mentioned below.

1. Editing related to sentence grammar
  - o Syntactic editing
  - o Morphological editing
  - o Editing errors of spelling and punctuation
2. Errors related to discourse grammar
3. Thematic editing
4. Editing related to discourse features

### **The Methodology**

The curriculum, syllabi and textbooks have been developed and are meant to be transacted in tune with social

constructivism and critical pedagogy. Construction of knowledge has to take place at all levels of learning and in all domains of knowledge. This implies that we cannot stuff the learners with lots and lots of information pertaining to grammar. Grammatical concepts are to be constructed by the learners by analysing a certain body of linguistic data available from the discourses and categorising them in specific ways. The general processes of the constructivist classroom will be retained intact for facilitating concept attainment in the realm of grammar.

### **Teaching Literature**

#### **Why is literature beneficial in the language learning process?**

##### **Valuable authentic material**

Literature is authentic material and it offers an extremely varied body of written material which expresses fundamental human issues. Its relevance changes with the passage of time, but seldom disappears completely (e.g. Shakespearian plays). Though its meaning does not remain static, a literary work can transcend both time and culture to speak directly to a reader in another country.

The best expression of any language - in terms of organisation, diction, structure and style - is found in its literature. By using literature as the basis of our learning activities, learners are exposed to language that is as genuine and undistorted as can be managed in the classroom context.

##### **Culture enrichment**

Literature enhances cultural enrichment by enabling the learners to understand the patterns of life in their temporal and spatial contexts. While reading texts of different authors who belong to different countries and cultures, one can discover the thoughts, feelings, customs, possessions etc. of such countries or cultures. This can enrich one's own culture.

##### **Language enrichment**

Learners are exposed to many functions of the written language by reading literary works. Besides broadening our sensibility literature also helps in enriching our language. Enrichment of the learner's receptive vocabulary is enabled by extensive reading. It also facilitates transfer to a more active form of knowledge. Literature provides a rich context in which individual lexical or syntactical items are made more memorable. The learners gain familiarity with many features of the written language - the formation and function of sentences, the variety of possible structures, the different ways of connecting ideas - which broaden and enrich the learner's own writing skills.

##### **What sort of literature is suitable for language learners?**

We learn a lot about people: their beliefs, likes and dislikes, views about life and death, man-woman relation etc. through its literature. Without adequate knowledge about the culture of a people, one cannot hope to be a competent speaker of that people's language.

Our literature class:

- o Encourages the learners to discuss a lesson in a collaborative manner.
- o Helps them to interpret literary texts.
- o Leads them to a response; guide their responses.
- o Creates in them the love for reading books.

Our learners need to study literature for certain obvious reasons.

1. It supports the language and communication skills of the learner.
2. It educates them in the language.
3. It trains the learners in the skill of communication. This is a life skill and not just for their examinations.
4. A literary text gives one, knowledge of a culture in memorable contexts.
5. More communication strategies and varieties of English will be familiarised to the learner.
6. Literature, if handled right can chip away the learner's prejudices, their biases. It can make them respect fellow human beings.
7. Appreciation of literary text means understanding the meaning of a literary text and responding to it.
8. Through the teaching of literature, we could certainly promote shared-reading, get them involved with the texts and engage them in a dialogue with you.

### **Approaches to Teaching Literature**

- o Maintain interest and involvement of learners by using a variety of student centered activities.
- o A variety of enjoyable learner-centered activities are significant while working with students.
- o Learning is to be promoted by involving them with other learners.
- o To supplement the printed page teacher can create a whole new world inside the reader's imagination.
- o Teachers are expected to help the learners exploit the emotional aspects in the literature to its full extent.
- o Teacher should allow the learners to be in groups/pairs. This increases the learner's confidence in the foreign language. With the group's support, the individual has greater freedom to explore his own reactions and interpretations.
- o Teachers should help the learners explore their own responses to various situations given in the text. This will sharpen their own response making it more likely that they will extend their understanding of the text by personal reading at home.
- o Teachers can help learners express their response either non-verbally or by making a limited linguistic repertoire. Concentration on this kind of language can enhance learners' confidence in their own response.

## Chapter 6

# Information and Communication Technology

Information and Communication Technology (ICT) is a generic term referring to technologies which are used for collecting, storing, editing and passing information in various forms. It has been used in language classrooms for more than two decades. Over this time, classroom use has moved from drill, text manipulation, and word processing to more interactive and communicative applications such as e-mail, chat, and web-based programs, requiring learners to acquire computer literacies.

Learning a language demands direct exposure to ICT, we, as teachers, can provide our learners with a wide range of activities that enable them to practice the language skills: listening, reading, speaking and writing as they would do in real-life situations. As a learning tool, ICT is being integrated in different fields and instructions. ICT is being used extensively not only as part of curriculum requirements but also as a

management, assessment diagnostic and statistical tool. Interactive computer applications and simulation exercise can be used to supplement the traditional study preparation. Various researches have been done to investigate the effectiveness of information technologies as an educational tool. ICT has the potential to play an important role in making English in schools more relevant, interesting and motivating for students. Therefore, consideration needs to be given to develop IT-based English activities in classrooms, which enable the learners to learn and experience English at the same time. Generally, one of the educators' responsibilities is to prepare students for the future. The best way is not only to teach the students to use technology, but also to teach them by technology. To provide an optimal learning condition, researchers of learning technology widely explore issues for enhancing the

potential of learning, such as readiness level, motivation, sequencing and pacing, feedback, reinforcement and social interaction. In fact, one of the roles of ICT in English as a Second Language context is to provide the tools to facilitate students' development within the existing English curriculum. In other words, the focus is on the development of knowledge and skills traditionally regarded as important within this subject area, but this is reframed within a digital curriculum.

### **e-Books**

Due to the growth of technology we have witnessed that printed notebooks are being replaced by digital notebooks; printed dictionaries are being replaced by digital dictionaries; traditional blackboards are being replaced by electronic boards; schools are setting up a wireless access across their campuses and so on. Many e-books employ multimodal features such as video, audio and hyperlinks-as well as interactive tools. Such tools attract readers to physically interact with the text through inserting, deleting, or replacing text; marking passages by highlighting, underlining, or crossing out words; adding comments by inserting notes, attaching files, or recording audio comments and manipulating the page format, text size and screen layout. Search features allow the users to locate specific words or phrases within the text or access a particular page. Although research on the use of this medium is in its infancy, the results appear promising in

supporting electronic texts as a means to foster literacy development and, in particular, reading comprehension.

### **Online Courses**

An online course (referred to as a Web-based or Web-delivered course) is a class taught via the World Wide Web. Online courses are a form of distance learning. You can take the course at a 'distance' without coming to campus.

Your role as a student is different in an online course. In a 'Face to Face' course, you go to class at a specific time. The instructor facilitates your learning by lecturing, leading discussions, using a PowerPoint, etc. In an online course, you as a student take a more active role in your learning. An online course is much more student-centred; the instructor is more of a facilitator of learning than directly in charge as he/she is in the F2F classroom. Since the material is in written form and on the Website, you can go through it at your own pace, and can go back over it. An online course favours different learning styles than an F2F course. Obviously visual learning is supported very well by an online course.

Since an online course allows you to work at your own pace, you are in charge of when, where, and how fast you could learn. As an online student, you need to be self-motivated and disciplined. You will need to set a schedule for yourself to login and complete work by the deadlines. Any help you will need you will need to seek



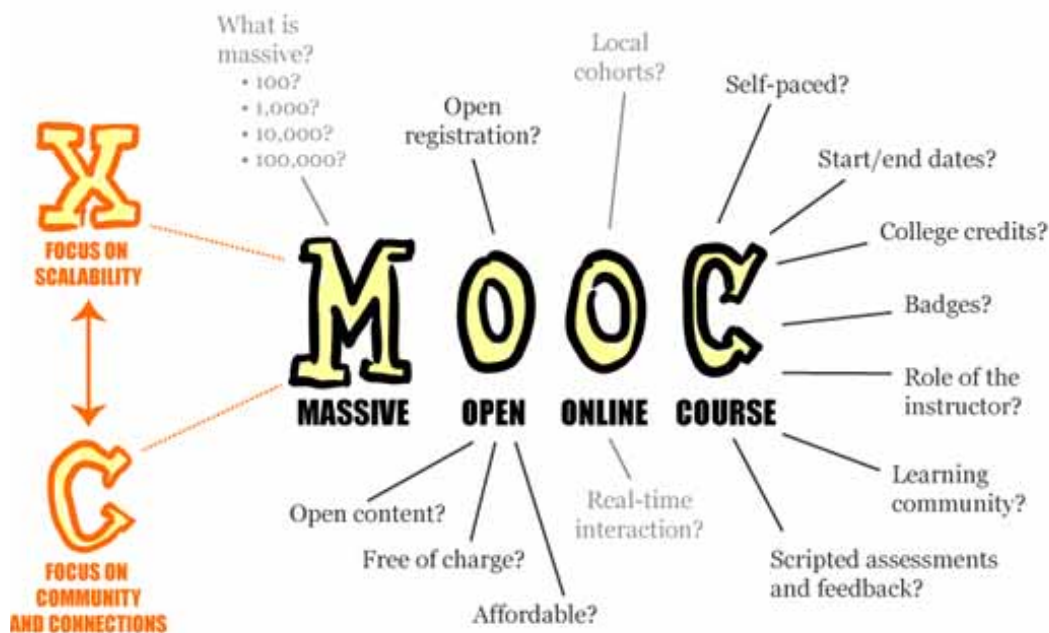
from your instructor by email, phone or other methods. If you keep up seriously, an online course should be as great an experience and of equal quality as an F2F course.

## Massive Open Online Courses (MOOCs)

A massive open online course (MOOC) is an online course aimed at unlimited participation and open access via the web. In addition to traditional course materials such as videos, readings, problem sets, etc. MOOC provides interactive user forums that help build a community for students, professors, and teaching assistants. MOOCs are a recent development in distance education which emerged since 2012. MOOCs are offered by some leading universities and institutions including Harvard, Massachusetts Institute of Technology (MIT), and Stanford. In

recent years, there have been a growing number of MOOCs on the Internet.

Nowadays, there is a growing usage of MOOCs on the Internet. Accessibility, student engagement, and experiences for lifelong learning are recognised as the advantages of MOOC. In addition, discussions on individual instruction, student performance assessment and long-term administration and oversight are available. It is easy to accommodate large numbers of students (Carr, 2012). 'From a pragmatic perspective, MOOCs provide access to large numbers of people who might otherwise be excluded for reasons ranging from time, to geographic location, to formal prerequisites, to financial hardship.' The websites like [www.edx.org](http://www.edx.org), [www.courcera.org](http://www.courcera.org) facilitate MOOC to millions of learners for free.



## Chapter 7

# Assessment Approach

Learning is a natural and continuous process in learners. Learning experiences should be based on specific objectives and learning outcomes to make learning effective. Teachers should be aware of the skills and concepts that the learner should acquire. Learning activities related to each unit should be planned in such a way that it produces the desired learning outcomes. The activities that are presented should be related to real life situations.

How far are the skills and concepts that are acquired sufficient to acquire learning outcomes? Who among the learners are yet to acquire the learning outcomes? What follow-up activities are to be provided? How can they be provided? These should be the concerns of teachers while they think about evaluation.

The process of analysing what the learner has acquired after the transaction of a unit is called **Assessment of Learning**. This is one level of assessment. But more importance should be given to an assessment that ensures learning. There can be different types of interventions

by teachers or peers during the learning process, to make it more effective. This assessment that takes place along with learning and the feedback that is provided, form another level of assessment. This can be termed as **Assessment for Learning**. This has to be carried out continuously to facilitate learning and has to be incorporated along with learning activities.

In addition to these, there is a process of correction that involves a critical self analysis of the concepts and awareness gathered through learning and by internalising the changes. This can be considered as **Self-assessment**. This can be termed Assessment as Learning.

To make learning more effective stress has to be laid upon Assessment for Learning and Assessment as Learning. Therefore, we must adopt an approach that gives importance to an assessment process that makes learning more effective.

When we adopt a learning approach that ensures learning outcomes, we should adopt a suitable assessment approach for it. Therefore, we should adopt an 'Outcome focused

Assessment Approach'. If the learning activity is based on the learning outcomes, active participation of the learner can be made ensured. Critical thinking, rational thinking, reflection of learning, inter-related knowledge etc. are the characteristics of learning which are focused on learning outcomes.

### **Continuous and Comprehensive Evaluation (CCE)**

Learning, being a continuous process, assessment should also be continuous. By comprehensive assessment, we mean the assessment of the learner in cognitive as well as socio-emotional areas. Hence, we adopt a continuous and comprehensive evaluation system.

CCE is carried out in two areas:

1. Cognitive area
2. Socio - emotional area

### **Assessment regarding development in cognitive area**

The subjects taught at high school level like Languages, Science, Humanities, Mathematics, 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

### **Learning Process Assessment**

Both the teacher and the learner plan various activities to acquire learning outcomes. The teacher has to evaluate 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, it 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.

Opportunity for self-assessment, peer assessment and teacher- assessment should be given in process-assessment.

We can examine how to evaluate learning process for various subjects in continuous evaluation.

### **Participation in activity**

- o Did the learner volunteer for the activity?

- o Did he try to do it individually?
- o Did he participate effectively in group activities?
- o Did he share any ideas in the group?
- o Did he encourage other's participation?

### **Conceptual understanding**

- o Awareness of content
- o Stages of constructing knowledge
- o Excellence in internalising concept
- o Ability to apply the concepts

### **Acquisition of skills**

- o Pre-conceptual awareness about the process-skills to be acquired
- o Was he able to acquire the desired process skills through this activity?
- o What additional activity should be given to those who are yet to acquire the skills?

### **Performance/Presentation**

- o Did the learner try to present the knowledge acquired through individual activity and group activity?
- o Was he able to explain the findings in a rational manner?

### **Recording/Preparation**

- o Did he make necessary recording in the various stages of activity?
- o Was recording done in a manner easy for others to understand?
- o Was the recording done in a systematic and disciplined manner?
- o Did he carry out recording after

individual and group activities and general discussion?

Let us examine how the learning process in language subject should be assessed as part of CE.

Acquisition of conceptual knowledge is as important as acquiring discourse knowledge and language skills. In this context, let us examine how to assess the learning process considering the indicators.

#### ***o Participation***

The interest of the learner in learning activity, his participation in group activities etc., should be considered here.

#### ***o Conceptual understanding***

Awareness of content in language, discourse, indicators of quality, process of construction of knowledge through various modes of language study, level of language excellence of the learner etc, should be evaluated by the teacher here.

#### ***o Acquisition of Skills***

Level of the learner in skills like listening, speaking, reading, writing and creativity are assessed and feedback is given. The performance of the student in various discourse areas, language elements, communication etc. too should be taken into consideration.

#### ***o Performance /Presentation***

There are various methods for communication in language. Other language skills of the learner (recitation,

singing, acting, drawing, speaking) are as important as the creative writing skill of the learner. Other factors like pronunciation, clarity of speech etc. should be taken into account when the teacher prepares the feedback.

### ***o Recording /Preparation***

Did the learner make necessary recording in the various stages of activity? Was recording done in a manner easy for others to understand? Was the recording done in a systematic and disciplined manner? Did he carry out any individual creative writing? Did he make any improvement in group performance after discussion in the class? Are the learners able to carry out creative writing without any errors? These are the factors to be evaluated by the teacher.

A Teacher Planner must be prepared to plan learning activities at the micro level and to make continuous evaluation more scientific. The teacher planner should contain planning of learning activities including adaptations, situations of evaluation, strategies, tools, etc. (See Sample Teaching Manual).

## **2. Details regarding Subject- related 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. It should contain details like various strategies adopted for the transaction of the lesson, prior planning made by the learner to complete the transaction of lesson, interventions made at various stages of activities, details of the product formed, etc. are to be recorded in the activity log. Additional information given by teachers to strengthen the learning process can also be recorded in the activity log.

### ***o Portfolio Assessment***

Portfolio is the collection of all products formed during the various stages of learning activities. It gives the learner, parents and the teacher feedback regarding learning.

The following should be included in a portfolio.

- o Activity log
- o Other learning documents, pictures, collections, writings, learning materials, creations made through ICT etc.

o Creative work

o Worksheets

The following indicators can be used for portfolio assessment.

- o Clarity of concept
- o Internalisation of concepts
- o Appropriate design
- o Completion
- o Originality

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

It is not necessary to record the scores 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. Learners should be categorized on the basis of their participation as Excellent, Average, and Need improvement in their participation. 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 fixed as 20.

### **Unit based Assessment**

Activities for various learning outcomes are distributed in an inter-related manner in a unit. This is comprehensive in nature. So, while assessing a unit, this comprehensive ness (considering all the learning outcomes) is assessed. Oral assessment, quiz programme, open book assessment, preparation of questions, identifying the indicators and assessment of writing can be considered for unit assessment. Rating scale and check list to measure the achievement of a learner in a particular unit etc. 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 which are then converted to grades.

These are 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.

### ***Method of calculating CE***

Term level recording can be done by calculating the average. 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 language subjects 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 stressing 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 blue print of question paper giving proper weightage to units and learning outcomes, various thinking skills and different forms of questions. Suitable

answer key should be prepared for each question and assessment should be done based on these keys. Question-wise analysis should be prepared to review whether the questions are in accordance with the blue print and necessary editing should be done on it.

### **Annual Consolidation**

The annual overall score of CE is the best scores 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. Low proficiency in acquiring skills need not be marked as under-achievement.

### **Grading Scheme**

A 9 Point Absolute Grading is used in High schools for assessing the learners.

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

To be eligible for higher studies, the learner should get a minimum of D+ (30-39 %) for each subject for CE+TE.

We can adopt measures to assess the proficiency of the learner at the cognitive area, socio-emotional area, thereby to ensure learning outcomes. Collective effort is required to implement this assessment in a comprehensive and continuous manner.

# Sample Teaching Manual

## Unit 1

### Hues and Views

**Theme :** Art

**Sub theme :** Freedom of an artist

**Learning Outcomes:**

The learner will be able to:

- appreciate artistic freedom and the greatness of artists.
- empathise with the artists.
- read and comprehend a given text.
- write a small description of familiar persons/characters.

**Teaching-learning materials**

- Video clips /news items/images throwing light on the theme art/artists.(KalayudeKalpaadukal)
- Extracts of descriptions of characters taken from the works of famous authors.

---

<b>Process</b>	<b>Assessment</b>
<p><b>Entry activity/ Introduction</b></p> <p>Learners watch the documentary on art titled 'KalayudeKaalpaadukal'.</p> <p>Teacher initiates a discussion on the visuals/paintings shown in the documentary posing some questions.</p> <p>e.g.Which picture attracted you the most?</p> <p>Name the artists you admire the most? Why do you admire them?</p> <p>How do we still remember the great artists of ancient times?</p>	<p>Learners watched and appreciated the paintings and pictures shown in the documentary with great enthusiasm.</p> <p>Learners actively participated in the discussion on art and artist.</p>



## Process

Learners look at the picture given on Page 9 of the Std VIII Reader.

Generate a discussion on the picture and the unit title to sensitize the importance of art and man's attitude towards art.

### Reading the story

Learners read the story silently up to paragraph 4.

They keep track of their reading.

Teacher asks some global questions at random to ensure reading.

Learners sit in groups and share their findings

They refer to the glossary.

They share meanings of difficult words and the ideas they comprehended from the passage.

Teacher supports the reading process in the groups.

Group members clear the doubts of each other.

Teacher clarifies the meanings of difficult expressions or phrases if any.

Learners answer the scaffolding questions (up to Question No. 7) individually.

Presentation of the answers.

### Writing a description of a familiar character or a person

Interaction

Where does the story take place?

Who are the main characters in the first part of the story?

How are they described in the story?

## Assessment

Learners admired the picture given in the text.

Only, a few learners contributed ideas in the group discussion.

Nikhita, Tapan, Anupama and Hakeem participated in the group discussion actively.

Much time was spent for the reading activity.

Most of the students answered the scaffolding questions themselves.

Pick out the describing words from the paragraph one and two.

Elicit other words that can be used to describe a person

Learner attempts a description of a familiar person or a famous film actor using these words?

Learners write the description individually.

Presentation of 3 or 4 descriptions.

Discussion on the descriptions presented

Familiarisation of sample descriptions of certain characters taken from other stories

Learners note down the words that are used for describing persons.

Familiarizes the indicators of a good description.

Vividness of the description.

Variety of describing words used.

Appropriateness of the describing words used.

Cohesiveness.

Learners sit in groups to write the description in the light of the discussion.

Groups present the description

Discussion on the strengths and weaknesses of the descriptions presented.

Learners refine their description.

Presentation of the group products.

Editing (Punctuation, Thematic, Syntactical, Morphological)

### **Assignment**

Describe your favourite hero or heroine in about 80 words.

Some of the answers to the scaffolding questions were corrected in the light of the classroom discussion.

Athulya, Krishnakripa, Lincy and Jaleel require more support to develop their writing skill.

---

Signature of the H.M

Signature of the class teacher

**Reflection Notes:** (Based on the evaluation of learning process/activities)

**My findings**

- I think I was successful to some extent in transacting the content of the lesson.
- I could not sustain the interest of the learners throughout the class.
- I need to plan better next time to ensure that every child in the class involves in the lesson.
- Only a few students could write fairly good descriptions.
- I took much time to complete the reading process in the class.

**Follow up activities and remedial measures**

(done/given at the time of transaction)

- How I gave feedback to my learners (suggestions and positive qualitative feedbacks)
- How I addressed low proficient/gifted learners (re-designing the existing activities or designing new activities suitable for them.)
- How I changed or adapted the strategies.
- How I modified activities to make them more participatory
- How I simplified my language for better communication with the learners

**Subject-wise Consolidated Format for recording CE and TE for each term (F<sub>1</sub>) - Class 5 to 8**

Term : 1/20

Subject :

Class :

Division :

No.	Name of the Student	CE Items			CE Grade	TE Grade	Remarks
		Process	Portfolio	Unit Assessment			

**F<sub>1</sub>**

**Yearly Consolidation Format ( F<sub>1</sub> ) - Classes 5 to 8**

**Class :** \_\_\_\_\_ **Division**

**Year :** \_\_\_\_\_

No	Name of the Student	E		First Lang		Mat		Eng		Hindi		Science		Social Studies		Maths		Art/Edu		Work Exp		Health & Phy Edu		Socio-Emotion Skill			
		CE	TE	CE	TE	CE	TE	CE	TE	CE	TE	CE	TE	CE	TE	CE	TE	CE	TE	CE	TE	CE	TE	CE	TE		

## Unit 1

### HUES AND VIEWS

**Theme:** Art

**Sub themes:**

Importance of art

Art and life

Dedication to art

Artistic freedom

Eternity of art

**Learning outcomes:**

The learner will be able to:

- read and understand a prose text.
- enrich vocabulary by identifying the meaning of words from the context.
- refer to a dictionary or glossary to find the meaning of unfamiliar words.
- read, enjoy and appreciate poems.
- communicate effectively in the target language.
- enhance creative and critical thinking.
- gather ideas on poetic craft and poetic elements like simile and images.
- express opinions and share feelings with other learners.

- identify language elements like suffixes, noun phrases, question tags, etc. and use them in different situations.
- construct language discourses like narrative, conversation, character sketch, story map, etc.

**Introduction**

Art holds an important place in the lives of people. It transcends all boundaries of caste, creed and geographical space to reach out to the millions. Artists are often held in high esteem by our society. The unit titled 'Hues and Views' explores the relevance of art in day-to-day life.

This unit consists of four literary pieces - a short story, a folk tale, a poem and a popular song. In a way, all the pieces are thematically interlinked. At the same time they stand independent of one another. The first one *The Mysterious Picture* by Charles de Coster narrates an interesting episode in the life of Tyl. It highlights the fact that the sublime nature of art is affected when it is undervalued. *The Boy Who Drew Cats*, a

## Unit Frame

Unit 1: Hues and Views

Time: 30 periods

Concept/Skill	Discourses/Activities	Language Elements	Learning Outcomes
<b>Theme: Art</b> <b>Sub themes</b> <ul style="list-style-type: none"> <li>• Importance of art</li> <li>• Art and life</li> <li>• Dedication to art</li> <li>• Artistic freedom</li> <li>• Eternity of art</li> </ul>	<ul style="list-style-type: none"> <li>• Story map</li> <li>• Poem</li> <li>• Conversation</li> <li>• Script writing</li> <li>• Skit</li> <li>• Character sketch</li> <li>• Description/story narration</li> <li>• Character analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Plural forms</li> <li>• Suffixes</li> <li>• Compound words</li> <li>• Question tags</li> <li>• Formal and informal language</li> <li>• Noun phrases</li> <li>• Editing</li> <li>• Language games</li> </ul>	<ul style="list-style-type: none"> <li>• Understand questions starting with 'what', 'who', 'why', etc.</li> <li>• Answer in simple English during classroom interaction.</li> <li>• Gather ideas on poetic craft and poetic devices.</li> <li>• Read and enjoy short stories and grasp the elements of a story.</li> <li>• Write dialogues based on a situation.</li> <li>• Develop a script based on a picture or a story they have read.</li> <li>• Identify the expressions of the character from their dialogues.</li> <li>• Read, enjoy and appreciate poems.</li> <li>• Use language elements like suffixes, plural forms, compound words and question tags.</li> <li>• Edit a given passage.</li> </ul>

Japanese folk tale meant for extended reading, glorifies art which ultimately helps in the realisation of the self. The poem for detailed study in this unit *Taj Mahal*, elaborates on how art surpasses time and space to become eternal. The song given for extended reading, *We are the World* presents in a lucid language, the unifying force of art transcending the boundaries of caste, creed and nationality.

### Titular Picture

#### Interaction

- Are you interested in drawing pictures?
- What are the materials needed to draw a picture?
- If you are asked to draw a picture what will you draw?
- Ask the learners to draw a picture they like, on the canvas shown above the unit title.

Now, ask the learners to look at the picture given on Page 9.

Generate a discussion based on the picture and the unit title.

Channelise the discussion to explore the importance of art and man's attitude towards art.

Elicit answers for the questions given in the text.

#### Additional questions

- How many people do you see in the picture?

- Name the different animals you notice.
- Whom do you notice first? Is it the old man or the young horseman?

The artist tactfully conceals certain details and hence the picture appears mysterious.

Now let's read a story about a mysterious picture and the artist who drew it.

### Let's begin

#### The Mysterious Picture

##### About the story

'The Mysterious Picture' narrates the dilemma of Tyl Ullenspiegel from Flanders who reached the court of the Archduke of Battenburg and offered to make a portrait of the Archduke along with the courtiers. The courtiers wanted Tyl to make them look more handsome and attractive than they actually were, while the Archduke wanted him to portray them as such.

You may divide the lesson into meaningful parts without breaking the flow of the story. Here, it is divided into three parts.

#### Part 1

(Paragraphs 1 -3)

##### Reading Process

- Ask the learners to read the first part silently. Ask them to complete the table given.



Characters	Costume / features	Setting

- Let them guess the meaning of the difficult words and complete the word bank given on each page.
- Ask them to refer to the glossary given at the end of the Reader or to a dictionary if they are unable to guess the meaning.
- Ask the learners to sit in groups and share their ideas.
- Let them attempt the textual questions.
- You may pose the questions one by one to the whole class and elicit answers from the learners.
- Let all the groups give their answers.
- Arrive at the most suitable answer.
- The groups refine the answers accordingly.

You may improvise and make necessary changes in the reading process as the text demands (like loud reading by learners, loud reading by the teacher, role play etc).

#### **Possible answers to textual questions**

1. The story takes place in the palace of the Archduke of Battenburg.
2. Tyl Ulenspiegel and the Captain of the Guards.
3. Tyl is someone who wanders from court to court. He is a man with a good sense of humour. His appearance and mannerisms make us think so.

4. Yes, because the Captain of the Guards understood that Tyl was a Flemish painter.
5. The words, “May, Your Highness pardon me... I might lay it at your noble feet”, shows Tyl’s respect towards the Archduke.

Let the learners perform a role play.

#### **Process:**

- Ask the learners to underline the dialogues between:
  - a. Tyl and the Captain of the Guards
  - b. The Archduke and Tyl
- The learners read the dialogues aloud in the form of a role play.
- Random presentation by the groups.

#### **Note:**

**Flanders** – refers to the area of north-east France and Belgium.

**Flemish** – The Dutch language as spoken in Northern Belgium

**Flemish painter** - Flemish painting flourished during the 15<sup>th</sup> century and continued to exist till 17<sup>th</sup> century. Most of the leading painters of Northern Europe belonged to Flanders and they were called Flemish painters. Since the Napoleonic era, Flemish painters have been trying to regain the reputation set by the old masters. The Flemish painters were masters of the oil medium and used it

primarily to portray a robust and realistically detailed vision of the world around them. Jan van Eyck and Rubens were the two masters of this incredibly rich form of art.

### Part 2

(Paragraph 4-9)

Let the learners read paragraphs 4 - 9. Follow the process as given earlier. Find out the other characters, if any, their features, change in location etc.

Let them sit in pairs and complete the table given.

Characters	Costume / features	Setting
Tyl	cap with feathers, attractive clothes	in front of the palace
Captain of the Guards	gold braided uniform	in front of the palace
Archduke		

### Possible answers to the textual questions

- Tyl wishes to become the court painter.
- The donkey was not hungry as it was fed fairly well all along the way. But Tyl had nothing to eat for the last three days.
- The Archduke wanted Tyl to paint his portrait so as to leave his

memory with his descendants.

- It means we do not know when we will die.
- Tyl was unhappy because the Archduke asked him to make his portrait without the courtiers in it.
- The Lord and the Lady are compared to the moon and the courtiers are compared to the lanterns.
- The Archduke demanded Tyl to paint all the courtiers as such. But the courtiers demanded that he

should make them more attractive than they actually were.

Now, lead the learners to Activity 2 in **Let's revisit**.

### Activity 2

#### Possible answers

### Part 3

#### (Paragraph 10-15)

Let the learners read paragraphs 10- 15.

Courtier	Real appearance	The way they wanted to be portrayed
Commander-in-Chief	short, fat, bald man with an enormous paunch	He wanted to make his stomach look flat and make him more handsome.
elderly lady	large hump on her back	She wanted the hump on her back to be removed and supplied with what she lacked in beauty.
young lady	She had lost three of her front teeth.	She wanted to see herself smiling, with a perfect set of pearly teeth.

**Possible answers to textual questions**

13. If he painted the picture as directed by the Archduke, he might be killed by the courtiers. If his picture satisfied the whims of the courtiers, he might be killed by the Archduke.

14. Elicit free responses.

- Not to paint the picture.
- Paint the picture as the courtiers had demanded.
- Paint the picture as the Archduke had instructed.

15. He kept on saying that the picture was nearing completion and he needed some more days to complete it. (Sixty days to complete)

16. Elicit free responses.

- There is no picture at all.
- Lies to the courtiers that only those who have noble blood can see the picture.

17. No, he is not. He is the only one who tells the truth.

**Let's revisit**

Revisit the text and attempt the following tasks.

**Activity 1****Possible answer**

<p><b>Characters:</b></p> <ul style="list-style-type: none"> <li>• Tyl</li> <li>• Captain of the Guards</li> <li>• Archduke, Her Highness</li> <li>• Commander-in-chief</li> <li>• Elderly lady</li> <li>• Young lady</li> <li>• Jester</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Palace of the Archduke</li> </ul>
<p><b>Problem:</b></p> <ul style="list-style-type: none"> <li>• The Archduke asked Tyl to paint all his courtiers exactly as he saw them, but the courtiers wanted their pictures to be different from what they were.</li> </ul>	<p><b>Solution:</b></p> <ul style="list-style-type: none"> <li>• Tyl did not paint any picture at all. Tyl and his companions enjoyed their stay at the palace. Pointing to the blank canvas, Tyl said that only those who had noble blood in their veins would be able to see the painting.</li> </ul>

Let them sit in pairs and do Activity 3.

### Possible answer for Activity 3

Statements	True	False
Tyl arrives at the palace of the Archduke.	✓	
Tyl meets the Archduke.	✓	
He shows the picture of Infant Jesus to the Archduke.		✓
The Captain of the Guards allows Tyl to meet the Archduke at once.		✓
The Archduke directs Tyl to paint their portrait.	✓	
The Archduke's jester also praises Tyl's painting.		✓
The Archduke didn't like to appoint Tyl as the court painter.		✓
Tyl enjoys dinner with the Archduke.	✓	
Tyl and his companions spend a fortnight merry making in the palace.	✓	
The courtiers ask Tyl to paint them as they look like.		✓
The courtiers praise Tyl for his splendid painting.	✓	
Tyl walks out of the palace calmly.	✓	

The corrected statements:

- He shows the picture of Our Lady, the virgin.
- Captain of the Guards does not allow Tyl to meet the Archduke at once.
- The Archduke's jester says that he could see no painting but only a blank wall.
- The Archduke said that he would be delighted to appoint Tyl as the court painter.
- The courtiers ask Tyl to make them look more attractive and handsome.

Let the learners sit in groups and answer the textual questions.

You may pose the textual questions one by one to the whole class and elicit answers from each group.

### Let's enrich our vocabulary

#### Activity I

well-off: in a good position or situation

well-known: famous

well-wisher: someone who wants another person to be happy

well-read: having gained a lot of knowledge by reading

well-informed: having a lot of knowledge about a particular topic

Words with 'well' as head word

well-being

well-bred

well-done

well-groomed

well-knit

### Activity 2

1	2	3
captains	painted	lonely
animals	seemed	certainly
pieces	surrounded	calmly

### Activity 3

Character	Words used to address
Archduke	Your Highness
Queen	Her Highness
Captain of Guards	Sir
Painter	My dear fellow

#### Words we commonly use :

Mrs, Madam, Ma'am, Sir, Mr, Miss

#### Words we do not use in common:

Your Highness, My Lord, Her Highness, Your Lordship, My dear fellow

#### Let's write

#### Activity 1

#### THE EMPEROR'S NEW CLOTHES

#### Hans Christen Anderson

Many years ago there lived an emperor who loved beautiful new clothes so much that he spent all his money on being finely dressed. His only interest was in going to the theatre or in riding

about in his carriage where he could show off his new clothes. He had a different costume for every hour of the day. Indeed, where it was said of other kings that they were at court, it could only be said of him that he was in his dressing room!

One day two swindlers came to the emperor's city. They said that they were weavers, claiming that they knew how to make the finest cloth imaginable. Not only were the colours and the patterns extraordinarily beautiful, but also, this material had an amazing property that it was to be invisible to anyone who was incompetent or stupid.

"It would be wonderful to have clothes made from that cloth," thought the emperor. "Then I would know which of my men are unfit for their positions, and I'd also be able to tell clever people from stupid ones." So he immediately gave the two swindlers a great sum of money to weave their cloth for him.

They set up their looms and pretended to go on working, although there was nothing at all on the looms. They asked for the finest silk and the purest gold, all of which they hid away, continuing to work on the empty looms, often late into the night.

'I would really like to know how they are coming with the cloth!' thought the emperor, but he was a bit uneasy when he recalled that anyone who was unfit for his position or stupid would not be

able to see the material. Of course, he himself had nothing to fear, but still he decided to send someone else to see how the work was progressing.

'I'll send my honest old minister to the weavers,' thought the emperor. He's the best one to see how the material is coming. He is very sensible, and no one is more worthy of his position than he.

So the good old minister went into the hall where the two swindlers sat working at their empty looms. 'Goodness!' thought the old minister, opening his eyes wide. 'I cannot see a thing!' But he did not say so.

The two swindlers invited him to step closer, asking him if it wasn't a beautiful design and if the colours weren't magnificent. They pointed to the empty loom, and the poor old minister opened his eyes wider and wider. He still could see nothing, for nothing was there. 'Gracious', he thought. 'Is it possible that I am stupid? I have never thought so. Am I unfit for my position? No one must know this. No, it will never do for me to say that I was unable to see the material.'

'You aren't saying anything!' said one of the weavers.

'Oh, it is magnificent! The very best!' said the old minister, peering through his glasses. 'This pattern and these colours! Yes, I'll tell the emperor that I am very satisfied with it!'

'That makes us happy!' said the two

weavers, and they called the colours and the unusual pattern by name. The old minister listened closely so that he would be able to say the same things when he reported to the emperor, and that is exactly what he did.

The swindlers now asked for more money, more silk, and more gold, all of which they hid away. Then they continued to weave away as before, on the empty looms.

The emperor sent other officials as well to observe the weavers' progress. They too were startled when they saw nothing, and they too reported to him how wonderful the material was, advising him to have it made into clothes that he could wear in a grand procession. The entire city was alive in praise of the cloth. 'Magnifique!' 'Nysseligt!' 'Excellent!' they said, in all languages. The emperor awarded the swindlers with medals of honour, bestowing on each of them the title Lord Weaver.

The swindlers stayed up the entire night before the procession was to take place, burning more than sixteen candles. Everyone could see that they were in a great rush to finish the emperor's new clothes. They pretended to take the material from the looms. They cut in the air with large scissors. They sewed with needles but without any thread. Finally they announced, 'Behold! The clothes are finished!'

The emperor came to them with his

most distinguished cavaliers. The two swindlers raised their arms as though they were holding something and said, 'Just look at these trousers! Here is the jacket! This is the cloak!' and so forth. 'They are as light as spider webs! You might think that you didn't have a thing on, but that is the good thing about them.'

'Yes,' said the cavaliers, but they couldn't see a thing, for nothing was there.

'Would His Imperial Majesty, if it pleases His Grace, kindly remove his clothes,' said the swindlers. 'Then we will fit you with the new ones, here in front of the large mirror.'

The emperor took off all his clothes, and the swindlers pretended to dress him up, piece by piece, with the new ones. They took hold of his waist and pretended to tie something about him. It was the train. Then the emperor turned and looked into the mirror.

'Goodness, they suit you well! What a wonderful fit!' they all said. 'What a pattern! What colours! Such luxurious clothes!'

'The canopy to be carried above Your Majesty awaits outside,' said the grandmaster of ceremonies.

'Yes, I am ready!' said the emperor. 'Don't they fit well?' He turned once again towards the mirror, because it had to appear as though he was admiring himself in all his glory.

The chamberlains who were to carry the train held their hands just above the floor as if they were picking up the train. As they walked they pretended to hold the train high, for they could not let anyone notice that they could see nothing.

The emperor walked beneath the beautiful canopy in the procession, and all the people in the street and in their windows said, 'Goodness, the emperor's new clothes are incomparable! What a beautiful design on his jacket. What a perfect fit!' No one wanted it to be noticed that he could see nothing, for then it would be said that he was unfit for his position or that he was stupid. None of the emperor's clothes had ever before received such praise.

'But he doesn't have anything on!' said a small child.

'Good Lord, let's listen to an innocent child!' said the father, and whispered to another what the child had said.

'A small child says that he doesn't have anything on!'

Finally everyone was saying, 'He doesn't have anything on!'

The emperor shuddered, for he knew that they were right, but he thought, 'The procession must go on!' He carried himself even more proudly, and the chamberlains walked along carrying the train that wasn't there.

**Activity 2**

Ask the learners to sit in pairs.

Let them write the conversation.

Let one take the role of Tyl and the other the role of self.

Fix the initiation and its response.

Choose the suitable initiation and response and write it on the BB.

Continue the process till the conclusion of the conversation.

**Activity 3**

Ask the learners to

- sit in four groups and assign one event to each group.
- fix and write the setting for each event.
- identify the characters involved in each event.
- frame dialogues suitable for each character.
- imagine suitable costumes for each character.
- identify appropriate body languages and gestures.

Ask the learners to attempt writing the script.

Edit and refine.

Random presentation

Performance of the script.

**Sample script of the event**

The meeting between Tyl and the Archduke and his appointment as the court painter.

(The court of the Archduke. The Archduke is seated on his throne wearing kingly costumes. The guards with spears are positioned on his sides. Tyl enters along with the Captain of Guards. Tyl appears wearing a cap with feathers and with a painting in his hand.)

Captain (*bowing*): Your Highness, this is Tyl who is a Flemish painter.

Archduke (*excited*): Oh! a Flemish painter. That's great.

Tyl (*saluting three times*): Your Highness, I am here to show you one of my paintings.

Archduke: Whose portrait is it?

Tyl (*showing the portrait*): It's a picture of Our Lady, the Virgin in her royal robes. Tyl (*continues*) Pardon me Your Highness, if I dared to hope that this picture will please you.

Archduke (*appreciating the picture*): What do you expect from me?

Tyl (*anxiously*): Your Highness might offer me the chair of your Court Painter.

Archduke (*embraces Tyl and kisses*): I shall be delighted to make you my Court Painter.



**Activity 4**

Learners attempt to write the character sketch of the Captain of the Guards using the character map given.

Refine in groups. Random presentation

*The Captain of the Guards is a tall, well-built and a red haired man. He is twenty five years of age. He looks handsome in his gold braided uniform. He does his duties well and he likes paintings too.*

Character map of Tyl.

Tyl:

- slim
- looks like a skeleton
- always wears a cap with a feather
- Flemish painter
- cunning
- tricky
- sense of humour
- values his own freedom on creativity

*Tyl is a Flemish painter who is slim and looks like a skeleton. He always wears a cap with a feather. He is cunning and tricky. He has a good sense of humour and values his own freedom and creativity.*

**Let's speak****Activity I**

Let the learners read the character analysis given as a model on Page 24 of the text.

Refer to Activity 4 in the section **Let's write** (Page 23) and make use of the

details to prepare the views about the characters.

Eg: Captain of the Guards.

- Ask the learners to write about their favourite character individually.

- Presentation by the learners.

Rating scale for evaluating their speaking skill.

	1	2	3	4
Spontaneity				
Sound modulation				
Use of gesture and vocabulary				
Eye contact				
Accent and pronunciation				
Co-ordination and ideas (cohesive)				

**Activity 2**

Elicit responses from the learners.

**Let's discover how grammar works****Activity 1****Possible answers**

1. are
2. visited, didn't they?
3. doesn't he?
4. isn't she?
5. have completed their work, haven't they?
6. is reading, isn't it?
7. at 6o'clock, don't you?
8. for two hours, haven't you?
9. Thiruvananthapuram, didn't you?
10. Please open the door, will you?

## Activity 2

What Tyl says (highly formal)	What we might say (less formal)
May, Your Highness pardon me for my rashness in thinking that one of my paintings will please Your Highness.	Please pardon me for thinking that one of my paintings will please you.
I have painted it especially so that I might lay it at your noble feet.	I have painted it specially for you.
I've dared to hope that this picture will please you.	I hope that this picture will please you.
Perhaps Your Highness might wish to offer me the chair of your Court Painter who died recently.	I wish you will make me the court painter.
Your Highness, may it please you to remember me and my donkey.	Sir, please remember me and my donkey.
I have been feeding myself with dreams of good food and drink at your royal table.	I have been dreaming of dining with you.
My Lord, you are the most generous of masters.	Sir, you're very generous.

## Activity 3

the story, Tyl, painter, the palace, Battenburg, the entrance, he, painting, the Duke's jester, a blank wall

## Activity 4

A

Singular nouns used in the paragraph	Their plural forms	Plural nouns used in the paragraph	Their singular forms
the Archduke Tyl the picture hall Lord painting	Archdukes pictures halls Lords paintings	courtiers ladies gentlemen curtains veins	courtier lady gentleman curtain vein

**B**

- Adding 's' to get plurals
- Adding 'ies' to get plurals
- Irregular plural forms

**C**

<b>Noun phrases in the subject position</b>	<b>Noun phrases in the object position</b>
The Archduke	all the courtiers
Tyl	them
You	my work

**Let's edit**

Classroom process for editing

- Ask the learners to sit in groups of 4 and 5.
- Let one of the members read out the whole passage once.

**Punctuation and spelling**

- Let the group members identify the wrong spelling and punctuation marks to fix the sentence boundaries.
- Initial capitalization
- Final full stop/question marks/exclamation mark are to be addressed.

**Syntactic editing**

Let each group

- identify and eliminate excess words.
- identify and supply missing words.
- change word order.

**Morphological editing**

- Wrong tense form
- Aspectual errors

- Use of the active/ passive form
- Subject-verb agreement
- Use of affixes

- reached
- The
- Guards
- playing
- at
- picture

**Let's play with language**

cold, mushroom, carrot, glove, pillow

**The Boy Who Drew Cats**

A farmer has many children, who are all hard-working, except for his youngest, who is small and weak and only interested in drawing pictures of cats. He decides that his son is not cut out to be a farmer, and sends him to a temple to be an apprentice to a priest. The boy spends all his time drawing cats rather than studying, so the priest tells him he's better suited to being an artist and should return home. As he sends him away, the priest warns the boy: 'Avoid large places at night. Keep to the small.' Ashamed of being dismissed, the boy decides not to return to his father's farm. He travels to another temple in the hope that he can ask for a night's shelter, not realising that all the priests living there had long-ago been driven away by a giant goblin-rat. When the boy arrives, he finds the place deserted and decides to draw cats on the walls. As he begins to feel tired, he

remembers the old priest's words and climbs inside a little cabinet to sleep. During the night he hears horrible sounds of screaming and fighting. When morning comes, he finally gets out, and discovers the corpse of the goblin-rat. As he wonders what could have killed it, he notices that all the cats that he had drawn now have blood on their mouths. He is hailed as a hero for defeating the monster, and grows up to be a famous artist - one who draws only cats.

**Goblin** - (in stories) a small ugly creature that tricks people or causes trouble.

#### **Folk tales**

- A folktale is an old story that has been told and retold, having been passed from generation to generation by word of mouth until it was written down. Many folktales begin with the words 'Once upon a time' or 'Long ago and far away.' The story is told from the third-person point of view with the pronouns 'he', 'she', 'it', or 'they'-- rather than the first person 'I' that is used to talk about the characters. *The Boy Who Drew Cats* is a Japanese folk tale.

- You may introduce folk tales in the class and initiate a discussion on it.

The following questions may be used.

- What is a folk tale?
- Who are the characters usually found in folk tales?
- You may divide the story into three or four meaningful parts.

- You may present the first part of the story (loud reading).

- Let the learners read the remaining part individually.

- Let the learners attempt the textual questions in groups.

- You may pose the textual questions one by one to the whole class and elicit answers from each group.

#### **Possible answers for the textual questions**

1. The youngest boy is introduced as a clever, but quite weak and a small boy who is not fit for hard work.

2. People of the village opined that the boy could never grow very big. So his parents thought it would be better for him to become a priest than to become a farmer.

3. Yes. Because whenever the boy was alone, he drew the pictures of cats.

4. The priest advised the boy to avoid large places at night and to keep to the small.

5. The boy did not go home because he felt sure that his father would punish him for being disobedient to the priest.

6. The reason was that a goblin rat had frightened the priests away and had taken possession of the place.

7. The boy felt afraid of the place and he resolved to look for a small place to sleep.

8. He found a little cabinet, with a sliding door and got into it and shut himself up.

9. The dreadful voice might have been the result of the fighting and screaming between the cats and the goblin rat.

10. The goblin rat was killed by the cats which the boy had drawn.

11. Yes, because a dreadful fight was going on between the cats and the goblin rat and the boy was safe in the cabinet.

### Activity 1

The folk tales are told from the third-person point of view. You may ask the learners to revisit the story and retell it in the first person point of view. Let each pupil assume the role of the boy in the story. And let them write the story from their point of view.

### Activity 2

Let the learners sit in groups and revisit the story. Ask them to note down the major events.

### Possible answer

A goblin rat frightened the priests away and took possession of the temple.

The boy entered the temple and painted a great many cats upon the screen.



The boy found a little cabinet and went into it and fell fast asleep.



He was awakened by a terrible noise, a noise of fighting and screaming.



The boy saw an enormous and monstrous rat - a goblin rat - bigger than a cow lying dead on the floor.

## Poem

### Taj Mahal

#### About the poem

This poem is about the transcendental nature of art which has the power to enlighten the whole humanity which is transient. It is art alone which embodies the feelings of man. Here, the Taj Mahal represents the intense aspiration of Emperor Shah Jahan to glorify his sorrow. It is also an eternal monument that immortalizes art.

- You may present the poem in the class by reading it aloud two or three times.
- Generate a discussion about the Taj Mahal.
- Have you ever seen the Taj Mahal?
- Who made this famous monument?
- Where is it situated?
- How did it become one of the seven wonders of the world?
- Ask the learners to read the poem silently.
- Let the learners refer to the glossary for the meaning of the words listed in the text.
- Let the learners sit in pairs and read the poem once again.
- Let them share their ideas.
- Let the learners sit in groups and answer the textual questions.
- You may pose the textual questions one by one to the whole class and elicit answers from each group.

**Possible answers to the textual questions**

1. Life, youth, wealth and renown all float away down the stream of time.
2. The memories of his beloved Mumtaz. He wanted to preserve it by building the monument.
3. Like the sunset, the imperial power also diminishes.
4. 'Though emeralds, rubies, pearls are all

But as the glitter of a rainbow trickling out empty air

And must pass away...'

5. The visual image of things floating down the stream of time gives us the idea that whatever is worldly will perish oneday.

6. a. 'The harsh thunder of imperial power would fade into sleep

Like a sunset's crimson splendour...'

- b. 'Though emeralds, rubies, pearls are all

But as the glitter of a rainbow tricking out empty air

And must pass away...'

**Activity 1****Instances of similes from the poem**

- 'imperial power... like a sunset's crimson splendour.'
- 'emeralds, rubies... as the glitter of rainbow tricking out empty air'

**Activity 2**

Visual	Auditory
crimson splendour	thunder
rainbow	sigh
solitary tear	

**Activity 3**

Transience	Eternity
youth wealth life	beauty time art

**Poem****We are the World****About the song**

Michael Jackson's song *We are the World* is an inspiring piece that highlights the need of the hour to stand together for the perfect world where everyone lives in unison.

- Play or screen the song *We are the World*.
- Ask the learners to listen to the song.
- Let them read the lines two or three times and present the song.
- Let the learners sit in groups/pairs to answer the textual questions.
- You may pose the textual questions and elicit answers from each group.

**Possible answers to the textual questions**

1. According to the lyricist, lending a hand to life is the greatest gift of all.
2. We cannot go on pretending that someone somewhere will make a change.
3. When we work in perfect unison we can make the world a better place.
4. A change can only come when we stand together as one.
5. People are not helping each other/ people are dying every day due to many problems/need for making the world a single family.

**I Can**

Let the learners attempt the self - assessment checklist given at the end of the unit.

## Unit 2

### WINGS AND WHEELS

**Theme:** Travel

**Sub themes**

New ideas of travelling

Knowledge and insights on travelling

Mental and spiritual aspects of travelling

Adventure in travelling

**Learning outcomes**

The learner will be able to:

- read various literary texts like novel, story and poems.
- read aloud with proper stress and intonation.
- identify poetic devices like images, rhyming words, rhyme scheme, alliteration and assonance.
- develop interest to explore new world.
- develop courage and confidence to face critical situations in life.
- prepare a graphic novel based on the text and the pictures given.

- prepare text for breaking news, newspaper report, interview, etc.
- use language elements like articles, comparatives, superlatives, possessives, etc. in relevant contexts.
- construct a word pyramid.
- edit the errors in a given passage.

**Introduction**

Travel does not mean a mere physical engagement, but it signifies a mental and spiritual journeying too. Each travel enriches us with varied experiences, novel ideas, knowledge and new insights. It inspires a creative force that is essential for developing life skills. It highlights the importance of exploring the world in and around us. It also focuses on the adventurous aspects of travelling.

**Titular picture**

You may show the title page and generate a discussion on the title and the titular picture. Learners are expected to share their views about the important destinations of the world like the

## Unit Frame

Unit 2: Wings and Wheels

Time: 30 periods

Concept/Skill	Discourses Activities	Language Elements	Learning Outcomes
<b>Theme:</b> Travel and adventure <b>Sub themes</b> <ul style="list-style-type: none"> <li>• Knowledge and insights on travelling</li> <li>• Mental and spiritual aspects of travelling</li> <li>• Adventure in travelling</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping</li> <li>• Fixing major events</li> <li>• Filling the graphic story</li> <li>• Narration</li> <li>• Speech</li> <li>• Writing news headlines</li> <li>• Breaking news</li> <li>• Interview</li> <li>• Choreography</li> </ul>	<ul style="list-style-type: none"> <li>• Possessive pronouns</li> <li>• Antonyms using prefixes</li> <li>• Degrees of comparison</li> <li>• Articles</li> <li>• Noun phrase</li> <li>• Editing</li> </ul>	<ul style="list-style-type: none"> <li>• Read various literary forms like novel, story and poems.</li> <li>• Develop comprehension by answering questions given alongside the text.</li> <li>• Read aloud with proper stress and intonation.</li> <li>• Understand poetic devices like images, rhyming words, rhyme scheme, alliteration and assonance.</li> <li>• Develop interest and curiosity in travelling to explore new worlds.</li> <li>• Develop courage and confidence to face critical situations in life.</li> <li>• Prepare graphic novels based on the text and the pictures given.</li> <li>• Prepare text for breaking, newspaper reports, interviews, etc.</li> <li>• Use language elements like articles, comparatives, superlatives, possessives, etc. in relevant contexts.</li> <li>• Design a word pyramid through noun phrase expansion.</li> <li>• Edit the errors in a given passage.</li> </ul>



TajMahal, Eiffel Tower in Paris, Leaning Tower of Pisa, Pyramids in Egypt, Backwater tourism in Kerala and so on. Channelise the discussion to explore the scope and importance of travel as a means of understanding the world. The discussion should be led to the significance of the title 'Wings and Wheels'. It may help the learners to experience travel physically and emotionally on wings and wheels.

### Let's begin

Narrate a very brief account of the novel *Robinson Crusoe* or screen the movie *The Life And Adventures of Robinson Crusoe*. Let the learners go through the diary of Robinson Crusoe given in the text. Let them answer the questions in general.

1. Robinson Crusoe came ashore on an island after a shipwreck.
2. He calls the island the 'Island of Despair', as he is alone and the circumstances are quite dismal. He becomes quite desperate.
3. Accept any logical response (sad, desperate, mad, hopeless, depressed, hungry and thirsty, etc.)

Divide the class into groups of four or five. Let the learners discuss and identify the items and the reasons for selecting them. Ask them to present their views in the class.

### A Shipwrecked Sailor

#### Historical background

*The Story of a Shipwrecked Sailor* is a work

of non-fiction by Colombian writer Gabriel García Márquez. The complete title is *The Story of a Shipwrecked Sailor: Who Drifted on a Life raft for Ten Days Without Food or Water, Was Proclaimed a National Hero, Kissed by Beauty Queens, Made Rich Through Publicity, and Then Spurned by the Government and Forgotten for All Time*.

It was originally published as a fourteen consecutive day series in *El Espectador* newspaper in 1955. It was later published as a book in 1970, and then translated into English by Randolph Hogan in 1986. The story is written in the first-person from the perspective of a sailor, the twenty year-old Luis Alejandro Velasco and was, in fact, signed by Velasco as author when it was first published in 1955. Not until 1970 when it was first published as a book, was García Márquez's name publicly associated with the story.

Nobel laureate Gabriel García Márquez began his literary career as a newspaper writer. In 1955, he wrote a series of newspaper stories about a shipwrecked sailor who nearly died on account of negligence by the Colombian Navy. Several of his colleagues were drowned shortly before arriving at the port of Cartagena de Indias due to the existence of overweight contraband (goods whose importing, exporting or possession of which is prohibited by law) aboard the vessel. This resulted in a public controversy, as it discredited the official account of the events, which had put the blame on a non-

existent storm for causing the shipwreck and glorified the surviving sailor.

### The Story

Seaman Luis Alejandro Velasco of the destroyer Caldas is eager to return to Colombia after a long stay in the United States. When the ship sets sail, however, it is overloaded - in part with contraband. When the vessel is caught in the heavy waves of the Caribbean, eight of the crew are washed overboard, together with much of the cargo. After four days the search ends, with the missing declared dead. However, Velasco found a raft and remained in the open sea without food or hope. After drifting in the sea currents for ten days, he arrives with his raft on a coast that he later discovers to be Colombia. He is received first with affection and later with military honours and a lot of money from publicity agencies.

You may break the unit into convenient pieces (a set of paragraphs) for effective transaction without breaking the flow of the story.

### Reading

#### Follow the process given in Unit 1

- Let the learners read aloud the lines or part that impressed them the most.
- Let the learners enact it with exact modulation of voice and actions to support the emotions (Group activity).

#### Possible answers to the textual questions

1. The narrator was in the middle of the

ocean after a shipwreck. The ship plunged into an abyss and disappeared.

2. Other sailors were also having the same predicament as the narrator. It was reassuring to him.

3. The narrator made an attempt to grab the rigging and to jump aboard.

4. Castillo, Caraballo and Luis Rengifo were the three shipmates whom Velasco saw.

5. No. The liferaft was almost two meters away and it was very heavy in that lurching sea and he had to row against the wind. So he was unable to reach Herrera.

6. Caraballo, with Castillo clinging to his neck was struggling hard to swim towards the raft.

7. He was a bold and confident person who was not ready to give up till the end.

8. Caraballo had vanished with Castillo hanging on to his neck.

9. Knowing that he couldn't move forward, the narrator put the oar in the water as though trying to prevent the raft from moving and to anchor it in place.

10. Amador Caraballo and Castillo had almost reached the raft when a huge wave struck. Later, the narrator understood that they had vanished with the waves.

11. Velasco tried to row towards Rengifo to rescue him. However, he was not successful. He sank forever,

less than two meters from the oar.

12. No, all the other shipmates were drowned.

13. The sun was hot and metallic.

14. The narrator resigned himself to the fact that he was alone at sea and had no food and water.

15. The narrator splashed water on his head as he had lost his cap and the sun was burning his head and skin.

16. Velasco was startled because he saw a half-moon shaped wound on the lower part of his knee.

17. A gold ring, a watch, a chain with a medal of the Virgin of Carmen, keys to his locker, three business cards. etc were the items in the list of his belongings.

### Let's revisit

The activities given at the end of the lesson are intended to make the learners re-read the story with a purpose to enrich their vocabulary, develop writing and speaking skills, familiarise themselves with language elements, etc. The activities could be done contextually or separately without the learners losing the interest and motivation.

### ICT Reference

<[https://www.youtube.com/watch?v=y7bVPBa-iqw&feature=player\\_detailpage](https://www.youtube.com/watch?v=y7bVPBa-iqw&feature=player_detailpage)>

### Activity 1

Let the learners attempt the activity

individually.

Let them share it with their pair.

Now, they can share it in groups.

Then ask each group to present it to the whole class.

### Possible answers

Characters: Julio Amador Caraballo, Castillo, Luis Rengifo and Ramon Herrera.

Events:

1. Velasco and his shipmates were travelling from Mobile to Colombia.
2. He lost his shipmates in the shipwreck.
3. He managed to get on to a raft.
4. He floated alone on the raft for many days in the sea, without food and water.

### Activity 2

Ask the learners to:

- revisit the story.
- identify and locate the events represented graphically.
- attempt completing the story from Velasco's point of view.
- complete the dialogue boxes.

### Possible answers

1. I'm Velasco. I'm a sailor and the narrator of the story. That's Caldas, my ship. I'm travelling from Mobile, Alabama in the US, to my country Colombia.
2. I've four shipmates. They are

Caraballo, Castillo, Rengifo and Herrera.

3. The ship plunged into an abyss and disappeared.

4. My shipmates were trying to get on to the raft. One of the rafts had already disappeared from the view.

5. We called out to each other and tried to stay afloat.

6. The wind is whipping hard. I'm not able to sit on the raft.

7. I rowed against the wind and tried to reach my ship mates.

8. Suddenly a gigantic wave lifted the raft. When I came down, I saw only the hands of Caraballo and Castillo.

9. Meanwhile Rengifo tried to stay above water with his headphone aloft in his right hand.

10. Rengifo was tired and lost his heart. He sank calling out to me, 'Fasto... Fasto'.

11. The hot, metallic mid day sun was burning my head and skin. I had no food or water. It seemed an extra ordinarily long time to be alone at the sea.

### Activity 3

- Make them recall the important events of the story.
- Write them on the BB or chart.
- Ask them to identify the most tragic event.
- Ask them to state reasons for it.

### Possible answers

Event: Caraballo had vanished with Castillo hanging on to his neck.

Reason: They were less than three meters away from Velasco's raft. He could hold out an oar for them to grab. At that moment a gigantic wave lifted the raft.

### Let's enrich our vocabulary

#### Activity 1

Velasco's first impression was that he was utterly alone in the middle of the ocean.

I	my
We	our
You	your
He	his
She	her
They	their
it	its

1. Our school had won the match and we got the prize.
2. Your brother is tall but you are short.
3. His character was good and he was appreciated.
4. She as well as her friend is good at English.
5. Their performance will be good if they use the right costumes.
6. When a bright colour was added, its appearance became all the more attractive.

**Activity 2**

un - unload, unrecognised, unhappy, undress, uncountable, unfortunate

dis - disappear, dishonest, disgrace, distaste, dislocated, disagree

in - indefinite, injustice, invisible, inactive, inappropriate, insufficient

re - reassuring, reappear, relearn, revalue, reconsider, rewind

**Activity 3**

a. contemplate

b. impression

c. evidence

d. recognise

e. surface

**Let's write****Activity 1**

A speech is a performance-based discourse. Hence, care should be taken to see that the language used is suitable for presentation before an audience. The speaker should have a foresight about the nature of the audience he is addressing. The speech usually consists of the following elements.

- Proper salutation
- Introduction
- Proper beginning, middle and conclusion
- Conclusion with an exhortation
- Logical sequencing of ideas
- Rich content
- Language eloquence

You may make the learners listen to a speech (audio/video) given by an eminent personality. (www.Ted.com). If possible the teacher can give a speech in the class on a relevant topic.

Generate a discussion on the features of a speech.

You may ask scaffolding questions like:

- How did the speaker address the audience?
- Did he introduce the topic clearly?
- Did he substantiate his argument with supporting facts? (anecdotes, quotations, real life experiences, statistical data, etc.)
- Was he able to establish a personal rapport with the audience? (Use of rhetorical questions.)
- Did the speaker maintain the same tone throughout the speech?
- How did he conclude the speech?

Now, the learners may attempt writing the speech individually.

Random presentation

Editing and refining in groups.

Final presentation

An edited and excellent speech, one from each group, may be displayed on a chart paper in the class.

**Sample answer**

Ladies and gentlemen,

I am very happy to be in front of you. I never thought that I would be alive and

be among my dear ones. It was a terrible experience at sea. The shipwreck, the loss of my friends, the terrible loneliness, the hunger and thirst ... and then the miraculous escape... everything looks like a nightmare. I don't know how I could manage all those adverse situations. Even now, when I think of it, I feel terror enveloping my body. But it's all over. This difficult experience has taught me a lesson that we should not yield to any hardships in life. Tolerance, perseverance and confidence can lead us to victory. Anyway I'm very much grateful to my beloved ones for giving me such a wonderful reception back home. I would like to express my sincere gratitude to all of you. Let me conclude with these words, 'Face the challenges boldly and the ultimate success will be yours.'

Thank you. Have a nice day.

### Activity 2

A narration refers to the retelling of a story/experience/incident by the same person or by another person. Usually, a narration is written in the past tense.

A good narration will give you answers to the five W's - who, what, where, when, why, and one H - how.

You may initiate a discussion by asking questions pertaining to the characters, setting, plot, reason, and the manner. You may draw the attention of the learners to the imagery used in the description of the story.

Now, the learners may attempt writing the narration individually.

Random presentation in class.

### Possible Answer

Suddenly, the ship plunged into an abyss and disappeared. He thought that he was utterly alone in the sea. Soon, he began to hear shouts nearby. He recognised the voice of his friend Caraballo. Soon he saw that his other shipmates were also thrown into the sea. They were shouting to one another to stay afloat. Two liferafts appeared unexpectedly on the crest of the wave. Velasco swam for about three minutes and struggled to grab it. Finally he jumped aboard. Castillo, Caraballo and Luis Rengifo were trying to stay above the water and reach the raft. He grabbed the oars and tried to get closer to the men. At that time he saw the fourth of his mates, Ramon Herrera, who was waving at him while he held on to a crate. Velasco began to paddle furiously. It was very heavy in that lurching sea, and he had to row against the wind. When he looked around he saw that Herrera had disappeared. Rengifo was swimming confidently towards the raft. Meanwhile a gigantic wave lifted the raft. After that he found that Caraballo had vanished with Castillo. Rengifo was still swimming calmly towards the raft. In an instant, Velasco was five meters away from Rengifo and had lost sight of him. Velasco tried to row, but in vain. He made a last try to save Rengifo. Unfortunately he was not

successful and Rengifo sank forever, less than two meters away from the oar.

Velasco was alone at sea without food and water. He sat on the side of the raft waiting to be rescued. Uncertain as to what to do he decided to make an inventory of his belongings. Since he had nothing else to do, he read the cards over and over to distract himself until he was rescued.

### Activity 3

Distribute headlines from a daily.

Ask the learners to guess the news from the headlines.

After eliciting the responses you may distribute the corresponding news and ask them to check the tense followed in the headline and the news.

Ask the learners to sit in pairs and write the news headlines given in Activity 3.

### Possible answers

### News Report

- Ask the learners to bring a news report from an English daily. Or else, you may show a newspaper report with the help of a projector. You can even display the news report on a chart paper.

- Let the learners identify the features of a news report.

#### Features:

Headline - catchy and brief

Place and date of occurrence

Introductory paragraph - expansion of the headline - what, who, where, when

Details of the event/incident - how and why - eyewitness accounts/ general opinions

- Initiate a discussion on the features of a news report.

- Let the learners attempt the task individually.

- Random presentation

- Sharing/refining in groups

Sentences	News headlines
Four sailors of the Colombian Navy drowned in the Caribbean Sea, when their ship wrecked in a devastating storm.	Four Colombian Sailors Drowned
The sailor Velasco was given a heroic welcome in a public meeting at his hometown.	Velasco Gets a Heroic Welcome
The Colombian Navy continues search to recover the bodies of the four sailors drowned in the Caribbean Sea.	Sailors Drowned, Search Continues/ Ship Capsizes; Search on for Sailors

**Sample answer****Four Colombian Sailors drowned**

Colombia: 28 Nov:

Caldas, a Colombian ship was wrecked in the Caribbean sea and four sailors were drowned last day. The ship was travelling from Mobile, Alabama to Colombia. Among the sailors Velasco was rescued while four of his shipmates, Castillo, Carabello, Luis Rengifo and Ramon Herrera drowned. The Caribbean navy has started searching for the deadbodies. It is told that many rescue workers will join the team the next day.

**Activity 4**

Breaking news: Colombian ship wrecked in the Caribbean sea.

**Let's speak****Activity 1**

- Generate a discussion on the nature of the questions to be asked while interviewing someone.

(The teacher may either display a video clipping of an interview or create a class room situation where she assumes the role of an eminent personality and ask the learners to interview 'her/him'.)

- After the mock interview you may ask the learners to sit in groups.
- Let them analyse the type of questions that were asked.
- Let the learners prepare individually a questionnaire to interview Velasco.
- Random presentation

- Sharing in group

- Editing

**Possible questions**

1. When did you first sense the danger?
2. Were you prepared to face such a disaster?
3. What gave you the strength to remain afloat?
4. What were your feelings when you saw your shipmates drowning?
5. Why were your shipmates unable to survive?
6. How did it feel to be alone at sea?
7. What precautions do you think ships should take to avoid such disasters?
8. Did you feel like giving up at any point of time?
9. Has this incident left any lasting impression on you?
10. What are your future plans?

**Activity 2**

Let the learners attempt the task individually. You may ensure that they include the features of a speech discussed in Activity 1 of the **Let's write** section.

**Sample answer**

Ladies and gentlemen,

We have gathered here to honour Mr. Velasco, the only survivor of the Colombian shipwreck. As we all know, his survival is quite miraculous and heroic. We really appreciate his bravery



and presence of mind. His patience and perseverance should be honoured.

He is a real hero by all means. He would be a role model for the coming generations. It's my privilege to congratulate Mr. Velasco on behalf of all of us. Let his bravery be an inspiration to us. With this note let me conclude my words.

Thank you. Have a nice day.

### Let's discuss how grammar works

#### Activity 1

Ask the learners to analyse the sentences by giving special attention to the underlined words given in the activity.

Let the learners understand the different degrees of comparison of the adjective 'strong' from the sentences given.

#### Possible answers

1. A is not as tall as C.
2. C is taller than A.
3. But B is the tallest.

Certain adjectives form comparative and superlative forms with 'more' and 'most'.

e.g. Beautiful: more beautiful, most beautiful

Certain other adjectives take different forms for comparative and superlative degrees.

e.g. good: better, best

#### Activity 2

#### Possible answers

- 1)a 2)the 3) the 4)a 5)the

#### Activity 3

Wound

a wound

a deep wound

a deep half-moon shaped wound

Sea

a sea

a deep sea

a deep blue sea

a rough deep blue sea

Sailor

a sailor

a shipwrecked sailor

a young shipwrecked sailor

Traveller

a traveller

a lonely traveller

a tired lonely traveller

#### Let's edit

Follow the process of editing mentioned in **Unit 1**.

- a) when    b) were    c) survived  
d) who    e) was    f) wrote

**Let's play with language**

Compositions by learners to be read and appreciated.

**Teacher's version**

Three tasty round smooth oranges  
 Fell from a tree one day.  
 Both big oranges rolled and rolled  
 Till they got far away.  
 They rolled into a large grassy ground  
 Right past three brown cats  
 They rolled right past a deep muddy pond  
 And over ten yellow leaves.

(It may be used if required)

Now, let the learners add more lines to the poem.

**From a Railway Carriage****About the poem**

The poet shares his experience of a railway journey. He describes the amazing speed of the train. He presents the natural scenes as seen from the window of a railway carriage.

The moment we start reading the poem we find ourselves on a train, gazing out of the window at the landscape. More than the meaning of the words, it is the pounding rhythm that immediately attract our ears and arrest our attention. This is a poem meant to be recited aloud. The more we read the poem, the more it sinks into our mind and reminds us of the most enjoyable journeys we had.

**Pre-reading**

- Generate a discussion based on the movement and rhythm of train.
- Let the learners enact the movement of the train.
- Ask the learners to sing a song having locomotive rhythm.
- They share their views about a train journey.
- You may ask questions like:
  - i. Have you ever travelled by a train?
  - ii. What difference did you observe between a train journey and a road journey?
  - iii. What were the scenes that you saw around?

**Reading****Process**

- You may recite the poem aloud emphasising the locomotive rhythm and the feel of a train journey. (An audio clipping of the poem can also be used.)
- Let the learners listen to the poem with their books closed.
- Ask the learners to read the poem individually.
- Let them refer to the glossary for the meanings of unfamiliar words.
- Let them sit in pairs and answer the textual questions.
- Random presentation
- You may pose the textual questions

one by one to the whole class and elicit answers from each pair.

- Ask the learners to look at the details of the poet given.
- Let the learners again recite the poem individually and in groups.

### Possible answers to the textual questions

- The train moves through a village.  
We can see the bridges, houses, hedges, ditches, meadows, horses, cattles, etc. which are the common scenes of a village.
- a) 'Faster than fairies faster than witches.'  
b) 'Fly as thick as driving rain.'  
c) 'Each a glimpse and gone forever.'
- The words like 'faster', 'fairies', 'witches', 'ditches' have a repetition of certain sounds which remind us of the sound of a moving train. They also give the feel of a train journey.

### ICT Reference

<[https://www.youtube.com/watch?v=\\_jCoigg77Y4&feature=player\\_detailpage](https://www.youtube.com/watch?v=_jCoigg77Y4&feature=player_detailpage)>

<[https://www.youtube.com/watch?v=ZIW LZ-2gEeg&feature=player\\_detailpage](https://www.youtube.com/watch?v=ZIW LZ-2gEeg&feature=player_detailpage)>

<[http://www.powershow.com/view3/4a1c84YzhZ/A\\_Collection\\_of\\_Poems\\_powerpoint\\_ppt\\_presentation](http://www.powershow.com/view3/4a1c84YzhZ/A_Collection_of_Poems_powerpoint_ppt_presentation)>

### Let's revisit

Questions: 1.(d) 2. (c) 3. (b) 4. (b) 5. (c) 6. (b) 7. (d) 8. (c) 9.(d) 10. (c)

11. fairies, witches, houses, hedges, ditches, troops, meadows, horse, sights, stations, clammers, scrambles, brambles, stands, gazes, daisies

Cluster of letters -es/-ies

The sounds repeated in the poem give a locomotive rhythm. It makes the poem more musical.

12. Accept any logical answer like 'fishing boat', 'lakes' and 'backwater', 'rivers', 'paddy field', 'farmers', etc.

No, because the bus is slower than a train. Besides, a train often moves through open fields and meadows.

### Activity 1

Words that describe movement	Words that describe sound
faster	whistle
fly	
stringing	driving rain
clammers	
scramble	
charging along	
battle	
lumping	

### Activity 2

battle-cattle, plain-rain, eye-bye, scrambles-brambles, road- load, river-forever

### Activity 3

- 'And charging along like troops in a battle

All through the meadows, the horses and cattle.'

2. 'All of the sights of the hill and the plain

Fly as thick as driving rain.'

#### Activity 4

##### Alliterating Lines

'Faster than fairies, faster than witches  
Bridges and houses, hedges and ditches'

##### Assonance

'Fly as thick as driving rain'

'Here is a child who clammers and scrambles

All by himself and gathering brambles.'

'Here is a tramp who stands and gazes'

'And here is a hill and there is a river.'

They lend a rhythmic quality to the poem.

#### Activity 5

The rhythm gives a feel of the moving train.

#### Activity 6

plain	a
rain	a
eye	b
by	b

#### Activity 7

a. painted stations whistling - auditory

b. charging along like troops - visual

c. hill and the plain - visual

d. a child who clammers and scrambles - auditory

e. a cart running away in the road - auditory

f. mill and river - visual

#### Activity 8

##### Choreography

- Ask them to sit in groups and recite the poem in locomotive rhythm.

- While reading the poem, seek the help of a drawing teacher or a learner who draws well to draw the pictures depicted in the poem.

- Ask each group to recite the poem with movement and gestures.

- Let them exhibit the pictures while they are moving.

##### Marvellous Travel

- Initiate a discussion based on the theme of travel.

You may ask questions like:

i. Do you like travelling?

ii. Have you visited any tourist spot or place of importance?

iii. What was your experience?

iv. Did the travel give you new insights?

- Let the learners share their experience of travel.

- Link the experience of the poem 'From a Railway Carriage' with the experience of the learners.

- Show the clippings of visual travelogues from movies.
- Present poems or songs in the mother tongue having the feel of travel.
- You may recite the poem aloud emphasising the feeling and emotion of the poem.
- You may present the audio clipping of the poem.
- Let the learners listen to the poem with their books closed.
- Let the learners read the poem individually.
- Ask the learners to identify the words and phrases related to travel.
- Let them sit in pairs and refer to the glossary for the meanings of unfamiliar words.
- Let them sit in groups and answer the textual questions.
- Learners recite the poem individually and in groups.

#### **Possible answers to the textual questions**

1. The poet keenly observes and explores everything that comes along and enjoys them.
2. He records his travel experiences to write travelogues.
3. This line means that the poet hopes to have new experiences that would change his life.
4. Children, women, men, tribesmen and little girls.

5. Life is a journey from birth till death. The journey of life offers a mixture of good and bad experiences which is true about travelling too. Such experiences may help the individual in facing the challenges that life throws to him.

#### **The Little Round Red House**

- Ask the learners to read the story individually (silent reading).
- Ask the learners to refer to the glossary for the meanings of the unfamiliar words.
- Ask the learners to identify the characters, setting etc.
- Ask them to present the story in their mother tongue.
- At the end you may show the 'star' by cutting an apple in the class.
- Let the learners answer the textual questions individually.
- Let them present the story in the form of a play.

#### **Possible answers to the textual questions**

1. The little boy always complained about his boredom.
2. The mother asked the boy to engage himself by drawing pictures with his new crayons, reading new library books or playing with his toys.
3. When the boy's mother was a child, his grandmother asked his mother to search for the strangest little house to overcome boredom.

4. The mother asked the little boy to search for a little round red house with no windows and doors, a chimney on top and a star in the middle.
5. The boy put on his raincoat, hat, scarf, mittens, and his boots.
6. It was a square house. It had a chimney, but lots and lots of windows. It had a door too.
7. The little boy was standing on the sidewalk feeling puzzled. So the mail carrier asked if he was lost.
8. No, because the mail carrier had never seen a house like the one which the boy had mentioned.
9. The police officer told the boy that he was familiar with every house in that town, but had never seen a house as described by the little boy.
10. The little boy was getting discouraged because in spite of his continuous search he could not find the house he was looking for.
11. A farmer
12. The little boy went to Mr. Fetzter's barn to ask him about the house he was searching for.
13. The little boy asked Mr. Fetzter to help him to find out a little round red house with no windows and doors, a chimney at the top and a star in the middle.
14. Mr. Fetzter advised the little boy to run up to his orchards and take a look around to find what he was looking for.
15. The little boy found the little round red house beneath one of the apple trees in Mr. Fetzter's orchard up the hill.
16. To show the boy 'the star' inside.
17. The little boy saw a star holding five brown seeds in the middle of the apple.

### **I Can**

Let the learners attempt the self - assessment checklist given at the end of the unit.

## Unit 3

### SEEDS AND DEEDS

**Theme:** Work

**Sub themes**

Dignity of labour

Various forms of work

Dedication to work

Role of work in making life meaningful and purposeful

**Learning outcomes**

The learner will be able to:

- listen, read and comprehend various literary forms like stories, poems and biographies.
- analyse short stories based on the theme of the text.
- read aloud with proper stress and intonation.
- construct linguistic discourses like diary, letter, character sketch, etc.
- identify the main events and prepare flow charts.
- analyse poems on the basis of their theme and structure.
- identify and understand poetic

devices like imagery, rhyming words, etc.

- use prefixes to form antonyms.
- use past tense in various suitable contexts.
- identify noun phrases used as predicate.
- perform a speech in the class.
- share his/her experiences with other learners in the class.

**Introduction**

‘Work is a love made visible’ - Khalil Gibran.

Our selfless work conveys the joy and depth of love. Religions of all times have considered work as worship. Great personalities are remembered for the hard work they undertook for the sake of the society.

This unit is intended to develop a sense of respect towards work and work culture. It also highlights the need for responsibility and dedication towards the society in which one lives.

The unit opens with a titular picture, a

## Unit Frame

Unit 3: Seeds and Deeds

Time: 30 periods

Concept/Skill	Discourses/Activities	Language Elements	Learning Outcomes
<b>Theme:</b> Work <b>Sub themes:</b> <ul style="list-style-type: none"> <li>• Dignity of labour</li> <li>• Various forms of work</li> <li>• Dedication to work</li> <li>• Role of work in making life meaningful and purposeful</li> </ul>	<ul style="list-style-type: none"> <li>• Story analysis</li> <li>• Flow-chart</li> <li>• Diary</li> <li>• Letter of appreciation</li> <li>• Character sketch</li> <li>• Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing right words</li> <li>• Suffixes</li> <li>• Antonyms</li> <li>• Regular and irregular verbs</li> <li>• Expressions</li> <li>• 'If'-conditional clause</li> <li>• Sentence analysis</li> <li>• Editing</li> <li>• Language games</li> </ul>	<ul style="list-style-type: none"> <li>• Listen, read and comprehend various literary forms like stories, poems and biographies.</li> <li>• Analyse short stories based on the theme of the text.</li> <li>• Read aloud with proper stress and intonation.</li> <li>• Construct linguistic discourses like diary, letter, character sketch, etc.</li> <li>• Identify the main events and prepare flow charts.</li> <li>• Analyse poems on the basis of their theme and structure.</li> <li>• Identify and understand poetic devices like imagery, rhyming words, etc.</li> <li>• Use prefixes to form antonyms.</li> <li>• Use past tense in various suitable contexts.</li> <li>• Identify noun phrases used as predicate.</li> <li>• Perform a speech in the class.</li> <li>• Share his/her experiences with other learners in the class.</li> </ul>



Warli Painting. It depicts various activities that man indulges in to earn his living. The anecdote, *Smart Work Versus Hard Work* is an entry activity which alerts the learner to the need to be a smart worker in this modern world. *The Light on the Hills* written by Mrs W K Clifford highlights the need of dedication to whatever we do to attain success in life. The biographical account *Rosa Parks Sat Still* shows how the determination of a lady could initiate a movement against racial discrimination in America. *The Sower*, a poem by Victor Hugo translated by Toru Dutt glorifies a farmer whose sincerity to his job is commendable. Henry Wadsworth Longfellow's *The Village Blacksmith* emphasizes how the life and work of a common man can be an example of persistence and accomplishment.

### Titular picture

- You may ask the learners to observe the picture.
- Now let them identify the activities portrayed in the Warli Painting.
- Generate a discussion on the various activities people indulge in. You may make use of the following questions:
  - i. What are the people doing?
  - ii. Do you think that they are happy?
  - iii. What made them happy?
  - iv. From the picture can you guess the theme of the unit?

### Let's begin

#### Smart work vs Hard work

- Let the learners read the anecdote.
- You may ask them to share their ideas in groups.
- Let each group present their ideas. This can be followed by a discussion on who the better worker is.
- Ask the questions given in the text.

#### Possible answers

1. It is about a challenge between two men as to who could cut more wood in a day.
2. The second woodcutter is the better worker. He sharpened his axe at regular intervals so that he could cut more wood and do it faster too.
3. To work efficiently, a person should not only be a hard worker but also a smart worker.

#### The Light on the Hills

- Now, lead the learners to the lesson *The Light on the Hills* using the link talk given.

#### About the Story

*The Light on the Hills* focuses on how one can achieve perfection in one's work. Words of encouragement develops confidence which helps to bring out the best in an artist. This eventually brings happiness which helps the artist to work better.

The teacher is at liberty to divide the reading text into various segments.

Here, it is divided into two segments.

- As a pre-reading activity the teacher can make use of the inventory given below.
- You can either write this chart on the black board or take photocopies of it and distribute among the learners.
- They may fill up the chart.

- Then generate a discussion on the statements given below.

- You may remember that it is not the correctness of the answer that is important.

- This is only to sensitise the learners to the theme of the lesson and channelize their thoughts in the required direction.

Statement	I agree	I disagree
One has to work hard to achieve success.		
Our family members can help us to take the right decisions in life.		
Our actions can make the people around us happy or unhappy.		
Even people who are younger than us can motivate us.		
One works best when one does it by oneself.		
Doing a job is more important than trying to achieve perfection in doing it.		
One should indulge in some kind of work to make oneself happy.		

### Part 1

Now, let the learners read the paragraphs 1-4 of the story. Reading Process given in **Unit 1** may be followed:

- Identify the characters and setting of the story.
- Ask probing questions that will help better comprehension.

i. Who are the two characters you see in the story?

ii. What are they trying to do?

iii. What do they see around them?

iv. Pick out the sentences that hint at the beauty of the world.

v. Has the boy succeeded in his attempt?

vi. Pick out the lines that express the boy's lack of confidence.

vii. How does the girl help the boy?

- Attempt the textual questions.

- Check the answers in groups and refine them.

**Possible answers to the textual questions**

1. Let the learners say what makes a painting beautiful.

- selecting a beautiful scenery
- drawing it truthfully
- using appropriate colours
- highlighting the important aspects
- 

2. When people look at the picture of the fields painted by the boy they will feel as if they are in the field and this will make them happy.

3. The sight of the trees and the fields, the deep shadows and hills beyond, the glimmering sunlight along with the rustling leaves and rippling stream make the world beautiful.

4. to do anything which might represent the world badly or imperfectly.

5. If we want to do our best, we should do it for the people we love.

- Now, take them back to the inventory.
- Initiate a discussion on the statements given. Steer the discussion in such a way as to find out whether there is any change in their attitude after reading the text.
- Lead them to Activity 1 on Page 94.
- Learners can sit in groups and list the activities that make people around them happy or unhappy.

- Random presentation in the class

**Part 2**

- Ask the learners to predict what would happen in the next segment of the text. The following questions may help.

i. Do you think that the boy will be able to paint his picture?

ii. If yes, why and if no, why not?

- Now, let them read para 5-10 of the story.

Reading process as given in Unit 1 is to be followed.

Let them attempt the textual questions.

**Possible answers to the textual questions**

6. The death of the little girl

7. The boy was so filled with grief at the loss of his little sister that he could not gather enough courage to see the same field without her.

8. to put into the world something which should make the meanest, humblest citizen, a little happier or better.

9. 'This is better than all he has done before. It is surely beautiful, for it makes one happy to look at it.'

10. The memories of his sister made his heart ache.

11. One can find happiness for oneself by seeking it for others.

12. Love helps one to live life. When that love helps to bring happiness to

others as well as oneself, it becomes heavenly.

### Let's revisit

- Lead the students to **Activity 1** on Page 88.
- Divide the class into pairs.
- Note the dialogues between the boy and the soft voice.
- Let them role play the dialogues.
- Random presentation in the class. If necessary, you may present the dialogue in class with the required tone and voice modulation.
- Let there be a discussion in the class about the conflicts faced by the boy and the solution he had found.

How was he able to get the solution?

- You may ask the following questions to channelise their thoughts in the required direction:
  - i. What happened to the sister?
  - ii. How did it affect the little boy?
  - iii. Did he go to the field that he used to go with his sister?
  - iv. Did he paint the picture immediately?
  - v. Why wasn't he able to paint the picture?
  - vi. What were his fears regarding the response of the society?
  - vii. What ultimately gave him the power?
  - viii. What would make his sister happy

- to sit and grieve over her death or fulfil her wish?

ix. What do you understand about true love?

- Ask the learners to respond to these questions orally.
- Use the answers as supporting details to complete the story template given.
- Random presentation

### Possible answers

**Setting:** On the plains overlooking the hills

**Characters:** a little boy and a little girl

### Characterisation:

1. nervous, lacks confidence, loving, gains confidence as he grows up
2. loving, mature, encouraging, thinks positively

**Theme:** Ardent love and dedication to one's work can bring forth success in one's life.

**Tone:** Touched to read about the loving relationship between the boy and his sister. The story inculcates optimistic views in us.

### Imagery:

- the glimmering sunlight, rustling leaves, rippling stream with the light shining upon the hills
- the wonderful picture of a brother and sister at work trying to paint a picture
- the little boy growing up to be a great artist one day

**Point of view:** The little boy's

**Conflict:**

*Internal:* The desire to paint a picture vs lack of confidence to paint it

*External:* The desire to paint a picture vs society's response to an imperfect work

- You may discuss the solution to the problem faced by the boy. (He gains confidence from his grief and ultimately paints the picture.)

**Activity 2**

In groups, the learners can identify the main events of the story. Presentation in groups

**Possible answers**

- The little sister watched her brother painting the portrait.
- She suggested a few changes.
- The boy was unable to draw the picture.
- She tries to build up his confidence.
- A big tragedy struck their family.
- The little boy is filled with grief at the death of his sister.
- Sorrow gives him power and he draws the picture which wins him recognition.
- Perfect love helps one to work and to wait. It also gives happiness.
- Ah, then it is called Heaven.

**Let's enrich our vocabulary**

**Activity 1**

dedication, glimmer, rustling, rippling,

honour, sin, grief, seize.

**Activity 2**

Verb	Suffix
answered	-ed
eagerly	-ly
things	-s
does	-es
beautiful	-ful
happiness	-ness
happier	-er
humblest	-est

**Activity 3**

- Divide the class into groups (5 members).
- The groups can be named as 'un', 'im', 'in' and 'dis'.
- Provide the groups with dictionaries.
- List the root words on the BB.
- Let each group refer to a dictionary and make antonyms using their prefix.
- Let them write it on the chart paper and display it.

un- unimportant, unfair, unusual, uninteresting, unlucky

im- immature, impossible, immortal, immobile, impatient

in - insecure, inappropriate, incorrect, indirect, incredible

dis- disqualify, disable, disapprove, disagree, disconnect

**Activity 4**

You may display the interview with an artist given below on the BB/chart paper.

**Sample interview**

Interviewer : Good Morning.  
Welcome to our studios.

Artist : Good Morning. I'm glad to be here with you.

Interviewer : Sir, I would like to know what inspired you to make such a wonderful creation.

Artist : Well, I owe all my artistic skills to my little sister. She was the one who motivated and inspired me to achieve success.

Interviewer : In this context can you share with us your childhood memories?

Artist : I was very attached to my sister. Infact she was my best friend who always encouraged me. As a child I was never too confident about myself. It was my sister who took me by my hands and showed me the light on the hills. She taught me to look at things positively.

Interviewer : We heard that it took you more than six years to make this painting. Can you share that experience

with us?

Artist : I always thought that my picture was imperfect and I believed that to paint the beautiful world imperfectly was a sin.

Interviewer : That's a very touching thought. Then what gave you the confidence to finish it?

Artist : My sister's words echoed in my mind and inspired me to complete the picture.

Interviewer : Thank you for sharing your thoughts with us. We wish you success in all your future endeavours.

Artist : Thank you.

- Let the learners note down the action words used by the artist in response to the questions of the interviewer.

- Let them classify the action words listed into words with '-ed' inflection and words without it.

- Let the learners fill the box given.

Past tense with '-ed' (Regular Verbs)	Past tense without '-ed' (Irregular Verbs)

- Now, the learners may read the text and prepare a list of regular and irregular verbs.

answered  
 echoed  
 asked  
 looked  
 rested

### Let's write

#### Activity 1

This activity is intended to familiarise the learners with the discourse diary entry.

#### Process

Copy the diary entry given below on the blackboard.

Here is the diary of a young black girl going to an integrated school for the first time:

*August 26, 1963*

Today I found out I was going to an integrated school. I feel my life will be better, but I am also worried of what other kids will think of me. Their parents are very upset and protesting outside the school. I have mixed feelings about it. I know that if I want to fulfil my dream of becoming a black lawyer, I will need a great education and have to work hard. My life will be nothing without education.

*August 27, 1963*

I just got home from school. It was terrifying. I am usually proud of who I am, but my classmates made me feel ashamed. No one would speak to me and I felt like an outcast. I should have stayed at my old school. I'm never going to be able to become a lawyer learning like this. How could I have thought this would work out? This was the worst day of my life.

- Generate a discussion on the features of a diary entry.
- You can ask the following questions to draw the attention of the learners to the features.

#### Content

i. How does the diary entry begin?

A general comment about the day.

ii. Suggest some other expressions that you can use to begin a diary entry. Elicit free responses from the learners. Note down the expressions that they suggest on the blackboard.

iii. What is written after the general comment?

The event or situation for the diary entry

iv. Which tense is used to narrate the event?

The past tense - Usually events are narrated in the past tense. But, if the entry is made about something that is yet to happen, the tense may vary.

v. What is the narrative technique used?

The first person narration

vi. What are the aspects that are included in the diary entry?

Events/situations and thoughts and emotions

vii. How are thoughts and emotions presented in the diary entry? Which tense form is generally used?

Exclamatory sentences, rhetorical questions, the Present tense form of the verb.

Incomplete sentences can also be used.

viii. What do you notice about the language style?

Emotive language is used.

Now, using these guidelines the learners may write a diary entry of the little boy in the story. You may ask a few questions to elicit from the learners, the thoughts and feelings of the little boy.

### Sample Answer

12 October \_\_\_\_\_

Monday

Dear diary,

A memorable day! My promise to her has been fulfilled. But, I miss my little sister a lot. How happy she would be if she were alive! She was the one who wished the most to see me successful. It was her words of love and encouragement that kept me going. I am really indebted to her. How I wish she

were with me! In fact, it is her memories that gave me the strength to complete our dream picture. I was so pleased when I saw the happiness on the face of the people who came to see my picture. All the appreciation and happiness, I dedicate to my dearest sister. My sister still continues to inspire me...

### Activity 2

Letter of Appreciation is usually a personal letter.

Process of writing the letter:

- You may display a personal letter in the class.

- Generate a discussion on the features of a personal letter.

- You may ask the following questions:

- Where are the place and the date written?

- How does the sender address the receiver?

- How does the letter begin?

- What is the purpose of writing the letter? In which part of the letter will you state the purpose?

- What other details are written in the first paragraph?

- Identify the main points in the second paragraph.

- How does the sender conclude the letter?

- What is written in the closing part of the letter? What is it called?



ix. Do you find the sender's signature and name? If yes, where?

x. Comment on the language used.

- Elicit free responses from the learners. The answers will lead them to the features of a personal letter.

- Now, the learners can attempt to write a letter of appreciation to the

young artist. Before they begin, you may have a brainstorming session in the class.

- Elicit from the learners what they will include in the letter.

- Write individually.

- Refine in groups.

- Random Presentation

### Sample letter

**New Delhi**  
**12 October, 2015**

**Dear Harry,**

Hope you are doing well. I'm writing this to express my happiness on hearing about your achievement. Hearty congratulations! I read all the details of your art exhibition in the papers today. I must say it is indeed spectacular.

Harry, I read about your growth as an artist. I was really touched to learn about the wonderful way in which you were inspired by your sister. You are truly dedicated to art. Moreover, you have worked very hard to groom yourself as an artist. Now, the result is here for the whole world to see and for you to feel proud of. I am sure, you will bloom as a renowned painter in the coming years.

I wish you luck in all your future endeavours. Congratulations once again!

Yours lovingly,

**Name**

### Activity 3

#### Character sketch

1. Brainstorm the learners and complete the word web given in the text.

2. Share the ideas in groups.

3. Let the learners attempt the character sketch individually.

4. Refine in groups.

5. Random presentation

#### Sample Answer

The little girl plays a dominant role in the story *The Light on the Hills* written by Mrs. Lucy Clifford. In spite of being the younger of the two siblings, the girl is portrayed as a very mature person with a comprehensive and positive outlook towards life. The girl encourages her brother to paint the picture saying, 'it

will make people happy to look at it'. She tries to build up his confidence by pointing out to him that 'If you do your work with dedication and honesty, people will know how hard you have tried.' Not only does she display a rare strength of character and confidence but tries to instil it in her brother also. She tells him that if he wants to do his best then he has to do it for the people whom he loves. That will help him endure everything and enable him to move forward. She shares a strong and loving relationship with her brother and remains as a constant source of inspiration even after her death.

### Let's speak

#### Activity 2

- You may ask the following questions.
  - i. How did the little boy gain confidence to complete his picture?
  - ii. Can you cite the example of an eminent personality who got inspired by another person?
  - iii. Who else can motivate you to become successful?
- Important points may be noted down on the blackboard.
- Now, the learners may be asked to speak on the topic keeping in mind the features of a good speech.
- You may evaluate the speech on the basis of the checklist given in Unit 1.

### Let's discover how grammar works

#### Activity 1

This activity is intended to teach the use of conditional clauses to the learners.

A conditional sentence generally has two parts:

- a. a conditional/'if' clause
- b. a main clause

The 'if' clause can be used at the beginning or at the end of the sentence without changing the meaning. There are two or more verb phrases in the sentence - one in the 'if' clause and the other in the main clause.

Conditional clauses can be classified into three types. Each has a different pair of tense.

#### Type 1: Probable Condition

*'If you do your work with dedication and honesty, people will know how hard you have tried.'*

1. The verb in the 'if' clause is in the present tense.
2. The verb in the main clause is 'will+V<sub>1</sub>' ('can'/'may' can also be used instead of 'will').
3. The idea in the 'if' clause is probable or likely to happen.

#### Type 2: Improbable (unlikely) Condition

*'If you did your work with dedication, people would know how hard you have tried.'*

1. The verb in the 'if' clause is in the past tense (V<sub>2</sub>).

2. The verb in the main clause is 'would + V1' ('could'/'might' can also be used).

3. The idea in the 'if' clause is improbable.

### Type 3: Impossible Condition

*'If you had done your work with dedication, people would have known how hard you had tried.'*

1. The verb in the 'if' clause is in the past perfect tense.

2. The verb in the main clause is 'would

+ have + V<sub>3</sub>'.

3. The condition is impossible to fulfil.

Conditional sentence	If clause	Main Clause
Type 1	V <sub>1</sub> If you <u>work</u> hard	will + V <sub>1</sub> you <u>will pass</u>
Type 2	V <sub>2</sub> If you <u>worked</u> hard	would + V <sub>1</sub> you <u>would pass</u>
Type 3	had + V <sub>3</sub> If you <u>had worked</u> hard	would + have + V <sub>3</sub> you <u>would have passed</u>

### Activity 2

Determiner	Adjective	Head noun	Relative clause	Prepositional phrase	Verb phrase
The	little	girl		in the story	supports him
Her		brother	who became a painter		got inspiration from her
The		girl	which they visited together		advised her brother to paint pictures
The		hills			appeared misty
The		boy			became a professional artist in the end

**Activity 3**

baby  
road  
bridge  
clothing  
parking

**Let's edit**

Follow the process given in Unit 1.

kept  
imprisoned  
swimming  
released  
jailed  
suffering

**Rosa Parks Sat Still**

The little boy in *The Light on the Hills* achieves success as an artist through his hard work, dedication and honesty. Words of motivation and encouragement from his little sister made a difference in his life. It enabled him to grow from a nervous lad to a self-confident young man.

Can we make a difference in other people's life? Certainly.

Here is the real story of Rosa Parks, the 'first lady of the Civil Rights', whose act of defiance brought a change in the life of millions of African Americans. She initiated the movement that brought freedom and equality to the community.

**Note:****Civil Rights Movement**

The African-American Civil Rights Movement or the 1960s Civil Rights Movement refers to social movements in the United States goals of which were to end racial segregation and discrimination against black Americans and to secure legal recognition and federal protection of the citizenship rights enumerated in the constitution and the federal law. This article covers the phase of the movement between 1954 and 1968, particularly in the south. The leadership was African-American, much of the political and financial support coming from labour unions, and prominent white politicians such as Hubert Humphrey and Lyndon B. Johnson. The movement was, in fact, a coalition of thousands of local activists nationwide, spanning several decades, hundreds of discrete groups, and all manner of strategies and tactics - legal, illegal, institutional, non-institutional, violent and non-violent.

Read and get inspired by the story of Rosa Parks.

- Ask the learners to read the story.
- Let them attempt the textual questions.
- Provide help only if necessary.

**Possible answers to the textual questions**

1. She wanted to sit down.
2. that she was a black passenger

3. Black passengers had to give up their seats when white passengers came in.

4. Passengers rushed in. Many of them were white Americans. Each time a white passenger climbed into the bus, a black passenger got up from the seat and moved away.

5. Rosa Parks refused to give up her seat for a white passenger even after the driver asked her to get up. So he brought the police in and they arrested Rosa as she had broken the law.

6. When the news of Rosa's arrest spread all over the town, the black people decided to fight for her. They knew that they could not fight with the police. So they decided to fight with the bus company.

7. They decided that no black passenger would use city buses until Rosa was freed. Instead, they went to work in private cars and shared the cost of the taxi.

8. The judges of the Supreme Court said that segregation was unlawful in public transport services. They said it was against the law of the country.

9. The boycott lasted for more than a year and the bus company lost millions of dollars. Without black passengers, the buses ran almost empty. Moreover, the unity and will power of the black passengers was indomitable.

10. Let the learners suggest some examples. Mahatma Gandhi

Move on to the flow chart.

### Process

- Divide the class into groups.
- The groups can sit together, share and discuss what they have understood.
- Now, let them identify the main events in the story.

One member from each group should display one main event on a flash card. You may ensure that there is no repetition. The learners who display the card are made to stand in a line in front of the class. Now, the learners may rearrange themselves in such a way that they are holding the events in the order of their occurrence. They may once again flash the cards to the whole class. The given flow chart can now be completed.

You can also make the learners prepare picture cards as given in *A Shipwrecked Sailor* of Unit 2.

### Flow chart

#### Possible answers

White passengers rushed into the bus.

Rosa Parks was ordered to get up from the bus.

She refused to move.

Rosa Parks was arrested and jailed.

The blacks protested against the injustice by boycotting the buses.

### The Sower

#### About the poem

'No man is born into the world whose work is not born with him; there is

always work and tools to work withal,  
for those who will.'

The poem *The Sower* written by Victor Marie Hugo portrays a sower who marches along the plain scattering the precious grain. Twilight has fallen and the working hours are over, but the sower still lingers carrying out his job with extreme devotion. The poet who sits comfortably in a cool porchway looks down upon the sower as an old man in rags. But, as time passes he is fascinated to see the silhouette of the sower dominating the furrows. The poet's thinking undergoes a complete change. He develops a sense of respect for the man who quietly sows the seeds and waits patiently for the time to reap. His image grows tall to touch the starry skies and his gestures seem to be impressive.

**Note:**

Millet's 1850 painting *The Sower*, which has come to be associated with the Social Realist movement, shows a peasant striding through a plot of freshly tilled soil as he sows. The sun shines in the top half of the painting just over the horizon to show that the peasant has risen at the break of dawn in order to accomplish the day's work that lies ahead. Millet breaks from the conventional ways with *The Sower* when he uses dark and muddy earth tones. Rather than idealizing the peasant man or ignoring him entirely, Millet portrays the peasant as a stocky, well-built young man wearing simple, practical peasant clothing.

Millet balances the earthy lower portion of 'The Sower' with a sunset over the horizon in the top of the painting, giving the work the simplicity of a peasant's day. The peasant portrayed has his face hidden by the front of his hat, and is presumably looking off into the distance, at the work that is left to be done in front of him. All of these elements could lead the viewer to the conclusion that Millet's painting is simply intended to idealise the peasant and peasant life in general.

When 'The Sower' is looked at in the light of Social Realist associations, a whole new realm of icons and meanings can be grasped. The Sower himself or the peasant can be viewed as a sower of social justice, a representative of the lower classes fighting for social mobility by sowing the seeds of protest and dissent. A bright sun is rising behind the peasant indicating that the sower has the forces of social justice on his side. The sunrise can also be interpreted as the symbol of change, in the Social Realist sense; which would mark the change from the bourgeoisie middle class dominance of the capital industrial era in France to one of socialist enlightenment.

Under this ideological lenses, it becomes apparent why 'The Sower' created controversy in France that was then undergoing rapid industrialisation. In France, peasants or working class members of the society were essential to do what needed to be done on assembly lines, fields, textile mills, and

so on. Art had until then focused on the upper classes, or idealized the peasant, making him a cheerful and productive member of the society.

**Toru Dutt** (1856-1877) is unquestionably one of the leading Indian English writers of the nineteenth century. A poet of quality, Toru was also an accomplished translator, essayist and novelist. She authored what was perhaps the first novel in English to be written by an Indian woman (*Bianca or The Spanish Maiden*), as also the first novel written by an Indian in French, *Le Journal de Mademoiselle D'Arvers*. Her anthology *A Sheaf Gleaned in French Fields* consists of her translations of French poems into English. *Ancient Ballads and Legends of Hindustan* compiles her translations and adaptations from Sanskrit literature. 'The Sower' is a translation of Victor Hugo's 'Saison des Semailles; Le Soir.' The original text appears in Toru Dutt's *A Sheaf Gleaned in French Fields*.

- Generate a discussion about agriculture.
  - You may ask the following questions.
    - i. What does a farmer do?
    - ii. How important is the job of a farmer?
    - iii. Does a farmer enjoy a respectable position in the society?
    - iv. What is the attitude of the society towards farmers?
    - v. What type of life does a farmer lead?
- Elicit free responses from the learners. Sensitize the learners about the

problems faced by the farmers and the efforts taken by them to feed the world.

- You may read the poem aloud two or three times.
- Let the learners read the poem individually. They can refer to the glossary to find out the meaning of difficult words. After silent reading the learners may sit in groups and discuss the questions given.

#### **Possible answers**

1. ploughing, manuring, sowing, weeding, irrigating, harvesting
2. in a cool porchway
3. evening

#### **Let's revisit**

#### **Possible answers to the textual questions**

1. He lingers so that he can sow the seeds. It suggests that he is dedicated to his work.
2. He is impressed on seeing the silhouette of the sower dominating over the fields.  
'Black and high his silhouette  
Dominates the furrows deep!'
3. He marches along the field to and fro and scatters the seeds wide.
4. It is these grains grow as corn and provide us food that keeps us alive.
5. The sower grows in stature and the poet seems to respect him more for what he does.

'Now his gestures to mine eyes  
Are august; and strange--his height  
Seems to touch the starry skies.'

6. The poet is sitting idle, watching the sower whereas the sower works hard even after twilight has set in and everyone has gone home.

### Activity 1

- Learners are divided into groups.
- Ask one group to read the first stanza loudly.
- Meanwhile the second group must identify the rhyming words while listening to the first group.
- Follow the same process for the rest of the stanzas.

### Hints

lands	-	stands
still	-	thrill
deep	-	reap
plain	-	grain
wide	-	stride
light	-	height
eyes	-	skies

### Activity 2

The poet uses vivid word pictures to describe the time of the day and the fields.

ruddy sunlight  
twilight hastens  
shadows shoot

furrows deep  
sower lingers  
darkness deepens  
starry skies

### Activity 3

The teacher can read aloud the example given in the text. Draw their attention to the repetition of the 's' sound in the given line. The repetition of the same consonant sound at the beginning of two or more words in a line is called alliteration. Now, let them find out other instances of alliteration from the poem.

### Hints

darkness deepens  
shadows shoot  
fades the ruddy sunlight fast  
sower lingers still  
dominates the furrow deep

### Activity 4

Rhyme scheme: a b a b

### The Village Blacksmith

Teacher Talk: We have read the poem 'The Sower' about a common peasant whose love for his work takes him to heights as high as the stars. Have you come across anyone who works hard and leads a respectable life?

Now, lead them to the poem 'The Village Blacksmith' written by Henry Wadsworth Longfellow.



**Possible answers to the textual questions**

1. mighty, large and sinewy, brawny arms, iron bands
2. He is honest and lives by working hard. He does not owe anyone anything.
3. To a sexton ringing the village bell.
4. And children coming home from school  
'Look in at the open door  
They love to see the flaming forge  
And hear the bellows roar'
5. He goes to the church and sits among his sons listening to the parson's prayer. Hearing his daughter's voice in the choir, he is filled with joy.
6. He is reminded of his wife.

7. 'the burning sparks that fly  
like chaff from a threshing floor'
8. The blacksmith's wife might have died.  
'It seems to him like her mother's voice,  
Singing in Paradise  
How in the grave she lies'
9. The blacksmith's life establishes the fact that life is a mixture of hardships, sorrow and happiness. We have to make our fortune from the adverse situations in our life.
10. blow, heavy sledge, beat, flaming forge, burning sparks

**I Can**

Let the learners attempt the self - assessment checklist given at the end of the unit.

## Unit 4

### FLOWERS AND SHOWERS

**Theme:** Nature

**Sub theme:**

- Communion with nature
- Healing power of nature
- Harmony in nature
- Significance of little things in nature

**Learning outcomes**

The learner will be able to:

- read and comprehend poems and stories.
- demonstrate a significant increase in vocabulary and use them suitably in various situations.
- analyse the features of a short story by constructing a story house.
- construct discourses like character sketch, letter and diary entry.
- design posters to create social awareness.
- form opinions and substantiate them using facts.
- express ideas and feelings in the target language.
- speak at a condolence meeting.

- develop ideas about poetic devices and poetic elements like simile and metaphor.
- prepare an appreciation of a poem.
- identify phrasal verbs and use them in appropriate contexts.
- evaluate literary pieces and develop positive values that help them refine individual character traits and acquire life skills.

**Introduction**

This unit is meant to promote love of nature and the need for harmonious co-existence among all living beings, human values and social ethics.

The unit highlights the message that it is the responsibility of every living being to protect and preserve nature. Mutual love and respect promotes peaceful co-existence. Gary Snyder observes, 'Nature is not a place to visit. It is home.' It reiterates the essential duty of man to make the earth a pleasant place to live in. Man has sublime lessons to learn from nature, especially the grandeur of sacrifice that the other creatures do for man. But are really we aware of this nobility? Nature gives us strength, hope, peace, contentment and remedies for all our

## Unit Frame

Unit 4: Flowers and Showers

Time: 30 periods

Concept/Skill	Discourses/Activities	Language Elements	Learning Outcomes
<p><b>Theme:</b> Nature</p> <p><b>Sub theme:</b></p> <ul style="list-style-type: none"> <li>• Communion with nature</li> <li>• Healing power of nature</li> <li>• Harmony in nature</li> <li>• Significance of little things in nature</li> </ul>	<ul style="list-style-type: none"> <li>• Story analysis</li> <li>• Diary</li> <li>• Letter of appreciation</li> <li>• Character sketch</li> <li>• Speech</li> <li>• Poster</li> <li>• Story completion</li> </ul>	<ul style="list-style-type: none"> <li>• Suffixes</li> <li>• Antonyms</li> <li>• Synonyms</li> <li>• Phrasal verbs</li> <li>• Personal pronouns</li> <li>• Editing</li> <li>• Language games</li> </ul>	<ul style="list-style-type: none"> <li>• read and comprehend poems and stories.</li> <li>• demonstrate a significant increase in vocabulary and use them suitably in various situations.</li> <li>• analyse the features of a short story by constructing a story house.</li> <li>• construct discourses like character sketch, letter and diary entry.</li> <li>• design posters to create social awareness.</li> <li>• form opinions and substantiate them using facts.</li> <li>• express ideas and feelings in the target language.</li> <li>• speak at a condolence meeting.</li> <li>• develop ideas about poetic devices and poetic elements like simile and metaphor.</li> <li>• prepare an appreciation of a poem.</li> <li>• identify phrasal verbs and use them in appropriate contexts.</li> <li>• evaluate literary pieces and develop positive values that help them refine individual character traits and acquire life skills.</li> </ul>

problems. So we must make efforts to know nature and do what is good for it.

### Titular picture

The very essence of the unit 'Flowers and Showers' is that nature plays a dominant role in the life of man, as a curing force. The expression 'Flowers' stands for vegetation and living beings, and the word 'showers' stands for the powerful elements that influence life. The most important point here is understanding the fact that man and nature have an interdependent relationship. The titular picture is a collage consisting of various images of nature. You may generate a discussion on the importance and relevance of these pictures and on how they are linked together.

The titular picture can be used as a prompt to sensitise the learners on the theme of the whole unit. (Any other media of your convenience can also be used).

Here is one way of using the picture to generate a discussion.

- Display the picture for a few seconds. (A projector may be used.)
- Interact with the learners. Ask them what they can recollect. (Let them identify the figures and speak only the facts.)
- Display the picture and keep it in full view. (This time let the learners speculate on the theme. You may ask questions like: i. How can you connect each image with the picture? ii. What idea do you get from the picture?

- Encourage the learners to speak about their personal experience. Ask them to speak about their ideas of nature, about the importance of protecting nature, about the attitude we should develop etc. If interested, they can even prepare a collage showing their divergent views of nature.

- The titular picture can be compared with the pictures/cartoons or any other compositions of the learners. Let them form groups and present their ideas.

### Let's begin

#### Song of the Flower

#### About the poet

Khalil Gibran(1883-1931) was born in the town Bsharri in Northern Lebanon. He is regarded as a literary and political rebel in the Arab world. His romantic style was at the heart of the renaissance in Modern Arabic literature, especially, prose poetry. He was a great artist, who did well in drawing and water colour painting. His major themes are alienation, disruption and lost natural beauty.

#### About the poem

*Song of the Flower* speaks about the life cycle of a flower and its experiences. The flower in the poem stands for all that we experience in life-joy, sorrow, bitterness, victory, etc. It teaches us how to deal with life's struggles - to learn from our past and face the future with confidence and hope.

- Generate a discussion on the picture given on the Reader (Page 129).

### Possible answers

- The cloud is black in colour and has the appearance of an elephant.
- The bird sings and imagines itself to be a poet.
- The boy is brave and imagines himself to be a lion.
- 

The pictures shown are representatives of nature. They consider themselves to be someone or something else. Such an implied comparison is called a **metaphor**.

Generate a discussion using the following questions.

### Sample questions

1. What idea do you get from the title of the poem?
2. What does the picture convey?
3. How can you connect the picture with the poem?

### While Reading

You may recite the poem aloud giving emphasis to the emotions. Let the learners listen with their books closed.

Now, let the learners read the poem silently.

After silent reading, the learners may discuss the questions given in the text. Frequent interaction with the learners will encourage them to comprehend the text better.

### Possible answers to the textual questions

1. The flower
2. 'Blue tent' refers to the sky and the 'green carpet' refers to the earth full of vegetation.
3. Winter conceived it, spring gave birth to it, summer reared it and in autumn it passed away.
4. The flower joins the breeze and announces the arrival of the light in the morning. In the evening it joins the birds to bid farewell to the light.
5. It decorates the plain and fills the air with its fragrance.
6. The sun
7. The flower is used to make wreaths on both joyous and sorrowful occasions like wedding and death respectively.
8. because it is used as a wreath to be placed on a deadbody.
9. The flower always looks up to see only the light. It never looks down to see the shadow. Similarly, man should see the brighter side of life and never brood over its darker side.

### Loud Reading

You may once again recite the poem aloud with proper voice modulation and rhythm and ask the learners to note the lines/ expressions that they like. You may divide the class into five groups.

Ask each group to identify the part they would like to read. Invite each group to recite the poem with proper expressions.

**Let's revisit****Possible answers to the textual questions**

1. The flower symbolises kindness, beauty, fragrance, love - all the bright things in nature. It also symbolises the experiences we have in our life-joy, sorrow, failure, victory, etc.

2. Wedding (joy), funeral (sorrow)

3. The light is contrasted with the shadow. Yes, the poet is optimistic. The attitude of the flower represents the poet's optimism. The flower likes to see only the light and not the shadow.

4. Free responses

5. Happy and philosophical. The poem reflects upon the themes of life and death and imparts the wisdom that man must always look for light.

**Activity 1**

I.

- 'a kind word uttered and repeated by the voice of nature'
- 'a star fallen from the sky'
- 'daughter of the elements'
- 'was conceived by winter'

II.

- 'announce the coming of the light'
- 'bid the light farewell.'
- 'decorate the plains with beautiful colours'

III.

- 'eyes of Night'

IV.

- 'listen to the voice of the birds'
- 'dances to the rhythmic swaying of the grass'

V.

- as the lover's gift
- wedding wreath
- wreath for the deadbody
- memory of a moment of happiness

VI.

- 'never look down to see my shadow'

**Activity 2**

- 1) I am a star. 2) I am the daughter of the elements. 3) the eyes of the night  
4) the eye of the day

Metaphors	What they mean
	2. Very clear and reflects objects. 3. The grass-covered lawn looks like a carpet. 4. He was extremely sad. 5. She is taking advantage of adverse situations. 6. He is very dear to me. 7. My brother was very angry. 8. Her voice is melodious like music

**Activity 3**

There are a few points to remember while writing an appreciation of a poem.

- The speaker of the poem: how the speaker is involved in the poem.

- **Tone:** The tone of the poem is determined by the use of language. See how the choice of words reflects the speaker's state of mind.
- **Conflict:** See if there is a conflict - spiritual, moral, philosophical, political or social.
- **Context:** Background information - how the social and political circumstances influenced the writing of the poem.
- **Choice of words and meaning:** connotations and denotations.
- **Rhythm:** specific rhythmic pattern of

the poem.

- **Visuals and imagery:** abstract and concrete images and other sensory experiences.
- **Poetic elements:** figures of speech, symbols etc.
- **Structure:** see if the poem is a sonnet, lyric, limerick, etc.

After doing the activities in the text, the learners will be able to consolidate their ideas and write an appreciation. You may create an appreciation rubric using the features above. A worksheet like the one below can help the learners.

Answer to the spider diagram given at the end.

### Poetry Worksheet

Name:

Poem - title:

Author:

No. of stanzas:

Theme (What is the poem mainly about?)

Summary (What happens in the poem):

Literary devices used (e.g. rhyme, rhythm, imagery, figures of speech, etc.)

Examples for literary devices:

General impression ( Did you enjoy the poem? Why (not)?

**Sample appreciation**

*Song of the Flower* is a very beautiful poem about nature and its relationship with living beings. Khalil Gibran metaphorically suggests that everything in nature has a soul and self that makes their existence meaningful. The flower in the poem is a representative of every aspect of nature.

The flower says that it is a kind word uttered and repeated by the voice of nature. It is a star fallen from the sky. The poet uses the expression 'the blue tent' to refer to the sky. The four seasons have their roles in the life of the flower. Winter conceives it, spring gives birth to it, summer rears it and in autumn it has its eternal sleep.

The flower identifies its role as very significant. It announces the coming of light in the morning and bids farewell to it in the evening. It decorates the plains with beautiful colours and fills the air with fragrance. Days and nights shower love, care and affection on the flower. It enjoys nature to the brim. It drinks dew for wine, sings with the birds and dances rhythmically with the swaying of the grass. The beautiful images of nature make the poem quite appealing. The flower becomes a part of both joy and sorrow, as it is used on the occasions of wedding as well as funeral.

The poem ends in a philosophical note. The flower is optimistic. It loves to look up high to see only the light and never looks down to see the shadow. This is

the wisdom that man must learn. The poem is rich in similes and metaphors that make it quite enjoyable to the readers.

**First Showers**

The process followed in the transaction of the first poem can be used here also. You may think of other interactive strategies too.

Use video clips of rain and generate a discussion.

- Do you like rain?
- How do you feel when it rains?
- Describe an experience which made you love/ hate rain.
- .....
- .....

Ask about the title of the poem and about the picture. Invite the learners to predict the theme of the poem. Then they may read it silently.

Let them attempt the textual questions.

**Possible answers to the textual questions**

1. The rain soothes the poet by getting rid of heat and fatigue.
2. The rain washes the leaves of the trees and the trees look magnificent and shining
3. They feel relieved.
4. The poet is completely drenched by the mischievous raindrops.



**Activity 1**

- parched face
- soaked in rain
- frayed nerves
- weary lines... daylong heat and fatigue.
- dressed in washed green looked magnificent
- marvelling at this wonderful gift of nature
- I hurried home through the gurgling water

**Activity 2**

The learners can write their own answers.

Simile	Metaphor
1,5,7	2,3,4,6,8

You may ask the learners to compose a poem on a topic of their choice, preferably one related to nature. They may use the poetic devices they are familiar with.

**The Nightingale and the Rose****About the story**

Oscar Wilde was born in Dublin on 16, October, 1854. He was an Irish poet, short story writer, playwright, essayist and editor. *The Nightingale and the Rose* is a folk tale which foreshadows the consequences of not appreciating nature and its creations. In a world of lost values, where materialism is held high, the nature and its creations remind man about his selfishness and

lack of values. Wilde makes the Nightingale a sacrificial hero in order to glorify nature and its noble role.

*The Earth Song* by Michael Jackson can be screened.

Generate a discussion. The following questions may be used.

- What is the theme of the song?
- Who is responsible for the present condition of the earth?
- What should be our attitude towards animals and birds?
- Are we being cruel to animals and birds?

Lead the learners to the reading text.

Interaction with the learners about the title of the text.

- What idea does the title give about the theme of the story?
- Who might be the characters?
- Look at the pictures. What hints do you get?
- Let the learners discuss and present their ideas.
- The learners may now read the text silently.

(You may break the unit into as many convenient pieces as possible.)

The learners may be asked to read the first part. Follow the process of reading given in Unit 1.

**During Reading**

Learners may discuss the questions in the text.

**Possible answers to the textual questions**

1. Because he could not find a red rose to give his beloved.
2. His hair is as dark as the hyacinth, and his lips are as red as the rose; but passion has made his face look like pale ivory, and sorrow has set her seal upon his brow.
3. As he failed to get the rose, he became grief-stricken and hence lamented over his fate. This made the Nightingale think that the Student was a true lover.
4. Free response
5. The Nightingale spread its wings and soared high into the air. It passed through the grove like a shadow and sailed across the garden.
6. No, because the winter had chilled its veins and the frost had nipped its buds and the storm had broken its branches. So it had no red rose that year.
7. The Nightingale should press its breast against the thorns and sing the whole night. Its life blood should flow into the veins of the rose tree.
8. The Nightingale thought that love is better than life. It also believed that the heart of a bird is nothing compared to the heart of a man.
9. Let the learners write their own answers.
10. The blood of the Nightingale would not flow into the veins of the rose tree and it might not give a red rose. This would disappoint the Student. (Let the learners think about their own answers.)

11. The bitter the pain, the wilder the song became.

12. To the rose of the eastern sky

13. Her voice grew fainter, her wings began to beat, and a film came over her eyes. Her song grew fainter and she felt something choke her throat. She gave one last burst of music and died.

14. She attached more value to wealth and position than to love.

**Let's revisit****Possible answers****Activity 1**

1. Red
2. He values love above everything else.
3. At the Prince's ball
4. The red rose tree was withered in the winter.
5. She yelled at the trees until they gave her a rose.
6. Money and jewels were more important for her than love.

**Activity 2**

- Ask the learners to sit in groups of five.
- Assign each member an area from the setting, characters, climax, events, final events.
- Let them re-read the story and fill the respective columns.
- Presentation by groups
- Refinement

**Setting**

- Garden
- Gallery
- Student's house and window
- Rose's house

**Characters**

- Nightingale
- Garden Lizard
- Student
- Professor's daughter

**Climax**

- The Nightingale pressed her breast against the thorn and started singing.
- A red rose appeared and the Nightingale died.

**Events**

- The young Student loves a girl.
- She asks the Student to bring her a red rose.
- As he could not get the rose, he becomes dejected.
- The Nightingale feels pity and requests every rose tree to give a rose.
- At last a Rose tree asks the Nightingale to give her life blood.

**Final Events**

The Nightingale sacrifices its life for the Student.

The lover rejects his rose and his love.

**Let's enrich our vocabulary****Activity 1**

Stringed	Wind	Percussion
Guitar	Accordion	Bass drum
Mohan veena	Bagpipe	Chenda
Saranggi	Barrel	Dholak
Sitar	Clarinet	Maddhalam
Veena	Flute	Mridangam
	Harmonium	Tabala
	Saxophone	
	Saenghwang	
	Zurna	

**Activity 2**

dawn-daybreak

tense- nervous

rude - impolite

wealthy - rich

healthy - fit

whisper - murmur

prudent - wise

slight - faint

**Activity 3**

Student	Professor's daughter	Nightingale
innocence	money	innocence
love	greed	love
truth	pride	nature
serious	insincere	heroism
sincere		compassion
sensitive		sacrifice
realistic		bravery
romantic		purity
		sincere
		selfless
		realistic

**Let's Write****Activity 1****Sample answer**

The student in the story *The Nightingale and the Rose* is very romantic, sensitive and passionate. He feels depressed when he fails to get a red rose for his beloved. 'Sorrow has set her seal upon his brow' and he feels lonely. His studies did not make him wise. He is blind with love. So he does not understand the true nature of the girl. He thinks '...she will have no heed of me, and my heart will break.' He is sincere in his love. So he weeps

thinking of his ill fate. The Nightingale feels pity and decides to sacrifice its life for the sake of the boy. Finally, when he gets the red rose, he rushes to his beloved. She tells him, 'I am afraid it will not go with my dress.' She says that the Chamberlain's nephew has sent her precious jewels. She rejects him by saying that jewels cost far more than flowers. The Student finally realizes that his lover is ungrateful. He throws the flower into the street. The poor lover walks away saying, 'What a silly thing love is!' The ending of the story makes us think seriously about issues like love, sacrifice, greed, etc.

The student checklist may be used here.

**Checklist - Paragraph Writing (Character description)**

I began my paragraph with a definite idea.		
I have used specific and interesting details to describe the character.		
I have used sensory details.		
I have written detailed examples to support my point of view.		
I have used strong adjectives.		
I have ended the paragraph with a message.		
I have written a variety of sentences.		
The ideas are sequentially arranged.		
I have used grammatically correct and sensible sentences.		
The paragraphs are clearly structured.		
I have not gone off-track.		

**Activity 2****Sample answer**

Flat no.34

Sector 9

Washington Street

23 March 1992

Dear Tom,

Hope this letter finds you in good health and happiness. Hope all at home are fine.

I am writing this letter to tell you about a very touching experience. You know, I was in love with the Professor's daughter. One day she said that she would dance with me at the Prince's ball the next night if I brought her a red rose. You know roses could not be found in that season. So I was very sad.

I was very frustrated. I sat in my garden weeping. I feared that the professor's daughter would not dance with me. Seeing my sorrow, a nightingale took pity on me. It wanted to help me. The Nightingale approached all the Rose trees and told them about my strange condition. The Rose trees could not help the Nightingale. Finally, it came to the rose tree near my window. The Rose tree said that the winter had chilled its veins, the frost had nipped its buds, and the storm had broken its branches, and so it could have no roses that year. On repeated persuasions, the Rose tree finally said that it could give a red rose only if the Nightingale should sing to the tree with its breast against a thorn. The red blood must flow into its veins.

What a great sacrifice the Nightingale has done for me! The Nightingale thought that love was better than life, and that a bird's heart was nothing compared to a man's heart.

All the night the Nightingale sang, with her breast against the thorn and stained the Rose tree with its life blood. A marvellous rose blossomed. She pressed closer and closer. Bitter and bitter was the pain. Fainter and fainter grew her song. The rose became crimson. The Nightingale gave one last burst of music and lay dead in the grass, with the thorn in her heart. What a heroic deed!

I feel quite sad about this bird. I can never forget the glorious sacrifice of the Nightingale. I have made up my mind to love all the birds and animals and do whatever I can to preserve and protect everything in nature.

Regards,

Sd/-

Tony

**Activity 3****Sample answer**

*23 March 1992, Monday*

What a wretched fate! How cruel the professor's daughter is! I never thought she would be so ungrateful! I can't even imagine... She said the red rose would not go with her dress. The Chamberlain's nephew... he has given her jewels. How dare she say that the jewels cost far more than flowers! Impudent!... the darkest day in my life. What a silly thing love is! I pined for it. Worthless... Can wealth and position be more valuable than a man's love? ... never again trust a girl. A Nightingale sacrificed its life for me. I take a pledge that I shall dedicate my whole life for the protection and preservation of everything in nature.

**Activity 4****Sample answer****Poster Making**

You may display some posters and brainstorm the purpose of posters. (e. g. to create awareness among people, to persuade them to act in a desirable way and to impart information to the public.)

- What is the message the artist is trying to convey?
- Which poster is most effective?

Elicit from the learners the features of a poster.

**Features of a poster**

- Imaginative and interesting

- Effective in highlighting the issue
- Good use of text/ image/ layout, etc.
- Illustration
- Captions
- Clear and bold message
- Simple and attractive language
- Details like place, time, organisers, etc.
- Self- explanatory

**Let's Speak****Activity 1**

Let the learners frame/give their own answers.

**Sample answers**

- I think that the Nightingale made the right choice because the Student was able to understand his foolishness only because of this.
- I believe that the Nightingale should not have sacrificed her precious life for such a simple reason. She has lost her life. But I don't think it will change the attitude of the Student.
- It seems to me that the Nightingale has done a great thing by sacrificing her life. Only such sacrifices will make people understand the value of true love.
- I feel absolutely certain that the Nightingale was a fool to have sacrificed her life for the sake of the selfish Student.

**Activity 2**

Let the learners produce their own answers.

**Let's discover how grammar works****Possible answers****Activity 1**

i. a ii. The iii. in iv. if v. the vi. the vii. to viii. was ix. down x. beneath

**Activity 2**

- Divide the class into seven groups.
- Let the learners revisit the lesson and locate examples of phrasal verbs from the story.
- Let them fill in the word web given.
- Ask them to refer to the dictionary to find out all the phrasal verbs.
- Name the groups as 'take', 'bring', 'turn', 'carry', 'get', 'make' and 'put'.
- Now each group can make sentences using the phrasal verbs from their respective set.
- Presentation

**Phrasal verbs with:****take**

take down = write (e.g. The teacher asked the pupils to take down the notes.)

take after = resemble (e.g. He takes after his grandfather.)

take back = withdraw (e.g. We cannot take back the words once spoken.)

take off = to leave the ground and fly (e.g. The plane took off at 6 exactly.)

take up = occupy (e.g. The piano takes up a lot of space in the room.)

**bring**

bring about = cause to happen (e.g. Science has brought about many changes in our lives.)

bring up = educate and provide care (e.g. Parents bring up their children with much care.)

bring in = produce, yield (e.g. He doesn't bring in a huge salary.)

bring out = publish (e.g. We are going to bring out a new edition of the book.)

bring forth = give birth (e.g. She brought forth male children only.)

**turn**

turn down = reject (e.g. The manager turned down the demands of the workers.)

turn into = convert into (e.g. He turned his garage into a play room.)

turn away = refuse to admit (e.g. The gate keeper turned away the people without identity cards.)

turn up = arrive or appear (e.g. Some of the members could not turn up on time.)

turn out = produce (e.g. They usually turn out 200 tons of butter a week.)

**carry**

carry on = continue (e.g. I cannot carry on with this work any longer.)

carry out = perform (e.g. They have to carry out the programme at the fixed

time.)

carry off = complete successfully ( e.g. She had a difficult role to play , but she carried it off.)

carry over = transfer (e.g. I never let my problems at home be carried over to my work place.)

### get

get back= return to a place (e.g. I should get back before 9 0'clock.)

get away = escape (e.g. The thief got away immediately after the incident.)

get down = alight (e.g. He got down from the horse.)

get round = overcome difficulty (e.g. I must find a way to get round the problem.)

get across = communicate successfully (e.g. I couldn't get across my ideas successfully at the meeting.)

### make

make out = understand (e.g. I could not make out your instructions properly.)

make off = to hurry away (e.g. The thieves had made off before the police arrived.)

make up for = compensate (e.g. The insurance company will make up for the loss.)

make of = try to understand (e.g. She could not make much of what the teacher said.)

### put

put off = post pone (e.g. The match was

put off due to heavy rain.)

put up = stay (e.g. I put up in a good hotel when I go out of the country.)

put across = communicate (e.g. She cannot put across her ideas fluently in English.)

put down = suppress (e.g. The management tried to put down the strike. )

put out = extinguish (e.g. The fire brigade took fifteen minutes to put out the fire.)

Person	Subject	Object	Possessive
First Person	I	me	my
	we	us	our
Second person	you	you	your
Third Person	he	him	his
	she	her	her
	they	them	their
	it	it	its

### Activity 3

#### Let's edit

Follow the editing process given in Unit 1.

who, dance, he has no, him, is, flies, finally, The, jewels, concludes

#### Let's play with language

Across

1.hungrily, 4. fast, 6. lightly, 8.well, 9. finally, 11. there

Down

1. happily, 2. loudly, 3. slowly, 5. angrily, 7. hopefully, 9. hard, 10. never

#### A Day In The Country

Follow the reading process detailed in



the other units.

### Possible answers to the textual questions

1. Fyokla was worried because her brother had met with an accident. Her uncle Terenty, who was to help her, was not to be seen. The following sentence shows that she is worried. 'The white haired, barefoot child is pale. Her eyes are wide open, her lips are trembling.'
2. Terenty was a tall old man with a thin, pock-marked face, very long legs, and bare feet, dressed in a woman's tattered jacket. On his long crane-like legs, he swayed in the wind.
3. Danilka tried to put his hand into a hole in a tree to get cuckoo's eggs. His hand was stuck and he could not take it out.
4. Terenty said that it was not from spite that it thundered and it would not kill a little thing like Fyokla.
5. Fyokla felt that something big, heavy and round was rolling over the sky, and tearing it open exactly over her head.
6. The boy was gazing at the stormy sky and apparently he forgot to think of his trouble.
7. The wood had broken at the edge of the hole, and jammed Danilka's hand.
8. The nightingale is a singing bird and it has a voice to cheer the heart of man. He thinks that it is a sin to disturb the bird.
9. He knows the names of all the wild flowers, animals and stones. He knows

the herbs that cure diseases, he has no difficulty in telling the age of a horse or a cow. Looking at the sunset, the moon, or the birds, he could tell what sort of weather it would be the next day.

10. They learned from the fields, woods, river banks, birds, the sun, etc. In short, they learned everything from nature.

11. While walking, they talked about the beauty of the earth unceasingly. So they were not weary.

12. Yes. He loves children. When the children fell asleep, he came to them and placed bread under their heads.

13. The boy does not sleep. He gazes into the darkness and it seems to him that he can see everything that he has seen during the day.

### Activity 1

It was a stormy day. There was thunder and lightning.

A little girl of six ran through the village looking for Terenty, the cobbler. She was worried.

She asked everyone whether they had seen Terenty. Nobody could tell where Terenty was. At last she met Terenty's bosom friend, who told her that he was in the kitchen gardens.

She saw Terenty standing near the vegetable plots.

The girl sobbed and told Terenty that her brother Danilka met with an accident.

She wanted Terenty to go with her and help Danilka.

She said that Danilka had put his hand into a hole in a tree to get cuckoos's egg, and he could not get it out.

They both rushed to the spot in the heavy rain. On the way he told her not to be frightened because it thundered and it would not kill a little thing like her. When they reached the spot, they found the frightened Danilka.

He saved the boy and walked along the darkened road.

On the way they talked about a lot of things like nightingale, rain, ducks, etc. Terenty answered all their questions.

Danilka wondered how Terenty had a

good knowledge about everything. Terenty learned not from books, but from nature. They reached a river bank and shared their food. They returned to the village only in the evening.

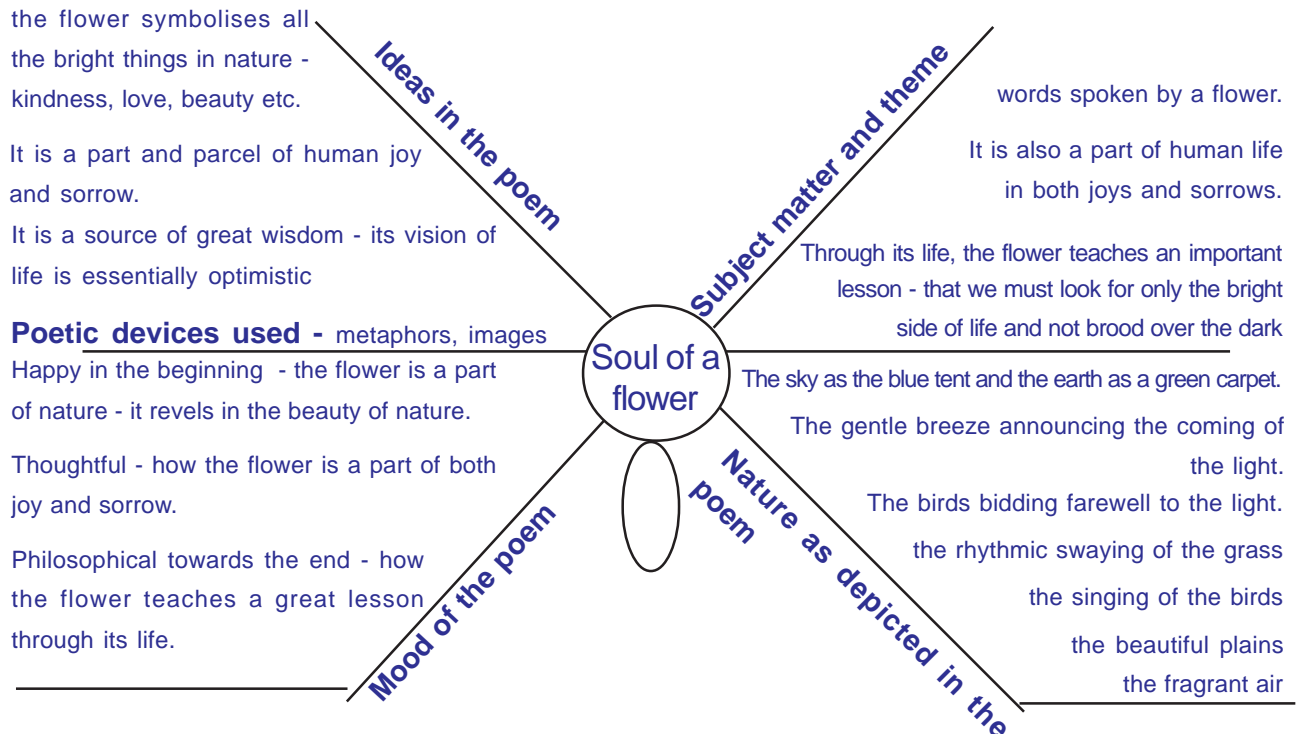
The children went to a deserted barn, at night. Danilka could not sleep for a long time. He thought about all that he had seen. At last they fell asleep.

Terenty came to them, and put bread under their heads.

The moon was rejoiced seeing the love of the homeless cobbler.

### I Can

Let the learners attempt the self - assessment checklist given at the end of the unit.



## Unit 5

### SHARE AND CARE

**Theme:** Human values

**Specific themes**

Empathy

Friendship

Need of love and care to the differently abled

Understanding and co-operation

**Learning outcomes**

The learner will be able to:

- listen, read and comprehend various literary forms like stories and poems.
- analyse short stories based on the reading of the text.
- read aloud with proper stress and intonation.
- construct linguistic discourses like notice, profile, character sketch.
- make slide presentation.
- identify the main events.
- analyse poems based on their theme and structure.
- identify, locate and understand poetic devices like imagery, simile, etc.

- use suffixes to derive noun forms.
- use appropriate words to describe the appearance and character of people.
- use language elements like simple present tense and present progressive tense.
- construct word pyramids.
- identify and edit errors in a passage.

**Introduction**

This unit is meant to promote human values like sympathy, empathy, compassion, affection, kindness, mercy, helping mentality, citizenship, etc. In a world of declining values, a compassionate deed may make life worth living and noble. One should be considerate to the fellow beings and their problems. An empathetic transmigration into the problems of others bring us a brilliant revelation about the dignified role of an individual as a peace maker in the present society.

The unit begins with a titular picture that sensitises the learner on the need to share and care for the lonely and the suffering. *The School for Sympathy* by E.V.

## Unit Frame

Unit 5: Share and Care

Time: 30 periods

Concept/Skill	Discourses/Activities	Language Elements	Learning Outcomes
<b>Theme:</b> Human Values <b>Specific themes:</b> <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Understanding and co-operation</li> <li>• Friendship</li> <li>• Need of love and care to the differently abled</li> </ul>	<ul style="list-style-type: none"> <li>• Notice</li> <li>• Profile</li> <li>• Character sketch</li> <li>• Slide show</li> <li>• Sequencing events</li> </ul>	<ul style="list-style-type: none"> <li>• Suffixes</li> <li>• Describing words</li> <li>• Simple present tense</li> <li>• Present progressive tense</li> <li>• Word pyramid</li> <li>• Editing</li> <li>• Language games</li> </ul>	<ul style="list-style-type: none"> <li>• Listen, read and comprehend various literary forms like stories and poems.</li> <li>• Analyse short stories based on the reading of the text.</li> <li>• Read aloud with proper stress and intonation.</li> <li>• Construct linguistic discourses like notice, profile, character sketch.</li> <li>• Make slide presentation.</li> <li>• Identify the main events.</li> <li>• Analyse poems based on their theme and structure.</li> <li>• Identify, locate and understand poetic devices like imagery, simile, etc.</li> <li>• Use suffixes to derive noun forms.</li> <li>• Use appropriate words to describe the appearance and character of people.</li> <li>• Use language elements like simple present tense and present progressive tense.</li> <li>• Construct word pyramids.</li> <li>• Identify and edit errors in a passage.</li> </ul>

Lucas depicts the need for empathy towards the differently abled.

The additional reading material *The Merchant of Venice*, a tragicomedy by William Shakespeare depicts the divine quality of mercy and highlights selfless love and friendship. The poem *My Grandmother's House* by Kamala Das expresses the poet's memories of the love and affection that she experienced at her grandmother's house. It also shows her desire to go back to those days. Ella Wheeler Wilcox through her poem *Solitude* reminds us that one should share not only joys but sorrows also, to make life meaningful and happy.

### Let's begin

#### Titular Picture

An active discussion on the meaning of the titular picture may give the learners an idea about the main theme of the unit.

- Let the learners observe the picture carefully.
- Generate a discussion on it. You may ask the following questions.

1. What is the mood of the man seen in the picture?
2. Why do you think the man is sad/gloomy?
3. Do you have people like him in your neighbourhood?
4. What do you do when you see someone in trouble?
5. Cite an instance where you have

helped someone.

6. Can you guess the possible theme of this unit from the title?

The soul of the unit lies in its title 'Share and Care'. Acts of kindness and compassion are little deeds that give meaning to life. A soothing presence or a kind word can work wonders in a society that is torn by conflicts and strife.

### The School for Sympathy

#### About the author

E.V. Lucas (Edward Verrall Lucas) was a versatile and popular English writer. He authored hundreds of books and is most celebrated for his short essays.

#### About the Story

In this story he talks about Miss. Beam's school, where the children have to undertake an exercise of going through the blind day, lame day, dumb day and the deaf day to get first hand experiences about the life of the physically challenged people. Experiencing the difficulties of the differently abled can generate empathy and a sense of special responsibility towards them.

#### Pre Reading

- Prepare paper strips.
- Write any one of the following in each strip.

blind, deaf, lame, dumb

- Distribute the strips to the learners.
- Each learner should get a strip.

• Now, let the learners perform the role of the physical challenges assigned to them.

Invite their responses regarding their feelings while they are taking up different roles.

You can break the unit into convenient parts for effective transaction. Here, it is divided into two parts.

• You can make use of the title to begin an interaction with the learners.

i. What do you think the lesson is about?

ii. Who might be the characters?

iii. Where would the events of the story be taking place?

• Let the learners present their ideas.

### Part 1 (paragraph 1-5)

Read paragraphs 1-5 of the reading text. (Follow the reading process given in Unit 1).

Let the learners attempt the textual questions.

• Let the learners share their ideas in pairs.

• You may read out the questions one by one to the whole class.

• Elicit answers from the learners.

• Let all the pairs give their answers.

• Select the most suitable answer.

### Possible answers to the textual questions

1. Invite free responses from the learners.

2. because he had heard a lot about Miss. Beam's school.

3. Yes, their teaching methods were quite different. They taught only those things that are simple and useful to the pupils by giving them interesting tasks.

4. Miss. Beam says: "The bandage is put on overnight, they wake up blind." This sentence hints that the school is a residential one.

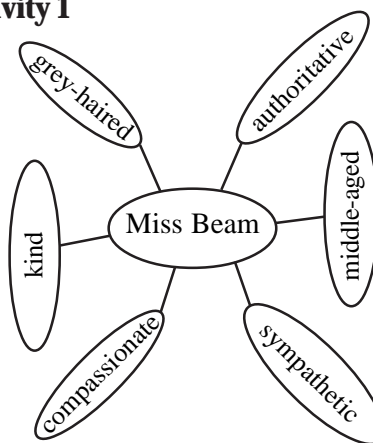
5. The real aim of Miss. Beam's school is to teach thoughtfulness, humanity, kindness and citizenship.

6. The visitor realised that the jolly children whom he saw before him were not at all healthy and active. It surprised and pained him.

You may lead the learners to Activity 1 of **Let's speak**.

### Let's speak

#### Activity 1



1. Miss. Beam is very comforting to homesick children.
2. Miss. Beam is a middle-aged woman.
3. Miss. Beam's hair has begun to turn grey.
4. Miss. Beam is kind to all, especially to her students.
5. She is caring and sympathetic and has an understanding of others' problems.

#### Character sketch of Miss. Beam

Miss. Beam is a middle aged woman. Her hair shows signs of getting grey. She is kind to all, especially to the students of her school. She is caring and sympathetic towards others. But she has a highly authoritative nature. She is always compassionate to a homesick child.

#### Part 2 (paragraph 6-11)

- Generate a discussion on what would happen in the next part of the story.
- You may ask questions like:
  - i. Why did Miss Beam laugh?
  - ii. Was she trying to trick the author?
  - iii. What do you think about the students in the school?

Let the learners predict what might happen in the remaining part of the story.

Ask the learners to read paragraphs 6 - 11 of the story.

They read aloud the lines or the part that impressed them the most.

Let the learners perform the scenes in the form of a role play.

Let them attempt the textual questions. You can follow the strategy used in the first part.

#### Possible answers to the textual questions

7. In order to make the young minds appreciate and understand misfortune, every child has to observe one blind day, one dumb day and one deaf day.
8. The helpers learn the values of mutual help and compassion and understand the problems of the differently abled.
9. On the dumb day the child must use his/her will power because the mouth is not bandaged.
10. Invite free responses from the learners.
11. Because the other bad days cannot be half as bad as the blind day. It will be terrible for her not to see.
12. With her own arm tied up she may not be able to do anything without the help of others. She may need others even to cut up food for her.
13. She was told that the girl was wearing a blue skirt and pink blouse and her hair was very light.
14. The gardener is very old.
15. Yes, E.V. Lucas leaves as a wiser man. He gained a lot of knowledge about the teaching methods and their effectiveness. Besides, he also developed kindness, compassion and love for fellow beings.

**Let's revisit**

Read the lesson once again, if necessary.

**Activity 1**

Let the learners sit in pairs and attempt Activity 1 and 2.

**Possible answers**

1. i. E.V. Lucas
- ii. Miss. Beam
- iii. The listener laughs and tells the truth.
2. i. The author and the girl
- ii. The author
- iii. Became more thoughtful

**Activity 2**

1. False
2. False
3. True
4. True

5. False

6. True

1. The author had been to Miss. Beam's school for the first time.

2. In Miss. Beam's school the subjects which are simple and useful to the students are taught.

3. On the dumb day the mouth of the children are not bandaged.

**Activity 3**

- Let the learners attempt the task individually.
- You may make them sit in pairs and read each other's work.
- Now, the learners may be grouped.
- Discuss the task within the group and refine it.
- You may intervene and interact to ensure that everyone is participating in the discussion.
- Random presentation

**Sample answer**

Miss. Beam's school is very interesting and the teaching methods are very simple. They teach simple and useful things to pupils like spelling, adding, subtracting, multiplying, writing, etc. All the other things are taught by reading and through interesting tasks. Practically no other lessons are given. The real aim of Miss. Beam's school is to teach thoughtfulness, humanity, kindness and citizenship. The children in this school have to observe a blind day, a lame day, a deaf day and a dumb day. It would help the young minds to appreciate and understand misfortunes. The children learn to be helpful to each other and be compassionate. They learn the necessary values required for a peaceful co-existence.



**Let's enrich our vocabulary****Activity 1**

<b>Describing words</b>	<b>Appearance/character</b>
tall, short, medium	height
frail, stocky, slim, thin, plump, fatty, skinny, well-built	build
young, elderly, middle-aged, teenager	age
round, oval, square, wrinkled	face
grey, straight, curly, black, blonde, wavy, bushy	hair
big, round, small, bright, narrow	eyes
cheerful, aggressive, sensitive, serious, energetic, confident	character

1. Sherlock Holmes

2. Amitabh Bachchan

Amitabh Bachchan is a tall and elderly person with a grey French beard. He has black and wavy hair and an oval shaped face. He is a well-built man having a serious and energetic appearance.

3. Sachin Tendulkar

Sachin Tendulkar is a short, well-built and middle-aged person. He has curly hair and a round face. He is cheerful and energetic.

4. Muhammed Rafi

Mohammed Rafi has a long nose and bright and narrow eyes. He is a bald-headed,

elderly man having a cheerful and confident look.

**Let's write**

- Let the learners go through the notice given in the Reader.
- Initiate a discussion on the features of a notice.
- Ask them to give the time, date and venue of the event.
- Decide what other details are to be included.
- Learners attempt to write a notice on their own.
- Group sharing and refining
- Random presentation by the groups

**Activity 1****GVHSS CALICUT****NOTICE****Observance of International Day  
for the Differently Abled****28 November, 2015**

Dear friends,

The Health Club of GVHSS Calicut has decided to observe the International Day for the Differently Abled on December 3, in the school auditorium. The Health Inspector Mr. Haridas has consented to inaugurate the function.

All are invited.

Sd/  
Name  
Convenor  
Health Club

**PROGRAMME**

Prayer	: School choir
Welcome speech	: Secretary
Presidential address	: Headmaster
Inauguration	: Mr. Harikumar (Health Inspector)
Felicitations	: School leader Staff secretary
Vote of thanks	: Joint Secretary, Health Club

**Activity 2**

Let the learner collect the details from books and internet and prepare the profiles of the personalities given.

**Let's speak****Activity 2****Presentation**

Let the learners do the activity by themselves. Ask them to collect the pictures of the people. They may hyperlink the text to relevant sites.

**Let's discover how grammar works****Activity 1**

1. Habitual
2. Factual
3. Habitual
4. Planned future action
5. Universal
6. Planned future action

**Activity 2**

1. Action in progress at the time of speaking
  2. Future action that is already planned
- e. g:- 1. Action in progress at the time of speaking:
- a. Raghu is driving a car.
  - b. They are waiting for Shyam.
2. Future action
- a. She is taking her exam next month.
  - b. The Prime Minister is coming tomorrow.

**Activity 3**

- a. garden  
 a garden  
 a beautiful garden  
 a beautiful garden in the school  
 a beautiful garden in the school where we play
- b. teacher  
 a teacher  
 a good teacher  
 a good teacher in my village  
 a good teacher in my village who guided me

**Let's edit**

Follow the process given in Unit 1.

1. heard 2. visited 3. saw 4. with 5. asked 6. The 7. met 8. of 9. about 10. much 11. through

**Let's play with language**

1. recline - lie
2. rotund - round
3. inheritor - heir
4. container - can, tin
5. supervisor - sir
6. alone - lone
7. salvage - save
8. feasted - eat
9. chariot - cart
10. routine - rote

**The Merchant of Venice****About the author**

**William Shakespeare (1564-1616)** an English playwright, poet and actor is widely regarded as the greatest writer in English literature. He is known as the national poet of England and the 'Bard of Avon'. His works include 37 plays, 153 sonnets and two narrative poems and several other poems. His plays have been translated into all major languages and are performed more than those of any other playwright. His major works are *Hamlet*, *Othello*, *King Lear*, *Macbeth*, *Tempest*, *Merchant of Venice*, etc.

**About the story**

*The Merchant of Venice* is a comedy by Shakespeare. The play raises the question, 'Does mercy prevail in the world?' Against all odds, Portia, Bassanio's wife, manages to bring about some mercy to Venice. When Shylock faces execution for his crimes, Portia persuades the Duke to pardon him. She then, persuades Antonio to exercise mercy by not taking Shylock's money. Thus Portia's presence turns the plot away from violence to forgiveness.

The pound of flesh that Shylock seeks lends itself to multiple interpretations. It emerges most as a metaphor for the play's closest relationships. The fact that Bassanio's debt is to be paid with Antonio's flesh is significant showing how their friendship is so binding that it has made them almost one.

Let the learners read the story.

Attempt the textual questions in the Reader individually.

You may provide help, if necessary.

### Possible answers

1. Bassanio approached Antonio to borrow money as he wanted to dress himself up as a suitor to Portia, the rich heiress.
2. Shylock was a money lender. He became rich by lending money at a very high interest to the merchants.
3. because Antonio used to lend money to the needy without taking any interest.
4. Antonio disliked Shylock.
5. If he didn't repay the money in time, he would forfeit a pound of flesh, to be cut off from any part of his body.
6. The risk is that Antonio may lose his life if they are unable to pay the debt.
7. The first casket was made of gold, the second one silver and third one was made of lead.
8. Portia arrived in Venice disguised as a defence lawyer for Antonio.
9. He wanted to take revenge on Antonio whom he hated.
10. because he wanted to see Antonio dead.
11. It was utterly impossible for Shylock to cut off the pound of flesh without shedding Antonio's blood.

12. because he was cornered. He had defeated himself in his cruel intent.

13. The young lawyer wanted Bassanio's ring that was gifted to him by his wife, Portia.

14. The play becomes a comical adventure when Bassanio realises that the young lawyer was his wife Portia in disguise.

### Let's revisit

Let the learners identify the main events in the story.

Now, they can sequence the events as they occur in the story.

### Answers

- A.**
1. Shylock hated Antonio because he used to lend money without interest.
  2. Shylock lends Antonio three thousand ducats.
  3. Portia married Bassanio.
  4. Antonio failed to pay the debt.
  5. Shylock wanted Antonio's flesh.
  6. Portia rescued Antonio from the punishment.
- B.**
1. The day of the trial arrived.
  2. The duke pleaded him to be kind.
  3. Shylock was not ready to be merciful.
  4. Antonio was prepared to die.
  5. Portia arrived disguised as a young lawyer.
  6. The young lawyer saved the life of Antonio.

## My Grandmother's House

### About the poet

Kamala Surayya (born March 31, 1934 – May 31, 2009), also known by her one-time pen name Madhavikutty and Kamala Das, was an Indian English poet and littérateur and at the same time a leading Malayalam author from Kerala. Her popularity in Kerala is based chiefly on her short stories and autobiography, while her oeuvre in English, written under the name Kamala Das, is noted for the poems and explicit autobiography.

Her open and honest treatment of female sexuality, free from any sense of guilt, infused her writing with power, but also marked her as an iconoclast in her generation. On 31 May 2009, aged 75, she died at a hospital in Pune.

### About the poem

The poem is a reminiscence of the poet's grandmother and their ancestral home at Malabar in Kerala. Her fond memories of her grandmother and the love she received from her are associated with the image of her ancestral home where she had spent the happiest days of her life. With the death of her grandmother, the house became desolate and morose.

The poet is in another city. She is heartbroken and longs to go back to look through the windows of that house. She wants to bring back a handful of darkness - sad and painful

memories. She suffers draught in her mind because she doesn't get love from anywhere. So, she begs for love from door to door. The image of the window is a link between the past and the present. It signifies the desire of the poet for a nostalgic peep into her past and resurrect her dreams and desires.

Here is a poem about a grandmother and the nostalgic memories associated with her.

- Generate a discussion based on the theme of the poem.
- The learners comment and share their views.
- You may ask certain questions like these given below.
  - i. Don't you love your grandmother? Why?
  - ii. Can you share an instance that shows your grandmother's love?
    - You may recite the poem aloud emphasizing the feelings.
    - The learners listen to the poem with their books closed.
    - Ask them to identify words and phrases that express the poet's feelings.
    - Let them refer to the glossary for a better comprehension of unfamiliar words.
    - Let them comment on the content of the poem like sense, sound, beauty and imagery.
    - Individual reading of the poem.

- Now, they can attempt the textual questions.
- Let them identify the characters other than the poet and the relationship they share.
- Let them sit in pairs and identify the words/phrases that associate feelings with nature.

### Possible answers to the textual questions

1. Grandmother
2. After her death the house withdrew into silence and snakes moved among the books.
3. The memories will always remain with the poet.
4. a. through blind eyes of windows, b. to the frozen air, c. an armful of darkness
5. memories of the grandmother's house
6. a. She is begging for love.  
b. small quantity.
7. Windows are dusty and so one cannot see through it.
8. due to silence and loneliness
9. The word 'darling'. She is talking about the house that she had lived in and the love she received while living there.
10. The house withdrew into silence and snakes moved among the books.

### Let's revisit

The activities given after the poem are intended to make the learners re-read

the poem with a meaningful purpose. The learners can do an appreciation of the poem, focusing on the poetic devices used by the poet.

### Activity 1

- She had been given too much love in the past. But in the present she is begging for love.
- The house withdrew into silence and snakes moved among the books.

### Activity 2

Elicit free responses from the learners.

Personification: Personification is the poetic device by which human qualities are attributed to inanimate objects.

Eg. Eye of the windows

Windows do not have eyes. Eyes, a feature of living beings is attributed to windows.

- '... pick an armful of

Darkness to bring it here to lie

Behind my bedroom door like a brooding

Dog...'

### Activity 3

Simile: Behind my bedroom door like a brooding dog.

### Activity 4

Images: Snakes moved among books - visual image

Peer through blind eyes - visual image

Listen to the frozen air - auditory image

Pick an armful of darkness - visual

By now at stranger's door - visual

**Solitude**

Let the learners read the poem silently. Now, attempt the textual questions.

**Possible answers**

1. In the present day world, people are only interested in sharing happiness and joy with others. Sorrows are to be faced all alone. This shows selfishness.
2. There are many to share a person's joy but none to comfort him/her during his/her unhappy movements.
3. 'For the sad, old earth must borrow its mirth,  
But has trouble enough of its own.
4. Yes. The poet means to suggest that success alone can motivate us to live and sharing the joy of our success can promote harmony.
5. 'But one by one we must all file on

Through the narrow aisles of pain.'

6. Yes. Being self-reliant helps us to overcome the problems of life and gives us confidence to face the challenges in life.
7. Yes. The world abides with us only when we are happy. Nobody will be there to share our sorrows.
8. Nectared wine: the happiest moment of her life

Life's gall: the sorrows of one's life

**Let's revisit:****Activity 1**

1. If you stay positive, people will be with you.
2. Optimism
3. 'Rejoice, and men will seek you'.

**I Can**

Let the learners attempt the self - assessment checklist given at the end of the unit.