

TEACHER TEXT ENGLISH

STANDARD X



GOVERNMENT OF KERALA
DEPARTMENT OF EDUCATION
2019

Unit 1

GLIMPSES OF GREEN

Theme: Nature

Sub themes:

Harmony of nature
conservation of nature.

Learning outcomes:

The learner will be able to:

- read, comprehend and analyse a text critically.
- read and appreciate poems.
- read individually for information and pleasure.
- identify the theme, analyse the characters and write about them.
- comprehend words in a given context and use them appropriately.
- find out meanings of unfamiliar words with the help of a dictionary and use them in sentences.
- develop different life skills and vocational skill.
- identify and list down poetic devices like imagery, rhyme, rhythm and tone of a poem.
- prepare a critical appreciation of the poem.

- construct discourses like review of the story, description, narrative, character sketch, letter to friend, seminar paper etc.
- develop skills to over come and manage disasters.
- prepare and publish documentaries.
- identify types of sentences.
- identify and frame affirmative, negative and interrogative sentences.
- Identify noun phrase and its constituents from the sentences.

Introduction

Glimpses of Green

As the title suggests the unit focusses on nature around us. Life is impossible and incomplete without the infinite presence of nature. In fact, it is the nature's throbbing heart that enlivens us. Nature has enough room for everybody and everything. When we turn aside our face from nature, the discomfort begins.

The first text "Adventures in a Banyan Tree" by Ruskin Bond transports us to

a world of unending activities done by various creatures. On a warm summer day, a boy goes out and watches the serene beauty around him and becomes part of nature. He immerses in the lively fight of cobra and mongoose, which is a classic drama often seen in India and the outcome is largely the same. The banyan tree with its spreading branches, which hung to the ground and took root again forming a number of twisting passages, is blended with nature.

Vaikom Muhammed Basheer's 'The Snake and the Mirror' reveals the plain truth that all are the inheritors of the earth. How far can we live in harmony with nature is humorously depicted in the story.

In "Lines Written in Early Spring" William Wordsworth, the poet admires the beauty of nature around him. It presents the natural world of birds and flowers as one of calm agreement and pleasure contrasted with the implied failure of mankind to live up to such a model.

Titular Picture

Unit title picture.

- What do you see in the picture?
Free responses
- Does the picture show a blend of man with nature?

Man cannot lead a contented life departing from the nature.

Entry picture

The haiku makes an image of the

beautiful scene of nature.

Analyse the picture.

Make a discussion on 'Haiku' (simple poem of three lines) and ask the children to make Haikus on nature.

Now **scan the QR code in page no.8** and show the video and generate discussion on the quote 'Nature is not a place to visit, it's home.'

What do you see in the video?

Is nature only for enjoying the beauty?

Consolidate the discussion by highlighting the need of living in harmony with nature.

About the author

Ruskin Bond, born on 19 May 1934, is an Indian author of British descent. He lives with his adopted family in Landour, Mussoorie, India. The Indian Council for Child Education has recognised his role in the growth of children's literature in India. Ruskin's father joined the Royal Air Force in 1939 and Ruskin along with his mother and sister went to live at his maternal home at Dehradun. Most of his works are influenced by life in the hill stations at the foothills of the Himalayas, where he spent his childhood. Bond's work reflects his Anglo-Indian experiences and the changing political, social and cultural aspects of India. His first novel, *The Room On the Roof*, was written when he was 17 and published when he was 21. Being a writer for over 50 years, Bond experimented with different genres; early works include fiction,

short stories, novella with some being autobiographical.

He was awarded the Sahitya Academy Award in 1992 for *Our Trees Still Grow in Dehra*, his novel in English. He was awarded the Padma Shri in 1999 and the Padma Bhushan in 2014.

Scan the QR code in page no.9 to get the video profile of the author.

About the story

Adventures in a Banyan Tree

The story is about a boy who marvels and enjoys endless pleasure by getting close to nature.

A magnificent banyan tree as old as Dehra Dun town is the setting of the story. Below the tree, there is a wonderful garden of his grandfather. He builds a platform halfway up the tree and reads his favourite stories there. Then he befriends a squirrel which often delved into his pocket and the friendship becomes spectacular. The presence of the grandparents makes the story more homely.

Birds of all kinds visit the tree during the fig season and the boy marvels at the wonders of nature. The boy's most exciting experience is the sight of an encounter between a mongoose and a cobra. He was sitting on the banyan tree and a full grown cobra crawled into the garden below the tree. A mongoose comes across and the fight becomes very aggressive. The boy gets a clear vision of the fight. A crow and a myna witness the fight and they are excited to

take part in it. But on their fight they clash against each other and return to the perch. The crow cannot but fly against the cobra and gets a fatal thud. Then it lies still on the ground. Finally the mongoose wins the battle and the cobra is dragged into the bushes. The myna is happy that the mongoose has won. The boy then gets to know that his grandfather is very particular not to disturb the mongoose which often steals their eggs and edibles.

The boy used to take a white rat to the tree. His grandfather had bought it from the bazar. The white rat made friendship with squirrels around the banyan tree. They became close friends. One day he saw a squirrel busy with its nest. It had even stolen his grandmother's knitting. It had stuffed its nest with the knitting. After a few weeks he saw three white baby squirrels in the nest. His grandfather came up and they were marvelled at the little white squirrels. Grandfather told him that the white rats and squirrels were closely related to each other and it was possible to have offsprings in this way.

Process

Part 1

Scan the QR code on page no. 11 to get e-dictionary. You will get the pronunciation, image/video, and definition of words.

Teacher asks the learners to read the first four paragraphs of the story silently. The learners are asked to raise their doubts regarding the meanings of

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unfamiliar words. Let them sit in groups and discuss. If doubts are not cleared, teacher intervenes the group and supports them.

The learners are asked to attempt the scaffolding questions.

Discussion is created on the theme.

Learners are directed to Activity 2 on page number 16 of TB.

Teacher asks the learners to read the paragraph again.

Asks the learners to attempt the letter individually.

Random presentation

Process of editing

Part 2

Let the learners read paragraph five to ten silently.

Process of reading is repeated.

Asks the learners to read the scaffolding questions individually.

Asks the learners to attempt Activity 3 given on page 16.

Part 3

Let the learners read paragraph 11 to 21 silently.

Process reading is ensured.

Asks the learners to attempt scaffolding questions individually. The learners read the paragraphs once again and then attempt Activity 4.

Individual Writing

Teacher familiarises the grading

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indicators of a Narrative.

- Gives a suitable title.
- Sequences the events properly.
- Expresses the theme/message properly.
- Uses suitable vocabulary and sentence varieties.
- Uses figurative language.
- Provides a proper beginning and ending.

Asks the learners to sit in groups.

Refine Narrative in groups.

Presentation

Editing

Part 4

Asks the learners to read the remaining part of the story.

Process reading.

Let the learners attempt the scaffolding questions individually.

Asks the learners to attempt Activity 5

Individual Writing

Random presentation

Grading indicators of Diary is given.

- Relates the content to the context.
- Uses appropriate language.
- Uses first person narrative.
- Expresses personal feelings/emotions.

Part 5

Learners are asked to read the story again.

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Asks the learners to identify the scenes and write the cut lines in Activity 6. Let them write one or two sentences of their own related to each scene.

Based on the cut line, prepare a Narrative.

Ask the learners to attempt Activity 7. They should collect suitable pictures for poster using ICT.

Asks the learners to write apt captions related to the theme of the poster.

Individual preparation

Presentation

Refinement in groups.

Answers for the textual questions.

1. The boy said so because grandfather could not climb the banyan tree.
2. When the squirrel found that the boy did not arm himself with a catapult or air gun, he became friendlier.
3. The squirrel's friends and relatives probably thought him headstrong and foolish for trusting a human. They thought it dangerous as human might harm them. (free responses)
4. During the fig season the banyan tree was full of small red figs ; birds of all kinds would flock into its branches (red bottomed bulbul, cheerful and greedy, gossiping rosy-pastors and parrots and crows) and squabbling with each other.
5. The boy spent the afternoon in a small platform half way up the tree. He read the story books and

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watched the activities of others from the tree.

6. The deadly fight between the mongoose and the cobra triggered a long lasting excitement for the boy in summer.
7. The cobra regarded his opponent as a superb fighter, clever and aggressive. Cobra was also a skillful and experienced fighter. Both of them were true warriors.
8. The mongoose bushed his tail. The long hair on his spine stood up and the thickness of his hair saved him from the snake's bites.
9. The cobra stood on the defensive, swaying slowly from side to side, trying to mesmerize the mongoose into marking a false move.
10. The cobra tried to mesmerize, to mark a false move. But the clever mongoose knew his opponent's trick. He fixed his gaze at a point below the cobra's hood and opened the attack.
11. The moment the cobra struck, the crow and the mynah hurled themselves at him, only to collide heavily in mid-air.
12. The crow took part in the fight and missed his mark. As he tried to pull up in the air and turned back, the snake struck with great force and his snout thudded against the crow's body.
13. The myna is said to be wise because it refrained from interfering in the fight.

14. The mongoose won the battle. The myna peered into the to congratulate the mongoose.
15. Grandfather did not tame the mongoose because he knew that the wild mongoose was more useful than a domesticated one.
16. The grandmother forgave the mongoose for stealing the eggs because it kept the snakes away from the house.
17. White rat was the new friend of the squirrel. They would go off together on little excursions among the branches.
18. When he found straw and grass falling out from his clothes.
19. Three baby squirrels.

Activity 1

Characters.

Grandmother - wise old lady

Grey squirrel - friendly and lovable

Mongoose - a clever fighter

Myna - a clever bird

Cobra - an aggressive fighter.

Main Events:

*The boy's friendship with the squirrel

*The fight between the cobra and the mongoose

*The friendship of squirrel and the white rat; the birth of white baby squirrels.

Settings:

A banyan tree, in Dehra, a valley at the foot of the Himalayas.

Activity 2

Sample letter.

Ivy cottage

Landour Cantt

Dehradun

28 April 1997

Dear Sravan,

Hope you are enjoying your vacation there. Here I am doing the same. By the way, I happened to get a company of a grey squirrel. At first the squirrel resent my presence. When he confirmed that I was not armed with a catapult, he came near me. I gave him pieces of cakes and biscuits. Gradually I won his trust and he became my friend. He is a very young squirrel. But other squirrels run away on seeing me. They may be thinking how foolish this squirrel is to make a relationship with man. He is very playful. I am very happy in his company. I wish, you also could enjoy it. You also try to keep a pet. Convey my regards to uncle and aunty.

Yours lovingly,

Sd/-

Name.

Activity 3

The snake - The black cobra is huge in size. It is a skillful and experienced fighter. He could move swiftly and strike with the speed of the light.

The mongoose - The grey mongoose is three feet long, clever and aggressive. It is a super fighter also. It knows the fighting techniques of the snake well.

Activity 4

Grading indicators

- Recall the events in order.
- Organise the events in sequence.
- Describe the settings clearly.
- Portray the characters well.
- Keep an effective opening and ending.
- Use sensuous images.
- Narrate the events appropriately keeping the context.
- Use variety of sentences.
- Check the errors and appropriateness of the language.

Activity 5

Diary entry

Grading indicators

- Recall the story, the characters and the context.
- Fix the important events of the day.
- Express the feelings and thoughts of the characters.
- Use first person narrative.
- Organize the ideas/content well.
- Check the errors and appropriateness of the language.

Activity 6

Cutline: a caption or any illustration to a photograph.

- The boy built a small platform, half

way up the tree, on which he would often spend the afternoons when it wasn't too hot.

- The myna and crow determined to take part in the fight and they dived at the cobra.
- The mongoose wins in the fight and drags the cobra to the bushes.
- The grey squirrel and the white rat forms a friendship and plans little excursions among the banyan branches.
- The boy discovers three white baby squirrels among the wool.

Activity 7

Free responses of the children.

Creativity of the children.

Activity 8

Asks the students to observe the pictures on page 19 attentively and asks them to write possible issues on given area.

1. Issue: Felling of trees/ deforestation.
Impact: free responses of the students.
2. Issue: Over use of plastics.
Effect: free responses.
3. Issue: Global warming.
Consequences: free responses.

Share the written answers in groups. Make a discussion about the relevance of the issue.

Seminar

Students are divided into three groups.

Each group is assigned with each issue, to present seminar paper on it. Learners have to think about the possible solutions for the issues.

Teacher familiarises the features of a Seminar.

Documentary preparation is included for skill development of children.

After the seminar the learners are led to a documentary preparation on the topic. They could get the necessary video clips for it by **scanning the QR code given in page no. 20**. Download and add subtitles, give voice over, narrations, background music etc. using the mentioned software in Ubuntu or any other.

Let's learn about words.

Activity 1

Teacher asks the learners to revisit the text. Divide the class into groups. Ask each group to select suitable words and phrases and present it before the class.

Snake -

Whipped his head

Swayed slowly to mesmerize the enemy

Mongoose - sprang aside , jumped in a bit

Lightning snap

Gripped round the hood

Activity 2

Assign it as an individual activity and verify the answers in a pair group.

Small - tiny

Cheerful - happy

Greedy - gluttonous

Noisiest - clamorous/turbulent

Activity 3

Teacher provides the students a list of adjectives.

Eg- clever, oldest, happier, fast, slower, finest etc...

Show the students one adjective and ask them to write the comparative form.

Teacher intervenes and gives necessary help in the beginning.

Teacher asks the students to write the superlative form of adjectives.

Teacher directs the learners to Activity 3.

The adjective 'old' merely tells us that the banyan tree is old.

The adjective older is used to compare the banyan tree with the house.

The adjective oldest tells us that no other tree is as old as the banyan tree.

1. Clever
2. More aggressive
3. Noisiest
4. Skillful
5. Hotter
6. Contented
7. Worst
8. Most unforgettable
9. Eldest
10. Swiftly

Lesson 2**The Snake and the Mirror****QR codes.**

Page no. 23 Scan the QR code (3UPUGY) to get video profile of the author.

Page no. 23 Scan the QR code (3UFYFB) to get the e- dictionary.

Lesson 3**Lines Written in Early Spring****About the author**

William Wordsworth.

William Wordsworth, born on 7 April 1770 in what is now named Wordsworth House in Cockermouth, Cumberland. He was a major English Romantic poet who, with Samuel Taylor Coleridge, helped to launch the Romantic Age in English literature with their joint publication *Lyrical Ballads*, an important work in the English Romantic movement. Romantic poetry is the poetry of the Romantic era, an artistic, literary, musical and intellectual movement that originated in Europe toward the end of the 18th century. Romantic poetry is more the product of emotion. Romantic poetry at the beginning of the nineteenth century was a reaction against the set standards, conventions of eighteenth century poetry. importance of imagination is a distinctive feature of romantic poets. Love for nature is another important feature of romantic poetry, as a source of inspiration. This poetry involves a

relationship with external nature and places, and a belief in pantheism. The Romantic poets differed in their views about nature. Wordsworth recognized nature as a living thing, teacher, god and everything. These feelings are fully developed and expressed in his epic poem *The Prelude*. He is known as the poet of nature. He became the poet laureate in 1843. He died on 23 April 1850.

Scan the QR code in page no. 30 for getting the video profile of the author.

Poem

Lines written in early spring is a poem which praises the glory of nature. The poet emphasizes his view that man is a part of nature and he has to understand what nature has for him to make him happy.

The blended notes of nature from its groves provide him scope for respite and happiness. But 'what man has made of man' makes the poet very sad. Nature is the universal soul while man is the individual soul. This nexus, man and nature is to be realised and understood. But the poet's heart is grievous over 'what man has made of man'. Nature and humanity are contrasted. The living and the non living things in nature are very happy." It seemed a thrill of pleasure". The happiness of flowers and birds is beyond measure. The trees blow their 'breezy air' and man is just to enjoy it. Nature's plan is holy. But 'what man has made of man' grieves the poet's mind.

Scan the QR code(3V8LK9) in page no. 31 to get the e- dictionary.

Answers to the questions from the poem.

1. The poet is in his blissful state.
2. There are sad thoughts in his mind.
3. The human soul is linked with the fair works of nature.
4. Man disrupted the harmony of nature.
5. Plants are happy to bring forth flowers and flowers enjoy the harmony of nature.
6. Nature fills everything with pleasure. Man does not realise the plan of nature.
7. Any title adhering to the emotions addressed to nature can be credited.

Scan the QR code (3VHHLW) in page no.31 to get the recitation of the poem

Let's Revisit

Activity 1 Bubbles

- Man does not understand the link between man and nature.
- Man is not in harmony with nature
- Man does not realise that all other things in nature are happy while man is unhappy.

Activity 2

Personification

The attribution of a personal nature or human characteristics to something non-human, or the representation of an abstract quality in human form.

Examples

- her fair works (here nature is personified)
- periwinkle trailed its wreaths
- flower enjoys the air
- the budding twigs catch the breezy air

Imagery

- visual-The birds around me hopped and played
- auditory-blended notes
- tactile-breezy air

Alliteration

The occurrence of the same letter or sound at the beginning of adjacent or closely connected words, in the same line.

- man has made of man
- much it grieved my heart

Rhyme scheme

The ordered pattern of rhymes at the ends of the lines of a poem or verse.

- abab

Scan the QR code in page no.32 for getting details of poetic devices in general.

Listen and Enjoy.

Scan the QR code in page no.33 to get the poem of John Clare, "All Nature has a Feeling". This poem is given for listening. Let the children listen to the poem twice or thrice. Then invite their comments about the poem.

Language Elements.

: What did Man do to nature?

Activity 1

The tree was older than the house.

I saw a cobra and a mongoose fighting.

What a spectacular sight!

Will the mongoose kill the snake?

Son, get down from the tree.

Please answer me.

Oh! What happy times those had been!

What did Man do to nature?

Exclamation : Oh! What happy times those had been!

What a spectacular sight!

- Assertive
- Imperative
- Interrogative
- Exclamatory

Statement : The tree was older than the house.

I saw a cobra and a mongoose fighting.

Command : Son, get down from the trees.

Request : Please answer me.

Question : Will the mongoose kill the snake?

1. This is a garden.
2. I am watching T.V now.
3. Close the doors.
4. Please help the poor boy.
5. Where are you going now?
6. Did he make a second attempt?
7. What a lovely garden!
8. Oh!We won the match!

Activity 2**Affirmative (positive)**

I had built a small platform on the tree.

Grandfather had a beautiful garden.

My first friend was a small grey squirrel.

The snake slithered along my shoulder.

The snake looked into the mirror and saw its reflection.

Negative

I was not afraid.

The combatants were not aware of my presence in the Banyan tree.

I don't get any sleep at all.

The house was not electrified.

I was no mere image cut in granite.

Words that make the sentences negative.

Hardly

Rarely

Scarcely

Seldom

Few

Little

Rewrite the sentences into negative using the words identified.

Students rarely read textbook at home.

The boys seldom do dirty tasks.

It rarely rains heavily.

The students have scarcely completed their work.

The boys hardly play on the ground.

I rarely write letters to my friend.

Rewrite the sentences with 'never'.

1. He never drives his car carelessly.

2. Stella is never uglier than Mary.

3. They have never rejected the invitation for the party.

4. A fox is never more stupid than a jackal.

5. This shop never sells cheap articles.

6. She never keeps her room untidy.

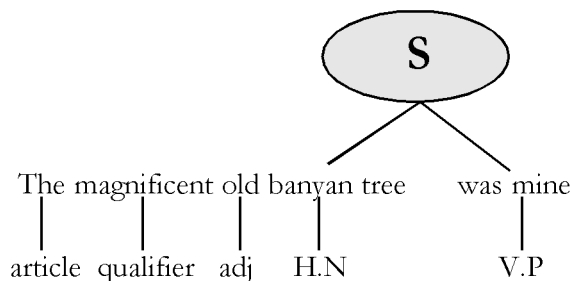
7. He is never impolite to anyone.

8. He is never lazy.

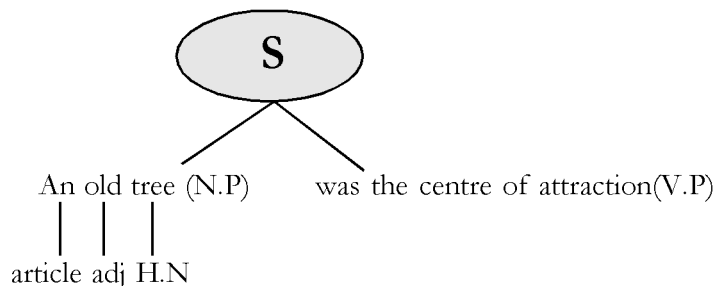
9. Raju is never cruel to anyone.

Activity 3

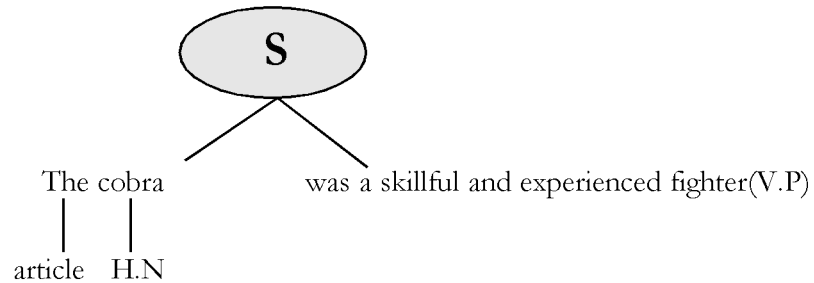
1.



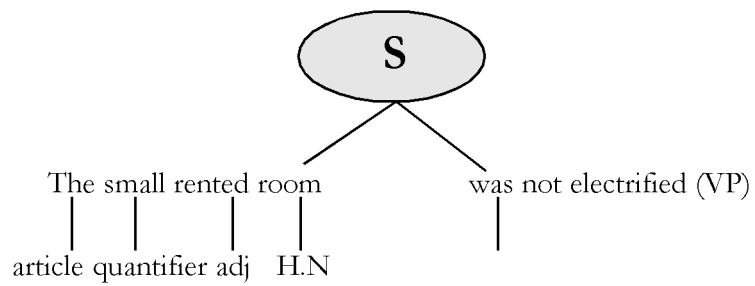
2.



3.



4.



Scan the QR code in page no.38 to get interactive worksheet of the Language Activities in the unit. Prompt the students to do it by themselves.

Unit 2

THE FRAMES

QR CODES FOR THE UNIT

Scan the QR code (3WJITH) in page no. 42 to get the bio data of Charle Chaplin, Akira Kurosova and Adoor Gopalakrishnan. (This will help the children to write the profile).

Scan the QR code (3WSWV5) in page no. 42 to get the details of modern shooting techniques.

Scan the QR code in page no. 43 to get the video profile of Satyajit Ray.

Scan the QR code in page no. 45 to get the e- dictionary of 'Project Tiger'.

Scan the QR code in page no. 49 to get the video of shooting scene.

Scan the QR code in page no. 54 to get the video lessons of camera angles and movements.

Scan the QR code in page no. 56 to get the video profile of 'Majid Majidi'.

b)

Scan the QR code in page no. 57 to get the e- dictionary of 'My Sister's Shoe'.

Scan the QR code in page no. 64 to get the video profile of 'Bob Dylan'.

Scan the QR code in page no. 65 (3YVZ9B) to get the e- dictionary of 'Blowin' in the Wind'.

Scan the QR code in page no. 65 (3Z5VAY) to get the song.

Language Activities

Activity 1

- a) The teacher leads the learners for a discussion on the difference between a statement and a question.

A statement tells us something and it ends in a full stop and a question asks something and ends in a question mark.

The learners are asked to place the sentences in suitable headings in the box.

Main verb	Auxiliary verb
The shots were too dark.	Their training had not gone very bad.
Bharat circus has two tigers with them.	Goopy is banished by the king.
Mr. Thorat was the ring master of the circus.	Bagha has also been banished.

The teacher explains the difference between main verb and auxiliary verb.

The main verb tells us the main action the subject does. The auxiliary verb is often called a helping verb and it adds more information such as tense or negation.

Activity 2

Same as the old text.

- d) The teacher introduces 'yes' or 'no' questions 'Yes' or 'no' questions are those questions that expect 'yes' or 'no' as answer.

The teacher asks the learners some questions based on their daily routine.

- Are you hungry?
- Do you like biscuits?

The teacher asks the learners to do the activity.

Activity 3

The teacher exhibits some questions on the screen.

- Where is your house?
- How far is your house from your school?
- When do you wake up in the morning?
- What are your morning activities?
- Who is your favourite teacher?

- Which is your favourite subject?

Teacher thus introduces the question words to the learners and tells them that we use question words to ask certain type of questions. We often refer to these words as WH words because they include the letters W and H.

The teacher then asks the learners to complete the activity.

Put the list of 'wh' questions words from the text.

Activity 4

The teacher generates a discussion on noun phrase and verb phrase. The teacher makes sure that all the students can differentiate between a noun and a verb by asking them random questions to pick out noun and verb from the sentences she/he gives as example.

A noun phrase is made up of a noun and its modifiers.

A verb phrase is a group of words including a verb and its complements.

The teacher then leads the learners to the activity.

Activity 5

Same as the old teacher-text.

Scan the QR code in page no. 73 to get the interactive worksheet of language activities in this unit.

Unit 3

LORE OF VALUES

All lessons are same as in the old text.

QR CODES IN UNIT 3, LESSON 1.

Scan the QR code in page no. 77 to get the video profile of A J Cronin.

Scan the QR code in page no. 78 to get e- dictionary of the lesson 'The best Investment.

A few changes are there in some activities.

Activity 4 in page no. 83 is included for development of life skills.

Trigger the discussion and lead them to the discourse speech.

Vocabulary activity 3

Word	Root word	suffixes
Refusal	Refuse	-al
Energise	Energy	-ise
Racism	Race	-ism
Freedom	Free	-dom
Musical	Music	-al
Threaten	Threat	-en
Creative	Create	-ive
Protector	Protect	-or
Argument	Argue	-ment
Diffidence	Diffident	-ce
Enlighten	Enlight	-en
Awkwardness	Awkward	-ness
Organization	Organize	-tion

When suffixes are added to root words, derivations are formed. The meaning of these root words will undergo some changes when derivations are formed. Nouns will be changed into verb or adjective and vice versa.

Now fill the next table.

QR CODES IN LESSON 2

Scan the QR code in page no. 89 to get the video profile of W B Yeats.

Scan the QR code in page no. 90 to get the e- dictionary of the poem "Ballad of Father Gilligan".

Scan the QR code in page no. 91 to get the recitation of the poem.

QR CODES IN LESSON 3

Scan the QR code in page no. 95 to get the video profile of Chimamanda Ngozi Adichie.

Scan the QR code in page no. 96 to get e- dictionary of this lesson.

Scan the QR code in page no. 99 to listen to the speech of Adichie.

Activity 3 in page no. 99 is included to develop life skills in children.

Scan the QR code in page no. 103 to get interactive worksheet of language activities in this lesson.

Unit 4

FLIGHTS OF FANCY

Theme: Self esteem

Sub themes:

Value of recognition earned with out loosing our esteem

Value of hard work

Danger of extravagance

Need of fighting for our rights.

Knowledge and insights of reading / writing

Learning outcomes:

The learner will be able to:

- read and comprehend short stories and one act plays.
- take part in discussions and use appropriate language in writing.
- identify and explain the poetic structure of a poem.
- identify poetic devices such as rhyme, rhythm and alliteration in a poem.
- locate imagery and figures of speech used in a poem.
- construct discourses like character sketch, official letters, speech, etc.
- read aloud with proper intonation and rhythm.

- comprehend the word meaning in a given context and use it appropriately.
- use idiomatic expressions.
- respond and relate the ideas in the text to one's own experience.
- engage critically and constructively in discussions.(ie. class discussions,peer group assignments, etc.).
- understand and use 'enough' in suitable contexts.
- use relative pronouns in appropriate contexts.
- use language elements like prepositional phrases in suitable contexts.
- edit a given passage.

Unit Overview

The unit "Flights of Fancy" consists of three literary pieces - a short story, a one act play and a poem. Although they are set independent, they are thematically inter-linked. The Scholarship Jacket is a short story by Marta Salinas. This story speaks about the obstacles the narrator had to encounter in her school

days to possess the coveted scholarship jacket meant for the student who maintains the highest grades for eight years. The second one is a poem titled 'Poetry' written by Pablo Neruda, a Chilean poet, diplomat and a politician. In this poem, the poet shares his experience of being embraced by creativity, with all zeal and enthusiasm. The one act play meant for study is 'The Never-Never Nest' by Cedric Mount which points to the fact that the hire-purchase system enables the low-income group to have things as their heart desires without bothering too much about ready money. On the other hand the system makes people extravagant and they fall into the habit of borrowing which makes them unhappy.

Titular Picture

Interaction

An active discussion on the meaning of the titular picture may give the learners an idea about the main theme of the unit.

- o What do you see in the picture?
- o What idea does the picture convey?

Discussion on the title of the unit 'Flights of Fancy'.

Scan the QR code in page no. 113 to get the profile of Marta Salinas.

Scan the QR code in page no. 114 to get the e-dictionary of the lesson 'The Scholarship Jacket'.

Scan the QR code in page no. 124 to get the video profile of Pablo Neruda.

Scan the QR code in page no. 125 to get e- dictionary of 'Poetry'.

Scan the QR code in page no. 126 to get the recitation of 'Poetry'.

The Never - Never Nest

About the author

Cedric Mount is a playwright of considerable distinction. During his brief literary career (1934-1940) he produced some very thought provoking plays, which include "Dirge without Dole", " To Cut a Long Story Short", " Nature Abhors a Vacuum" and " Twentieth Century Lullaby". Mount's one act plays are satirical, witty and insightful. These one act plays expose the shams of the contemporary society besides delicately admonishing the guilty.

About the One Act Play

"The Never- Never Nest" is a one-act play, depicting a couple Jack and Jill, who bought each and every luxury of life on installments and are living cheerfully without even being aware that they would be struggling under the burden in the near future.

The title of the play -- "The Never-Never Nest" has two 'never' in it, ensuring that the nest would never be built. The double negative is emphasizing the impossibility of home.

Gist of the story

Jack, his wife Jill and their aunt Jane are the three characters in the story. Jack has a cosy lounge having costly furniture, car, refrigerator, piano and radio which were all purchased on monthly installments. Aunt Jane realizes the danger and instructs them to get rid of the maze. She asks them how they meet the expenses for the installments which come up to seven pounds a month when their monthly income is only six pounds. The sarcasm becomes high when Jack says that only one leg of their chair belongs to them and the other three belong to Mr Sage, the distributor. Even their baby belonged to the hospital where it was born as the expenses for the delivery were met on instalment basis. In the end the cheque given by aunt Jane is transferred by Jill to Dr Martin to pay off the last instalment at the hospital so that they could see their baby as fully theirs.

Process

Scan the QR code in page no. 130 to get the e-dictionary of 'The Never - Never Nest'

Divide the one act play into two parts

1 Scene 1 page 129 to 131

2 Scene 1 page 132 to 134

The theatre technique like readers theatre, radio play and hot seat can be used for the transaction.

Teacher explains the features of a radio drama.

A radio drama depends on dialogue, music and sound effects to help the listener imagine the characters and story.

Teacher then screens a BBC radio play as a model

<https://youtube/KhDttghCTSE>
(Uploaded on May 12, 2014)

Asks the students to prepare a radio play script based on the model shown earlier. Teacher intervenes in the script preparation as the need arises.

Teacher assists the learners to record their radio play.

Students then audio play their recorded work.

Teacher explains the features of a Reader's Theatre

It is a dramatic presentation of a written script where the scripts are held by the reader who read out the same with proper vocal expression to help the audience understand the story. In this theatre style the actors need not memorise the dialogues.

Teacher then screens a reader's theatre video (The true story of three little pigs)

https://youtube/Bq0Ohvo_b1U

Asks the students to prepare a readers' theatre script based on the model shown. Teacher intervenes in the script preparation if necessary.

Teacher assists the learners to rehearse the presentation of readers' theatre.

Students perform readers' theatre.

Teacher asks the students to imagine Jack on a hot seat where they can ask a lot of questions.

Teacher explains the process of hot seating.

It is a situation where a great deal of attention is focused on a person and questions are asked to the person through which the character of the person is brought out

Teacher gives the examples of a few questions that can be raised to the person on the hot seat.

Eg:

1. How can you be so extravagant?
2. Are you not worried about your future?

Teacher asks them to add on more questions.

A student is selected as Jack on the hot seat and the others raise questions to him

The student on the hot seat answers the questions.

Students are asked to attempt the character sketch of Jack

Questions 1 to 11 page 130 to 134 C.B

1. Aunt Jane exclaimed 'charming' because the room was cosy and pretty.

2. Everything in Jill's house -the furniture,the car,the piano,the refrigerator and the radio were very nice.

3. Aunt Jane is worried because she doubts whether she has written two thousand pounds in the gift cheque.

4. The argument Jack gave in support of purchasing a house on instalment basis is that he need not pay rent for the house.

5. Jack owns only steering wheel, one of the tyres, and two of the cylinders.

6. Aunt Jane refused to sit on the furniture because it was not fully owned by Jack.

7. Jack and Jill plan to pay their instalments by borrowing from the Thrift and Providence Trust Corporation.

8. Jack has not yet fully owned the car. So Aunt Jane hesitated to travel in the car.

9. Aunt Jane wanted Jack and Jill to pay off atleast one of their bills.

10. Jill sent the cheque to Dr. Martin.

11. Jill sent the cheque to Dr. Martin because she wanted to have atleast the baby their own.

Activity 1

A. Title

Significance of the title

A dream of a home that is never going to be materialized/similar responses

Characters and characteristics:

Jack : an ordinary man addicted to consumerism and installment buying.

Jill : An ordinary woman who is obedient to her husband

Aunt Jane : A highly practical woman

Nurse : an obedient house servant

B) Features of a review

A review is a discussion on a piece of text/film/play. It is a concise overview of the plot, characters, setting and background. A literary review is written to highlight specific arguments and ideas. By highlighting these arguments, the writer attempts to show what has been his/her point of study. Like a standard academic essay, a literary review is made up of components like introduction, background, summary and a conclusion.

Grading indicators

Process

- Identify the text and theme.
- Interpret different shades of meaning on the text.
- Identify images, symbols, catchy expressions, etc.
- Bring in personal observations and views.

- Attention-grabbing beginning and ending.
- Make a good character analysis.
- Check the errors and appropriateness of language.

Activity 2

Grading indicators of a debate.

- information collected to support the argument.
- supporting statements presented to clarify their point of view.
- language and style of presentation.

Collect and develop points of a debate.

Activity 3

Lets perform

Grading indicators of a script

- development of the plot.
- narration of settings
- characters and their characteristics.
- dialogues
- language and style

Language Activities are same as in the old text.

Scan the QR code in page no. 140 to get the interactive worksheet of language activities in this Unit.

Unit 5

RAY OF HOPE

Theme: Hope

Sub themes:

Childhood

Life led at the level of instincts and impulses

Family relations

Learning outcomes:

The learner will be able to:

- read and analyse stories and poems critically.
- demonstrate ability to participate in class discussions and small group conversations.
- identify and explain the significance of the essential elements of poetic craft in poems viz. imagery.
- express clearly and with confidence, a personal point of view, and be able to support that position in a debate.
- compose well-structured discourses like narrative, diary entry, description and paragraph writing.
- prepare posters on socially relevant issues.
- read aloud with appropriate

expression indicating comprehension and tone.

- develop necessary life skills.
- develop skills to manage disasters.
- comprehend the word meaning in a given context and use it appropriately.
- identify and use passive forms.
- use adjectives appropriately.
- construct a variety of sentence types and edit them for correct grammar, appropriate word choice and accurate spelling.

Introduction

The unit 'Ray of Hope' is centered on the theme 'Hope'. It also deals with the experiences of childhood and the life led at the level of instincts and impulses. The unit contains Vanka a Short Story by Anton Chekhov, Mother to Son a poem by Langston Hughes and The Castaway a short story by Rabindranath Tagore. All the pieces are thematically interlinked and at the same time provide the learners with varied experiences of Hope in different shades

of life and culture. The first text 'Vanka' by Anton Chekhov is a short story that highlights the idea that family ties are the most important fabric of our lives. The family keeps us rooted to what we believe in. The innocence, the longing for a family and the unrealistic promises made by the desperate are also depicted. The protagonist, Vanka, is an unhappy nine year old orphan who is apprenticed to a shoemaker. The boy has only one wish, that is, to return to his village, to his granddad. Mother to Son by Langston

Hughes is a monologue that conveys the idea of hope through simple imagery. The speaker, a mother, tells her son that though her life has had many challenges, she has continued to move forward, never giving up. She uses imagery to advise her son to do likewise.

Let's begin

Titular Picture

Man is a social being and his interaction within his family and society determines his attitude towards life. Life has many shades to it and no two individuals are alike. Interact with the learners. The following questions may be used.

- What do you see in the picture?
- What does the title 'Ray of Hope' signify?
- Do you think all people react to life's problems in the same manner?

- How are their reactions different? What makes them react differently?
- What role does family play in an individual's life?

Elicit free responses.

Let them give their personal opinions.

Consolidate the discussion by highlighting the rays of hope we see around us. Individuals differ and their attitude towards life also differs. Family plays an important role in a person's life. Family helps him to look at life in a more positive and broader perspective.

Now, lead the learners to the entry activity through a simple game of miming.

- Divide the class into groups.
- Provide each group with strips of paper (3/4 for each groups) in which certain situations that we see in our daily lives are written.

For e.g.

1. A little girl helping an old woman to cross the road.

2. A master ill-treating a servant etc.

Each group can come forward and mime the situation written on the strip of paper given to them. The other groups try to identify the situation or quality showcased. Here, a few simple questions may be asked to elicit the required answer from the learners.

For e.g.:

What is the situation presented?

Can you identify the quality displayed by the characters?

Which human value can you identify from this situation?

Write the elicited responses on the board.

Display the quotation by Mahatma Gandhi on the blackboard.

The learners may identify the drops of dirt that makes humanity impure from the qualities enlisted on the board.

Let the learners introspect and come up with at least one deed they have done or received that made a positive contribution to the society.

Use the questions in the textbook to sensitise the learners on the issues of child labour and the condition of children employed in child labour. Use newspaper clippings or video clippings to show how children of war-torn countries and poor countries are denied education and their rights.

Scan the QR code in page no. 144 to get the profiles of Kailash Satyarthi and Malala Yousufzai.

Let them read the citation given by the Norwegian Nobel Committee to the two Nobel Laureates who shared the Nobel Peace Prize for the year 2014. The learners may share their ideas on how the two laureates proved that humanity exists on earth.

Highlight the point that age is not a factor in doing one's bit for humanity.

Lead the learners to the short story

Vanka

About the author

Anton Chekhov is a major Russian playwright and master of the modern short story. He is a literary artist of laconic precision who probed below the surface of life. He lay bare to the readers the secret motives of his characters. The highlight of Chekhov's stories is that it lacks complex plots. Instead, he concentrates on the trivialities which create a special kind of atmosphere, which may, at times, seem haunting or lyrical. He is regarded as the outstanding representative of the late 19 th century Russian realist school.

Scan the QR code(3K9F1U) given in page no.145 to get the video profile of Anton Chekhov

About the story

'Come to me dear Grandad . . . I beg you for Christ's sake take me away from here.' This woeful cry of the nine year old orphan boy Vanka, sums up the story of his life. Written in 1886, the story is set in Moscow, Russia. Vanka, a peasant boy was sent away from his village and apprenticed to the cruel shoemaker Alyakhin who constantly abuses and underfeeds him. The unhappy and abused Vanka longs for his life in the village with his grandfather Konstantin Makarich, his only living

kinsman. The story focuses on his memories and his efforts to reclaim his past life. On Christmas eve, a time for redemption, the forlorn child sits down

to write a letter to his dear old grandfather pleading with him to take him away. He writes, 'I have no father and no mummie and you are all I have left'.

The dismal life of young Vanka represents the universal plight of orphans and the way they were treated by society then. '...and yesterday I had such a hiding. The master took me by the hair and dragged me out into the yard and beat me with the stirrup-strap....' laments Vanka in his letter. Chekhov presents a time when poverty, slavery and unemployment prevailed. Life was a tale of untold miseries as Vanka puts it, 'I have a miserable life worse than a dogs...' In fact it could be the social problems that forced the grandfather to send his grandson away. The story also shows the innocence of children who long for a family. All he has is the simple, happy times he spent with his grandfather. At the age of nine most children are spending their time playing with their friends, going to school, and having fun living their lives. All that Vanka has are memories of a loving family. Born out of these memories is a hope of living a better life in the company of his grandfather in the village. Very innocently he makes a lot of unrealistic promises to his grandfather. Little does he know that his grandfather is also a victim of the social system. Reminiscent memories of better days, vivid images of his grandfather, the dogs, and life in the village help him to fall asleep with an

intense feeling of hope. The letter is simply addressed 'To Konstantin Makarich'. The readers are left to wonder whether his cry for freedom will reach its objective. The emotional build up and the longing rest in the relationship that Vanka has with his grandfather. It is portrayed poignantly with memories that the two had with one another. Vanka reminisces of simple, but fond memories that are meant to be cherished. Being away from the warmth of his family and among the coldness of people who surround him causes the longing to grow up and this emotion is poured throughout the letter.

The style of Chekhov is simple, elegant and effective. The story shifts to and from the third person narrative to epistolary passages in the first person. Keeping to the age of Vanka the letter is overcrowded with ideas, fears, promises and hopes.

Anton Chekhov's Vanka has inspired film makers too. The national award winning Malayalam film Ottal directed by Jayaraj was inspired by the story of Vanka. This film tells the story of a young boy and his relationship with his grandfather, his only living relative in the world. Vallyappachaayi, also called 'Thaaravu Mappila' and Kuttapayi are the two pivotal characters here and Ottal shows us the deep bond, love, friendship and the relationship that the old man share with the boy. As a flashback story, the film show the hardships and cruelty that the boy suffer

later on but not on a detailed level and is conveying a strong message against child labour. The movie set in the scenic splendour of Kuttanad, also narrates how the boy, destined to work in a fireworks factory away from his dear ones, missed his childhood. 'The film tries to present a handful of colourful visuals and thoughts regarding childhood', the director said. He added that it was shocking to know that child labour was still a major concern and his film was a tribute to those who sacrifice their life in brick kilns and fire work factories. The film has won many awards both at the national and international levels.

The teacher is at liberty to break up the lesson into meaningful segments for effective transaction in the class. Similarly, the teacher may adopt reading strategies that are suitable based on the potential of the learners and the learning environment in the class. Given here are only a few suggested strategies.

The lesson has been divided into four segments.

Process

Scan the QR code (3KIB3H) to get e-dictionary of the lesson 'Vanka'.
(Page 145)

Part 1

Before reading the teacher may draw the attention of the learners to the picture given on Page 11.

Let the learners predict what the story would be from the title, picture and the discussion.

- Ask the learners to close their text books.
- The teacher may now narrate the first two paragraphs of the story.
- Stop where the boy begins his letter.
- Based on their listening, the learners may complete the table given in groups.
- Let the groups present what they have understood in the form of a short narrative.

For e.g.

The story is about a nine year old boy Vanka who has been apprenticed to a shoemaker. One

Christmas Eve, when all others have gone to the church the boy sits down to write a letter to his grandfather. He seems to be extremely scared and worried, glancing anxiously at the door.

Let the groups predict what Vanka would write in his letter. Draw the attention of the learners to the mental state of Vanka. You may ask the following questions.

- Why is the boy glancing anxiously at the door?
- Who is he writing to?
- What kind of relationship do you think, he shares with his grandfather?
- What would be his thoughts as he writes the letter?

Part 2

- o Let the learners discuss how they have interacted with elderly people.
- o Learners randomly speak out and the teacher writes the describing words on the blackboard.

Now, the teacher divides the learners into groups of 4 or 5 members.

The handout given below is distributed among the groups.

	An elderly man	My grandfather
Physical features	Old, weak, lean, grey haired, wrinkled etc.,	
Character	Loving, understanding, caring, jolly, cheerful,	
His activities	Walking in the garden, chatting with other people of his age, helping grandchildren in their studies, talking about his past memories.	

Using the cues given to describe the elderly man the teacher asks the learners to complete the table.

Now, the teacher may ask them what they think about Vanka's grandfather.

Let them attempt to write a short description of him. Here, the student may find it difficult to put his/her ideas into words. It is at this point that they feel the need to read the paragraphs.

Reading Process

Let the learners read the above mentioned paragraphs individually.

If a group finds it difficult to understand any particular portion, they may be encouraged to raise their doubts.

The doubts may be discussed with other groups or the teacher may scaffold them by asking simple questions.

Learners work in groups. They may fill a web diagram showing the qualities of Vanka's grandfather. The teacher can draw a web diagram on the blackboard for this purpose.

Let the learners attempt the scaffolding questions 2 to 5 individually.

The teacher poses the questions, one by one, to the learners randomly.

Elicit the answers they have written.

Fix upon the most suitable answer.

Part 3

Now, lead the learners to paragraphs 6 to 9.

Let them read the paragraphs individually and complete Activity 2 in Let's Revisit.

Follow the reading process given above.

Possible Answers to Activity 2

Alyakhin - The master took me by the hair and dragged me out into the yard and beat me with the stirrup-strap because by mistake I went to sleep while rocking their baby.

Master beats him with the first thing he finds.

One day the master hit me over the head with a last and I fell down.

The Mistress - ...she picked up the herring and rubbed my face with the head.

They give me bread in the morning and gruel for dinner and in the evening bread again, but I never get tea or cabbage soup.

Other apprentices - Make fun of me, they send me to the tavern for vodka and make me steal the master's cucumbers.

Sit in groups and share what they have read. Discuss their doubts with other groups.

If necessary, scaffold their doubts by asking simple questions.

Now, the learners can go back to the presentation they made after the first two paragraphs of the story. Let them continue writing the narrative.

Random presentation in the class. Let the learners attempt the scaffolding questions 6 to 10.

Discuss the answer in groups and present their findings. Fix upon the most suitable answer.

Let them attempt Activity 3 in Let's revisit.

Learners may fill a table like the one given below. Teacher may draw the table on the board or provide handouts to the learners. Read the second part once again, identify the expressions that describe the village and Moscow and fill in the table.

Village	Moscow

- Individual writing
- Sharing in groups
- Random presentation
- Editing
- Final presentation

Activity 3

Moscow is a big town. There are many gentlemen's houses, lot of horses and no

sheep. The dogs are not a bit fierce. The boys in Moscow, unlike the boys in the village don't go about with the star at Christmas. The children are not allowed to sing in the church. There are so many shops in Moscow selling a variety of items, from fishing hooks to fish and even guns. The butcher's shops also sell grouse and wood cock and hares.

Part 4

Let the learners predict what would happen to Vanka. Ask probing questions.

Eg:

- Will Vanka complete the letter before the shoemaker returns?
- Do you think his grandfather will come to take him away?
- Why was Vanka sent to the shoemaker's house at this tender age?
- Do you know of anyone in your neighbourhood who has to stay away from his parents in this manner?

Let the learners respond freely. Channelise the discussion to focus upon the issue of child rights and child labour.

What is their opinion about child labour?

Now, let them read paragraphs 10 - 15 of the lesson. Follow the process given in the earlier sections. Lead them to the scaffolding questions. Attempt the questions individually. The teacher

poses the questions to the learners. Fix upon the most suitable answer.

Lead them to the narrative that they have written after the first two parts.

Let the learners complete their narrative. Random presentation by groups.

Possible answers to the scaffolding questions:

1. Protagonist - Vanka Zhukov, Place - Alyakhin, the shoemaker's house, Time - Christmas eve, Family - Grandad Konstantin Makarich, Mental state - sad and depressed, His actions - takes a bottle of ink and a pen from the cupboard, spreads out a crumpled sheet of paper and starts writing a letter.
2. Eel had a black coat and long weasel-like body. He was wonderfully respectful and insinuating. He turned the same appealing glance on friends and strangers alike, but he inspired confidence in no one. His docility was a cloak for the most Jesuitical spite and malice. He was extremely mischievous.
3. Yes. The setting shifts to the village of Konstantin Makarich.
4. Grandfather was a cheerful person who spent time fooling with the servants. He was either pinching a maid. or offering his snuffbox to women who would sneeze after taking a pinch. Then he would break out into jolly laughter on seeing them

- and comment, 'Good for frozen noses'.
5. Dark night, smoke rising from the chimneys, trees silver with rime, the snow-drifts. The sky was sprinkled with gaily twinkling stars, and the milky way stood out as clearly as if newly scrubbed for the holiday and polished with snow.
 6. Vanka led a miserable life at the shoe maker's. He was ill-treated by the shoe maker and his wife. The other apprentices made fun of him. He was not given enough food and also had to take care of the shoemaker's baby even at night. He couldn't sleep properly and was punished cruelly by his master.
 7. He would die if he is not taken back home by his grandfather. Life at the shoemaker's had become miserable and unbearable.
 8. He did not have boots and was afraid of the frost.
 9. This statement reveals the irony of the situation. The boy works with the shoemaker but he is not provided with even the essentials to overcome the winter.
 10. He promises to grind snuff for his grandfather, pray for him, go as a shepherd boy, clean his boots etc. He also promises to look after him when he grows up, won't let anyone hurt him, and pray for grandfather's soul when he dies.
 11. Vanka cherishes the happy times that he spent with his granddad during Christmas. They would go together to get a Christmas tree for the gentry. He recollects with fondness how he chuckled, following the chuckle of the grandfather, the laughter of his grandfather on seeing Vanka shivering and a hare leaping over a snow-drift, swift as an arrow. or offering his snuffbox to women who would sneeze after taking a pinch. Then he would break out into jolly laughter on seeing them and comment, 'Good for frozen noses'.
 12. Miss Olga Ignatyevna, was Vanka's favourite. She exhibited love and consideration for Vanka. She used to give him sweets, taught him to read, write and count to a hundred and dance to a quadrille.
 13. When Pelageya his mother died, the orphaned Vanka was sent down to the back kitchen to his grandfather, and from there to Moscow.
 14. The shoemaker and his wife treated him cruelly. They beat him all the time and he was not given proper food to eat that he remained hungry all the time.
 15. Learners may respond freely. Let them justify their answer.
 16. He dreamt of a stove. On the stove-ledge sat his grandfather, his bare feet dangling, reading the letter to the cooks.
 17. Let the learners respond freely. They may justify their answer suitably.

Scan the QR code in page no. 150 to get videos related with child labour. Children can create any discourse of their choice such as news report, documentary etc.

Let's Revisit

Activity 1

Vanka has very vivid and colourful memories of his Grandfather. According to him, Konstantin Makarich, his granddad, is a lively and agile person who has a smiling face and eyes bleary with drink. Vanka has very sweet memories of the days he spent with his grandfather in the village. He longs to get back to the village and live with his granddad who was a night watchman on the estate of Zhivarev. He could visualize his grandfather standing at the gate or stumping about in his felt boots, fooling with the servants or offering them snuff.

Let the learners respond freely. They may justify their answers suitably.

If the learners agree with Makarich's decision to send Vanka away, they may justify themselves using the following points.

It was Makarich who had sent Vanka away, when Vanka's mother Pelageya died. Konstantin Makarich was a night watchman at the estate of Zhivarev. Being an old man who lived in the kitchen of his master's house he could not take on the responsibility of a young boy. He may have thought that the boy would have a better life in Moscow.

Moreover, Konstantin Makarich was also a victim of the social situation that existed during those days. Poverty and slavery were common in those days. Makarich must have been a helpless grandfather who could do nothing else but send the boy away.

If no : It was Makarich who had sent Vanka away, when his mother Pelageya died. From Vanka's memories of his grandfather we understand that he is a happy go lucky person who spends his time joking with the servants or sleeping in the kitchen. He does not seem to be a person who takes life seriously. He tries to run away from the harsh realities of life, finding comfort either by drinking or just fooling the servants. He cannot take up the responsibility of his grandchild and so sends him away to Moscow to a life of pain and sorrow. Even if life was poor in the village, at least the boy would be in the company of the only family that he had. But, Makarich is not willing to shoulder this responsibility.

(Activity 2 & 3 given along with reading process)

Activity 4

Main Characters - Vanka Zhukov, Konstantin Makarich, Alyakhin the shoemaker. Supporting characters - Pelageya, the shoemaker's wife, Olga Ignatyevna. Setting - The shoemaker's house and the village. Problem - Vanka Zhukov, the nine year old orphan, is forced to live a life of misery at the

shoemaker Alyakhin's house where he has been apprenticed.

He wants to get away from this dreadful life. He yearns for the happy life in the village. Solution - He sends a letter to his grandfather in the village asking him to come and rescue him from Moscow. He writes the name of his grandfather on the envelope and posts the letter. The boy goes to sleep dreaming of a wonderful life in the village.

Activity 5

Let the learners attempt to complete the table individually. Share their answers in groups so that additions and corrections can be done. Now, let them write an analysis of the story incorporating the ideas in the table.

Let them assess what they have written using the checklist for review/analysis given below.

Refine what the learners have written.

Random presentation by groups.

Possible answers

Personality traits

Vanka - innocent, unhappy, orphan, yearns to live with his family

Grandfather - lively old man, cheerful and playful, does not take the responsibility of his grandson.

Alyakhin and his wife - cruel and selfish, ill treats the boy

and

Olga Ignateyvna - loving and understanding.

Theme - plight of the orphans and how they were treated, social issues like slavery, poverty, homelessness which create inequality.

Style - narrative style that shifts from first person to third person alternatively, simple language which is at times incoherent since the story is told from 9 year old Vanka's point of view. He is not educated.

Point of view: Vanka

Conflict:

Internal Conflict: Internal conflict is concerned with the self-doubt or dilemma in the mind of the

protagonist over the best way to achieve the story goal. It is the psychological struggle within the mind of the character, his emotions and impulses.

In Vanka we see the struggle of a forlorn child who is caught between the sweet memories of his early childhood with his family and the plight of living with a heartless shoemaker. He wants to reclaim his past life. He is seen struggling to find words that will move his granddad. The big city of Moscow with its huge mansions and fast horses cannot replace the village.

External conflict

External conflict is the struggle between a character and an outside force such as another character, nature or the society.

The external conflict in Vanka is the struggle between his longing to live a happy and carefree life with his family and the society's cruel indifference to poor children. We see a struggle between the sweet innocence of the 9 year old orphan set against the harsh realities of poverty and slavery.

Screen the film 'Ottal' by Jayaraj. Let them compare the film with the story and fill the table given below.

	Vanka	Ottal
Setting		
Visuals of the village and city		
Age of the protagonist		
Reason for staying away from home		
Hardships		
Relationship with grandfather		
Grandfather's occupation		
Grandfather's character		

Let the learners attempt a comparative review of the short story and the film focusing on the fact that inspite of cultural differences, childhood innocence and family relationships are universal.

Activity 6

Read the story once again. Using the information from the web diagram

prepared earlier and a further understanding of the text, let them attempt a character sketch of the grandfather.

Possible answer

Konstantin Makarich was a night watchman on the estate of Zhivarev. He was a small, lean, old man of about sixty five. He was a remarkably lively and agile man with a smiling face and eyes bleary with drink. During the daytime, he either slept in the back kitchen or sat joking with the cook and the kitchen maids. At night, he wrapped himself in a great sheepskin coat and walked round and round the estate sounding his rattle. He owned two dogs named Kashtanka and Eel. He would sometimes fool around with the servants and offer his snuffbox to the womenfolk. From Vanka's memories of his grandfather, it appears that Konstantin Makarich is an amiable person who would rush to the rescue of his grandson when he receives the letter. But there are subtle hints in the story that it could be Makarich who sent Vanka away. Either he is a victim of the social system which handicaps him from taking care of his grandchild or he is too fun loving and frivolous a person that he was not ready to take up the responsibility of his grandchild.

Activity 7

Learners attempt to write on their own. Random presentation can be done in class. The teacher may even encourage the learners to present an alternate ending in the form of a skit.

Activity 8

Let the learners brainstorm the issue of child labour. Let them collect newspaper clippings on atrocities towards children, rights of children, problems due to lack of education, etc. Learners may be told to read from the newspaper clippings loudly. They can also narrate experiences of children in their neighbourhood engaged in child labour. Now, let the learners fill in the 'W' chart given below.

- What is the issue?
- Why does this happen?
- Who is responsible?
- What are the consequences?
- What can be done to solve this issue?

Now, let them attempt to write the letter individually. Follow the features of a letter to the editor given in the appendix.

Possible Letter

The Editor
The Hindu
Ernakulam

15 June 20__

Sir,

Through the columns of your esteemed daily, I wish to voice my deep concern about children who are engaged in child labour. Child labour refers to the employment of children in any work that deprives children of their childhood, denies them their right to education and

impairs them physically, mentally, emotionally and socially.

Our country is home to many children who are forced to work in order to survive. There are many small scale industries in our neighbourhood that employ children below the age of 14. Long hours of toil in hazardous conditions snatch their childhood from these children. The eyes that should be filled with innocence, now looks up at one with misery writ large upon them. The fingers that should be turning the pages of the textbook are now numb handling crude machinery. The factory owners find cheap labour in children and the affluent class find these children as handy domestic help. What could be the reason for this injustice? Poverty, ignorance, insecurity, large families, and the lure of an additional income for the family are all reasons why these children are forced into labour at such a young age. The government has made child labour punishable by law. The introduction of Right to Education Act makes education compulsory and free for children. In spite of all these measures taken by the Government, child labour still continues. This is because there is nobody to fight their cause.

Immediate steps must be taken by the government and other non governmental agencies to create awareness on the need for education. Stringent action must be

taken against industry owners who employ children. I am sure that the readers rise to the occasion and each one will consider it his/her responsibility to save the future of our country.

Yours truly

Sd/

Name

Activity 9

You may follow the steps given below to publish a class magazine.

- The teacher divides the class into groups. Each group may select a group leader.
- Selection of the Editorial Board.
- Informing the class through a notice.
- The topics are randomly given to the groups.
- Collection of materials.
- Editing

The teacher selects an Editorial Board from among the students.

Editorial Board: Student Editor

Teacher Editor

Member 1

Member 2

Member 3

- The student editor drafts a notice informing the class about the magazine and inviting articles. The notice must be displayed in the

Class Notice Board. and hands them over to the student editor as per the deadline

- Editorial Board: Student Editor mentioned in the notice.
- The teacher divides the class into groups. Each group may select a group leader.
- The topics are randomly given to the groups.
- The group leaders collect the articles and hands them over to the student editor as per the deadline mentioned in the notice.
- The articles are then sorted topic-wise.
- The student members of the editorial board go through the articles and select the best ones.
- The selected articles are now edited by the editorial board under the guidance of the teacher editor.
- Selected articles may be rewritten neatly.
- Articles are compiled and arranged in an attractive manner.
- The student editor prepares :
 - Editor's foreword
 - Acknowledgement
 - Content
- Learners may design a front cover and back cover.
- Give a suitable title for the magazine.
- Decide on the mode of presentation
- Manuscript

- Digital
- Print

Release the magazine in the school assembly.

Let's learn more about words

Activity 1

Process

Divide the class into groups. Allot the words to the groups in such a way that each group gets a minimum of three words. Let the groups refer to a dictionary and prepare word cards like the one given in the text. The word cards can be displayed on the class bulletin board, one on each day. They may further select more words from the lessons and prepare similar word cards

Activity 2

(a) Process

Let the learners refer to a dictionary and find out more phrasal verbs using 'put'.

Ask them to write sentences of their own using these phrasal verbs. To ensure that the learners have understood the meaning of the phrasal verbs, the teacher can conduct a short quiz. Sentences in which one word is underlined are written on strips of paper and kept in a bowl. One learner from each bench picks up a strip of paper. He or she will write, on the board, the sentence substituting the underlined word with a phrasal verb.

Put off - to postpone, leave until a later time

The match was put off due to heavy rains.

Put up with - to tolerate

I can't put up with him any more. He's driving me crazy.

Put down - to insult

One should try not to put others down publicly.

Put across - to communicate something

I was trying to put across my point of view.

Put out - to publish

They put out a newsletter every Friday which is very interesting.

Put back - to put something where it was previously

Please, put back the book if you have finished reading it.

Activity 2

Assign it as an individual activity. Verify the answers in a pair group.

(b) Activity 3

Provide help only if necessary.

- distinctly
- flickered
- remarkably
- adept
- bleary
- docility
- insinuating
- imploing
- glorious

Mother to Son

About the poet

James Mercer Langston Hughes was born on February 1, 1902, in Joplin, Missouri. His parents divorced when he was a young child, and his father moved to Mexico. He was raised by his grandmother until he was thirteen, when he moved to Lincoln, Illinois, to live with his mother and her husband, before the family eventually settled in Cleveland, Ohio. It was in Lincoln that Hughes began writing poetry. After graduating from high school, he spent a year in Mexico followed by a year at Columbia University in New York City. During this time, he held odd jobs such as assistant cook, launderer, and busboy. He also travelled to Africa and Europe working as a seaman. In November 1924, he moved to Washington, D. C. Hughes's first book of poetry, *The Weary Blues*, (Knopf, 1926) was published by Alfred A. Knopf in 1926. He finished his college education at Lincoln University in Pennsylvania three years later. In 1930 his first novel, *Not Without Laughter*, won the Harmon Gold Medal for Literature. Hughes, who claimed Paul Lawrence Dunbar, Carl Sandburg, and Walt Whitman as his primary influences, is particularly known for his insightful, colorful portrayals of black life in America from the twenties through the sixties. He wrote novels, short stories and plays, as well as

poetry, and is also known for his engagement with the world of jazz and the influence it had on his writing, as in his book-length poem 'Montage of a Dream Deferred'. His life and work were enormously important in shaping the artistic contributions of the Harlem Renaissance of the 1920s. Unlike other notable black poets of the period- Claude McKay, Jean Toomer, and Countee Cullen- Hughes refused to differentiate between his personal experience and the common experience of black America. He wanted to tell the stories of his people in ways that reflected their actual culture, including both their suffering and their love of music, laughter, and language itself.

Scan the QR code (3L236S) in page no.157 to get the video profile of Langston Hughes.

About the poem

The simple and straight forward poem 'Mother to Son' is structured in the form of a conversation between a mother and her son. The mother with whom life has not been kind reminds her son not to turn his back on life that awaits him. The mother reminds the boy that life is not a crystal stair. On the other hand, it has 'tacks and splinters' in it. The mother has tread the unsuspecting dark patches courageously. She instils in her son the strength and courage by giving examples of her own perseverance.

The poem is written in free verse and has lyrical quality. Hughes repeats the

line 'I'se still going on' to emphasise the mothers expectation of her son. The poem is a monologue written in the Afro-American dialect. This lends a colloquial element to the poem which best suits the theme. The poem suggests the effects of oppression on the lives of the AfroAmericans. Although the advice has a universal appeal to it, it is the African American mothers message to her son not to succumb to the tyranny of the whites. Through simple imagery Hughes conveys the idea of hope. The major device involved in the poem is the extended metaphor of life being a staircase. The central image of the poem is the 'crystal stair'. It echoes the Biblical story of Jacob's Ladder. The stairway may be seen as a path to freedom and liberation which was the goal of the African Americans.

Process

Scan the QR code (3LAY8F) in page no. 157 to get the recitation of the poem.

Let the learners listen to it two or three times to familiarize the dialect of the poem.

Possible answers

1. Mother. Yes. She addresses her son.
2. The expression suggests that life is not a crystal stair.
3. No. 'It's had tacks in it and splinters and boards torn up'.
4. 'Bare' suggests scant furnishings. It could mean the stark poverty that they experienced in life.
5. No. Mother repeats 'But all the time I'se been a - climbin on'.
6. 'turnin' corners' represent moments when life takes a different turn. '...don't you set down on the steps' suggests that he should not give up even if he finds life difficult. On the other hand he has to face the challenge.
7. Dark times are the very difficult moments of life when everything seemed bleak. She did not know how to help herself.
8. She advises her son not to give up or set down on the steps even if he finds the going difficult. She wants him to learn from her perseverance.
9. The poet wishes to impart the message that one has to display steady persistence to go up the stairway of life. Don't ever think of giving up even if the obstacles are harsh. Move on with patience and resilience.

Let's Revisit

- 1.d, 2.b, 3.b, 4.c, 5.b, 6.c, 7.a, 8.c, 9.d, 10.b

Activity 1

Let the learners respond freely.

The term extended metaphor refers to a comparison between two unlike things that continues throughout a series of sentences in a paragraph or lines in a poem. It is often comprised of more than one sentence and sometimes consists of a full paragraph.

E.g. : 'All the world's a stage, and all the men and women merely players;'

They have their exits and their entrances; And one man in his time plays many parts.'

(Shakespeare's As You Like It)
Shakespeare has remarkably compared 'the world' to a 'stage' in the extract mentioned above.

Activity 2

1. The speaker uses a 'stair-way' metaphor to represent her life. She first tells her son, 'Life for me ain't been no crystal stair.' A crystal stair represents an imaginary path of ease-the crystal makes the climb smooth and comfortable. The stair this mother has ascended has had difficulties- 'tacks' and 'splinters'-it did not have carpet which would also make the walk easier on the feet. And as in life, there are twists and turns, the stairway the mother has climbed has had turns. But she makes the point that she never gives up, regardless of the difficulty: 'I've been a-climbin' on.' And she is rewarded for her effort by reaching landings and turning corners; these places on the stairway represent real achievements she has made in her vigilant struggles.
2. The vernacular language gives the impression that the woman is less educated and probably from the countryside.
I've been climbin' on Life for me ain't been no crystal stair.

Cause you finds it's kinder hard.

3. Hughes alludes to the Biblical imagery of Jacob's Ladder by using the extended metaphor of a staircase. In addition, the imagery of darkness and light evokes periods of uncertainty in his mother's life, which Hughes has reclaimed as a lesson for him in his own life. The use of imagery allows the reader to understand vividly the message contained in the lines of the poem. Hughes expressed a mother's life with struggles and obstacles and the determination to overcome them. 'Life for me ain't been no crystal stair' is clearly identified through the mother's experiences of 'tacks', 'splinters' and 'boards torn up'. She expresses her uphill battle in life in a descriptive tone. The reader can create visual circumstances to what the mother may have endured over her lifetime. One can imagine that the 'landin's and corners' are satisfying points she has reached in life. The imagery used allows the interpretation of the mother's persistence to succeed through life by not giving up.

Activity 3

The learners may read the Malayalam poem written by Kadammanitta Ramakrishnan.

Let them work in groups and identify the thematic parallels between the two poems.

Random presentation in class.

The Castaway

About the author

Rabindranath Tagore (1861-1941) was the youngest son of Debendranath Tagore a leader of the Brahmo Samaj, which was a new religious sect in nineteenth century Bengal and which attempted a revival of the ultimate monistic basis of Hinduism as laid down by the Upanishads. He was educated at home; and although at seventeen he was sent to England for formal schooling, he did not finish his studies there. In his mature years, in addition to his many sided literary activities, he managed the family estates, a project which brought him in close touch with common humanity and increased his interest in social reforms. He also started an experimental school in Shantiniketan where he tried his Upanishadic ideals of education. From time to time, he participated in the Indian nationalist movement, though in his own non-sentimental and visionary way; and Gandhi, the political father of modern India, was his devoted friend. Tagore was knighted by the ruling British Government in 1915, but within a few years he resigned the honour as a protest against British policies in India.

Tagore had early success as a writer in his native Bengal. With his translations of some of his poems, he became rapidly known in the West. In fact his fame attained a luminous height, taking him across continents on lecture tours

of friendship. For the world he became the voice of India's spiritual heritage; and for India, especially for Bengal, he became a great living institution.

Although Tagore wrote successfully in all literary genres, he was first of all a poet. Among his fifty and odd volumes of poetry are *Manasi* (1890) The ideal one, *Sonar Tari* (1894) The Golden Boat, *Geethanjali* (1910) Song Offerings, *Githimalya* (1914), *Wreath of Songs* and *Balaka* (1916) The Flight of Cranes. The English renderings of his poetry, which include *The Gardener* (1913), *Fruit Gathering* (1916), and *The Fugitive* (1921), do not generally correspond to particular volumes in the original Bengali; and in spite of its title, *Gitanjali: Song Offerings* (1912), the most acclaimed of them, contains poems from other works too. Tagore's major plays are *Raja* (1910) The King of the Dark Chamber, *Dankar* (1912) The Post Office, *Achalayatan* (1912) The Immovable, *Muktadhara* (1922) The Waterfall, and *Raktakaravi* (1926) Red Oleanders. He is the author of several volumes of short stories and a number of novels, among them are *Gora* (1910) *Ghare-Baire* (1916) *The Home and the World*, *Yogayog* (1929) and *Crosscurrents*. Besides these he wrote musical dramas, dance dramas, essays of all types, travel diaries and two autobiographies, one in his middle years and other shortly before his death in 1941. Tagore was also famous for his numerous drawings and paintings, and songs for which he himself composed

the music. He was awarded with the Nobel Prize for Literature in 1913 for his Geethanjali.

Scan the QR code (3LTQBQ) in page no. 162 QR Code 3H3LOD - e-dictionary to get the video profile of Rabindra Nath Tagore.

About the Story

In 'The Castaway' by Rabindranath Tagore we have the theme of mercy, kindness, jealousy, abandonment, honesty, shame and loyalty. It is taken from his collected stories. The story depicts the emotional journey of a young orphan boy named Nilkantha. And the boy seeks to win the undivided affection of a girl named Kiran. She is a member of a Zamindar family who had come to Chandranagore for a change of air after she had fallen ill. Nilkantha sought shelter in the house of Kiran soon after his boat foundered in the storm and he swam ashore. As a young actor of a theatrical group, he had lived an unsettled life. And this hadn't allowed his personality to grow to the fullest. The story beautifully captures the emotional turbulence of the young boy Nilkantha, who encountered the warmth, vitality and kindness of Kiran. The story also reveals the cross-currents among the various members of the family because of Nilkantha's presence.

Possible answers

1. The battle of gods is imagined as the rain, storm, thunder and lightening.
2. They wanted to take her home.

3. She was already recovered.
4. Kiran had enjoyed being with the villagers streaming with fun.
5. Nilkanta was the new guest. Their boat perished, Kiran had a warm interest on him. Kiran showed her hospitality by giving him dry clothes and milk.
6. Kiran had a warm interest in him. Sharat and his mother also became happy because Kiran will stay there longer.
7. Nilkanta developed a friendship band of naughty boys which became a nuisance to the neighbours. He also made friendship with a mongrel dog that turned the house upside down.
8. He thought that the whole world had been made for him.
9. Innocent face revealed fourteen but his behaviour appeared to be from a boy of more than seventeen.
10. Even the alphabets seemed to be dancing in the mist, the readings were beyond his comprehension.
11. He would bring dozen of complaints from the neighbourhood.
12. The venomous tricks of Satish had made her angry.
13. He kept mum while he was asked to entertain Satish.
14. Nilkanta was to be taken with them.
15. Satish didn't like Nilkanta to be taken to the new house.

16. He was innocent. He had not stolen it.
17. Kiran wanted to protect Nilkanta.
18. Kiran bought two new suits, a pair of shoes and bank note and wanted to place them in his box. Kiran was puzzled to see the ink stand inside his box.
19. There was no way to convince his mistress.
20. Kiran took the missing things and threw them in the river.

Let's Revisit**Activity 1**

(page 167 TB)

Activity 2

These activities are included for getting an awareness in Disaster Management and Life skills.

- A) Ability to ride boats.
 - Swimming.
 - Map reading
 - Star gazing and location finding.
 - Cycling.
- B) Help to get enough training to develop the skill.
 - Give enough opportunity.
 - Provide chances to perform.
 - Giving financial support.
 - Recognitions.

Value points of a write up

- Gives a suitable title.
- Begins with a striking idea.
- Presents ideas using specific and clear language.

Organises ideas in a sequential manner.

Uses a variety of sentences.

Uses language that shows the writer's command over the language.

Gives an appropriate conclusion.

C) This activity focuses on the skill development of the students.

This notice can be printed and circulated in the school, and the competitions can be conducted by the English club.

Just a minute.

Role play.

Script writing

Skit.

.....

Value points of a notice

Gives details about the programme.

Uses proper salutation.

Mentions the date, time and venue of the programme.

Uses appropriate layout and format.

Uses clear and brief language.

Specifies the agency/authority that issues the notice.

Let's find out how language elements work.**Activity 1****Process**

- Divide the class into 2 groups.
- Let the learners revisit the story.

- The first group picks out the sentences describing the past life.
- The second group identifies the sentences describing the present life.
- Let each group read out the sentences they have identified one by one alternatively.
- When the first group reads out the sentence the members of the second group identifies the verb in it.

The teacher can write it on the board.

The same process is repeated with the second group.

- Now, all the verbs have been listed on the board in two columns.
- The teacher may draw the attention of the learners to the difference in the verb form used to denote past and present.

Possible answers

Past Life

Grandfather would give a chuckle. Miss

(a)

Olga Ignatyevna used to give Vanka sweets. Vanka was sent to the back kitchen.

Present Life

It is killing me. I don't get any sleep at all. They beat me all the time. I have such a miserable life. I am always hungry.

Activity 2

Active verb	Passive verb
Washes	are washed
took	was taken

1. A letter is being written by Vanka.
2. Vanka is beaten everyday by Alyakhin.
3. Snuff would be given to dogs by grand father.
4. A grand inkstand had been brought by Satish.
5. The inkstand was stolen by Nilkanta.
6. Vanka will be saved by grandfather.

Sentences with adjectives ending in "-ing"	Sentences with adjectives ending in "-ed"
<ol style="list-style-type: none"> 1. The roaring storm, the pouring rain, the bludgeoning thunder and lightning and the black clouds all took their part. 2. While they were going to stage a play in a neighbouring villa. 3. The enchanting nature and the soothing presence of Kiran. 4. Nilkantha left the spot with a bleeding heart, seriously thinking about how to burn Satish into ashes. 5. She took the missing things. 	<ol style="list-style-type: none"> 1. Let him know that a recovered person never needs further medicated recovery. 2. A survivor from an upturned boat in the storm. 3. Mean while no one knew how a cloud of unexplained wilderness hovered over Nilkantha. 4. This unexpected kindness made him burst into tears.

(b)

- Frightened - The frightened face of the boy created suspicion.
- Frightening - It was a frightening incident.
- Thrilled - The thrilled audience applauded.
- Thrilling - The thrilling narration attracted everybody.
- Tired - The trainer gave rest to the tired animal.
- Tiring - not interested in the tiring story.
- Bored - The bored audience left the theatre.
- Boring - The journey was really boring.
- Shocked - The shocked response of the people made them confused.
- Shocking - It was a shocking news.

Activity 4

1. S V O
2. S V
3. S V O A
4. S V C
5. S V
6. S V O O
7. S V C
8. S V C
9. S V C
10. S V O C

Activity 5

1. The poor boy Vanka (NP) was cruelly beaten (VP) by his master. (Pre. Phrase)
2. His grand father Konstantin Makarich (NP) was (VP) an old man (Adj. Phrase) of sixty five. (Prep. Phrase)
3. The beautiful Christmas tree in front of the house (NP) (Adj. Phrase) came (VP) to his memory. (Prep. Phrase)
4. Vanka (NP) dropped the letter (VP) into the slit (Prep. Phrase) of the letter box. (Prep. Phrase)
5. Young boys (NP) sold (VP) fishing hooks (NP) that can hold (VP) a fish weighing thirty pounds. (NP) (defining relative clause)

Let's Edit

- a) has
- b) when
- c) write
- d) had lived
- e) his
- f) thinks
- g) and
- h) Vanka's
- i) misery
- j) wrote

Scan the QR code in page no. 173 to get the interactive worksheet of language activities.

