

Unit  
**1**

# THE ART OF COMMUNICATION

## Introduction

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The most striking feature of human beings which makes them supreme among all other creations is their ability to communicate using speech and gestures. Communication is vital and pivotal for the success of individuals.

In the highly competitive world, it is noticed that the learners from Kerala, though their competent in content knowledge and fair well in written examinations, perform poorly in oral communication, as they are not exposed to the use of the spoken language. Through this unit, teachers may focus on this drawback and try to instil confidence in learners to communicate effectively in English, so that it will benefit them in their respective careers and future endeavours. Using right communication skills in the right context at the right time is what makes communication effective.

Learners can gain confidence to express themselves in English through various activities like speeches, debates and presentations. Communication is the need of the hour. Most jobs demand candidates to present their views clearly and precisely. The activities in the unit have been designed to help the learners acquire good communicative skills which in turn will help them apply it in real life situations. Improving communication skills is an art that comes with regular practice.

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### **TIME : 18 Hours**

#### **Concept:**

- Need and importance of communication
- Process and barriers of communication
- Effective communication
- Extempore speeches
- Rules of debate and presentation

**Skills :**

- Creative thinking
- Prediction
- Presentation
- Non verbal communication (gestures, body language, facial expression)
- Presentation of arguments in a precise and logical way.

**Learning out comes:**

## The learner

- 1.1: identifies the importance and barriers of communication.
- 1.2: identifies effective ways of communication.
- 1.3: delivers a speech.
- 1.4: comprehends the passage and develops strategies to overcome fear.
- 1.5: prepares and presents speeches.
- 1.6: compares and evaluates speeches.
- 1.7: expresses with appropriate emotions, voice modulation and body language.
- 1.8: plans and presents arguments in a logical way.
- 1.9: uses appropriate expressions.
- 1.10: identifies features of presentation.
- 1.11: prepares presentation verbs.
- 1.12: acquires the ability to use language functions in various contexts appropriately (both in spoken and written communication).
- 1.13: prepares presentations from the graphical input given.

Concepts/Ideas/ Process Skills	Process/Activity with assessment	Learning outcome
<p>Importance of communication</p> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Describing</li> <li>• Discussing</li> <li>• Narrating</li> </ul> <p>(p.7-11)</p>	<p>Describes pictures.                      Develops a story from pictures.                      Sequences events.                      Reads the original story.                      Discusses the questions.                      Realises the importance of communication.                      Discusses the barriers of communication.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Peer/Teacher Assessment</li> </ul> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> <li>o Participation</li> <li>o Creativity</li> <li>o Sequencing</li> <li>o Coherence</li> </ul>	<p>1.1. Identifies the importance and barriers of communication</p>
<p>Effective Communication (p.11-12)</p>	<p>Discussion</p> <ul style="list-style-type: none"> <li>• encourages the learner to read and comprehend the process of communication</li> <li>• understands basic concepts with illustrations (Television, radio, email, mike, phone, sms etc.)</li> <li>• methods of interruptions (language used)</li> <li>• selects a topic, plans and delivers a speech</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Peer/Self-Assessment</li> </ul> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> <li>o Effectiveness</li> <li>o Fluency</li> <li>o Communication skill</li> <li>o Clarity</li> <li>o Body language</li> <li>o Voice modulation</li> </ul>	<p>1.2. Identifies effective ways of communication</p> <p>1.3. Delivers a speech</p>

Concepts/Ideas/ Process Skills	Process/Activity with assessment	Learning outcome
Different levels of comprehension - (understanding, analysing, evaluating, applying) Value of self-confidence (p.12-14)	<ul style="list-style-type: none"> <li>• Reads the text 'Conquer Your Fears" and comprehends it.</li> <li>• Picks out main points.</li> <li>• Sits in groups and discusses the points.</li> <li>• Prepares a list of strategies to conquer fears.</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>• Teacher Assessment</li> </ul>	1.4. Comprehends the passage and develops strategies to overcome fear
Extempore speech - strategies of speaking (p.14-20)	<ul style="list-style-type: none"> <li>• Reads the speech.</li> <li>• Evaluates the speeches and finds the impressive ones.</li> <li>• Lists the features.</li> <li>• Rates the speech.</li> <li>• Presents strategies for developing better speaking skills.</li> <li>• Discusses the importance of these strategies.</li> <li>• Prepares and presents speech in groups</li> <li>• Groups consolidate the speeches and presents in class.</li> <li>• Learners assess their performance based on the strategies.</li> <li>• Compares speeches.</li> <li>• Conducts interviews and speaks on it.</li> <li>• Evaluates speeches based on the grid.</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>• Peer Assessment</li> </ul> <b>ICT</b> Demonstrate the difference between good speeches and bad speeches.	1.5. Prepares and presents speeches  1.6. Compares and evaluates speeches
Bringing emotions in speech Use of appropriate body language in speech. (p 20-21 )	<ul style="list-style-type: none"> <li>• Discusses the importance of emotions in speech.</li> <li>• Discusses the importance of body language.</li> <li>• Reads sentences with appropriate voice modulation and emotions.</li> <li>• Expresses using appropriate body language- gestures and facial expressions.</li> </ul>	1.7. Expresses with appropriate emotions, voice modulation and body language  1.8. Plans and presents arguments in a logical way

Concepts/Ideas/ Process Skills	Process/Activity with assessment	Learning outcome
<p>Debate</p> <ul style="list-style-type: none"> <li>• Discussing</li> <li>• Arguing</li> <li>• Taking a stance (p.21-25)</li> </ul>	<ul style="list-style-type: none"> <li>• Lists body language signals.</li> <li>• Constructs more sentences and act them out.</li> <li>• Conducts and participates in debates</li> <li>• Discusses the process.</li> <li>• Discusses the important rules related to speaking in a debate ("for" and "against" the motion).</li> <li>• Conducts debates on various topics.</li> <li>• Identifies appropriate language items to be used.</li> </ul> <p>Example Topics :</p> <ul style="list-style-type: none"> <li>o E- waste can be dumped in space.</li> <li>o Helmets are essential for pillion riders.</li> <li>o Information technology adversely affects reading.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Peer /Teacher Assessment</li> </ul>	<p>1.8. Plans and presents arguments in a logical way.</p> <p>1.9. Uses appropriate expressions.</p>
<p>Presentation</p> <ul style="list-style-type: none"> <li>• Aspects of presentation</li> <li>• Use of Presentation Verbs (p.26-30)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the difference between speech and presentation.</li> <li>• Lists the aspects to be taken care of in presentations.</li> <li>• Discusses presentation verbs.</li> <li>• Practices the use of presentation verbs.</li> <li>• Chooses appropriate expressions.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Peer /Teacher Assessment</li> </ul>	<p>1.10. Identifies the features of presentation.</p> <p>1.11. Prepares presentation verbs.</p> <p>1.12. Acquires the ability to use language functions appropriately.</p>
<p>Transferring graphical data into verbal output (p.30-33)</p>	<ul style="list-style-type: none"> <li>• Interprets and analyses the given data</li> <li>• Asks questions during and after the presentation.</li> <li>• Prepares outlines of presentations.</li> <li>• Compares the outlines.</li> <li>• Compares and contrasts the presentations.</li> <li>• Distinguishes formal and informal presentations.</li> <li>• Discusses the appropriateness of presentations.</li> </ul>	<p>1.13. Prepares presentations from the graphical input given.</p>

Concepts/Ideas/ Process Skills	Process/Activiy with assessment	Learning outcome
	<ul style="list-style-type: none"><li>• Prepares interactive presentations with power points on various topics.</li><li>• Assesses their performance based on the grid given.</li></ul> <p><b>Portfolio</b> Presentation</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"><li>• Peer /Self /Teacher Assessment</li></ul>	

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## UNIT ANALYSIS

### Activities/Process:

1. **Speech:** Introduce speeches and declamations of great orators like Sir Winston Churchill, Swami Vivekananda, Abraham Lincoln, Martin Luther King, Jawaharlal Nehru and Mahatma Gandhi. Collect great motivational speeches from movies, internet (Ted speeches) and present in the class.
2. **Debate:** Teacher supplies current and relevant topics and conduct effective debates.  
Teacher can initiate debates by supplementing points, giving appropriate suggestions, necessary feedback and accurate language items to be used.
3. **Presentation:** Difference between speech and presentation - Give a model to learners; give a demonstration; emphasize the introduction, highlight points using visual aids; compare and contrast, conclusion, invite audience for discussion, evaluate and give positive reinforcement and suggestions for making learners' presentation more effective.

### Extended activities:

Listening to phonetic utterances and learning them

Marking word stress and sentence stress

Reading/reciting with rhythm and stress

Model reading/demonstration

Reading practice (intensive reading, extensive reading, reading aloud, skimming, scanning)

### Teacher Input (Hyperlinks):

<http://www.historyplace.com/speeches/previous.htm> (famous speeches)

<http://www.learnersdictionary.com/pronex/pronex.htm> (pronunciation practice)

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/> (pronunciation tips)

4. **Pictures:** Lead in activity and discussion; comment on the pictures ; ask learners to give the story; deliver the story; discuss the story; identify the need/importance of communication.
5. **Communication process and barriers of communication :** Discuss with

learners barriers of their communication; Teacher encourages/involves the learner to read and comprehend the process of communication and familiarise with the basic concept; Teacher can illustrate with examples

6. **Effective communication-** Discuss; Teacher encourages learners to speak on various topics given; Discuss on the problems in speaking (peer assessment); Introduce speeches and declamations of great orators
7. **Conquer your Fears-Autobiography**  
Learners read and comprehend the story; Learners discuss on the story; Teacher motivates learners with speeches of famous people.  
Teacher asks learners to identify the interesting aspects of the speeches.
8. **Extempore speech:** Teacher makes two learners read the speeches given on page 15 with appropriate expressions; Teacher asks learners to evaluate and find the most impressive speech; Ask learners to list the features/rate the speeches; Teacher presents strategies for better speaking skills; Teacher discusses with learners the importance of these strategies
9. **Activity – Prepare and present speeches:** Teacher asks learners to prepare and present a speech; Teacher divides the learners into groups - lands on the topic, asks them to prepare and present speech individually in the group. Then the group consolidates the speeches and presents the speech in the class.  
Learners assesses their performance based on the strategies.
10. **Compare speeches :** Learners compare speeches and practice speaking  
Learners compare speeches 1&2 on pages 17&18 and evaluate.  
Learners are asked to describe their family based on the hints given (p.18)
11. **Interview :** Know your progress  
Conduct a speech  
Evaluate speech based on the grid (p. 20)
12. **Bring Emotions:**  
Emphasise the importance of emotions in speech  
Emphasise the importance of body language  
Help learners read sentences with appropriate voice modulation  
Help learners express proper body language  
List body language signals  
Construct more sentences and act them out



### 13. Body Language: (Teacher Input)

It is important to use appropriate gestures and facial expressions, along with a confident and relaxed posture, to impress the audience.

There are 3 types of gestures which you may use in public speaking:

- **Symbolic Gestures**, to communicate words, numbers, position.  
(Example: A raised hand signals for a stop ;A thumbs-up showing you agree; Three fingers for the number three ; Pointing to show a position – up, down, behind, beside.)
- o **Descriptive Gestures**, to communicate an idea or movement.  
(Example: Spreading hands apart to show length; Using hands to show a shape; Swaying hands to show a flow of movement.)
- o **Emotional Gestures**, to suggest feelings.

(Example: A clenched fist to show anger; Hands clasped together to show pleading; Using a pointed finger –this will look accusatory, even if that wasn't your intent)

**Postures that should be avoided** - Leaning to one side; Pacing across the speaking area; Rocking back and forth; Turning your back to the audience while you speak; Standing towards one side of the audience throughout the speech; Placing your hands on the hip or in your pockets.

### 14. Debate

Discuss the process

Discuss important rules for 'for' and 'against' the motion

Conduct debates on various topics

Supply current and relevant topics and conduct effective debates

Initiate debate supplementing prompts

Give appropriate language items to be used

### 15. Giving presentation

Difference between speech and presentation

Aspects to be taken care of in presentation

Discuss presentation verbs

### 16. Activity

Fill in the blanks (p. 27&28)

Answers

- i. a. talk to    b. talking    c. high light    d. outline    e. tell  
 ii. A. discuss    B. start    C. go on    D. talking    E. discuss

Choose appropriate signposts : (p.29)

Answers

- |                    |                 |                            |
|--------------------|-----------------|----------------------------|
| 1. to move on to   | 2. to digress   | 3. to go back to           |
| 4. to recap        | 5. to expand    | 6. to illustrate           |
| 7. to elaborate on |                 | 8. to summarise once again |
| 9. to turn to      | 10. to conclude |                            |

(Errata): (p.29 'on to recap' should be corrected and read as 'to recap')

### 17. Activity - Graphical representation data

The teacher helps the learners to present the data in the table, encourages the learners to ask questions during and after the presentation, helps them to invite questions, shows the outline of presentation, helps to compare the outlines.

### 18. Topic: My Favourite Magazine

- Compare the two presentations.
- Distinguish between the formal and informal presentations.
- Identify formal and informal use of words.
- Discuss the appropriateness.
- Prepare interactive power point presentations on various topics.

### 19. Know their progress

Help learners assess their performance based on the grid given.

### Extended activities:

- Extempore speeches based on various simple topics
- Presentations
- Debates
- Discussions
- Oral testing- speech, listening skills, visual skills

### TE- Sample Questions:

1. Today is Environmental day. Prepare a motivational speech emphasizing on **the importance of preserving our environment.**
2. Debate -  
Implementation of Health Education is essential at Higher Secondary level.  
Arguments for the motion

- a) Maintains health
- b) Reduces stress and strain
- c) Cultivating values through sports and games
- d) Develops we feeling

Prepare four counter arguments against the motion.

3. Read the speech below:

*'My friends, I do not think I will be with you for many days more. I've had a long life, and it is now my duty to pass on to you such as I understand of the nature our lives.*

*Animal kind is born to a miserable, laborious and short existence. We are given only just enough food as will sustain the breath in our bodies and, when our usefulness has come to an end, we are slaughtered with hideous cruelty. And who, pray, is responsible for our suffering? Man. Man is our enemy...*

*Remove man, and root cause of hunger and overwork is abolished forever.*

*Remove man, and the produce of our labour will be our own.*

*Remove man, and overnight we will become free and equal...*

*We must never come to resemble man in anyway, or engage in trade.*

*Amongst us animals, there must be unity and comradeship. All animals are friends. All humans are enemies. Now, my friends, I will tell you the end of my dream and the song that came to me. It's a song you must learn.*

*It's a song of justice and freedom.'*

(Animal Farm- George Orwell)

The topic of the speech is about the

- a. Equality among animals
- b. Dreams of animals
- c. Food of animals
- d. Existence of animals

**Or**

What are the persuasive techniques used in the above speech? Choose from the list given below.

- Personal pronouns
- Repetition
- Rule of three
- Emotive language
- Powerful concluding statement

4. *My friends, no one, not in my situation, can appreciate my feeling of sadness at this parting. To this place, and the kindness of these people, I owe everything. Here I have lived a quarter of a century, and have passed from a young to an old man. Here my children have been born, and one is buried. I now leave, not knowing when, or whether ever, I may return, with a task before me greater than that which rested upon Washington. Without the assistance of the Divine Being who ever attended him, I cannot succeed. With that assistance I cannot fail. Trusting in Him who can go with me, and remain with you, and be everywhere for good, let us confidently hope that all will yet be well. To His care commending you, as I hope in your prayers you will commend me, I bid you an affectionate farewell.*

Read the speech and identify the kind of speech?

- a. Welcome
  - b. Presidential
  - c. Inaugural
  - d. Felicitation
  - e. Farewell.
5. Read the following speech and complete the sentences as directed:

*I am very happy to be here with you. It is always wonderful to be with young people. The funny thing about life is that you realize the value of something only when it begins to leave you. As my hair turned from black to salt and pepper and finally salt without the pepper, I have begun to realize the importance of youth. At the same time, I have begun to truly appreciate some of the lessons I have learnt along the way. I hope you will find them useful when you plan your own career and life. The first thing I have learnt is that we must always begin with our strengths. While it is important for us to know what we are not good at, we must also cherish what is good in us. That is because it is only our strengths that can give us the energy to correct our weaknesses. From the earliest years of our schooling, everyone focuses on what is wrong with us. There is an imaginary story of a rabbit. The rabbit was enrolled in a rabbit school. Like all rabbits, it could hop very well but could not swim. At the end of the year, the rabbit got high marks in hopping but failed in swimming. The parents were concerned. They said, "Forget about hopping. You are anyway good at it. Concentrate on swimming." They sent the rabbit for tuitions in swimming. And guess what happened? The rabbit forgot how to hop! As for swimming, have you ever seen a rabbit swim?*

(Excerpt from a speech by Azim Premji)

- a. The topic of the speech is \_\_\_\_\_
- b. Identify the phrases/sentences used for motivation.
- c. What are the supporting points/illustrations ?
- d. Suggest a suitable title.

**Pronunciation**

*/p/* as in Pen */pen/* Pan */pæn/*

*/b/* as in Ben */ben/* Ban */bæn/*

*/m/* as in Man */mæn/* Moon */mu:n/*

*/r/* as in Rat */ræt/* Rot */rɒt/*

*/ʌ/* as in Bus */bʌs/* Bun */bʌn/*

*/ɑ:/* as in Fast */fɑ:st/* Last */lɑ:st/*

*/ɪ/* as in Kit */kɪt/* Pit */pɪt/*

*/i:/* as in Mean */mi:n/* Meal */mi:l/*

Unit  
**2**

# DIFFERENT MEDIA, ONE MESSAGE

## Introduction

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Media gives learners access to authentic language used in real life. This unit on media aims to develop communication skills among learners using different media texts. The unit familiarises the learners with the features of news articles, bulletins, radio news, and the numerous job positions related to the world of media. The learners are to go through different activities like producing news articles, creating headlines, preparing texts for broadcast and learning vocabulary widely used in the world of media.

Since the goal of teaching Communicative English is to improve learners' communication skills, providing a rich environment where meaningful communication takes place is very important. So, various speaking activities that contribute a great deal in developing basic interactive skills have to be used in the class room. The ability to communicate in a second language clearly and efficiently, contributes to the success of the learner in school and succeed later in every phase of life.

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**TIME:18hrs**

**CONCEPTS:**

- Media texts
  - o Various articles in newspapers
  - o Critical reading of various articles focussing on style and language.
- Media production
  - o Newsrooms
  - o Personalities in the world of media
  - o Newspaper language
  - o News reports

- Media literacy.
  - o Vocabulary
  - o Television
  - o Radio

**SKILLS**

*Analysing and interpreting the media texts*

*Identifying various features of newspaper articles (language, style etc)*

*Comparing and contrasting*

*Commenting on pictures*

*Giving opinion*

*Predicting*

*Talking to an audience*

*New words /job titles in the field of media*

*Writing headlines*

*Analysing news reports and their language features.*

*Analysing and creating texts for Radio/TV*

*Reading with proper phrasing, intonation, and expression in chunked text*

*Summarise, Sequence, Infer, Compare and contrast*

**Values and attitudes**

*Collaboration, Positive attitude, Respect, Media Ethics*

**LEARNING OUTCOMES:**

The learner

- 2.1: locates a variety of newspaper texts.
- 2.2: identifies and analyses features like: length/ position/ prominence.
- 2.3: identifies different codes and conventions of media.
- 2.4: identifies different parts and types of a news report.
- 2.5: identifies the purposes of a newspaper.
- 2.6: analyses editorials.
- 2.7: uses language for different functions.
- 2.8: uses appropriate connectors and transitions.
- 2.9: recognises the responsibilities of media persons through role-play.
- 2.10: expresses opinions related to media.
- 2.11: differentiates between different types of headlines.

- 2.12: prepares news reports after analysing the features.
- 2.13: identifies strategies for reading comprehension.
- 2.14: lists phrases and expressions that make the writing interesting and diverse.
- 2.15: understands how media can impart/spread values like patriotism
- 2.16: identifies features of verbal communication media-radio.
- 2.17: prepares texts for radio.
- 2.18: identifies Phonetic Symbols.
- 2.19: understands the language and features of visual media.
- 2.20: prepares and presents news reports to show the understanding of the features and language of media.

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Concepts/Ideas/ Process Skills	Process/Activity with assessment	Learning outcome
<ul style="list-style-type: none"> <li>Different types of articles in newspapers</li> <li>Analysing and interpreting the media texts.</li> </ul>	<p>Icebreaker Discussion: Whole class/group Teacher writes the questions given at the beginning of the unit on the blackboard/chart and initiates a discussion. The learners are asked to sit in groups and discuss the questions as an entry activity. Newspaper samples ---asks questions about different types of articles that they come across in the newspaper. Consolidation of discussion points and presentation in their groups.</p>	<p>2.1. Locates a variety of newspaper texts.</p> <ul style="list-style-type: none"> <li>editorial</li> <li>national news</li> <li>feature articles</li> <li>column</li> </ul> <p>2.2. Identifies and analyse features like: length/ position/ prominence</p>
<ul style="list-style-type: none"> <li>Language and style of different media articles.</li> <li>Reading and analysing various features of newspaper articles (language, style ,layout etc)</li> </ul>	<p>Brainstorming Working with newspapers to be continued- and this time they go through different items/ articles. They identify the features like length, position, prominence, and codes used in the media texts like news reports, editorial, articles, column etc. Discussion (in groups) Articles, editorials, columns, news in the textbook- identify some of the features.</p> <ul style="list-style-type: none"> <li>Discuss the titles for each of them.</li> <li>Arrive at conclusions</li> <li>General presentation.</li> </ul> <p><b>Portfolio :</b></p> <ul style="list-style-type: none"> <li>Classification chart</li> <li>Word lists</li> </ul> <p><b>Assessment :</b> Peer/ Teacher assessment</p>	<p>2.3. Identifies different codes and conventions like:</p> <ul style="list-style-type: none"> <li>Linguistic.</li> <li>Typographic</li> <li>Graphic</li> </ul> <p>2.4. Identifies different parts and types of a news report.</p> <p>2.5. Identifies the purposes of a newspaper</p> <p>2.6. Analyses editorials.</p>
<ul style="list-style-type: none"> <li>Newsrooms:</li> <li>Comparing and contrasting</li> </ul> <p>Commenting on pictures</p> <p>Giving opinion</p> <p>Predicting</p>	<p>Find the differences (in pairs) Two pictures given in the textbook Each pair discusses the similarities/or difference in the pictures. Reporting Learners can also be asked to visit a newsroom of a media and report to their friends what they found there.</p>	<p>2.7. Uses language for different functions</p> <ul style="list-style-type: none"> <li>comparing and contrasting (both..., whereas, however,etc)</li> <li>expressing opinions (In my view.....,opinion etc.)</li> </ul>

Concepts/Ideas/ Process Skills	Process/Activity with assessment	Learning outcome
	<p>Learners can also conduct interviews. The teacher can provide a rubric to learners so that they know what type of questions they can ask or what path to follow, but learners should prepare their own questions.</p> <p>Language and expressions commonly used to talk about predictions, giving opinion are also introduced.</p> <p><b>Portfolio:</b> Speech, write-up, interview script</p> <p><b>Assessment:</b> Peer/Teacher</p>	<ul style="list-style-type: none"> <li>predicting (may,might,seems to be etc.)</li> </ul> <p>2.8. Uses appropriate connectors and transitions</p>
<ul style="list-style-type: none"> <li>Personalities in the world of media.</li> </ul>	<p>Role play</p> <p>The learners pretend they are in various social contexts and have a variety of social roles. Teacher gives the information to learners as to who they are, what they think/do/feel etc.</p> <p><b>Portfolio:</b> Speech</p> <p><b>Indicators</b> - organisation of ideas, style and tone, clarity of presentation, body language</p> <p><b>Assessment:</b> Peer/Teacher</p>	2.9. Recognizes the responsibilities of media persons through role-play
<ul style="list-style-type: none"> <li>New words /job titles in the world of media</li> <li>World of Media</li> <li>Expressing opinions</li> </ul>	<p>Discussion</p> <p>Discussion based on different media and their relevance. The questions given in the text book should be looked into.</p>	2.10. Expresses opinions related to media
<ul style="list-style-type: none"> <li>Framing/</li> <li>Writing headlines</li> </ul>	<p>Find the difference (in pairs)</p> <p>News clippings -Learners go through various types of headlines in pairs and identify some of the features of news headlines. They list their discussion points in line with the activities given in the textbook.</p> <p>General presentation</p> <p>Discussion and finalisation</p> <p><b>Portfolio:</b> Headlines, notes on the features of headlines style etc</p>	2.11. Differentiates between types of headlines and frames different headlines.
<ul style="list-style-type: none"> <li>Analysing news reports and their language features</li> </ul>	<p><b>Assessment :</b> Peer/Teacher</p> <p>Discussion</p> <p>Clippings of news reports are distributed. They discuss the features in the textbook and identify them in the news reports</p>	2.12. Prepares news reports after analysing the features.

Concepts/Ideas/ Process Skills	Process/Activity with assessment	Learning outcome
	<p><b>Portfolio :</b> Lists (of features noted and identified) News reports <b>Assessment:</b> Peer</p>	
<ul style="list-style-type: none"> <li>• Reading, comprehending and analysing a reading passage.</li> <li>• Analysing vocabulary</li> <li>• Strategies for reading comprehension</li> <li>• Summarising</li> <li>• Sequencing</li> <li>• Inferencing</li> <li>• Comparing and contrasting</li> <li>• Drawing conclusions</li> <li>• Self-questioning</li> <li>• Problem-solving</li> <li>• Relating background knowledge</li> <li>• Distinguishing between fact and opinion</li> </ul>	<p>Read Simon Jenkins' article on Journalistic skills . Teacher asks questions to motivate reading. Discussion on the features of writing for media in general. Types of reading like skimming/ scanning/ Extensive reading/Intensive reading etc. Asks about what types of reading they do. Write different categories of written English on board (magazines, newspapers, novels, advertising, train schedules etc) Makes learners describe the sort of reading they apply while reading these texts.</p>	<p>2.13. Identifies strategies for reading comprehension</p> <p>2.14. Lists phrases and expressions that make the writing interesting and diverse.</p>
<ul style="list-style-type: none"> <li>• Knowledge about media language</li> </ul>	<p>Discussion focusing on the new words that make their entry into English, using the samples given in the text.</p>	
<ul style="list-style-type: none"> <li>• Media and The Spirit of patriotism/freedom</li> <li>• Reporting, delivering speech, Preparing write-up</li> </ul>	<p>Reporting Learners are asked to read the article on Indira Gandhi. They report what they find most interesting to the class .Learners also talk about whether they have experienced anything worth telling their friends in their daily lives before the class. A few questions relating to Smt Indira Gandhi - read the passage aloud with stress ,rhythm, intonation and correct pauses. <b>Portfolio :</b> Speech, Newspaper <b>Assessment:</b> Teacher/Peer</p>	<p>2.15. Understands how media can impart/ spread values like patriotism, and collects speeches and patriotic articles found in media</p>

Concepts/Ideas/ Process Skills	Process/Activity with assessment	Learning outcome
<ul style="list-style-type: none"> <li>Analysing and creating texts for radio broadcast</li> <li>Listening to bulletins, preparing the news, reading the news</li> </ul>	<p>Group work.</p> <p>Teacher plays a radio news broadcast</p> <p>Asks questions connected with the news, language items, and the way of presentation.</p> <p>Read aloud the news.</p> <p><b>Portfolio:</b> News bulletin</p> <p><b>Assessment :</b> Teacher</p>	<p>2.16. Identifies features of verbal communication media-radio</p> <p>2.17. Prepares texts for radio</p>
<ul style="list-style-type: none"> <li>Fluency</li> </ul>	<p>A phonemic chart is displayed and learners are directed how to read them with proper movements of tongue and lips.</p>	<p>2.18. Identifies phonetic symbols</p> <p>Pronounces sounds</p>
<ul style="list-style-type: none"> <li>Television</li> <li>Anchoring</li> <li>Vocabulary related to TV/radio</li> </ul> <p>Present the news</p> <p>Use language to express preferences</p>	<p>Reading</p> <p>Teacher presents an interesting programme which she/he has watched on TV</p> <p>Teacher elicits from the learners the titles of some interesting programmes that the learners watch.</p> <p>They discuss the possible content, how interesting it will be etc</p> <p>Decide on:</p> <p>A running order for the stories, time to be spent etc</p> <p>Encourage to use degrees of preference</p>	<p>2.19. Understands the language and features of visual media.</p>
Collection/analysis/ organisation of information	<p>Discussion:</p> <p>The given list of words and phrases are noted by the learners</p>	
Collection/analysis/ organisation of information	<p>Discussion:</p> <p>The given list of words and phrases are noted by the learners</p> <p>Learners are asked to read newspapers and collect headlines of national/international/sports news</p> <p>Form groups and consolidate the data collected</p> <p>Analyse and organise the data and prepares reports and presents the item in the class.</p> <p><b>Portfolio:</b></p> <p>Reports; Collection</p> <p><b>Assessment:</b> Peer/Teacher</p>	<p>2.20. Prepares and presents news reports to show the understanding of features and language of media.</p>

## UNIT ANALYSIS

### ACTIVITY/PROCESS

As with all other units the focus should be on providing activities that encourage speaking by 'interacting'. Real life situations have to be brought in and learners should get plenty of opportunities for communicating in English. Teachers will have to devise authentic activities and meaningful tasks that promote oral communication. The tasks that are included in the unit provide opportunities for learners to Collaborate in groups to achieve a goal or to complete a task. Activities like Discussions, Brainstorming, Role Play, Simulations, information Gap, Story Telling, Interviews, Story Completion ,Reporting, Playing Cards , Picture Narration, Finding the difference etc can be used.

*Reading and analysing various features of newspaper articles (language, style ,layout etc) are some of the target skills to be attained .The teacher input and the links provided at the end of this unit can be made use of to get more information.*

1. Think of an **icebreaker** to begin the session(Whole class/group)

Teacher writes the questions given at the beginning of the unit, on the blackboard/chart and initiates a discussion. The learners are divided into groups and discuss the questions as an entry activity. Malayalam newspapers can also be brought in for discussion. Some of the questions can be written on the blackboard/chart and they might discuss the questions in the class. The prime focus of this discussion should be to provide opportunities to the learners to communicate in English.

Further questions can be invented to make the discussion more lively and meaningful.

The Unit begins with a brief analysis of some of the articles that is found in newspapers. The activity that follows makes use of this section to make them look into the style and language of different media articles. Learners can easily identify and analyse the different articles types and come to their own conclusions. They should be slowly guided to look into the types, features and codes and conventions used in the world of newspaper. Teacher may support them with additional samples.

1. **Brainstorming:** Teacher distributes English newspapers and the learners go through them. They identify the features like length, position ,prominence and codes used in the media texts like news reports, editorial, feature articles, column etc. *In Brainstorming learners are not criticised for their ideas and so they will be open to sharing new ideas.*

2. **Discussion (in groups):** The learners go through the clippings of feature articles, editorials, columns, news, in the textbook. Teacher asks them to identify some of their features. The learners form groups of 4 or 5. Teacher has to see that discussion points are relevant and they are not chatting casually with each other about irrelevant things. Arriving at conclusions.

General presentation. *This activity fosters critical thinking and quick decision making. Learners learn how to express and justify themselves. It is always better not to form large groups because quiet learners may avoid contributing in larger groups. Learners should be encouraged to ask questions, paraphrase ideas, express support, check for clarification and so on.*

**Portfolio** Classification chart Word lists

**Assessment :** Peer/ Teacher assessment

3. **Newsroom - Find the Difference (in pairs):** Two pictures given in the textbook. Each pair discuss the similarities/ or difference in the pictures.

**Reporting-** Learners can also be asked to visit a newsroom of a media and report to their friends what they found there.

**Interviews -** Learners can conduct interviews. The teacher can provide a rubric to learners so that they know what type of questions they can ask or what path to follow, but learners should prepare their own questions. *Conducting interviews gives them a chance to practice their speech skills not only in the class but also outside it and helps them in becoming specialized. After the interviews, each learner can present his or her study to the class. Learners can also interview each other and introduce his or her partner to the class.* Language and expressions commonly used to talk about predictions, past and present are also introduced.

**Portfolio** - Speech , Write-up ,Notes taken, questions, interview script

**Assessment:** Peer/Teacher

4. **A Welcome party at a news room - Role play:** The learners pretend to be in various social contexts with a variety of social roles. Teacher gives the information to learners as to who they are, what they think/ do/ feel etc.

**Portfolio** - Speech Indicators – style and tone, body language

**Assessment:** - Peer/Teacher

5. **Discussion**

Discussion based on different media and their relevance. The questions given in the text book should be looked into.

Learners can get involved in agree/disagree discussions. In this type of discussion, teacher can group them in to 4/5 and provide controversial sentences. Each group works on their topic for a given time and presents their opinion to the class. What is important is that all the members get a chance to speak. At the end, the class decides the winning group, which defended the idea in the best way.

*This activity fosters critical thinking and quick decision making.*

Discuss the language elements usually used to express opinions.

## **6. Headlines**

### **Find the Difference (in pairs)**

News clippings are distributed. Learners go through the various types of headlines, in pairs and identify some of the features of news headlines. They list their discussion points in line with the activities given in the textbook.

General presentation

Discussion and finalisation

**Portfolio:** Headlines, Notes on the features of headlines style etc

**Assessment :** Peer/Teacher

## **7. News report - Discussion**

Clippings of news report are distributed. They discuss the features in the textbook and identify them in the news reports.

**Portfolio :** Lists of features noted and identified; News reports

**Assessment:** Peer

## **8. Reading: Simon Jenkins' article on Journalistic skills.**

Teacher asks questions to motivate reading.

**Discussion** on the features of writing for media in general.

Introduce different types of reading like skimming (reading rapidly for points), scanning (reading rapidly to find a specific piece of information), extensive reading (reading a longer text often for pleasure with emphasis on overall meaning), intensive reading (reading a short text for detailed information) etc.

Ask about what types of reading they do.

Write different categories of written English on board. (magazines, newspapers, novels, advertising, train schedules etc)

## 9. Excerpt from 'The Wind in the Mountains'

### Reporting

Before coming to the class, learners are asked to read the article on Indira Gandhi, given in the text book. They report what they find most interesting to the class. Learners can also talk about any worthwhile experience they had to the class.

A few questions relating to Smt. Indira Gandhi are asked and the learners are encouraged to read the passage aloud, with proper stress, rhythm, intonation and correct pauses.

Make learners describe what sort of reading they adopt to read these texts.

### Portfolio :

Speech, Newspaper

### Assessment:

Teacher/Peer

Discussion focusing on the new words that make their entry into English using the samples given in the text.

## 10. Discussion

Clippings of news report are distributed. They discuss the features in the textbook and identify them in the news reports.

**Discussion** on the features of writing for media in general.

## 11. Two minute news bulletin

Group work.

Teacher plays a radio news.

Teacher asks questions connected with the news, language items, and the way of presentation. Read aloud the news.

## 12. Pronunciation

A phonemic chart is displayed and learners are directed to identify the sounds with proper movements of speech organs.

[https://elt.oup.com/learner/englishfile/elementary3/c\\_pronunciation/pronunciation?cc=global&selLanguage=enqAcquiring fluency](https://elt.oup.com/learner/englishfile/elementary3/c_pronunciation/pronunciation?cc=global&selLanguage=enqAcquiring fluency)

Phonetic symbols

-Vowels



Consonants

Syllables

### **13. Reading**

Teacher presents an interesting programme which she/he has watched on TV

Teacher elicits from the learners the titles of some interesting programmes that they watch.

Learners are asked to read newspapers and collect headlines of national/international/sports news

#### **Writing News Bulletin**

- Form groups
- Discuss the possible content, how interesting it will be etc
- Decide on: A running order for the stories, time to be spent etc
- Encourage to use degrees of preference
- Consolidate the data collected
- Analyse and organise the data and prepare reports and present the item in the class.

**Portfolio:** News bulletin

**Assessment :** Teacher

#### **Teacher Input:**

##### **1. Types of newspaper article-**

Editorials, News, Feature articles, Columns

##### **2. Different codes and conventions of newspapers-**

- Linguistic: Words, phrases, sentences used to convey the meaning of the news stories to the reader.
- Typographic: Size and type of font or style of letters used in printing(bold/italic..etc)
- Graphic: Photographs, charts, graphs, line drawings etc. that accompany news stories.

##### **3. Parts of a news report**

Headline, subheading, by-line, summary lead, fact based paragraphs

##### **4. Types of headlines:**

- Straight headline-most common type- (tells the main topic of the story)

- Feature headline-clever, attention-grabbing, unusual headlines to catch the readers interest offering a hint of what is the story about.
- Question headlines-raising a question in the readers mind, thereby luring him into reading the story
- Quotation headlines -Quoting the exact words of experts/ government officials
- Double headlines-two part headlines for major events

#### 5. Features of headlines

Deletions

Special vocabulary/ grammar

Acronyms/ abbreviations

Rhyme/ alliteration

#### 6. Writing a report for a Newspaper

- Apply *Who -What -When -Where -Why -How* writing technique
- Write an effective lead
- Write /invent different types of headlines
- Use basic editing principles
- Apply basic layout principles

#### 7. Analysis of editorials

- Introduction, body and conclusion like other news stories
- Explanation of the issue, especially complex issues
- Opinions of the writer delivered in a professional manner
- Alternative solutions to the problem or issue being criticized
- A solid and concise conclusion

#### 8. Features of verbal communication media-Radio

#### 9. The language of Television

- Tone, inflection and non-verbal gestures/body language
- Headlines
- Running order
- Interviews
- Content of news story
- Vocabulary

#### 10. Uses language for (functions)

- comparing and contrasting

- expressing opinion
- predicting
- introducing and welcoming people
- asking questions

### 11. Strategies for reading comprehension

- Summarising
- Sequencing
- Inferencing
- Comparing and contrasting
- Drawing conclusions
- Self-questioning
- Problem-solving
- Relating background knowledge
- Distinguishing between fact and opinion
- Finding the main idea, important facts, and supporting details

### Hyperlinks:

<http://www.uic.edu/depts/tie/coolites.htm>

<http://www.onestopenglish.com/support/methodology/teaching-materials/teaching-materials-using-newspapers-in-the-classroom-1/146510.article>

<http://www.esletc.com/links-to-activities-and-materials/esl-news-sites/>

<http://www.primaryresources.co.uk/english/englishD9.htm>

<http://www.slideshare.net/jbmijares1/opinion-and-editorial-writing>

<http://www.geneseo.edu/~bennett/EdWrite.htm>

<http://www.slideshare.net/Elenag77/the-language-of-headlines>

<http://www.kuediting.com/headlines/headline-language/>

<http://esl.about.com/od/intermediatereading/a/newsheadlines.htm>

For sounds and phonemes:

[https://elt.oup.com/learner/englishfile/elementary3/c\\_pronunciation/pronunciation?cc=global&selLanguage=enqAcquiring%20fluency](https://elt.oup.com/learner/englishfile/elementary3/c_pronunciation/pronunciation?cc=global&selLanguage=enqAcquiring%20fluency)

[http://is.muni.cz/th/123821/pedf\\_b/Bachelor\\_work.pdf](http://is.muni.cz/th/123821/pedf_b/Bachelor_work.pdf)

[http://www.cambridge.org/es/elt/catalogue/subject/project/item404684/Using-Newspapers-in-the-Classroom/?site\\_locale=es\\_ES&currentSubjectID=382380](http://www.cambridge.org/es/elt/catalogue/subject/project/item404684/Using-Newspapers-in-the-Classroom/?site_locale=es_ES&currentSubjectID=382380):

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Pronunciation			
/f/	as in	Fan /fæn/	Fun /fʌn/
/v/	as in	Van /væn/	Vac /væc/
/w/	as in	Win /wɪn/	Won /wʌn/
/j/	as in	Yell /jel/	Yen /jen/
/ɒ/	as in	Could /kʊd/	Should /ʃʊd/
/u:/	as in	Fool /fu:l/	Cool /ku:l/
/e/	as in	Pet /pet/	Met /met/
/æ/	as in	Fan /fæn/	Man /mæn/