



Unit
3
Beyond the Horizon

Title : Beyond the Horizon

Poem	SUN RISE ON THE HILLS
Short story	THE TRIP OF LE HORLA
Fijian legend	'THE SACRED TURTLES OF KADAVU'

Total Periods : 30

Learning materials

Brief account of Thamarasseri Ghats

Note on the travel experience of Chris Foster

Excerpts from **Oru Desathinte Kadha** and its English translation **Tales of Athiranipadam**

Extended reading

'Goodbye Party for Miss Pushpa T. S.' (poem)

ICT

Visuals of 'Tourist spots in India and abroad

Recital of 'Sunrise on the Hills'

<http://etc.usf.edu/lit2go/71/henry-wadsworth-longfellow-selected-works/5038/sunrise-on-the-hills/>

Fijian Legends

Power point/virtual Travel Brochures

Evaluation

Individual Evaluation

Peer Evaluation

Teacher Evaluation

Concept

The unit presents travel at three different levels

Travel

- as an enjoyment of scenic beauty
- as an outlet for adventurous zeal
- as an exploration of cultural diversities

Learning outcomes :

The learner:

- 3.1 Read, analyse and interpret poem, travel essays, legends, superstitions, etc.
- 3.2 Writes a descriptive passage on a place of his/her choice.

- 3.3 Recitation of the poem.
- 3.4 Notes down responses to the questions on the theme, message etc. of the poem.
- 3.5 Identifies and records the poetic devices used in the poem.
- 3.6 Prepares a write-up appreciating the theme and treatment of the poem 'Sunrise on the Hills'.
- 3.7 Realizes the importance of the different means of travel and their impact on travel experiences.
- 3.8 Drafts the script of a live TV report.
- 3.9 Examines and categorizes the dos and don'ts while planning a trip.
- 3.10 Rewrites the passage comparing the condition presented in it with an entirely different situation.
- 3.11 Narrates the event from a different point of view.
- 3.12 Organizes the travel experiences logically and writes them in the form of a travel essay.
- 3.13 Applies the present continuous tense forms of verbs in the appropriate context.
- 3.14 Reads the legend and responds to the various levels of questions.
- 3.15 Plans, discusses the pros and cons of the issue, prepares and performs a debate.
- 3.16 Analyses rituals and prepares a write-up on the plot, characters, social, historical and cultural relevance of the ritual.
- 3.17 Designs Travel brochures.
- 3.18 Prepares and perform speeches.

UNIT FRAME - UNIT III

Concepts/Skills	Process/Activities with Assessment	Learning Outcomes
Creative use of language Artistic integration	<ul style="list-style-type: none"> Discusses and integrates more ideas in visual form. Discusses , shares and writes a caption for the illustration. 	The learner <ul style="list-style-type: none"> Adds to the illustration. Prepares a caption.
Planning and selection of tourist spot in preferential order	<ul style="list-style-type: none"> Discusses and writes the criteria for the selection of tourist spots. 	<ul style="list-style-type: none"> Makes a list of the criteria for selecting a tourist spot.
Verbal portrayal of scenic beauty	<ul style="list-style-type: none"> Reads and discusses the passage on Thamarasseri Ghats, focusing on the physical beauty of the place. 	<ul style="list-style-type: none"> Writes a descriptive passage on a place of his/her choice.
Expression of scenic beauty, through the medium of poetry	<ul style="list-style-type: none"> Reads and comprehends the poem 'Sunrise on the Hills'. 	<ul style="list-style-type: none"> Appreciates the poem.
Appreciation- Integration of different aspects of poetry	<ul style="list-style-type: none"> Revisits the poem and answers the questions that follow. Shares the answers in groups. Self assessment and Peer assessment 	<ul style="list-style-type: none"> Recites the poem. Notes down responses to the questions on the theme, message etc. of the poem.
Different perspectives of the poem	<ul style="list-style-type: none"> Participates in discussion with focus on language, symbols, musical quality, types of imagery etc. 	<ul style="list-style-type: none"> Identifies and records the poetic devices used in the poem.
Role of poetic devices in enhancing the efficacy of the poem	<ul style="list-style-type: none"> Answers the questions and completes the table on sights/sounds/movements. Self assessment and Peer assessment Discusses and organizes the different aspects of the poem i.e. theme, message and poetic devices. 	<ul style="list-style-type: none"> Prepares a write-up appreciating the theme and treatment of the poem 'Sunrise on the Hills'.

Concepts/Skills	Concepts/Skills	Concepts/Skills
	<ul style="list-style-type: none"> Consolidates and writes an appreciation of the poem. Teacher assessment <p>Indicators</p> <p>Process</p> <ul style="list-style-type: none"> Participation Sharing Organisation of ideas. <p>Portfolio Write-up</p> <ul style="list-style-type: none"> Comprehensiveness Organisation of the content Appropriateness of language 	
Mode of travel as positively correlated with the experience of travel	<ul style="list-style-type: none"> Reads, discusses and shares views on the motor cycle journey of Chris Foster. 	<ul style="list-style-type: none"> Realizes the importance of the different means of travel and their impact on travel experiences.
Adventure travel as an exhilarating experience	<ul style="list-style-type: none"> Reads and comprehends the story 'The Trip of Le Horla' by Maupassant with the help of While reading questions. 	<ul style="list-style-type: none"> Attempts story reading and records responses to While reading questions.
<p>Ideal qualities of a Captain/Leader</p> <p>Development of leadership qualities in learners</p> <p>Live TV report covers 'now' - the moment the incident happens</p> <p>How language, style and techniques of presentation of Live TV report differs from other reports</p>	<ul style="list-style-type: none"> Writes the qualities of an ideal captain. Discusses and shares the qualities with other members of the group. Self assessment and Peer assessment Brainstorming followed by sharing of ideas, necessary additions and deletions within the group Arranges the incidents in a proper sequence. Prepares the report. Self assessment, Peer assessment and Teacher assessment <p>Indicators</p> <p>Process</p> <ul style="list-style-type: none"> Participation Sharing Selection and organization of facts Relevance and accuracy of facts 	<ul style="list-style-type: none"> Identifies and lists the qualities of an ideal captain. Drafts the script of a live TV report.

Concepts/Skills	Process/Activities with Assessment	Learning Outcomes
	<p>Portfolio Live TV report</p> <ul style="list-style-type: none"> - Relevance and accuracy of facts - Clarity - Appropriateness of the language 	
<p>Categorization of dos and don'ts-helps to foresee problems during travel -to adopt precautionary measures</p> <p>Promotion of managerial skills to tackle practical issues related to travel</p>	<ul style="list-style-type: none"> • Notes down the dos and don'ts in the space provided in the text. • Discusses and shares the points with peers. Self assessment and Peer assessment 	<ul style="list-style-type: none"> • Examines and categorizes the dos and don'ts while planning a trip.
<p>Comparison of diverse situations</p>	<ul style="list-style-type: none"> • Goes through the sentence given, identifies the degree of comparison. • Reads the passage, identifies the situation, compares it with a different situation and rewrites the passage. Self assessment, Peer assessment and Teacher assessment <p>Indicators</p> <ul style="list-style-type: none"> - Clarity - Precision in the use of comparative degree 	<ul style="list-style-type: none"> • Rewrites the passage comparing the condition presented in it with an entirely different situation.
<p>An event narrated from different points of view</p>	<ul style="list-style-type: none"> • Discusses the tips provided in the text. • Reads the event described in the story. • Identifies the mode of narration. • Plans the change in the mode of narration. • Organizes the ideas and rewrites the event. <p>Indicators</p> <p>Process</p> <ul style="list-style-type: none"> - Participation - Sharing 	<ul style="list-style-type: none"> • Narrates the event from a different point of view.

Concepts/Skills	Process/Activities with Assessment	Learning Outcomes
	<p>Portfolio Narration</p> <ul style="list-style-type: none"> - Organization of ideas - Accuracy in the use of language 	
Travel writing as an account of physical features, experiences and personal impressions of a place	<ul style="list-style-type: none"> • Recalls and makes a brief note of the travel experiences. • Discusses the various aspects of a travel essay. • Elaborates the note prepared earlier and prepares the travel essay. Self assessment, Peer assessment and Teacher assessment <p>Indicators</p> <p>Process</p> <ul style="list-style-type: none"> - Participation - Sharing - Organization of ideas <p>Portfolio Travel essay</p> <ul style="list-style-type: none"> - Comprehensiveness - Organization of ideas - Quality of language 	<ul style="list-style-type: none"> • Organizes the travel experiences logically and writes them in the form of a travel essay.
The use of simple present and present continuous tenses is to be determined by the context of its occurrence	<ul style="list-style-type: none"> • Reads the input in the text. • Picks out the instances in the text where the present continuous is used. • Frames sentences in the given contexts, using the present continuous tense form of verbs. • Reads the poem 'Goodbye Party for Miss Pushpa T.S.' by Nissim Ezekiel. • Discusses the grammatical mistakes, peculiar arrangements of words and direct translation of words and expressions from Indian languages etc. 	<ul style="list-style-type: none"> • Applies the present continuous tense forms of verbs in the appropriate context.

Concepts/Skills	Process/Activities with Assessment	Learning Outcomes
Travel an exploration diverse culture, beliefs, traditions etc.	<ul style="list-style-type: none"> Reads and comprehends the Fijian legend 'The Sacred Turtles of Kadavu' which presents the cultural traits of Fiji. 	<ul style="list-style-type: none"> Reads the legend and notes down the responses to the While reading questions.
<p>Need to support or negate an issue</p> <p>Identifies the techniques of conducting a debate</p> <p>Polite agreements and disagreements to opinions</p>	<ul style="list-style-type: none"> Analyzes an issue from different perspectives. Constructs and advocates positions effectively. Differentiates between valid and fallacious arguments. Performs the debate. <p>Self assessment, Peer assessment and Teacher assessment</p> <p>Indicators</p> <ul style="list-style-type: none"> Knowledge of the techniques of a debate Topic familiarity Aptness of arguments Fluency in the use of language 	<ul style="list-style-type: none"> Plans, discusses the pros and cons of the issue, prepares and performs a debate.
<p>Social, historical and cultural relevance of rituals</p> <p>Tolerance and willingness to accept/adapt to diverse cultures, customs and traditions</p>	<ul style="list-style-type: none"> Selects a ritual. Identifies the theme, plot, characters. Discusses the social, historical and cultural aspects of the ritual and the relevance of the ritual in the current scenario. Evaluates the impact of the ritual on the society. Develops and presents the ideas logically in the form of a write-up. <p>Teacher assessment</p> <p>Indicators</p> <p>Process</p> <ul style="list-style-type: none"> Participation Sharing Organization of ideas <p>Portfolio Write-up</p> <ul style="list-style-type: none"> Comprehensiveness Organization Quality of language <ul style="list-style-type: none"> Analyzes the format of dif- 	<ul style="list-style-type: none"> Analyses rituals and prepares a write-up on the plot, characters, social, historical and cultural relevance of the ritual.

Concepts/Skills	Process/Activities with Assessment	Learning Outcomes
Travel brochures-a glimpse of a tourist spot Creative use of language ICT integration	ferent types of Travel brochures. <ul style="list-style-type: none"> Collects and arranges introductory information which combines words and visuals. Prepares Travel brochures. Self assessment, Peer assessment and Teacher assessment <p>Indicators</p> <p>Process</p> <ul style="list-style-type: none"> - Participation - Sharing - Clarity - Attractiveness of the layout <p>Portfolio Travel Brochure</p> <ul style="list-style-type: none"> - Brevity - Accuracy of facts - Appropriateness of language 	<ul style="list-style-type: none"> Designs Travel brochures.

UNIT ANALYSIS

Introduction to the Unit

Travel is an experience which broadens the boundaries of our knowledge. In the words of Pico Iyer, a contemporary travel writer, 'We travel initially to lose ourselves: and we travel next, to find ourselves. We travel to open our hearts and eyes and learn more about the world than our newspapers will accommodate. We travel to bring what little we can, in our ignorance and knowledge, to those parts of the globe whose riches are differently dispersed.'

The texts selected and the activities generated from them help the learners get familiarized with the vivid, descriptive language of travel writing, terms related to travel etc.

Additional inputs for the unit

The following are some of the materials the teacher may go through while transacting this unit.

1. 'Where is Home?' and 'Why We Travel: A Love Affair with the World' by Pico Iyer
2. 'To Edward Lear: on His Travels in Greece' by Alfred Lord Tennyson
3. Chasing the Monsoon by Alexander Frater
4. 'Of Travel' by Francis Bacon
5. Edakkal caves The History of Wayanad , Mathrubhumi Printing and Publishing Co. Ltd. (2008).

Introduction - Suggestions/ alternatives

Video clips on noted tourist spots.

Travel magazines, pamphlets on different types of tourism issued by the Dept. of Tourism.

Travel experiences written by famous travel writers like William Dalrymple and Denis Hickey.

Resultant feedback and consolidation by the teacher will lead to the passage on Thamarasseri Ghats.

Reading the passage

The verbal picture of Thamarasseri Ghats focuses on the physical beauty of the place. Similar passages depicting scenic beauty may be used for the purpose.

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Teacher input

Dawn revealed deep cumulus overcast and flayed, streaming coconut fronds. The crows had been blown away and replaced by flights of brown sea eagles. Half a mile out, men waited for fish in fleets of flimsy, high-prowed canoes, spinning like compass needles. Periodically a sunbeam touched the dark sea and ignited it in a wild, irradiating flash. The bay had become a white tidal race, the waves surging up the beach and over the road. The coast, running north for many miles, lay semi-obscured under an opaque ribbon of spray which, touched by the sunbeams, briefly glittered with a rainbow luminescence.

Excerpt from Chasing the Monsoon by Alexander Frater.

While reading the passage, identify the words and expressions used for description and the sense organs that they address.

Discussion

- Learners channelize their discussion using the questions given in the text. The teacher may provide a few questions in the case of a new passage.
- Make the learners select a place of their choice.
- Compare and contrast the scenery in the passage with that of the place selected by them.
- Present their findings in tabular form.
- Self evaluation may be ensured at the point of discussion.

'Sunrise on the Hills'

The poem 'Sunrise on the Hills' shows how travel helps us have a direct experience of the beautiful sights and sounds of a place.

Concept/skills:

Expression of scenic beauty, through the medium of poetry

Learning outcome:

The learner

- reads/ recites the poem and prepares an appreciation of it highlighting the descriptive features.

Introduction**Suggestions/alternatives**

- A slide show of places which were once famous for their scenic beauty, but now in a deteriorating state. The contrasting pictures of each place may be shown in successive slides.
- Newspaper reports on Eco tourism and its importance.
- Poems or songs depicting the scenic beauty of a place.

- Resultant feedback and consolidation by the teacher will lead to the poem.

Teacher input**An April Day**

by H.W. Longfellow

When the warm sun, that brings
Seed-time and harvest, has returned again,
'T is sweet to visit the still wood, where springs
The first flower of the plain.

I love the season well,
When forest glades are teeming with bright
forms,
Nor dark and many-folded clouds foretell
The coming-on of storms.

From the earth's loosened mould
The sapling draws its sustenance, and thrives;
Though stricken to the heart with winter's
cold,
The drooping tree revives.

The softly-warbled song
Comes from the pleasant woods and coloured
wings
Glance quick in the bright sun, that moves
along
The forest openings.

When the bright sunset fills
The silver woods with light, the green slope
throws

Its shadows in the hollows of the hills,
And wide the upland glows.
And when the eve is born,

In the blue lake the sky, o'er-reaching far,
Is hollowed out and the moon dips her horn,
And twinkles many a star.

Inverted in the tide
Stand the gray rocks, and trembling shadows
throw,
And the fair trees look over, side by side,
And see themselves below.

Sweet April! many a thought
Is wedded unto thee, as hearts are wed;
Nor shall they fail, till, to its autumn brought,
Life's golden fruit is shed.

Reading of the text:

- Initiate silent reading (individual).
- Ensure comprehension (in groups/ whole class) and self evaluation.
- Teacher talk (explanation of hard spots and consolidation of ideas).

Activity I**Read and respond****Concept/skills:**

Appreciation of the poem

Different perspectives of the poem

Learning outcome:

The learner

- notes down responses to the questions on the theme, message etc. of the poem.

The questions here are intended to check comprehension (individual) and ensure self evaluation. Some of the questions are peripheral in nature while others are evaluative in nature, demanding the learners to read the poem from different perspectives.

Activity II**Read and reflect****Concept/skills:**

Role of poetic devices in enhancing the efficacy of the poem

Learning outcome:

The learner

- identifies and records the poetic devices used in the poem.

While the earlier set of questions are meant for comprehension and reflection, the questions at this level are guidelines for discussion. The focus of attention is on

- language
- symbols
- musical quality

The audio version of the poem may be played to the class.

<http://etc.usf.edu/lit2go/71/henry-wadsworth-longfellow-selected-works/5038/sunrise-on-the-hills/>

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

Activity III**Appreciation****Concept/skills:**

Appreciation of the poem integrating different aspects of it- theme, poetic devices etc.

Learning outcome:

The learner

- prepares a write- up appreciating the theme and treatment of the poem 'Sunrise on the Hills'.

This activity may be treated as a continuation of the previous discussion. The learners discuss and make note of the sights, sounds and movements in the poem, along with the notes prepared earlier.

Discourse input

Make them present the findings of the above discussions in the following format.

Introduction			
Summary of the poem			
Musical quality	Figurative language	Symbols	Imagery
Message			
Concluding comments			

The learner may now attempt the question given in the text.

Follow- up activity:

Prepare an appreciation of the poem 'An April Day' given in Teacher input.

Evaluation

Process:

- A discussion of the various aspects of the poem helps the learner evaluate himself/herself.
- Peers evaluate the appreciation based on the format given above.

Portfolio:

- Teacher evaluates the products based on indicators like *comprehensiveness, organization of the content, appropriateness of the language etc.*

Reading the passage

The motor cycle journey of Chris Foster shows that travel for some is an opportunity for a wide range of enterprising activities. Brief accounts of similar adventurous journeys (international/ national/local) may also be used.

Teacher input

Types of Tourists:

The organised mass tourist

These are the least adventurous of tourists who, on buying their package

holiday, remain encapsulated in an 'environmental bubble'. They adhere to an itinerary fixed by the tour operators.

The individual mass tourist

They are similar to the organized mass tourist in that they utilize the facilities made available by the tour operators, but they have some control over their own itinerary.

The explorer

This type of tourist arranges his/her trip alone, and attempts to get off the beaten track.

The drifter

The drifter will shun contacts with the tourist and tourist establishments and identify with the host community. They will live with the locals and adopt many of the practices of that community.

Discussion

- The questions given in the text may be used for discussion. In addition, the teacher may provide a few questions. (eg. To which type of tourist does Chris Foster belong? Why?)
- Resultant feedback and consolidation by the teacher will lead to the reading of the text.

'The Trip of Le Horla'

The balloon journey of Maupassant and his friends highlights one of the daring aspects of travel. The story presents the experience of a group of men who move away from the life on earth for a couple of hours.

Concept/skills:

Adventure travel as an exhilarating experience

Learning outcome:*The learner*

- attempts story reading and records responses to While reading questions.

Introduction**Suggestions/alternatives**

- Short films on adventure travels/sports.
- Travelogues depicting adventure journeys.
- Hand outs on popular adventure travel activities in India.
- Resultant feedback and consolidation by the teacher will lead to the reading of the text.

Teacher input**Henri René Albert Guy de Maupassant**

was born in Dieppe, France on August 5, 1850. He spent his childhood in Normandy, the scene of several of his tales. When Maupassant was 11, his parents separated, and he was brought up by his mother in the picturesque coastal town of Étretat. Maupassant had contracted syphilis in his 20s and the disease later caused increasing mental disorder. He died in 1893 at the age of 43.

Maupassant is considered as the greatest short story writer of the naturalistic school. His stories are characterized by their economy of style and efficient, effortless denouement. Many of the stories are set during the Franco-Prussian War of the 1870s and they describe the futility of war and the innocent civilians who, caught in the conflict, emerge changed.

The story 'The Trip of Le Horla' is taken from Volume 4 of The Entire Original Maupassant Short Stories translated by Albert M.C. McMaster et.al. The story came immediately after he wrote two versions of the Horla story, in 1886 and 1887, as well as the 'Letter from a Madman' (1885).

Popular adventure travel activities in India

Adventure travel is hugely popular in India, as there is such a wide range of things to do. The Himalayan region is the setting for many of India's adventure travel activities. However, there are plenty of options for adventure travel in the southern parts of India as well.

Here are 8 of the most popular adventure activities in India.

1. Trekking and Mountaineering

Where: The Himalayan region.

2. White Water Rafting and Kayaking

Where: The Himalayan region, including Ladakh, Himachal Pradesh, Uttarakhand (Rishikesh), Sikkim and also in Karnataka.

3. Paragliding

Where: Kamshet, between Mumbai and Pune, in Maharashtra.

4. Water Sports

Where: Water sports are offered all along Goa's beaches.

5. Camel and Yak Safaris

Where: Jaisalmer and Bikaner in Rajasthan.

Yak safari

Where: Spiti Valley in Himachal Pradesh.

6. Mountain Biking

Where: Mainly in the Himalayan region. Also in the mountainous areas of Kerala.

7. Heli Skiing

Where: Himachal Pradesh (based in Manali) and Kashmir (based in Srinagar).

8. Hot air ballooning

Hot air ballooning is a relatively new adventure activity in India, but one that's fast growing in popularity. It's a thrilling way to experience India and get a different perspective of the country. Imagine having a calm and peaceful view of India's breathtaking scenery from a quiet place high above the clouds. Anatomy of hot air balloon is given at the end of the unit.

Where: Jaipur, Pushkar, and Ranthambore National Park in Rajasthan, Manali in Himachal Pradesh and Delhi.

Reading of the text:

- Initiate silent reading (individual), comprehension and reflection, with the help of While reading questions.
- Ensure comprehension (in groups/whole class) and self evaluation.
*Additional questions may be framed and given, if the situation demands.
- Teacher talk (explanation of hard spots and consolidation of ideas).
For the sake of convenience, the story may be divided into five sections.
- Section I - from the beginning _ '... he gives Le Horla its liberty!' (p no.80)

- Section II - 'In one second' _ '...makes it go up quickly'. (p no.82)
- Section III - 'The earth sleeps now' _ ' ...no one answer us from the stars'.(p no.83)
- Section IV - 'We are now going down rapidly' - '...an immense river full of islands'. (p no. 84)
- Section V - 'Get ready for the descent' _the end of the story (p no. 86).

Activity I**Think and respond****Concept/skills:**

Ideal qualities of a Captain/Leader

Development of leadership qualities in learners

Learning outcome:

The learner

- identifies and lists the qualities of an ideal captain.

The qualities may be listed in the space provided in the text. After this individual activity, he/she may share and discuss it in groups. Teacher may ensure self evaluation at this point.

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

Activity II**Live TV report****Concept/skills:**

Live TV report covers 'now' - the moment the incident happens

How language, style and techniques of presentation of Live TV report differs from other reports

Learning outcome:*The learner*

- drafts the script of a live TV report.

Introducing the activity**Suggestions/alternatives**

- The script of a live TV report.
- Resultant feedback and consolidation by the teacher will lead to the activity.

The learner does Activity II given in the text after brainstorming.

Discourse input

Live TV report

- emphasizes the 'now' aspect of the report.
- covers the latest developments the moment they happen.
- engages the audience and makes them feel that they are on the 'spot'. The reporter could even do a show-and-tell report by pointing out what he/she sees.
- takes the viewers to somewhere they cannot go.
- plans and organizes all the necessary information logically and clearly, giving no room for confusion.

Follow- up activity

The learner may present the report in the class.

Evaluation**Process:**

- While discussing the various features of a live TV report, the learner is able to evaluate himself/herself.

Portfolio:

- Teacher evaluates the report based on indicators like *selection and organization of facts , relevance and accuracy of facts, clarity, appropriateness of language (use of appropriate tense form, the vocabulary commonly used in live TV reports etc.)*

Activity III**Dos and don'ts****Concept/skills:**

Categorization of dos and don'ts- helps to foresee problems during travel - to adopt precautionary measures

Promotion of managerial skills to tackle practical issues related to travel

Learning outcome:*The learner*

- examines and categorizes the dos and don'ts while planning a trip.

The learner does Activity III in the space provided in the text , referring to the tips given along with it .

Activity IV**Comparison****Concept/skills:**

Comparison of diverse situations

Learning outcome:*The learner*

- Rewrites the passage comparing the condition presented in it with an entirely different situation.

Introducing the activity**Suggestions /alternatives**

Make the learners compare their behaviour at home and in school.

At home	In school

Discussion

- Discuss the points in groups and construct sentences using words and expressions of comparison.
- Resultant feedback and consolidation by the teacher will lead to the activity.

The learner does the activity individually and discusses it in group.

Evaluation**Process:**

- While discussing, the learner is able to evaluate himself/herself.

Portfolio:

- Teacher evaluates the rewritten passage using indicators like clarity *and precision in the use of comparative degree.*

Activity V**Narration****Concept/skills:**

An event narrated from different points of view

Learning outcome:

The learner

- narrates the event from a different point of view.

Discussion

- Make the learner read the tips given in the text. The teacher may show them passages written in different modes of narration.
- Select the event in the story suggested for narration.
- Identify the current mode of narration and the mode to which it needs to be transformed.

Let the learner make the necessary

changes in the description, rewrite it and present in group.

Evaluation**Process:**

- While discussing, the learner is able to evaluate himself/herself.

Portfolio:

- Teacher evaluates the rewritten passage, using indicators like *organisation of ideas, accuracy in the use of language (the use of all the features of 3rd person narration)*

Activity VI**Travel Essay****Concept/skills:**

Travel writing as an account of physical features, experiences and personal impressions of a place

Learning outcome:

The learner

- organises the travel experiences logically and writes them in the form of a travel essay.

Introducing the activity**Suggestions/alternatives**

- Make the learner select a place of tourist importance which he/she visited recently.
- Discuss the various aspects to be included in a travel essay.

Discourse input

Discussion should focus on

- Description of physical features
- Practical issues related to travel
- Experiences of the place
- Personal impressions

Frame of a Travel Essay

Travel essay should have a catchy title.

Structure Nature of Contents

1 st paragraph	State the name of the place you visited, followed by a catchy comment on the locale - describe the landscape - its physical features - the description should be presented in such a way as to arouse the interest of the readers.
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The remaining paragraphs will explain, develop and support the comment made in the opening paragraph. Each paragraph will open/end with a topic sentence which summarizes the content of the paragraph.

2 nd paragraph	Comparatively shorter paragraph - intended to shift the focus from the lyrical quality of the opening paragraph to the practical issues of travel such as mode of travel, costs of transportation, accommodation etc.
3 rd & 4 th paragraphs	To be made lively by elaborating on the scope of adventure and detailing the local history, culture, customs and traditions.
5th paragraph	Re-emphasize in 4 or 5 sentences the travel experience and its impact on the writer.

Discursive markers

Show order

Initially, Lastly, In the first place, Finally etc.

Introduce examples

For instance, To illustrate this etc.

Introduce a comparison

Accordingly, Similarly, Likewise, Just as etc.

Show a shift

Although, Even though, In spite of this, Yet, On the other hand, In the mean time etc.

Show the result

Consequently, As a result, Thus etc.

Show conclusion

To conclude, To summarize, At last, Eventually, To sum up etc.

The table given in the text may be used as a sample.

Evaluation

Process:

- The learner can evaluate himself/herself at this stage of discussion.
- Peers evaluate the essay with the help of the frame given above.

Portfolio:

- Teacher evaluates the travel essay based on indicators like *comprehensiveness, organisation of ideas, quality of the language (use of jargons related to travel, appropriate discursive markers etc.)*.

Activity VII

Progressive tenses

Concept/skills:

The use of simple present and present continuous tenses to be determined by

the context of its occurrence

Learning outcome:

The learner

- applies the present continuous tense forms of verbs in the appropriate context.

The learner reads the input given in the text, does the exercises individually and shares the answers in groups. Peers may evaluate the answers.

- Consolidation by the teacher.

The teacher may familiarize the learners with the structures of progressive/continuous tenses.

Present	Am/is/are+verb+ing
Past	Was/were+verb+ing

They may discuss Activity VI in the section titled Extended activities.

Read the poem 'Goodbye Party for Miss Pushpa T.S.' by Nissim Ezekiel.

- Silent reading (individual)
- Reading in groups
- Discussion

(Points of discussion are given in the text.)

Resultant feedback and consolidation by the teacher.

'The Sacred Turtles of Kadavu'

Travel opens before us diverse cultures and their manifestations - language, beliefs, customs and traditions. 'The Sacred Turtles of Kadavu' is a Fijian legend which showcases some of the cultural traits of Fiji.

Concept/skills:

Travel an exploration of diverse culture, beliefs, traditions etc

Learning outcome:

The learner

- reads the legend and notes down the responses to the While reading questions.

Introduction

Suggestions/alternatives

- Visuals of Fiji
- Magazine articles on Fijian Islands (National Geographic Magazine <http://ngm.nationalgeographic.com/ngm/0411/feature3/>, Discovering Fiji in Travel +Leisure, October 2006)
- Handouts on a few popular rituals of our country
(This should include short descriptions & photographs)

Teacher input

Onam

The flower carpet called 'Onapookkalam', the worship of Thrikkakkara appan, the rhythmic shouts of joy in chorus called 'Aarpuvili', the 'Pulikali' and the mirthful songs associated with it etc. are some of the age old traditions and rituals associated with the grand ten day (harvest) Onam festival of Kerala.

Kite Festival

The International Kite Festival coincides with the festival of 'Makar Sankranti'. Makar Sankranti is a festival that heralds a change of season marking the movement of the sun into the northern hemisphere-a celebration that marks the end of winter. From dawn to dusk, people of all ages fly kites rejoicing in the spirit of the day.

The blue January sky is enlivened by kites of different hues. The nights see the arrival of illuminated box kites known as 'Tukkals'. These kites add a touch of splendour to the dark sky. The festival draws expert kite-makers and flyers not only from cities of India but also from all over the world.

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

Teacher input

Note on Fiji- its Language and Culture

In Fiji, English is the language of interethnic communication, administration, government, trade and commerce and education. Fijian and Hindi are often spoken at home and are used in religious contexts and on radio and television. The Bauan dialect of Fijian is considered as 'standard Fijian'. Immigrants have accepted several aspects of the indigenous culture, but a national culture has not yet evolved.

Oral story-telling is a popular and important pastime in Fiji. Most of the Fijian stories are handed down via the oral tradition. This helps to keep alive the myths from the old religion as well as the legends about more modern figures of Fiji's history. Fijian myths and legends include the tales of Pacific gods, of indigenous plants and animals, of cannibals who ate their enemies during war time...etc.

For more legends of Fiji, visit http://www.tropicalfiji.com/about_fiji/culture/legends/#old_fj

Reading of the text

- Initiate silent reading (individual), comprehension and reflection with the help of While reading questions.
- Ensure comprehension (groups/ whole class) and self evaluation.

Additional questions may be framed and provided, if situation demands.

Additional While reading questions

Suggestions

1. Generate a discussion in the class on the different patterns of opening a legend.
(Include legends of the East and the West)
 2. Evaluate the translated version of the song in the legend.
(Evaluation indicators: effectiveness, lyrical quality etc.)
- Teacher talk (explanation of hard spots, consolidation of ideas).

Activity I

Debate

Debate is an exchange of logical arguments for and against a topic. It is conducted in the language classroom with the purpose of developing the three C s - communication, confidence and competence.

Concepts/skills:

Need to support or negate an issue
Identifies the techniques of conducting a debate
Polite agreements and disagreements to opinions

Learning outcome:

The learner

- plans, discusses the pros and cons of the issue, prepares and performs a debate.

Introducing the activity

Suggestions /alternatives

Any one of the items listed below could be used to enrich the discussions in groups based on the question provided in the text.

- Newspaper reports on atrocities against women.
- Copies of survey reports on the increasing number of crimes against women/ Graphical representation of the data could also be used for the purpose.
- Video clippings issued in public interest to create awareness on women issues.
- Resultant feedback and consolidation by the teacher will lead to the activity.

Discourse input

How to conduct a debate?

- Debate formally begins with the learners having assumed a position on a topic.

Nature of the topic

Topic should be

- challenging
- relevant; within the experiential orbit of the student
- capable of sensitizing the audience

Discussion in groups and sharing of ideas could help the learners develop a clear and strong position on a topic.

- Select a few learners from each group and divide them into two teams, one

team in support of the topic (for) and one team in opposition to the topic (against).

- Provide sufficient support and time for the learners to prepare constructive arguments.
- Select a moderator.

Duties of the moderator

The moderator should

- know the general rules of debate.
- maintain order and enforce the rules.
- be impartial.
- manage time properly.
- ensure that the audience makes a note of the points raised for or against the topic.
- consolidate.
- Presentation of the debate.

Evaluation

Process:

- Self evaluation is possible at the point of discussion and sharing in group.
- The teacher examines the arguments and makes sure that they are clear, logical, and supportable arguments for the position they present during the debate. (Avoid propaganda of any sort.)
- The teacher evaluates the process and presentation of the debate. The following Evaluation tool may be used by the peer/teacher to evaluate the skill of the debater.

Evaluation Sheet

Score			
Poor = 1	Fair = 2	Good = 3	Very
Good = 4	Excellent = 5		

- Knowledge of the rules of a debate
Poor/Fair/Good/Very Good/Excellent
- Familiarity with the topic
Poor/Fair/Good/Very Good/Excellent
- Skill to explore the scope for multiple view points
Poor/Fair/Good/Very Good/Excellent
- Competency in constructing logical and rational arguments
Poor/Fair/Good/Very Good/Excellent
- " Ability for timely and thoughtful interventions
Poor/Fair/Good/Very Good/Excellent
- Efficiency in the use of language (Concessional phrases, rhetorical questions, suitable examples etc.)
Poor/Fair/Good/Very Good/Excellent

Follow- up Activity

Prepare a report of the debate. (Individual products)

Teacher may evaluate the debate reports.

Activity II

Write- up

Concept/skills

Social, historical and cultural relevance of rituals.

Tolerance and willingness to accept/adapt to diverse cultures, customs and traditions.

Learning outcome:

The learner

- analyses rituals and prepares a write-up on the plot, characters, social, historical and cultural relevance of the ritual.

Introducing the activity

Suggestions / alternatives

- Make the learner select a familiar, popular ritual of the locality. The ritual selected should have a strong story base.
- Discuss various facets of the story which narrates the ritual.

Discourse input

Focus of the discussion should be on

- Plot (the ritual and the story behind it)
- Number of characters in the narration
- Local culture showcased in the narration
- Social/historical aspects highlighted in the ritual
- Relevance of the ritual in the current scenario, evaluating the ritual and its impact on society

The following frame may be used for the consolidation of the discussion.

I paragraph	Plot Characters Cultural facts
II paragraph	Analysis of the social/historical aspects embedded in the ritual and the extent to which these aspects add to the effectiveness of the ritual
III paragraph	Evaluation of the relevance of the ritual in the current scenario

- Teacher may present one or two samples to the whole class.

Sample

Naghol, Pentecost Island, Vanuatu

Pentecost Island, Vanuatu

Pentecost is a mountainous, tropical island in the South Pacific republic of Vanuatu. Most of the islanders live in small villages and grow their own food. Parts of Pentecost remain relatively untouched by Western influences, and the local traditions are very strong. Vanuatu's world-famous land diving ritual, the Naghol, is like a traditional form of bungee jumping.

The ritual of Naghol, or land diving, has become one of the strangest tourist attractions of the South Pacific and involves men leaping from crudely constructed towers of up to 100ft high, with only tree vines wrapped round their ankles as a safety measure. Perhaps no more strange than bungee jumping, though certainly a great deal more dangerous, this ritual is said to have originated when a woman, dissatisfied with her husband, pretended to jump to her death by tying vines to her ankles. Her grief-stricken husband, unaware of her trick, then leapt to his own death. Since then, the men of Vanuatu have performed the ritual to prevent themselves from being tricked again. The diver's goal is to bless the soil by skimming his head against the ground before being whipped back aloft - guaranteeing fertile soil for the yam harvest. Of course, there is little margin for error, and for the boys who have been circumcised (at around seven or eight), the performance of the land diving ritual in the presence of elders marks passage into manhood. There has only ever been one recorded fatality, in

1974, during a performance for Queen Elizabeth II, when the vines were not elastic enough due to the ritual being held in the wrong season.

I paragraph	<p>Plot: Men leaping from crudely constructed towers of up to 100ft high, with only tree vines wrapped round their ankles.</p> <p>The ritual is said to have originated when a woman, dissatisfied with her husband, pretended to jump to her death by tying vines to her ankles. Her grief-stricken husband, unaware of her trick, then leapt to his own death.</p> <p>Characters : Husband, wife, men of Vanuatu</p> <p>Local cultural aspects</p> <ul style="list-style-type: none"> • It is a means for the men folk to prevent themselves from being tricked by their women. • The performance of the land diving ritual by boys in the presence of elders mark their passage into manhood.
II paragraph	<p>Social aspects</p> <p>The narration presents an agricultural society whose economy depends on farming (the diver's goal is to bless the soil... guaranteeing fertile soil for the yam harvest.)</p> <p>The performance of the land diving ritual is related to a season and</p>

III paragraph	<p>not to be performed in 'wrong seasons' for tourist attraction, as it may lead to fatality. A performance in 1974 for Queen Elizabeth II, was the only deadly performance. The vines were not elastic enough due to the ritual being held in the wrong season.</p> <p>Evaluation</p> <p>In the current scenario, it is very important to think and decide whether to be a victim of cheating or to be tough enough to fight and defeat the deceit. The narration presents the fact that rituals are not to be treated as performances for minting money but events to be performed with great seriousness. This is a highly relevant thought in the present world where money rules, where brain and brawn are sold for money.</p>
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Evaluation**Process:**

- While discussing the various aspects of the story behind the ritual, the learner is able to evaluate himself/herself.

Portfolio:

- Teacher evaluates the write-up based on indicators like *comprehensiveness of the content, organisation of ideas*

(plot - socio cultural aspects - evaluation), quality of language (use of words and expressions to convey opinion and assessment) etc.

Activity III**Travel Brochure****Concept/skills:**

Travel brochures -a glimpse of a tourist spot

Creative use of language

ICT integration

Learning outcome:

The learner

- designs Travel brochures.

Introducing the activity**Suggestions /alternatives**

- Present different types of Travel Brochures including virtual Travel Brochure.
- Select a place.
- Make the learners collect information regarding the physical appearance of the place, its scope for adventure, its culture, customs and traditions via the internet or from books, magazines, past visitors.
- Decide on the type of Travel Brochure.
- Tips for designing the Travel Brochure given in the text may be used as a guideline.

Discourse input**Travel Brochure**

A Travel Brochure helps us share things that are learnt and experienced at a tourist destination. It contains all the necessary introductory information about the destination. The particulars

are presented in the most appropriate and effective manner so as to kindle the curiosity of the readers.

Travel Brochure is a commonly used planning tool. It provides crucial information through visuals and words, facilitating the tourists to design their travel plans.

Preparation of Travel Brochure may be done as an assignment.

Evaluation

Process:

Teacher may keep a close vigil on the different stages of the preparation and evaluate them.

Portfolio:

The teacher evaluates the Travel Brochures prepared, using indicators like *brevity, accuracy of facts, clarity and attractiveness of the lay out and appropriateness of the language (the catchy, concise use of language)*.

Follow-up Activity

Conduct an exhibition of the Travel Brochures prepared in the class.

Additional activities

More activities could be generated from the text. Some of the possibilities are presented below:

The opening paragraph of the text describes the geographical location of Namuana.

1. Distribute photographs of selected places (especially tourist spots) or route maps among students.

Task: Prepare a verbal description of the places/route maps.

2. Compose a song to substitute the song sung on the occasion of the turtle calling in the text.

Extended activities

Activity I

The Extended activities begin with translation.

- Make the learners read the excerpt from Oru Desathinte Kadha and its English translation Tales of Athiranipadam published by Orient Blackswan Private Limited, New Delhi (2013).
- Discuss the different aspects of translation. (Tips are provided in the text).
- Make the learners attempt the translation of an excerpt from the same novel presented in the text.

As part of preparing for a tour programme, make the learners discuss the different stages involved in organizing one.

- Destination (Travel Infos give necessary details like how to get there, where to stay and where to dine)
- Duration of stay
- Mode of conveyance
-

Activity II

The learners may go through the Travel Info given in the text and prepare one on their own. This may be done individually or in groups. The learners may be asked to collect Travel Infos to familiarize their features.

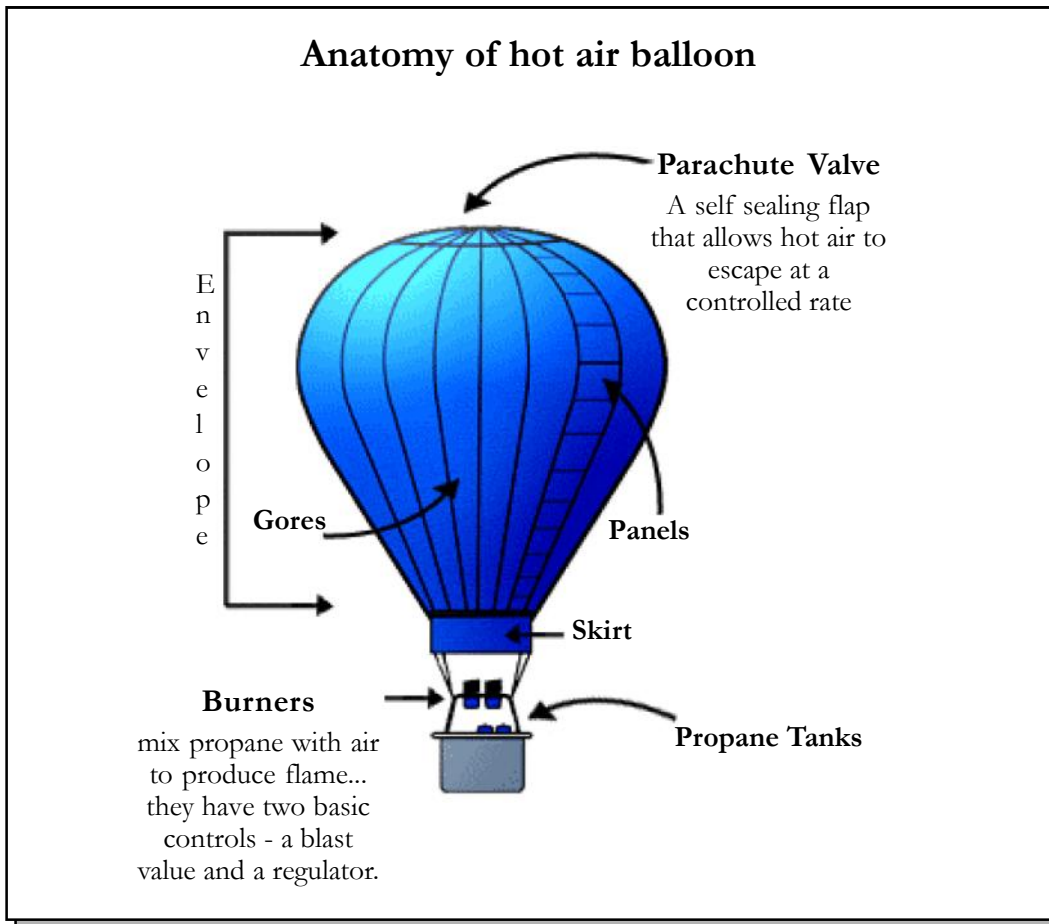
Activity III

Let the learners construct a conversation with the travel agent, using the expressions given in the text.

Activity IV

The tour programme is finalized and the

group sets out for the tourist destination. Make the learners prepare a script of the welcome speech on behalf of the tourist guide. The space provided in the text could be used for the purpose.



SAMPLE TE QUESTIONS

Objective type questions

1. You are asked to lead a tour programme .What are the steps to be followed in arranging a tour programme? List them.

Learning Outcome: *identifies and lists the steps to be followed in arranging a tour programme.*

2. Imagine that you are the curator of a renowned Museum of Arts, visited by thousands of tourists every year. Prepare an introductory speech welcoming the tourist to the museum.

Learning Outcome: *prepares introductory speech welcoming the tourist to the museum.*

3. Read the following excerpt from the story 'The Trip of Le Horla' and answer the questions given below:

Suddenly, the lights of a town appear before us. Such a wonderful flow of fire appears below us that I think myself transported into some fairyland where precious stones are manufactured for giants.

- Where is the author transported to?
- What makes him feel that it is a fairyland ?
- Comment on the word 'transported'. Substitute the word without changing the meaning.
- Pick out the describing words used in the passage.

Learning Outcome: *reads and comprehends the passage and records responses to the questions based on it.*

Descriptive type questions

Inverted in the tide

Stand the gray rocks, and trembling shadows throw,

And the fair trees look over, side by side,

And see themselves below.

Sweet April! many a thought
 Is wedded unto thee, as hearts are wed;
 Nor shall they fail, till, to its autumn brought,
 Life's golden fruit is shed.

4. Prepare an appreciation of the above lines taken from the poem 'An April Day'.

Learning Outcome: *prepares write up appreciating the lines from the poem 'An April Day'.*

Read the passage given below.

The Lantern Festival

The 15th day of the first lunar month is known as the "Lantern Festival." The Lantern Festival signals the end of the New Year festival period. During Lantern Festival people get together watching lanterns and fireworks, guessing lantern riddles and performing folk dances.

Long time ago, there were many fierce wild beasts and birds that greatly affected local people. In order to protect themselves, people had to kill those wild animals. One day, a sacred bird in heaven accidentally got lost and fell on the mortal world. However, an ignorant hunter thought the bird was kind of fierce animal and killed it. Furious, the Emperor planned a firestorm as retaliation. However, the emperor's daughter warned the villagers first. The villagers were not sure what to do to protect them. A wise man asked them to hang red lanterns outside their homes, make bonfires, and light firecrackers for three days. The plan worked. On the day of the retaliation, the Emperor was tricked into thinking the village was already ablaze. From then on, people light up lanterns and fireworks on the 15th day of the 1st lunar month, to celebrate the success.

5. Prepare a write-up on this ritual/practice highlighting the plot, characters, local culture, social/historical aspects, relevance of the ritual in the current scenario and its impact on society.

Learning Outcome: *analyses rituals and prepares write-up on the plot, characters, social, historical and cultural relevance of the ritual.*

6. Prepare the script of live TV report on the inaugural ceremony of the famous Nehru trophy boat race.

(Hints: description of the scene and the arrangements, the arrival of the dignitaries, reactions of the spectators, details of the inauguration etc.)

Learning Outcome: *drafts the script of live TV report.*

7. Read the following passage in Malayalam and translate it into English.

Learning Outcome: *translates passages from one language to another.*

ജലം നിശ്ചലമായി കിടക്കുകയും കടവുകളും തീരങ്ങളുമൊക്കെ ഒഴുനടക്കുകയും ചെയ്യുന്ന തടാകമാണ് ലോകതാക്. തിരകൾ ഇല്ലെങ്കിൽ തീരങ്ങളും തടാകത്തിനകത്തെ തുരുത്തുകളും ഇവിടെ ഒഴുകി സഞ്ചരിച്ചുകൊണ്ടേയിരിക്കും. മണിപ്പൂരിന്റെ തലസ്ഥാനമായ ഇംഫാലിലെ വിമാനത്താവളത്തിൽ നിന്ന് 40 കിലോ മീറ്റർ മാറിയാണ് തടാകം. റോഡ് മ: ഇതയും ദൂരം താണ്ടാതെ ഗ്രാമങ്ങൾ കുറുകെ കടന്നും ഇതിന്റെ കിഴിയിൽ ഫത്താ. കടൽതീരമില്ലാത്ത വടക്കുകിഴക്കൻ ഇന്ത്യയിലെ മാന്തി 'കടൽ' അണ് ഈ തടാകം

8. Imagine that you had a parachute ride over a valley.
Write a travel essay describing this travel experience. The essay should include description of physical features, practical issues related to the travel, experiences and personal impressions.

Learning Outcome: *organizes the travel experiences logically and writes them in the form of a travel essay*

9. Look at the pictures given below.



A tourist spot in its glorious past



The same spot in a deteriorated state

Tourist spots are at the mercy of tourists.

Compare the pictures and prepare a paragraph expressing your views on the sentence given above.

Learning Outcome: *writes passages comparing the conditions presented in the input (visual/verbal) provided.*