

## Unit 1

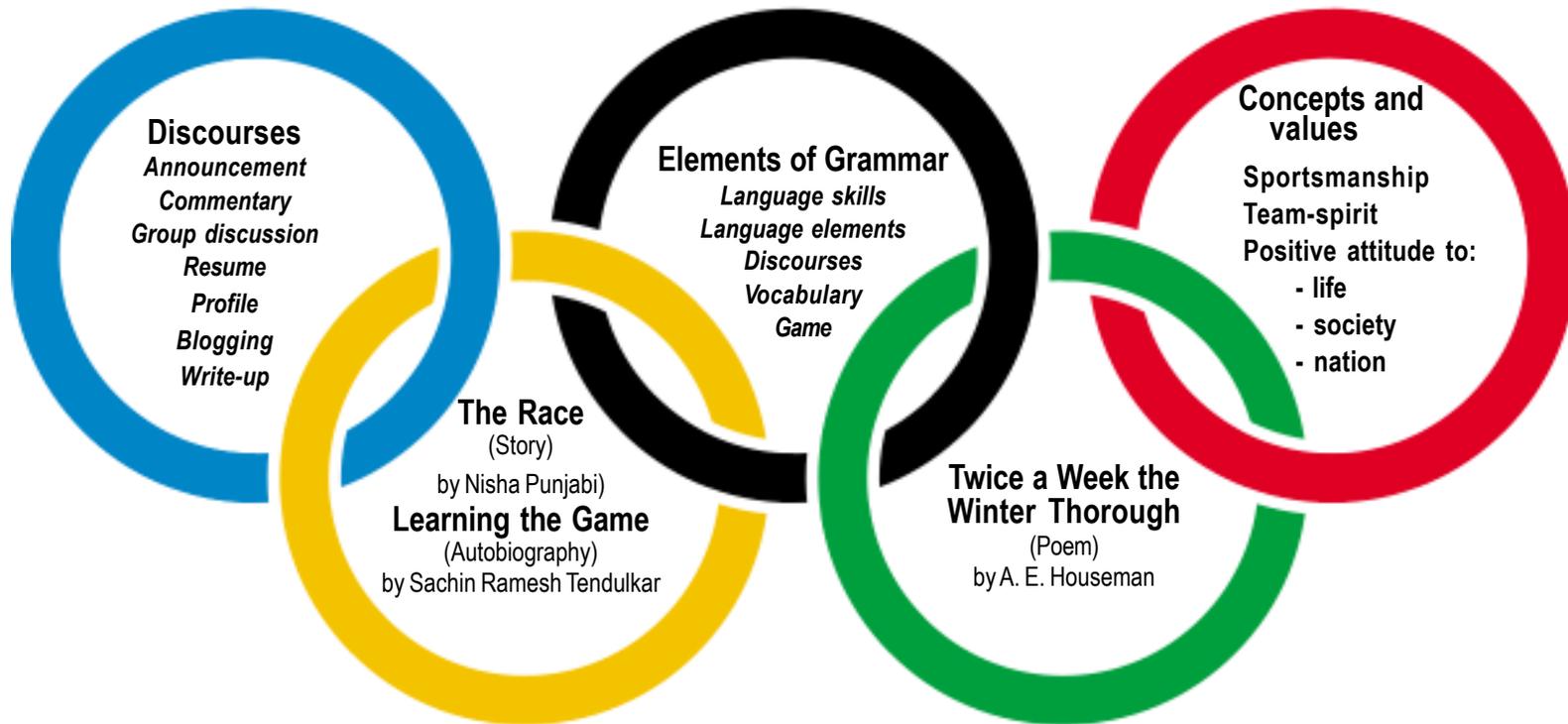
**ASPIRE TO WIN**

Theme	: Sports
Sub themes	: Sportsman spirit Motivation Family support Hard work for success Overcoming obstacles by perseverance Optimism and confidence Necessity of mental and physical health Empathy Diligence Goal setting

**Learning Outcomes**

The learners will be able to:

- 1.1 read and comprehend stories, autobiographies and poems.
- 1.2 enhance their vocabulary by guessing the meaning from the context and by referring to a dictionary.
- 1.3 read, enjoy and appreciate poems.
- 1.4 get themselves familiarised with poetic craft and devices.
- 1.5 listen with comprehension
- 1.6 engage in performance based activities like commentary, announcement, group discussions etc. and enhance their communicative skills.
- 1.7 read and understand blogs and create their own blogs as a means of self expression, creativity and communication.
- 1.8 think critically and creatively.
- 1.9 construct discourses like character sketch, curriculum vitae, profile, blog-writing, write-up etc.
- 1.10 understand and apply language elements like 'if' clauses, linkers, subject-verb agreement, and various types of questions.
- 1.11 understand the usage of idioms in English.
- 1.12 develop a positive attitude towards sports and games as a means of national integration and unity.
- 1.13 inculcate team spirit and sportsman spirit.
- 1.14 develop a positive attitude to life by cultivating an optimistic approach to everything.
- 1.15 understand the need for support, courage and confidence to face problems in life.



## UNIT FRAME - UNIT I

Concepts/Skills	Process/Activities with Assessment	Learning Outcomes
<ul style="list-style-type: none"> <li>• <b>The Race</b></li> <li>- reading, comprehending and enjoying the story</li> <li>- enrichment of vocabulary</li> <li>- being motivated to achieve a goal through perseverance</li> <li>- need for empathy</li> </ul>	<ul style="list-style-type: none"> <li>- individual reading</li> <li>- group activities</li> <li>- pair work</li> <li>- group discussions</li> <li>- storyboard making</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.13</li> <li>1.14</li> <li>1.15</li> </ul>
<p><b>Activities</b></p> <p>1. Character sketch</p> <ul style="list-style-type: none"> <li>- identifying different traits in one's personality</li> <li>- developing the writing skill of the learner</li> </ul> <p>2. Discussion &amp; Write-up</p> <ul style="list-style-type: none"> <li>- awareness about a healthy life style-both mental and physical</li> <li>- developing the speaking skill of the learner</li> <li>- enhancing writing skills</li> </ul> <p>3. Announcement</p> <ul style="list-style-type: none"> <li>- performance skills</li> <li>- speaking with good modulation, proper accent and intonation</li> </ul> <p>4. Curriculum Vitae (Resume)</p> <ul style="list-style-type: none"> <li>- getting familiarised with curriculum vitae (Resume)</li> <li>- transferring of information</li> </ul> <p>5. Commentary</p> <ul style="list-style-type: none"> <li>- having the presence of mind and creativity to maintain the real feeling of the event</li> <li>- performance skill in live reporting</li> <li>- speaking with good modulation, proper accent and intonation</li> <li>- enhancement of listening skills</li> <li>- ICT enabled learning</li> </ul>	<ul style="list-style-type: none"> <li>- individual work</li> <li>- assessment</li> <li>- group activity and individual work</li> <li>- assessment</li> <li>- individual work</li> <li>- ICT enabled learning</li> <li>- self assessment</li> <li>- individual work</li> <li>- assessment</li> <li>- individual work</li> <li>- assessment</li> <li>- peer group</li> </ul>	<ul style="list-style-type: none"> <li>1.9</li> <li>1.6</li> <li>1.8</li> <li>1.5</li> <li>1.6</li> <li>1.5</li> <li>1.9</li> <li>1.6</li> <li>1.5</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Learning the Game</b></li> <li>- familiarisation with the literary genre of autobiography</li> <li>- reading and comprehension</li> <li>- introduction to the childhood experiences of Sachin Tendulkar</li> <li>- role of family and teachers in one's achievement in life and career</li> </ul>	<ul style="list-style-type: none"> <li>- group activity</li> <li>- individual activity</li> <li>- assessment</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.12</li> <li>1.13</li> <li>1.14</li> <li>1.15</li> </ul>

Concepts/Skills	Process/Activities with Assessment	Learning Outcomes
1. Write-up <ul style="list-style-type: none"> <li>- gathering relevant information and sequencing them</li> <li>- enhancement of writing skill</li> </ul>	<ul style="list-style-type: none"> <li>- group activity</li> <li>- assessment</li> </ul>	1.8 1.9
2. Profile <ul style="list-style-type: none"> <li>- framing meaningful sentences from hints</li> <li>- writing skill enhancement</li> </ul>	<ul style="list-style-type: none"> <li>- individual work</li> <li>- group activity</li> <li>- assessment</li> </ul>	1.9
3. Blogging <ul style="list-style-type: none"> <li>- familiarisation with blog-writing</li> <li>- making blogs for the expression of one's creativity</li> <li>- ICT enabled learning</li> </ul>	<ul style="list-style-type: none"> <li>- ICT enabled learning</li> <li>- individual activity</li> <li>- group activity</li> <li>- assessment</li> </ul>	1.7
<ul style="list-style-type: none"> <li>• <b>Twice a Week the Winter Thorough</b> <ul style="list-style-type: none"> <li>- reading and enjoying poems</li> <li>- appreciating the poetic devices</li> </ul> </li> <li><b>Vocabulary</b> <ul style="list-style-type: none"> <li>- reference skill</li> </ul> </li> <li><b>Language Elements</b> <ul style="list-style-type: none"> <li>- application skill</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- individual reading</li> <li>- assessment</li> <li>- ICT enabled learning</li> <li>- individual work</li> <li>- individual activity</li> </ul>	1.2 1.3 1.4 1.11 1.10

### Unit overview

This unit consists of 'The Race', a story by Nisha Punjabi, 'Learning the Game', an excerpt from the autobiography of Sachin Ramesh Tendulkar, and a poem 'Twice a Week the Winter Thorough' by A. E. Houseman. All the literary pieces in the unit unfold as to how a good sportsman is moulded by perseverance, motivation and self-confidence. The unit is intended to develop sportsmanship and confidence in the learners. It helps the learners to raise their health consciousness and to develop a healthy life style, to generate sound mental health and also offers them ample opportunity to enhance their language competency. The unit envisages the learners to construct and deliver performance level discourses like live commentary, announcement and group discussion, with a view to developing their speaking skills. Other discourses like character sketch, write-up, curriculum vitae, profile etc. are targeted towards enhancing writing skills. The learners also become privileged to make use of modern social media and ICT possibilities like blog-writing/blogging.

## THE RACE

### About the author

Nisha Punjabi, a graduate in English Literature and Economics, is a freelance writer based in Lucknow, India. From 2004 to 2005, she was employed by the Lucknow Times, the daily magazine of *The Times of India* as a freelancer to write for them. Nisha Punjabi is introduced to the learner as a budding woman writer of India.

### About the text

Many teachers and parents are still under the notion that good grades in academics define the excellence of a learner. But there are many great personalities who have created history in various realms, in spite of their weak scores and low grades during their school/college days. We have instances of many such sports personalities who have achieved worldwide recognition.

Though often pursued for pleasure, sport is an activity that requires physical effort, appropriate skill, sheer hard work and a strong will to win. It helps the all-round development of an individual. It teaches discipline and tolerance, and inculcates healthy competition. Tarun, the protagonist of the story 'The Race' has the goal of becoming a good runner even though he is an under-achiever in his studies. He becomes a model sportsman by his determination and perseverance. The story is told in a simple language, while at the same time, maintaining the suspense of the competition. A real life context is presented in the story. It also establishes the need for support and motivation for the success of an

individual.

### Background of the text

The Children's Book Trust of India, New Delhi, conducted a story writing competition in the sports category for the writers of children's books in 2001 and the prize winning entries were published under the title *15 Sports Stories*. The story 'The Race' by Nisha Punjabi is one among them. All the stories in the collection are aimed at inspiring children to play the game in the spirit of the game.

### Gist of the story

Tarun, a mediocre student, is always blamed by his parents for his low grades and tardy nature. The thought that he is poor in everything drains his self-confidence. But he has an intense wish to be a fast runner. He gives vent to his bitter feelings by running. On one such occasion, he accidentally meets a veteran athlete and coach, Ram Narayan, who identifies his talent in running and agrees to train him provided he wins the race on Children's Day. In spite of his daily practice, he not only fails but also finishes last in the race. Still Ram Narayan agrees to train him in recognition of his strong will and perseverance.

### Title and Titular picture

You may initiate a discussion on the title 'Aspire to Win', and the titular picture. Using the questions given at the beginning of the unit or your own questions, you may lead the discussion to the theme and sub themes of the unit. Any other relevant pictures or suitable ICT possibilities also may be utilised to sensitise the learners.

However, it has to be kept in mind that ample opportunities are to be given to the learners to come up with their divergent thoughts.

e.g. Can these two players alone bring success to their team?

Learners may agree or disagree. Accept their responses and let them substantiate.

Sum up the discussion in such a way that it can be linked with the story 'The Race'.

### Text analysis

You may divide the story into meaningful sub units for effective classroom transaction. One such division may be as follows:

#### I. From the beginning till Tarun releasing his pent-up emotions

The paragraphs may be assigned to the learners to be read individually. Let them sit in groups and discuss their responses to the questions given along side.

For linking the paragraphs with the learners' real life experiences, you may present the following situations to the groups for discussion and let them present their views.

- How do your parents respond when you get low grades in your examinations?
- How would you cope with the situation when you miss your conveyance to school?

#### Steps for the preparation of a story board

- Fixing the events and listing them in their order of occurrence
- Visualisation of the events
- Caricaturisation / picturisation
- Writing suitable captions

- Narrate an incident you want to wipe out from your memory.
- How do you try to overcome your sorrow when you are scolded by your parents or teachers or elders?

#### II. Tarun's meeting and interaction with Ram Narayan

After individual reading of the paragraphs, you may discuss the questions 4-8. Then the learners may be paired and let them write down the utterances of Ram Narayan and Tarun separately. Random presentation in the form of dialogue rendering may be done in the class.

#### III. Tarun's preparations for the race till he receives the entry card for the race

You may instruct the learners to read the passages and to record their responses to the scaffolding questions 9-11. Then you may initiate a discussion on their responses.

#### IV. The race

The learners read the paragraphs and respond to the scaffolding questions. Then they sit in groups and each group may be assigned the task of listing the major events of the race in the order of their occurrence. Based on the events, let each group prepare a storyboard by writing suitable descriptions of the illustrations.

#### Major events of the race may be as follows

- Tarun running ahead of everybody
- first fall
- second fall
- third fall
- finishing the last but receiving the loudest applause
- resumes the race
- resumes again

### STORYBOARD

A storyboard is a series of diagrams that shows a sequence of displays. There are two main parts to a storyboard. The first is the sequence of different scenes to tell the story. The second is the information that is provided for each scene. It is used to illustrate a story or to show the changes of scene. A storyboard is used as a planning document in films, video advertisements, multimedia presentations, animated movies and comic strips.

Here is a sample storyboard of a movie

		
A man approaches	Over the shoulder confrontational shot	The two men begin arguing. Interrupted by the sound of a car both turn towards the road.
		
Camera to follow car	A figure emerges from the car and calls to the two men. One of the men flees.	Close ups of the main characters

Here is a storyboard. Describe the illustrations by adding captions to each of them and develop into a story.

#### Possible answers to the questions from 'The Race'

1. Let the learners come up with their own responses. If they like Tarun / his brother more, let them state their reasons for it.
2. Tarun's parents hated his running. He belonged to a middle class family which could not afford the huge amount needed for an intensive training.

3. Tarun no longer wanted to remember the day he failed in his terminal examinations because his father had got angry with him and he had become a butt of ridicule among his friends too.
4. Ram Narayan probably wished to pacify Tarun who was depressed and thought of encouraging him by this general statement about life.
5. Let the learners come up with their responses and state their own reasons.
6. Tarun replied in a light manner that he was unemployed and so he could not afford the expenses of a training school. He also wondered how he could joke in such circumstances.
7. Ram Narayan agreed to train Tarun on condition that Tarun should participate and win the race conducted at the Nehru Stadium on Children's Day.
8. When Tarun announced his willingness to participate and win the race, Ram Narayan thought that it was his duty in return to get him entry into the race.
9. Tarun got up at four in the morning and practised zealously every day, running upto ten miles. In the evenings, he would time himself according to the 1000 metre distance prescribed by the competition.
10. Let the learners come up with their own responses and substantiate why they think so.
11. Tarun wanted to show his father that he was not really the black sheep of the family and that he could be good at something at least.
12. Tarun felt very proud of himself because he saw that he was ahead of everybody else in the race.
13. Let the learners presume the situation and respond.
14. Let the learners come up with their responses and state their own reasons.
15. Ram Narayan meant that Tarun has been trying hard to do his best in the race in spite of falling thrice by getting up again and again to complete the race. He also hoped that Tarun might face the problems of his life too in the same way, with determination and will power. Such persons would meet with success in life. Tarun was one such a real-life hero.

### Let's revisit and reflect

In order to ensure that learning stays with the learners, it should become part of the learners' long term retention.

#### ENRICH

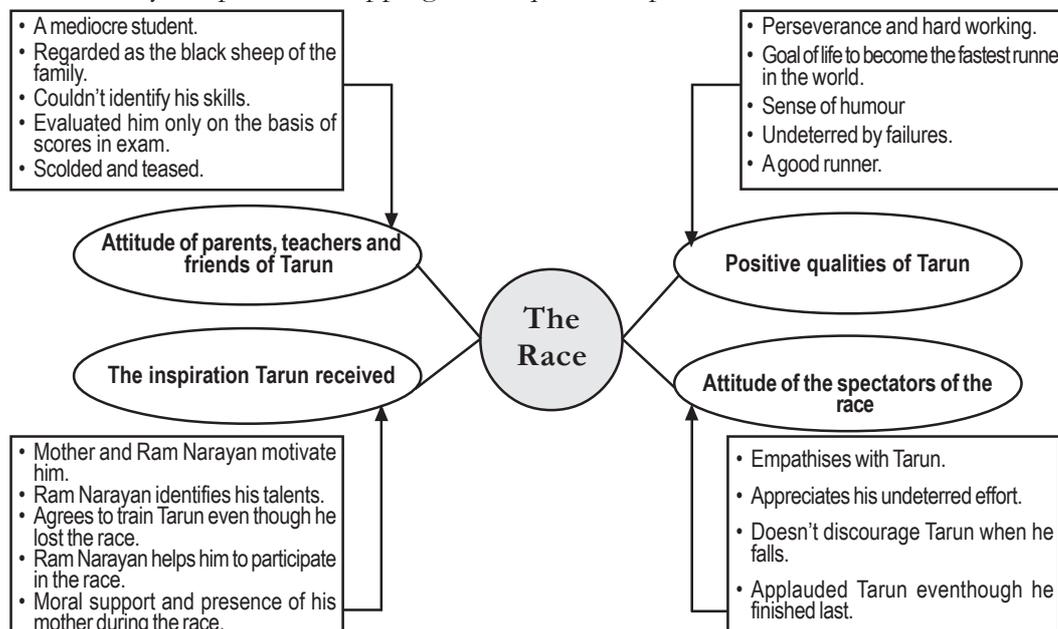
The stages of effective learning are:

1. **Linking** - link the learning with real life contexts or experiences
2. **Analysing and responding** - deeper level of understanding and responding accordingly
3. **Committing** - enforce the learning through different activities like storytelling, listening, exposure to multi-sensory perceptions, reading, writing, discussing, problem-solving, playing games etc.
4. **Reviewing and reconstructing** - ensure assessment and refinement

The first question in this section is attempted.

1. The story 'The Race' gives us valuable lessons about life. Do you agree? Give reasons.

You may adopt mind-mapping technique to help the learners revisit the lesson.



Using the mind-map given above, the learners may be prompted to identify the valuable lessons about life in the story and substantiate their opinions.

The teacher may adopt any one of the similar strategies like retelling, discussion, re-reading, power point presentation, dramatisation, mock-interview, open-forum, data-gathering, check-list, comparative study, spider diagram, or any other graphic organiser to deal with the other questions in this section.

### Activity 1 (Character sketch)

#### ENRICH

There are different kinds of characters in a story.

- Protagonist (hero/ heroine)-the main character around whom most of the story revolves
- Antagonist- the person who the protagonist is against
- Major- the main characters who dominate the story
- Minor- the characters who interact with all the above to reveal their personalities, situations and stories.

Character analysis can easily be divided into three parts.

1. Identify the type of character dealt with.
2. Describe the character (appearance, personality traits, development of character etc.).
3. Discuss the conflict in the story particularly with regard to the character under study.

The web diagram in the Reader may help the learners to identify the type of character Tarun is. The data in the table given below it will help the learner to discuss the character in relation to the conflicts in the story.

#### ENRICH

##### How a character is revealed?

- through the words of the author or narrator  
e.g. His grades could barely satisfy his parents.
- from the self-perception of the character.  
e.g. Tarun always thought of himself as the black sheep of the family.
- description about character's

personality  
e.g. He was not a good singer, dancer, painter, or even an actor.

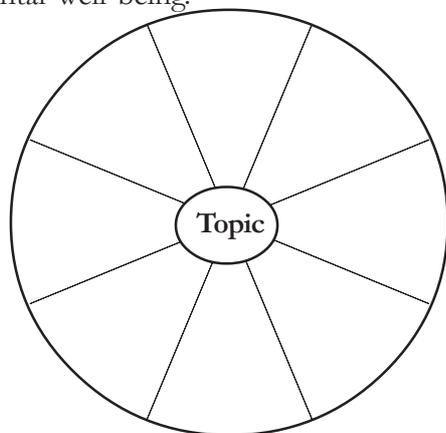
- physical appearance of the character  
e.g. He was blessed with the strength of a great athlete.
- family status and socio-economical background of the character  
e.g. He belonged to a middle class family.
- interaction of the character with others  
e.g. His sense of humour is revealed in his interaction with Ram Narayan: "A training school is very expensive, sir, and I am unemployed."
- from the opinion of other characters in the story  
e.g. "...you are one of the best runners I have ever seen."

After collecting the relevant data, let the learners prepare a character sketch of Tarun. You may encourage the learners to use appropriate cohesive devices.

### Activity 2 - Write-up

The activity consists of three parts – discussion, note-making and preparation of a write-up.

You may initiate a discussion among the learners by posing relevant questions regarding the need for physical exercise, prevention of life style diseases and also the need for maintaining physical and mental well being.



- What are the various things affecting health?
- How do food habits and diet influence one's health?
- What are the factors that affect our mental health?
- How is our life style related to our health?
- Do you think mental well-being and physical health are related? How?

You may frame similar questions, if needed, to make the discussion rich and lively. The learners may make use of graphic organisers like the one given above to note down the points of their discussion.

### Activity 3 - Announcement

You may direct the learners to read individually the text of the announcement given in the reader. Then, one or two learners may be assigned the task of performing as announcers. Or, the audio rendering of a sample announcement may be played to them.

The questions given in Activity 3 may be used for discussing the features of an announcement. Encourage the learners to respond to them.

#### Features of an announcement

- direct and plain, complete and concise
- short, friendly and arousing the interest of the audience
- factual

Let the learners prepare the announcement of a meeting to congratulate Tarun and present it in the class. It may be recorded and later played in the class so that they may listen to their own presentations.

### Activity 4 - Curriculum Vitae (Resume)

This activity is intended to familiarise the learners with the features of a Curriculum Vitae (CV). You may ask the learners to go through the news report individually and gather the data required to fill in the

different fields in Tarun's CV. Then, they may be introduced to different models of a CV. One such model is given below.

### CURRICULUM VITAE

Abhishek D	Ph .....
E-mail .....	

#### PERSONAL PROFILE

- |                                |  |
|--------------------------------|--|
| 1. Name                        | Abhishek D.                              |
| 2. Father's Name/Mother's Name | Manohar D., Jalaja Kumari                |
| 3. Date of birth               | 15.09.1981                               |
| 4. Permanent Address           | H. No. 12, Manna Reddy Street, Ernakulam |
| 5. Religion and Caste          | Christian, Latin Catholic                |
| 6. Language proficiency        | English, Malayalam, Hindi                |
| 7. Nationality                 | Indian                                   |
| 8. Gender                      | Male                                     |
| 9. Marital status              | Bachelor                                 |

#### CAREER OBJECTIVE

To empower my institution to greater heights by utilising my potentials to the maximum extent possible.

#### PROFESSIONAL SNAPSHOT

- Teaching experience in various institutions • B.Ed. in Commerce - University Training College, Pandalam.
- Qualified NET & SET.

#### ACADEMIC CHRONICLE

DEGREE	INSTITUTION	UNIVERSITY/BOARD	YEAR OF PASSING
NET, SET		University Grants Commission, LBS Centre	2011
B. Ed	University Training College, Pandalam	University of Kerala	2011
M. Com	Albert's College, Ernakulam	Mahatma Gandhi University	2007
B. Com	Private study	University of Kerala	2005
Plus 2	Open School	Board of Higher Secondary Education, Kerala	2002
SSLC	Govt. High School, Alappuzha	Board of Secondary Education, Kerala	1997

#### WORK EXPERIENCE

- Two years experience in Don Bosco Arts and Science College, Kannur, University of Kannur.
- Two years experience as Lecturer in a reputed Private Institution.

#### CREDENTIALS

- presented a Paper on "Significance of quality education" in the Inter University level
- presented a Paper on "Innovative Teaching Practice in Education" at SN Trianing College, Varkala

#### STRENGTH

- Good communication skills, co-ordinating and managerial skills, comprehensive problem solving abilities.
- Ability to maintain a good relationship with superiors, peers and subordinates, and to deal with people diplomatically.

#### REFERENCES

- Mr. Renji K.Das, Principal, Maharajas College, Ernakulam. Ph: ..... Mob:.....  
Email:- .....

#### DECLARATION

I hereby declare that all the details given above are true to the best of my knowledge and belief and that the claims could be proved with credentials on demand.

Place: .....

Date: ...../...../.....

Yours faithfully

Abhishek D.

Similarly, let the learners read the newspaper report about Tarun and complete the CV promptly.

### Activity 5 - Commentary

The activity here is to familiarise the learners with the art of preparing a commentary and presenting it. Let the learners read the part of the commentary given in Activity 5 in the reader. You may use the questions given in the text to initiate a discussion with the learners regarding the features of a good commentary.

#### ENRICH

##### Features of a commentary

- Comment on the details and background of the event.
- Engage the audience (in an interactive manner).
- Tell people what is happening (you are their eyes).
- Personal comments are also welcome.
- Language-simple and clear, without any ambiguity.

- Manner-appropriate tone and voice modulation.
- Tense-present tense is most often used.

Now, let the learners complete the commentary. You may then direct the learners to watch the random snapshots from the final of the Tri-series Cup cricket match between India and Sri Lanka, held at the Queens Park Oval, Port of Spain, Trinidad, on July 11, 2013 and read the captions under each of them. Then, let them prepare a commentary and present it which may be recorded on the spot.

You may also give the learners a chance to watch the video of the last over of the match and listen to its live commentary. After this, the recorded presentations of the learners may be played so that they get an opportunity to compare their commentaries with the live one.

## LEARNING THE GAME

### About the author

Sachin Ramesh Tendulkar was born on April 24, 1973. His father Ramesh Tendulkar was a professor of Marathi. Recognising Sachin's talents, Ajit Tendulkar, his elder brother decided to guide Sachin during the early stages of his life. He took his kid brother to Mr. Ramakant Achrekar, arguably the best cricket coach of his times. This was the turning point in Sachin's life. It was because of cricket that he had to change his school and stay at his uncle's place. Sachin joined Sharadashram Vidhyamandir which gave due importance to cricket and where Achrekar Sir was the cricket coach. Achrekar could see a world champion in this little boy. Slowly, Sachin started making waves in the local cricket arena of Mumbai.

Sachin was only 16 when he made his Test debut. His first Test hundred, a match-saving one at Old Trafford, came when he was 17; he had 16 hundreds before he turned 25. In 2000, he became the first batsman to have scored 50 international hundreds; in 2008, he aced Brian Lara as the leading Test run-scorer, and in the later years, he went past 13,000 Test runs, 30,000 international runs and 50 Test hundreds.

He currently holds the record for the most number of hundreds in both Tests and ODIs. He also broke a 40-year old record by scoring the first double-century in One-day cricket. To him goes the credit of being the first player to score 100

international centuries which could be a lasting record. On November 16, 2013, Tendulkar retired from Test cricket after a memorable 200th Test on his home ground at the Wankhede Stadium, Mumbai, against the West Indies.

He has been the most complete batsman of his time, the most prolific run-maker of all times, and arguably the greatest cricket icon the game has ever known. His batting was based on the purest principles of perfect balance, economy of movement, precision in stroke-making and clever anticipation. His career was rich, eventful and remained free of any scandal.

The country has honoured him with her highest civilian award, the Bharat Ratna in 2014, and also with the second highest civilian award, the Padma Vibhushan in 2008. He was awarded the Padma Shri in 2008. India also honoured him with the Rajiv Gandhi Khel Ratna in 1998, the highest honour in the country for achievement in sports. He also received the Arjuna Award in 1994 from the Government of India in recognition of his outstanding achievements in sports. The state of Maharashtra has honoured him with the Maharashtra Bhushan Award in 2001, the state's highest civilian award. He was nominated as an MP to the Rajya Sabha in 2012.

### Background of the text

The lesson 'Learning the Game' is the second chapter of Sachin Ramesh Tendulkar's autobiography *Playing It My*

*Way* which he has dedicated to all Indians. The book consists of 28 chapters. It was written after he had bidden farewell to the pitch on 16th November, 2013. Written in simple language, he has tried his best to make his autobiography as honest as possible.

### **Gist of the text**

The lesson 'Learning the Game' deals with Sachin's introduction to the game of cricket. An 11 year old Sachin is depicted in the excerpt. He was lucky to have an encouraging family- a supportive father and a helping brother. Unlike many others, Sachin's father, Mr. Ramesh Tendulkar, was confident about his son's talents in cricket. But it was his brother Ajit who identified the cricketer in him.

Sachin had a humble beginning- he started playing cricket with his colony friends in Bandra. At the age of eleven, his brother took him to Achrekar Sir, a leading coach in Mumbai. Though at first he couldn't impress him, very soon Achrekar Sir identified the promising talent in Sachin and started training him. Sachin was very sincere in his practice and he never made any compromise with the practice sessions, both in the morning and evening. Soon, he changed his school to Sharadashram where Achrekar Sir was the cricket coach and dedicated his entire time to cricket. As everyone knows, the secret of his success was sheer hard work and fair play. Submissive and obedient, he received the blessings of his coach Achrekar Sir who trained him from his school days.

### **Text analysis**

The text may be dealt with in meaningful chunks as in the following sample.

#### **I. From the beginning to Achrekar Sir agreeing to train Sachin (first 3 paragraphs)**

The learners may read the first three paragraphs individually. A discussion on the questions (1-4) follows.

Let the learners read the passage once again. The teacher may initiate a discussion on the initial failure of Sachin Tendulkar when he batted in front of Achrekar Sir, using the following questions.

- Who took Sachin to the summer camp and with what intention?
- How old was Sachin then?
- Could he impress the coach in his first attempt? Give reasons to substantiate your answer.
- Was Sachin given admission to the summer camp at last? How?

The learners may be asked to prepare a narrative of Ajit to his father about how Sachin got admission to the summer camp.

#### **II. Summer Camp at Shivaji park (2 paragraphs)**

The learners may read carefully the two paragraphs related to the summer camp. You may check their comprehension by gathering their responses to the questions 5-8.

The two paragraphs contain details about Sachin's routine at the summer camp. Let the learners collect the data of Sachin's time table from the passages and prepare the time-table of Sachin's daily routine during the summer camp.

**Sample Time table**

<b>Morning Session</b>	<b>Evening Session</b>
Duration : 3 hrs	Duration : afternoon - late evening
Starting from Bandra : 6.50 am	Starting from home: after lunch in the afternoon
Mode of conveyance: Mumbai city bus	Mode of conveyance: Mumbai city bus
During the journey: discussion with Ajit about the nuances of batting	Practice ends: late evening
Starting the practice: 7.30 am	After reaching home : washing cricket clothes again so that he can wear them the next day
Morning session ends: 10.30 am	
After reaching home: washing cricket clothes and drying them for using in the afternoon.	

**III. Sachin changing his school and his cricket coaching at the new school (3 paragraphs)**

You may assign the three paragraphs mentioned above to the learners for careful reading and let them answer the questions 9-12.

Here, Sachin mainly speaks about changing his school because his present school did not have enough cricket facilities. You may ask the learners to compare the facilities available at Sachin`s previous school and the new school in a "T" Chart.

<b>New English School, Mumbai</b>	<b>Shardashram Vidhyamandir, Mumbai</b>
<ul style="list-style-type: none"> <li>• did not have facilities for cricket</li> <li>• did not give importance to sports</li> <li>• had no good coach to train the students</li> <li>• .....</li> <li>• .....</li> </ul>	<ul style="list-style-type: none"> <li>• has very good facilities for cricket</li> <li>• gave due importance to sports and games</li> <li>• appointed Achrekar Sir as the cricket coach</li> <li>• .....</li> <li>• .....</li> </ul>

**IV. The lessons Sachin learnt from his experiences in and outside the new school (last 5 paragraphs)**

The learners may read carefully the last five paragraphs and respond to the questions 13-16.

You may draw the attention of the learners to Sachin`s statements- ".....and it was all a great learning experience", and "Sir also punished me on one occasion when trying to teach me a very important lesson". In the light of the excerpt read by the learners, let them prepare a flow chart on the lessons Sachin learned from his own experiences and also from his coach Achrekar Sir.

### The lessons Sachin learned

#### From his own experiences

.....

.....

.....

.....

#### From his coach Achrekar Sir

.....

.....

.....

.....

#### Possible responses to the scaffolding questions

1. Sachin played cricket with his colony friends. He loved watching cricket on television. While playing cricket he tried to imitate his favourite players, Sunil Gavaskar and Viv Richards.
2. It gave due importance to the game of cricket and had Ramakant Achrekar Sir as the cricket coach.
3. He did not have a good impression of Sachin at first. He thought Sachin was too young to attend the camp.
4. Knowing that Sachin was performing badly out of nervousness in the presence of Achrekar Sir, Ajit implored him to give Sachin one more chance. He wanted Sir to pretend to go away and watch him bat from a distance.
5. Sachin had practice sessions every morning and evening at Shivaji Park at the end of which he would be thoroughly exhausted. So he felt that the schedule of the camp was a rigorous one.
6. Sachin's brother Ajit once gave him a note containing some thoughts about batting. He kept it with him as it served as a very personal coaching manual.
7. Sachin practised both in the morning and evening but he had only one set of cricket clothes. So his routine was to wash and dry them after each session so that he could wear it for the next session. This routine is the "system" referred to by Sachin.
8. The New English School where Sachin studied did not have cricket facilities. Hence, his coach advised him to change his school if he wanted to pursue cricket seriously.
9. His father was ready to allow Sachin to change his school only if he was really serious about playing cricket.
10. All his excess energies were channelled into playing cricket and Sachin considered this as a safety valve.
11. In order to own the one-rupee coin kept by Achrekar sir on top of the stumps, Sachin had to avoid getting out and bat continuously with some sixty to seventy boys fielding. It taught him how to concentrate even when physically drained. It also gave him immense satisfaction.
12. After the thorough practice in cricket Sachin had to run two full circuits of Shivaji Park with his pads and gloves on. This routine throughout the summer holidays helped him to build up his physical and mental stamina.
13. a) After his practice sessions in cricket, Sachin used to demand his father to treat him to a special fruit juice. He considered this regular demand as a little unreasonable.  
b) He had not realised that his parents also had to take care of the needs of his brothers and sister. So his demand was unreasonable.

14. When Sachin had to stand inside the bus with the kitbag on his back, he often took the space of another passenger. So sometimes he was asked by the conductors to buy two tickets.
15. Yes, he was. Sometimes when Sachin evaded from practising at the nets, Achrekar would come on his scooter to take him to the nets. Only a sincere coach would do it.
16. a) Achrekar Sir punished Sachin once when he bunked the daily evening practice.  
b) It helped him to practise hard every day and become a world renowned cricketer.

### Let's revisit and reflect

The questions under this section are aimed at a deeper understanding of the lesson with a view to promote divergent thinking in the learner. They also encourage free thought and expression. Hence you may remember to plan your process giving ample opportunities for the learner to read, re-read, think, analyse, make notes,

classify, compare, discuss, and arrive at responses.

The learners often read and identify from a lesson or a poem certain sentences or lines which they like the most or which attracted them more than the others. But if they are asked to substantiate by giving their reasons, many learners do not have much to say. The third one is done for you.

You may pose the first part of the question to the whole class. First of all, let the learners read the lesson and find out sentences that inspire them. Let each learner make a note of those sentences. You may conduct random presentations. Ask the learners to choose one among them which they consider the most inspiring.

Then you may pose the second part of the question. Let the learners express their thoughts, substantiating how a particular sentence inspired them. Finally the learners may write down their own sentences and the grounds for selection.

Here are certain choices of a learner. The first sentence is substantiated too.

Inspiring sentences	Substantiation
1. I was delighted and I must say it was an opportunity that transformed my life.	<p>a. The opportunities that come one's way must be utilised.</p> <p>b. Most of us get opportunities for self development but very few recognise them and make use of them.</p> <p>c. Certain opportunities one gets can transform one's life and be a turning point.</p> <p>d. One's excellence lies in making use of the opportunity one gets.</p> <p>e. Opportunities do not come twice. So one must learn to utilise them as they come.</p>
<p>2. The system worked well- apart from my pockets.</p> <p>3. Winning the one-rupee coin used to give me immense satisfaction...</p> <p>4. I'd often take the bus or train from Bandra to Church Gate, and it was all a great learning experience.</p> <p>5. I feel sheepish about my actions and can only admire Achrekar Sir's far-sightedness.</p>	

Similarly, the other three questions (1, 2 & 4) also may be dealt with using an appropriate constructive process.

### Activity 1 - Write-up

You may assign the learners to read the whole lesson before entering into this activity which may be divided into three - the roles of Sachin's father, brother and coach. Similarly, the learners may be divided into 3 groups and each group can be assigned a task.

Ramesh Tendulkar	Ajit Tendulkar	Achrekar Sir
<ul style="list-style-type: none"> <li>allowed Sachin to change schools</li> </ul>	<ul style="list-style-type: none"> <li>identified Sachin's talent in cricket</li> </ul>	<ul style="list-style-type: none"> <li>agreed to train Sachin in cricket</li> </ul>
<ul style="list-style-type: none"> <li>advised him to change schools only if he was really serious about playing cricket</li> </ul>	<ul style="list-style-type: none"> <li>took Sachin to the camp to get trained under Achrekar Sir</li> </ul>	<ul style="list-style-type: none"> <li>trained Sachin during the summer camp</li> </ul>
<ul style="list-style-type: none"> <li>came to take him home after the practice at Sharadashram Vidhyamandir</li> </ul>	<ul style="list-style-type: none"> <li>insisted on Sir giving Sachin another chance to prove his mettle</li> </ul>	<ul style="list-style-type: none"> <li>called his father and suggested changing Sachin's school</li> </ul>
<ul style="list-style-type: none"> <li>encouraged his son saying all he wanted him to do was to make his best efforts without worrying about the results</li> </ul>	<ul style="list-style-type: none"> <li>accompanied him to the camp for some days</li> </ul>	<ul style="list-style-type: none"> <li>trained Sachin at his new school, Sharadashram Vidhyamandir</li> </ul>
<ul style="list-style-type: none"> <li>occasionally treated Sachin to a special fruit cocktail</li> </ul>	<ul style="list-style-type: none"> <li>discussed with Sachin the nuances of batting</li> </ul>	<ul style="list-style-type: none"> <li>placed a one-rupee coin on the stumps for him to bat, avoid getting out and win it.</li> </ul>
<ul style="list-style-type: none"> <li>showed confidence in his son's talents as a cricketer</li> </ul>	<ul style="list-style-type: none"> <li>gave him a note containing some of his thoughts about batting</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes he would even come to take Sachin on his scooter to the park if he didn't turn up for practice.</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>he too agreed to change Sachin's school</li> </ul>	<ul style="list-style-type: none"> <li>his far-sightedness helped in identifying a world champion in Sachin</li> </ul>

Let each group present their points and prepare a write-up after necessary discussion.

### Activity 2 Profile

Ramakant Vithal Achrekar was the veteran coach of Sachin Tendulkar in cricket. You may collect some more details about him and add to the hints to help the learners make the profile a complete one.

**Read more about him** -- Achrekar started playing cricket in 1943. He has played for Mumbai Port, Young Maharashtra XI and Gul Mohar Mills. He played

in only one first-class cricket match for the All-India State Bank against Hyderabad in 1963. More a cricket coach than a cricket player, he was the chief selector for the Mumbai Cricket Team. In 2010, he was awarded the 'Lifetime Achievement' award by Gray Kirsten, the then coach of the Indian cricket team.

Let the learners frame their own sentences using the hints. If they find it difficult, you may ask questions regarding the hints and let the learners respond to them orally. Later, after refinement if any, they may write down the sentences, finally developing them into a paragraph.

e.g.

- When and where was Ramakant Vithal Achrekar born?
- What was he?
- Name the club he founded at Shivaji Park.
- Who are the famous cricketers he has trained?
- What are the honours and awards he received?

As an extended activity, the learners may be grouped and each group given the task of preparing a profile book of the players of the Indian Cricket team, Indian Hockey team, Indian football Team and other famous Indian athletes.

### Activity 3

The activity is intended to familiarise the learner with the creative world of blogging and blog-writing. It also introduces the learners to the efforts of the athlete Wilma Rudolph who fought against her infirmities to win an Olympic medal.

Log on to [www.sparkpeople.com](http://www.sparkpeople.com) and let the learners read the blog by Jason

Anderson about Wilma Rudolph and also watch some other useful blogs.

Then, you may introduce the features of blog-writing, its scope and relevance in the present day world of cyber media. Let the learners collect articles, drawings, paintings etc. by other students. You may form a group of learners proficient in using the computer and help them launch a blog of the school in [www.blogger.com](http://www.blogger.com) making use of the materials generated by the whole class.

### What is a blog and how to create a blog?

A blog is a discussion or information site published on the World Wide Web consisting of discrete entries ("posts") typically displayed in reverse chronological order. So the most recent post appears first. A typical blog combines text, images, and links to other blogs, web pages, and other media related to its topic. The ability of readers to leave comments in an interactive format is an important part of many blogs. Most blogs are primarily textual, although some focus on art (art blogs), photographs (photo blogs), videos (video blogs or "vlogs"), music (MP3 blogs), and audio (podcasts).

#### How to create an account

1. Open any site, like [blogger.com](http://blogger.com), [wordpress.com](http://wordpress.com) etc., which provides the facility for starting a new blog.
2. Sign up or sign in. (Your Email address can be used to Sign in to 'blogger.com'.) Here too, you must create your profile and then, a button that helps to create a blog will be displayed.

3. Click and continue by following the steps and complete your profile.
4. **Name your blog.** The name and the part that helps to identify the service provider (.....blogs pot.com) together forms the blog address (URL). Blog addresses are also unique like email addresses, and you cannot get a name that already exists under the same service provider. The URL of the blog you created can be given to others so that they can view the contents of your blog.
5. **Create a Post in your blog.** Stories, articles, travelogues etc. that you prepared can be added as blogs. This is done as a 'post'. If we consider the blog as a magazine, each post in it can be treated as its article.  
The posts can be created in any language.
6. **Edit a post in your blog.** The contents of the published post can be changed anytime.
  - a. Select the post to be edited and press the Edit button.
  - b. Make the necessary changes and click Update.
7. **Sign out from your blog.** You don't have to sign in to read a blog but the user name and password are required to change the contents of the blog. You should sign out after use as you do with email accounts.

## TWICE A WEEK THE WINTER THOROUGH

### About the poet

A. E. Houseman was born on 26 March 1859, in Worcestershire, England. He had his education at St. John's College, Oxford. He was one of the foremost classicists of his age and has been ranked as one of the greatest scholars who ever lived. The articles he wrote for journals caught the attention of scholars and led to his appointment in 1892 as Professor of Latin at University College, London, and then at Cambridge, till his death. Houseman regarded himself as a Latinist and avoided the active literary world.

### Discussion of the poem

The young man (must be the poet himself) looks back at the youthful days of his life. He remembers playing games and he tells us that twice every week, all through the winter, he stood as a goalkeeper. He used to be unhappy and in those days, football was a way of fighting his sorrow—a ventilation for his sadness and the depression of his mind. However, no reasons are cited for the young man's sorrow.

It was common belief in British schools of those times that sports and games formed an important part of male education, by helping to provide a healthy mind in a healthy body. The young man was deeply unhappy, but he played football as an escape from it all through the winter.

The season moves on to spring and it is

the month of May. The seasonal sport now being played is the game of cricket. The unhappy young man marches out to the playing area. Sporting his cricket bat and wearing the customary knee pads. He stands at the wicket.

In cricket, there are two wickets, one each at each end of the pitch, consisting of three short upright sticks in the ground topped with those two loose crosspieces called "bails." So he marches out with bat and pads to the wicket. He invites the reader to see him as he was then, 'a son of grief,' that is, a very sad young man, trying to keep his sorrow temporarily at bay, and 'trying to be glad.' The poem tells us how the young man uses the football season (approximately autumn to spring) and the cricket season (approximately spring to autumn) to show us how he attempted to deal with his unhappiness throughout the year.

In the last part of the poem, as a summation of the matter, the poet looks back on his youthful attempt to fight sorrow through the medium of sport. He says, "Try I will." He would keep trying to keep sadness off, because trials certainly do no harm, though success may be limited. After all, he says, it is a wonder how little mirth, how little enjoyment in life, keeps a person from just giving up living entirely, and becoming merely dead bones lying on the earth.

Houseman often employs such bitter-sweet paradoxes to embody the battle of

life itself. It takes but a little pleasure in life to make a person want to keep living, just like playing football, or a game of cricket! Houseman directly says: 'I to keep the goal', 'I march with bat and pad' and 'Try I will' but he also uses to describe the person playing the games (the impersonal third person) - 'the young man', and the 'the son of grief'. However, in the last stanza, he speaks for the entire humanity- 'man'.

### While reading questions (possible responses)

1. During winter, the speaker plays football twice a week.
2. In Maytime, he goes out with his bat and pad, and plays cricket.
3. Playing cricket makes the son of grief glad.
4. Mirth / glad
5. a) The line in the poem lays emphasis on the goal-post (place) where the speaker stood whereas the second sentence prioritises the speaker.  
b) The poet achieves a rhythmic effect by this inversion. Moreover, the line in the poem brings to the mind of the readers the football ground and the goal-post and also the picture of winter when the game is played.
6. The earth is covered with snow flakes during winter and gives out no grain or fruit. Winter thus marks the earth's sorrow which the young man was trying to overcome by playing games like football.  
The learners may be encouraged to come up with their own rational responses. The teacher may pose probing questions.
7. Goal-soul-call

wicket-cricket-.....  
pad-glad-.....  
trying-lying-.....  
mirth-earth-.....

Let the learners identify their own words that rhyme with the words in the poem.

8. The poet, in the last stanza, states that he will try his luck by playing again because a little mirth derived from a game can make one live healthier and happier and longer on earth. Thereby he exhorts the readers to engage themselves in some sport so that they may lead a better life.

### Activity

'The Power of the Dream' is a *single* by Celine Dion, released on 20<sup>th</sup> August 1996, in Japan. It was written and produced for the opening ceremony of the 1996 Summer Olympics. Dion performed it in front of more than 100,000 people, in addition to over three and half billion television viewers. She gave away the money she received on the occasion to support Canadian athletes.

You may let the learners listen to the song on YouTube. The lyrics are as follows:

### The Power of the Dream

Deep within each heart  
There lies a magic spark  
That lights the fire of our imagination  
And since the dawn of man  
The strength of just "I can"  
Has brought together people of all nations

There`s nothing ordinary  
In the living of each day  
There`s a special part  
Every one of us will play

Feel the flame forever burn  
 Teaching lessons we must learn  
 To bring us closer to the power of the dream  
 As the world gives us its best  
 To stand apart from all the rest  
 It is the power of the dream that brings us here

You mind will take you far  
 The rest is just pure heart  
 You'll find your fate is all your own  
 creation  
 And every boy and girl  
 As they come into this world  
 They bring the gift of hope and  
 inspiration

Feel the flame forever burn  
 Teaching lessons we must learn  
 To bring us closer to the power of the dream  
 The world unites in hope and peace  
 We pray that it will always be  
 It is the power of the dream that brings us here

There's so much strength in all life  
 Every woman, child and man  
 It's the moment that you think you can't  
 You'll discover that you can

Feel the flame forever burn  
 Teaching lessons we must learn  
 To bring us closer to the power of the dream  
 The world unites in hope and peace  
 We pray that it will always be  
 It is the power of the dream that brings us here

Feel the flame forever burn  
 Teaching lessons we must learn  
 To bring us closer to the power of  
 the dream  
 The world unites in hope and peace  
 We pray that it will always be  
 It is the power of the dream that  
 brings us here

The power of the dream  
 The faith in this unseen  
 The courage to embrace your fear  
 No matter where you are  
 To reach for your own star  
 To realize the power of the dream  
 To realize the power of the dream

## Language Activities

### Activity 1

- a) 1. feel blue  
 2. ball in one's court  
 3. once in a blue moon  
 4. raining cats and dogs  
 5. a red-letter day
- b) 1. positive and negative attributes or arguments  
 2. life or situation involving only easy and comfortable affairs  
 3. task requiring a huge amount of effort  
 4. member of the aristocracy  
 5. false or insincere display of sorrow  
 6. last minute, the latest possible moment  
 7. in writing, explicit, without any doubt  
 8. needlessly time-consuming procedure, bureaucratic procedure.

### Activity 2

a) Subject	Predicate
1. Life	is full of ups and downs
2. A training school	is very expensive
3. Children of your age	are competing there
4. Tears	were rolling down his cheeks

**b) Subject**

1. Life	is
2. A training school	is
3. Children of your age	are
4. Tears	were

c) Fill in the blanks with the suitable form of verbs in brackets.

is, are, participate, is, stops, gets up

**Activity 3**

- What is it, son?
  - Are you the same Ram Narayan who won an Olympic medal in the 400-metre race in the 1960s?
- a) 1. Are you an intelligent boy?  
 2. Can I enter the stadium without a pass?  
 3. Where is the gallery for the spectators?  
 4. Shall we move ahead with the project?  
 5. Where did Achrekar Sir conduct the summer camp?

6. What is your condition?

b) Journalist: Who took you to Achrekar Sir?

Journalist: How old were you when Ajith took you to Achrekar Sir?

Journalist: Where was the camp?

Journalist: How long would it take to travel from your home to Shivaji Park?

Journalist: How did you go there?

(or any other possible or meaningful responses)

**Activity 4**

Conditional sentences

- a) • I will train you if you want.  
 • If you participate and win that race, I promise I will start training you.  
 • If his father had not scolded him, he wouldn't have got this opportunity.  
 • I should do so, only if I was really serious about playing cricket.

"If" clause	Main Clause
If you want	I will train you
If you participate and win that race	I promise I will start training you
If his father had not scolded him	he wouldn't have got this opportunity
only if I was really serious about playing cricket.	I should do so

b)

Sentences	"If" clause	Main Clause	Possibility
If I practise well, I will win.	If I practise well	I will win	likely to happen (probable)
If I did not fall down, I would win.	If I did not fall down	I would win	improbable (imagination)
If I had not fallen down, I would have won.	If I had not fallen down	I would have won	impossible (unfulfilled)

- c) Complete the thoughts of Tarun, his mother, father, Ram Narayan, Pawan and Tarun's brother.

Tarun: If I had practised before, I would have won the race.

Mother: If Ram Narayan trains my son, he will win the race.

Father: If my son studied well, I would encourage him in sports too.

Ram Narayan: If other participants hadn't run well, Tarun would have been the champion.

Pawan: If Tarun hadn't fallen down thrice, I wouldn't have become the winner.

Tarun's brother: If I had gone to the Nehru stadium, I too could have encouraged my brother.

### Activity 5

- a) 1. On the one hand, On the other hand  
2. and, however
- b) Once I happened to watch a volleyball match. The referee whistled announcing the start. But, both the teams were not ready. So, he whistled, louder than before. Once again, the players were not ready yet. Then the referee got red in the face. At that time, the spectators seated comfortably in the stadium started howling at the top of their voice. But I tried to keep calm. At last, the players arrived. Soon, a fierce game was on the go. At times, the big white ball jumped over and under the net. Once, it bulged the net too. I

witnessed the players turning the ground into a battle field of fair play. It was really a feast for the eyes of every one inside the stadium.

(Other reasonable and meaningful completions also can be encouraged)

### Activity 6

#### SCHOOL SPORTS DAY CELEBRATIONS

GOVT. DV HSS, CHARAMANGALAM

Ladies and gentlemen,

We are celebrating the Annual School Sports Day on Monday, the 20th of October, 2016. The GV Raja state award winner Mr. Ravikumar has consented to inaugurate the celebrations. The Khel Ratna National Award winner Mrs Ghosh will flag off the school athletic meet. Thereafter follows the school march-past. All the athletes of the meet are requested to participate in it. The winners of the meet will be given the championship trophy at the concluding ceremony and so the winning team is requested to be present till the end of the meet. All are welcome. Thank you.

**Manohar**

Secretary  
School Sports Club

### Activity 7

- |           |            |
|-----------|------------|
| 1. STRIKE | 2. PASS    |
| 3. RIDE   | 4. THROW   |
| 5. CHEER  | 6. DRIBBLE |
| 7. BOWL   | 8. JUMP    |
| 9. FINISH | 10. SHOT   |
| 11. TIE   | 12. DRAW   |
| 13. HIT   | 14. SET    |
| 15. SERVE | 16. RUN    |
| 17. CYCLE |            |

## UNIT LEVEL EVALUATION QUESTIONS

### I. Read the following paragraph carefully and attempt the following questions:

“Son, I have been watching you for the past 45 minutes,” continued Ram Narayan, “and I see a good future in you.”

Tarun could not help but blush.

"All you need to do is keep that passion burning in you and never give up. Have you joined some training school?" the man enquired.

Tarun's smile faded and he seemed distraught. "A training school is very expensive, sir, and I am unemployed," said Tarun, feeling happy that he could joke even in these circumstances.

But Ram Narayan seemed pretty serious, "I will train you if you want, but I put forward a condition."

"What is your condition?" Tarun's voice showed curiosity and anxiety..

"There is a race on Children's Day at the Nehru Stadium. Children of your age are competing there. If you participate and win that race, I promise I will start training you," said Ram Narayan.

### Questions

- a. What do you think Ram Narayan had been watching about Tarun for 45 minutes?
- b. Do you think Tarun impressed Ram Narayan? Why do you think so?
- c. On what condition did Ram Narayan agree to train Tarun?
- d. "A training school is very expensive, sir, and I am unemployed," said Tarun, feeling happy that he could joke even in these circumstances. Do you think maintaining a sense of humour even in adverse situations of life would help one? How?
- e. Find out from the passage a one-word for 'deeply agitated especially from grief'.
- f. Complete the following sentence: If Ram Narayan trains Tarun,  
.....
- g. "Have you joined some training school?" the man enquired. Why do you think Ram Narayan asked Tarun such a question?
  - a) He noticed that Tarun was running well and so he thought Tarun must have already joined some training school.
  - b) Ram Narayan was running a Training School and so he wished to admit Tarun as his student.
  - c) He wished to send Tarun to some training school for better coaching in fast races.

**II. Read the following lines from the poem 'Twice a Week the Winter Thorough' and answer the questions:**

Twice a week the winter thorough  
Here stood I to keep the goal:  
Football then was fighting sorrow  
For the young man's soul.

Now in Maytime to the wicket  
Out I march with bat and pad  
See the son of grief at cricket  
Trying to be glad.

Try I will; no harm in trying:  
Wonder 'tis how little mirth  
Keeps the bones of man from lying  
On the bed of earth.

**Questions**

- a) Which game is mentioned in the first stanza and what role did the speaker have in it?
  - b) Do you think the seasons influence our mood? Substantiate your answer in the light of the first and third lines of the first stanza.
  - c) What game is played in the month of May? Locate from the second stanza the words/ phrases that are related to the game.
  - d) What according to the poem keeps a man alive?
  - e) Which line/lines gives/give you the message of the poem? What is the message?
  - f) Find out the rhyming words from the poem.
1. You have read in the excerpt from Sachin`s autobiography that he couldn't impress his coach at first. It was only later that he gained the approval of his coach. There are many other great people who suffered initial failures or setbacks in life, but later emerged to achieve great heights. e.g. Abraham Lincoln, Albert Einstein, Booker T. Washington, Wilma Rudolph, Glenn Cunningham and such others. Can you prepare a write-up on any one of such personalities focussing on the difficulties they faced and how they overcame them to rise into eminence?
  2. In the lesson 'Learning the Game', Sachin speaks about changing his school because he found that his present school did not cater to his needs as it did not have cricket facilities. Now think about the facilities that you have at your own school and make a list of them. With the help of the facilities you identified, prepare a site map of your school to be put up at the entrance.
  3. "It was all a great learning experience"; "Sir also punished me on one occasion when trying to teach me a very important lesson." We all admire the personality

- of Sachin Tendulkar not only as a cricketer but also as an individual. Prepare a write-up on the qualities of Sachin as an individual and also as a good sportsman.
4. You have read in the autobiography of Sachin how grown-up people like the bus employees treated Sachin, a boy of 11 years on a city bus. Most of the students use buses as their conveyance to schools and colleges. Write a letter to the editor of a newspaper highlighting the unpleasant experiences that students undergo in buses and also the need to respect childhood and give due regard to them.
  5. "During the bus journeys, he would talk to me about the nuances of batting, and I always have enjoyed these conversations a lot," says Sachin about his brother Ajit and his talks with him during the bus journey to the summer camp. Prepare a likely conversation between Sachin and his brother Ajit.
  6. "One evening, Sir called my father and put forward his suggestion." What suggestion did Achrekar Sir make? Prepare a likely telephonic conversation between Achrekar Sir and Sachin's father.
  7. "It was a day he wanted to wipe out from his memory." Which day is mentioned here? Why did Tarun not want to remember that day anymore? Prepare the likely diary entry of Tarun on that day.
  8. "But to Tarun's surprise, there was a louder applause when he crossed the finishing line last. The audience cheered for his determination and his valour for never giving up." Imagine you are a student of the same school where Tarun is studying and your school is arranging a function to congratulate Tarun. Prepare a notice of the function to be put up on your school notice board.
  9. "But to Tarun's surprise, there was a louder applause when he crossed the finishing line last. The audience cheered for his determination and his valour for never giving up." Imagine you are Tarun's class mate and you are in charge of updating the school blog daily. Prepare a "post" about Tarun for your school blog.
  10. Imagine your Annual School Sports Day is to be inaugurated by Achrekar Sir, the famous coach of Sachin Tendulkar. Prepare a questionnaire to interview him when he visits your school.
  11. Imagine that an Athletic Mini Meet is to be arranged for the kids of your school on 14th November. Students of class I-IV are to participate in the various running races. If you are the commentator of the meet, how will you make the commentary of the 50 metre. race for boys? Prepare the text of the imaginary commentary.
  12. Imagine your school is lucky enough to get the Indian cricket legend Mr. Sachin Tendulkar as the chief guest for your school Annual Day celebrations. He will inaugurate the celebrations and will also give away the medal to the 100 metre. state champion of your school. If you were the anchor how would you conduct the function? Prepare the text of your anchoring.

## Unit 2

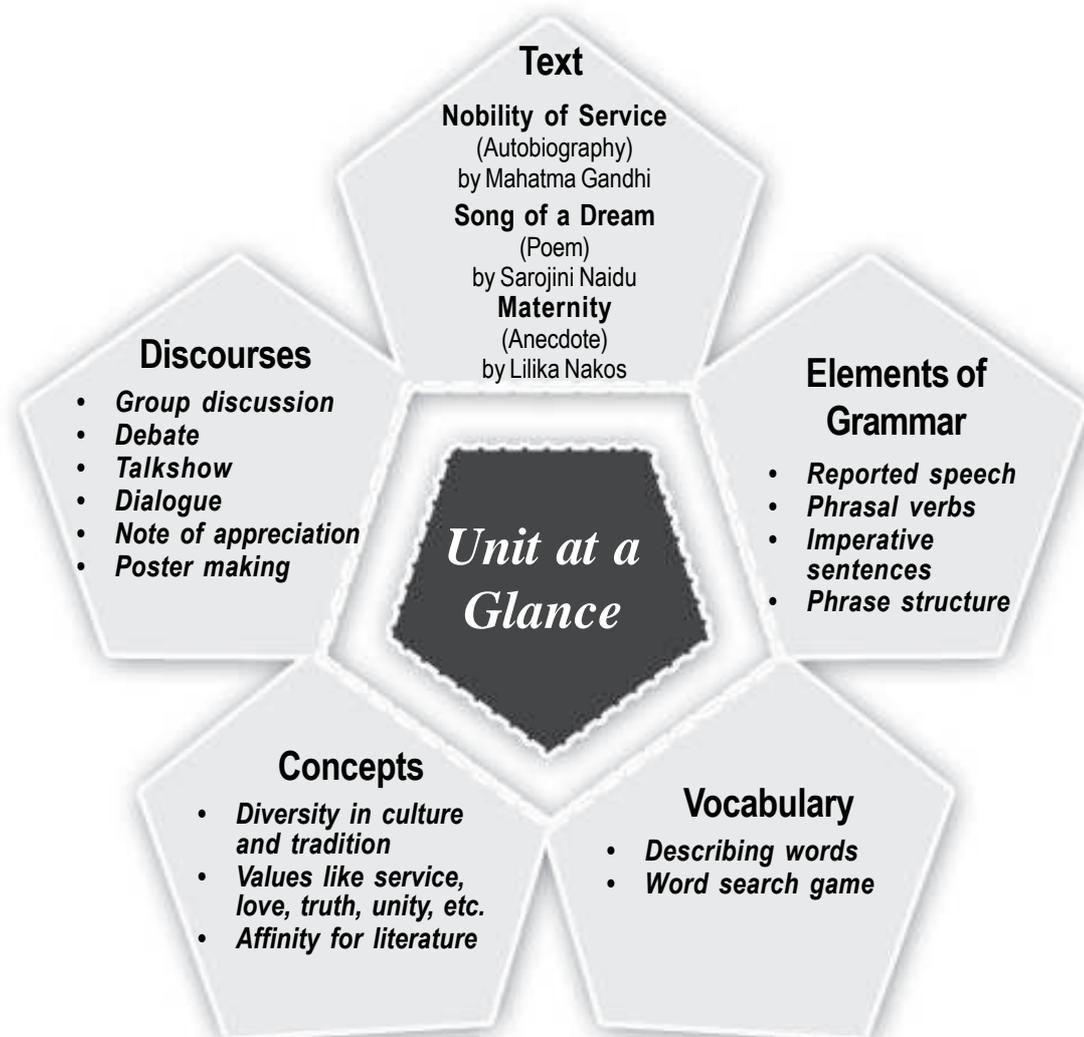
**Bonds of Love**

Theme	:	Values and attitudes
Sub themes	:	Selfless service
		Social ethics
		Political integrity
		Universal love
		Truth, peace, sacrifice etc.
		Maternal love

**Learning Outcomes**

The learners will be able to:

- 2.1 uphold the importance of values like service, love, truth, unity etc. in life.
- 2.2 realize the role of each individual in enriching the culture of India.
- 2.3 speak and express their views in group discussions.
- 2.4 prepare skits and construct dialogues.
- 2.5 identify and use various poetic devices and prepare notes of appreciation.
- 2.6 read, comprehend and analyse a given story or reading material.
- 2.7 make notes and summarise passages.
- 2.8 develop an empathetic attitude.
- 2.9 understand the importance and value of sacrifice.
- 2.10 respond promptly at a time of disaster.
- 2.11 prepare posters.
- 2.12 use phrasal verbs in appropriate contexts.
- 2.13 prepare questions.
- 2.14 understand imperative sentences and use them in appropriate contexts.
- 2.15 change direct speech into indirect speech.
- 2.16 conduct a talk show.
- 2.17 identify the different constituents of a sentence.



## UNIT FRAME - UNIT II

Concepts/Skills	Process/Activities with Assessment	Learning Outcomes
<ul style="list-style-type: none"> <li>• <b>Nobility of Service (auto-biography)</b> Human values like honesty, truthfulness, selflessness, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, comprehending and analysing the text to produce discourses like script writing, character analysis, script for talk show, conversation, settings, etc.</li> <li>• Generating whole class discussion, enacting a scene, etc. with a view to inculcating values like love, truth, selfless service, etc.</li> </ul>	2.1, 2.3, 2.4, 2.6, 2.9, 2.13 & 2.16
<ul style="list-style-type: none"> <li>• <b>Song of a Dream</b> Patriotic spirit, value of truth, love, peace, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, comprehending and appreciating poems to familiarize the learners with various poetic devices; drawing and describing pictures, etc.</li> <li>• Performing a tableau</li> <li>• Writing a note of appreciation</li> <li>• Composing cinquains in order to help promote patriotic feelings, and a sense of unity</li> </ul>	2.2, 2.5
<ul style="list-style-type: none"> <li>• <b>Maternity</b> Universal motherhood, global fraternity, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Using strategies of structured reading processes to interpret and evaluate the text.</li> <li>• Producing written discourses like paragraphs, posters, summary, etc.</li> <li>• Information transfer, vocabulary enrichment, conversation, etc.</li> <li>• Language elements like reported speech, syntactic analysis, imperative sentences, etc.</li> </ul>	2.1, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15 & 2.17.

### Unit overview

This unit is meant to promote personal integrity, cultural consciousness, human values like selfless service, universal love, truth, sacrifice, sense of duty, etc. and social ethics.

It highlights the message that it is only through the identity of souls that human beings can culminate themselves into the sublime and crowning creatures of nature. It emphasises that the purity of the means employed is essentially instrumental in the achievement of noble ends. Truth, peace and love are the binding forces that bring human beings into a single entity.

'Nobility of Service' is an extract from Gandhiji's autobiography translated into English by Mahadev Desai, a close disciple. It places before the world certain eternal principles for the guidance of human relationship and international behaviour. To Gandhiji, civilization, in the real sense of the term, consisted "not in the multiplication, but in the deliberate and voluntary restriction of wants." This passage helps us to uphold the sublime aim of simple living and high thinking.

Sarojini Naidu's poem 'Song of a Dream' is thematically linked with the ideas dealt with in 'Nobility of Service.' The poet gives us a very realistic picture of her vision about Mother India in terms of a dream in which she visualises Truth, Peace and Love as making her dream world a perfect land.

'Maternity' by Lilika Nakos is a story which glorifies maternal affection against the background of horrifying war and the harsh realities of a refugee camp. The story illuminates the noble message of the need to possess humanitarian values.

## Unit Titular picture

### Learning Outcome (LO)

Learners will be able to read, interpret and explain the picture. They will also be able to get sensitised to the significance of upholding human values that bind humanity together.

The title 'Bonds of Love' emphasises the fact that only the noble values of love, charity, truth, peace, etc. can make the very co-existence of humanity an attainable reality. Unless these values are strengthened by virtuous living and upheld in our personal and social lives, the essence of universal fraternity and global oneness may be at stake.

You may generate a discussion on the importance and relevance of these pictures and on how they are linked together.

### Sensitising

The titular picture serves the purpose of sensitising the learners to the theme of the whole unit.

We use pictures to generate discussion on different categories like knowledge, comprehension, application, analysis, synthesis, evaluation, etc.

Here is one way of using the picture to generate a discussion.

- Before showing the picture to the students, you may describe the picture and ask the learners to draw.
- Ask them to write a few sentences on the pictures drawn by them.
- Now, flash the picture for a few seconds. (Multimedia facilities may be used.)
- Ask a few questions to open the discussion. (Let them identify the figures and speak only about the facts.)
- Let the learners give a caption to the picture.
- Display the picture and keep it in full view. Let the learners compare it with the pictures they have drawn.
- Let the learners speculate on the theme. The following questions may be used to initiate the discussion: i. Who/ what are included in this picture? ii. How can you draw a connection between each image? iii. What idea does the picture convey? iv. What other images/ events does the picture remind you of?

**Elicit comments on the picture. Ask them to interpret the picture. (Let the learners speak.)**

- Now you may ask them to air their opinions. (e.g. Does the picture communicate the intended ideas effectively? What additional images do you want to add? )
- Let the learners be encouraged to have personal association. Ask them to speak about universal brotherhood, peace, human values, etc.
- The titular picture can be compared with the pictures/cartoons/or any other products of the learners. Let them form groups and present their ideas.

## NOBILITY OF SERVICE

### About the author

Mahatma Gandhi is now universally recognized as the glorious symbol of truth and non-violence. He was instrumental in liberating India from foreign domination through a peaceful and bloodless struggle. He was also a profound thinker.

### About the text

'Nobility of Service' is an extract from *The Selected Works of Mahatma Gandhi - Volume I - An Autobiography*. This piece highlights the significance of maintaining personal integrity in life and upholding human values as the most sacred of ideals for a positive living. Gandhiji was entrusted to do some war duty in South Africa. After the war, he wanted to return to India and join the freedom struggle. He expressed his wish to his co-workers and friends in South Africa. At first, they objected to his demand. But finally they agreed to send him off on condition that he would return to South Africa whenever his service was needed. The people of Natal arranged farewell meetings at different places. Everywhere he was given costly gifts of gold and silver. Gandhiji did not want to accept gifts for his social work. One of the gifts was a golden necklace which was specially given to Kasturba. According to Gandhiji, that gift too was given for his public work. He could not sleep that night. His wife and children were trained to do service without any reward. He decided to return all the gifts to a trust. His children agreed, but Kasturba did not. She was unwilling

to part with the gifts and argued that it should be kept for her daughters-in-law. At last, Gandhiji succeeded in persuading his wife against accepting the gift. Through this noble sacrifice, Gandhiji teaches the moral that 'a public worker should accept no costly gift'.

### Let's begin

#### Lead-in

**Generate a discussion on the quote given in the text.**

You may use a few questions to lead the learners to form the idea that selfless service, honesty, dedication, etc. make life noble and great.

e.g. What does the quote mean? (It is the values that make life worth living.)

Can you name some great people who lived and died for the sake of upholding values? (Gandhiji, Abraham Lincoln, Martin Luther King, etc.)

You may now encourage the learners to guess and predict the theme of the text from their reading of the title and the picture.

#### Sample questions for preview:

1. What idea do you get from the title of the text?
2. What do you know about Gandhiji?
3. Guess the theme from the introduction given in the text.

You may now turn to the text.

#### Pre-reading

Previewing the text is meant to activate schema or prior knowledge.

Let the learners take note of the title, Introduction, the first sentences of each paragraph, visuals and vocabulary, end of the passage questions, and summary.

Interact with the learners about the title of the text.

- What idea do you get from the title?
- How can you connect the title with the quote?
- How can you connect the title with the life of Gandhiji?

Let the learners discuss and present their ideas.

An anticipation guide given before reading the text can help the learners think carefully about the text's theme or concepts. One sample anticipation guide is given below.

Before Reading	Statement	After Reading
Agree / Disagree	Money is more important than anything else in life.	Agree / Disagree
Agree / Disagree	Gandhiji was fond of receiving valuable gifts.	Agree / Disagree
Agree / Disagree	Gandhiji's wife never questioned Gandhiji's decisions.	Agree / Disagree
Agree / Disagree	A public worker should not accept costly gifts.	Agree / Disagree

A few yes/ no type questions can also be used instead.

The learners may now read the text silently.

(You may divide the unit into as many convenient pieces as suitable for your class.)

The learners may be asked to skim through this part. Follow the process of reading detailed in the other units.

You may ask a few questions about their opinion.

e.g. What is your opinion about the concluding statement, ' a public worker should accept no costly gifts'?

### While-reading

During reading strategies involve making connections, monitoring understanding, stopping to summarize, asking questions, etc.

Detailed scanning of the text takes place here.

Learners may discuss the questions in the text.

A few additional questions can be discussed.

Questions are asked to

- know the purpose ( why it is written/ why certain expressions are used, etc.)
- get the central idea (to make an inference about the focal point of the text)
- identify the secondary idea (the main idea discussed in each individual part of the text)
- understand the tone (attitude of the author)
- make inferences (understand implicit meanings)
- guess the meaning of the word/ phrase in context (vocabulary analysis)
- discuss the structure/device (relationship between individual parts and use of devices such as anecdotes, metaphors, etc.)
- evaluate situations/ character, etc. (judge how situations influence characters and actions)

e.g.

1. Why did Gandhiji decide not to accept gifts?
2. What is the message of the extract?
3. What made Gandhiji say "the cotton thread of love that bound me to the community was too strong to break"?
4. What attitude of Gandhiji is highlighted in the passage?
5. What does Gandhiji mean by the expression 'the Natal Indians bathed me with the nectar of love'?
6. 'You who are trying to make sadhus of my boys from today!' Comment.
7. '... my wife has also seen its wisdom'. Explain.

#### Read and respond - sample answers

1. Gandhiji's co-workers permitted him to return to India on condition that he would go back to South Africa whenever his service was needed, within a year.
2. The love that bound him to the community was so strong that it made him accept the condition. It shows that Gandhiji was deeply committed to the love and service of the people.
3. The people of Natal arranged farewell meetings at every place and presented costly gifts to him.
4. Very great in effect
5. He was serving the community without any remuneration. So he was hesitant to accept the gifts.
6. The gold necklace was a gift given because of his public work. So Gandhiji didn't want his wife to take it.
7. Gandhiji had a sleepless night because he could neither forego the gifts nor keep them. He wanted his

wife and children to be trained to undergo a life of service and to the understanding that service is its own reward.

8. Gandhiji knew that he would have some difficulty in persuading his wife. But he was quite confident in the case of his children.
9. Something that causes worries
10. The children agreed to Gandhiji's proposal. They responded positively towards their father's lofty ideals.
11. Kasturba said that Gandhiji and their children might not need the ornaments, but it might not be the case with her daughters-in-law.
12. Kasturba wanted to keep the ornaments for her daughters-in-law. She did not think that Gandhiji would provide them with any ornament. Moreover, they were the gifts given to her, and she would not part with them.
13. Yes. She had toiled and moiled for him day and night.
14. A public worker should not accept costly gifts.
15. Yes. Gandhiji never regretted the decision. As the years went by, his wife also saw its wisdom.

#### Loud reading

Invite the learners to make predictions at particular parts of the text as to what might happen next. Let them read aloud the lines/part that impressed them the most. You may ask them to role play and present certain parts with exact modulations of voice and actions to support the emotions. Some techniques of loud reading may be followed here. Make sure that the learners get a chance to confirm their predictions. A discussion

to this effect also may be done.

You may use some other techniques like the ones given below.

1. You may read a portion of the text and ask a group to present the same portion with appropriate intonation, actions and facial expressions.
2. Select a few passages and ask the groups to role play them.
3. In an "interactive" read-aloud, you may read aloud but stop periodically to ask a question or give a prompt; the learners can jot down a response, turn and talk to a partner or small group, or share thoughts with the whole class. You can also prompt the learners with traditional language questions ("What do you think will happen next?") or questions like ("If you were the illustrator, what illustration might you draw for this part of the text?" or "What do you think Gandhiji feels right now?")
4. One learner can be encouraged to read as long as he/she wishes to do so. He/she passes it on to whomever he/she wishes and that learner continues reading.
5. Create a diorama\* of particularly important scenes, and groups can do a still life of these scenes. Other groups can read this part aloud.
6. You may ask the learners to prepare audio books and present them in the class.

'Think aloud' technique can help them occasionally clarify their views.

e.g. ' Gandhiji is very honest and selfless. He is very helpful to others. I wonder why

his wife does not try to understand it. ...'

Ask the learners to identify different scenes of interest and act them out with or without a script.

**Post-reading**

There are a number of post reading activities that can foster active reading and writing skills. Such activities help the learners develop linguistic competence in all the content areas. Learners need guidance to process the information they have read and systematically exercise their ability to clarify, connect, summarize, and evaluate it.

Here is one technique. You may use a scale (a post reading anticipation guide) to provide the learners with opportunities to articulate an opinion based on the themes, events, or concepts of a text.

e.g.

Determine how much you agree or disagree with each statement.

You will have to defend your statements in a group discussion,

1. Gandhiji should not have compelled Kasturba to return the necklace.	Agree/Strongly disagree
2. Kasturba was right in her argument that the necklace was given for her service.	Agree/Strongly disagree
3. The children should have supported their mother as she was arguing in their favour.	Agree/Strongly disagree
4. ....	Agree/Strongly disagree

\* A diorama is a way of building exciting scenes in a small space. They usually display a nature scene, or a fictional situation. It involves a lot of creativity and innovation.

### Let's revisit and reflect

Writing involves:

1. Basic Elements (Grammar, vocabulary, punctuation, spelling and handwriting)
2. Higher Order Skills (Remembering, understanding, applying, analysing, evaluating, creating, etc.)

There are a few things we should take note of when we attempt to write a discourse.

1. Purpose: It should be clear, simple, engaging and thought provoking.
2. Introduction: It should emphasise the relevance of the topic to the audience.
3. Content: Clear ideas supported by examples
4. Organisation: Logical arrangement of ideas and sentences
5. Sentence Structure: Well-phrased, varied in length and type. There should be a smooth flow.
6. Choice of words : Words used should be precise, appropriate and accurate.
7. Grammar: Sentences should be free of grammatical errors.
8. Conclusion: Should be precise logical and appropriate. It should sum up the main arguments.

### Possible answers

1. Honest, loving and caring, not greedy for money, determined, selfless, service-minded, noble, sincere etc.
2. Discussion points : His wife and children supported him very much - They understood the nobility of his

ideals - His wife wanted the jewels for her daughters-in-law, but she later unwillingly accepted Gandhiji's proposals - Children could easily understand his motives - They persuaded their mother to understand their father - They maintained a very strong relationship among themselves.

### Activity

1. a) Basic elements of a play - Characters, Plot, Theme, Dialogue, Devices, Genre and Setting

Characters : People /animals/ideas portrayed by the actors.( Protagonist, antagonist, secondary characters)

Plot : The basic storyline - the structure of the play

Theme : The main idea, message or central concerns

Dialogue: The conversation among the characters

Devices: Techniques and methods used to create the desired stylistic effects

Genre: The type of the play ( comedy, tragedy, etc.)

Setting : When and where the action takes place.

- b) When we think about the setting of a play, we should have in mind some of the elements detailed below.

- Locale : a country, state, region, city, and town, as well as more specific locales, such as a neighbourhood, street, house or school. Other locales can include shorelines, islands, farms, rural areas, etc.
- Time of year : includes seasons, holidays, etc.
- Time of day : various times during day/night

- Mood and atmosphere : weather, temperature, lighting, etc.
- Climate : linked with geography and topography
- social/political/cultural environment

The learner may attempt the techniques of 'Forum Theatre'.

### Forum Theatre

It is a convention used by performers who act out a drama while observers can watch, stop the action at any point and offer advice as to add a supportive comment. During the replay, any member of the audience can shout 'stop', step forward and take the role of the performer. It helps to show how the situation can be changed to enable a different outcome.

both the use and the usage of language, appropriateness and accuracy and also on context and text. All language skills are integrated naturally. It promotes the learners' communicative competence. There is a scope for meaningful and authentic interaction. The students are kept engaged all throughout, and learning takes place fluently and 'effortlessly'. The talk usually reflects and comments upon contemporary scenes. The plot is structured in advance.

Talk show is primarily a 'host programme'. The host is the 'narrator' introducing the guests and the topic, and leads to the development of the show. The host functions as the intermediary between the programme and the viewers.

c)

People	Goal	Conflicts/ Problems
Gandhiji	Selfless service	Whether to accept gifts or not
Kasturba	Supports her husband, without displeasing the family	Gandhiji opposed her idea of keeping the jewel.
Children	Support their father ensuring peace in the family	Difficulty in convincing their mother

Let the learners complete the conversations as they please.

### Activity 2

A talk show equips the learners with pragmatic competence in addition to linguistic competence. The focus is on

Steps for conducting a talk show:

- Greeting
- The host announces the topic.
- The host introduces the guests to the programme.
- Invites and welcomes them.
- The host explains the reasons for discussing the topic and its relevance.
- The guests express their points of view.
- Final comments

The script can be completed after generating a general discussion and any meaningful answers can be edited and refined.

### Points to remember

- Speak clearly, expressing your ideas and asking appropriate questions.
- Show that you can listen to others and recall the main points of their talk.

- Use both formal and informal language.
- Use a variety of sentences.

### Activity 3

Making a documentary in the classroom has great pedagogical implications. It helps the learners capture the complexity of language socialization, socio-cultural perspectives of learning, and their multiple identities. It encourages the learners to be the responsive members of the society, and give their own voice, points of view, personal way of thinking and challenge social issues. It empowers the learners to see issues critically ways and promote their participation and develop sensitivity to issues. It gives the learners a chance to experience language use in cultural contexts.

You may follow the process detailed below.

- Familiarise the learners with the features of documentary films by showing a few documentary films. Generate a discussion. You may use some of the following questions.
1. Which documentary did you like the most? Why?
  2. What made it a good documentary?
3. What can be the purpose of a good documentary? ( to persuade, to surprise and to challenge the audience)
  4. ....
  5. ....
- Divide the class into different groups (Writers, directors, cameramen, lighting technicians, researchers, audio recorders etc.)
  - Learners may be facilitated to plan the project and develop the story board.
  - Let the learners research on the topic
  - Collect photos, images, videos etc. which can be used as supporting materials.
  - Make a list of the people to be interviewed, and conduct the interview.
  - After creating the documentary, let each group critique the various stages of the production.
  - Let them give their opinions and feedback.
  - Ask the learners to write about the process of creating a documentary and the importance of documentaries in a society.

## SONG OF A DREAM

### About the poet

Sarojini Naidu is a poet of colour, melody and beauty. She is a true patriot who wrote English poetry which is Indian to the core. Her poems are noted for their romantic fervour, felicity of expression and the intensity of feeling conveyed in an extremely sensuous manner. They are rich in powerful lyricism, imaginative appeal and imagery. Sarojini Naidu's major themes are nature, love, life and death. Her art is outstanding because the technical skill of her poetry is high. Though her themes are ordinary and common, they lend her poems a visionary elevation and a sense of personal immediacy. She is a true poet in her imaginative handling of the language and she is hailed as 'the Nightingale of India.'

### About the poem

'Song of a Dream' is a beautiful lyric written in a philosophical mood about a dream in which the poet attains perfect peace and serenity. In her dream, she interacts with the spirits of Love, Peace and Truth. This poem abounds in romanticism, lyricism and imagination. It mirrors patriotism, gaiety and serenity. This song is featured under *Songs of Music in The Golden Threshold*, a collection of songs and poems by Sarojini Naidu, published in 1905. Sarojini was just 17 years old when she wrote many of the poems included in that book.

### Gist of the poem

The poet is speaking about her dreamland in this poem. She is alone in a magical

wood where beautiful and soulful visions sprung before her like poppies. The Spirit of Truth which appeared in the land of her dreams are compare to singing birds. The sky glitters with the spirit of Love which shines bright. The poem evokes auditory images (birds that sing) as well as visual images: (stars that glowed and the spirits of Peace that flowed like streams.) Thus air, water and the sky- the key elements of the earth -bloom with the spirits of Truth, Peace and Love respectively.

The poet emphasises the fact that all these happen in the land of sleep-her dreamland. There is a mix of emotions-peace and serenity along with her loneliness. The poet employs a simile to express her delight. She feels surrounded by Love as it gleams around her body. She hears the songs of the spirit of Truth as it hums around her. Truth, Love and Peace are personified. She considers them as the key ingredients of a peaceful world. The spirit of Peace that flows like streams in the land of sleep quenches her intense desire and longing for serenity.

In the "magical wood", sleep brings relief to the ever-stressful mind and wipes away pain, sorrow and loneliness magically. It is noteworthy that the spirits of Love, Peace and Truth welcome her into their magical world and help her to get rid of her loneliness.

The rich imagery in the poem is charged with powerful feelings as much as with sensuousness.

**Close reading of a poem includes:**

- Information about the poet
- Individual summary
- Points to ponder on
- Key features
- Its impact
- Interpretation of the poem

**Lead-in**

Initiate a discussion on how nature influences us and what effects it has on everyone of us. You may use pictures or video clippings showing the beauty and serenity of nature.

e.g.

**Sample questions for generating discussion :**

1. Do you like the picture? Why?
2. Have you seen such pictures/ scenes?
3. What impresses you the most?
4. Do you like nature? Why?
5. Have you ever had a dream about such scenes? How did you feel then?
6. Do you think everyone will have the same feeling?
7. Describe a scene you like the most/ Draw a scenery.
8. Collect pictures of scenery.

Lead the learners to the poem.

You may now encourage the learners to guess and predict the theme of the poem

from their reading of the title and the picture.

**Sample questions for preview:**

1. What idea does the title of the poem convey?
2. How can you interpret the picture?
3. Guess the theme from the introduction given in the text.
4. How can you connect the picture with the poem?

You may follow the reading process detailed in the other units.

**While reading**

Teacher recites the poem aloud emphasizing the emotional content. Let the learners listen with their books closed. Then they may make a mind map of the poem.

After the silent reading, the learners may discuss the questions given in the text. Frequent interaction with the learners will encourage them to comprehend the text better.

**Possible answers**

1. The learners can write their own answers.
2. The spirits of Truth, Love and Peace are compared to the birds, the stars and the streams respectively.
3. Like birds that sing and spread their message wherever they go, the spirits of Truth proclaim themselves.
4. Soulful visions are compared to poppies. It is an example of simile.
5. The spirits of Love gather and gleam round the poet's delicate youth.
6. The poet quenches her longing by bending low by the stream of the spirits of Peace.
7. The magical wood is a perfect land of all ideal values. It stands for her

mother land where truth, love and peace co-exist.

**Loud reading**

You may recite the poem aloud with proper voice modulation and rhythm and ask the learners to note the lines/expressions that appeal to them. Based on this, you may divide the class into groups as 1) High voice groups, 2) Low voice groups, 3) Medium voice groups, 4) Strong voice groups and 5) Dramatic voice groups.

Ask each group to identify the part they would like to read. Invite each group to recite the poem smoothly and

dramatically. They can read the same poem again probably in different ways.

The learners may be encouraged to use sound effects (e.g. rhythm marked by clicks, claps or slaps; background vocal hums or hisses; wind-like moans; footsteps; choreography). This will help them to work as a group towards a performance.

**Analysing the poem**

You may use a work sheet like the one below to help the learners understand the poem better.

Pick out lines from the poem which mean the statements in column A and fill in column B.

A - (Meaning)	B - (Expressions from the text)
<ul style="list-style-type: none"> <li>• The speaker was alone in a magical wood.</li> <li>• The poet had soulful visions that sprang before her like poppies.</li> <li>• The presence of the spirits of Truth made the magical wood ideal.</li> <li>• The magical wood glittered with the spirits of Love.</li> <li>• Her longing for serenity was quenched by the spirits of Peace.</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I stood/Lone in the light of a magical wood.</li> <li>• .....</li> </ul>

**Post reading**

In order to help the learner to revisit the text and evaluate it critically, you may follow the techniques used in the other units, or the one given below.

Divide the class into four groups. Give each group a topic for presentation. (e.g. group 1- Alliteration and rhyme, group 2- Summary, group 3- Images and symbols, group 4- Metaphors and similes)

Let each team present the ideas on the basis of which they can fill in the box below. The possible answers are also given.

<b>Title</b>	The title of the poem is 'Song of a Dream'. It denotes that Sarojini is expressing her wish about what her motherland should be like.
<b>Paraphrase</b>	Sarojini Naidu dreamt that she was alone in a magical wood. The presence of the spirits of Peace, Truth and Love made it an ideal land of perfection and serenity. She felt that the spirits of Love glowed around her in her youth, that the spirits of Truth sang to her, and the spirits of Peace quenched her thirst for serenity and peace.
<b>Figurative Devices</b>	Metaphors: - spirits of Truth were the birds that sang - spirits of Love were the stars that glowed - spirits of Peace were the streams that flowed
<b>Attitude</b>	The poet is optimistic that her motherland will be a land of peace, truth and love.
<b>Rethinking the meaning of the title</b>	The title gains additional emphasis as the poem progresses. The dream becomes more real and meaningful. It brings her utmost comfort, peace and joy.
<b>Theme</b>	The poem reminds us that we should continue with our dreams till they are fulfilled. There is a positive culmination to every ambition.

### Let's revisit and reflect

#### Activity 1

#### Sample answers

Clear stream, bright stars, stars gleam brightly, etc.

The words and combinations in the activity can be used to construct cinquains. You may read aloud a few cinquains to familiarize the learners with its pattern. Given below are a few cinquains.

<b>Woman</b>	<b>Flower</b>	<b>Snow</b>	<b>Castle</b>
Woman	Flower	Snow	Castle
Dedicated, Devoted	Enticing, Elegant	Lovely, white	Strong, beautiful
Accommodating, Loving, Nurturing	Budding, Blossoming, Withering	Falling, dancing, drifting	Imposing, protecting, watching
Benefactor of new life	Alluring beauty with thorns	Covering everything it touches	Symbolizes wealth and power
Mother	Rose	Blanket	Fortress

Now ask the learners to prepare cinquains of their own. They may use the activities in the text.

**Activity 2**

The learners may give their own answers.

**Activity 3**

Literary images are pictures produced by figurative language. They are used in such a way that objects, actions and ideas appeal to our physical senses. There are different types of imagery used in poetry.

Visual imagery (sight), auditory imagery (sound), tactile imagery (touch), olfactory imagery (smell) and gustatory imagery (taste).

**Activity 4**

sample answers

A	B	C
<ul style="list-style-type: none"> <li>• Simile</li> <li>• Metaphor</li> <li>• Alliteration</li> <li>• Personification</li> </ul>		<ul style="list-style-type: none"> <li>• poppy-like sprang</li> <li>• spirits of Truth were the birds that sang</li> <li>• Lone in the light</li> <li>• Love, Truth, Peace</li> </ul>

**Activity 5.(a)**

A	B
1.	1. Any sensible answer
2.	2. Optimism and positive thinking
3.	3. Any sensible answer
4.	4. Dreams may eventually get fulfilled if we continue to hold on.
5.	5. Any sensible answer
6.	6. The poet dreams about a world of peace, love and truth.
7.	7. Optimism

**Activity 5. (b)**

After doing the activities in the text, the learner will be able to consolidate their ideas and write an appreciation. You may create an appreciation rubric using the features above. A worksheet like the one below can help them.

There are a few points to remember while writing an appreciation of the poem.

- Talk about the speaker of the poem if any. (how the speaker is involved in the poem)
- Tone (how the tone of the poem is developed through the language used to create imagery and how diction influences the understanding of the tone)
- Conflict (spiritual, moral, philosophical, political or social issues)
- Context (when the poem was written; how the social and political circumstances influenced the poem)
- Choice of words and their meanings. (the use of words for connotations and denotations)
- Rhythm (specific pattern of the poem)
- Visuals and imagery (figurative, abstract and concrete images and sensory experiences)
- Poetic elements (figures of speech, symbols etc.)
- Structure (sonnet, haiku, limerick etc.)
- Conclusion (sum up with personal evaluation)

**Game (Magnetic Poetry)**

Cut all the words of the poem into pieces, remove a few of them, place the remaining words in an envelope and have groups create the poem from these words. They may write the missing words in the appropriate places.

## MATERNITY

### About the author

Lilika Nakos usually wrote about the misery and sufferings of children and women. Although she was from an affluent family, she had to struggle a lot. Her father, a wealthy man who was a member of Parliament and the minister for agriculture, opposed her education and writing. Her mother was from a literary background. Lilika Nakos got educated in Geneva and began writing in French. She characterized herself as the 'first hippie in Greece'. She was a volunteer nurse during the German occupation. She was a faithful observer of society for over half a century.

### About the text

'Maternity' is a story which has three main settings - a camp of Armenian refugees, a camp of Anatolian refugees and the home of a Chinese family. It presents an insight into the strengths and weaknesses of human nature. Mikali, a teenage boy, is the main character. He is fourteen but he is unable to work for his bread, as he has to find a nursing mother for his starving infant brother. He stands for courage and determination. The women in the refugee camps despise the baby because its wails disturb their sleep and they become sick. His miserable and horrible experiences make Mikali desperate. Finally a Chinaman takes pity on him and takes him to his house where his wife breast feeds the baby lovingly. Thus the baby is saved.

The story emphasizes the terrifying experiences of racism which make people inhuman. Although it leads to conflicts, it can also be an opportunity for enlightening experiences. Motherhood is quite different from just being a mother. The Chinaman's wife is portrayed as an ideal mother, who symbolises, culture, warmth and humaneness.

**The process followed in the transaction of the first text can be used here also. You may think of some other interactive strategies too.**

The lead-in given in the text can be used to generate a discussion and lead the learners to the text. Or an alternative activity can be used.

e.g. Use video clips or pictures showing the miseries of refugees/ disasters/ rehabilitation camps, etc. and generate a discussion.

- What does the video/ picture communicate?
- What will you do in case you have to help people like these?
- Describe the miseries faced by the refugees.
- .....
- .....

Ask about the title of the text, about the picture and the vocabulary items. Invite learners to predict the theme of the text. Then they may read the text silently. The textual questions and the activities in the text may be done along with the text itself.

As this text is meant to promote extensive reading, you may ask the learners to talk about similar stories or poems. Let them also collect similar poems/stories.

### Possible answers

#### Read and respond

1. They settled down in any way they could; the richest under tents and the others in the ruined sheds. The majority of the refugees were sheltered under carpets held up at the four corners by sticks.
2. The men somehow found work, so their children had something to eat. They were not racked with hunger.
3. Mikali couldn't look for work because he bore on his back the burden of a new-born babe.
4. He was chased away because the people were unable to bear the uninterrupted howls of the little babe which kept them awake at night.
5. Mikali is compared to a 'lost soul' because he wandered about carrying on his back the deafening burden of a new-born babe. He did not get help or protection from any source. He felt he was dying from lack of sleep and weariness.
6. Everybody listened to the child's howl with irritation. They had so many troubles of their own. So they wished it would die.
7. No woman in the camp came forward to help and protect the child. Really it is very saddening and shameful that they should behave like this.
8. Mikali could no longer bear the behaviour of his fellow refugees. He heard that there was a nursing mother in the Anatolian camp and hoped that she might take pity on the baby. So, full of hope he decided to go to the Anatolian camp.
9. (he wanted to see the 'nursing mother.')
10. A lovely dark woman appeared with an infant asking if the kid was a girl or a boy. He thought that he would get some help from the woman and Mikali was happy.
11. The baby's head had become enormous and the body thin. As it had sucked only its thumb, it was swollen. So the women gave vent to cries of horror.
12. It was very difficult for Mikali to get food and shelter. He was turned away mercilessly wherever he went. Mikali could do nothing to help the baby which kept on wailing due to hunger. So he felt immensely alone and lost.
13. He would have to go sneaking about the streets, round café terraces, filching some half-eaten roll left on a plate, or else, rake about in the garbage for what a dog would not have eaten. Life seemed to him so full of horrors. So he sobbed desperately.
14. Unlike the other refugees the Chinaman was kind and helped Mikali in his distress.
15. When the Chinamans' wife saw her husband with Mikali, her face reddened and with a smile and utmost courtesy she welcomed them.
16. She gave a cry of pity and then pressed the baby to her heart, giving it the breast.

### Postreading

As an after reading activity, you can make use of the pattern such as 'Somebody Wanted But So'. Ask the learners to write a number of sentences in the boxes given below.

Somebody	Wanted	But	So
1. Mikali	to work	he had to look after the baby.	he wandered about looking for a nursing mother.
2.			
3.			
4.			
5.			

### Let's revisit

1. Mikali had to carry the new born baby on his back always. He could not go to work. The pathetic cries of the baby disturbed the refugees in the camp. The cries at times kept the people awake at night. Without proper food, sleep and shelter, Mikali wandered about like a lost soul. In spite of all the miseries he tried his best to save the infant. His patience, courage, love and sense of responsibility are heroic in nature.
2. Mikali did not get any help from the refugees of the Armenian camp. They often chased him away from their quarters. He got the same treatment from the Anatolians. When the women saw the baby they chased him away threatening him.
3. In the Armenian camp, no woman helped Mikali and the baby on his back. The piteous cries of the baby never moved the women. Not even a

single woman came forward to give the baby the breast. They pitifully wished it would die. The women in the Anatolian camp were no exception. They chased him away threatening. The Chinaman's wife saw the baby in all its skeletal horror. She gave a cry of immense pity, then pressed the baby to her heart, giving it the breast. The motherly love in her gave the baby a new life, thereby revealing the nobility of maternity.

4. The learners can write their own answers.

### Activity 1

Brainstorm the ideas and ask the learners to analyse the characters. Let them come up with their own answers based on the guidelines given in the text.

After writing their piece, they may be asked to evaluate their writing on the basis of the checklist below.

### Paragraph Writing Checklist

Name: \_\_\_\_\_

	Yes	No
I began with a topic sentence.		
I made the beginning attractive.		
I used specific and interesting details.		
I wrote detailed examples to support the topic sentence.		
My ideas were sequentially arranged.		
The conclusion was effective.		
There were a variety of sentences.		
Linkers were used.		
My sentences were grammatically correct and sensible.		
All the sentences and ideas were relevant to the topic.		

#### Activity 2 -a

Possible answers

1. Flood
2. Drought
3. Contagious diseases, famine, poverty, stress and psychological trauma, damage, death, destruction, etc.
4. Buildings should withstand calamities, enhance the capacity for early warnings, conduct awareness and training programmes for preparedness, etc.

a) Learners may prepare warnings according to the directions given in the text.

Activity 2-b) Let each team write and present their own action plan.

Activity 2-c) Prepare posters, conduct awareness programmes, ensure support of the publicity network, seek the help of the media etc.

Activity 2 - d) You may display different posters and brainstorm for the purpose behind the posters. (e.g. to draw attention, to get people to do things and to impart information)

Encourage discussion by guiding students through the process of describing, analyzing, interpreting, and judging. Describe - media form (water colour, pencil, etc.), techniques, images, colours, etc.

The discussion can be about:

- Use of colours (usually no more than three)
- Size of the font (large and easily readable from a distance)
- The purpose of layout
- How writing is conveyed using brief information
- Use of graphics or pictures (very few, usually one)

Continue discussing what a poster should do.

- e.g. Attract people's attention.
- Give people basic information such as:  
(What is this?/ Who created it?/ Why is it important?(Possibly) How does it work?)
- Make people want to know more about the topic.

You may ask a few questions like:

1. Describe the main features of each poster shown.
2. Do the images relate to the message?
3. What is the message communicated?
4. What makes a poster most effective?
5. ....

Elicit answers from the learners.

Let the learners discuss the features of a poster. (See the Teacher Text - English Standard VIII)

You may use the following Student Check list.

#### Student Check List (Poster Making)

Name:

	Yes	No
My poster defines a problem effectively.		
It is visually appealing and attractive.		
The idea is clear and concise. Pictures and illustrations are appropriate and relevant.		
There are no grammatical errors.		
The title is catchy and informative.		
I used appropriate colours and fonts.		
The message is clear and bold.		
It is self-explanatory.		
The language is simple and attractive.		

### Language activities

#### Activity 1

Leaking, stuck, blocked, damaged, twisted, warp, marked, stained, faded

Let the learners find out the meanings of these words from a dictionary. It is a part of reference skill.

#### Activity 2

Howl, camp, door, arid, wail, peer, rob, owl, angry, rest, need, sob, dazed, ore, refugee, rue, modesty, moan, men, mode, tale, stale, feed, wrap, lips, toil, ten, ass, acre, mass, pit, lap, key, etc.

#### Activity 3

a)

Made up their minds - decided

Turn down - reject

Give away - give for free

Brought her down - made unhappy

Got into - became involved in

Go ahead - continue

Give in - reluctantly stopped fighting

b) Learners are to find out the examples for phrasal verbs and write their meanings by referring to a dictionary.

c) passes away - dies, give up - stop, goes off - bursts, take on - undertake, call on - visit

d) Let the learners attempt this question on their own.

e) A few phrasal verbs related to family, everyday life, sports and study are given below. Learners may be asked to find out their meanings and make meaningful sentences using some of them. They can find out more phrasal verbs and add to the list.

Most of the phrasal verbs can be used in many categories to suit the context.

Family	Everyday life	Sports	Study
Move away	Start off	Kick off	Do well
Grow up	Cloud over	Knock out	Keep up
Look forward to	Brighten up	Go down	Get down to
Stay in	Pick up	Cover up	Mark down
Look on	Catch out	Lie down	Doze off
Seek out	Live for	Try out	Get hold of
Lay down (the law)	Take away	Watch out	Rub out
Keep up	Give up	Build up	Leave out
Turn out	Burn off	Gamble on	Print out
	Eat out	Come back	Read out
	Clear up	Fight back	Go through
	Finish off	Take part	Move on
		Warm down	Make up

**Activity 4 a)**

A	B
Warning	Don't push me. Why can't you be patient?
Advice	Take care.
Request	Keep this umbrella with you, please.
Orders	Don't smoke in here.
Directions and instructions	Take the first turning on the right/ Look at that notice board.
Invitation	Come and have coffee.
Sign and notice	Don't spit here.

**Activity 4. b)**

You may read the directions aloud or make one of the students read them out while others act accordingly.

**Activity 4. c)**

Any suitable answer can be encouraged.

**Activity 5. b)****Possible answers**

- The teacher told Venu to open his text book and turn to page no.18.
- The teacher ordered Suman to stand up straight.
- The teacher instructed Aysha to give her the details.

- The teacher warned her students not to shout.
- The teacher wanted Mary to speak loudly.

A	B
1.	1. Gandhiji said that the children had yet to get married.
2.	2. Gandhiji's wife reminded him that he might not need them.
3.	3. The children said that it was their business.

**Activity 6**

The process of language acquisition demands the systematic way of analysing the principles underlying the grammatical system. The modern approach advocates that syntactic analysis is a more effective way for promoting linguistic competence. Analysing the internal elements of sentences from a descriptive perspective rather than the prescriptive one adds to

the momentum of language learning, thereby equipping the learners with the ability to critically evaluate the linguistic functions of various constituents of sentences.

Syntax refers to the rules and principles governing the organisation of words in principled ways into higher units like phrases and sentences.

**a) The correct answer is 2.**

**Activity 6. b)**

Sentence	Noun Phrase	Verb Phrase
1. The little child was crying for milk.	The little child	was crying for milk
2. Mikali had no money in his pocket to buy milk.	Mikali	had no money in his pocket to buy milk
3. The poor boy approached the women around.	The poor boy	approached the women around
4. All the women in the camp who saw the child gave vent to cries of horror.	All the women in the camp who saw the child	gave vent to cries of horror
5. A kind Chinese woman finally gave it milk.	A kind Chinese woman	finally gave it milk.

Let the learner attempt the other questions in their own way.

## UNIT LEVEL EVALUATION QUESTIONS

Read the passage below and answer the questions appropriately.

'The Lord has bound me  
With the cotton-thread of love,  
I am His bonds slave.'

sang Mirabai. And for me, too, the cotton-thread of love that bound me to the community was too strong to break.

The voice of the people is the voice of God, and here the voice of friends was too real to be rejected.

I accepted the condition and got their permission to go.

At this time I was intimately connected only with Natal. The Natal Indians bathed me with the nectar of love. Farewell meetings were arranged at every place, and costly gifts were presented to me.

Gifts had been bestowed on me before when I returned to India in 1899, but this time the farewell was overwhelming. The gifts of course included things in gold and silver, but there were articles of costly diamond as well.

What right had I to accept all these gifts? Accepting them, how could I persuade myself that I was serving the community without remuneration? All the gifts, excepting a few from my clients, were purely for my service to the community, and I could make no difference between my clients and co-workers; for the clients also helped me in my public work.

1. '...but this time the farewell was overwhelming.' What does Gandhiji mean?
  - a) There were a lot of people in the meetings.
  - b) A number of gifts were given to him.
  - c) The party was pompous.
  - d) People were very sad to part with Gandhiji.
2. What does the word 'bestow' mean?
  - a) shower
  - b) fall
  - c) give as a gift or honour
  - d) pay as a remuneration
3. Gandhiji was unwilling to accept the gifts because .....
  - a) They were very costly.
  - b) He did not like to receive remuneration from his clients.
  - c) The gifts were a token of love.

- d) The gifts were given for his service.
4. What is the relevance of Mirabai's lines here?
  5. Do you think that Gandhiji had no right to accept gifts? Justify your answer.

### Question 2

I decided that I could not keep these things. I drafted a letter, creating a trust of them in favour of the community and appointing Parsi Rustomji and others trustees. In the morning I held a consultation with my wife and children and finally got rid of the heavy incubus.

I knew that I should have some difficulty in persuading my wife, and I was sure that I should have none so far as the children were concerned. So I decided to constitute them my attorneys.

The children readily agreed to my proposal. 'We do not need these costly presents, we must return them to the community, and should we ever need them, we could easily purchase them,' they said.

I was delighted. 'Then you will plead with mother, won't you?' I asked them.

'Certainly,' said they. 'That is our business. She did not need to wear the ornaments. She would want to keep them for us, and if we don't want them, why should she not agree to part with them?'

But it was easier said than done.

'You may not need them,' said my wife. 'Your children may not need them. Cajoled they will dance to your tune. I can understand your not permitting me to wear them. But what about my daughters-in-law? They will be sure to need them. And who knows what will happen tomorrow? I would be the last person to part with gifts so lovingly given.'

And thus the torrent of argument went on, reinforced, in the end, by tears. But the children were adamant. And I was unmoved.

1. What was Gandhiji's difficulty when he took a decision to forgo the gifts?
2. What is your impression about Gandhiji's children? Justify your answer.
3. Pick out the word which means 'not willing to change the opinion'.
4. Gandhiji's children persuaded their mother to part with the gift. Imagine a conversation between Gandhiji's wife and his children. Prepare the likely conversation.
5. 'Cajoled they will dance to your tune.' The expression 'cajoled' mean:
  - a) sang sweetly,
  - b) persuaded with nice words,

c) spoke rudely,      d) cried aloud

### Question 3

ONCE in the dream of a night I stood  
 Lone in the light of a magical wood,  
 Soul-deep in visions that poppy-like sprang;  
 And spirits of Truth were the birds that sang,  
 And spirits of Love were the stars that glowed,  
 And spirits of Peace were the streams that flowed  
 In that magical wood in the land of sleep.

1. Explain the expression 'soul-deep'
2. Give an example for a metaphor.
3. What is the magical land that the poet is speaking about?
4. Why are the first letters of the words Truth, Love and Peace capitalized?
5. Pick out two pairs of rhyming words.

### Question 4

Lone in the light of that magical grove,  
 I felt the stars of the spirits of Love  
 Gather and gleam round my delicate youth,  
 And I heard the song of the spirits of Truth;  
 To quench my longing I bent me low  
 By the streams of the spirits of Peace that flow  
 In that magical wood in the land of sleep

1. Pick out an example for alliteration.
2. Write two examples for visual images.
3. How does the poet quench her longing?
4. Comment on the expression 'streams of the spirits of Truth'
5. What do the stars of the spirits of Love do?