## APPENDICES

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## Introduction

This unit deals with the various ecological problems and their impact on nature in general and human beings in particular.

## Illustrative Aids

In addition to the text book classroom objects such as blackboard, colour chalk, tape recorder slide projector etc.

## General Aims

1. To enable the pupils to read English with comprehension
2. To enable them to understand English when spoken
3. To enable them to speak and write English.
4. To impress upon them the necessity of Eco-friendly life.
Specific Aim: To enable the pupils to grasp the ideas contained in IV Unit of the textbook.

Issue Domain:

- Lack of eco-friendly industrialization and urbanization
- Lack of scientific land-water management

Sub issue

- Contemporary environmental problems
- Issue of global warming and climates change
- Issues of sand mining and drying up of rivers
- The value of natures glory and abundance

Learning Objectives

- To sensitize the learners on contemporary environmental issues like global warming drying up of fresh water resources Etc.
- To create an awareness of the beauty, glory and grandeur of nature through the various forms, moods, landscapes, seasonal rhythms etc.
- To develop an awareness on various language discourses like editorials poems and other contents.
• To enable the learners attempt paragraph writing, letter to the editor, slogans, reports and articles.

• To enable the learners discuss and debate on contemporary environmental issues and develop sensibility for environmental conservation.

• To develop an understanding of phrases, clauses, subordinating and coordinating conjunction, simple and complex sentences and to construct various types of sentences using these language elements as part of discourses construction.

**Previous Knowledge** – The pupils have already known some points related to the ill-effects of industrialization and urbanization.

• The pupils have already heard the problems like global warming and the destruction of natural green vegetation for the construction of dams etc.

• The pupils have read the editorial of various dailies

• The pupils have already felt the ill effects of floods and drought.

• Announcement of the lesson: Based on the previous knowledge, by asking simple questions, the teacher announces the aim of the lesson:

<table>
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<tr>
<th>Teacher-Pupil interaction</th>
<th>Steps of the Model</th>
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<tbody>
<tr>
<td>The strategy here is to present the students with major ideas (organizers) that can help them as they try to read and understand the material in this particular episode, two organizers are presented.</td>
<td>1. Lack of Eco-friendly industrialization and urbanization.</td>
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<td></td>
<td>2. Lack of scientific land water management.</td>
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</table>
the organizers are based on contemporary environmental problems and issues of global warming and climate change.

Tr: Today we are going to study various ecological problems and their impact on nature in general and human beings in particular. We will study more and more about the issues related to lack of eco-friendly industrialization and urbanization and lack of scientific water management. Are you interested to know more about the eco-friendly life?
Pl: Yes, we are interested.
Tr: Now, listen, a paper cutting is exhibited what information do you find in it?
Pl: (Reads the paper cutting)- ie: Adopt eco-friendly practices: VS
Tr: Whose statement is this?
Pl: V.S. Achuthanandan
Tr: Who is he?
Pl: He is the opposition leader/He is a politician
Tr: Is it an important news?
Pl: Yes it is
Tr: Which daily do you find this statement?
Pl: The Hindu

Tr: Presents the cartoon picture as shown in the text book and asks the following questions and
Tr: Where does the flood as shown in the cartoon occur?
Pl: The flood occurred in the middle of a city/town
Tr: What do you think is the cause of the flood?
Pl: Unusual climate change
Tr: What does are there to identify the season portrayed?
Pl: Santha Claus. there is no flood during winter never ever in the history
Tr: Does the cartoon warn us of any impending danger?
Pl: Yes, total warming, untimely flood and devastation of green vegetation on Earth.

Giving examples or illustrations where appropriate.
Providing context
Repeating
Tr: What do you know about Global warming

Pl: An increase in the global temperature will cause sea levels to rise and will change the amount and pattern of precipitation probably including the expansion of sub tropical deserts.

Tr: The print media stand united to speak about a current issue that affects the whole world.

Pl: Listen to the teacher

Tr: Reads out. Today 56 newspapers........................ response has been feeble and half hearted. (the first para)

Pl: Carefully listen to the reading passage

Tr: (asks the following questions).

Tr: What is the un presented step taken by 56 newspapers together?

Pl: They voiced through a common editorial

Tr: Why do they do so?

Pl: ............... because humanity fear a profound emergency

Pl: What is the emergency?

Pl: Climate change

Prompting awareness of learners relevant knowledge and experience.

**Phase Two:** Presentation of learning task or material presentation.

Learning material explicit in a logical order.
Tr: What would be happened unless to take a decisive action?
Pl: Climate change will ravage our planet and with it our prosperity and security.
Tr: What happened to the Artic ice-cap?
Pl: Artic ice-cap is melting
Tr: What may be the reason for a foretaste of future havoc?
Pl: Lack of eco-friendly industrialization and urbanization
Tr: Why do we feel climate change?
Pl: ..........because of Global warming
Tr: What is the reason for climate change
Pl: What type of life is desirable for mankind
Pl: An eco friendly life
Tr: Actually who is responsible for the Global warming?
Pl: Of course human beings.
Tr: Greed and selfishness of human beings are the reason which leads them to unscientific land water management.
Tr: This climate change affects everyone and must be solved by everyone.
Tr: To which issue has the world’s response been feeble and half-hearted

Linking the material to the organiser.

**Phase: Three**

Strengthening cognitive Organization
Use principles of integrative reconciliation
Elicit critical approach to subject matter
Clarify ideas
Apply ideas actively.
Lesson transcript based on AOM No. 2

Tr: Today we are going to study a crucial problem which focus the mankind. A perhaps it will cause the total extinction of all the living things on Earth.
Otherwise it will cause the devastation of our wealth and belongings.
Medias: Newspaper – (various News papers are presented with striking news)
Tr: What is the role of newspaper in our day to day life.
Pl: Give us news
Tr: What kind of news
Pl: Various kinds of news
Tr: Could you classify them?
Pl: Yes, we could
Tr: Please enumerate them
Pl: Subheading, film news, death news, advertisements, commercial news, job

Phase One:
Presentation of Advance Organizer
Advance organizer is presented
Identified defining attributes.
opportunities. Pictures, cartoons, riddle, short story, Editorial etc.

Tr: Yes, a newspaper gives us a lot of information’s. Do they ? Yes they do

Tr: Do you like to read the editorial?
Pl: Yes / No

Tr: What’s an Editorial?
Pl: Opinion of the newspaper.

Tr: An editorial is an article that presents the newspapers opinion on an issue. It builds on an argument and tries to persuade readers to think the same way it does.

Tr: Do you think that various newspaper having same editorial
Pl: No. never, There is no possibility

Tr: Why?
Pl: ……….. because their views are different in nature

---

Phase II

Presentation of the Learning task

Presents the learning material

Make logical order of learning material explicit.
Tr: Yes on a same issue various newspapers have different opinions.

Pl: So the editorials highlight different subjects usually

Tr: But one day-On December 7, 2009 56 newspapers in 45 countries voiced through a common editorial. Can you guess the reason?

Can you imagine or infer the nature of the issue or topic?

Pl: The topic or issue may be internationally important.

Tr: yes about 56 newspapers from 45 counties raised their voice regarding the same issue of Global warming. So what would be the nature of the issue?

Pl: very grave issue/ very serious/ very important

Tr: What is Global warming in Scientific terms?

Pl: Global warming is the increase temperature of Earths near surface.

Tr: Why do we say that it is a grave issue?

Pl: An increase in the global temperature will cause the sea levels to raise.

Tr: What is the matter effect of Global warming?

Phase III

Link material to the organizer.

Strengthening the cognitive Organisation

Eliciting critical approach
<table>
<thead>
<tr>
<th>PI: Climate change, destruction of green vegetation etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tr: Sure, a crucial change will occur in our climate. What would be the end result of this unprecedented climate change?</td>
</tr>
<tr>
<td>PI: Flood, drought, and such other natural calamities</td>
</tr>
<tr>
<td>Tr: Reads the first paragraph loudly and get the children, to listen to and directs to answer the following questions as homework.</td>
</tr>
<tr>
<td>1. To which issue has the world’s response been feeble and half-hearted?</td>
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<tr>
<td>2. Use the following words in sentences as your own so as to illustrate their meaning.</td>
</tr>
<tr>
<td>3. What are the various features of an Editorial?</td>
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</table>

**Ideas clarified**

**Applying ideas actively by testing**
Tr: Have you heard of slogans?
Pl: Yes we have
Tr: Can you present any one or two slogans?
   1. Yes we can.
Do or Die – M.K. Gandhi during freedom struggle.
No taxation with out representation-USA 1763-1776.

Tr: Slogans are short and easily remembered sentences their feelings and opinion on a particular issue.
Tr: Are they short or lengthy?
Pl: They are short

**Lesson transcript based on AOM No. 3**

**Phase One:**
Presentation of Advance Organizer
Advance Organizer presented

- Liberty, Equality and Fraternity
- No taxation without representation
- Each One, Plant One
- Save Trees, Save Earth

Defining attributes are identified
Context provided
| Tr: Do they make use of many words? | No they do not |
| Tr: Do they have structural words in them? | Very rare |
| Tr: Are they apt and meaningful to the situation? | Yes they are |
| Tr: Yes slogan are brief, clear, and crisp, rhythmic and meaningful and suitable to particular contexts. | Awareness of learners prompted |
| | **Phase Two:** |
| | Presentation of learning material |
| | The learning material is presented |
| | Learning materials explicit. |
| Tr: (Presents a model reading of the second and third paragraph of the lesson) | |
| Tr: Do you think the Copenhagen summit was an effective one in resolving the crisis of global warming? | Yes, we do / No, we do not |
Pl: Yes. It was a huge success/failure
Tr: We have to think more about the submit
Tr: if so, why do we say it was a success?
Pl: The summit succeeded in bringing the leader of different nations
together to discuss the measures to prevent catastrophes of global
warming.
Tr: Why do we say that it was a failure?
Pl:…. Because if couldn’t prompt leaders, to properly implant the
decision taken collectively in the summit to stop the carbon menaces.
Tr: Could you say five catchy slogans on protesting the earth from
global warming?
Pl: Save trees, save Earth
Pl: Good Earth, Green Earth
Love Earth, Live Long
Clean Earth, Green Earth
Organizer and material linked.
**Phase III**  
Strengthening Cognitive Organisation  
Principles of integrative reconciliation used

<table>
<thead>
<tr>
<th>Tr: The third paragraph a common subject is used for many sentences.</th>
<th>Eliciting critical approach to subject matter.</th>
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<tbody>
<tr>
<td>What is it?</td>
<td></td>
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<tr>
<td>Pl: In the third paragraph lays stress on houses to reduce the use of fossil fuels.</td>
<td></td>
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<tr>
<td>Tr: What does the editorial focus on this paragraph?</td>
<td></td>
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<tr>
<td>Pl: The editorial focuses towards the urgency of changing our lifestyle. Moreover the focus in this paragraph is on the need to reduce carbon emission.</td>
<td></td>
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<tr>
<td>Tr: Is there a sarcastic element in any statement towards the end of the paragraph?</td>
<td></td>
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<tr>
<td>Pl: Yes, there is an element of sarasam towards the end of the</td>
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</tbody>
</table>
Tr: What is that? Can you explain?

Pl: Yes, according to editorial the moon mission and atomic researches were the result of conflict and competition between nations.

Tr: In the third paragraph we come across the phrase kicking our carbon habit. Means to stop doing something that is harmful. Other idioms with the word ‘kick’ are listed here. With the help of a dictionary you have to find out what they mean and use them in sentences as your own so as to illustrate the meaning.

<table>
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<tr>
<th>Ideas clarified</th>
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<table>
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<tr>
<th>Active application of ideas.</th>
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</table>

| bb (1) kick around            |
| (2) kick up a fuss            |
| (3) kick up your heels        |
| (4) kick off                  |
| (5) kick somebody around.     |
Lesson transcript based on AOM No. 4

Tr: Today we are going to study the ultimate aim of the editorial. The editorial implores the leaders of the nation to rise up to the challenge and make the right choice.”

Tr: Writes the word ‘Environment’ on the (bb) repeats its so as to make the right choice how can relate our environment?

Pl: We have to adjust with our environment.

Pl: We must preserve our environment

Tr: Yes we have to preserve our environment. For the preservation of the environment what kind or type of life can be proposed?

Phase One: Presentation of Advance Organizer
Clarifies the aim of the lesson
Paper cuttings of various editorials
Organizer presented

Making English language teaching effective
India’s school education system stands on the threshold of real progress, if it has the courage to continue reform.

10 EDITORIAL

DiMcCarthyism
Pl: We must adopt an eco-friendly life
Tr: Can you explain it?
Pl: Yes, we have to change our lifestyle.
Tr: Let’s see what is the suggestion of the editorial in this regard. 

Presents a model reading and the children are directed to listen to. 
(para 4)
Pl: (Reads the passage silently)

Phase two

Tr: What do you understand by shopping, eating and traveling more intelligently?
Pl: We have to protect our environment
Tr: What is the focus in this paragraph?
Pl: The focus in this paragraph is the need to reduce carbon emission.
Tr: What is the sarcasm towards the end of the paragraph?
Pl: Moon mission and the atomic research are the sarcastic elements towards the end of the paragraph.
Tr: What may be the temptation which led to these two tasks?
Pl: They are the result of conflict and competition

Presentation of learning task.
Maintain attention

Phase two
Making the organization explicit

Organisation explicit
| Tr: Can you guess the focus in this para after a sound reading | Phase three  
Strengthening cognitive Organisation |
|---|---|
| Pl: Yes we can (reads loudly by one of them and others listen to it).  
Pl: focus in this para focused on is the need to reduce carbon emission.  
Tr: Yes of course.  
Tr: What kind of energy is proposed in this para?  
Pl: Renewable type of energy is proposed here.  
Tr: Which type of energy production is discouraged here?  
Pl: Producing electricity from fossile is discouraged here  
Tr: Can you guess the meaning of the useage kick around?  
Pl:Kick around means to treat somebody in a rough or unfair way  
Tr: Could you infer the meaning of kick off?  
Pl: Yes, We are ready.  
Tr: Yes very good, can you use this in a sentence of your own.  
Pl: What time does the match kick off?  
Tr: What is the proposal so as to drive away the carbon race?  
Pl: Collaborative effort in proposed here, to drive away the carbon race | Using principles of integration |
<table>
<thead>
<tr>
<th>Tr: Describe in your our words “Collective Salvation)</th>
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<tbody>
<tr>
<td>Pl: Climate change affects everybody. Nobody can abstain from the evil effects is essential. This climate change is due to global warming. As it is a global phenomena. we need to work together for one collective salvation we have to change the life style for the mass protection.</td>
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<tr>
<th>Clarified</th>
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<tr>
<td>Critically approached.</td>
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</table>
Lesson transcript based on AOM No. 5

Tr: Today we are going to study the fourth paragraph of the lesson ‘Make the Right Choice’ which deals with influence of newspaper in our society, the reason for climate change, influence of our lifestyle and how climate change leads to natural calamity. Why should be check Global Warming..

Tr: Do you have any intimate politicians?
Pl: Yes we have
Tr: What do you think about the duty of them?
Pl: First they work for their party and then to serve the nation
Tr: How do politicians serve the nation?
Pl: They take decisions for the benevalacne of the citizens
Tr: Yes very good, On their decisions, they make policies for the people. That is the duty of every politicians who love their fellow beings in a democratic system. Do you agree?
Pl: Yes we have noticed so many times.
Tr: Can we say that the newspapers are the correcting and controlling force of the politicians?
Pl: Yes sure News papers often give suggestions, advice, inspiration and criticism.
Tr: In short we could assert that the news papers are the regulatory force to politicians? Do you agree?
Pl: Yes we do
Tr: Can you cite example?
Pl: Cite examples by the students
Tr: (Presents a model reading of the IV para of the lesson and the children are directed to read the lesson silently)
Pl: (Complete their silently reading)
Tr: The editorial implores the leaders of the nation and politicians to rise up to the challenge, if newspapers passing a common editorial what would be the motto behind it?
Pl: The motto of the editorial is to highlight the power of unity
Tr: A triumph of optimism or pessimism? What do you think of it?
Pl: We should have certain thinking how to avoid the climate change.
Tr: What do you think of the role of newspapers in creating social change?
Pl: Newspapers can play a vital role.
Tr: 56 Newspapers have a common editorial can you guess the spirit behind it?
Pl: Definitely it is the problem of existence of humanbeings.
Tr: Yes ie why they united to publish a common editorial
Pl: Yes, they could draw the attention of world politicians who gathered in Copenhagen
Tr: What do we expect from the (copenhegan summit?
Pl: This summit has the powers to shape the history of mankind through their judgement
Tr: What do the present generation implore them?
Pl: The present generation implore them to make the right choice.
Tr: What is the issue narrated here?
Pl: The issue related to Environment

**Phase three**
Strengthening Cognitive Organization
Tr: Now you have to sum up the ideas which narrated in this paragraph
Pl: Global warming is a major issue. Global warming causes climate change
Climate change brings natural calamity
Tr: Could you find out the reason behind all these changes or problems
Pl: Yes we can: there is no doubt, our changed life style is the reason
Tr: So what kind of lifestyle can propose to this situation?
Pl: An Eco-friendly life style can propose.
Tr: Yes, very good they have to unite for an Eco friendly life style for a glorious future.
Tr: Can you enumerate the role of politician and newspapers in shaping the life style of human beings?

<table>
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<tr>
<th>Integrative reconciliation</th>
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<tbody>
<tr>
<td>Active recreation learning</td>
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<tr>
<td>Critical approach</td>
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</tbody>
</table>
Pl: Yes, newspapers are the third estate of a Democratic way of life. Editorial is the official opinion of the newspaper. Hence politician must take them in to account. Policies must be shaped in accordance with the public opinion gathered through the newspapers.

Tr: The copenhagen summit was a success in one way, the other way it was a failure. Describe in your own words.

Pl: The summit was a huge success as it could create awareness about carbon emission and climate change among the citizens of the world.

Pl: The summit succeeded in bringing the leaders of different nations together to discuss the measures to prevent catastrophes of Global warming.

But it was a failure as it couldn’t prompt leaders to properly implement the decision taken collectively in the summit to stop the carbon measures.

Clarifies
Lesson Transcript Based on AOM No - 6

Name of Teacher : K. Rajan
Strength : 
Name of School : Govt. Model HSS Karunagappally & Date :
S V H S S Clappana
Duration : 45 mts
Standard : IX
Subject : English
Unit IV : Glimpses of a Green Planet
Sub Unit : Memories of a Dying River

Introduction : This unit is built on the issue domain lack of eco-friendly industrialization and urbanization and lack of Scientific land water management, To emphasis the issue, an article on the sad plight of river Nila written by M.T. Vadudevan Nair is used as textual input.

Illustrative Aids : In addition to the textbook class room objects such as black board colour chalk, tape reorder, slide project etc and various articles from newspaper, magazines and other journal, related to issues of sand mining and drying up to rivers.

`Sub issue : Issue of sand mining and drying up of rivers. The value of natures glory and abundance.

Learning Objectives

- To sensitize the learners on contemporary issues like global warming drying up of fresh water resonrees etc.
- To create an awareness of the beauty, glory and grandeur of nature expressed through the various forms, moods, landscapes, seasonal rhythms etc.
• To develop an awareness on various language discourses like articles poems etc.
• To enable learners attempt paragraph writing, reports and articles.
• To enable learners discuss and debate on contemporary environmental issues and develop sensibility for environmental conservation.

**Previous Knowledge**

• The pupils have already learnt some points related to the ill-effects of industrialization and urbanization.
• The pupils have already heard the problems like destruction of natural green vegetation for the construction of dams and factories.
• The pupils have already read in articles parodies and dailies related to the necessity of Eco-friendly life.
• The pupils have already felt the ill effects of flood and sand miming.

| Tr. Dear students I think all of you are familiar with Pattolithodu is a nearly running narrow stream |
| Pl: Yes we are |
| Tr. Have you ever noticed its present condition? |
| Pl: Yes we have |
| Tr. Is it a river or a narrow stream? |
| Pl: It is only a narrow stream. |
| Tr. Yes. It filled with water only monsoon season, all other seasons it seems as a |

**Phase one**

Presentation of Advance Organizer

Present and past condition of Pattolithodu.
drainage. Is n’t it?
Pl: Yes it is.
Tr. Have you ever been to both sides of ‘Pattolithodu’?
Pl: Yes, we have been so many times.
Tr. How do you find the landscape both sides of ‘Pattolithodu’?
Pl: Both are very steep certain areas.
But certain other areas are very slope ever.
Tr. Have you, made any enquires regarding the beginning and ending of this ‘Pattolithodu’.
Pl: Yes we have./No we haven’t.
Tr. It connects Karunagappally ‘Vattakkayal’ and Kayamkulam Kayal’. Once It was the main mode of water transportation from Kayamkulam-Karunagappally in land water line After the construction of Kannetti & Krishnapuram bridges the water ways discarded and road ways are flourished. Consequently the splendors of the river varnished and people used to dump their waste in to the river. Gradually water abundance decreased transportation completely stopped this Pattoli river has been transformed into the present form ‘Pattolithodu’.
Pl : (Listen to the teacher with much interest)
Tr. Memories of a Dying river’ is an article on Bharata Puzha by Sri. M.T. Vasudevan Nair. M.T. Vasudevan Nair is a reowned Indian author Screenplay writer, and film
maker. He was born on 15th July 1933 in Kudallur, Palakad District. Nila or Bharathapuzha which had once been a lifetime for the people of our state. The author has attempted a dirge in prose and looks at dismay at the appalling situation in to which the river has taken in modern days. For more understanding you have to read the first two paragraphs silently.

Pl: (Reads the first read the first 2 paragraphs silently).

Tr. Who is Edasseri

Pl: One of the renounced poets in Malayalam

Tr. What did he do there?

Pl: He gazed and gazed the River Bharathapuzha

Tr. Where was the poet Edassery?

Pl: He was standing on the newly constructed bridge across Bharathapuzha.

Tr. What was the creation of the renowned poet?

Pl: His famous poem ‘Kuttippuram Paalam’ is prescribed for you story

Tr. What was the thing which fascinated the poet?

Pl: The Engineering skill that went in the making to the bridge is fascinated the poet.

Tr. What are the other popular names of the river Bharathapuzha?

Pl: Nila or Periyar are the other popular names of the river Bharathapuzha.

Tr. How much was the amount for the construction of the bridge?

Pl: Twenty three Lakhs was the amount which cost of the construction of the bridge.

Phase Three

Strengthening cognitive organization

Critical approach to the subject
| Tr. How does the poem of Edassery end?  
Pl: Amba, Periyar are maarippomo Aakulayamorazhukku Chaalaay?  
Tr. What was the fear that lurked in the poet’s heart?  
Pl: The poet was apprehensive about the plight of the river at the expense of advancements in technology. He wondered if it would never be reduced to the condition of a mere gutter.  
Tr. Poets in older days used to write about rivers, valleys mountains and forests. But Edassery has written a poem about a bridge too comment on his choice  
Pl: Poets in olden days glorified nature and her diverse forms. But, here Edasseri chose his topic because of his prophetic vision regarding the unhappy consequences of technological progress.  
Tr. Was he a romantic poet? Explain.  
Pl: No he was not, but he was a realistic and therefore he was more concerned with real socio-culture than those imaginary ones.  
Tr. Compare and contrast the former glory and present situation of ‘Pattolithodu’ and Nila with reference to the fear of poet Edasseri in your own words.  

Clarifying
Lesson transcript based on AOM No.7

| Tr. Many of the ancient glorious civilizations flourished on the valley of rivers. Can you cite examples. |
| Pl: Yes Sir, Indus valley civilization on the valley of river Indus. Harappan civilization, Mesopotemian civilization Chainees civilization etc. |
| Tr. Yes, very good. Why did those civilizations on river valleys? |
| Human Civilization on River Valleys (bb) |
| Pl:………………..Because of the fertile land for agriculture transportation facilities. ………..availability of drinking water. |
| Tr. Do the rivers influence the human life to any extent? |
| Pl: Yes to a very great extent. |
| Tr. If so Nila also influenced the life time of the Malabar to a great extend. Let’s see how far it influence listen. (directs one pupil to read the passage on page No. 123 of the reader and others to listen to) |
| Pupils (did so) |
| Tr. Nila has been a perennial source of inspiration for many of our poets who are they? |

**Phase One**
Presentation of Advance Organizers

Identified defining attributers

Giving examples.

**Phase Two**
Presenting the material maintains attention
Pl: Vallathol, P. Kunjiraman Nair and Edasseri etc.
Tr. Which river is considered as the Ganga of the south?
Pl: Nila or Bharathappuzha is considered.
Tr. Who established the Kerala Kalamandalam? Where?
Pl: Writes the word ‘flood’ on the (BB) then pronounces again and again. Have you ever witnessed a flood in your life?
Tr: Have you ever witnessed a flood in your life?
Pl: Yes/No
Tr. Have you heard about flood ever before? 
Pl: Yes, we have
Tr. Where do flood affect usually whether high land or river valleys.
Pl: Of course river valleys.
Tr. Has Bharathapuzha ever subjected to flood?
Pl: Yes two times one is 1942 and the other in 1944.
Tr. How did the flood affect the valley?
Pl: The paddy and vegetables grown on the bank washed away.
Tr: Where is Kerala Kalamandalam and who established it?
Pl: The village of Cheruthuruthi, Great poet Vallathol established the illustrious Kerala Kalamandalam.

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<td><strong>Strengthening</strong></td>
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Tr. State the years in which Nila was flooded?
In 1942 and 1944.

What are the symbols of impending floods?

The misty hills and dark clouds are the symbols.

How did Nila served the village life?

Nila provided drinking water, for men and animals, a dip in the water, lensy water way for barges.

What is that the poet could not foresee about the river?

The sad plight of the river with ruthless sand mining was something the poet could never foresee. The sight of long queuer of women with coloured poets.

What does the author mean when he said, Nila is the cultural lifeline of Malabar?

It has always been a perennial source of inspiration for writers. It considered as the Ganges of the south, Kerala Kalamandalam flourished an its banks.

Do you generally associate hissing and roaring with a river?

What pictures to these words make?

These are words usually associated with animals (hissing snakes roaring lion) The furious state of the river during monsoon and floods is evoked in these words.
Tr. Find some instances of the close association of the river with the day to day lives of the people who lived near it?
Pl: Instances of :-
Farming by enterprising
Presents/collecting water for drinking purposes/ bathing in the river by the family members/transport action of agricultural merchandise.
Lesson Transcript Based on AOM No. 8

Name of Teacher : K. Rajan
Name of School :
Standard : IX
Subject : English
Unit : IV Glimpses of a Green Planet
Sub Unit : Memories of a Dying River (Passage on Page 124 of the Reader)

Tr. Today we are going to learn the sad plight of the river with ruthless sad mining. The sight of long queues with coloured poets to fetch water. The dividing of the perennial river to its present pathetic state.

Tr. Every where, without discrimination, we find sand mining. Have you ever noticed?
Pl: Yes we have noticed
Tr. What is the purpose behind it?
Pl: Profit making through exploiting the nature.
Tr. Yes of course, very good, it is exploitation of nature because of the greed of human beings. Can you guess the end result of
such type of exploitation?
Pl: Yes, devastation of our nature and greed of men.
Tr. How can we say that sand mining is a social problem.
Tr. We have to find out remedial measurements for every social problems. What do you say?
Pl: Yes of course collectively we have to search remedies for such social evils.
Tr. Let’s read the passage on page No. 124 of the Reader.
Pl: (One of the pupils reads the passage loudly) all others listen to it.
Tr. Today in every panchayat, hundreds of trucks line up on all reads that leads to river banks. Why?
Pl: …….Because the roads have been cut right in to the middle of the river to plunder sand.
Tr. Why do women make long queue during the months of April and May?
Pl: They are waiting for water trucks to arrive.
Tr. Bharathapuzha once witnessed a historical battle. What was that?
Pl: That was ‘Mamankam’

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<td>Strengthening Cognitive Organisation</td>
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Tr. What do we mean by ‘Mamankam’?
Pl: Mamankam was a sport fought once twelve years to show of the superiority of the Zamorian ruler.

Tr. How are the trucks carrying sand and the trucks bringing water related?
Pl: Trucks carrying sand leave the river bed a barren piece of land. Changes in the river bed lead people to go in search of drinking water and this forces to take the help of trucks to bring them water.

Tr. Battles fought on the banks of Nila then and now are different. What are some of the differences.
Pl: The battles fought on the river bed of Nila in olden days were for ascertaining the supremacy of a ruler. The battles that are fought now are the ones to establish territorial right. People fight with one another to exploit the river bed.

Tr. To the river breathing her last? What is the evidence of it in the text?
Pl: The writer feels that the river is breathing her last…..because instead of the flowing waters reordered with lush green canopy, the river bed now in filled with innumerable pits form which
sand has been taken away.
Tr. Can you enumerate and explain the aftermath of sand mining?
Pl: Yes we can will never get its panoramic view.
Tr. What do you think of the water level.
Pl: Yes, The water level under the river bed is getting lower and lower day by day .
Tr. What happened to the middle of the river led.
Pl: Roads have been cut right in to the middle of the river to plunder sand.
Tr. Could you explain the affection of the author with Nila?
Pl: Nila inspired him like his mother. It watched him tenderly as he grew up. And gainfully forgave him for his contradictory impulses.
Lesson Transcript Based on AOM No : 9

Name of Teacher : K. Rajan
Standard : IX
Subject : English
Unit : IV Glimpses of a Green Planet
Sub Unit : To Nature (Poem) First half
Date : 
Time : 45 mts

Introduction : This poem ‘Nature’ by noted English poet S.T. Coleridge highlights the glory of nature and its abundance. By incorporating such text in the unit, the necessity to follow the diction ‘Live and Let Live’ is placed before the learners.

Learning Objectives : To create an awareness of beauty glory and grandeur of nature expressed through the various forms, moods landscapes, seasonal rhythms etc.

| Tr. Today we are going to learn a beautiful poem written by the famous English poet S.T. Coleridge which highlights the glory of nature and its abundance. The world in which we live today has to be gifted to the coming generation too. Not merely the land on | Clarifies the aims of the lesson Organizer presented |
which we live but the grandeur and prosperity of Mother Earth also have to be handed over to them.

Tr. Have you heard of ‘Sri’ Buddha’?
Pl: Yes we have

Tr. Who was he during his childhood?
Pl: He was a prince

Tr. Did he enjoy the Kingly facilities and comforts?
Pl: No, he did not

Tr. Why did he abandon the princely privileges which he had inherited?
Pl: He believed in the Almighty and decided to work among the downtrodden section and misserables.

Tr. Could you guess his attitude towards miserable and destitudes?
Pl: He was so empathetic

Tr. Did he love common people or his primerly position much?
Pl: He loved humanbeing much better.

Tr. (Presents the poem with his model readings)
Pl: (Listen to the teacher carefully)

Tr. Directs one enthusiastic student to read the poem aloud
Pl: Listen to him carefully

| Phase One |
| Organizer Presented |

| Phase three |
| Using the principles of integrative reconciliation |
Tr. What does the phrase all created things bring to your mind?
Pl: All living and Non-living things on planet earth.
Pl: Hora and funa on the planet on earth
Pl: All animals and birds
Tr. Pick out the expressions and personal experience of the poet?
Pl: Lone earnest piety, lone, deep heartfelt, inward joy.
Tr. Is the experience of the poet mere fantasy? If yes, why?
Pl: Yes, the poets unbridged imagination tends to border the world
of fantasy in expressions like ‘build my althar in the fields’ blue sky
my fretted doom shall be’
(Or)
Pl : No the poet believes that each creature on the planet is the
creation of God (Nature)
Tr. In what way can nature teach us lesson of real joy?
Pl : Nature in itself is a foundation of knowledge and all lessons of
life can be learnet from it, or ?
Pl : All things in nature appeared our five senses.
Pl : The caring and sharing of animals and other living beings
sensitive us to be the same to our fellow beings.
Tr. Have you read the poem silently?
Pl: Yes, we have,
Tr. Read once again and try to pick out the peculiarities which you could find in each line.
Pl: Yes we have already done so.
Tr. If so, the repetition of the same sound in the lines of the poem is called alliteration. Can you pick out at least two instances of alliteration from the poem.
Pl: Lessons of lone
Pl: Nor fear, nor grief, nor vein perplexity
Pl: Closely clings /Wide World.
Priest of this poor etc.
Tr. Words in a poem ending with the same sound are called rhyming words. Can you pick out some pairs of rhyming words from the poem?
Pl: (Reads the poem silently) and presents the following examples)
Things - clings
Rings - brings
Piety - Perplexity
Fields - Yields
Be - the

Phase Two
Presentation of learning task
Despise - sacrifice
I - lie etc
Tr. Yes, In this poem we find various types of images. Is n’t it?
Pl. Yes, we find
Tr. The images that address your sense of small is called all factory images and images that please your sense of sight is called visual images. Could you find such types of images in this poem? If so, cite examples for both of them.
Pl: Sweet fragrance of wild flowers, incise the are examples for all factory images. Altar, dome, a huge temple of church are best examples for visual images.
Tr. Lord Budha renounced his crown and Kingdom and decided to serve the people those who are suffering with poverty and sickness. In which way we can compare the life message of Lord Budha and poet ST Coleridge?

Phase Three
Critical approach to the subject matter?
Lesson Transcript Based on AOM No. 10

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<td>To Nature (Poem) Second half</td>
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Today we are going to study the remaining part of the beautiful poem ‘To Nature’ by S.T. Coleridge, I invite your attention to another English poet who wrote much about the nature and human beings could you recall his name?

Pl: Yes, Wordsworth/ William Wordsworth

Pl: Yes. We have heard about him.

Tr: What was the main subject to his poems.

Pl: Of Course ‘Nature’

Tr: He loved nature more than any other things. He wrote nature he lived at the lap of nature with his sister Dorothy. Wordsworth believed in Pantheism? Whereas their view had a little difference. Because Wordsworth believed in Pantheism, Coleridge in

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<td>Presentation of the Organizer.</td>
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<tr>
<td>Aims of the lesson clarified</td>
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<td>Identifies defining attributes.</td>
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</table>
monotheism. Coleridge wants to become a priest. He believed that all created things teach him lessons of lone and piety. Wordsworth believed that God is identical with nature, Coleridge is ready to live alone with His creation.

Tr. Do you like to hear the remaining part of the beautiful poem Nature.
Pl: Yes we like very much

Tr. Presents model reading twice. (Pupils listen to the teacher. First time their books are closed, last books opened).

Tr. (Directs them to make a silent reading and children do so).

Tr. Did you come across any difficult words?
Pl: Yes/No

Tr. Writes the words on the (bb) which they found out as difficult and explains.

Pl: Pupils receive them by repeating and writing down.

Tr. Describes each time for their better understanding

Pl: Keep their attention to the teacher

Tr. What does the expression ‘let it be’ suggest?

Pl: The poet is not at all concerned with the response of the others towards his beliefs/He doesn’t bothers if they mock, ridicule or praise him. Hence the expression ‘let it be’

Tr. Some people may ridicule the poets ideas, but he is not worried or afraid pick out the lines that mean the same.

Pl: ‘So let it be; and if the ……vain perplexity.'
Tr. What is the offering the poet is going to make?
Pl: The poet offers himself and his poetry to nature.
Tr. Why does the poet say that his offering is poor.
Pl: He feels that there is nothing worthy enough to place before the God. His is in itself too weak an offering, But he doesn’t own anything else more precious than his being to submit before the Lord/God.
Tr. What is common between the poet and a priest in this poem?
Pl: Only a priest usually offers things to God. Hence all his offering through his our being makes him a priest.
Tr. Have you heard of simile?
Pl: Yes, we have
Tr. Have you heard of metaphor?
Pl: Yes we have./ No we haven’t
Tr. The metaphor is a way of describing by referring to it as something different and suggesting that it has similar qualities to that thing.
If so read the following lines from Shakespeare’s As you Like it “All the world’s a stage, All men and women merely players:” Can you find out metaphor in this lines.
Pl: Yes we can, the world is regarded as a stage with peoples performing different roles.
Tr. How?
Pl: Here stage acts a metaphor for world.

Phase three
Strengthening cognitive organization
Principles of integrative reconciliation used
<table>
<thead>
<tr>
<th>Tr. Can you pick out a few more examples from this poem?</th>
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<tbody>
<tr>
<td>Pl: Fields altar of his temple, blue sky is treated as done of the temple, fragrance of the wild flowers is treated as the incense he offers.</td>
</tr>
<tr>
<td>His poems are considered as his offering to the God.</td>
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<table>
<thead>
<tr>
<th>Tr. Have you studied poems of Wordsworth having the similar tone?</th>
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<tbody>
<tr>
<td>Pl: Yes we have</td>
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<table>
<thead>
<tr>
<th>Tr. Could you find any similarity between Wordsworth and Coleridge?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pl: Yes, both of them loved nature</td>
</tr>
<tr>
<td>both of them wrote about nature</td>
</tr>
<tr>
<td>both of them find God in Nature</td>
</tr>
<tr>
<td>both of them believed nature is the embodiment of the God.</td>
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<tr>
<th>Tr. Which lines in the poem do you find most appealing from the following angles?</th>
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<tr>
<td>1. Beautiful words arranged beautifully.</td>
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<tr>
<th>Ideas clarified</th>
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Lesson Transcript Based on AOM No.11

Name of Teacher : K. Rajan
Standard : IX
Subject : English
Unit IV : IV Glimpses of a Green Planet
Sub Unit : On the Grasshopper and the Cricket (First half)

Introduction : On the Grasshopper and the cricket written by John Keats (1795-1821) along with Byren and Shelly, was one of the key figures in the second generation of the Romantic movement in English literature. This poem presents Keats love of beauty and of nature in a different fashion- there the poet draws the picture of two other seasons- the summer and the winter. These seasons represent two different stages in human life, youth and old age. This poem also represents the poet’s relentless spirit with which can alleviate misery in all seasons by his unfailing aesthetic pursuits.

Learning Objectives

To create an awareness of the beauty glory and grandeur of nature expressed through the various forms, moods, landscapes, seasonal rhythms etc. To highlight the glory of nature and its abundance. To develop an awareness on various types of language courses such as poems articles etc.
Tr. Today we are going to study a small beautiful poem named ‘On the Grasshopper and the Cricket’ written by famous English romantic poet John Keats (1795-1821). Keats lived only a very short span of life—only 26 years. Within that short span of life he contributed a great deal of poems to English literature. This poem presents Keat’s Love of beauty and of nature in different fashion.

Tr: Have you heard of famous Malayalam poet Mahakavi Kumaranasan?
Pl: Yes we have heard a lot

Tr: Could you remember any one of his works?
Pl: Yes, we could ‘Veenapoovu’, Nalini, Karuna etc

Tr. Have you ever recited the poem ‘Veenapoovu’
Pl: Yes we did

Tr. Can you explain it briefly? Whose story is narrated in it?
Pl: It is the story of a flower/veenapoovu

Tr. Yes, the poet illustrates various states in the life span of a flower. Could you find

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<tr>
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<td>Organizer Presented</td>
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<td>defining attributes identified</td>
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<tr>
<td>Appropriate illustrations</td>
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any other invisible images in that poem.

Pl: Yes, we find the images of human beings from the birth to death in that poem.

Tr. Yes Asan describes different stages and their peculiarities in the life span of a flower. (Tr. recites certain lines of the poem Veenapooovu) which are the stages narrated in the poem?

Pl: infancy, childhood, adolescence, maturity and old age are very clearly narrated in it.

Tr. Yes, very good. What about beauty and goodness. What is the flower compared to?

Pl : That flower is compared to a beautiful girl

Tr: Yes beauty of a flower and a lady will be attracted by everybody.

Tr: Presents model reading two times pupils listen to the first time their books closed next time books opened. Then pupils are directed to read the poem silently. (Tr. uses a tape recorder for better reception of the pupils) What is the sound that dominate the summer scene?

Pl: The sound of the grasshopper dominates the summer scene.

Tr: What in your view is the poetry of earth?
<table>
<thead>
<tr>
<th>PI: The poetry of the earth in compasses all the sounds sight and the warmth of the living being.</th>
<th>Presentation of learning material</th>
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<tr>
<td>Tr: Summer is a pleasant experience in this poem. Pick out the words used by the poet to indicate this?</td>
<td>Phase Three</td>
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<tr>
<td>PI: Summer luxury, his lights, tried out with fun rests at case, laneath some pleasant used etc.</td>
<td>Logical order of learning material explicit.</td>
</tr>
<tr>
<td>Tr: What do you find common in ‘Veenapoovu’ and On Grasshopper and the cricket’?</td>
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<tr>
<td>PI: Both represent different stages of life of human beings?</td>
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<tr>
<td>Tr: Can you cite examples from both poems.</td>
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<tr>
<td>PI: Yes, Keats glorifies the sights during summer and winter. And Asan glorifies the blossoms and decay of the flower.</td>
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<tr>
<td>Tr: What thing do you find similar to the life of both the poets?</td>
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<td>PI: Premature death</td>
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<tr>
<td>Tr: Can you find any resemblance on between verification Assan and Keats?</td>
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<tr>
<td>PI: Yes, prolific production of quality poems</td>
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<td>Tr: What about the background of their writings?</td>
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<td>Pl: Both of them loved the nature and low level creatures.</td>
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<td>Tr: What are the sights and sounds related to summer that you find in the poem?</td>
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<td>Pl: Summer is luxurious to every creatures summer scene is alive with melodious singing of grasshopper.</td>
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<tr>
<td>Tr: How do paddy fields, river, brooks and streams look in summer?</td>
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<tr>
<td>Pl: All re bright and shining</td>
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<tr>
<td>Tr: How do trees look?</td>
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<tr>
<td>Pl: They look full of flowers</td>
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<tr>
<td>Tr: Whose sound dominates the summer</td>
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<td>Pl: The grasshoppers sound.</td>
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Linking material to the organizer.

Strengthening cognitive organization
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<td>Submit</td>
<td>On the Grasshopper and the Cricket (poem) second half</td>
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<tr>
<td>Time</td>
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**Phase One**

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Tr: Today we are going to study the second half of the beautiful poem “The Grasshopper and the Cricket” by John Keats. The poet, in his verse glorifies the cries of the little creatures. According to him, poetry exists everywhere and will never end. Summer is made delightful with the grasshopper’s song and the winter is made lively.
by the cricket music

Tr: Have you ever noticed old people?

Pl: Yes, we have

Tr: Have you noticed young people

Pl: Yes we have noticed

Tr: If so, I invite your attention towards a youth and an old man, Let’s discuss the peculiarities of both of them. Do you like such a discussion.

Pl: Yes, we like very much

Tr: Enumerate the peculiarity of a youth firstly

Pl: They look energetic

Tr: Yes, then

Pl: They are active/ Pleasant/enthusiastic They like adventures, they look beautiful

PL; They like to work hard/they eat too much/they are always helping others. Etc.

Tr: Yes, all right, now let’s enumerate the peculiarities of old people.

Pl: They look lazy/not much active/do not like to work hard/not adventures. They may be suffering with illness/not as healthy as young ones.
Tr: Yes very good, very good now you listen to the or second part of the poem “On the Grasshopper and the Cricket” (Teacher uses a tape recorder for this purpose and the pupils listen to it with much interest). Consequently teacher presents a model reading. (directs the pupils to read the poem silently and pupils do so)

Tr: Why is winter lone?

Pl: Winter is the season of longer, lesions and lethargy.

Tr: Which age represented by winter?

Pl: Old age is represented

Tr: Do you think that winter is less attractive than summer?

Pl: Yes/No.

Tr: How may seasons do the experience in Kerala

Pl: Six/four

Tr: How many seasons are there in England do you know it

Pl: Yes we do/four/six etc.

Tr: Generally what do the poet do in this poem

Pl: The poets typical sensuous poem which records all the sweet sights and sounds

---

Phase Two

Presentation of the learning material

maintain attention

Phase three
related to the seasons.

Tr: What are the seasons drawn by the poet?  
Pl: The summer and the winter.

Tr: How does he interpret the seasons to his readers?  
Pl: His interpretation is something more than a mere period in the natural cycle.

Tr: These two seasons are compared to ages of human life. Can you explain what are they?  
Pl: Summer is compared to youth and winter to old age.

Tr: Yes, Metaphorically, winter stands for old age when man turns to be weak gloomy and lovely, therefore it is an example of the figure of speech.

Tr: Can you pick out pairs of rhyming words from the poem.  
Pl: Yes, Dead- lead  done- fun  
                 sun- run mead – used  
                 frost – lost shrills - hills  

Tr: Comment on the lines  
“ The poetry of earth is never dead”

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The poetry of earth is ceasing never”

Pl: The poet glorifies the cries of the little creatures. Poetry exists, everywhere and will never end. It flows on and on from one tune to the other.

Tr: Two seasons of Human life- Two seasons of nature. Two creatures and their sounds all are closely connected in this poem, with their merits and demerits-comment on.

Pl: In summer the grasshopper runs from hedge to hedge and leads the ‘summer’s luxury’. His songs create a cool feeling when everything is hot and everyone seeks a shady place to rest in whereas in winter there are no singing birds nor is there any busy activity going on.

Tr: Yes, How can we conclude

I: Grasshopper and summer represent youth cricket and winter old age.
APPENDIX II

Lesson Transcript based on Synectics Model (SM) No. 1

Name of Teacher : K. RAJAN

Name of School : Govt. Model H SS Karunagappally & SVHSS, Clappana

Standard : IX (Nine)

Subject : English

Unit : Glimpses of a green Planet

Sub Unit : Make the Right Choice

Introduction : This unit deals with the various ecological problems and their impact on nature in general and human beings in particular.

Illustrative Aids: In addition to the text book, classroom objects such as blackboard, colour chalk, tape recorder slide projector etc.

General Aims:- 1. To enable the pupils to read English with comprehension
2. To enable them to understand English when spoken
3. To enable them to speak and write English.
4. To impress upon them the necessity of Eco-friendly life.

**Specific Aim:**
To enable the pupils to grasp the ideas contained in IV Unit of the textbook.

**Issue Domain:**
- Lack of eco-friendly industrialization and urbanization
- Lack of scientific land-water management

**Sub issue**
- Contemporary environmental problems
- Issue of global warming and climates change
- Issues of sand mining and drying up of rivers
- The value of natures glory and abundance

**Learning Objectives**
- To sensitise the learners on contemporary environmental issues like global warming drying up of fresh water resources Etc.
• To create an awareness of the beauty, glory and grandeur of nature through the various forms, moods, landscapes, seasonal rhythms etc.

• To develop an awareness on various language discourses like editorials poems and other contents.

• To enable the learners attempt paragraph writing, letter to the editor, slogans, reports and articles.

• To enable the learners discuss and debate on contemporary environmental issue and develop sensibility for environmental conservation.

• To develop an understanding of phrases, clauses, subordinating and coordinating conjunction, simple and complex sentences and to construct various types of sentences using these language elements as part of discourses construction.

**Previous Knowledge** – The pupils have already known some points related to the ill-effects of industrialization and urbanization.

• The pupils have already heard the problems like global warming and the destruction of natural green vegetation for the construction of dams etc.

• The pupils have read the editorial of various dailies

• The pupils have already felt the ill effects of floods and drought.

• Announcement of the lesson: Based on the previous knowledge, by asking simple questions, the teacher announces the aim of the lesson:
1. Teacher: Now the problem is Global Warming. Global warming, in scientific terms, is the increase in the average temperature on earth’s near surface, air and oceans since the mid twentieth century and its projected continuation for years to come. An increase in the global temperature will cause sea levels to rise and will change the amount and pattern of precipitation probably including the expansion of subtropical deserts. Warming, scientists say, it is expected to be the strongest in the Arctic.

2. Teacher: Write a paragraph about our present environmental issues.

| St: If we give too much strain to the body it will become polluted and weak. |
| Tr: Can you cite example? |
| St: Yes, we can. Look our surroundings if we keep the surrounding clean and tidy the ecology can be preserved. Let’s lead an eco-friendly life. |
| Tr: Is our water management in scientific way? |
| St: No, there is not. |
St: Just as human body needs water for proper functioning of the systems within the body, scientific water management is essential for the ecological equilibrium.

St: Attributes of Human body  Attributes of our Mother Earth
moving fast
work out of various organs
each and every organs are inter related disorder if one organ affects all other organs both need careful preservation.
Tr: Write another paragraph on environmental issues use the following words in your write up.
st: Prepare a write up.
Teacher: Can you suggest any other material which is getting damaged day by day like the Earth in which we live on?
   Student: Human body
   Student: Motor car/School Van
   Student: Transport bus
   Student: Computer/Tape recorder Etc
   Student: News paper

Phase Two: Students suggest Direct analogies
Teacher moves the students into analogies.
Teacher asks for a direct analogy.

Specifies the nature of the analogy- a machine-organic inorganic comparison.
Teacher: Yes, It is like our school van

Teacher: When does a school van getting damaged?

Student: When we use it carelessly.

Teacher: When does a computer get damage?

Student: At the time virus attack.

Teacher: What do you do with you pants and shirts

Student: We put on our body

Teacher: Why do we put on them?

Student: They protect our body from heat and cold

Tr: How is the earth like?

St: like an egg

St: like an orange

St: like an apple

Tr: How is a school van like the earth

St: Both are attractive, moving.
Tr: How is a feather like a butterfly
St: Both are light, flying
Tr: Nowadays what is the condition of our environment?
St: It is like a poisonous snake
Tr: Do you like poisonous snake?
St: No we do not like
Tr: Why?
St: Because it is dangerous
St: Nowadays our environment is like a poisonous snake.
Tr: How a human body is like the earth we live on.
St: When the body become over heated it causes for fever.
St: When the blood pressure increases it causes illness?
St: When the blood pressure decreases it will cause illness
St: When the heart beat becomes irregular it is harmful to health and men and life.
Tr: What do we do when body feels illness?
St: We go to the hospital and seek the advice of a doctor.
Tr: What do the doctor do?
St: Doctor examines the body and prescribes medicines to mend the defects.
Tr: Try to find certain symptoms of our Earth’s illness.
St: Scarcity of Water
   Unseasonal rains
   Intense heat
   Prolonged seasons
   Foggy weather

Tr: Let’s findout the resembles of human body and the Global warming.

Let’s enumerate the reasons for the disease on human body and related environmental issues.

St: Both are the products of our life style

Tr: Can you explain how are they related?
St: Yes, Human body is like our Mother Earth.

Phase 3.
Personal analogies and sample student responses.
Tr: Prepare an instant write up on this issue.

St: Pre: Environment issue is very disturb. People exploit mother earth cruelly. How can we live unless the earth on which we live is protect. All our rivers are sandbed now. Our forests are hunting grounds to illegal felling of trees. Our hills are eaten mercilessly by the machine monster, the earthmover paddy and vegetation in the home stead has been cleared up for constructing big houses. Even the grass on the soil destroyed happily by concreting the cons yards. Can be line long like this.

St: Post. Environmental issues are very disturbing to me. People exploit Mother Earth cruelly. How can we live unless the earth on which we live is not protected? All our rivers are sand beds now. Our forests are hunting grounds for illegal felling of trees. Our hills are eaten up mercilessly by the machine monster, the earthmover. Paddy fields are shamelessly converted to housing plots. Trees and vegetations in the homesteads have been cleared up easily for constructing big houses. Even the grass on the soil is destroyed happily by creating the courtyards. Can we live long like this?

**Conclusion**

The final rewrite of our students are much more creative. Again the teacher have included students examples. We will continue this creative process Model again in our next class.

Tr: Prepare a write up on our Earth and Human life.

**Phase Four**

forming compressed conflicts

**Support system.**
Lesson Plan based on Synectics Model (SM) No. 2

Name of Teacher : K. RAJAN
Name of School : Govt. Model H SS Karunagappally & SVHSS Clappana
Standard : IX (Nine)
Subject : English
Unit : Glimpses of a green Planet
Sub Unit : Make the Right Choice
Date: 
Time : 45mts
Strength :

Objectives

The student will describe a topic
The student will create direct analogies
The student will describe personal analogies
The student will identify compressed conflicts
The student will create a new direct analogy
The student will re-examine the original topic

Content Analysis:- Global Warming –
Editorial – Reading the editorial
What’s an Editorial, issues related to environment.

Teacher: Do you have the habit of reading Newspaper?

Students: Yes, we have

Tr: Name some of the newspapers which are in circulation around your locality.

St: Malayala manorama, Mathrubhoomi, Kerala Kaumudi, Deshabhimani, Janayugam, Madhyamam, The New Indian Express, The Hindu Etc.

**Phase One:**
Substantive input Teacher/ provides information on new topic.
Tr: What is an Editorial?

An editorial is an article that presents the newspaper opinion on an issue. It reflects the opinion of the newspaper and is usually unsigned. It builds on an argument and tries to persuade readers to think the same way it does. Editorials are meant to influence public opinion.

Tr: List the connections you see between the description of a newspaper and the human body. Certain element of human body are written in the left hand column. In the right hand column get down the elements in the paragraph on newspaper that your thinking is paralleled.

<table>
<thead>
<tr>
<th>Human body</th>
<th>News paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>each cell</td>
<td>each words</td>
</tr>
<tr>
<td>muscles</td>
<td>each news</td>
</tr>
</tbody>
</table>

**Phase Two:**

Teacher suggests direct analogy and asks the students to describe the analogy.
<table>
<thead>
<tr>
<th>brain</th>
<th>Editorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>body as whole</td>
<td>All the news and advertisements taken together.</td>
</tr>
<tr>
<td>disease</td>
<td>loss of credibility.</td>
</tr>
</tbody>
</table>

Tr: O.K you have successfully completed the connection list, now you have to write a short paragraph showing you analogical connection.

Promote critical thinking, and sometimes cause people to take action on an issue. In essence an editorial is an analysis of a contemporary issue highlighting the official opinion of the newspaper on it.

Tr: As brain for human body what is for a newspaper

St: As brain for body editorial for newspaper.

Tr: Are all the brain alike?
<table>
<thead>
<tr>
<th>St: No they are not</th>
<th>Tr: How are they different</th>
</tr>
</thead>
<tbody>
<tr>
<td>St: Human brain varies in nature and not alike in content</td>
<td></td>
</tr>
<tr>
<td>St: Some brains are explanatory and interpretative</td>
<td></td>
</tr>
<tr>
<td>St: Some other are exitiques</td>
<td></td>
</tr>
<tr>
<td>St: Some others are persuasive</td>
<td></td>
</tr>
<tr>
<td>St: Some are praising types</td>
<td></td>
</tr>
<tr>
<td>St: Right OK like various types of human brain editorials are of various types.</td>
<td></td>
</tr>
<tr>
<td>Tr: Yes OK. Now you think up for your own analog for editorials. analog is not like the body alone write you choice of you analogue on the line below.</td>
<td></td>
</tr>
</tbody>
</table>

**Phase Three.**

Personal analogy. Teacher asks for personal analogy.
If your analogue doesn’t fit pick a new one, you remember that analogue never fit exactly

Tr: Fill in the elements of your analogue and add more elements about newspaper.

**Analog by students**

<table>
<thead>
<tr>
<th>automobile</th>
<th>Newspaper</th>
</tr>
</thead>
<tbody>
<tr>
<td>each part</td>
<td>each print (each sentence)</td>
</tr>
<tr>
<td>grease</td>
<td>cartoons</td>
</tr>
<tr>
<td>wheels</td>
<td>Advertisements</td>
</tr>
<tr>
<td>steering wheel</td>
<td>front heading</td>
</tr>
<tr>
<td>Engine</td>
<td>Editorial</td>
</tr>
<tr>
<td>seating</td>
<td>Pictures</td>
</tr>
</tbody>
</table>

Tr: Yes, Now think you analog and let us explain each part of the automobile editorial.

**Phase four:**

Comparing analogies

students identify and explain the points of similarity between the new material and the direct analogy.

**Phase five:**
Explaining differences.
students explain where the analogy does fit and where does not.

St: Explain each part of automobiles how suit to the items of a newspaper and which are not suit.

Directs the students to do as directed:

Tr: You write your connections in the best prose you can. First get your connective thoughts down. you need not write too much but keep quality not quantity.

a student writes:-

All part of a motor car is like the whole body of a newspaper. When they are all in good shape, they are free and the car runs well. The way each part was made, the each items is edited. A motor car leads to passengers to their destination similarly a good newspaper leads the readers to the original problems of the society. If there is a single mistake even for a single nut or bolt it will adversely affect

Phase Six
students re explore the original topic on its own terms.
the smooth running similarly, if the society neglect the warning note of the editorial it will lead to the doom.

Tr: In a newspaper all the news may not be credible, some advertisements may to deceived. News may be in accordance with the taste of the contemporary society. Newspapers are sometimes profit motive. In a car it is the owner who neglects when he gets to fill her up. Any competition is a race in a car-not like competition among newspapers.

Phase seven.

Generating Analogy students provide their own direct analogy and explore the similarities and differences.
Lesson Plan based on Synectics Model SM No. 3

Name of Teacher : K. RAJAN
Name of School : Govt. Model H SS Karunagappally & SVHSS Clappana
Standard : IX (Nine)
Subject : English
Unit : Glimpses of a green Planet
Sub Unit : Make the Right Choice
Date:
Time : 45mts
Strength :

– Reading the editorial

What’s an Editorial, issues related to environment.
Phase One:
Describing the problem or present condition Teacher asks the students to discuss the familiar idea.

Tr: Make the Right choice is a special Editorial published in the light of Copenhagen summit (U.N summit on Global climate change) by 56 Newspapers across 45 countries. It deals with the consequences of Global warming and urges humanity to take urgent steps to save our earth from this grave environmental problem.

Tr: Now let’s think of a wonderful trip which you had been to anywhere with your parents.

St: Yes, We had been to Ootty/Kodikanal, Kanyakumari

St: Mysore/Veegaland/Wonderland/Black Thunder
St: Madurai/Chennai/Velankanni/ Bheemapalli/Nagaor Etc.(BB)

Tr: Now, Listen certain words are listed on the blackboard. you have to prepare a write up on your trip which you had been using fifty percent of the words given here. After they wrote for five minutes. some discussion is necessary for the students to remember the words which they used in their write up.

Pl: (Completes the task within the time limit)

Tr: Yes, Now have you finished you write up?

St: Yes we have

Tr: Can you explain the meaning of each word you have included in your write up

St: Yes we can

St: avert: to prevent something bad or dangerous from happening.
St: Calamity: a terrible and unexpected event that causes a lot of

<p>| Phase Two: |
| Direct analogy. Teacher moves the student into analogies. He asks for direct analogy He also specify the analogy that is – a machine in order to assure getting one of some distance. |</p>
<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>damage and sufferings.</td>
<td>daño y sufrimientos.</td>
</tr>
<tr>
<td>Collaborate: St: work together</td>
<td>Colaborar: St: trabajar juntos</td>
</tr>
<tr>
<td>Tr: decisive: St. Having great effect on the way that something develops</td>
<td>Translado: decisivo: St. Teniendo gran efecto en la forma en que algo se desarrolla</td>
</tr>
<tr>
<td>Tr: extinct: St: something that exists no more.</td>
<td>Extinto: St: algo que ya no existe.</td>
</tr>
<tr>
<td>Tr: fore taste: St: a sign of something more important or more impressive that will happen in the future.</td>
<td>Prueba: St: un signo de algo más importante o más impresionante que ocurrirá en el futuro.</td>
</tr>
<tr>
<td>Tr: havoc: St: a situation in which there is a lot of damage or destruction.</td>
<td>Caos: St: una situación en la que hay mucho daño o destrucción.</td>
</tr>
<tr>
<td>Tr: inflamed: St: heightened or raised</td>
<td>Inflamado: St: intensificado o aumentado</td>
</tr>
<tr>
<td>Tr: Perspective. St: a way of thinking about something or viewpoint.</td>
<td>Perspectiva: St: una manera de pensar sobre algo o punto de vista.</td>
</tr>
<tr>
<td>Tr: profound: St: having a strong influence or effect</td>
<td>Profundo: St: que tiene una gran influencia o efecto</td>
</tr>
</tbody>
</table>
Tr: Salvation: St: the state of being saved from danger.

Tr: Seize St: to grab or held something

Tr: Unprecedented St: Something that has new happened been done or been known before

Tr: Try to use one word for the group words given below.

Teacher asks fifty percent of the meanings explanations given above and the students presents one word for each of them.

Tr: Now, Let’s look at the notes I have been making about your responses.

Tr: Can you pick two words that argue with each other?

Tr: The editorial talks of triumph of optimism over pessimism, pessimism is the antonym of optimism. Can you frame

Phase Three.
Teacher asks for personal analogy.

Phase four:
Compressed conflicts
Teacher asks for compressed conflicts as a growth of the personal analogy.
<table>
<thead>
<tr>
<th>Tr: He looks feeble</th>
<th>St: He looks strong enough to lift the heavy box</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tr: The process is complex</td>
<td>St: the process is simple enough to be followed</td>
</tr>
<tr>
<td>Tr: The whole world has been united behind this editorial</td>
<td>St: You may disagree on how it is being done</td>
</tr>
<tr>
<td>Tr: We must take decisive action</td>
<td>St: The pilot stood indecisive when the plane was hijacked.</td>
</tr>
</tbody>
</table>

Teacher: Can you think of a direct analogy to our environmental issues taking examples from the animal world?

**Phase five:**

Direct analogy.
Recycling the analogies.

St: A lion in the cage at the circus

St: A pig ready for slaughter

St: A fish having caught

St: A charging elephant

St: A fox hunt on horseback

Tr: Yes, can you frame certain slogans so as to help the protection of our mother Earth- Slogans are short and easy remembered phrases used by the people to express their feelings and opinion on a particular issue.

Tr: Liberty, equality and fraternity- (French Revolution- 1789)

Tr: Do or Die (M.K. Gandhi During the freedom struggle) of India.
<table>
<thead>
<tr>
<th>Tr: No taxation without representation (coined by Rev. Jonathan May hew in 1750 in Britan used by British edomists in USA from 1763-1776).</th>
</tr>
</thead>
<tbody>
<tr>
<td>St: Each one Teach one (Complete literacy programme in Kerala)</td>
</tr>
<tr>
<td>St: Each one plant one (Ente Maram Programme)</td>
</tr>
<tr>
<td>St: Save trees, Save earth, Goad Earth, Green Earth</td>
</tr>
<tr>
<td>St: Love Earth, Live long, Clean Earth, Green Earth.</td>
</tr>
<tr>
<td>Tr: How can we use this information to tell something about contemporary environmental problems and the issue of Global warming and climate change?</td>
</tr>
<tr>
<td>St: (Prepare the following write up)</td>
</tr>
<tr>
<td>We are not intelligent enough to understand the nature of climate change due to carbon emission. Our life style need to be changed.</td>
</tr>
<tr>
<td>We have to resort to renewable sources of fuels for our energy production. We have to shift to a low carbon society. collective salvation refers to saving the environment on a global scale by</td>
</tr>
</tbody>
</table>

**Phase six.**

Re-examination of the task.
| bringing together efforts from various parts or regions into a synchronized attempt at conservation. Climate change affects everyone and must be solved by everyone. Only collaborative efforts can climate the knowledge and cession of mankind. Hence something has to be done to manage our scarce natural resources. |
Lesson Plan Based on Synectics Model SM No. 4

Name of Teacher : K. RAJAN
Name of School : Govt. Model H SS Karunagappally & SVHSS Clappaa
Standard : IX (Nine)
Subject : English
Unit : Glimpses of a green Planet
Sub Unit : Make the Right Choice
Date:
Time : 45mts
Strength :

Content Analysis:-
Global Warming –
Editorial – Reading the editorial
What’s an Editorial, issues related to environment.
Tr: Now the problem is:- Overcoming climate change will take a triumph of optimism over pessimism of vision over short sightedness. It is in that spirit that 56 newspapers from around the world have united behind this editorial. If we go with such different national and political perspectives, can agree on what must be done, then surely our leaders can too. The politicians in Copenhagen have the power to shape history’s judgment on this generation. One that saw a challenge and rose to it, or one so stupid that saw calamity coming but did nothing to avert it. so what should be done by us?

St: We implore them to make the right choice.

Tr: What does the editorial implore?

St: The Editorial implores the leaders of the nations to rise up to the challenge and make the right choice.

Tr: What is meant by the Right choice?

<table>
<thead>
<tr>
<th>Phase one:</th>
<th>Phase Two:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing the problem present condition. Teacher asks students to discuss familiar ideas.</td>
<td>Teacher moves the student in to analogies.</td>
</tr>
<tr>
<td>St: Follow the right one</td>
<td>Tr: Can you cite example?</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>St: Keep the environment as we keep our face</td>
<td>Tr: Let’s take the human face. How do we keep our face?</td>
</tr>
<tr>
<td>St: Keep the environment as the keep our cow</td>
<td>Tr: Why do we do so?</td>
</tr>
<tr>
<td>St: Keep it as our pet dog in the Kennel</td>
<td>St: Most of our sense organ are closely connected with face.</td>
</tr>
<tr>
<td></td>
<td>St: Face is the first identity of each individual.</td>
</tr>
<tr>
<td></td>
<td>Tr: How can sum, up the importance of the face of a human body?</td>
</tr>
</tbody>
</table>
St: We express our thoughts and feeling through the facial expressions.

Tr: How should be the facial expression to others.

Pl: Keep always clean, neat and pleasant one

Tr: O.K. Now think that this whole class room is the body of a human being. You each individual feel as you are the face of that human body. What expression do you undertake to other persons.

St: Since I am the face, I shall always keep a smiling mood to others.

St: I shall keep the gesture of friendship to others.

Tr: When ever you feel an adverse attempt from anywhere. How do you respond?

St: I shall command all the other organs to turn against the common enemy.

<table>
<thead>
<tr>
<th>Phase Three:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Analogy. Teacher asks too personal analogy.</td>
</tr>
</tbody>
</table>
Tr: Let’s look at the notes I have been making about your responses. Can you pick two words that argue with each other?

St: Optimism Vs Pessimism
St: United Vs Divided
St: Simple Vs complex
St: agree Vs disagree
St: decisive Vs indecisive

Tr: All right. What do you like best?
St: eaten up Vs mercilessly

Tr: O.K. Can you think of a direct analogy, an example from your daily experience

**Phase four**: Compressed conflict.

**Phase five**: Direct analogy.
| St: People exploit Mother earth cruelly |
| St: Our thick forest became hunting grounds |
| St: Our green grass destroyed happily |
| St: Our Mother Earth is as a goat to the slanter house |
| St: Everyone like the goat |
| St: Towards the beginning everyone likes it. |
| St: Later days it get leads to the slanter house |
| St: People taste its bone and flesh |
| Tr: How can we use this information to tell us something about the Global warming, a serious threat to our planet and the Editorial in the light of the Copenhagen summit? |
| Tr: How will we talk about the crucial problems in detail? Why don’t we write something about these problems. |

**Phase Six:**
Re examination of the task. Getting students the comparison return to the original problem or task.
The Reader open the story of the Green planet and its miserable present condition.
Teacher. It is your readers first introduction. Let’s read from left to write.
Here is a few example of the student’s writing- a letter to the Editor.
### Lesson Plan based on Synectics Model (SM) No. (5)

<table>
<thead>
<tr>
<th>Name of Teacher</th>
<th>: K. Rajan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School</td>
<td>Govt. Model HSS Karunagappally &amp;</td>
</tr>
<tr>
<td></td>
<td>S V H S S Clappana</td>
</tr>
<tr>
<td>Standard</td>
<td>IX</td>
</tr>
<tr>
<td>Subject</td>
<td>English</td>
</tr>
<tr>
<td>Unit IV</td>
<td>Glimpses of a Green Planet</td>
</tr>
<tr>
<td>Sub Unit</td>
<td>Memories of a Dying River</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td><strong>45 mts</strong></td>
</tr>
</tbody>
</table>

**Introduction**: This unit is built on the issue domain lack of eco-friendly industrialization and urbanization and lack of scientific land water management. To emphasize the issue, an article on the sad plight of river Nila written by M.T. Vadudevan Nair is used as textual input.

**Illustrative Aids**: In addition to the text book class room objects such as black board colour chalk, tape reorder, slide project etc and various articles from newspaper, magazines and other journal, related to issues of sand mining and drying up to rivers.

`Sub issue` : Issue of sand mining and drying up of rivers. The value of natures glory and abundance.
Learning Objectives

- To sensitize the learners on contemporary issues like global warming drying up of fresh water reservoirs etc.
- To create an awareness of the beauty, glory and grandeur of nature expressed through the various forms, moods, landscapes, seasonal rhythms etc.
- To develop an awareness on various language discourses like articles poems etc.
- To enable learners attempt paragraph writing, reports and articles.
- To enable learners discuss and debate on contemporary environmental issues and develop sensibility for environmental conservation.

Previous Knowledge

- The pupils have already learnt some points related to the ill-effects of industrialization and urbanization.
- The pupils have already heard the problems like destruction of natural green vegetation for the construction of dams and factories.
- The pupils have already read in articles parodies and dailies related to the necessity of Eco-friendly life.
- The pupils have already felt the ill effects of flood and sand miming.
Memories of a Dying River

by M. T. Vasudevan Nair

Content Analysis : M.T. Vasudevan Nair (Madathil Thekkepaattu Vasudevan Nair)

A renowned Indian author, screen play writer and film maker

Born on 15 July 1933 in Kudallur, Palakkad dist

This lesson is an article on Barathapuzha

The world is facing a lot of threats to the environment.

Once Bharatappuzha once was the life lime for the People.

Environments changes affected Bharappuzha or Nila

Main threats of the River- sand miming, Earth moving fielling up of Paddy fields Etc.

Objectives : 1. To sensitize the learners on contemporary issues like global warming drying up of fresh water resources etc.

2. To create an awareness of the beauty, glory and grandeurs of mature.

3. To enable the learners discuss and debate on contemporary environmental issues and develop sensibility for environmental conservation.
Once Gandhiji said; “The Earth provides enough to satisfy everyman’s need, but not for everyman’s greed.” You have already read in ‘Make the Right Choice’ that the world today is facing a lot of threats to the environment. Can you write a paragraph about the environment changes that is noticed in your locality.

**Tr:** How is a feather like a butterfly?

**St:** Attractive – Both are attractive

**St:** Soft—both of them are soft

**St:** both are flying

**St:** Both are persuaded.

**Tr:** How are scissors like a cactus?

**St:** Scissors and cactus are sharp

**St:** Both of them have sting

**Tr:** How is a smoke like a pillow?

**St:** Both are slippery

**St:** Both has nightmares

**Tr:** How is Ping-Pong like getting married

**St:** Both are risk

**St:** Both are battle

---

**Phase One:**
Teacher provides information on new topic

**Phase Two:**
Teacher Suggests direct analogy and asks the students to describe the analogy.
<table>
<thead>
<tr>
<th>St:</th>
<th>Both of them having ups and downs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tr:</td>
<td>Be a tiger. Good morning tigers, how do you feel?</td>
</tr>
<tr>
<td>S:</td>
<td>I feel that I am grant</td>
</tr>
<tr>
<td>St:</td>
<td>I feel kingly position among animals</td>
</tr>
<tr>
<td>St:</td>
<td>I fee always hunger</td>
</tr>
<tr>
<td>St:</td>
<td>But he is majestic</td>
</tr>
<tr>
<td>St:</td>
<td>Untrustworthy</td>
</tr>
<tr>
<td>Tr:</td>
<td>As you walk through the forest, you come up on a large body of water. You look out over the water and see a whale what are you thinking the tigers?</td>
</tr>
<tr>
<td>St:</td>
<td>greedy</td>
</tr>
<tr>
<td>St:</td>
<td>a good breakfast</td>
</tr>
<tr>
<td>St:</td>
<td>the tiger is threatened</td>
</tr>
<tr>
<td>St:</td>
<td>the tiger became distructive</td>
</tr>
<tr>
<td>To:</td>
<td>Be a feather, tell me about yourself, feathers</td>
</tr>
<tr>
<td>St:</td>
<td>no worries</td>
</tr>
<tr>
<td>St:</td>
<td>fragile</td>
</tr>
<tr>
<td>St:</td>
<td>independent</td>
</tr>
</tbody>
</table>

**Phase Three:**
Personal analogies and sample students responses.
Using the words that you’ve generated, construct word pairs that seem to fight each other, word pairs that have a lot of tension or incongruity:

- beautiful nightmare
- attractive tramp
- majestically greedy
- carefully threatened
- dangerously attractive
- gradually majestic

Now select one or two word pairs that have a great deal of incongruity.

- Gradually majestic – dangerously attractive.
- King Cobra is grandly majestic
- But it is dangerously attractive
- A Lion is grandly majestic
- Same time it is dangerously attractive

### Phase four:
Compressed conflicts (oxymoron)

### Phase five:
New direct analogies
<table>
<thead>
<tr>
<th>Tr: Write another paragraph on memories of a dying River – Bharathapuzha using the point of view of one of our oxymorons. You don’t have to use the actual words of the compressed conflicts try to capture the meaning of the word pairs.</th>
</tr>
</thead>
</table>
| Pre: Memories of a dying river is an articate on Bharathapuzha by Sr. M. T. Vasudevan Nair. It is a nostalgic remembrance of the days of plentitude, abundance, position, and glory of Nila or Bharathapuzha, which had once been a life time for the people of our state. The author has attempted a dirge in prose and looks at dismay at the appalling situation into which the river has fallen in modern days.  

Post: According to the poet Bharathapuzha or Nila was once grandly majestic and dangerously attractive whereas nowadays she has carefully threatened by sand mining and water pollution. It has always been a perennial source of inspiration for writers. It considered as the Ganges of the south. The dwindling of the perennial river to its present pathetic state it was the river in the wildest of the pet's dreams. |

| Phase six: Revisiting the original topic |
Lesson Plan No. 6 based on IPM Synectics Model (SM) No. 6

Materials

Memories of a Dying River

by M. T. Vasudevan Nair

Content Analysis : M.T. Vasudevan Nair (Madathil Thekkepaattu Vasudevan Nair)

A renowned Indian author, screen play writer and film maker

Born on 15 July 1933 in Kudallur, Palakkad dist

This lesson is an article on Barathapuzha

The world is facing a lot of threats to the environment.

Once Bharatappuzha once was the life line for the People.

Environments changes affected Bharappuzha or Nila

Main threats of the River- sand miming, Earth moving fielling up of Paddy fields Etc.

Objectives : 1. To sensitize the learners on contemporary issues like global warming drying up of fresh water resources etc.

2. To create an awareness of the beauty, glory and grandeurs of mature.
3. To enable the learners discuss and debate on contemporary environmental issues and develop sensibility for environmental conservation.

<table>
<thead>
<tr>
<th>Tr:</th>
<th>Let’s think of a wonderful trip either you had been or you would like to go on.</th>
</tr>
</thead>
<tbody>
<tr>
<td>St:</td>
<td>Let’s have a jolly trip to Malampuzha</td>
</tr>
<tr>
<td>St:</td>
<td>Let’s have a trip to Thenmala</td>
</tr>
<tr>
<td>St:</td>
<td>We had a wonderful trip to Mysore</td>
</tr>
<tr>
<td>St:</td>
<td>Why do you like to go to Malanpuzha or Thenmala</td>
</tr>
<tr>
<td>St:</td>
<td>Both have Natural scenery and Dam site</td>
</tr>
<tr>
<td>Tr:</td>
<td>Yes, very good. Dams construct across rivers isn’t it?</td>
</tr>
<tr>
<td>St:</td>
<td>Yes</td>
</tr>
<tr>
<td>Tr:</td>
<td>Which river is associated with Malampuzha Dam?</td>
</tr>
<tr>
<td>St:</td>
<td>Bharatappuzha / Nila</td>
</tr>
<tr>
<td>Tr:</td>
<td>In which district?</td>
</tr>
<tr>
<td>St:</td>
<td>Palakkad district</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Tr:</td>
<td>How is a train like a river?</td>
</tr>
<tr>
<td>St:</td>
<td>Both are long in size</td>
</tr>
<tr>
<td>St:</td>
<td>Moving fast</td>
</tr>
</tbody>
</table>

**Phase one:**

Teacher provides information on new topic.
St: both bear passengers
St: both are the medium of transportation

Tr: How is the kite like an aeroplane?
St: Both have wings
St: Both can fly
St: Both are beautiful

Tr: How is a motor car like a horse
St: Both can move fast
St: Both carries passengers
St: Both need food

Tr: Be an elephant. Good morning elephant how do you feel?
St: I feel grand, biggest. with trunk, tusker

Tr: As you walk through the thick forest you happen to see a lion. What do you think of elephants?
St: Greedy, threatened, drum struck / charging etc.

Phased Two:
Direct analogies (and sample of students responses)

Tr: Construct word pairs that seem to fight each other word pairs that have a lot of tension or incongruity
<table>
<thead>
<tr>
<th>Tr:</th>
<th>Describe the peculiarities of an elephant.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tr:</td>
<td>What is the nature of the lion in your opinion?</td>
</tr>
<tr>
<td>St:</td>
<td>Majestically greedy</td>
</tr>
<tr>
<td>St:</td>
<td>dangerously attractive</td>
</tr>
<tr>
<td>St:</td>
<td>grandly majestic</td>
</tr>
<tr>
<td>Tr:</td>
<td>Yes OK. What is the example of a dangerously attractive thing?</td>
</tr>
<tr>
<td>St:</td>
<td>The working of Earth mover, a machine monster.</td>
</tr>
<tr>
<td>Tr:</td>
<td>Give an example for majestically greedy</td>
</tr>
<tr>
<td>St:</td>
<td>Modern technology is majestically greedy because they are majestic in appearance and greedy in nature.</td>
</tr>
<tr>
<td>Tr:</td>
<td>Give an example for grandly majestic thing</td>
</tr>
<tr>
<td>St:</td>
<td>All the Dams are grandly majestic.</td>
</tr>
<tr>
<td>Tr:</td>
<td>Consider all the adjectives which are discussed and prepare a write up on the major threats or problems faced by the rivers in Kerala.</td>
</tr>
<tr>
<td>Pre:</td>
<td>In olden days rivers helped a lot to:- farming by enterprising peasants they used to elect water for drinking purpose, bathing in the river by family members. But now transportation of agricultural merchandise.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase Three:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal analogies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase four:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forming</td>
</tr>
<tr>
<td>Forming compressed conflicts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase five:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct analogy</td>
</tr>
</tbody>
</table>
Olden days our rivers every grandly majestic, but as a result of urbanization and industrialization our people became majestically greed and started exploiting our natural resources. During these days one scenic beauty of the river banks were attractive, whereas now a days they are dangerously attractive. Trucks carrying sand leave the riverbed a barren piece of land changes in the river bed, lead people to go in search of drinking water and this forces them to take the help of trucks to bring water for domestic use.

<table>
<thead>
<tr>
<th>Phase: Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revisiting the original topic</td>
</tr>
</tbody>
</table>
### Lesson Plan Based on Synectics Model (SM) No. 7

<table>
<thead>
<tr>
<th>Name of Teacher</th>
<th>K. RAJAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School</td>
<td>Govt. Model H SS Karunagappally &amp; SVHSS Clappaa</td>
</tr>
<tr>
<td>Standard</td>
<td>IX (Nine)</td>
</tr>
<tr>
<td>Subject</td>
<td>English</td>
</tr>
<tr>
<td>Unit</td>
<td>Glimpses of a green Planet</td>
</tr>
<tr>
<td>Sub Unit</td>
<td>Make the Right Choice</td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>45 mts</td>
</tr>
<tr>
<td>Strength</td>
<td></td>
</tr>
<tr>
<td>Content Analysis:</td>
<td>Global Warming –</td>
</tr>
<tr>
<td></td>
<td>Editorial – Reading the editorial</td>
</tr>
<tr>
<td></td>
<td>What’s on Editorial, issues related to environment.</td>
</tr>
<tr>
<td>Steps</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Phase One:</strong></td>
<td></td>
</tr>
<tr>
<td>Description of present condition.</td>
<td></td>
</tr>
<tr>
<td><strong>Phase Two:</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher moves the students in to analogies.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tr: Now the problem is how to present a poem which glorified nature and what wealth it brings to Us?</th>
</tr>
</thead>
<tbody>
<tr>
<td>St: There are a number of poems which glorified the nature?</td>
</tr>
<tr>
<td>St: Nature is the treasure house of all the wealth we possess.</td>
</tr>
<tr>
<td>Tr: What is nature for each of you? Or whom do you compare the nature.</td>
</tr>
<tr>
<td>St: Nature is our Mother</td>
</tr>
<tr>
<td>St: It is the treasure-house of all the wealth</td>
</tr>
<tr>
<td>St: Most beautiful thing in the universe</td>
</tr>
<tr>
<td>St: It is the mother itself</td>
</tr>
</tbody>
</table>
St: Nature is the Almighty God

Tr: Yes, Nature provides enough to satisfy every man’s need not every man’s greed but every creature’s need

Tr: Yes, O.K. If so, why does nature attract poets?

St: Poets have an in-sight to view the beauty of the nature.

St: Poets are imaginaries

St: Poets have higher order thinking habit.

St: Poets have a sense of beauty

St: Poets appreciate the Natural beauty

Tr: O.K. Now being a poet, How do you make a portrayal on nature

Phase Three:
Personal Analogy.
St: Nature, in itself is a fountain of knowledge  
St: All lessons of life can be learnt from nature.  
St: I enjoy the fragrance of the flowers  
St: The blue sky gives an everlasting joy for us  
St: The Earth protects all of us so we eat the Mother-Earth.

Teacher asks for Personal Analogy.

**Phase four** - Compressed conflict. Teachers asks for compressed conflict as out growth of personal analogy.

Can you pick out two words that argue with each other?

Tr: Yes, O.K. Now you have presented a lot of comparison with Nature, you have a very good idea on nature.

Let’s look at the notes I have been making about your responses. can you pick two words that argue with each other.

St: Optimistic Vs pessimistic.
<table>
<thead>
<tr>
<th>Tr</th>
<th>Can you put them more poetically</th>
</tr>
</thead>
<tbody>
<tr>
<td>St</td>
<td>Cruel Vs Joy</td>
</tr>
<tr>
<td>St</td>
<td>Hatred Vs love</td>
</tr>
<tr>
<td>St</td>
<td>Deep Vs Shallow</td>
</tr>
<tr>
<td>St</td>
<td>Close Vs Distant</td>
</tr>
<tr>
<td>St</td>
<td>difference Vs alike</td>
</tr>
<tr>
<td>St</td>
<td>“Duty” Vs inclination</td>
</tr>
<tr>
<td>St</td>
<td>Discouraging fun</td>
</tr>
</tbody>
</table>
St: Thorni Vs flowers

Tr: Yes All Right. What do you like best? Which one has the truest ring of conflict?

Class: Cruel Joy

Tr: Can you think of a direct analogy, an example from animal world or manipulation of nature.

<table>
<thead>
<tr>
<th>St</th>
<th>Wrong World</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lion in the cage at the circus</td>
<td></td>
</tr>
<tr>
<td>A fish in the net</td>
<td></td>
</tr>
<tr>
<td>Cutting the trees</td>
<td></td>
</tr>
<tr>
<td>hunting the deer</td>
<td></td>
</tr>
<tr>
<td>Kite eating the chickens</td>
<td></td>
</tr>
</tbody>
</table>

Phase Five.

Direct Analogy

Recycling the analogies.
<table>
<thead>
<tr>
<th>St:</th>
<th>Lion rearing rabbits</th>
</tr>
</thead>
<tbody>
<tr>
<td>St:</td>
<td>Now we are trying to put an identity for nature try to make it more original and meaningful.</td>
</tr>
<tr>
<td>Tr:</td>
<td>Yes All Right. which of all the things you just thought of to do you think would make the most exciting direct analogy (class chooses the thorny flowers).</td>
</tr>
<tr>
<td>Tr:</td>
<td>Now we go back to Nature. How can we get the thorny flowers to describe for nature (Class doesn’t respond)</td>
</tr>
<tr>
<td>Tr:</td>
<td>What do we know about thorny flowers?</td>
</tr>
<tr>
<td>St:</td>
<td>Certain flowers have thorn, which have attractive smell.</td>
</tr>
<tr>
<td>St:</td>
<td>But not easily attainable/available</td>
</tr>
</tbody>
</table>

**Phase six.**
Re examination of the task. getting students to make comparison; return to the original task
Lesson Transcript based on Synectics Model (SM) No. 8

Name of Teacher : K. Rajan
Date : 
Standard : IX
Time : 45 mts.
Subject : English
Strength: 45 students
Unit : Glimpses of a Green Planet
Sub Unit : On the Grasshopper and the Cricket –First sanga

Content Analysis:
Introduction : On the Grasshopper and the cricket written by John Keats (1795-1821) along with Byren and Shelly, was one of the key figures in the second generation of the Romantic movement in English literature. This poem presents Keats love of beauty and of nature in a different fashion- there the poet draws the picture of two other seasons- the summer and the winter. These seasons represent two different stages in human life, youth and old age. This poem also represents the poet’s relentless spirit with which can alleviate misery in all seasons by his unfailing aesthetic pursuits.
Learning Objectives

To create an awareness of the beauty, glory, and grandeur of nature expressed through various forms, moods, landscapes, seasonal rhythms, etc. To highlight the glory of nature and its abundance. To develop an awareness on various types of language courses such as poems, articles, etc.

<table>
<thead>
<tr>
<th>Teachers Pupils Interaction</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase One:</strong></td>
<td></td>
</tr>
<tr>
<td>Tr:  do you like to observe nature?</td>
<td>Describing the problem</td>
</tr>
<tr>
<td>Pl:  Yes we do</td>
<td></td>
</tr>
<tr>
<td>Tr:  Why do you like nature?</td>
<td></td>
</tr>
<tr>
<td>Pl:  ................ because the nature is beautiful</td>
<td></td>
</tr>
<tr>
<td>Tr:  Can you present certain things which are subjected for poetry?</td>
<td></td>
</tr>
<tr>
<td>Pl:  Yes, flowers, mountains, rivers, forests, sea, sky, down, desk the earth, the moon, the sun, lakes, animals, birds etc are subjected for poetry</td>
<td></td>
</tr>
<tr>
<td>Tr:  Yes very good, now let’s enumerate the poets those who have described the nature and natural things through their poetry?</td>
<td></td>
</tr>
<tr>
<td>Pl:  Wordsworth, Shelly, Coleridge, William Blake etc.</td>
<td></td>
</tr>
<tr>
<td>Tr:  Have you heard of John Keats, a famous English poet?</td>
<td></td>
</tr>
<tr>
<td>Pl:  Yes, we have</td>
<td></td>
</tr>
<tr>
<td>Pl:  No, we haven’t</td>
<td></td>
</tr>
<tr>
<td>Tr:  Have you heard of romantic poets?</td>
<td></td>
</tr>
</tbody>
</table>

**Phase Two**

Students suggest direct analogies
Pl: Yes we have
Pl: No we haven’t
Tr: Romancism, classism, realism, etc are some techniques in literature.
Pl: No we can’t
Tr: If so I have already introduced one famous English poet? Could you recall his name?
Pl: Yes John Keats.
Tr: Do you like his poems? Can you recite a few lines of any poems that you have learnt earlier?
Pl: (Some students recite and others listen to them)
Tr: Have you ever thought of the poetry of the earth?
Pl: Yes, we have/ No we haven’t
Tr: If so, I am going to recite a few lines of one small poem written by John Keats. You have to answer some questions after listening it. Do you agree?
Pl: Yes, we agreed

Tr: Recites the first eight lines of the poem “On the Grasshopper and the Cricket”.
   Now you have listened the poem carefully. Suppose I ask you to give me a direct analogy something like nature related things.
Pl: The Earth
Pl: The sun

Phase Three
Personal analogies. Teacher asks for personal analogies.
<table>
<thead>
<tr>
<th><strong>Pl:</strong></th>
<th>the grasshopper</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pl:</strong></td>
<td>weed</td>
</tr>
<tr>
<td><strong>Pl:</strong></td>
<td>new moon mead</td>
</tr>
<tr>
<td><strong>Pl:</strong></td>
<td>birds etc.</td>
</tr>
<tr>
<td><strong>Tr:</strong></td>
<td>Yes, OK no doubt all those things are closely related to the nature. Can you suggest the season which is narrated in these lines.</td>
</tr>
<tr>
<td><strong>Pl:</strong></td>
<td>Yes, the summer season</td>
</tr>
<tr>
<td><strong>Tr:</strong></td>
<td>Dear students, now you make a silent reading and try to answer my questions. What is the sound that dominates the summer season?</td>
</tr>
<tr>
<td><strong>Pl:</strong></td>
<td>The sound of the Grasshopper dominates the summer season.</td>
</tr>
<tr>
<td><strong>Tr:</strong></td>
<td>What is your view, is the poetry of earth?</td>
</tr>
<tr>
<td><strong>Pl:</strong></td>
<td>The poetry of the earth encompasses all the sounds</td>
</tr>
<tr>
<td><strong>Tr:</strong></td>
<td>Only the poetry of the earth?</td>
</tr>
<tr>
<td><strong>Pl:</strong></td>
<td>No,</td>
</tr>
<tr>
<td><strong>Tr:</strong></td>
<td>Then what else?</td>
</tr>
<tr>
<td><strong>Pl:</strong></td>
<td>Sight and warmth of the living things / living learning</td>
</tr>
<tr>
<td><strong>Tr:</strong></td>
<td>What kind of experience is summer in this poem?</td>
</tr>
<tr>
<td><strong>Pl:</strong></td>
<td>Summer is a pleasant experience in this poem.</td>
</tr>
<tr>
<td><strong>Tr:</strong></td>
<td>Yes, if so can you pick out the words used by the poet to indicate this?</td>
</tr>
<tr>
<td><strong>Pl:</strong></td>
<td>Yes, we shall try. Summer – luxury</td>
</tr>
<tr>
<td><strong>Pl:</strong></td>
<td>His delight</td>
</tr>
</tbody>
</table>

### Phase Four

Compressed conflict
Pl: Tried out with fun.
Pl: Beneath some pleasant weed. Etc.
Tr: Yes, good
Pl: Thank you sir,
Tr: All right, can you think a direct analogy from the songs of creatures?
Pl: Sound of the cock – early dawn
Pl: Sound of the cock – spring season
Pl: Sound of the crow – where there is food or danger
Pl: We like certain sounds.
Pl: We will become emotional on hearing certain sounds
    We like the Grasshopper’s sound.
Pl: Like the sound of Cricket.
Tr: All right, which of all the sounds you just thinks it make the most exciting direct analogy?
Pl: Sound of Cukoo/Sparrow/Grasshopper
Tr: Now we go to the sound of musical instruments. Can suggest the sound of certain musical instruments which attracts your attentions.
Pl: Yes of course
Tr: Let’s enumerate them
Pl: Violin, guitar, claret, etc.

Phase Five
Direct analogy.
Recycling the analogies
Tr: Yes those instruments can produce various sounds which represent different moods or situations? Do you agree?
Pl: Yes we do.
Tr: Can you describe some of three various moods?
Pl: Enthusiastic
Pl: Melanchological
Pl: Joyful
Pl: Frightened
Pl: Fantastic etc.
Tr: How can we use this information to tell us something about the sound of Grasshopper and human life?
Pl: It represents Keat’s love of beauty and of nature in different fashion
Tr: Which season is represented through the presentation of the Grasshopper?
Pl: Summer season
Tr: What is the picture do you find through the summer season?
Pl: We find warmth and energy
Tr: Yes OK, we find warmth and energy in summer. Then how can we compare this season with human life.
Pl: This season represents the youth in the span of human life?
Tr: Can you cite the lines which illustrates this idea?
Pl: Yes, the Grasshopper runs from hedge to hedge and leads to ‘summer’s luxury’

**Phase Six**
Reexamination of the task. Getting students to make comparisons: return to the original problem or task.
Tr: How do you appreciate summer at the cost of the Grasshoppers song?
Pl: Summer is made delightful with the Grasshopper’s song.
Tr: Yes Let’s read the poem first silently and then loudly
Pl: (Did the task according to the teacher).
Tr: Now prepare a write up on the following questions.
1. Summer is a pleasant experience in this poem
   Pick out the words used by the poet to indicate this.
2. What are the sights and sounds related to summer that you find in the poem?
Lesson Transcript based on Synectics Model SM No. - 9

Name of Teacher : K. Rajan
Name of School : ……………………………… Date :
Standard : IX Time : 45 mts.
Subject : English Strength:
Unit : IV Glimpses of a Green Planet
Sub Unit : On the Grasshopper and the Cricket – Second Stanza

<table>
<thead>
<tr>
<th>Teacher Pupil Interaction</th>
<th>Steps of the Model</th>
</tr>
</thead>
</table>
| Tr: Now the problem is how to present the problems of old age. But the problem related to the old age is true to everybody. Can you suggest any sound which gives similarity to old age? | **Phase One**
Description of present situation |
| Pl: Yes, sound of crow | |
| Pl: Sound of Parrot | |
| Pl: Sound of Duck | **Phase Two**
Direct analogy |
<p>| Tr: What are the peculiarities that we will find in old age? | |
| Pl: Lazyness, unwilling to works | |
| Pl: Will sit near the fire | |</p>
<table>
<thead>
<tr>
<th>Pl</th>
<th>Tr</th>
</tr>
</thead>
<tbody>
<tr>
<td>No active participation in daily life</td>
<td>Can you find any similarity in human life and different seasons?</td>
</tr>
<tr>
<td>Yes, Let’s take summer and winter</td>
<td>How do they represent the seasons?</td>
</tr>
<tr>
<td>These two seasons represent the two different stages in human life.</td>
<td>How do they represent two different stages or How we compare the Human life and seasons?</td>
</tr>
<tr>
<td>We can compare the youth stage with summer season</td>
<td>We will compare the old age as winter season.</td>
</tr>
<tr>
<td>We are doing so because summer represents a season of warmth and energy.</td>
<td>How do you find human life in old age?</td>
</tr>
<tr>
<td>It is just like winter season.</td>
<td>What similarity do you suggest in winter season and old age of human life?</td>
</tr>
<tr>
<td>Winter is the season of dullness and inertia similarly a men is sitting drowsily beside the heat and dreams of the bygone days of his life.</td>
<td>Winter is generally cooled.</td>
</tr>
</tbody>
</table>

**Phase Three**

Personal analogy
<table>
<thead>
<tr>
<th>Tr:</th>
<th>What are the different effects do you find in the sounds of these two creatures – Grasshopper and the Cricket?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pl:</td>
<td>Grasshoppers are found in summer season and the cricket in winter</td>
</tr>
<tr>
<td>Tr:</td>
<td>Do you know the different seasons that we feel in our country?</td>
</tr>
<tr>
<td>Pl:</td>
<td>Yes, They are spring, summer, winter and autumn</td>
</tr>
<tr>
<td>Tr:</td>
<td>Yes, very good these seasons represent different stages in human life. If so, can you describe how apt the interpretation of Keats?</td>
</tr>
<tr>
<td>Pl:</td>
<td>Keats interpretation of seasons are something more than a mere period in the natural cycle.</td>
</tr>
<tr>
<td>Tr:</td>
<td>(Presents a loud reading children are directed to listen to) asks the following questions</td>
</tr>
<tr>
<td></td>
<td>What does the poet glorify in his verse?</td>
</tr>
<tr>
<td>Pl:</td>
<td>The poet glorifies the cries of the little creatures in his verse.</td>
</tr>
<tr>
<td>Tr:</td>
<td>What is the opinion of the poet on the existence of poetry?</td>
</tr>
<tr>
<td>Pl:</td>
<td>According to the poet, poetry exits everywhere and will never end.</td>
</tr>
<tr>
<td>Tr:</td>
<td>How does he compare the sounds of two creatures – the grasshopper and the cricket?</td>
</tr>
<tr>
<td>Pl:</td>
<td>Someone is made delightful with the grasshoppers’ song and winter is made lively with the cricket’s song</td>
</tr>
</tbody>
</table>

**Phase four**
Compressed conflict
Teacher asks the compressed conflict as outgrowth of the personal analogy.

**Phase Five**
Direct analogy, Recycling the analogies
Tr: Hence what would be the end result?
Pl: Hence the poetry of earth never stops – it flows on and on from one tune to the other.

Tr: Summer is a pleasant experience in this poem pick out the words used by the poet to indicate this.
Pl: Summer luxury
    his delights
    tried out with fun
    rests at case
    beneath some pleasant need.

Tr: Why is winter ‘lone’?
Pl: Winter, to an English poet like Keats, is the season of laziness and lethargy. Animals hibernate and men feel sleepy during the winter.

Tr: Yes OK, Dear children, can you explain or compare the similarity of human life and the season winter?
Pl: Yes, we shall try.

Tr: Let it be proceeded

Phase six
Reexamination of the original task.
Getting students to make comparisons; return to the original problem or task
Pl: Metaphorically, winter stands for old age, when man turns to weak gloomy and lonely. To precise, it is not the season but the human on looker who feels loneliness.

Tr: Yes OK. Hence/Therefore it is an example of the figure of speech transferred epithet.

Tr: Now try to pick out pairs of rhyming words from the poem.


Tr: Now let’s analyse the poem and do the following assignment as home work.

Tr: 1. What are the sights and sounds related to nature that you find in this poem?
    2. Comment on the lines: The poetry of earth is never dead and The poetry of earth is ceasing never. How does the song continue from summer to winter?
Lesson Plan Based on Synectics Model (SM) No. 10

Name of teacher : K. Rajan
Date:
Standard : IX
Time: 45 mts
Subject : English
Strength : 48 sts.
Unit : 4 Glimpses of a Green Planet
Sub Unit : To NATURE (Poem)

Aims:- a) To enable the pupils to appreciate the scene described in the poem.

b) To enable them to read the poem with proper stress, rhythm and intonation

c) To enable them to appreciate the central idea of the poem

Learning Objectives: To create an awareness of the beauty, glory and grandeur of nature expressed through this poem.

Previous Knowledge: The pupils have already learnt certain poems on nature and natural beauty and the grandour of Almighty God. They have studied Wordsworth.

Announcement of the topic : To day we will read a poem titled ‘TO NATURE’ by T.S. Coleridge.

Introduction (poet & background)
Coleridge is not a pantheist, his poem addressed to nature says how the poet view nature and what wealth it brings to him. Coleridge was a religious person whose belief in God leads him, ultimately to believe that all created things are bearing witness to the creator's splendor. The leaves and flowers testify that there is a creator behind all the creator's things and that by loving them we can derive a peerless joy from them.

The poet wants to become a priest whose altar is the earth and sky is the dome. He yields the incense of flowers at the altar which the loving God doesn't despise. He will be ridiculed by others for this purely subjective vision. He is ready to live alone with his convictions. For him to be in peace with nature requires on to be a pious admirer of nature which can be treated by man and God alone.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Steps</th>
</tr>
</thead>
</table>
| Tr: Now the problem is how to present a poem which glorifies nature and what wealth it brings to us? | **Phase One:**
| St: There are a number of poems which glorifies the nature? | Description of present condition
| St: Nature is the treasure-house of all the wealth we posses | **Phase Two:**
| Tr: What is nature for each of you? or whom do you compare the nature | Teacher moves the students into analogies
| St: Nature is our Mother | |
St: It is the treasure-house of all the wealth
St: Most beautiful thing in the universe
St: It is the mother itself
St: Nature is the Almighty God
Tr: Yes, Nature provides enough to satisfy every man’s need
Tr: Yes, ok. If so, why does nature attract poets?
St: Poets have an insight to view the beauty of it.
St: Poets are imaginaries?
St: Poets have higher order thinking habit
St: Poets have a sense of beauty
St: Poets appreciate the natural beauty
Tr: OK. Now being a poet, how do you make portrayal on nature?

\textbf{Phase Three:}

Personal Analogy. Teacher asks for personal Analogy.

St: Nature, in itself is a fountain of knowledge
St: All lessons of life can be learnt from nature
St: I enjoy the fragrance of the flowers
St: The blue sky gives an everlasting joy for us.
St: The earth protects all of us as mother. So we call the Mother-Earth
Tr: Yes, OK. Now you have presented a lot of comparison with Nature. You have a very good idea on nature Let’s look at the notes I have been making about your responses. Can you pick out two words that argue with each other.
st: Optimistic Vs Pessimism
st: Pessimistic Vs Optimism.
tr: Can you put them more poetically
st: Cruel Vs Joy
st: hatred Vs love
st: Deep Vs Shallow
st: close Vs distance
st: difference Vs alike
st: ‘Duty’ vs Whim
st: Discouraging fun
st: Thorny Vs Whim
tr: Yes All Right. Which one do you like best? Which one has the truest ring of conflict?

Phase Four:
compressed conflict. Teacher asks for compressed conflict as out growth of personal analogy. Can you pick out two words that argue with each other?

Phase Five:
Direct Analogy Recycling the analogies

Class: Cruel Joy
Tr: Can you think of a direct analogy, an example from animal
world or manipulation of nature.
St: A lion in the cage at the circus
St: A fish in the net
St: Cutting the trees
St: Hunting the deer
St: Kite caring the chickens
St: Lion rearing rabbits
St: Now we are trying to put an identity for nature try to make it more original
Tr: Yes all right, which of all the things you just thought of do you think would make the most exciting direct analogy (Class chooses the thorny flowers)
Tr: Now we go back to Nature. How can we get the thorny flowers to describe for nature? (class doesn’t respond)
Tr: What do we know about thorny flowers?
St: Certain flowers have thorn, which have attractive smell.
St: But not easily attainable.
Tr: How can we can this information to tell us something about the nature. How will you talk about nature and the Almighty

Phase Six:
The examination of the task. Getting students to make comparisons,
God in terms of the material we have developed about thorny flowers.
St: It is beautiful
St: It is attractive
St: It gives all things we need
St: It is the creator itself
Tr: Then why doesn’t we write a poem about nature in terms of the thorny flowers. Let’s open the reader see a fine poem regarding the nature. This poem introduces you a famous poet and this poem glorifies the nature and the creator. (Recites the poem and the students listen to the teacher).
Tr: Then the children are directed to make a silent reading and answer the following questions as home work.
1. why does the poet say that his offerings is poor?
2. what is common between priest and the poet?
3. what may be reasons behind this thought of the poet?

Phase Seven
support system
Appendix III

Lesson Transcript based on Inductive Thinking Model (ITM) No. 1

Name of Teacher : K. Rajan
Name of School : Govt. Model H SS Karunagappally & SVHSS Clappana
Standard : IX
Subject : English
Unit : IV Glimpses of a Green Planet
Sub Unit : Make the Right Choice

**Introduction :** - This unit deals with the various ecological problems and their impact on nature in general and human beings in particular.

**Illustrative Aids:** - In addition to the text book, classroom objects such as blackboard, colour chalk, tape recorder slide projector etc.

**General Aims:**- 1. To enable the pupils to read English with comprehension
2. To enable them to understand English when spoken

3. To enable them to speak and write English.

4. To impress upon them the necessity of Eco-friendly life.

Specific Aim: To enable the pupils to grasp the ideas contained in IV Unit of the textbook.

Issue Domain:-

- Lack of eco-friendly industrialization and urbanization
- Lack of scientific land-water management

Sub issue

- Contemporary environmental problems
- Issue of global warming and climates change
- Issues of sand mining and drying up of rivers
• The value of natures glory and abundance

Learning Objectives

• To sensitise the learners on contemporary environmental issues like global warming, drying up of fresh water resources Etc.

• To create an awareness of the beauty, glory and grandeur of nature through the various forms, moods, landscapes, seasonal rhythms etc.

• To develop an awareness on various language discourses like editorials poems and other contents.

• To enable the learners attempt paragraph writing, letter to the editor, slogans, reports and articles.

• To enable the learners discuss and debate on contemporary environmental issue and develop sensibility for environmental conservation.

• To develop an understanding of phrases, clauses, subordinating and coordinating conjunction, simple and complex sentences and to construct various types of sentences using these language elements as part of discourses construction.
Previous Knowledge – The pupils have already known some points related to the ill-effects of industrialization and urbanization.

- The pupils have already heard the problems like global warming and the destruction of natural green vegetation for the construction of dams etc.

- The pupils have read the editorial of various dailies

- The pupils have already felt the ill effects of floods and drought.

- Announcement of the lesson: Based on the previous knowledge, by asking simple questions, the teacher announces the aim of the lesson:

  Tr: Today we are going to study a new lesson which deals with the various ecological problems and their impact on nature in general and human beings in particular. This lesson is built on the issue domains lack of eco-friendly industrialisation and urbanisation. To emphasis the issue, an editorial of global reference is presented here.

  Tr: (Presents the cartoon picture which is given in the text book before the class and asks the following questions)

  Tr: What is the scenery portrayed in this cartoon?
<table>
<thead>
<tr>
<th><strong>Pl:</strong> A flood scenario</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tr:</strong> Carefully look at the cartoon. What all thing do you find there?</td>
</tr>
<tr>
<td><strong>Pl:</strong> The Santa Claus</td>
</tr>
<tr>
<td><strong>Pl:</strong> An elf</td>
</tr>
<tr>
<td><strong>Pl:</strong> Reindeer</td>
</tr>
<tr>
<td><strong>Pl:</strong> Certain presentations are floating</td>
</tr>
<tr>
<td><strong>Tr:</strong> Hence what season is specified in this sketch?</td>
</tr>
<tr>
<td><strong>Pl:</strong> Winter season</td>
</tr>
<tr>
<td><strong>Tr:</strong> Where does the flood as shown in the cartoon picture?</td>
</tr>
<tr>
<td><strong>Pl:</strong> The flood accused a village/town</td>
</tr>
<tr>
<td><strong>Tr:</strong> What do you think is the reason of the flood?</td>
</tr>
<tr>
<td><strong>Pl:</strong> Climate change/ melting of snow</td>
</tr>
<tr>
<td><strong>Tr:</strong> What clues are there to identify the season portrayed?</td>
</tr>
<tr>
<td><strong>Pl:</strong> The Santa Claus is sitting on the roof</td>
</tr>
<tr>
<td><strong>Pl:</strong> The X’mas gifts are floating</td>
</tr>
</tbody>
</table>

**Phase two**

**Grouping**

**Phase three**

**Labelling, categorising**
Pl: During the winter/X’mas season there is no possibility for a flood
Tr: Does the cartoon warn us of any impending danger and disaster?
Pl: Yes it is. It warms of climate change.
Tr: What would be the result of this climate change
Pl: Impending disaster
Tr: Can you think of the reason for this climate change?
Pl: The reason is Global warming
Tr: Yes, very good. Global warming is the reason for this type of climate change. Can you explain Global warning in scientific terms?
Pl: In scientific terms, it is the increase in the average temperature of earth’s near surface, air and ocean.
Tr: Can you find out the relation between global warming and climate change?
Pl: Yes, an increase in the global temperature will cause sea-level to rise.
Tr: What would be its result?

Strategy two
Phase four
Identifying critical relationship

Phase five
Exploring relationships
Pl: Expansion of tropical deserts.
Tr: Can you guess the after effects of this global warning?
Pl: Threat to the life of animals on earth.
Tr: Yes, as you said this global warming is a threat to all living beings. Can you enumerate the consequence of this phenomenon?
Pl: Yes, we can. Untimely flood, drought, resulting of snow/icebergs etc will happen.
Tr: So what all things can be done to avoid this dangerous situation.
Pl: We think, we have to adopt suitable remedial measurements.
Tr: How can it be made possible?
Pl: Through the effective use of medias for mass awareness.
Tr: Can you explain the role of medias in human life?
Pl: Yes, we think medias are the effective tools to inculcate awareness among

<table>
<thead>
<tr>
<th>Phase six</th>
<th>Making inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy Three:</strong></td>
<td>Application of principles</td>
</tr>
<tr>
<td><strong>Phase Seven</strong></td>
<td>Predicting consequences explaining</td>
</tr>
<tr>
<td><strong>Phase Eight</strong></td>
<td>Explaining and supporting the predictions</td>
</tr>
<tr>
<td><strong>Phase Nine</strong></td>
<td>verifying the prediction</td>
</tr>
<tr>
<td>the mass.</td>
<td></td>
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<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Tr: Try to prepare a write up on mass media and human life.</td>
<td>Support System</td>
</tr>
</tbody>
</table>
Lesson Transcript based on ITM No. 2

<table>
<thead>
<tr>
<th>Name of Teacher</th>
<th>K. Rajan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>IX</td>
</tr>
<tr>
<td>Subject</td>
<td>English</td>
</tr>
<tr>
<td>Unit</td>
<td>IV Glimpses of a Green Planet</td>
</tr>
<tr>
<td>Sub Unit</td>
<td>Make the Right Choice (first and second paragraphs)</td>
</tr>
<tr>
<td>Time</td>
<td>45 mts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy One</th>
<th>Phase One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept formation</td>
<td>Enumeration and listing</td>
</tr>
</tbody>
</table>

Tr: Yesterday we discussed about the influence of medias on human beings. Medias are of various types, each one has its own view related to social events. But the print media stood united to speak about a current issue that affects the whole world. Let’s find out what it was... and presents a model reading, the pupils are directed to listen carefully, their textbooks opened.

Tr: Now you got a chance to learn, how to read the paragraphs and now that you have go to through the paragraphs silently. Then you enumerate the difficult words and list out them.
Pl: Do so.

Tr: Now you have listed the difficult words. Haven’t you?

Pl: Yes we have done.

Tr: You can make use of your dictionary and find out the meaning of these difficult words. You can do it as a group work. Then you divide them into groups of noun, verb, adjective, adverb, and pronoun.

Pl: Do so

Phase two grouping

Pl: Unprecedented – Never formerly happened (adj)

Profound – One feels very strongly (adj)

Decisive – Making something certain (adj)

Inflamed – Red and swollen (adj)

Foretaste – Small early experience of something that will come later (n)

Havoc – Destruction (n)

Phase three

Labeling, Categorising
Tr: (Presents a model reading (first 2 paras) and the pupils listen carefully. Then pupils are directed to go through the passages silently, asks the following question and receiving answers)

Tr: What is the editorial about?
Tr: The editorial is about global warming

Tr: What is the first paragraph about?
Pl: Need and reason for writing a common editorial is stated in para I

Tr: What does the second paragraph deal with?
Pl: The second paragraph deals with the climate change and how it affects everyone.

Tr: To which issue has the worlds’ response been feeble and half hearted?
Pl: To the issues related to global warming / the issues related to environment / issues related to the survival of all living beings.

Tr: Are there references to the effects of climate change?
Pl: Yes, there are,

<table>
<thead>
<tr>
<th>Strategy two;</th>
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</thead>
<tbody>
<tr>
<td>Interpretation of Data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying critical relationships</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring relationships</td>
</tr>
</tbody>
</table>
Tr: Can you quote the relevant sentences?

Pl: Yes, (a) the artic ice cap is melting / last two years inflamed oil and food prices, these are evidences of the effect of climate change.

Tr: Use the following words in sentences of your own.

unprecedented, profound, decisive, havoc

Tr: How does the editorial begin?

Pl: The editorial beginning with a collective decision to have a common editorial.

Tr: How many newspapers from various countries have participated in that common editorial

Pl: 56 newspapers across 45 countries

Tr: Is such a beginning common for editorial?

Pl: Not common.

Tr: If not why?

Pl: Such a beginning is not common because they deal with various topics

Making inferences

Strategy Three:
Application of principles
Phase seven
with multiple perspectives

Tr: How many sentences are there in the text that explaining the reason for the special editorial?

Tr: In the first paragraph, there are references to the effects of climate change, find out the relevant sentences.

Pl: The first para concludes by asking or questioning the indifferent attitude of the people across the world to the issue of global warming

Tr: The second paragraph concludes with a persuasive tone. Support your answer by listing and showing the persuasion.

Pl: (Doing it as home assignments)

Phase eight
Explaining or supporting the prediction

Phase Nine
Verifying the predictions support system
Lesson Transcript based on ITM No. 3

Name of Teacher : K. Rajan
Standard : IX
Subject : English
Unit : IV Glimpses of a Green Planet
Sub Unit : Make the Right Choice (third paragraph)
Date :
Time : 45 mts.

Tr: Enters the class.
Pl: Good morning Sir

Tr: Yes, Good morning children, yesterday we discussed a serious problem that we are facing today. Could you recall that serious problem?

Pl: Yes, the problem of global warming

Tr: Actually, are you aware of the seriousness of this global warming should we allow to continue this situation?

---

<table>
<thead>
<tr>
<th>Strategy One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept formation</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Phase One – Enumeration and listing</th>
</tr>
</thead>
</table>
Pl: No we shouldn’t allow.

Tr: If so, we have to list out the reason for global warming. This third paragraph will give you many more information related to the reason for global warming (Reads the para 3 and the children listen to the teacher). Now you have to go through the passage silently and enumerate the reasons which leads to Global warming.

Pl: Our lifestyle is the main reason.

Tr: How can we change our lifestyle?

Pl: Our shopping, eating, and travelling must be done more intelligently

Gr: Yes, could you find anything else?

Pl: Yes, we need a shift to a low carbon society

Tr: How can we face the increasing need of energy?

Pl: We have to adopt renewable form of energy.

Tr: What do you understand by shopping, eating and travelling more intelligently?

Phase Two
Grouping

Phase Three: Labelling and categorizing

Strategy two: Interpretation of Data
<table>
<thead>
<tr>
<th>Phase Four</th>
<th>Identifying critical relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pl:</strong> We are not intelligent enough to understand the nature of climate change due to carbon emission / Our life style needs to be changed.</td>
<td></td>
</tr>
<tr>
<td><strong>Tr:</strong> What is collective salvation and how can it be achieved?</td>
<td></td>
</tr>
<tr>
<td><strong>Pl:</strong> Collective salvation refers to saving the environment on a global scale by bringing together.</td>
<td></td>
</tr>
<tr>
<td><strong>Tr:</strong> In paragraph three, a common subject is used for many sentences, what is it?</td>
<td></td>
</tr>
<tr>
<td><strong>Pl:</strong> The third paragraph lays stress on how to reduce the use of fossil fuels by changing our life style.</td>
<td></td>
</tr>
<tr>
<td><strong>Tr:</strong> What is the focus in this paragraph?</td>
<td></td>
</tr>
<tr>
<td><strong>Pl:</strong> The focus in this paragraph is on the need to reduce carbon commission.</td>
<td></td>
</tr>
<tr>
<td><strong>Tr:</strong> Is there a sarcastic statement towards the end of the paragraph?</td>
<td></td>
</tr>
<tr>
<td><strong>Pl:</strong> Yes, there is an element of sarcasm towards the end of the paragraph</td>
<td></td>
</tr>
<tr>
<td><strong>Tr:</strong> Can you quote the sentences?</td>
<td></td>
</tr>
<tr>
<td><strong>Pl:</strong> Yes; the moon mission and atomic researches</td>
<td></td>
</tr>
<tr>
<td><strong>Tr:</strong> Now let’s think of the reason for this global warming. Could your guess?</td>
<td></td>
</tr>
<tr>
<td><strong>Phase six</strong></td>
<td></td>
</tr>
<tr>
<td>PI:</td>
<td>Yes, we can, the reason for global warming is excess of carbon-commission.</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tr:</td>
<td>How can we check this carbon commission?</td>
</tr>
<tr>
<td>PI:</td>
<td>We have to reduce the use of petroleum fuels?</td>
</tr>
<tr>
<td>Tr:</td>
<td>So as to reduce the carbon commission, what all things to be applied?</td>
</tr>
<tr>
<td>PI:</td>
<td>First of all we have to change our life style.</td>
</tr>
<tr>
<td>Tr:</td>
<td>How can we change the life style?</td>
</tr>
<tr>
<td>PI:</td>
<td>We have to reduce or avid the use of fossil fuels.</td>
</tr>
<tr>
<td>Tr:</td>
<td>Then what should be expanded?</td>
</tr>
<tr>
<td>PI:</td>
<td>Natural source of energy should be expanded.</td>
</tr>
<tr>
<td>Tr:</td>
<td>Yes, ok we feel climate change and we found the consequences of this problem. How can we overcome this miserable situation?</td>
</tr>
<tr>
<td>PI:</td>
<td>First of all, we have to change our life-style, avoid the use of fossil fuels, we must adapt with nature. We must we the renewable form of energy sources.</td>
</tr>
<tr>
<td>Tr:</td>
<td>If so, let’s verify the conditions of a sustainable climate; and how should we adjust our life style?</td>
</tr>
<tr>
<td>PI:</td>
<td>We have to adapt with nature, we should control the excess emission of</td>
</tr>
</tbody>
</table>

**Making inferences**

**Strategy III**

- Application of Principles
- Predicting consequences

**Phase Nine**

- Verifying the prediction
Tr: Can we lead such a life in our present day situations?
Pl: Of course,
Tr: Use the phrase kickoff in a sentence so as to illustrate its meaning
Pl: What time does the match kick off?
Tr: You have to use the following phrases in sentences of your own
   a. Kick around, b. Kick up a fuss
   e. Kick up you heels, d. Kick some leady around

<table>
<thead>
<tr>
<th>carbon.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tr: Can we lead such a life in our present day situations?</td>
</tr>
<tr>
<td>Pl: Of course,</td>
</tr>
<tr>
<td>Tr: Use the phrase kickoff in a sentence so as to illustrate its meaning</td>
</tr>
<tr>
<td>Pl: What time does the match kick off?</td>
</tr>
<tr>
<td>Tr: You have to use the following phrases in sentences of your own</td>
</tr>
<tr>
<td>Support system</td>
</tr>
<tr>
<td>a. Kick around, b. Kick up a fuss</td>
</tr>
<tr>
<td>e. Kick up you heels, d. Kick some leady around</td>
</tr>
</tbody>
</table>
Today we are going to discuss something about the influence of mass media in our democratic world. Do you like it?

Yes, we do,

If so, tell me, which are the important mass medias?

television, radio, newspaper etc.

Out of this various mass-medias which one has most influence on common people,

Of course, the newspaper

<table>
<thead>
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<td>Concept formation</td>
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<tr>
<td>Phase One</td>
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<tr>
<td>Enumeration and listing</td>
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</tbody>
</table>
Tr: Yes, we get various type of news in a newspaper. What are they? Can you enumerate them?

Pl: Yes, we can; they are advertisement, film news political news, education news, weekend magazine and the editorial.

Tr: what is an editorial?

An editorial is the official opinion of that newspaper on a particular issue

Tr: Have any possibility for uniformity in editorials?

Pl: Very rarely

Tr: But here, you listen, that there are 56 newspapers from around the world have united behind a common editorial. Do you want to know the importance of that common editorial?

Pl: Yes, we do like very much and we want to know.

Tr: If so, please listen me (presents a model reading of the fourth para of the lesson and the pupils listen to him carefully).

Tr: When was the editorial written?

Pl: It was written before the summit

Tr: This para is about certain opposites and the need to choose one each. What
are they?

Pl: The triumph of optimism over pessimism and the triumph of vision ever shortsightedness.

Tr: Does the paragraph provide a model for the politicians to follow?

Pl: Yes, the Editorial imposes the leaders of the nations to rise up to the challenge and make up the right choice.

Tr: What is the model? What does it highlights?

Pl: The power of unity

Tr: What is termed as a brave attempt?

Pl: 56 newspapers in penning a common editorial that highlights the power of unity.

Tr: (presenting the world famous slogans)

Liberty, Equality and fraternity

Do or Die

Each one, teach one,

Each one plant one

<table>
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<th>Phase four:</th>
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<tr>
<td>Identifying critical relationships.</td>
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<th>Phase five:</th>
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<tr>
<td>exploring relationship.</td>
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<td>Tr:</td>
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<td>Tr:</td>
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<td>Pl:</td>
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</tbody>
</table>

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**Strategy III.**

Application of Principles.

**Phase seven**

Predicting consequences

Hypothesizing
Tr: Now we find so many slogans, some are very striking, some have far-reaching effect. Can you cite some of them with their effects or incidents related to such slogans.

Pl: Yes sir

Pl: Liberty, Equality and Fraternity-French Revolution 1789

    Do or Die - M.K. Gandhi – Indian freedom struggle


Tr: Children you have to prepare a small write up related to Global warming and its remedial measurements, cartoons and slogans can be used for specific illustration.

| Phase eight | Explaining and supporting the predictors and hypotheses. |
| Phase Nine  | Verifying the predictions. Support system. |
Lesson Transcript based on ITM No. 5

Name of Teacher : K. Rajan
Standard : IX
Subject : English
Unit : IV Glimpses of a Green Planet
Sub Unit : Make the Right Choice – Editorial, Unless, Suffix and prefix.
Tr: Unless we combine to take decisive action, climate change will ravage our planet …… (bb)

(Teacher presents a model sentence and reads twice and the pupils are directed to read the sentence and listen carefully)

Pl: Can you find out similar sentence from the reading passage.
Pl: Yes we can
Pl: Unless we take decisive action, our prosperity and security will be lost.
Tr: Can you present some more examples as your own.
Pl: 1. Unless we stop war mankind will not survive
    2. Unless we work together our security will be lost.
    3. Unless the countries unite to combat global warming, the planet will die.
    4. Unless we take timely action, natural calamities may destroy us.
Tr: Unless, from the examples cited could you guess the meaning of the world
Pl: Yes, we shall, it means ‘if not’,
Tr: O K children unless means ‘if not’ (bb)
Tr: for what purpose do we use this unless?
Pl: It is used to combine two sentence
Tr: How many parts do we find in a sentence with unless
Pl: There are two parts
Tr: What is duty of the part that carries ‘unless’?
Pl: The part of the sentence that carries unless tells us about something/ someone hasn’t done yet, but ought to do.
Tr: What does the other part tell us?
Pl: The other part tells us what will be the result if someone doesn’t do it.
Tr: Combine the following parts of sentences sing ‘unless’.

<table>
<thead>
<tr>
<th>What should be done</th>
<th>What will happen if it is not done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take decisive action</td>
<td>Our prosperity and security will be lost</td>
</tr>
<tr>
<td>Church ice cap melt</td>
<td>food prices will rise</td>
</tr>
<tr>
<td>Limit temperature rise</td>
<td>from lands will become deserts</td>
</tr>
<tr>
<td>Prevent Global warming</td>
<td>nations will be downed</td>
</tr>
<tr>
<td>Same energy</td>
<td>face energy crisis</td>
</tr>
<tr>
<td>Change life style</td>
<td>destroy the Planet</td>
</tr>
</tbody>
</table>

Phase Three.
Labelling categorizing

Strategy II Interpretation of Data

Phase four.
Identifying critical relationship

Phase five.
Exploring relationship
Kick our carbon habit           climate change will continue.

Pl: Making meaningful sentences by using Unless.

Tr: Make predictions on what will happen to our planet if we do not do the following

1. Unless we check the commission of prisoners gas/…….. 
2. Unless we work together ……………
3. Unless the countries ………
4. Unless we…………
5. Unless ………..

Tr: We have to change our lifestyle (bb)
    Can you find some more sentences with the phrase ‘have to’

Pl: Yes, eg: we have to deal our shopping, eat and travel more intelligently/ we have to pay more for our energy and use less of it.

Tr: From the examples cited, can you explain the duty of the phrase ‘have to’(bb)

Pl: Yes, have to shows obligation ie something that we must do

Tr: Can you apply this phrase ‘have to’ in any of your life situation in a
Let’s apply this phrase to reserve a railway ticket.

Why not, yes your are permitted. It should be in a logical order. While you are doing so, you must add words like first, then next, after that, secondly, thirdly later etc.

First of all I have to go to the railway station. Then, I have to get a reservation from and fill it up, next I have to queue up. After that, as my turn comes. I have to pay for the ticket and get is reserved.

Yes OK now you listen this sentence. The world needs to take steps to limit temperature rise (bb) Can you find some more examples from the passage?

Yes, Let’s need to change our life style we need to shop eat and travel more intelligently.

We need to pay more for our energy and use less of it.

Yes very good ‘needs to’ is another phrase that can you can guess what does it mean? or on which situation should it be used?

We think ‘need to’ is used to state what someone ‘should do’

Phase Seven.
Explaining unfamiliar phenomena.

Phase Eight.
Supporting the prediction.
Tr: Is it used to fulfill are requirements or an obligation

Tr: Can you use this ‘needs to’ to reserve a railway ticket?

Pl: Yes, we can, first of all I need to go to the railway station. Then, I need to get a reservation form and fill it up. Next I need to stand in queue. After that as my turn comes, I need to pay for the ticket and get it reserved.

Tr: (Writes the following sentences on the (bb)

Environment issues is very disturb to. People exploit mother earth cruel. How can we live unless the earth on which we live is not protected. All our rivers are sand lead now. Our forests are hunt grounds to illegal falling of trees. Our hills are eaten merciless by the machine-master, the earth mover. Paddy fields are shamelessly converted to plots. Trees and in the homesteads have been cleared up for constructing big houses even the grass on the soil is destroyed happily by concreting the courtyards. Can we live long like thus?

This passage is written by Aswin, a boy of class IX There are a few errors in the passage Edit it.
Lesson Transcript based on ITM No. 6

Name of Teacher :  K. Rajan
Standard :  IX
Subject :  English
Unit :  IV Glimpses of a Green Planet
Sub Unit :  ‘Memories of a Dying River’ (First 2 paragraphs)
Date : 
Time :  45 mts.
Content Analysis :  M.T. Vasudevan Nair (Madathil Thekkepaattu Vasudevan Nair)

A renowned Indian author, screen play writer and film maker

Born on 15 July 1933 in Kudallur, Palakkad dist

This lesson is an article on Barathapuzha

The world is facing a lot of threats to the environment.

Once Bharatappuzha once was the life line for the People.

Environments changes affected Bharappuzha or Nila

Main threats of the river- sand mining, earth moving filling up of Paddy fields Etc.
Objectives: 1. To sensitize the learners on contemporary issues like global warming, drying up of fresh water resources, etc.

2. To create an awareness of the beauty, glory, and grandeur of nature.

3. To enable the learners discuss and debate on contemporary environmental issues and develop sensibility for environmental conservation.

Previous knowledge: The learners have already studied certain environmental problems such as Global warming, unscientific sand and water management in the previous lesson. Make the right choice.

Introduction: Memories of a Dying River is an article on Bharathapuzha by Sri M.T. Vasudevan Nair. He is a renowned Indian author, screen play writer, and film maker. He was born on July 15, 1933, in Kudlallur Village in Palakkad District. Once Gandhiji said “The Earth is enough to satisfy everyman’s need but not for every man’s greed.” Bharatapuzha, one was a lifeline for the people of our state. The author has attempted to dirge in prose and looks at dismay at the appalling situation in which the river has fallen in modern days.

Strategy I.
Concept formation
Phase One –
small village in the present Palakkad District. He has won the National Film Award for best screen-play four times. The story of his village and Bharatapuzha occurs throughout his writings. It is a nostalgic remembrance of the days of plentitude, abundance and prestigious glory of Nila or Bharatapuzha. (Tr. Presents a model reading and directs then to go through the passage silently)

Tr: Now try to find out the thing which subjected a poem.
Pl: Newly constructed Kuttippuram Paalam.
Tr: Where was it constructed?
Pl: Across the river Bharatapuzha?
Tr: Who is the author of the poem
Pl: Edasseri
Tr: When was it constructed:
Pl: In the year 1954.
Tr: What is the matter which fascinated the poet?

<table>
<thead>
<tr>
<th>Enumeration and listing</th>
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<tbody>
<tr>
<td>Phase Two – grouping</td>
</tr>
<tr>
<td>Phase three – Labelling and categorizing</td>
</tr>
<tr>
<td>Pl</td>
</tr>
<tr>
<td>----</td>
</tr>
<tr>
<td>The engineering skill that went into the making of the bridge.</td>
</tr>
<tr>
<td>It costs a sum of Rs. 23 Lakhs</td>
</tr>
<tr>
<td>Fear</td>
</tr>
<tr>
<td>He suspected that the serenity of the village would vanish for ever</td>
</tr>
<tr>
<td>A note of his apprehension</td>
</tr>
<tr>
<td>Yes, Nila and Pera</td>
</tr>
<tr>
<td>The poet wondered if it would ever be reduced to the condition of a mere gutter</td>
</tr>
</tbody>
</table>

**Strategy II**
- **Interpretation of Data**
- **Phase four** – Identifying critical relationships
Tr: Poets in older days used to write about rivers, valleys, mountains and forests. But Edasseri has written a poem about a bridge too. Comment on his choice.

Pl: Edasseri is appalled by the progress of science and technology and looks up with a fear as to what the fate of the river would be.

Tr: What was the after effect that the poet could not foresee?

Pl: The poet couldn’t foresee the threat of illegal sand mining on its shores and he doesn’t like the present stage.

Tr: What would be the conditions of the river in between Kuttippuram and Thirunavaya?

Pl: For between Kuttippuram and Thirunavaya, one can even see tall casuarimas right in the middle of the dry river.

Tr: What would be the result of sand mining from Nila?

Pl: Within years Nila would become a small drain.
| Tr: What are the honours received by M. T. Vasudevan Nair. Can you explain? |
|-----------------------------|--------------------------------------------------------------------------------------------------|
| Pl: Yes, we can, India’s highest literary award, the Njanapit. |
| Tr: Does he deserve such a highest honour? |
| Pl: Yes, of course, because of his major works include, Nalukettu, Kaalam, Randamoozham etc. |
| Tr: Each one should prepare available information collected by you regarding any one of your nearest rivers. |

### Predicting consequences

**Phase Eight**

- Explaining or supporting the consequences

**Support system**
Lesson Transcript based on ITM No. 7

Name of Teacher: K. Rajan
Standard: IX
Subject: English
Unit: IV Glimpses of a Green Planet
Sub Unit: ‘Memories of a Dying River’ Para 3 - 6

<table>
<thead>
<tr>
<th>Tr:</th>
<th>Yesterday we learnt something about Bharatapuzha and famous writer M. T. Vasudevan Nair. Do you want to know more about both of them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pl:</td>
<td>Yes, we want</td>
</tr>
<tr>
<td>Tr:</td>
<td>Could your remember two other names of Bharatapuzha?</td>
</tr>
<tr>
<td>Pl:</td>
<td>Yes, Nila and Perar.</td>
</tr>
<tr>
<td>Tr:</td>
<td>Full name of M. T. Vasudevan Nair.</td>
</tr>
<tr>
<td>Pl:</td>
<td>Madathil Thekkepaattu Vadudevan Nair</td>
</tr>
<tr>
<td>Tr:</td>
<td>(Presents a model reading and the children listen carefully)</td>
</tr>
<tr>
<td>Pl:</td>
<td>Reads the passage silently</td>
</tr>
<tr>
<td>Tr:</td>
<td>Now you have to find out important personalities places institutions and</td>
</tr>
</tbody>
</table>

**Strategy I.**

Concept formation
event narrated in this passage. You are permitted to do it as group work.
(Divides them into various groups)

Pl: Vallathol, P. Kunjiraman Nair, Edasseri, Nila, Ganga of the South, Cheuthuruthi, Kerala Kalamandalam, Kalpathi, Ponnani, Tharavad, Boatsmen, Singers, Writers, Soil, Banana, Peasents, Vegetables, Mappilappattu

Tr: Yes, OK Now you have to group them into various categories. (Do it as group work)

Pl: Name of persons: Vallathol Narayana Menon, P. Kunjiraman Nair, Edasseri Govindan Nair, Boatmen, peasants, etc.
Name of places: Kalpathi, Ponnani, Cheruthuruthi
Name of institutions: Kerala Kalamandalam, Tharavad, family
Name of art forms: Kathakali, Mappilappattu
Name of other groups: Boatsmen, peasants, vegetables, barges, clouds, hills, villages, floodwaters, etc.

<p>| Phase One – | Enumeration and listing |
| Phase two – | grouping |
| Phase three – | labelling |</p>
<table>
<thead>
<tr>
<th>Tr:</th>
<th>What is that the poet could not foresee about the river?</th>
</tr>
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<tbody>
<tr>
<td>Pl:</td>
<td>The poet could not foresee the sad plight of the river with ruthless sandmining.</td>
</tr>
<tr>
<td>Tr:</td>
<td>Any other answers?</td>
</tr>
<tr>
<td>Pl:</td>
<td>The sight of long queues with coloured posts to fetch water was never thought of by the poet.</td>
</tr>
<tr>
<td>Tr:</td>
<td>What does the author mean when he says Nila in the cultural life-time of Malabar?</td>
</tr>
<tr>
<td>Pl:</td>
<td>Nila considered as the Ganga of the south.</td>
</tr>
<tr>
<td>Tr:</td>
<td>Any more answer?</td>
</tr>
<tr>
<td>Pl:</td>
<td>It has been always perennial source of inspiration for writers.</td>
</tr>
<tr>
<td>Tr:</td>
<td>Could you find any other reason?</td>
</tr>
<tr>
<td>Pl:</td>
<td>Yes, Kerala Kalamandalam flourished on its banks.</td>
</tr>
<tr>
<td>Tr:</td>
<td>Recently the strains of a Mappilappattu floated in the air. Why does he say so?</td>
</tr>
<tr>
<td>Pl:</td>
<td>.... because the boatsmen those who stayed at might landing in their village</td>
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</tbody>
</table>

**Strategy II**

- Interpretation of Data

**Phase Four:**

- Identifying Critical relationships

**Phase Five:**

- Exploring relationships
used to sing together.

Tr: “I have seen the wrath of perar too” What does the author mean by this statement?

Pl: He had witnessed the high floods occurred in 1942 and 44. That flood devastated life in the low-lying areas.

Tr: Any more answer?

Pl: The water rose right up to the hill-tops

Tr: Find some instances of the close association of the river with the day to day life of the people who live near it.

Pl: This river was used for transportation of agricultural merchandise

Tr: Any other .......?

Pl: It was used for collecting water for drinking purposes.

Tr: Then?

Pl: It was used for irrigation purpose of farming by enterprising peasants.

Tr: Any other purpose?

Pl: Bathing in the river by the family members.

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<td>Making inference</td>
<td>Application of Principles</td>
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<tr>
<th>Phase Seven:</th>
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<tr>
<td>Predicting explaining and hypothesizing</td>
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<tr>
<td>Tr: Can you explain the thoughts and feelings of Edassery in your own words.</td>
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<tr>
<td>Pl: Yes, Edasseri was more realistic and therefore he was more concerned with real socio-cultural than those imaginary ones.</td>
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<tr>
<td>Tr: Yes very good, any other answers?</td>
</tr>
<tr>
<td>Pl: Edasseri is appalled by the progress of science and technology and looks up with fear as to what the fate of the river would be.</td>
</tr>
<tr>
<td>Tr: If so, let’s verify the predictions put forward by Edasseri with the present condition of Nila.</td>
</tr>
<tr>
<td>Pl: Ruthless sandmining is still continuing. The dwindling of the perennial river to its present pathetic state was never in the mind of the poets or his dreams.</td>
</tr>
<tr>
<td>Tr: Divides the pupils into five groups consisting of eight members and directs them to prepare answers to the following questions.</td>
</tr>
<tr>
<td>i. How may rivers are there in Kerala?</td>
</tr>
<tr>
<td>ii. Which are the major rivers?</td>
</tr>
<tr>
<td>iii. Name the major towns associated with these rivers?</td>
</tr>
<tr>
<td>Tr:</td>
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<tr>
<td>-----</td>
</tr>
<tr>
<td>Pl:</td>
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<table>
<thead>
<tr>
<th>Tr:</th>
<th>What is this lesson about?</th>
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<tbody>
<tr>
<td>Pl:</td>
<td>Sad plight of the river Bharatapuzha?</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Tr:</th>
<th>Yes, now do you want to study more about Bharatapuzha and our ecological problems?</th>
</tr>
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<tbody>
<tr>
<td>Pl:</td>
<td>Yes, we want</td>
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<table>
<thead>
<tr>
<th>Tr:</th>
<th>(Reads out the passage and the children listen carefully). Enumerate the important events, proper nouns etc.</th>
</tr>
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</table>

Strategy I.
Concept formation
Pl: (Reads the passage silently and enumerates the following words in a group work).

Mamankam, riverbed, ponds, cattle panoramic view, pathetic sight, innumerable pits, contradictory impulses

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<tr>
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</table>

Tr: Now you have to divide them into various groups.

Pl: Events: Mamankam

Sights: Panoramic view, pathetic sight contradictory impulses

nouns riverbed, cattle, innumerable pits, etc.

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<th>Phase two</th>
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<tr>
<td>grouping</td>
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<th>Phase three</th>
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<tbody>
<tr>
<td>labelling and categorising</td>
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</table>

Tr: Now you have to find out the answer as a group work, listen.

How are the trucks carrying sand and the trucks bringing water related?

Pl: Changes in the river bed lead people to go in search of drinking water and this forces them to take help of trucks to bring them water. (One group)

Pl: Trucks carrying sand leave the river bed a barren piece of land.

<table>
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<th>Phase Four</th>
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<tr>
<td>identifying critical relationship</td>
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</tbody>
</table>
Tr: Battles fought on the banks of Nila then and now are different. Find out some of the differences?

Pl: The battles that are fought now are the ones to establish territorial rights but the battles fought on the riverbed of Nila in olden days were for ascertaining the supremacy of a ruler. (one group)

Pl: Now people fight with one another to exploit riverbed (another group)

Tr: Is the river breathing her last? What is the evidence of this statement in the text?

Pl: Yes the river is breathing her last .......... because instead of flavoures waters bordered with lush green canopy the river bed now is filled with innumerable pits from which sand has been taken away.

Tr: Can you cite examples as evidence

Pl: Yes, have been cut... to plunder sand / you can never get its panoramic view/ the bushes on the mounds... woods in many places.

Tr: Is the fear expressed by the poet is reflected in the article written by MT.

Pl: Yes it has reflected in the article

| Phase Five | Exploring relationship |
| Phase Six: | Making inference |
| Strategy III | Application of principles |
Tr: Now you have to prepare a list of major rivers in Kerala.

Pl: Prepare the list with the help of ‘Manorama year book’ and explain mere details.

Tr: Prepare short notes on:

(a) What spot / what rituals / festivals are associated with each river.
(b) Do these rivers serve as tourist spots.
(c) Do these rivers for any ecological crisis?
(d) What animals and plants can be seen in this water bodies.

(Children are directed to do this work as group work consisting of 5 or 6 members).

Tr: Make use of ‘Manorema Year Book’ or ‘Keralathile Nadhikal’ by Suresh, Mannarasala published by DC Books. or Magazines like Down to Earth, the ‘Hindu folio’.

Pl: From this article, we find that how a writer reacts to the environmental destructions happening in a riverbed which had once fostered his childhood.

<table>
<thead>
<tr>
<th>Phase Seven</th>
<th>Predicting explaining, hypothesizing</th>
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<tbody>
<tr>
<td>Phase Eight</td>
<td>Explaining or supporting the predictions and hypothesis.</td>
</tr>
</tbody>
</table>
dreams.

Tr: Directs then to select one river and collect the following details as a group work consisting of a 5 – 6 members.

1. Origin of the river
2. The course of the river
3. Length and width of the river
4. Its past glory
5. Major references about the river in literature
6. Songs and stories related to the river
7. Sports and entertainments associated with the river
8. The inhabitants of the riverbeds
9. How the river has shaped their lives
10. Major threats and problems faced by the river?

Support System
Lesson transcript based on ITM No. 9

Name of Teacher : K Rajan
Standard : IX
Subject : English
Unit : IV Glimpses of a Green Planet
Sub Unit : To Nature-Poem by S T Coleridge

Introduction

This poem ‘Nature’ written by noted English poet S.T. Coleridge highlights the glory of nature and its abundance. By incorporating such text in this unit, the necessity to follow the dictum ‘Live and let live’ is placed before the learners.

Learning Objectives

To create an awareness of beauty glory and grandeur of ‘Nature” expressed through the various forms, moods, landscapes, seasonal, rhythms etc.
Have you heard of S.T. Coleridge? Pl: Yes/No

Tr: Samuel Taylor Coleridge (1772-1834) is an English Poet, literant critic and philosopher. He and his friend Wordsworth are regarded as the founders of the Romantic Movement in English literature. He is best known for his poems.

'The Rime of the Ancient Mariner' and Kublakhan. His major prose work is 'Biographia Literaria'. You have seen the unfriendly attitude of humans towards mother Earth, but Coleridge has found comfort in the lap of nature. The poet wants to become a priest Coleridge was a religious person.

Tr: (presents the first eight lines of the poem and the pupils are directed to listen to the teacher).

What is the poem about?

Pl: This poem is about the inner feelings of the poet

Tr: How does the poet look up to nature?

Pl: He believers that all the created things are adorable.

Tr: Why?

Pl: ............. Because they teach him lesson s of love and piety.

Tr: What does the phrase ‘all created thing’, using to your mind?

Pl: All living and non-living things on planet earth.

Tr: Yes, now let’s try to pick out the expressions that show the intense and personal experience of Coleridge?

Pl: Yes we can, love, earnest piety, deep heartfelt, inward joy closely elings.

Tr: If the experience of the poet mere phantasy? If yes, why?

Pl: No, the poet believes that each creature on the planet is the creation of God(Nature)

Tr: In what way can nature teach us lessons of real joy Explain.

Pl: The caring and sharing of animals and other living beings sensitize to be the same to our fellow beings.

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<thead>
<tr>
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Tr: (Writes the word alliteration on the (bb) explains):- Listen to the famous lines quoted from the Tempest by Shakespeare “Full fathom five thy father lies; Of his bones are coral made; These are pears that were his eyes………..”

Tr: Pick out two instances of alliteration from the poem.
Pl: lesson of love
Pl: nor fear, nor grief, nor vain perplexity
Pl: closely clings
Pl: wide world etc.

Tr: The repetition of the same sound in this manner is called ‘alliteration’.
Tr: Recites the following lines as a model to the children.
“‘The small birds twitter
The lake cloth glitter
Tr: What peculiarity on you find in these lines?
Pl: Cending with same culmination of sounds.
Tr: Can you cite any examples from the lines that have recited in the text?
Pl: Yes we can
Things –clings
Rings- brings
Fields – yields
Be –thee
I – lie
Despise – sacrifice
Tr: Yes, words in a poem ending with the same sound are called rhyming words. try to pickout some more rhyming words from the poem.
Pl: Recites other poems having rhyming words from their memory.
Re: Now, you have to write a small poem as your own keeping the rhyming words as much as you can.
Tr: (engages in verification with rhyming words).
| Supporting system |  |
| Tr: Who is the author of the poem “To Nature”? | **Strategy I**  
| | Concept formation  
| Pl: Samuel Taylor Coleridge/S.T. Coleridge |  
| Tr: What is the poem about? | **Phase One**  
| Pl: It is about the glory of nature and its abundance | Enumeration and listings  
| Tr: Why does Nature attract poets? | **Phase two**  
| Pl: Nature is beautiful/Nature is the gift of God to mankind/Nature has its grandeur and prosperity/Nature is our mother etc. | Grouping  
| Tr: How does the poet look up to nature |  
| Pl: The poet looks up true as his own mother. |  
| Tr: What is the tone of the poem? | **Strategy II**  
| Pl: Optimistic/pessimistic | Interpretation of Data  
| Tr: Can you name any other English or Malayalam poets who glorified the nature? |  
| Pl: Yes, we have seen how environmental changes affect nature and its beauty. Now you have to think, what beautiful aspects of nature are affected by environmental degradation. Listen to the second half of the poem ‘To Nature’ (presents model recitation |  
|
twice). Pupils are directed to read the lesson silently and answer the following questions.

| Tr: What does the expression ‘let it be’ suggest?  
| Pl: The poet is not at all concerned with the response of the others towards his beliefs. He doesn’t bother if they mock, ridicule or praise him. He presented the expression ‘let it be’.
| Tr: Some people may ridicule the poet’s ideas, but he is not worried or afraid. Pick out the lines that mean the same.
| Pl: “So let it be; and if the wide world rings in mock on this belief, it brings Non fear, nor grief nor vain perplexity”.
| Tr: What is the offering of the poet going to make?
| Pl: The poet is going to offer his emotions, love, affection, worries, joy etc. He offers himself and his poetry to Nature. All his creative talents.
| Tr: Why does the poet say that his offering is poor?
| Pl: The poet feels that there is nothing worthy enough to place before the Altar of God.
| Tr: What may be the reason behind this thought?
| Pl: His belongings are too weak an offering. But he doesn’t own anything else more precious than his belongings to submit before the God.
| Tr: What is common between the poet and a priest in this poem?
| Pl: Only a priest usually offers things to God. Hence, all his offerings through his own belongings makes him a priest.
| Tr: Can you explain in your own words?
| Pl: Yes, we will try. The blue sky is his dome, the fragrance of the flowers his incense and he himself is the sacrifice offered to God.

| Phase three.  
Identifying critical relationships
| Phase four  
Exploring
| Phase five  
Making inferences
| Strategy III
| Phase six  
Predicting, explaining Hypothesizing
| Phase seven  
Explaining
<table>
<thead>
<tr>
<th>Pl: He thinks himself to be the priest.</th>
<th>Tr: You notice the words which appeal our sense organ in the last six lines of the poem. Pick them out.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pl: Sweet fragrance of wild flowers:– incense, altar, dome, a huge temple church</td>
<td>Tr: Out of the images, which one address our sense of smell?</td>
</tr>
<tr>
<td>Pl: Sweet fragrance of wild flowers and incense</td>
<td>Tr: Yes, this type of images are called Olfactory (bb) images whereas the images that please our sense of sight are called Visual images (bb)</td>
</tr>
<tr>
<td>(Tr: Suggests to collect some more examples for olfactory and visual images from other poems they had already learned).</td>
<td></td>
</tr>
<tr>
<td>Tr: (Presents two famous lines from Shakespeare’s ‘As you like it” All the world’s a stage and all men and women merely players: (bb)</td>
<td></td>
</tr>
<tr>
<td>Pl: (Recites silently and loudly)</td>
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<tr>
<td>Tr: How is the world regarded in this lines?</td>
<td></td>
</tr>
<tr>
<td>Pl: As a stage.</td>
<td></td>
</tr>
<tr>
<td>Tr: Yes, of course, here ‘stage’ acts as a metaphor for ‘world’. (you have to pick out a few metaphors in the poem).</td>
<td></td>
</tr>
<tr>
<td>Pl: We are ready to do it as homework.</td>
<td></td>
</tr>
<tr>
<td>Tr: Yes, OK. Now you listen one thing more. Which lines in the poem do you find most appealing from the following angles.</td>
<td></td>
</tr>
<tr>
<td>i. Beautiful words arranged beautifully</td>
<td></td>
</tr>
<tr>
<td>ii. Meaning or ideas suggest by the lines.</td>
<td></td>
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</tbody>
</table>

**Phase eight**

verifying the prediction.

Social system

Support system
Lesson transcript based on ITM No. 11

Name of Teacher : K Rajan

Standard : IX

Subject : English

Unit : IV Glimpses of a Green Planet

Sub Unit : On the Grasshopper and the Cricket. Poem by John Keats

Time : 45 MTS

Date : 

Introduction : This poem is written by English poet John Keats (1795-1821) belongs to the second generation of romantic poets. His poetry is characterized by elaborate word choice and serious imagery. This is most notable in his great Odes which remain among the finest poems in English Literature. His life lasted only for 26 years. On Grasshopper and Cricket presents Keats love of beauty and of nature in a different fashion. Here the poet draws the picture of two seasons-summer and winter. These seasons represent two different stages in human life-Youth and Old age.
Learning Objectives: To create an awareness of the beauty, glory, and grandeur of nature expressed through the various forms of moods, landscapes, seasonal rhythms etc. the world in which we live today has to be gifted to the coming generation too.

Tr: Have you heard of Romantic Movement in English literature?
Pl: Yes we have/ we haven’t (if the answer is negative from all the students, teacher explain both in English and mother tongue)
Tr: Can you suggest the name of Romantic poets in English.
Pl: Lord Byron/PB Shelly/John Keats
Tr: Among them, one had only a very short span of life. Could you recall his name?
Pl: Yes, John Keats
Tr: How long lasted his life?
Pl: Only 26 years.
Tr: Yes. Within that very short span of life he contributed very precious poems to English literature. He was born on October 31,1795. His first surviving poem-An Imitation of Spencer came out in 1814, at the age of 19. The first volume of Keats verse published in 1816. There after Ode on a Grecian Urn, Annus, Mirabilis. The eve of St. Agnes, La Bella Dame Sans Merci, Hyperion Lamia, Isabella. Etc.
(Teacher presents a model reading and the pupils are directed to recite silently)
Tr: What do you know about the poetry of earth?
Pl: The poetry of earth is never end.
Tr: Birds are faint with the hot sun. what season is mentioned here?
Pl: Summer seasons
Tr: Who rests beneath the weeds?
Pl: Grass hopper

Strategy I
Concept formation

Phase One
Enumeration and Listing.

Phase two
Grouping

Phase three
Labeling and categorizing
Tr: What are the seasons mentioned in this poem?
Pl: Summer and winter seasons
Tr: Which are the creatures mentioned in this poem?
Pl: The Grasshopper and the Cricket
Tr: How do you feel the summer season?
Pl: We feel delight and joy
Tr: How do you feel winter?
Pl: Drowsiness
Tr: What is the sound that dominates summer scene?
Pl: The sound of Grasshopper dominates the summer scene
Tr: Why is winter lone?
Pl: According to English poets winter stands for laziness and lethargy.
Tr: What are the sights and sounds related to summer that you find in the poem?
Pl: Paddy fields, rivers, brooks, streams etc look pale yellow and beautiful in summer.
Tr: How do they relate with human activities?
Pl: Human beings as well as creatures are much enthusiastic during summer.
Tr: Yes, of course, summer is a pleasant experience in this poem pick out the words used by the poet to indicate this?
Pl: Summer luxury/his delights/tried out with fun/rests at cease/beneath some pleasant weed.
Tr: What is your view is the poetry of earth?
Pl: The poetry of earth on compasses all the sounds sight and the warmth of the living beings.
Tr: What fact is explained through this poem?
Pl: The poet glorifies the cries of little creatures
Tr: How is the winter according to the poet?
Pl: …………. In winter there is no singing birds and there is no any busy activity of Man is sitting drowsily.
Tr: comment on the lines ‘The poetry of Earth is never dead and the poetry of

| Strategy II |
| Phase four |
| Identifying critical relationships. |

| Phase five |
| exploring relationships. |

| Phase six |
| making inferences |

| Strategy III |
| Phase seven |
| Explaining unfamiliar |
Earth is ceasing never'.

Pl: The poet glorifies the cries of the little creatures in his verse. Poetry exists everywhere and will never end. Summer is delightful with the Grasshoppers song and winter is made lively by the cricket’s music. Hence the poetry of earth never stops.

Tr: Can you explain the relationship of summer and winter seasons with human life?

Pl: Out of the two seasons the summer represents youth and winter old age.

Tr: (Students are directed to answer the following question as homework)
1. How do paddy fields, rivers, brooks and streams look in summer?
2. Would they be dry and parched?
3. How would the trees look like?
4. Would they bear flower?
5. Do the leaves of trees and plants turn yellow in summer?
6. Tr: Now you have seen the different attributes of summer and winter. You have familiarised with the sounds of the Grasshopper and the Cricket. You have to list down the sights and sounds related to the summer and winter that you came across in this poem.

<table>
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<tr>
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<td>Verifying the prediction</td>
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</table>
Appendix IV

Lesson transcript Based on Activity Oriented Method (AM) No. 1

Name of teacher : K. Rajan
Name of School : Govt. Model H SS Karunagappally & SVHSS Clappana.
Standard : IX
Subject : English
Unit : IV Glimpses of a Green Planet
Sub Unit : Make the Right Choice

Strength :
Time: 45 mts
Date:
Introduction: This unit deals with the various ecological problems and their impact on nature in general and human beings in particular.

Illustrative Aids: In addition to the text book, classroom objects such as blackboard, colour chalk, tape recorder slide projector etc.

General Aims:-
1. To enable the pupils to read English with comprehension
2. To enable them to understand English when spoken
3. To enable them to speak and write English.
4. To impress upon them the necessity of Eco-friendly life.

Specific Aim:- To enable the pupils to grasp the ideas contained in IV Unit of the textbook.

Issue Domain:-
• Lack of eco-friendly industrialization and urbanization
• Lack of scientific land-water management

Sub issue

• Contemporary environmental problems
• Issue of global warming and climates change
• Issues of sand mining and drying up of rivers
• The value of nature's glory and abundance

Learning Objectives

• To sensitise the learners on contemporary environmental issues like global warming, drying up of fresh water resources etc.
• To create an awareness of the beauty, glory and grandeur of nature through the various forms, moods, landscapes, seasonal rhythms etc.
• To develop an awareness on various language discourses like editorials, poems and other contents.
• To enable the learners attempt paragraph writing, letter to the editor, slogans reports and articles.

• To enable the learners discuss and debate on contemporary environmental issue and develop sensibility for environmental conservation.

• To develop an understanding of phrases, clauses, subordinating and coordinating conjunction, simple and complex sentences and to construct various types of sentences using these language elements as part of discourse construction.

**Previous Knowledge** – The pupils have already known some points related to the ill-effects of industrialization and urbanization.

• The pupils have already heard the problems like global warming and the destruction of natural green vegetation for the construction of dams etc.

• The pupils have read the editorial of various dailies

• The pupils have already felt the ill effects of floods and drought.

• Announcement of the lesson: Based on the previous knowledge, by asking simple questions, the teacher announces the aim of the lesson:
<table>
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<th>Learning Activities</th>
<th>Expected Response</th>
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<tr>
<td><strong>Motivation:</strong> Teacher asks the following question so as to motivate the children</td>
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<tr>
<td>Tr: Do you like pictures?</td>
<td>Pl: Yes we do</td>
</tr>
<tr>
<td>Tr: What type of pictures do you like most?</td>
<td>Pl: Colour pictures/Action pictures Etc we like most.</td>
</tr>
<tr>
<td>Tr: Have you seen cartoons?</td>
<td>Pl: Yes we have/ we have seen</td>
</tr>
<tr>
<td>Tr: Do you like cartoons?</td>
<td>Pl: Yes, we do/we do like</td>
</tr>
<tr>
<td>Tr: Why do you like cartoons?</td>
<td>Pl: :........ because cartoons are very interesting</td>
</tr>
<tr>
<td>Tr: Why do we say that cartoons are interesting?</td>
<td>Pl: .......... because they make a joke about a current event</td>
</tr>
<tr>
<td>Tr: Yes, So what kind of drawings are called cartoons?</td>
<td>Pl: Funny drawings</td>
</tr>
<tr>
<td>Tr: Yes, a cartoon is a funny drawing that makes a joke about a current event(bb)</td>
<td>Pl: Looking the blackboard and reading aloud.</td>
</tr>
</tbody>
</table>
The teacher directs the children to open their text book and read the cartoon given as unit IV on pages 107 and 108 the second part of the text book.

Tries to identify each thing in the picture. Tries to comprehend the season portrayed in it.

Tr: asks the followings questions so as to interpret the cartoon:

Where in Santa Claus sitting?  
Pl: Santa Claus is sitting on the roof top.

Why is he sitting there?  
Pl: He is sitting on the roof top because there is flood.

Is it X’mas season and winter?  
Pl: Yes it is.

How do you know?  
Pl: There is Santa Claus, an elf in the cartoon.

Do floods occur in winter?  
Pl: Floods do not normally occur in winter.

What might have prompted the cartoonist to draw such a cartoon?  
Pl: Troubles and difficulties caused by untimely floods might have prompted the cartoonist to draw such a cartoon.

(The teacher again asks some questions so as to elicit free responses from the learners).

Tr: What all things do you find in the cartoon?  
Pl: One Santa Claus, an elf, one reindeer, a notice
board, plates, barked one light house, many other utensils.

(Teacher directs the pupils to read out the cartoon individually).

(Pupils read out the cartoon individually.)

(Pupils continuous their group work for analyzing the cartoon using he questions given in the textbook.)

Where does the flood as shown in the cartoon occur? Pl: The flood untimely occurred in a form as shown in the cartoon.

What do you think as the cause of the flood Pl: We think that the cause of this irregular climate may be the increased temperature- Global warming.

What clues are there to identify the season portrayed The presence of the Santa Clauses, elf reindeer etc are the
Does the cartoon warn us of any impending danger?

Yes, of course, the cartoon warms us about the consequences of global warming and various ecological problems.
Lesson transcript Based on Activity Oriented Method (AM) No. 2

Name of teacher : K. Rajan

Name of School : Govt.model HSS Karunagappally & SVHSS

Standard : IX

Subject : English

Unit : IV Glimpses of a Green Planet

Sub Unit : Make the Right Choice (continuation.)

Date:

Time: 45 mts
Illustrative Aids: Classroom (Aids) objects such as blackboard, chalk, flannel board, Radio, Television, Tape recorder, slide projector, etc.

General Aims/Objectives:
1. To enable the pupils to read English with comprehension.
2. To enable them to speak and write English correctly.

Specific Objectives:
- To sensitize the learners on contemporary environmental issues like global warming.
- To develop an awareness on various language discourses like editorials.

Introduction: Teacher introduces the lesson through the following statements.

Nowadays people do not take care for preserving the nature, in every sense our nature is polluted. Our surroundings are dirty, air is polluted by the smoke and ashes emitted from various factories. Water also polluted by various means. Hence, not only human beings but all the living creatures on Earth are in a dangerous situation.

Activity | Expected Response
Teacher asks the following questions so as to elicit the contemporary environmental problems.

Tr: What is the climate now? Pl: Cold

Tr: In which seasons do we feel cold? Pl: During the winter

Tr: What change do we feel during the summer? Pl: We feel sweat


Tr: What is meant by hot climate? Pl: An increase in temperature of the earth

Tr: How do the temperature increase on Earth? Pl: rapidly

Tr: What would be the result of this rapid increase in the average temperature Pl: Global warming?

Tr: Do you have the habit of reading newspaper? Pl: Yes we have?

Tr: How often do you read the editorials? Pl: Every time/more often/rarely/never. Etc.
Tr: What is the importance?

Pl: That is the opinion of the Daily/That will be the subject for thought. That will point out the related problems of current affairs.

Tr: explain as follows:-

‘Make the Right Choice’ is a special Editorial published in the light of the Copenhagen summit (UN Summit on Global climate Change)

(Teacher presents a model reading with proper phrasing, pronunciation and intonation).

Then the teacher directs the children to read the Editorial silently and mark , ? ! with a pencil to keep track of their reading.

Pl: Listening carefully, this provides practice to the pupils in comprehension.

Individually the children read the Editorial, silently with maximum attention and making each sentence as , ? or !. according to their comprehension. ie
It they could understand marks?

Tr: divides them into groups of 5, 6, 7 or 8 members in a group and directs to share what they have understood. Also directing them to tick out what they found interesting or surprising in the Editorial.

The children sit in groups and sharing their experiences. They make discussions on what they have understood and what they haven’t. What they have found interesting and surprising in the editorial.

Tr: (Directs them to refer the ready reference given at the end of the editorial or the glossary given at the end of the Reader if they haven’t understand the words or expressions.)

Children make use of the ready reference and glossary given in the Reader for more details and understanding regarding the meanings and expressions come in the editorial.

Tr: (Encourages to raise their doubt if a group cannot understand and certain area.)

(If no group can clarify the doubt raised the teacher scaffolds them by asking simple questions.)

If a group can’t understand a certain area that group raises their doubt before other groups.

The same groups doubt megaphone to other groups.
for Example

If a group raises a doubt about Copenhagen Summit, teacher asks the following questions.

Tr: Have you heard of world summit? Pl: Yes, We have/ No we haven’t

Tr: What are the major issues discussed in the world summits? Pl: Major global issues which need public opinion and attention.

Tr: When was the Copenhagen summit was held? Pl: December 2009

Tr: What was the agenda for Copenhagen Summit? Pl: To solve the problem of global warming.

Tr: (Provides the learners with mere information as follows.)

Do you want to know any other summit related to environmental issues? Pl: Yes, we want.

“Ramsar Convention 1979 at Ramsar. Iran was convened to preserve wet lands across the world. India also signed in this convention. Rio- de -
Janieiro Summit in 1992 was an international Earth Summit Kyoto Protoed in 1997 signed in Kyoto, Japan agreed to lesson automobile and Industrial Emotions (BB) summary and copying in their note books.

After clarifying the difficult areas the pupils are asked to make use of the check list for assessment of their reading (given on page NO. 110 of the readers and arrived at decision.

Pl: Make use of the checklist given on page 110 of the readers and arrived at decision.

Then the teacher directs the learners to identify words to be recorded in the personal word list boxes given along with the editorial.

Pl: Write down the words and their meanings and use in sentences of their own.

Then the children are asked to attempt the scaffolding questions, individually at first and then share it in groups.

Tr: Para I 1) To which issue has the worlds response been feeble and half hearted?

Pl: To the issues related to environment

Pl: To the issues of global warming
2) Do you think the Copenhagen Summit was effective in resolving the crisis of global warming If so why?

Pl: The Summit was a huge success as it could create awareness about carbon emission and climate change among the situation of the world.

- To issues related to the survival of all living being.

- Pl: The Summit succeeded in bringing the leaders of different nations together to discuss the measures to prevent catastrophes of the global warming.

- Pl: It was a failure as it couldn’t prompt leaders to properly implement the decision taken collectively in the Summit to stop the carbon menace.

(Teacher directs them to keep the track marking as follows.)

Pl: following the direction of the teacher by making each
for I understand this

?.... I don’t understand this

!..... It is interesting or surprising ideas.

Para III. 3) What do you understand by shopping eating and travelling mere intelligently?

we are not intelligent enough to understand the nature of climate change due to carbon emission.

Pl: Our life style needs to be changed

Pl: we have to resort to renewable sources of fuels for our energy production.

Pl: We have to shift to a low carbon society.

What is collective salvation and how can it be achieved?

Collective salvation refers to saving the environment on a global scale by bringing together efforts from various parts/regions into a synchronized attempt at conservation.
Pl: Climate change affects everyone and must be solved by everyone. We can hope to have collective salvation only by collective efforts.

Pl: Only collaborative efforts can eliminate the carbon menace.

Pl: Climate change is a problem that is challenging the knowledge and wisdom of human kind. Hence something has to be done to manage our scarce natural resources.

Tr: When was the Editorial written, before or after the summit? Give reasons for your answer.

Pl: It was written before the summit

Pl: In the second paragraph the editorial exhorts the delegates attending the summit to act in accordance with the call of the time. In the last paragraph too, the editorial
urges the politicians gathered in Copenhagen to pursue the spirit followed by the media in this regard.
Lesson transcript Based on Activity Oriented Method No. 3

Name of teacher : K. Rajan

Name of School : Govt. Model H SS Karunagappally & SVHSS Clappana

Standard : IX

Subject : English

Unit : IV Glimpses of a Green Planet

Sub Unit : Make the Right choice (continuation)

Date:

Time: 45 mts
Issue domain: Lack of eco friendly industrialisation and urbanisation

Sub issue: Contemporary environmental problems

: Issue of global warming and climate change

Previous knowledge: Children got primary level awareness from editorial which they discussed in the previous class.

Motivation: Teacher asks simple global questions related to the contemporary environmental problems so as to kindle this curiosity among the pupils.

Introduction: Yesterday the studied various environmental problem which menace human life today we are trying to find out remedies for such menace.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Expected Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative strategy</td>
<td>Children going through the questions given in activity on page 112 and predicts the beginning, middle and end of an editorial,</td>
</tr>
</tbody>
</table>
activity 1 on page 112 of the Reader and directs them to predict what they expect at the beginning, middle and end of the editorial. After the predictions directs them to find out whether their findings are right by reading the editorial. Then children are asked to note down the answers for activities (a) to (f) through the full being process.

<table>
<thead>
<tr>
<th>Module 2- Activity I</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher asks the learners to go through each set of questions (a,b,c) one after another and read the para (1) focusing on the manner in which the editorial opens, its theme and its organization. After the reading the pupils are asked to write the answers to the question quoting sufficient evidence from the textbook, they are allowed to do individually at first and share them</td>
</tr>
</tbody>
</table>

Pl: The editorial begins with a collective decision to have a common editorial for 56 newspapers across 45 countries.

| they try to predict, after the prediction they verifying by reading the editorial. Thereafter writing the answers for activities (a) to (f) |

| \( \) | \( \) |
in groups later, as follows.

<table>
<thead>
<tr>
<th>Activity I- Analysis of the editorial</th>
<th>Pl: Such a beginning is not possible for regular editorials in dailies as they deal with various topics with multiple perspectives. The first paragraph is entirely devoted to explaining the reason for the special editorial.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) How does the editorial begin</td>
<td>Pl: The editorial is about global warming and its consequences due to excessive carbon emission. It also focuses on the need for a collaborative effort to achieve collective salvation.</td>
</tr>
<tr>
<td>Is such a beginning common for editorials in dailies? It not why? How many sentences are there in the text explaining the reason for the special editorial?</td>
<td>The third and fourth sentences in the first paragraph give us clear clues about the purpose of the editorial.</td>
</tr>
<tr>
<td>b) What is the editorial about?</td>
<td></td>
</tr>
<tr>
<td>Which are the sentences that give you clear clues? Pick out the sentences which are would you call the topic sentence of the editorial?</td>
<td></td>
</tr>
<tr>
<td>c) Topic sentence in an editorial states the necessity and</td>
<td></td>
</tr>
<tr>
<td>Pl: copying the sentences orally and written</td>
<td></td>
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</tbody>
</table>
emergency of the problem before us (bb)

Tr: What is the first paragraph about? Are there references to the effects of climate change? Quote relevant sentences.

Pl: The purpose, need and reason for writing the editorial is stated in the first paragraph. Sentences like the article ice cap is melting and the last year’s inflamed oil and food prices....’ are apparent evidences of the effects of climate change. The first paragraph.

d) What does the second paragraph deal with? Does it have a persuasive tone? Support your answer by listing words/phrases from the paragraph showing persuasion. Pick out the sentences describing the ill–effects of climate change in paragraph (2).

d) The second paragraph deal with how climates change affects everyone and must be managed by everyone. Phrases like ‘not to hesitate’ ‘not to full into dispute’ ‘not to blame each other’ etc. Certainly have a persuasive tone. Quote the sentence beginning with or even a small increase.

e) Directs the children to read the 3rd paragraph and attempt the question.

paragraph 3, a common subject is used for many

e) According to the editorial the moon mission and atomic researches were the result of conflicts and competition between nations.
sentences. what is it? What does the editorial focus on in this paragraph? Is there a sarcastic statement towards the end of the paragraph? Quote the sentence.

<table>
<thead>
<tr>
<th>Tr: directs the children to focus on the last paragraph of the editorial and answer the question given as item (f) paragraph four is about certain opposites and the need to choose one from each pair. what are they? Does the paragraph also provide a model for the politicians to follow? What is that model? How is the editorial concluded</th>
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<tbody>
<tr>
<td>Pl: The triumph of optimism over pessimism and the triumph of vision over short sightedness. The editorial implores the leaders of the nations to rise up to the challenge and make the right choice. The brave attempt of 56 newspapers in penning a common editorial highlights the power of unity. This unity needs to be communicated by the politicians of the world for harbouring global harmony.</td>
</tr>
</tbody>
</table>
Lesson transcript Based on Activity Oriented Method No. 4

Name of teacher : K. RAJAN                      Strength : 45 students

Name of School :                          Date

Standard : IX                          Duration: 45 mts.

Subject : English

Unit : IV Glimpses of a Green Planet

Sub Unit : Make the Right Choice (Continuation)

Objectives : To sensitize the learner different features of a formal letter

: To make the learners understand various steps to write a format

: To sensitize the learner the need of letters. letter in English

: To sensitize the learners to the editor what slogans are
To make them understand various features of slogans.

**Previously knowledge:** Children have acquainted with various types of letters in the previous classes.

**Motivation:** teacher exhibits various type of letters written in English and asks simple question so as to kindle the curiosity.

**Introduction:** Now you have found various types of letters. See certain steps are provided in writing formal letters, we are going to study them.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Expected Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tr: Directs the learners to read Anupam’s letter given in the Reader on Page 114. Then asks the following question to sensitive them on the features of a formal letters.</td>
<td>Children go through Anupam’s letter on page 114 of the Reader</td>
</tr>
</tbody>
</table>

Answer the following question with reference to the given letter

1. Who writes the letter and from where?  
   1. Anupam writes from Bangalore
2. Where has the sender put his name?

2. Sender put his name at the a left bottom part

3. Who is the letter addressed to where is this address written?

3. The letter addressed to the editor of the Hindu

4. How does the sender great the receiver?

4. The sender greats the receiver ‘Sir’

5. How is the letter begun?

5. The letter has begun with a greeting sentence

6. Is the content of the letter short and to the point?

6. Yes, it is.

7. Can we have more than one paragraph in the letter?

7. One paragraph is better

8. How does the sender concludes the letter?

8. The conclude with a remedial suggestion against the consumption of excess energy.

9. Is the ending appropriate?

9. Yes, of course.

10. Does the sender make use of appropriate leave-taking words such as yours faithfully/ yours truly?

10. No, he does not.

11. Has the sender put his/her name and signature in then

11. He has put the name not signature.
proper place.

Tr: Directs the learners to discuss in groups and elicit responses from the group and consolidate by listing them on the (bb)

Tr: explains as follows letters to the editor are written to newspapers in response to an issue or news highlighted by them.

Then the children are asked to think about writing a letter to the editor of the newspaper which based on a make the right choice’ and write down their responses to the editorials’ advice to change our life style.

Steps to write a formal letter in English (bb)

• Try to make it as simple and clear as possible
• Do not frame long letters
• Keep away from using informal language.

Pl: Write down the letter with keeping the following steps.

• Individual attempt
• Sharing in groups
• Re-finding in groups
• Presentation by the groups
• Editing

After the individual writing learners assess their product using self assessment indicators of the letter given on page 115 of the Reader.
Address

1. Your address

The address of the sender may be placed either on the top right or bottom left of the letter.

2. The address of the person whom you are sending is written on the left below your address on their right.

Date: Date is usually written following the sender's address.

‘From and To’ can either be retained or dropped. No comma (’,’) is used after ‘From and To’.

salutation or greeting: Comma may be or may not be used after greeting.

Tr: Some examples of salutation with commas are shown

PI: Copying the (bb) summary
below.

1. Dear Sir or Madam,

2. Dear Mr: Joseph,

3. Sir

4. Respected Sir, (bb) Pl: Copying the (bb) summary

Tr: Ending the letter Children read out the bb summary

1. Yours faithfully: If you do not know the name of the person end the letter this way.

2. Yours sincerely: If you know the name of the persons end the letter this way.

3. Yours truly: If you are writing to the editor: end the letter this way. You may also end the letter without using any of the above complementary conclusions.
Content of a formal letter

- Tr: The first paragraph should be short and must state the purpose of the letter to make an enquiry, complain for request something appreciate etc.

- The paragraph or paragraphs in the middle of the letter should contain relevant information regarding the writing of the letter.

- Most of the formal letters in English are not very long. So
keep the information to the essential and concentrate on organizing it in a clear and logical manner rather than expending it too much.

• The last paragraph of a formal letter should state what action you expect the recipient to take to refund send you information, to take necessary steps etc. (bb)

Pl: read out the bb summary and then copying in their note books.
Activity 3 Slogan Writing

Teacher presents some of the world famous slogans in the class

- Liberty, equality and fraternity (French Revolution 1789)
- Do or Die (M.K. Gandhi during the freedom struggle)
- No taxation without Representation (coined by Rev. Jonathan Mayhew in 1750 in Bostan. Used by British economists in USA from 1763-1776).
- Each one, plant one (Ente Maram Programme)
- Each one teach one (Literacy Mission)
- We two our two (Family planning) (bb)
Pi: Reads the slogans and copying

Tr: Asks the following questions to sensitise the features of slogans

1. Are the slogan short or lengthy?  
   Pi: They are short, not lengthy

2. Do they make use of many works?  
   Pi: No, they do not

3. Do they have structural words (am, are, is, was, were)  
   Pi: NO, they don’t have

4. Are they apt and meaningful to the situation?  
   Pi: Yes, they are
5. Do they have any musical quality? (rhythm)

Pl: Yes they have

Pl: consolidate: slogans are brief clear and crisp, rhythmic and meaningful and suitable to particular contexts.

Tr: Slogan are short and easily remembered phrases used by people to express their findings and opinions on a particular issue” (bb)

Then the learners are asked to write five catchy slogans on perfecting the earth from global warming.

Tr: Directs them to do the work individually at first and then share in groups and then to assess their products using the self assessment indicators of slogan writing given on page 115 of the

Pl: Reads aloud and copying the (bb) summary

Pl: Same trees, same Earth

Good earth, Green Earth

Love Earth, Live long

Clean Earth, Green Earth

Pollution brings Extinction
Reader.
same water, same Earth.

Tr: Directs the learners to list down the instances of climate change they have read or observed and allows to do either group activity or peer activity and to share with others.

Pl: Scarcity of water
Unseasonal rains
Intense heat
Prolonged seasons
Foggy weather Etc.
Lesson Plan  based on Activity Oriented Method  No. 5

Name of teacher  : K. Rajan

Standard      : IX

Subject       : English

Unit           : IV Glimpses of a Green Planet

Sub Unit       : Make the Right Choice (Continuation)

Date:

Time: 45 mts

Objectives  :-

1. To Develop an understanding of the words beginning with prefix ‘fore’

2. To develop un understanding of words built by adding both prefixes and suffixes to root words.
3. To enable the learners to use certain phrases in sentences of their own, ie, kick around, kick up a fuss, etc.

4. To enable the learners to cite examples for the pairs of homophones

5. To enable the learners to brainstorm the synonyms for the word ‘implore’.

6. To enable the learners to find out antonyms of the words highlighted.

7. To enable the learners to identify the meaning and usage of the phrases by referring the text book.

**Previous knowledge**: Children have already know some suffixes, prefixes phrases synonyms antonyms and homophones.

**Motivation**: Teacher presents one or two words with suffixes and suffixes to illustrate the change took place their meanings when the prefixes and suffixes added.

**Introduction**: Since we came across a numbers of new words, phrases and usages in this lesson it would be interesting to analyse each of them by adding the prefixes and suffixes, symanyms and antamyns phoneme- etc.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Expected Responses</th>
</tr>
</thead>
</table>


Activity -1 Teacher asks the learners to collect as many words beginning with the prefix ‘fore’ as possible with the help of a dictionary. Pl: found out as follows forefoot, forefinger, forearm, forehand, forehead, foregone, foreground, forefather, forecaster, foreword, foresight, forecastle, forecourt etc.

Activity -2. Tr. directs the learners to read the list of words given and find out the root words from them. Then the teacher suggests them to note down the prefix and the suffix of these root words and also find out. What change happens in meaning when they prefixes and suffixes are added to the root word.

Pl: Prefix    Root    Suffix
em - Power - ment
un - forget able
re think able
en vision ing
re use able
dis continue ous
un recognise able

Activity – 3
Tr. Tells: Kicking our carbon habit’ means To stop doing something that is harmful.

Tr: asks the children to find out other idiomatic expressions using the word kick with the help of a dictionary. Then directs them to find out their meaning and use them in sentences of their own.

Pl: 1) Kick around: - to be in a place doing things but without any firm plans. eg. He kicked around the four for a few months.

2) Kick up fuss: to explain loudly about something. eg. Reshma kicked p a tremendous fuss about having to wait for long at the library.

3) Kick up your heels: To do things that you enjoy. eg. After the exams are kicked up the heels and had a really good party.

4) Kick off: to start something eg. What time does the match kick off?

5) Kick some body around to treat somebody in a rough or unfair way. eg. I have my pride, you know. They can’t kick me around.
**Activity – 4**

The learners are asked to read the definition and example of homophones given in page 117 of the Reader, then to recollect or collect five pairs of homophones. Then the children are directed to discuss the differences in their meaning and use them in sentences of their own.

**Activity-5**

Tr: Directs the learners to find out synonyms for the word ‘implore’ with the help a dictionary- brainstorming.

**Pl:**

1) read – reed
   - Read the newspaper in the morning. The gardener was clearing the reeds from the fence.

2) Prey- Pray
   - We pray to God for the well being of others
   - The tiger usually preys on small animals

3) I- eye
   - I am the only daughter of my father. We should have the eye to enjoy the beautiful sights of the earth.

4) right – write
   - Our school is situated to the right side of the main road. Write a few pages on any subjects regularly you can become a good writer.
The sight for the new hospital is two miles away from the town.

Looking at the sun for a long time without naked eyes may cause problems for our sights.

6. hair – hare
7. fare – fair
8. bear – bare

Pl. entreat, beseech, request, beg, ask earnestly, pray, etc.

Activity – 6

Pl: 1. The process is simple enough to be followed.

Tr: asks the learners to read through the sentences. then they are 2. You may disagree on how it is being done
directed to find out antonyms of the word highlighted. Children are again asked to use the antonyms in sentences of their own.

**Activity 7**

The learners are asked to identify the meaning and usage of the phrases given by referring to the text. Then they are directed to use these phrases in sentences of their own with the help of a dictionary.

3. The world has been divided on the issue of using fossil fuels

4. The piolet stood indecisive when the plane was hijacked.

Pl: a) Sensible people all over the world have been clamouring with one voice to kick our carbon habit.

b) We will have to take immediate steps to curtail our energy consumption.

c) The era of prosperity and security is drawing to a close and we are forced to face the threat of climate change.

d) We have to shape a new strategy to forestall the future havoc.

e) We have to make the right choice among the various career options available to us.
Lesson Transcript Based on Activity Oriented Method AM No. 6

Name of Teacher

Name of Teacher : K. Rajan

Strength :

Name of School

Date :

Standard : IX

Duration : 45 mts

Subject : English

Limit : IV Glimpses of a Green Planet

Sub Unit : Make the Right Choice (Continuation)

Content Analysis : Use of ‘unless’, as subordinate conjunction.
Use of unless to make prediction

Have to for starting ones obligation

Need to for expressing obligation

Aims & Objectives : To develop an understanding of phases, classes, subordinating and co-ordinating conjunctions, Simple and example sentences and to construct various of sentences using these language elements as part of discourse construction.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Expected Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tr. Presentation : Today we are going to familiarize the subordinate conjunction ‘Unless’</td>
<td>Pl: Unless we take a decisive action, our prosperity and security will be lost unless a decisive action is taken our properly and security will be lost.</td>
</tr>
<tr>
<td>Then the teacher directs the children to read the meaning and usage of the ‘unless’ given in the text on page 128.</td>
<td>Pl: Unless we check ice cap melt, food prices will rise.</td>
</tr>
<tr>
<td>They are also directed to examine the quoted from text and</td>
<td>Pl: Unless the ice cap melt is checked, food prices will rise.</td>
</tr>
</tbody>
</table>

understand how the sentence is combined by using ‘unless’

Then directs them to split the sentence into two sentences.

Again asks them to combine the sentences in the columns using ‘unless’

Tr. Presentation

Let’s use ‘unless’ for making predictions ie:- Unless is used to say something that will happen if something else does not happen.

The prediction part of the sentence that will happen if something else does not happen.

The prediction part of the sentence usually takes modal auxiliaries like ‘may’ and ‘can’

(The pupils are directed to complete the activity).

<table>
<thead>
<tr>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unless we limit temperature rise, farm lands will become deserts.</td>
</tr>
<tr>
<td>Unless temperature raise is limited farm lands will become deserts.</td>
</tr>
<tr>
<td>Unless the global warming is prevented nation will be drowned.</td>
</tr>
<tr>
<td>Unless the energy is saved energy crisis will be faced.</td>
</tr>
<tr>
<td>Unless we change our life style. It will destroy the planet.</td>
</tr>
<tr>
<td>Unless our life styles are changed, the planet will be destroyed</td>
</tr>
</tbody>
</table>
Tr. We use ‘have to’ for stating one’s deligation ie:- Something that we must do.

The pupils are asked to say
What all they have to do in each of the situations given.

They are directed to share their ideas in groups.

One learner is advised to note down all the prints raised in a group.

Thereafter they are directed to sequence what they have said using link words like firstly, then, etc.

Then the learners are directed to do the following situations as home work.

3. To conduct a film show

4. To organize a campaign for protecting the environment.

Tr. Presentation ‘need to’

Pl: Unless we kick our carbon habit is tricked the climate change will be continued.

Pl: 1) Unless we check the demission of poisons gases death and disease rate will increase.

2. Unless we work together our security will be lost.

3. Unless the countries to combat global warming the planet will die.

4. Unless we take timely action, natural calamities may destroy us.

Pl: Unless we clamour loud, the world will not listen.

Unless the world cares, all species may perish.

Unless we take immediate preventive measures, the earth will die.

Pl. 1. To resume a railway ticket first of all I have to go to
We use ‘need to’ for expressing obligation. Tr. direct them to read and understand the usage of ‘need to’ from the text, and replace have to in the passage.

Again the learners are asked to select any one of the situations given in activity 3 and make necessary changes to it.

2. To organize a four programme.

Pl: First I have to assess the number of persons who would like to go on a tour. Secondary I have to know which is the right time to visit that plane. Then I have to arrange the mode of conveyance.

Next I have to make adequate arrangements for food and lodging.

Pl : Reading individually (Silent reading)

1. We need to change our life style.
2. We need to shop cat and travel more intelligently.
3. We need to pay more for our energy and use less of it.

To Reserve a Railway Ticket

the railway station. Them, I have to get a reservation form and fill it up. Next I have to queue up. After that, as my turn comes, I have to pay for the ticket and get it reserved.
Pl: First of all I need to go to the Railway station. Then, I need to get a reservation form and fill it up. Next I need to stand in queue. After that as my turn comes I need to pay for the ticket and get it reserved.
Lesson Transcript Based on Activity Oriented Method No. 7

Name of Teacher : K. Rajan

Strength : 45 Pupils

Name of School

Date : 

Standard : IX

Duration : 45 mts

Subject : English

Unit : IV Glimpses of a Green Planet

Sub Unit : Make the Right Choice

Content Analysis : Usage of adjuct : for distinguishing or differentiating
elucidate the proper function of an adjunct

reinforcing the use of adjusts

identity and correct punctuation errors

Aims & Objectives : To develop an understanding of phases, classes, subordinating and co-ordinating conjunctions,

Simple and example sentences and to construct various of sentences using these language Elements as part of discourse construction.

Previous Knowledge : Learners have already used the adjuncts in the previous classes.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Expected Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tr. directs the learners to read the passage given carefully and examine the highlighted words given in page 130 of the reader. Then the learners are asked to discuss the features of these words using the discussion question given and elicits the responses from the group and consolidates.</td>
<td>Pl: The words add to the meaning of the sentences. Pl: ‘Fast’ adds to the meaning of the rest of the sentence. Pl: The car was moving fast, fast indicates that the car was moving quickly. It modifies the verbal was moving verb move. Similarly or suddenly adds to the meaning of the verb stopped ‘Alarmed’ says that the Passangers, as they wake</td>
</tr>
</tbody>
</table>
Fr. How do these words add to the meaning of the sentences?

Tr. What function do these words have in each sentence?

Tr. Are these words different from ‘complement’ which we discussed in the previous unit? If so in what way are they different?

Tr. As there a significant change in the meaning to these sentences if these words are removed?

Tr. Let’s sum up

The words ‘fast’ suddenly alarmed and ‘in fear’ are different from ‘complements’ They are not essential to complete the meaning to the sentence.

They add to the meaning of the sentences in different ways.

These words are mostly Adverbials

Even if we remove these words you get a complete sentence.

up, were alarmed. In fear tell us that they were frightened when they looked out.

Pl: 3. These are not ‘complement’ complements are words which complete the sense of a sentence. They are quite essential to complete the meaning of a sentence. Eg. ‘He is’ an incomplete sentence, whereas ‘He is generous is complete. But all the above said words are not essential to complete the sentences.

Pl: 4) Even if we take them away we cannot say that the resultant sentences are incomplete.

Pl: Even if we take this away, we cannot say, that the resultant sentences are incomplete.:

The car was moving

The car stopped

The passengers woke up
These words are called adjusts

Tr. The words coming after the verbs in these sentences are not quite essential to complete the sentences. Though not essential, they are integrated, to a certain extent within the structure of the clause. The words function mostly as adverbs/adverbials.

Such words are called ‘Adjusts’ may be adverbials, prepositional phrases or Adjunct clauses.

Tr. (directs the learners to identify the adjuncts in the passage given below).

<table>
<thead>
<tr>
<th>These words are called adjusts</th>
<th>They looked out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tr. The words coming after the verbs in these sentences are not</td>
<td>Pl: 1. Ram was studying as well as he could</td>
</tr>
<tr>
<td>quite essential to complete the sentences. Though not essential,</td>
<td>Adverb phases.</td>
</tr>
<tr>
<td>they are integrated, to a certain extent within the structure of</td>
<td>2. Ram was studying last month (nounphrase</td>
</tr>
<tr>
<td>the clause. The words function mostly as adverbs/adverbials.</td>
<td>acting as an adverb of time)</td>
</tr>
<tr>
<td>Such words are called ‘Adjusts’ may be adverbials, prepositional</td>
<td>3. Ram was studying with great enthusiasm</td>
</tr>
<tr>
<td>phases or Adjunct clauses.</td>
<td>(Prepositional Phrase)</td>
</tr>
<tr>
<td>Tr. (directs the learners to identify the adjuncts in the passage</td>
<td>4. Ram was studying although he was very poor.</td>
</tr>
<tr>
<td>given below).</td>
<td>(verb clause)</td>
</tr>
<tr>
<td>We met once in a week</td>
<td>5. Ram was studying hard to get a first</td>
</tr>
<tr>
<td>We often sit on the park bench</td>
<td>clause (Infinitive)</td>
</tr>
<tr>
<td>But this did not happen last week</td>
<td>6. Hoping to encourage Ram, his teachers</td>
</tr>
<tr>
<td>We sat in a Restaurant comfortably</td>
<td>supported him (participate)</td>
</tr>
<tr>
<td>They looked out</td>
<td>7. Urged by his parents, Ram worked hard</td>
</tr>
<tr>
<td>Pl: 1. Ram was studying as well as he could Adverb phases.</td>
<td>(ed participle)</td>
</tr>
<tr>
<td>2. Ram was studying last month (nounphrase acting as an adverb of</td>
<td>8. Unaware of their hardships, Ram was</td>
</tr>
<tr>
<td>time)</td>
<td>studying (a verb less clause)</td>
</tr>
</tbody>
</table>
We have been meeting like this for a year.

Again the learners are requested to frame question to get the adjusts as answers using How often? Where? When? How long………

**Activity 7**

Tr. Pick out the adjusts in the sentences below

1. She laughed quietly
2. He searched in vain for the passport
3. He came yesterday
4. He speaks effortlessly

Activity 8 The learners are asked to identify and correct morphological errors.

Tr. The following is written by Aswin, a boy of class IX. There are a few errors in the passage. Edit it.

(Pl Frame answers as follows. )

How often do you meet?

Where do you sit when you meet?

But when did it happen?

Where did you sit comfortably

How long did you sit in the Restaurant?

How long have you been meeting like this?

Pl: Explain :- The adjusts do not always lend themselves to be sure answers to some questions. Multiple questions are also possible to arrive at these answers.

Pl: (1) Quietly (2) in vain (3) Yesterday (4) effortlessly

Pl: Identify and correct the morphological errors as follows.

Environmental issues are very disturbing to me. People exploit mother Earth cruelly How can we live unless the
Environment issues is very disturb to me. People exploit moths Earth cruel. How can we live unless the Earth on which we live is protect. All our river are sand led now. Our forests are hunt grounds to illegal felling of trees. Our hills are eaten up mercilessly by the machine, the earth mover. Paddy fields are converted to housing plots. Trees and vegetation in the homesteads have been cleared up cool for constructing big houses. Even the grass on the soil is destroyed happily by concreting the courtyards. Can we live long like this?

earth on which we live is protected? All the rivers are sand beds now. Our forests are hunting grounds for illegal felling of trees. Our hills are eaten up mercilessly by the machine monster, the earth mover. Paddy fields are shamelessly converted to housing plots. Trees and vegetation in the homesteads have been cleared up coolly for constructing big houses. Even the grass on the soil is destroyed happily by concreting the courtyards. Can we live long like this?
Lesson Transcript Based on Activity Oriented Method AM No. 8

Name of Teacher

Name of Teacher    : K. Rajan
Strength
Name of School
Date
Standard    : IX
Duration    : 45 mts
Subject    : English
Limit    : IV Glimpses of a Green Planet
Sub Unit    : Memories of a Dying River

Content Analysis    : M.T. Vasudevan Nair (Madathil Thekkepaattu Vasudevan Nair)
A renowned Indian author, screen play writer and film maker

Born on 15 July 1933 in Kudallur, Palakkad dist

This lesson is an article on Barathapuzha

The world is facing a lot of threats to the environment.

Once Bharatappuzha once was the life lime for the People.

Environments changes affected Bharappuzha or Nila

Main threats of the river- sand mining, earth moving filling up of Paddy fields Etc.

Objectives     :  1. To sensitize the learners on contemporary issues like global warming drying up of fresh water resources etc.

2. To create an awareness of the beauty, glory and grandeurs of nature.

3. To enable the learners discuss and debate on contemporary environmental issues and develop sensibility for environmental conservation.

Previous knowledge : The learners have already studied certain environmental problems such as Global warming, unscientific sand water management in the previous lesson make the Right choice.
Introduction: Memories of a Dying River is an Article on Bharathapuzha by Sri M.T. Vasudevan Nair. He is a renowned Indian author, screen play writer and film maker. He was born on July 15, 1933 in Kudlallur Village in Palakkad District. Once Gandhiji Said “The Earth is enough to satisfy everyman’s need but not for every man’s greed. Bharatapuzha, one was a lifeline for the people of our state. The author has attempted to a dirge in prose and looks at dismay at the appalling situation in to which the river has fallen in modern days.

<table>
<thead>
<tr>
<th>Activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Link talk</td>
<td>Pl: We feel a lot of environmental problems eg: irregular rainfall, drought flood indiscriminate use of pesticides.</td>
</tr>
<tr>
<td>Tr.  We have read in the lesson ‘Make the Right Choice’ that today the world is facing a lot of threats to the environment. Global warming is just one among them. Can you think of other grave issues which affect the environment? Then elicits free responses from the class. The learners are asked to say the environmental changes they notice in their locality.</td>
<td>Pl: Sand mining, earth moving, filling up of paddy fields. Etc.</td>
</tr>
<tr>
<td>Tr.  What are the consequence of those activities?</td>
<td>Pl: Difficulty for living being to live on earth.</td>
</tr>
<tr>
<td></td>
<td>Pl: Global warming, flood, drought etc.</td>
</tr>
<tr>
<td></td>
<td>Pl. We will react against such things, will do our best things to sensitisate them people those who are engaged in such things.</td>
</tr>
<tr>
<td>Tr. How do they affect the climate?</td>
<td>technology and looks up with fear as to what the fate of the river would be?</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tr. How will you react when you see such instances of environmental destruction</td>
<td>The poet chose this topic because of this prophetic vision regarding the unhappy consequences of technological progress. Besides, unlike the romantic poet, Edasseri was more realistic and therefore he was more concerned with real socio-culture than those imaginary ones.</td>
</tr>
<tr>
<td>Tr. In this article you will read how a writes reacts to the environmental distractions happening in a river bed which had once fostered his childhood dreams. Do you know who the author is? It is none other than M.T. Vasudevan Nair.</td>
<td>Pl: The poet was apprehensive about the plight of the river at the expense of advancement in technology.</td>
</tr>
<tr>
<td>Tr. Then the learners are asked to read the first and second paragraphs of the article individually and silently and directs them to find out answers for the scaffolding question 1 and 2.</td>
<td>He wondered if it would be reduced to the condition of a mere gutter.</td>
</tr>
<tr>
<td><strong>Scaffolding Question</strong></td>
<td>Pl: The poets prime concern was the lose of the river’s serenity.</td>
</tr>
<tr>
<td>1. Poets in olden day used to write about rivers valleys, maintains and forests. But Edasseri has written a poem about a bridge too. Comment on this choice.</td>
<td>He feared it would end up as a mere drain in future.</td>
</tr>
<tr>
<td>2. What was the fear that lurked in the poets heart?</td>
<td>Learners do it as home work.</td>
</tr>
</tbody>
</table>
Tr. Directs the learners to read the remaining part of the article on their own at home and also asked to write the answers of scaffolding questions individually.

Later the learners are divided in the class as groups as 5-6 in each group and directed to share what they have understood from their reading and what they have written.

They make refinement in group work

(Students make refinement in group work.)
Lesson Transcript Based on Activity Oriented Method No. 9

Name of Teacher : K. Rajan

Strength :

Name of School :

Date :

Standard : IX

Duration : 45 mts

Subject : English

Limit : IV Glimpses of a Green Planet

Sub Unit : Memories of a Dying River

Content Analysis : The present Pathetic state of River Bhatapuzha/Nila

Bharatapuzha once considered as the Ganges of the South

Kerala Kalamandalam on the bank of Bharatapuzha

Various state of the river driving mansoon

Once Bharatapuzha for drinking water, bathing and transportation
Present Bharatapuzha is a barren piece of land.

Once bed of Nila witnessed mamankam whereas now witnesses the feeling fight for exploitation of the poet the river breathing her last. Content Edasseri and Kuttipuram Palam

Learning Objectives: To enable the learners discuss and debate on contemporary environmental issues and develop sensibility for environmental conservation.

**Instructional Objectives**

**Previous Knowledge**: Children have already learnt something regarding the environmental problem and the pathetic condition of River Nila in the previous class.

**Introduction**: Since the learners have read the remaining paragraphs of the article at home they have to share their finding among their friends. Hence you are divided into groups consists of 5-6 members in each group. And directed to make a detailed discussion on the portion which have read at home.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Expected Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scaffolding questions (3)</strong></td>
<td>3) The sad plight of the river with ruthless sand mining was something the poet could never foresee.</td>
</tr>
<tr>
<td>Tr. What is it that the poet could not foresee about the river?</td>
<td></td>
</tr>
</tbody>
</table>
What does it mean when he says, Nila is the cultural lifetime of Malabar?

Do you generally associate ‘hissing’ and roaring with a river?

What pictures do these words evoke

Tr. Find some instances of the close association to the river with the day to day life of the people who have near it?

Tr. How are the trucks carrying sand and the tracks bringing Battle fought on the banks of Nila them and now are different. What are some of the differences?

Tr. Is the river breathing her last? What is the evidence of it in the text?

Tr. (Model Reading) reads the poem Kuttipuram Paalam and directs the learners to note and how it is related to the article by M.T. Vasudevan Nair.

Tr. Divides the class in to different groups consisting of 4-5 members each.

The sight to the long queues with coloured pots to fetch water was never thought of by the poet.

The dwindling of the perennial river to its present pathetic state was never in the wildest to the poets dreams.

It has always been a perennial source of inspiration for writers.

Considered as the Gangas of the South.

Kerala Kalamandalam flourished on its banks.

Pl : These are words usually associated with animals (hissing snakes roaring lions)

The furious state of the river during monsoons and floods evoked in these words.

Pl: Instances of

- Farming by enterprising peasants
- Collecting water for drinking purposes
Providing photocopies of the poem Kuttipuram Paalam to the groups.

The learners are asked to read and evaluate whether the fear expressed by the poet is reflected in the article written by M.T. Vasudevan Nair.

- Bathing in the river by family members.
- Transportation of agricultural merchandise

Pl: (7) Trucks carrying sand leave the river bed a barren piece of land. Changes in the river bed lead people to go in search of drinking water and this forces them to take the help of trucks to bring them water.

In both these cases, trucks are the major mode of transport in one instance, they kill the natural resource and in the other, they give assurance to thirsty souls.

Pl: The battles fought on the river bed of Nila in elder day were for ascertaining the supremacy of a ruler. The battles that are fought now are the ones to establish territorial rights people fight with one another to exploit the river bed.

Mamankam was a sport fought once in twelve years to show of the superiority of the Zomorin ruler. Now the battle is only to exploit the sand in the river bed.
Each group reads out their write up before the class.

Teachers present a model reading.

Pl: The writer feels that the river is breathing her last. Instead of the following waters bordered with lush green canopy, the river bed now is filled with innumerable pits from which sand has been taken away.

- You can never get its panoramic view.
- The water level under the river……any water in them
- Roads have been cut to plunder sand.
- The bushes on the mounds ……woods in many places.

Pl: Listen to the reading of the teacher.

- Learners read the poem carefully and one member from each group presents their group findings before the class.
Lesson Transcript Based on Activity Oriented Method No. 10

Name of Teacher : K. Rajan
Strength : 45 Pupils
Name of School :
Date :
Standard : IX
Duration : 45 mts
Subject : English
Limit : IV Glimpses of a Green Planet
Sub Unit : Memories of a Dying Rivers

Content Analysis : Major rivers in Kerala

Major towns associated with major rivers in Kerala
Spots/ritual/festival associated with major rivers in Kerala.
Rivers which serve as tourist spots
Majority of the plants and animals which can be seen in those water bodies the inhabitants of river banks.

Rivers and Ecological crisis: Major threats or problems faced by the rivers.

Songs and stories related to rivers

Objectives:
To enable the learners discuss and debate on contemporary environmental issues.

To develop sensibility for environmental conservation

To develop an awareness related to the role of rivers to shape our civilization.

Previous Knowledge:
The pupils have already learnt certain environmental problems in the previous lessons. They know the present threats of Rivers especially in Kerala.

Introduction/Motivation:
Today we will have a Panel Discussion on the “Rivers of Kerala”

<table>
<thead>
<tr>
<th>Activities</th>
<th>Expected Responses</th>
</tr>
</thead>
</table>
Asks the following questions so as to create the situation of a discussion.

1. How many Rivers are there in Kerala?
2. Which are the major rivers?
3. Name the Major towns associated with these rivers.
4. What sport/ritual/festival is associated with these rivers?
5. Do these rivers serve as tourist spots.
6. Do these rivers face any ecological crisis?
7. What plants and animals can be seen in this water bodies?

Divides the class into groups consisting of 5-6 members. Asks each group to select one river that they have interest in exploring.

Gives the following hints which will be helpful for data

- 44 Rivers
- Bharatapuzha/Nila, River Pamba Meenachal, Neyyar, Kallada river etc.
- Punalur – River Kallada
- Pandalam – River Pamba
- Kottayam – Meenchalaru Etc.
- Sabarimala Mandalam, Makaravilakku – River Pamba
- Maramon Convention – Bharatapuzha
- Kallada Boat race – River Kallada
- Arammula Boat race – River Pamba
- Mamankam – Bharatapuzha Etc.

Yes, some of them
Yes, they do
A member of medicinal plants and hard words like .....etc. Animals like monkeys, elephants, tigers,
<table>
<thead>
<tr>
<th>Tr.</th>
<th>Origin of the river</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>The course of the river</td>
</tr>
<tr>
<td>•</td>
<td>Length and width</td>
</tr>
<tr>
<td>•</td>
<td>Its past glory</td>
</tr>
<tr>
<td>•</td>
<td>Its present state</td>
</tr>
<tr>
<td>•</td>
<td>Major references about the river in literatures.</td>
</tr>
<tr>
<td>•</td>
<td>Songs and stories related to the river</td>
</tr>
<tr>
<td>•</td>
<td>Sports and entertainment associated with the river</td>
</tr>
<tr>
<td>•</td>
<td>The inhabitants of the riverbanks</td>
</tr>
<tr>
<td>•</td>
<td>How the river has shaped their life?</td>
</tr>
<tr>
<td>•</td>
<td>Major threats or problems faced by the river.</td>
</tr>
</tbody>
</table>

Tr. helps the learners to collect information regarding these. Tr. leads them to refer books like. Peacock, Parrot, etc.

<table>
<thead>
<tr>
<th>Pl:</th>
<th>Leaders conduct interviews with eminent environmentalists available in their locality or with people living on the banks of rivers or with teachers involved in environmental activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Each member of the group select a specific area such as given by the teacher and prepare a write up on it the group leader compiles all the write ups on the river and present the paper as a group product.</td>
</tr>
</tbody>
</table>

**Presentation**

All the group members assemble on the dais. The leader of the group will introduce the panelists to the audience at the end of the presentation by the leader each member will be ready to answers the questions posed to him/her. One member may be assigned the duty of noting down the presentation, the question and the responses of the panelists.
The Manorama Yearbook Keralathile Nadikal’ by Suresh Mannarasala. Published by D.C. Books Magazines like Down to Earth The Hindu folio on Rivers etc Then the Teacher leads them to visit the website [http://www.](http://www.Wikipedia.org) Wikipedia.org and search for different links on the rivers of Kerala.

| Final report on their choice is presented by each group leader – Final presentation. |  |
Lesson Plan Based on AM-11

Name of teacher : K. Rajan

Date:

Standard : IX

Time:

Subject : English

Unit : 4 Glimpses of a Green Planet

Strength : 45 sts.

Sub Unit : To Nature (Poem)

Aims:-

a) To enable the pupils to appreciate the scene described in the poem.

b) To enable them to read the poem with proper stress, rhythm and intonation

c) To enable them to appreciate the central idea of the poem

Learning Objectives : To create an awareness of the beauty, glory and grandeur of nature expressed through this poem.
**Previous Knowledge:** The pupils have already learnt certain poems on nature and natural beauty and the grandour of Almighty God. They have studied Wordsworth.

**Announcement of the topic:** Today we will read a poem titled “TO NATURE” by T.S. Coleridge.

**Introduction (poet & background)**

Coleridge is not a pantheist, his poem addressed to nature says how the poet view nature and what wealth it brings to him. Coleridge was a religious person whose belief in God leads him, ultimately to believe that all created things are bearing witness to the craters splendor. The leaves and flowers testify that there is a creator behind all the creator’s things and that by loving them we can derive a peerless joy from them.

The poet wants to become a priest whose altar is the earth and sky is the dome. He yields the incense of flowers at the altar which the loving God doesn’t despise. He will be ridiculed by others for this purely subjective vision. He is ready to live alone with his convictions. For him to be in peace with nature requires on to be a pious admirer of nature which can be treated by man and God alone.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Expected Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tr:</strong> We have seen how environmental changes affect nature and its beauty. What beautiful aspects of nature are affected by environment degradation? Elicits free responses from the class.</td>
<td><strong>Pl:</strong> Destruction of animals, extinction of animals, destruction of plant varieties, flowers, green landscape drying up of farms, pools, wet lands etc.</td>
</tr>
</tbody>
</table>
Tr: Why does nature attract poets?

Tr: Can you name any poem in English or Malayalam that glorifies nature?

Introduction of the Poem: You have seen the unfriendly attitude of human beings towards Mother Earth, But poets have always found comfort in the lap of nature. Now we will read a poem titled ‘TO NATURE’ by S.T. Coleridge. see what the poem says

Tr: Model Reading by the teacher three times. The teacher reads out the poem with proper stress and intonation, brings out its rhythm, melody and imaginative appeal first then poem is read with the pupils keeping their books closed and the second and third time with their books open.

Then the pupils are asked to read the poem individually with keeping track of their reading

Tr: Then the children are divided into groups and directed to share what they understood what they didn’t understand, what they fond interesting and surprising and make use of the glossary if needed.

If any group still has problem in understanding the poem megaphones their doubts to the other groups.

Teacher explains the problem areas which no group can

Pl: Nature is beautiful/Natural beauty is highly attractive.

Pl: Yes, The Daffodils by Wordsworth Stopping by woods on a snowy evening etc.

Pl: Listen to the teacher, Listen to the poem text book closed at first, text books opened second and third times.
effectively tackle. Then asks the scaffolding questions to the whole class. Each learner gets sufficient chance to think of the answer and scribble the assure, the consumers in the space provided in the text itself.

If there are questions for which no one can find an answer they are directed to sit in groups and think.

Teacher interacts with the groups by asking simple interaction questions so as to channelise their thoughts.

Tr: What is the poem about?
Pl: The poem is about the nature.

Tr: How does the poet book up to nature?
Pl: The poet looks up the nature on a place for pious joy.

Tr: What is the tune of the poem/optimistic or pessimistic?
Each group is directed to share the idea or message they get before the class.

Scaffolding Questions

Tr: What does phrase ‘all created things’ bring to your mind?

Pl: Flora and fauna on the planet.

• All animals and birds
• All living and non living things on planet earth.

Pick out the expression that show the intense and personal experience of the poet.

Pl: Heart felt, in ward joy, closely elings love, earnest piety, deep heartfelt
Is the experience of the poet mere phantasy? If yes, why?

Pl: Yes, the poet’s unbridled imagination tends to border on the world of fantasy in expressions like build my altar in the fields’, blue sky my fretted doom shall be’

- Now the poet believes that each creature on the planet is the creation of God. (Nature)
**Tr:** In what way can nature teach us lessons of real joy?

**Pl:** Nature, in itself is a fountain of knowledge and all lessons of life can be learnt from it. All things in nature our five senses.

- The caring and sharing of animals and other living beings sensitise us to be the same to our fellow beings.
- To live in harmony with nature is mere blissful than any other activities.
- The beauty and spendour of created things make us bow before the grandeur of the creator and thereby make us pious and humble.

**Tr:** What does the expression let it be’ suggest?

**Pl:** The poet is not at all concerned with the response of the other towards his belief. He does not mind if they mock, ridicule or praise him. Hence the expression ‘let it be’.

**Tr:** some people may ridicule the poets ideas but he is not worried or affairs sick and the line that mean the same.

**Pl:** So let it be; and if the ........ vain perplexity
| Tr: What is the offering the poet is going to make? | Pl: The poet offers himself and his poetry to Nature
- All his creative talents
- His emotions, love, affection Joy etc. |

| Tr: Why does then poet say that his offering is ‘poor’? | Pl: He feels that there is nothing worthy enough to place before the altar of God
- His being is in itself too week an offering. But he doesn’t can anything else more precious than this being to submit before the Lord. |

| Tr: What is common between the poet and a priest in this poem? | Pl: The fields are his altar, the blue sky is his dome, the fragrance of the flowers the incense and he himself is the sacrifice offered to God. Hence he regard himself to be the priest.

Only a priest usually offers things to God. Hence all his offering through his own being makes him a priest. |
Lesson Plan Based on Activity Oriented Method AM - 12

Name of teacher : K. Rajan  
Name of School : 
Standard : IX  
Time : 45 mts 
Subject : English 
Unit : IV Glimpses of a Green Planet 
Strength : 45 sts. 
Sub Unit : To Nature – by S.T. Coleride 

Content Analysis/Issue domain

1. Figure of speech, rhyming words, of factory images and Visual images, metaphor 

Objectives: To develop an understanding of figure of speech, rhyming words factory and visual images and metaphor
To enable the learner to appreciate the poem

**Previous Knowledge:** Children have already heard these terms from the previous classes.

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Expected responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tr: Asks the learners to read the quoted lines from TEMPEST (Shakespeare) and find out what gives musical quality to the first line. The children are allowed to identify that the sound ‘f’ is repeated at the beginning of almost all the words of the line gives it a musical quality. Then they are asked to find what is meant by figure of speech ‘alliteration’ from the definition given in the text. And let them find out at least two instance of alliteration from the poem.</td>
<td></td>
</tr>
<tr>
<td>Pl: Lesson of love</td>
<td></td>
</tr>
<tr>
<td>• Not fear, nor grief nor vain perplexity</td>
<td></td>
</tr>
<tr>
<td>• close elings</td>
<td></td>
</tr>
<tr>
<td>• wide world</td>
<td></td>
</tr>
<tr>
<td>• Priest of this poor sacrifice</td>
<td></td>
</tr>
</tbody>
</table>

**Activity 2**
Tr: Learners are asked to read and understand rhyming words from the example given. Then the pupils are asked to find out some pairs of rhyming words from the poem.

Pl: Things – clings
- rings – brings
- piety – perplexity
- fields – yields
- be – the
- despise – sacrifice
- I- lie

Activity 3

Tr: Makes use of examples given in Unit I as samples for Olfactory and Visual images.

Then the learners are asked to identify the sense to which they appeal. Again the learners are asked to find out the name of the images appealing to that particular sense. Olfactory images are those images that address your sense of smell. Visual images are those that please your sense of sight.

Identify the olfactory and visual images used by the poet in the

Pl: eg: Sweet fragrance of wild flowers incense etc
eg: altar, dome, a huge temple of church
last six lines of the poem and describe them in your own words.

**Activity 4**

**Tr:** The learners are asked to understand ‘what a metaphor is’ with the help of the example given in the text.

**Metaphor is a way of describing by referring to it as something different and suggesting that it has similar qualities to that thing** (bb)

Pick out a few metaphors in the poem.

**Activity 5**

**Tr:** The learners are asked to find out the most attractive line in the terms of word arrangement again they are asked to identify the most meaningful line from the poem and recall similar lines from other poems they have learnt/read so far.

**Pl:** In the poem fields are considered as the altar of his temple

The blue sky is treated as the dome of the temple

The fragrance of the wild flowers is treated as the incense he offers.

The poet considers his poems as his offerings to the God (Nature)

The pupils do so
<table>
<thead>
<tr>
<th><strong>Link talk</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tr:</strong> We have already read how Coleridge looks at nature. Are there poets/singers on earth among the creators other than man? If so, what type of poem would they write?</td>
</tr>
<tr>
<td>After this, the learners are asked to read and appreciate the poem on the Grasshopper and the Cricket by John Keats.</td>
</tr>
<tr>
<td>The learners read aloud and appreciate the poem in chorus, group and individual.</td>
</tr>
<tr>
<td>Then reads the poem “On the Grasshopper and the Cricket”.</td>
</tr>
</tbody>
</table>
Lesson Transcript Based on Activity Oriented Method AM– 13

Name of teacher : K. Rajan
Date:
Standard : IX
Time : 45 mts
Subject : English
Unit : Glimpses of a Green Planet
Sub Unit : On the Grasshopper and the Cricket

Strength : 45 sts.

Content analysis: John Keats (1795-1821) was one of the Key figures in the second generation of Romantic movement in English literature.

- On Grasshopper and Cricket presents Keats love of beauty and of nature in a different fashion.
- The Grass hopper and the Cricket are the minstrels whose songs keep all seasons equally alive with a truth of beauty.
- The sound of Grass hopper dominates the summer scene
- The poetry of the earth encompasses all the sounds, sight and warmth of the living beings.
Learning objectives: To create an awareness of beauty, glory and grandeur of nature expressed through the various forms, moods, landscapes, seasonal rhythms etc.

Previous Knowledge: The pupils have already learnt the poem ‘To Nature’ and they have acquired the ability to appreciate natural beauty and importance and necessarily of the preservation of nature.

Aims. A) To enable the pupils to appreciate the scene described in the poem.

b) To enable them to read the poem with proper stress, rhythm and intonation

c) To enable them to appreciate the central idea of the poem.

d) To enable the pupils to read and enjoy the poem.

Announcement of the topic

Today we will read a poem titled “On the Grass hopper and the Cricket written by John Keats.

Introduction: Poet and his background: John Keats (1795- 1821) was one of the Key figures in the second generation of the Romantic movement in English literature.

He was born on October 31, 1795 to Thomas and Frances Jennings Keats. In 1810 when Keats was 14 his another died. His first surviving poem- An Imitation of Spenser- comes in 1814 at the age of 19. In 1815 Keats registered as a medical student. The first volume of Keats verse published in 1816 and the same year he received the apothecary’s license. His series of works can be enumerated as Ode to Psyche, The Eue of St. Agnes, La Bella Dame Sans Merci, Hyperion and Lamia. During 1820 Keats began
showing increasingly serious signs of tuberculosis which eventually lead him to his sad demise on Feb: 23, 1821. He died at the age of 26.

About the poem. On Grass hopper and the cricket presents Keats love of beauty and of nature in a different fashion, Ode to Autumn is the petti typical sensuoius poem which reads all the sweet sights and sounds related to the seasons- summer and the winter.

Summer, the season of warmth and energy is closely followed by winter, the season of dullness and inertia. In both the seasons there are two little almost invisible singers who keep the scene alive with their melodious singing. In summer, the Grasshopper runs from hedge to hedge and leads the summer luxury. His songs create cool feelings when everything is hot and everyone seeks a cool shady place to rest. In winter there are no singing birds nor is there and busy activity going on. A man is sitting drowsily beside the hearth or stove and dreams of the bygone summer-days of his life. Then the cricket seeks refuge near the story and from these emerges his shrill music. This creates warm in a climate which is generally dull and cool. The man is his drowsiness and sleepiness mistakes the cricket’s song for the grasshopper which definitely has a soothing effect on his soul.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Expected Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher presents the above introduction orally</td>
<td>(Pupils listen to the teacher)</td>
</tr>
<tr>
<td>Teacher presents a model reading</td>
<td>Pupils listen to the teacher.</td>
</tr>
<tr>
<td>Teachers directs the children to read the poem individually and try to answer the scaffolding question</td>
<td>Pl: Read the poem individually</td>
</tr>
<tr>
<td>Tr: Asks them to sit in groups and share what they have understood</td>
<td>Pl: Sit in groups and discussing</td>
</tr>
<tr>
<td>Tr: Helps the students if they have problem in understanding the poem</td>
<td>Pl: asks to explain the areas which they feel difficult to comprehend</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Tr: Asks the following scaffolding question What is the sound that dominates the summer scene? What, in your view is the poetry of earth</td>
<td>Pl: The sound of the Grass hopper. Dominates the summer scene The poetry of earth encompasses all the sounds, sights and warmth of the living beings.</td>
</tr>
</tbody>
</table>
Lesson transcript Based on AM-no: 14

Name of teacher : K. Rajan
Date: 

Standard : IX 
Time: 45 mts

Subject : English

Unit : IV Glimpses of a Green Planet 
Strength :

Sub Unit : On the Grasshopper and the Cricket

Content analysis

- The poem contain a line which repeats, like a refrain, twice in the poem with slight variations.
- The poetry of earth is never dead- and the poetry of earth is ceasing never
- music is the motif in the poem which is synomymous with beauty
- beauty prevails and all seasons turn out to be equally enjoyable and nice
- for the poet who has an age for beauty, winter is not less attractive season than summer.
- The Grasshopper and the cricket represent the poets’ relentless spirit with which an alleviate misery in all seasons by his un failing aesthetic pursuits.
Aims:

- To enable the pupils to appreciate the scene described in the poem
- To enable them to appreciate the central idea of the poem
- To enable them to read the poem with rhythm and enjoyment.

Previous Knowledge

Pupils have already acquainted with poems related to nature and different scenes of the seasons in the previous class.

Introduction

Tr: Nature is a thing of beauty, Therefore it is a joy forever. The Grasshopper and the Cricket are the minstrels where songs keep all seasons equally alive with a truth of beauty. Music in the motif in the poem which is synonymous with beauty.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Expected Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tr: Asks the following scaffolding questions Summer is a pleasant experience in the poem. Pick out the words used by the poet to indicate this. Why is winter ‘lone’?</td>
<td>Pl: ‘Summer’, luezury, his delights’ tried out with fun? rests at case beneath some pleasant used. Pl: Winter to an English poet like Keats is the season of languor, laziness and lethargy. animals hibernate and men feel sleepy during this season. Metapherically winter stands for oldage when man turns to be weak, gloomy and lovely. To be precise it is not the seasons but the human onlooker who feels lonely. Therefore it is an example of the figure of speech transferred epithet.</td>
</tr>
<tr>
<td>Tr: Pickout the pairs of rhyming words from the poem.</td>
<td>Pl: Dead- lead, sun-run, done-fun, mead-used, never-ever, frost-</td>
</tr>
</tbody>
</table>
Tr: (Directs the learners to respond the following question on their own)

Activities for analysis of the poem.

What are the sights and sounds related to summer that you find in the poem?

How do paddy fields, rivers, brooks and streams look in summer?

Would they be dry and parched?

How would the trees look like?

Would they bear flowers?

Do the leaves of plant and trees turn yellow in summer?

Have you heard sound of dry wind blowing above your house?

Tr: The cries of the birds and animals definitely change during summer. Why?

Then the pupils are directed to list down the sights and sounds related to summer that they find in the poem.

(Again the pupils are directed to discuss the significance of the lines given and to write their comment as a group work).

Pl: They look like dry land in summer.

Pl: Yes they are parched.

Pl: The trees look like logs.

Pl: No they do not.

Pl: Yes, they do.

Pl: Yes, we have heard.

Pl: Scorching heat, dearth of water, unbearable humidity.

Pl: The poet in his verse glorifies the cries of the little creatures. Poetry exists everywhere and will never end. Summer is made delightful with the grasshopper’s song and winter is made lively by the cricket’s music.

Hence the poetry of earth never stops-it flows on and on from one tune to the other.
APPENDIX – V

ACHIEVEMENT TEST IN ENGLISH FOR SECONDARY STUDENTS (DRAFT FORM)

Std. IX Time : 2 1/2 hrs

Unit: IV Glimpses of a Green Planet Total Score: 150

Name of the student……………………..

Std:…….. Div:…….. Age:…….. Sex: Male/Female

Name of the School:……………………………………………

Location: Urban/Rural Management : Govt./Private

NOTE:

a. Detailed instructions have not been given with every question. The students should simply select the choice which seems to him/her correct or most probable.
b. Each question carries one score.
c. Choose the correct answer. Mark the answer in the space provided choosing only the corresponding letter of the answer.

1. We celebrate Christmas during the month of………..
   A. January    B. June    C. September    D. December

2. The river known as the Ganga of the South is ………...
   A. Bharathapuzha  B. River Pamba  C. Bepur Puzha  D. Chaliyar

3. The festival Mamankam is associated with the river…………?
   A. Kalladayar    B. Neyyar    C. Bharathapuzha  D. Pamba River

4. The author of the poem ‘Kuttipuram Paalam’ is………
   A. P. Kunjiraman Nir    B. Edassery Govindan Nair
   C. M.T. Vasudevan Nair  D. O.N.V.Kurup

5. ‘To Nature’ was written by………
   A. William Wordsworth    B. William Shakespeare
   C. S.T. Coleridge         D. John Keats

6. The sound which dominates summer scene is that of ………
   A. Parrot    B. Cricket    C. Grasshopper    D. Cuckoo

7. Copenhagen Summit was associated with…………problem.
   A. Ecology    B. Climate change    C. Global warming    D. Carbon Emission
8. Number of invites for the Copenhagen Summit was……………
   A. 912    B. 291    C. 129    D. 192

9. Reason for special editorial is to ……………
   A. Increase the circulation    B. make the editorial more attractive
   C. Persuade the people for Eco friendly life.    D. give a warning to Govt.

10. 56 Newspapers from around the world have stood behind the editorial. Why?
    A. They all belong to one and the same group
    B. The Government was against the newspapers
    C. They had a common spirit
    D. They had common business motive

11. The companion of the Santa Claus is …………..
    A. Some gifts    B. an elf    C. a walking stick    D. a reindeer

12. The season portrayed in this cartoon is …………
    A. Autumn    B. winter    C. summer    D. monsoon

13. The reason which prompted the cartoonist to draw such a cartoon is …………..
    A. The sadness and miseries caused by present condition
    B. His capacity to foresee matters
    C. His intention to make the society aware of the present condition
    D. His ambition to protect the earth

14. Probably, the editorial was written……………
    A. At the time of the summit    B. before the summit
    C. after the summit    D. much later

15. The editorial begins with……………………
    A. Collective decision    B. a slogan    C. a criticism    D. praising

16. The editorial is about………
    A. Our lifestyle    B. global warming    C. energy saving    D. combined efforts

17. Is such a beginning ……… for editorial?
    A. Common    B. not common    C. daring    D. unthinkable

18. ……… explains the reason for the special editorial
    A. First two sentences of the first paragraph
    B. Last one sentences of the first paragraph
    C. Last two sentences of the first paragraph
    D. The whole of the first paragraph

19. Type of the editorial of the Hindu Newspaper on 7th Dec. 2009 is………..
    A. explanatory    B. critical    C. persuasive    D. praising

20. The world’s response been feeble and half hearted to the issues………..
    A. related to environment    B. of global warming
    C. of survival of all living beings    D. all of them
21. The Copenhagen summit was a success in a way because it could………….. 
   A. create awareness about carbon emission among the citizens of the world 
   B. create awareness about climate change 
   C. bring the leaders of different nations together to discuss preventive measures 
   D. achieve all the above goals 

22. The Copenhagen summit was a failure because………… 
   A. all the invitees didn’t participate 
   B. most of the participants didn’t accept the others 
   C. it couldn’t prompt leaders to properly implement the decision taken collectively 
   D. it could create awareness about carbon emission 

23. The first paragraph of the editorial is about ……………… 
   A. the purpose of the editorial  
   B. the need of editorial 
   C. the reason for such an editorial  
   D. all the above points 

24. The sentence which describes the ill-effects of climate change is the second paragraph of the editorial is ………
   A. climate change affects everyone and must be reduced by everyone. 
   B. even a small increase would parch continents, turning farmlands into desert 
   C. the science is complex but facts are clear 
   D. the world needs to take steps to limit temperature rise. 

25. In the third paragraph a common subject is used for many sentences. That is….
   A. We  
   B. I 
   C. You  
   D. They 

26. The editorial focuses on in the third paragraph is ………………
   A. the moon mission  
   B. atomic research 
   C. need to reduce cartoon emission  
   D. competition between nations 

27. Example of sarcastic elements in the third paragraph of the editorial is…………
   A. climate change and global warming 
   B. environmental issues and global warming 
   C. ecological problems and life styles 
   D. moon mission and atomic research 

28. A model for politicians to follow provided in the fourth paragraph is…………
   A. the triumph of optimism over pessimism 
   B. vision over short sightedness 
   C. 56 newspapers penning a common editorial 
   D. the element of sarcasm 

29. The imploring to the leaders of the nations to…………. 
   A. change the life style 
   B. reduce carbon emission 
   C. unite for harboring global harmony 
   D. reduce the use of fossil fuel
30. An editorial is the …………… of a newspaper
   A. official opinion   B. important news
   C. costly advertisement   D. none of the above

31. The item which does not associate with a formal letter in English is………….. 
   A. try to make it as simple and clear as possible 
   B. do not frame long letters 
   C. keep away from using informal languages 
   D. try to include all the available information

32. Usually slogans are…………
   A. brief        B. clear and crisp
   C. rhythmic and meaningful   D. all the above points are included

33. The statement which does not associate with climate change is…………… 
   A. good harvest   B. intense heat 
   C. unseasonal raining   D. scarcity of water

34. “to start something” can be expressed as………………
   A. To kick around   B. to kick off
   C. to kick up   D. to kick

35. Which of the following is not an example of homophones………….
   A. read-reed      B. prey-pray 
   C. modal-modal   D. write-right

36. The word which having different prefix is…………….
   A. empowerment     B. embodiment 
   C. enrichment            D. emplacement

37. We implore them to make the right choice. The word ‘implore’ can be substituted with………….in meaning.
   A. entreat   B. enumerate 
   C. enrich   D. enunicate

38. He searched restlessly for his passport. The word……….can be cited as example of adjunct.
   A. searched   B. restlessly
   C. for him   D. passport

39. Choose the correct preposition and fill in the blank. Overcoming climate change will take a triumph of optimism……….pessimism.
   A. an   B.in
   C. over   D. above

40. Collaborate work means…………
   A. Work independently   B. work alone
   C. work together   D. work always

41. Find out the correct framing of question so as to get the words underlines as answer in the following sentence. We meet once in a week.
   A. when you meet?   B. when do you meet?
   C. how do you meet?   D. how often do you meet?

42. Find out example of a prepositional phrase from the following statements.
   A. Ritha was studying as well as he could 
   B. Rita was studying last month
   C. Rita was studying with great enthusiasm
   D. Rita was studying although she was very poor
43. The following sentence is not correct. Four alternatives are given as its correct form. You are requested to identify the correct one. “Environment issue is very disturb to me”.
   A. Environmental issues is very disturbing
   B. Environmental issues are very disturbing
   C. Environmental issues are very disturb
   D. Environmental issue are very disturbing

44. Identify the correct arrangement of the jolted words. Global warming / Unless / we prevent/ nations/will be drowned.
   A. We prevent nations, global warming will be drowned
   B. Unless warming, we prevent nation will be drowned
   C. Global warming unless we prevent, will be drowned
   D. Unless we prevent global warming, nation will be drowned

45. Choose the correct suffix which helps the root word “Use” to convert as an adjective.
   A. er  B. ful  C. es  D. none of the above

46. Pick the odd out.
   A. Forhead  B. Forhand  C. Forfinger  D. Forearm

47. Distinguish the word which is not a synonym of ‘HAVOC’.
   A. Depression  B. Desolation  C. Destruction  D. Devastation

48. Madathil Thekke Paattu Vasudevan Nair is popularly known as
   A. V.T.  B. M.T.  C. O.N.V.  D. M.T.V.

49. “The earth provides enough to satisfy everyman’s need but not for everyman’s greed” who said this?
   A. Jawaharlal Nehru  B. Mahatma Gandhi
   C. Rabindranatha Tagore  D. Gopalakrishna Gokhale

50. Poet in olden days glorified …. and her…. forms. Based On the lesson ‘Memories of a Dying River’, fillup the blanks.
   A. Nature-diverse  B. river-water  C. Ladies-beauty  D. Woman-various

51. What was the fear that lurked the poet’s heart?
   A. His family problems  B. His apprehension about the plight of the river
   C. His desire to make a poem  D. His happiness on advancement of science

52. Hissing and roaring sounds are usually associated with
   A. birds  B. rivers  C. animals  D. human beings

53. What does the author mean when he says, Nila is the cultural lifeline of Malabar?
   A. It has always been a perennial source of inspiration for writers
   B. The river was very near to the author’s residence
   C. The author used to take his bath everyday in the river
   D. All the above statements
54. What is it that the poet could not foresee about the river?
   A. The sad plight of the river with ruthless sand mining
   B. The major town associated with the river
   C. The river bed as a tourist spot
   D. The festival associated with this river

55. Do you generally associate hissing and roaring with a river? What pictures do these words evoke?
   A. The sight of long queues with coloured pots
   B. The sight of battles fought on the river bed
   C. The picture of fighting animals
   D. The furious state of the river during monsoon and flood

56. Find some instances of the close association of the river with the day-to-day lives of the people who live near it.
   A. Farming by enterprising peasants
   B. Collecting water for drinking purpose
   C. Bathing the river by family members
   D. All the above together

57. Trucks carrying sand and trucks bringing water, distinguish between two activities
   A. Trucks help the people
   B. Trucks are the only mode of transportation
   C. Trucks change the lifestyle of people
   D. Trucks kill the nature and give assurance to the thirsty souls.

58. Compare the battles fought on the banks on Nila in olden days and present days
   A. Battles in olden days were between foreigners, now between natives
   B. Battles in olden days were between emperors and now between politicians
   C. Battles in olden days were between rulers whereas present days between followers
   D. Battles in olden days were to establish territorial right whereas in present days to exploit the river-bed.

59. The river is breathing her last. Illustrate signs to substantiate it
   A. The water level under the river bed is too low
   B. You can never get its panoramic view
   C. Pathetic sight of innumerable pits from which sand has been scooped out
   D. All the above

60. Mamankam can be explained as...
   A. A battle fought on the riverbed of Nila
   B. A festival to establish the territorial right of emperors
   C. Peoples’ fight with one another to exploit the river bed
   D. A sport fought once in twelve years to show off the superiority of the Zamorin rulers
61. ‘Nila inspired me like a mother’. These are the words of...
   A. Edassry Govindan Nair  B. M.T. Vasudevan Nair  
   C. King Zamorin  D. Vallathol Narayan Menon
62. Amba, Perare nee maarippomo
   Aakulyaamorzahukku chaalaay?
Which mood of the poet get expressed in?
   A. Relief  B. Melancholy  C. Apprehension  D.Happiness
63. The village in which Kerala Kalamandalam situate is…
   A. Kuttuppuram  B. Cheruthuruthi  C. Kalapathi  D. Ponnani
64. Kerala kalamandalam was established by..
   A. P. Kunjiraman Nair  B. M.T. Vasudevan Nair  
   C. Vallathol Narayana Menon  D. Edassery Govindan Nair
65. The construction coast of the Kuttipuram Paalam was an amount of Rupees… lakh
   A. Twenty one  B. Twenty Two  C. Twenty Three  D. Twenty Four
66. Occasionally the strains of a Mappilappatu floated in the air. Identify the situation.
   A. From the poetry of Edassry  B. During the childhood of M.T.  
   C. When boats men stayed in the village  D. When Kalamandalam established
67. Out of the following qualities which one doesn’t associate with the features of an editorial?
   A. Introduction  B. Body of Conclusion  
   C. An objective explanation of the issue  D. Asking questions
68. The language used usually in editorials is…
   A. Formal  B. Objective  C. Empirical  D. All the above items
69. Types of editorials can be grouped as…..
   A. praising  B. persuasive  C. critical  D. all the above
70. The focus of the editorial can be explained as…
   A. global warming  B. climate Change  
   C. collaborative efforts for collective salvation  D. none of the above
71. The artic ice-cap is melting. This is an apparent evidence of the effects of
   A. collective salvation  B. collaborative Efforts  
   C. climate Change  D. different Attitude
72. The message of the editorial can be summarized as the need for…
   A. reading the editorials everyday  B. writing letters to the editor  
   C. reducing the use of fossil fuels  D. changing our life-style
73. The significant aspect of a formal letter in English can be termed as…
   A. simplicity  B. brevity  C. formal Language  D. all the above items
74. Usually an editorial should not exceed…. Words
   A. 1000  B. 200  C. 400  D. 500
75. Carbon menace can be eliminated only through….
A. collaborative efforts  B. individual efforts
C. preservation of natural resources  D. none of the Above

76. In an editorial a sentence which states the necessity and emergency of the problem before the readers is called…
A. problem sentence  B. emergency sentence
C. topic sentence  D. complex sentence

77. According to the editorial the Moon Mission and the atomic research were the results of….. and ….. between nations
A. respect and friendship  B. co-operation and collaboration
C. jealousy and Ambition  D. conflict and Competition

78. Unity among politicians should be for…
A. global warming  B. ecology
C. global Harmony  D. climate Change

79. Identify the highest literary award in India
A. Padmasree  B. Padmabhooshan
C. Jnanpith  D. Bharatharetna

80. Out of the following books, which one does not belong to M.T.?
A. Odakkuzhal  B. Kaalam  C. Nalukkettu  D. Randamoozham

81. According to M.T. Vasudevan Nair, the flood occurred in… year was the most furious
A. 1942  B. 1944  C. 1933  D. 1924

82. At the time of the flood we were safe in our “Tharavad” because
A. it was a double storied building  B. there was a huge boat in out Tharavad
C. it was on an elevated piece of ground  D. we were experts in swimming

83. ‘It is the cultural life-line of Malabar’. ‘It’ stands for…
A. Kuttipuram Paalam  B. River Bharathapuzha
C. strains of Floating mappilapattu  D. barges Laden with agricultural products

84. During the months of April and May, one would see long queues of women in near by villages of Bharathapuzha. They are awaiting for….
A. their children from schools  B. their relatives
C. tourists from other states  D. water trucks

85. I have seen the wrath of the Perar. Who said this words?
A. Edassery  B. M.T.  C. Vallathol  D. P. Kunjiraman Nair

86. M.T. Compared Nila to his….
A. rather  B. mother  C. sister  D. brother

87. M.T. Vasudevan Nair was awarded for his best screen play. The award was….
A. Falce Award  B. National Film award
C. state film award  D. International film award
88. As a poet, Edassery was…
A. romantic  B. realistic  C. revolutionary  D. classicist

89. Edassery was more concerned with…. Subjects
A. Imaginary  B. scientific  C. socio-cultural  D. economic

90. I studied very hard… the examination. (Choose the correct alternative so as to fill in the blank)
A. to  B. with  C. for  D. of

91. Salim… a letter yesterday. (Choose the correct form of the verb write and fill up the blank).
A. writes  B. writing  C. wrote  D. will write

92. I…. learning English for nine years. Fill in the blank by choosing the correct alternative.
A. was  B. am  C. have  D. have been

93. ‘Open the window’. (Pick out the correct form of its passive construction.)
A. Window opened by someone  B. Let the window open  
C. Let the window opened  D. Let the window be opened

94. Statement I :  Editorials are meant to influence public opinion
Statement II: An editorial is not an analysis of a contemporary issue
A. Both statements are true  B. Both statements are false  
C. Statement I is true but II is false  D. Statement I is false but II is true

95. Statement I Poet Edasseri was apprehensive about the plight of the river
Statement II He was unhappy regarding the advancements in technology
A. Both statements are true  B. Both statements are false  
C. Statement I is true but II is false  D. Statement I is false but II is true

96. Statement I : Poet S.T. Coleridge believes that each creature on our planet is the creation of God
Statement II : He believes to live in harmony with nature is more blissfull than other activities.
A. Both statements are true  B. Both statements are false  
C. Statement I is true but II is false  D. Statement I is false but II is true

97. Statement I : The Grasshopper seeks refuge near the stove.
Statement II: Metaphorically winter stands for old age.
A. Both statements are true  B. Both statements are false  
C. Statement I is true but II is false  D. Statement I is false but II is true

98. S.T. Coleridge was an English…
A. poet  B. dramatist  C. diarist  D. none of these

99. S.T. Coleridge’s name has been placed among the founders of… in English Literature
A. realism  B. romanticism  C. transcendentalism  D. classicism
100. Which of the following was not written by S.T. Coleridge
   A. The Tempest               B. Kubla Khan
   C. The Rime of the Ancient Mariner  D. Biographia Literia

101. S.T. Coleridge was born in…
   A. 1771  B. 1772  C. 1773  D. 1774

102. What does the phrase ‘all created things’ bring to your mind?
   A. Flora and fauna on the Planet  B. All animals and birds
   C. All living and non living things on earth  D. None of those

103. Point out the pairs of expressions which does not belong to the intense personal experience of the poet.
   A. Heart-felt and inward joy  B. Love and earnest piety
   C. Closely clings and deep heart felt  D. Optimistic & Pessimistic

104. The experience of the poet is mere phantasy because…
   A. the poet’s unbridled imagination tends to border on the world of phantasy
   B. the poet does not believe in God
   C. the Poet is a romantic writer
   D. the poet was optimistic

105. According to Coleridge we learn the lesson of real joy from…..
   A. God  B. Nature  C. Poetry  D. Our friends

106. The suggestion ‘Let it be done’ expresses
   A. The poet is not at all concerned with the responses of the others towards his belief
   B. The poet wants to become a priest
   C. To live in harmony with nature is more blissful than other activities
   D. All things in nature appease our five senses

107. Some people may ridicule the poet’s ideas but he is not afraid. This fact is illustrated in the lines.
   A. ‘Deep heart felt, inward joy that closely clings’.
   B. “So let it be; and if the vain perplexity”
   C. “Thee only God! And thou poor sacrifice”
   D. None of the above lines

108. What is the offering the poet is going to make?
   A. The poet offers the scenic beauty
   B. All his creative talents
   C. His poetry
   D. Himself as a priest

109. Why does the poet say that his offering is poor?
   A. He feels that he is very poor
   B. He feels that only poor people will offer something to God
   C. He feels that there is nothing worthy enough to place before the altar of God
   D. He feels that God receives only poor offerings
110. What is common between the poet and a priest in this poem?
   A. Priests often write poems
   B. All poets are priests
   C. He doesn’t bother if others ridicule or praise him
   D. All his offering through his own being makes him a priest

111. The repetition of the same sound in poetry is called…
   A. antonyms  B. alliteration C. homophones D. synonyms

112. Which of the following is not an example of alliteration?
   A. Lessons of love  B. Wide world
   C. Closely clings  D. World of birds

113. Words in a poem ending with the same sound are called…
   A. homophones  B. alliteration C. rhyming words D. metaphor

114. Write examples of rhyming words
   A. rat-runs  B. parrot-talks  C. things-brings  D. cow milk

115. Images that address our sense of smell is called…
   A. visual images B. olfactory images C. poetic images D. Differential images

116. Images that please our sense of sight can be termed as…
   A. poetic images B. olfactory images C. visual images D. real images

117. Give an example of olfactory images in the poem “To nature”.
   A. Altar  B. Dome  C. A huge temple  D. Sweet fragrance

118. Out of the following four alternatives, which is not a metaphor?
   A. Fields are considered the alter of his temple
   B. The blue sky is treated as the dome of the temple
   C. Fragrance of the wild flowers is treated as the incense he offers
   D. The poet things that he is like a priest

119. Who is the contemporary of S.T. Coleridge?

120. “Full Fathom Five thy Father Lies
   Of his bones are corals made”. These lines are taken from…
   A. As you like it  B. The Tempest  C. King Lear  D. Othello

121. “All the world's a stage, and all the men and women merely players”
   The author of these famous lines is….
   A. S.T. Coleridge  B. John Keats  C. Words worth  D. Shakespeare

122. In the above lines the ‘stage’ acts as a metaphor for….
   A. life  B. poets  C. world  D. drama

123. Alliteration in a poem gives… quality to the lines
   A. fantastic  B. musical  C. serious  D. beautiful
124. The major prose work of S.T. Coleridge is…
   A. Biographia Literaria  B. The Rime of the Ancient Mariner
   C. Christabel  D. The Nightingale

125. According to Coleridge, which one is more blissful than other activities?
   A. Keeping away from nature  B. Living in harmony with friends
   C. Christabel  D. The Nightingale

126. In Coleridge’s opinion, what are the things that make us bow before the creator?
   A. Animals and birds  B. Poetry and prose
   C. Beauty and splendour  D. Love and affection

127. Coleridge appraises that all things in nature appease our…
   A. five senses  B. needs  C. ambitions  D. belongings

128. Identify the author of the poem Grasshopper and the Cricket
   A. S.T. Coleridge  B. P.B. Shelly
   C. Alfred Tennyson  D. John Keats

129. What, in your view, is the poetry of earth?
   A. All the sounds  B. All the sights
   C. Warmth of the living things  D. All the above items

130. Point out the item which does not associate with pleasant experience of the summer?
   A. Pleasant need  B. Summer luxury
   C. Rests at ease  D. The poetry of earth

131. Winter, metaphorically, stands for… in “On the Grasshopper and the Cricket”.
   A. old age  B. childhood  C. middle age  D. adolescence

132. Show the non-rhyming pairs from the following alternatives
   A. sun-run  B. mead-need  C. food-foot  D. never-never

133. How do paddy fields, rivers, brooks and streams look in summer?
   A. Yellow  B. Green  C. Pale  D. Dark

134. How would the trees look like during summer?
   A. Leafless  B. Full of leaves  C. richly grown  D. parched

135. The poem ‘Grasshopper and the Cricket’ can be interpreted as the description of…
   A. nature and its beauty  B. summer scene
   C. Music of the wind  D. glories of the cries of the little creatures

136. Discover the subject which made the summer delightful
   A. Cricket’s music  B. Grasshopper’s song
   C. Song of the poet  D. Music of the villagers

137. Explain the item which made the winter a lively experience
   A. Music of the Cricket  B. Songs of grasshopper
   C. Songs of the poet  D. All sounds of the nature
138. The statement ‘The poetry of earth never stops’, can signify that…
   A. It flow on and on from one time to another
   B. It glorifies the cries of the little creatures
   C. Animals himbernate and men feel sleepy
   D. It alleviates misery

139. In the poem ‘On Grasshopper and the Cricket’ the poet draws the picture of two seasons. They are… and…
   A. summer and spring   B. winter and summer
   C. winter and spring   D. summer and Autumn

140. What do those two seasons signify?
   A. The poetry of two poets   B. Grasshopper and cricket
   C. Two stages in human life   D. Two different sceneries of nature

141. How can we interpret those two seasons?
   A. The rick and poor   B. Male and female
   C. Youth and old age   D. Man and Nature

142. John Keats lived only for… years
   A. 25   B. 26   C. 27   D. 28

143. John Keats was born on…

144. The first surviving poem of Keats is…
   A. An imitation of Spencer   B. The eve of St. Agnes
   C. La Belle Dame Sans Merci   D. Isabella

145. The disease which caused the sad demise of Poet John Keats is…..
   A. Cholera   B. Cancer   C. Tuberculosis   D. Epilepsy

146. ‘On the Grasshopper and the Cricket’ is a Keats’ presentation of….
   A. love of beauty   B. love of beauty and nature
   C. love of beauty and love of nature in different fashion   D. none of the above items

147. Summer relates to the season of…
   A. energy   B. warmth and energy   C. cold   D. cold and shivering

148. Cricket seeks refuge….
   A. under the stove   B. hedge   C. under the earth   D. busy street

149. His songs create a cold effect when everything is hot. Can you guess whose songs is mentioned here?
   A. Songs of the poet   B. Songs of the Cricket
   C. Songs of the Grasshopper   D. Songs of the Birds

150. The poem creates the picture of a man sitting drowsy beside a stove and dreaming of the ….
   A. bygone winter   B. bygone tradition
   C. bygone summer days   D. bygone summer days of his life
APPENDIX – VI

KEY TO THE ACHIEVEMENT TEST IN ENGLISH
(DRAFT)

STD : IX

UNIT : IV GLIMPSE OF A GREEN PLANET

SCORING KEY

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1 | D | 41 | D | 81 | D | 121 | D |   |   |   |   |   |   |   |   |   |   |   |
| 2 | A | 42 | C | 82 | C | 122 | C |   |   |   |   |   |   |   |   |   |   |   |
| 3 | C | 43 | B | 83 | B | 123 | B |   |   |   |   |   |   |   |   |   |   |   |
| 4 | B | 44 | D | 84 | D | 124 | A |   |   |   |   |   |   |   |   |   |   |   |
| 5 | C | 45 | B | 85 | B | 125 | D |   |   |   |   |   |   |   |   |   |   |   |
| 6 | C | 46 | A | 86 | B | 126 | C |   |   |   |   |   |   |   |   |   |   |   |
| 7 | D | 47 | A | 87 | B | 127 | A |   |   |   |   |   |   |   |   |   |   |   |
| 8 | D | 48 | B | 88 | B | 128 | D |   |   |   |   |   |   |   |   |   |   |   |
| 9 | C | 49 | B | 89 | B | 129 | D |   |   |   |   |   |   |   |   |   |   |   |
| 10 | C | 50 | A | 90 | C | 130 | D |   |   |   |   |   |   |   |   |   |   |   |
| 11 | B | 51 | B | 91 | C | 131 | A |   |   |   |   |   |   |   |   |   |   |   |
| 12 | B | 52 | C | 92 | D | 132 | C |   |   |   |   |   |   |   |   |   |   |   |
| 13 | C | 53 | A | 93 | D | 133 | C |   |   |   |   |   |   |   |   |   |   |   |
| 14 | B | 54 | A | 94 | C | 134 | D |   |   |   |   |   |   |   |   |   |   |   |
| 15 | A | 55 | D | 95 | B | 135 | D |   |   |   |   |   |   |   |   |   |   |   |
| 16 | B | 56 | D | 96 | A | 136 | B |   |   |   |   |   |   |   |   |   |   |   |
| 17 | C | 57 | D | 97 | C | 137 | A |   |   |   |   |   |   |   |   |   |   |   |
| 18 | D | 58 | D | 98 | A | 138 | B |   |   |   |   |   |   |   |   |   |   |   |
| 19 | C | 59 | D | 99 | B | 139 | B |   |   |   |   |   |   |   |   |   |   |   |
| 20 | D | 60 | D | 100 | A | 140 | C |   |   |   |   |   |   |   |   |   |   |   |
| 21 | D | 61 | B | 101 | B | 141 | C |   |   |   |   |   |   |   |   |   |   |   |
| 22 | C | 62 | B | 102 | D | 142 | B |   |   |   |   |   |   |   |   |   |   |   |
| 23 | D | 63 | B | 103 | D | 143 | B |   |   |   |   |   |   |   |   |   |   |   |
| 24 | B | 64 | C | 104 | A | 144 | A |   |   |   |   |   |   |   |   |   |   |   |
| 25 | A | 65 | C | 105 | B | 145 | C |   |   |   |   |   |   |   |   |   |   |   |
| 26 | C | 66 | C | 106 | A | 146 | C |   |   |   |   |   |   |   |   |   |   |   |
| 27 | D | 67 | D | 107 | D | 147 | B |   |   |   |   |   |   |   |   |   |   |   |
| 28 | C | 68 | D | 108 | B | 148 | A |   |   |   |   |   |   |   |   |   |   |   |
| 29 | C | 69 | D | 109 | C | 149 | C |   |   |   |   |   |   |   |   |   |   |   |
| 30 | A | 70 | C | 110 | D | 150 | D |   |   |   |   |   |   |   |   |   |   |   |
APPENDIX – VII

ACHIEVEMENT TEST IN ENGLISH FOR SECONDARY STUDENTS – FINAL

Std: IX             Time : 1 hr
Unit : IV Glimpses of a Green Planet    Total Score : 50

Name of the student………………………..
Std:…….. Div:…….. Age:…….. Sex: Male/Female
Name of the School:……………………………………………
Location: Urban/Rural   Management : Govt./Private

Note:
a) Detailed instructions have not been given with every question. The students should simply select the choice which seems to him/her correct or most probable
b) Each question carries one score
c) Choose the correct answer. Mark the answer in the space provided choosing only the corresponding letter of the answer. Study the cartoon picture and answer the following questions.

1. The companion of the Santa Claus is………
   A. some gifts  B. an Elf       C. a walking stick   D. a reindeer

2. The reason which prompted the cartoonist to draw such a cartoon is….
   A. the sadness and miseries caused by present condition
   B. his capacity to foresee matters
   C. his intention to make the society aware of the present condition
   D. his ambition to protect the earth

3. An editorial is the……… of a newspaper
   A. official opinion       B. Important news
   B. costly advertisement   D. None of the above

4. The statement which does not associate with climate change is…..
   A. good harvest  B. intense heat  C. unseasonal raining  D. scarcity of water

5. He searched restlessly for his passport. The word….. can be cited as example of adjunct
   A. searched  B. restlessly  C. for him  C. passport
6. Collaborative work means……
   A. work independently  B. work alone  C. work together  D. work always

7. Find out the correct framing of question so as to get the words underlined as answer in the following sentence.
   We meet once in a week
   A. When you meet?  B. When do you meet?
   C. How do you meet?  D. How often do you meet?

8. The following sentence is not correct. Four alternatives are given as its correct form. You are requested to identify the correct one. “Environment issue is very disturb to me”
   A. Environmental issues is very disturbing
   B. Environmental issues are very disturbing
   C. Environmental issues are very disturbing
   D. Environmental issue are very disturbing

9. Identify the correct arrangement of the jolted words. Global warming/unless/we prevent/nations/will be drowned
   A. We prevent nations, global warming will be drowned
   B. Unless global warming, we prevent nation will be drowned
   C. Global warming unless we prevent, will be drowned nations
   D. Unless we prevent global warming, nation will be drowned

10. Choose the correct suffix which helps the root word “Use” to convert as an adjective
    A. er  B. ful  C. es  D. none of the above

11. Distinguish the word which is not a synonym of ‘HAVOC’.
    A. depression  B. desolation  C. destruction  D. devastation

12. “The earth provides enough to satisfy everyman’s need but not for everyman’s greed” Who said this?
    A. Jawaharlal Nehru  B. Mahatma Gandhi
    C. Rabindranatha Tagore  D. Gopalakrishna Gokhale

13. Poets in olden days glorified… and her… forms. Based on lesson ‘Memories of a Dying River’, fill up the blanks
    A. nature –diverse  B. river-water
    C. ladies-beauty  D. woman-various

14. What was the fear that lurked the poet’s heart?
    A. His family problems  B. His apprehension about the plight of the river
    C. His desire to make a poem  D. His happiness on advancement of science

15. What does the author mean when he says, Nila is the cultural life line of Malabar?
    A. It has always been a perennial source of inspiration for writers
    B. The river was very near to the author’s residence
    C. The author used to take his bath everyday in the river
16. Do you generally associate hissing and roaring with a river? What pictures do these words evoke?
A. The sight of long queues with coloured pots
B. The sight of battles fought on the river bed
C. The picture of fighting animals
D. The furious state of the river during monsoon and flood

17. Find some instances of the close association of the river with the day-to-day lives of the people who live near it
A. Farming by enterprising peasants
B. Collecting water for drinking purpose
C. Bathing the river by family members
D. All the above together

18. Compare the battles fought on the banks of Nila in olden days and present days.
A. Battles in olden days were between foreigners, now between natives.
B. Battles in olden days were between emperors and now between politicians
C. Battles in olden days were between rulers whereas present days between followers
D. Battles in olden days were to establish territorial right whereas in present days to exploit the river bed.

19. Mamankam can be explained as
A. a battle fought on the riverbed of Nila
B. a festival to establish the territorial right of emperors
C. people's fight with one another to exploit the river bed
D. a sport fought once in twelve years to show off the superiority of the Zamorin rulers.

20. Amba, Perare nee maarippomo Aakulyamorazhukku chaalaay? Which mood of the poet get expressed in?
A. Relief  B. Melancholy  C. Apprehension  D. Happiness.

21. Occasionally the strains of a Mappilappatu floated in the air. Identify the situation.
A. From the poetry of Edassery  B. During the childhood of M.T.
C. When boats men stayed in the village  D. When Kalamandalam established

22. Types of editorials can be grouped as
A. Praising  B. Persuasive  C. Critical  D. All the above
23. The focus of the editorial can be explained as
   A. Global warming   B. Climate change
   C. Collaborative efforts for collective salvation
   D. None of the above

24. The artic ice-cap is melting. This is an apparent evidence of the effects of
   A. Collective salvation   B. Collaborative efforts
   C. Climate change   D. Different attitude.

25. Usually an editorial, should not exceed......... words
   A. 1000   B. 200   C. 400   D. 500

26. According to the editorial the Moon Mission and the atomic research were the results of.................and...... between nations
   A.. respect and friendship   B. co-operation and collaboration
   C. jealousy and ambition   D. conflict and competition

27. Unity among politicians should be for.
   A. global warming   B. ecology
   C. global harmony   D. climate change

28. Identify the highest literary award in India.
   A. Padmasree   B. Padmabhooshan
   C. Jnanpith   D. Bharatharetna

29. Out of the following books, which one does not belong to M. T. ?
   A. Odakkuzhal   B. Kaalam
   C. Nalukkettu   D. Randamoozham

30. During the months of April and May, one would see long queues of women in near by villages of Bharathapuzha. They are waiting for ....
   A. their children from schools   B. their relatives
   C. tourists from other states   D. water Trucks

31. As a poet, Edassery was...
   A. romantic   B. realistic
   C. revolutionary   D. classicist

32. I studied very hard........ the examination. (Choose the correct alternative so as to fill in the blank)
   A. to   B. with   C. for   D. of

33. Salim......a letter yesterday. (Choose the correct form of the verb write and fill up the blank)
   A. writes   B. writing   C. wrote   D. will write
34. ‘Open the window’. (Pick out the correct form of its passive construction.)
   A. Window opened by someone   B. Let the window open
   C. Let the window opened       D. Let the window be opened

33. Statement I Poet Edasseri was apprehensive about the plight of the river
    Statement II He was unhappy regarding the advancements in technology
   A. Both statements are true   B. Both statements are false
   C. Statement I is true but II is false   D. Statement I is false but II is true

36. Statement I: The Grasshopper seeks refuge near the stove.
    Statement II: Metaphorically winter stands for old age.
   A. Both statements are true   B. Both statements are false
   C. Statement I is true but II is false   D. Statement I is false but II is true

37. S. T. Coleridge's name has been placed among the founders of......... in English Literature
   A. realism   B. romanticism   C. transcendentalism   D. classicism

38. Point out the pairs of expressions which does not belong to the intense personal experience of the poet.
   A. Heart-felt and inward joy   B. Love and earnest piety
   C. Closely clings and deep heart felt   D. Optimistic & Pessimistic

39. The experience of the poet is mere phantasy because........
   A. the poet's unbridled imagination tends to border on the world of phantasy
   B. the poet does not believe in God
   C. the poet is a romantic writer
   D. the poet was optimistic.

40. Out of the following four alternatives .which is not a metaphor?
   A. Fields are considered the altar of his temple
   B. The blue sky is treated as the dome of the temple
   C. Fragrance of the wild flowers is treated as the incense he offers
   D. The poet thinks that he is like a priest.

41. "Full Fathom Five thy Father lies
    Of his bones are corals made". These lines are taken from...
   A. As you like it B. The Tempest C. King Lear D. Othello

42. "All the world's a stage, And all the men and women merely players" The author of these famous lines is....
   A. S.T. Coleridge   B. John Keats
   C. Wordsworth   D. Shakespeare
43. According to Coleridge, which one is more blissful than other activities?
   A. Keeping away from nature   B. Living in harmony with friends
   C. Living in harmony with science  D. Living in harmony with nature

44. In Coleridge's opinion, what are the things that make us bow before the creator?
   A. Animals and birds   B. Poetry and prose
   C. Beauty and splendour  D. Love and affection

45. Point out the item which does not associate with pleasant experience of the summer?
   A. Pleasant need   B. Summer luxury
   C. Rests at ease   D. The poetry of earth

46. The poem 'Grasshopper and the Cricket' can be interpreted as the description of ..........  
   A. nature and its beauty   B. summer scene
   C. music of the wind   D. glories of the cries of the little creatures.

47. Discover the subject which made the summer delightful
   A. Cricket's music   B. Grasshopper's song
   C. Song of the poet   D. Music of the villagers

48. Explain the item which made the winter a lively experience.
   A. Music of the Cricket   B. Songs of grasshopper
   C. Songs of the poet   D. All sounds of the nature

49. In the poem 'On Grasshopper and the Cricket' the poet draws the picture of two seasons. They are ...... and ........
   A. summer and spring   B. winter and summer
   C. winter and spring   D. summer and autumn

50. His songs create a cold effect when everything is hot. Can you guess whose songs is mentioned here?
   A. Songs of the poet   B. Songs of the Cricket
   C. Songs of the Grasshopper   D. Songs of the Birds
# APPENDIX – VIII

## KEY TO ACHIEVEMENT TEST - FINAL

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APPENDIX – IX

LANGUAGE CREATIVITY TEST

Consumable Booklet of
LCT
(English Version)

S. P. Malhotra (Kurukshetra)
Sucheta Kumari (Kurukshetra)

Please fill up the following informations:-
Name ........................................................................................................ Class.................
Roll No ..................................................................................................... Last Achievement .............
Name of the School ..................................................................................
Achievement in the subject (English) .................................................. Boys/Girls.
Birth Order ....................... Caste .........................

INSTRUCTIONS

This test is meant for assessing your creative abilities in languages where none of your answer will be wrong. In the following pages, some test-items are given to you. You are supposed to answer the questions with your novel interesting ideas.

You are required to given novel and maximum number of such answers to each question within a limited period. Keep only one thing in mind that answers should be brief and with novel ideas.

Please take each item seriously and sincerely. Do not start until you are told to do so. Please stop writing when I say, 'Time is over'. After completing the test, extra time of 10 minutes will be given to complete the incomplete test items.

AREA I

Item 1. Story construction on a given Proverb.

In this test item, a popular English Proverb -"AVARICE IS THE ROOT OF ALL EVILS" has been given. You conceive a small plot in your mind on the basis of this proverb and depict the evils of avarice in the shape of story. Story should be original and creative.
**Item 2. Story on a given Situation.**

In this item a situation is provided. You have to complete the story projecting new ideas and thoughts on the basis of given situation. You have to reflect their thought processes so as to complete the story in a unique manner.

Here a situation is provided:

The whole family went to the canal for a picnic, while they were enjoying themselves, sudden cries of "HELP! HELP! WERE HEARD".

---

**Item 3. Story construction on a given Title.**

In this test, a title of a story is provided. You have to design a story corresponding to the nature of the title given.

You should write an original story. **Title: "BETTER ALONE THAN IN A BAD COMPANY".**

---

**Item 4. Story with two Ending.**

In this test also, a title of an accident is given. You have to write a story with two endings, i.e., Tragedy and Comedy both.

**Title: "ROAD ACCIDENT".**
Item 5. Story on Imagination.

In this test, an unusual situation is provided. You have to exercise your imaginative abilities and bring out the consequences on the basis of the given situation.

Here a situation is provided: "IF THE DOLL WERE TO SPEAK".

Item 6. Modernising the Classical Theme.

In this test, a familiar classical theme is provided. You have to modernise the theme in the context of the present social system and bring out the elements of satire and make it unique piece of product.

Here is a classical theme:

"ILL GO TILL SPENT"

Item 7. Suggesting Titles to Given Story.

In this test, a short story is given. You have to suggest as many as you could. The titles should be unique and novel. The story is given below.

STORY

One day two men were working in the forest. They were cutting a huge log of wood with a long saw. In the cut, they put a wedge.

They stopped work to eat some food. They went to sleep
**AREA II**

**Item 8.** Suggesting titles to given dialogues.

Here in this test, a witty situational dialogues between husband and wife are given. You have to suggest as many titles as possible after reading these dialogues.

Wife : Aren’t you going to your office today?
Husband : Of course, I am. What’s the time?
Wife : Get up, It's half past seven.
Husband : Oh! Half past seven!
Wife : Hurry up otherwise you will miss the bus
Husband : Right, Who’s in the bathroom
Wife : It is Munnu
Husband : (To Munnu) Hurry up! Munnu! I am getting late
Wife : By the time Munnu has his bath, you can brush your teeth
Husband : Oh, Yes where’s the tooth-paste!
Wife : On the wash basin. “Here it is!”
Husband : (Going in the bathroom) Well, Munnu shine my shoes quickly.
Munnu : Papa! One lace is torn
Father : Go quickly and get a lace from the nearby shop
Wife : Hurry up Munnu lest your papa would be late. (To her husband)

You are quite careless about yourself
Husband : Don’t bother me. See! My shirt is to be ironed
Wife : I’m in the kitchen, if I leave cooking you will be late
Husband : Oh! I know it, but can’t help it
Wife : If you do things at the right time, you won’t have to rush at eleventh hour
Husband : You are right. Where's my tiffin box?
Wife  : Come now, you better take your breakfast, I'll pack you tiffin box.
Husband : (After seeing the watch). Wonderful! There is still an hour left.

**Item 9.** Writing dialogue on a Topic.

**In this test, a topic is given. You have to write the dialogues on the basis of given topic. Dialogues should be crisp and witty.**

**Title:** Dialogues with your mummy "ON MISSING THE SCHOOL BUS"

**Item 10.** Writing dialogue on the given Situation.

Here again you have to write dialogues but instead of topic a situation is given. On the basis of the given situation please write down an account of imaginary conversation between you, as teacher, and a late comer.

Situation is written below.

"YOU, AS A TEACHER PICK UP A DIALOGUE WITH THE LATE COMER".

**AREA-III**

**Item 11.** Writing a poem on a Given Topic.

Here in this test, a topic is given. You have to compose an original poem-any form and size you like on the basis of given topic.

**Topic:** "THE RAIN"

**Item 12.** Writing the parody:

In this test three lines of a poem are given. You have to complete this poem. You have to write the fourth line of the poem. You can write this line with new ideas projecting the elements of humour and wit.
Lines of Poem:

Thank you Go for the world so sweet,
Thank you God for the food we eat,
Thank you God for the birds that sing.

Item 13. Poem on Given Words:

Here some words are given. You are to put them in the form of a poem so that it rhymes with the ending word.

Given words: One, two, three, four, five, six and so on.

AREA-IV


Here is given a topic. Please describe it on the basis of your personal-observations and imaginations. You may use metaphors and similes while description.

Topic: "THE RISING SUN".

Item 15. Description on Writing Subject.

In this test item, a subject is given to you. You have to exercise your imaginative and creative abilities and describe this subject / topic. It will be better if you use metaphors / analogies in writing the essay / Paragraph on a given topic.

Topic: "FRIENDSHIP".

Item 16. Description based on imagination.

Here an imaginative situation is given. Please describe it on the basis your imagination and creative abilities. You may use metaphors and similes.

Imaginative situation- "IF I WERE A CAPTAIN OF INDIAN CRICKET TEAM"
Item 17. Test on Comparison.

Here a description of the face of a child is given. A child is unhappy when his parents refuse to provide him new shirt. Imagine the changes that will come on the face with any living or non-living object.

AREA-V

Item 18. Write a number of different synonyms for a given word. Given word: "HAPPY".

Item 19. Here in this test item, a numerical number '10' (Ten) is given. You have to write as many meaningful words as possible arising out of number '10' (Ten).

Item 20. Give different adjectives as alternative completions to similies. "The floor of Ram's house was as white as....."

Item 21. Write as many meaningful words as possible starting with a letter 'A'.

Item 22. Write as many meaningful words as possible ending with 't'.

Item 23. Write as many ways in which two objects given below are alike. Two objects are: Tree and Human being.

Item 24. Complete this simple sentence in as many ways as possible: "THE SKY IS............. ......... ......... ".

Item 25. Write phrases or sentences using secondary meanings of given words:. Given Words: "TAKE".

Item 26. Find four letter words in line of letters: Ramaslastwindustopent

27. Substitute a stated number of letters in each given words to make several new words.

Given Words: Folder (Change any two or three letters)
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APPENDIX – X

SCORING KEY FOR LANGUAGE CREATIVITY TEST

Area 1-plot building

Item 1: Story on a given proverb

a) Rodrigo was a wealthy person but greedy
2. Prayed to God daily
3. God was pleased and privileged the kind
4. Examined the God by touching an iron ball
5. Ball changed into Gold
6. Became very happy and ran
7. He made everything golden in the castle
8. Felt tired and hungry
9. Ordered for food
10. Picked the bread but it turned into gold
11. Felt said
12. Took the daughter in his lap but she also became gold
13. He wept but of no use
14. Lost his daughter because of greediness

b) Avarice is the root of all evils,
1. Poor farmer. Large family but less income
2. Fortune sailed and he got a golden hen
3. Sold eggs and saved his family from starving
4. Greedy and thought of becoming rich by killing the hen
5. Took a knife and killed the hen
6. God nothing and became poor again
7. Became robber and caught by the police
8. Avarice is the root of all evils

c) Avarice is the root of all evils
1. Sister spinning cotton
2. Suddenly air came and blew her cotton
3. Ran after the cotton
4. Came to a woman
5. Woman told her to go and dip in the river
6. Dipped herself and became beautiful
7. Came to the woman
8. She asked her to select one box out of two
9. Selected the smaller one
10. There were gold and gems inside
11. Elder sister also blew her cotton
12. Dipped twice in the stream
13. Came outside and became black
14. Woman asked her to select a box
15. Selected the bigger one
16. Found stone in it
17. Repentness
18. Moral

d) Avarice is the root of all evils
1. Panjabi man owner of a medicine shop
2. Boy asked for medicines noted on a paper
3. Shop-keeper was greedy and sells duplicate medicines
4. Didn’t care for anyone except money
5. Do this type of evilness
6. One day his own son came to the shop to buy medicine when he was away
7. Son died but thee was no sign of grief on his face
8. Excess of everything is bad

Item 2: Story on a given situation

a)
1. Help! Help, pierced the atmosphere
2. Boys rushed the place but found nothing
3. Strolled over the canal surprisingly
4. Passerby told that nobody cares for these cries and these are heard daily
5. But both wanted to go deep into the matter
6. Looked for some clues
7. They found some foot-prints and followed those footprints
8. Found a flag on which something was stuck
9. They examined it closely and found a shell there
10. Took a straw and put it into the hold
11. Found one paper with some message written on it. Mangoes arriving, Beware
12. Boys hide behind a bush and found a man coming there
13. They attacked the man and found him a smuggler
14. He told them that mangoes means ‘Gold’ and cries were for some message
b)  
1. Father asked the mother to look after the children and went away  
2. Came to a canal and saw little girl drawing  
3. Dived in the water and started swimming  
4. Caught hold of her and took her out of water  
5. Saw a dacoit looting, his family at gunpoint  
6. Hit upon a plan and threw a stone  
7. Dacoit pressed the trigger by mistake  
8. Guards were alarmed and surrounded the area  
9. Caught the dacoit  
10. Family reconciled  
11. Father of the girl awarded Rs. 5000/- to him  
12. Father also received the cash award  
13. Bought a scooter with his money  
14. Happy and was praised for this wisdom and bravery  

c)  
1. Family went to the canal for picnic  
2. While enjoying sound of help came  
3. Father got an idea and swam in that direction  
4. Saved the drowning child  
5. Child’s mother felt happy and blessed us  

d)  
1. Stopped and listened to cries  
2. Brave boy ran as fast as he can  
3. Came to a small lake of muddy water  
4. Thought for a while and came to a decision  
5. Picked a long and strong branch  
6. Asked the boy to catch that branch  
7. John began to pull that branch  
8. Other members came and helped him  
9. Work of kindness and bravery  
10. Succeed in pulling the boy  
11. Saved his life  

e)  
1. Boy fell down in the river and was crying for help  
2. Father asked for a rope to be brought from nearby place  
3. Didn’t find any rope
4. Brother jumped into the river but lost his balance
5. Took my mother’s saree and threw it into the river
6. Without wasting time, I gave one end to my brother and another end in my hand
7. By holding that saree both of them came out.

**Item 3: Story on a given title**

a)  
1. Was respected and heard because of my individuality
2. New comer came to my class and I became friendly with him
3. He was interesting fellow but was in a bad company
4. I came to know about it but it was too late
5. My class fellows have the same impression about me
6. I was not respected and ignored by everyone
7. Being in his company, my language became abusive
8. Classmates started disliking me
9. I realized not to in a bad company
10. I regained my old self and like by everyone

b)  
1. Wealthy man but fallen in bad company
2. Ran away from school to see picture
3. Stole money from father’s purse
4. Became drug-addict
5. Had he without friends, wouldn’t have been in bad company
6. Better alone than in a bad company

c)  
1. Two brothers—one hard working and the other lazy and mischievous
2. Had working brother became good citizen because of his truthful
3. Mischievous became robber
4. Because of bad company became robber and police caught him
5. Better alone than in a bad company

d)  
1. One day I saw my friends smiling
2. I asked him that this is not good
3. Told me not to come in his way
4. Seeing that my trick did not work, I gave him one example
5. Asked for bringing Lemon and water
6. Mixed Lemon with water and later on added sugar in it
7. Sugar did not mix but settled down
8. Bad things can be caught easily by good habits like lemon and was
9. Realized his fault and gave up bad company
10. Better alone than in a bad company
e) 1. Caught in bad company
2. Used to live with bad friends
3. Learned all sorts of bad habits
4. Thought of bringing his son to the right way
5. Brought some apples
6. Asked him to keep the rotten apple with fresh one
7. Father advised him
8. Other good boys, bad if they live in his company
9. Listening the views of his father
10. Boy left the bad company

**Item 4: Story with two endings**

a) 1. Ram was going slowly over an overfly bridge
2. Two lorries came from opposite sides
3. Both were driving safely but the bridge was narrow
4. Lorries collided with Ram’s cycle and he fell down
5. People picked him up and took to hospital
6. Lost his ledge

b) 1. Train struck with another coming from opposite direction
2. Full of passengers
3. Suddenly it caught fire
4. Blood all over
5. Passengers cursing the driver
6. But none of them cared to call ambulance
7. Kind hearted man called an ambulance
8. Took the injured to the hospital
9. Accident was horrible
10. God punished those who ignore the person dying in front of him

c) 1. Road was full of traffic
2. Truck driver was driving fast and did not stop at red light
3. Unfortunately a car struck against it
4. Accident took place and people sitting in the car sent to the hospital
5. Driver went on the spot. Driver wounded but non seriously
6. Police came for checking
7. He told the police that he was escaping from terrorists
d)  
1. Crossing the main road
2. Saw a car coming that way
3. Car in a great speed
4. Feared
5. Want to get a side
6. Left in the middle
7. But the car driver took his car aside
e)  
1. Standing and waiting for bus
2. When two friends came near, they saw each other
3. One cyclist turned his cycle
4. Other also turned that way
5. People watching but couldn’t stop without laughing

**Item 5: Story in Imagination**

a)  
1. Parrots would raise a hue and cry
2. No one will talk with parrots
3. No one will go to circus
4. No one will go to a seventh wonder
5. Little girls stop talking with their parents and started taking advice their dolls
6. Factories and shops will change into doll shops
7. Speeches would be regarding dolls only

b)  
1. Would be a great thing if doll speaks
2. Listen stories from her and shares my own views
3. Complain her about daddy’s scoldings
4. Wouldn’t need more friends and toys
5. Arrange magic shows
6. Many people will watch
7. I will be benefitted
c)  
1. Artist made beautiful dolls  
2. Thought if the dolls were to speak  
3. God was pleased and gave life to dolls  
4. Became happy and talked with dolls for hours  
5. Dolls became old and the artist didn’t like talking with them  
6. Dolls started weeping and took poison and died  

d)  
1. Problem of baby will solve  
2. Play with doll the whole day  
3. Baby will be happy and stop weeping  
4. They will eat food and demand more price  
5. Helps us in many ways like calling friends  
6. Babies will be happy and think that they found heaven  
7. Think of being luckiest in the world  

e)  
1. Going on lonely singing songs  
2. Heard a noise  
3. Saw here and there but could not see  
4. Looked at left side  
5. Saw doll of plastic which was different from other dolls  
6. Picked up the doll and began to see  
7. Pleased on getting a talking doll  
8. Began to ask her several questions  
9. Expressed my views to her  
10. Doll helped me in several problems  

**Item 6: Story modernizing the Classical Theme in Social Context**  
a)  
1. Stole money from my father’s pocket and went to theatre  
2. Stood in the cue  
3. Was late and I gave 10-rupee note to ticket seller  
4. Bad persons came and got the tickets instead of me  
5. I’ll got and ill spent  
b)  
1. Went to see a movie after stealing money from father’s coat  
2. Went there and stood in a que  
3. But because of rush, I gave Rs. 10 note to ticket person
4. Because of crowded place, he didn’t know who gave him the mo
5. Bad people came and said they have given the money
6. Nobody heard my voice and gave them tickets
7. I’ll go and ill spent
c)  
1. Man stole rupees and was feeling happy
2. Went to wine shop for buying wine
3. Fulfilled his wishes by eating maximum
4. Called his friends and gave party
5. While paying bill, no money was there with him
6. Pick-pocket stole the money from his pocket
7. Right to say ill got ill spend
d)  
1. Child will become a thief if parents were illiterate and bad mannered
2. Child will be well known if he belongs to educated family
3. Hard earned money will be spent well and tried to save it
4. If the money is earned from unfair means it can to wasted in different ways
5. Moral
e)  
1. Went to friend’s house and saw a pen
2. Lost my temper and did not remember anything
3. Stole the pen and went home
4. Pen did not last long
5. Next morning found that pen was lost
6. Remembered that the stolen pen was lost
7. Moral-I’ll got ill spent

Item 7: Title to a given Story

Titles
1. Obey your parents
2. Naughty monkey
3. Disobedience never gives good fruit
4. Consequences of nuisance
5. Tit for tat
6. As you sow, so shall you reap
7. Do not do that work about which you do not know
8. Excess of everything is bad
9. Look before you leap
10. Mind your own business
11. The log cutter in the forest
12. Naughtiness of the monkey
13. The story of a baby monkey
14. Monkey and the log cutter in the forest
15. Carelessness of two men
Area II-DIALOGUE WRITING

Item 8: Titles to Given Dialogue
1. Get up early in the morning
2. Time is very precious
3. Once time gone, it never comes again
4. Value of time
5. Be punctual
6. Too much hurry is bad
7. Dialogues between husband and wife
8. Quick
9. Hurry; Hurry; Hurry
10. Mind your own business
11. The office time
12. A stitch in time saves none
13. A morning scene between a family
14. Hotch-potch work of a family
15. A lazy husband
16. Haste makes waste
17. Consequences of haste in the morning

Item 9: Writing Dialogues on a given Topic
You As Teacher pick up a Dialogue with a Late-comer.
a)
1. Teacher: Oh I you rascal, you again came late in the lass
   Student: Sorry, Sir
2. Teacher: Can this sorry help you to came in time?
   Student: Please, excuse me today, I will never come late in
3. Teacher: Oh! You idiot, you have promised this for so many times in a month
   Student: Please allow me today to enter the class
4. Teacher: O.K. come and stand in the class
   Student: Thank God you have permitted for entrance
5. Teacher: I see, you are grumbling. What I have said
   Student: I do not have guts to say like that
6. Teacher: Oh! you are still murmuring. You have to stand in the class-room in recess also
   Student: Thank you, Sir.

b)

1. Teacher: Why are you late today?
   Student: My mother is not feeling well

2. Teacher: This is nothing, but your lame excuse
   Student: Really, I am not telling a lie

3. Teacher: How can I come to know the truth?
   Student: Whenever my mother will visit the school, you can ask her

4. Teacher: What is the use of asking about it?
   Student: Only then, you will have faith on me in future

5. Teacher: I do not have faith on liars
   Student: Please don’t call me liar

6. Teacher: Then, what should I call?
   Student: please, don’t blame me

c)

1. Teacher: Listen, why are you late?
   Student: Sir, fell on the road

2. Teacher: Oh, you are badly hurt
   Student: Yes Sir.

3. Teacher: Rush to school doctor and apply medicine on your wounds
   Student: Thank you, Sir, for your co-operation

4. Teacher: Are you feeling better now?
   Student: Yes Sir, your behaviour will heal my wounds

5. Teacher: It is my moral duty, my child
   Student: It is your greatness, Sir.
Item 10: Dialogues on a given Situation

Dialogues with your Mummy on missing the school bus.

a)
1. Son: See today, I again missed the bus
   Mummy: Oh! It is your routine
2. Son: Do not bother, it is not going to harm me
   Mummy: I know, it is going to harm me because I am was on your studies.
3. Son: Forget about that, Papa is here to help us. He some tutor
   Mummy: Very good, you want to throw money for your care
4. Son: Do not be worried about money
   Mummy: Why should not I? When I am spending money or studies
5. Son: Leave it now and give me Rs. 5 for rickshaw
   Mummy: I know, you will demand money for rickshaw
6. Son: On God, do not repeat money-money again and
   Mummy: You actually do not realize the right use of money time.

b)
1. Son: Mummy, Hurrah, I have missed the bus
   Mummy: Oh, it is not a matter of joking
2. Son: It hardly matters because I had not learnt properly
   Mummy: So you missed the bus knowingly
3. Son: No, Mummy, that is not the truth
   Mummy: Then, what is the reason behind it
4. Son: No reason, you are just losing young temper
   Mummy: It means, I should not bother about your mistake
5. Son: Please, do not get angry. Let us celebrate this day
   Mummy: How we can celebrate the day on your mistake
6. Son: Let us ring up Papa and make a programme for picnic
   Mummy: You know, your Papa will only scold you on phone
7. Son: Do not care, it is the habit of my Dear Papa
   Mummy: So you have to ring him up for your picnic programme

c)
1. Son: Mummy, today, again bus reached on bus stop before time.
   Mummy: Now, how you will reach school in time
2. Son: Oh, God, I have to check the students clothes
   Mummy: Do not worry, take rickshaw and try to reach in time
3. Son: Really, it will show me down before my teacher
   Mummy: Dear, it is not your fault, it is the fault of bus driver
4. Son: Who will care for it. The teacher will only blame me for not reaching in time
   Mummy: Do not care for every word of the teacher
5. Son: Then it will be only insulting the teacher
   Mummy: Who care for the teacher now-a-days
   Son: But I respect my teacher as my Guru
Area III-POETIC DICTION

Item 11: Poem on given Topic

a) Rain, rain, go away:
   Come again another day;
   Little Johny wants to play;
   Rain, rain, go to Spain
   Do not show your face again.

b) There is no colour in the rain;
   It's only water, wet and plain;
   It makes damp spots upon my look;
   And splashes on my new dress, look!
   But puddles, in the rainy water;
   Glisten like a peacock’s feather

c) I hear thunder
   I her thunder
   Hark! Don’t you?
   Hark! Don’t you?
   Pitter-patter, raindrops;
   Pitter-patter, raindrops;
   I’m wet through
   So are you.

d) The rain comes after the spring;
   The boys in the river swim;
   Every god is glad
   Very much joy they had
   No one is sad
   Because everyone is glad

e) Dear rain! You come again;
   For the farmers who produce grains;
   The grains which are the life’s chain;
   You come again to give his grain;
   Dear rain! You come again.
f) Tiny drops of rain sprinkled on a tree;
Setting the dust and set it free;
When this drops fell in the street;
The children sang with merry and glee;
When these drops touched the Lilly;
The butterfly became happy and able to fly;
In this way rain sprinkled marry cheer everywhere.

g) What a beautiful rain!
Clouds are meeting with the sea;
The blue waves of water are very small
And reaching with the like a beautiful-
Isherman get frightened but the farmers were very happy
Rain is the symbol of happiness and prosperity

h) The rain is coming;
The children are running;
All are cheering;
The Sun is fearing;
The crop in joy;
Feeling like a toy;
Our faces have glown
Please, do not leave us alone.

Item 12: Writing of Parody
1. Thank you God For the word so sweet;
2. Thank you God For the bird they sing;
3. Thank you God For the food we eat;
4. Thank you God For the water we drink;
5. Thank you God For the milk we drink;
6. Thank you God For the beautiful science;
7. Thank you God For the shelter in which we live;
8. Thank you God For the pure air in which we breathe;
9. Thank you God For the golden ring;
10. Thank you God For the wine we drink;
11. Thank you God For the coming spring;
12. Thank you God For the mosquitoes that sting;
13. Thank you God For all this O’ King;
14. Thank you God For everything;
15. Thank you God For the teacher who teach;
16. Thank you God For the teacher who beat;
17. Thank you God For the School in which we read;
18. Thank you God For the clouds that rain;

**Item 13: Poem on given Words**

a)  
1. One, two, buckle my shoe;
2. Three, four, shut the door,
3. Five, six, pick up sticks,
4. Seven, eight, lay them straight,
5. Nine, ten, a big fat hen

b)  
1. One, two, three, run to the tree,
2. Four, five, six, bring me the sticks,
3. Seven, eight, nine, tell me the time,
4. Ten, eleven, twelve, go and ring the bell

c)  
1. One, two, three, Don’t sit free
2. Four, five, six, Pick up sticks,
3. Seven, eight, nine, Are you feeling fine.

d)  
1. One, two, go to zoo;
2. Three, four, don’t feel bore;
3. Five, six, Don’t be fix;
4. Seven, eight, touch the gate;
5. Nine, ten, write with the pen

e)  
1. One, two, three, four, Tell me time two minutes before;
2. Five, Six, seven, eight, Love to everyone, Don’t feel hate;

**Area IV- DESCRIPTIVE STYLE**

**Item 14: Description based on Observation**

1. The colour of the Sun
2. The warmth of the Sun rays
3. The changes that occur in the nature
4. The activities of men
5. The activities of birds
6. The activities of animals and so on
7. Conclusion

**Item 15: Description based on Subjects**
1. Meaning of friendship
2. Friendship increases happiness in prosperity
3. Friendship diminishes misery in adversity
4. It defends us against misfortune
5. True friend is the means of happiness
6. Bad friends may work us much evil
7. Right selection of friend is a matter of vital importance
8. Conclusion

**Item 16: Description based on Imagination**
1. Man is ambitious by nature
2. Ambition inspires man to do good work in every sphere of life;
3. My ambition of life- If I were a captain of Indian Cricket Team.
4. Careful about Popularity of Indian Cricket team
5. Victory would always be mine
6. Maintain friendly attitude among the team-mates
7. Maintain healthy environment
8. Would be eager to adopt new and latest tips of the games
9. To earn name and fame for the country

**Item 17: Description based on Compasion**
1. Introduction
   - Description of situation
   - Expressions of anger on a face for not getting an expected gift
2. Redness like apple
3. Looking like decaying flower
4. Looking like defeated soldier in war
5. Condition of the drunkard without liquor
6. As bitten by thousands of bees
7. Like a hurt and helpless lion in a cage
8. Feeling like a half dead snake
### Area V- VOCABULARY TEST

**Item 18: Synonyms for a given word ‘Happy’**

1. Cheerful  
2. Contented  
3. Delighted  
4. Glad  
5. Blessed  
6. Merry  
7. Cheer  
8. Joyful  
9. Blest  
10. Blistful  
11. Overjoyed  
12. Pleased  
13. Over the moon  
14. Joyful  
15. Joyous  
16. Elated

**Item 19: Meaningful words arising out of numerical number ‘10’**

1. Tense  
2. Trend  
3. Tender  
4. Tendency  
5. Tenable  
6. Tenet  
7. Tendrill  
8. Tennis  
9. Tenor  
10. Tension  
11. Tent  
12. Tenth  
13. Tentative  
14. Tenure  
15. Pretend  
16. Pretention

**Item 20: Simple insertion**

The floor of Ram’s house was as white as........

1. Mirror  
2. Milk  
3. Sun  
4. M  
5. White cloth  
6. Silver  
7. Curd  
8. Eg  
9. Duck  
10. Snow

**Item 21: Words starting with letter ‘A’**

Names of the cities and countries:  
Names of fruits and vegetables (eatable goods)  
Apple, Apricot, Almond, Arrowroot  
Name of months  
April, August  

**Item 22: Meaningful words ending with letter ‘T’**

Meaningful words ending with letter ‘T’.

Bat, hat, rat, tat, mat, sat, cat, that, net, set, get, bet, beat, treat, sea, meat, sweat, eat, shoot, root, fruit, foot, thought, fought, laugh, caught, night, knight, scent, rent, lent, went, spent, treatment

**Item 23: Similarities between Human being and Tree**
1. Both are living
2. Both need water for life
3. Both of them require medicine to save life
4. Both can be harmed by anyone
5. Both have to perish one day
6. Both can serve the human beings
7. Both are affected by the weather
8. Both need food for growth

**Item 24: Complete the simple Sentence**
The sky is ..... 
9. white

**Item 25: Phrases using secondary meanings of given words**
Take in hand, Take off, take over, Take after, take up, take it out of, take it out on, take away, take down, to be taken in, take in, take care of, take for granted.

**Item 26: Find four letter words in lines of Letters**
Four letter words- Rama, Mala, Last, Alas, Twin, Wind, Dust, Stop, Tope, Open

**Item 27: Substitute a stated number of letters in each given word to make several new words**
Given words: FOLDER (Change any two or three letters): 
Flower, Holder, Colder, Feeder, Ladder, Border, Teller.
APPENDIX – XI

ENGLISH LANGUAGE INTEREST INVENTORY-DRAFT

Prof: Dr. P. M. Jaleel    Mr. K. Rajan
Research Scholar
School of Pedagogical Science
Mahatma Gandhi University

Instructions
This test consists of two parts. Part I includes the personal data and Part II contains 75 statements. They are used for obtaining a record of your preference. Each statement has three alternatives as answers. Decide which of the three you like most to complete the statements. Fill in the blanks only by writing the letter (A, B or C) denoting your choice.

Part-I

Name of the student………………………..
Std:…….. Div:…….. Age:…….. Sex: Male/Female
Name of the School:……………………………………………
Location: Urban/Rural Management : Govt./Private

Part-II

1. I prefer watching …………. Films on Television
   A. Malayalam  B. Hindi  C. English
2. I always take ……………. Books from the School Library
   A. Malayalam  B. Hindi  C. English
3. The Radio programmes I would like most to listen to are …………..
   A. in English  B. in Malayalam  C. in Hindi
4. I like to read …………. News papers everyday.
   A. Malayalam  B. Hindi  C. English
5. I like learning English because ……………
   A. It is a compulsory subject in High School
   B. It is a rich foreign language
   C. It is a rewarding language
6. I like most the biographies of ……………
   A. Malayalam writers  B. Hindi writers  C. English writers
7. If I am asked to recite a poem, I will recite ………….on the spur of the moment.
   A. Science Club   B. Literary Club   C. Maths Club
8. I like taking part in the activities of .................
   A. Science Club  B. Literary Club  C. Maths Club
9. If I happen to be a language teacher, I would like to teach ............
   A. Malayalam  B. Hindi  C. English
10. I would like to specialize in ............... for my higher studies
    A. History  B. English  C. Science
11. I admire most ................ movie stars
    A. English  B. Hindi  C. Malayalam
12. If I get a chance to go to Andhra Pradesh, first I shall visit ............
    A. Ramoji Film City
    B. English and Foreign Language University (EFLU)
    C. Golconda Fort
13. During leisure time, I like to read ............... poems.
    A. Malayalam  B. Hindi  C. English
14. If I happen to visit a Public Library, I would like to read ..............
    newspapers first.
    A. Malayalam  B. Hindi  C. English
15. I like chatting with my friend on my mobile in ..............
    A. English  B. Malayalam  C. Hindi
16. It’s my hobby to collect the pictures of ..............
    A. Film stars  B. English poets  C. Great Leaders
17. I always write letters to my friends in ............
    A. Malayalam  B. Hindi  C. English
18. If I get a chance during the Summer Vacation, I would attend a class for ..............
    A. Computer  B. Social Activities  C. Spoken English
19. If I am asked to narrate a short story in the class, I will choose one in ..............
    A. English  B. Malayalam  C. Hindi
20. If I get a chance to visit European countries my first choice shall be ..............
    A. France  B. Germany  C. England
21. In my view, .............. possesses the quality to be a world language.
    A. Hindi  B. Sanskrit  C. English
22. I am desirous of knowing much about the origin of ..............
    A. French  B. English  C. German
23. I am in the habit of selecting video cassettes of ..............
    A. Tamil Movies  B. Hindu Movies  C. English Movies
24. I am more attracted by …………
   A. Physics Lab   B. Chemistry Lab   C. Language Lab

25. I strongly wish to speak & talk fluently and correctly in …………
   A. Tamil   B. Hindi   C. English

26. If I happen to become a journalist, I would prefer to be one in …………
   A. Hindi   B. English   C. Malayalam

27. I firmly believe that …………
   A. English should be made a compulsory language in Secondary Education
   B. English should be eliminated from Indian Schools
   C. English should be made optional for Secondary Classes

28. I like the friendship of the people who speak
   A. Malayalam   B. English   C. Tamil

29. I am eager to procure a copy of …………
   A. Viswa Vinjana Kosam Mal:
   B. Sabda Tharavali
   C. Britannica Encyclopedia

30. I like to visit the monument of …………
   A. Vallathol Narayana Menon
   B. Ulloor S. Parameswara Iyer
   C. William Shakesphere

31. If I happen to become a newsreader on a news channel, I will select …………
   Language for my news reading
   A. Malayalam   B. English   C. Hindi

32. In my opinion the medium of higher studies in India should be …………
   A. Regional Language   B. Hindi   C. English

33. I prefer to hear …………
   A. more English in my Classes
   B. less English in my Classes
   C. more Mother tongue in my Classes

34. I like to greet a friend in the morning with …………
   A. Good morning   B. Namaste   C. Namaskaram

35. I like most my …………
   A. Maths Teacher   B. English Teacher   C. Music Teacher

36. I used to memorize …………
   A. English Poems   B. Malayalam Poems   C. Hindi Poems

37. I like to enjoy the atmosphere of a …………
   A. Science Lab   B. Maths Lab   C. Language Lab

38. I like to spend my leisure time …………
   A. Playing Cricket
   B. Watching English Film
   C. Watching Comedy Show
39. I think ……… is better as a Computer Language
   A. Malayalam   B. Hindi   C. English

40. In my opinion, English periods for High School classes ………
   A. should be increased
   B. should be minimized
   C. are quite satisfactory

41. I like to know more about the origin of ………
   A. Religions   B. Human beings   C. Languages

42. If I get a prize in school anniversary I like it to be ………
   A. a golden Shield   B. a Silver Plate   C. an English Dictionary

43. If I come across a new English word ………
   A. I will learn its meaning from older friends
   B. I will look up in the Dictionary
   C. I will not bother about it

44. I appreciate most the announcement in Railway Station ………
   A. English   B. Malayalam   C. Hindi

45. I think ……… Grammar is easier to learn
   A. Malayalam   B. Hindi   C. English

46. I like ……… advertisement on the Television Programmes.
   A. Malayalam   B. English   C. Hindi

47. I always write my name in …………… language
   A. English   B. Hindi   C. Malayalam

48. I like better the company of people those who speak.
   A. Malayalam   B. English   C. Other Languages

49. I am desirous of speaking fluently ………
   A. Hindi   B. Malayalam   C. English

50. If I am asked to prepare an article for a multilingual magazine, I prefer to
    write an article in ……………
    A. English   B. Malayalam   C. Hindi

51. If I am asked to sing a song in the classroom. I like to sing a song in
    ……………
    A. Malayalam   B. English   C. Hindi

52. My home library will be stocked with more …………… Books
    A. English   B. Malayalam   C. Hindi

53. In my opinion ……… poems are more enjoyable.
    A. English   B. Malayalam   C. Tamil

54. In my opinion the official language of India should be ………
    A. Sanskrit   B. Hindi   C. English

55. I think the easiest alphabet is that of ………
    A. Malayalam   B. Hindi   C. English
56. If I become a writer, I will choose .......... Language for my writings
   A. Malayalam   B. Hindi   C. English

57. I prefer to enjoy the cricket commentary in .......... 
   A. English   B. Hindi   C. Malayalam

58. I think .......... is the suitable language for computer. 
   A. Malayalam   B. English   C. Hindi

59. I prefer to have the company of .......... 
   A. The Russian   B. The British   C. The French

60. I like to spend most of my holidays for special tuition in ........
   A. English   B. Maths   C. Science

61. I like most the characters of .......... 
   A. Shakesphere   B. Ezhuthachan   C. Valmiki

62. I prefer to finish ............... home work firstly every day. 
   A. English   B. Hindi   C. Malayalam

63. I like to enjoy ............. songs over the Radio. 
   A. Malayalam   B. Hindi   C. English

64. If I participate in an elocution competition, I would prefer ..... language for my programme 
   A. Malayalam   B. Hindi   C. English

65. I prefer to decorate my study room with pictures of ............. 
   A. English writers   B. Malayalam writers   C. Hindi writers

66. I think that the best books are printed in ...... language 
   A. Chinese   B. English   C. Latin

67. In my opinion .......... has become the language of present-day technology. 
   A. German   B. French   C. English

68. I think that .......... is the language of the UNO (United Nations Organization). 
   A. Chinese   B. Japanese   C. English

69. I think that English should be ............. 
   A. avoided from Indian school 
   B. made compulsory language in Indian schools 
   C. made optional language in Indian schools

70. I prefer to enjoy ............. 
   A. Western Music   B. Indian Classical Music   C. Hindi songs

71. I believe that the English language ............. 
   A. spoiled Indian local languages 
   B. enriched our local languages 
   C. united Indian States

72. I believe that the spread of English throughout India was something ............. 
   A. Bad   B. with mixed results   C. Good
73. I believe that the richest literature may be found in .......... 
   A. Malayalam   B. Tamil   C. English

74. I am more concerned about .......... in my school life. 
   A. Malayalam   B. Hindi   C. English

75. I prefer .............. medium nursery school for my children. 
   A. Malayalam   B. English   C. Bilingual
### APPENDIX – XII

**KEY TO ENGLISH LANGUAGE INTEREST INVENTORY**

*(DRAFT)*

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</table>
APPENDIX – XIII

ENGLISH LANGUAGE INTEREST INVENTORY- FINAL

Prof. Dr. P.M. Jaleel
Research Scholar
School of Pedagogical Science
Mahatma Gandhi University

Mr. K. Rajan
Research Scholar
School of Pedagogical Science
Mahatma Gandhi University

Instructions
This test consists of two parts. Part I includes the personal data and Part II contains 23 statements. They are used for obtaining a record of your preference. Each statement has three alternatives as answers. Decide which of the three you like most to complete the statements. Fill in the blanks only by writing the letter (A, B or C) denoting your choice.

Part – I

Name of the student…………………………
Std:…….. Div:…….. Age:…….. Sex: Male/Female

Name of the School:……………………………………………
Location: Urban/Rural   Management : Govt./Private

Part- II

1. I prefer watching…… films on Television
   A. Malayalam  B. Hindi    C. English

2. I always take………… books from the School Library
   A. Malayalam  B. English   C. Hindi

3. The Radio programmes I would like most to listen to are…
   A. in  English  B. in Malayalam  C. in Hindi

4. I like to read…… News papers everyday
   A. Malayalam  B. Hindi  C. English

5. I like learning English because……
   A. it is a compulsory subject in High School
   B. it is a rich foreign language
   C. it is a rewarding language

6. I like most the biographies of….
   A. Malayalam writers   B. Hindi writers   C. English writers

7. If I am asked to recite a poem, I will recite…… on the spur of the moment.
   A. a Malayalam poem  B. an English poem   C. a Hindi poem

8. I like taking part in the activities of …….
   A. science Club   B. Literary Club   C. Maths Club
9. If I happen to be a language teacher, I would like to teach….
   A. English   B. Malayalam   C. Hindi

10. I would like to specialize in…. for my higher studies.
    A. History   B. English   C. Science

11. I admire most…. movie stars
    A. English   B. Hindi   C. Malayalam

12. If I get chance to go to Andhra Pradesh, firstly I shall visit………
    A. Ramoji Film City
    B. English and Foreign Language University (EFLU)
    C. Golconda Fort

13. During leisure time, I like to read… poems
    A. Malayalam   B. Hindi   C. English

14. If I happen to visit a Public Library, I would like to read…. Newspapers first
    A. Malayalam   B. Hindi   C. English

15. I like chatting with my friend on my mobile in……
    A. English   B. Malayalam   C. Hindi

16. I always write letters to my friends in …..
    A. Malayalam   B. Hindi   C. English

17. If I get a chance during the summer Vacation, I would attend a class for…..
    A. computer   B. social activities   C. spoken English

18. If I am asked to narrate a short story in the class, I will choose one in…..
    A. English   B. Malayalam   C.Hindi

19. If I get a chance to visit European countries my first choice shall be……
    A. France   B. Germany   C. England

20. If I happen to become a journalist, I would prefer to be one in…..
    A. Hindi   B. English   C. Malayalam

21. I like the friendship of the people who speak
    A. Malayalam   B. English   C. Tamil

22. If I happen to become a newsreader on a news channel, I will select…..
    language for my newsreading
    A. Malayalam   B. English   C. Hindi

23. I Prefer to hear…..
    A. more English in my classes
    B. less English in my classes
    C. more mother tongue in my classes
### APPENDIX – XIV

**KEY TO ENGLISH LANGUAGE INTEREST INVENTORY- FINAL**

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APPENDIX – XV

OBSERVATION SCHEDULE OF AOM

(TEACHING ANALYSIS GUIDE –ADVANCE ORGANISER MODEL)

NAME:……………………………………… .. SEX:…………………………
DATE:………………      TOPIC:…………………….

INSTRUCTION

This guide is designed to help you analyse the process of teaching as you practice the Advance Organiser Model. The analysis focuses on aspects of teaching that are important to the syntax of the model, the teachers’ role and specific teaching skills.

The guide consists of a series of questions and phrases. As you observe practice session (whether peer teaching or micro teaching) analyse the teaching using the rating scale that appears opposite each question and statement. This scale uses the following items:-

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<td>Very Large Extent</td>
<td>Large Extent</td>
<td>Average</td>
<td>Below Average</td>
<td>Not at all</td>
</tr>
</tbody>
</table>

Categories

4. **Very Large Extent**

   This signifies that the teacher is engaged in the behaviour to a point where students responded comfortably and fluently.

3. **Large Extent**

   This category signifies that the teacher was engaged in the behaviour which was appropriate to the situation but not as thoroughly as possible.
2. **Average**

   This category signifies that the teacher was trying to engage in the appropriate behaviour but could not elicit comfortably and fluent responses of the students in natural way.

1. **Below Average**

   This category signifies that the teacher was trying to engage in the appropriate behaviour artificially and that could not elicit comfortably and fluent response from the students.

0. **Not at all**

   This category signifies that the appropriate behaviour on the part of the teacher was missing.

Keeping in mind the above categories for each statement, in the guide encircle the term that best describes the teacher’s behaviour.

For each question or statement in the guide, encircle the term that best describes the teacher’s behaviour.

**Phase one: Presentation of the Organiser**

1. Did the teacher clarify the aims of the presentation? 4 3 2 1 0

2. Was an advance organizer presented? 4 3 2 1 0

3. Did the organizer presentation identify, clarify, or explain the essential characteristics of the concept or proposition that serves as the organizer? 4 3 2 1 0

4. Did the organizer presentation includes examples of the organizer 4 3 2 1 0

5. Was the language or terms of the subsumer (organizer) repeated or otherwise emphasized? 4 3 2 1 0

6. Did the teacher prompt awareness of relevant knowledge of experience in the learners’ backgrounds? 4 3 2 1 0
Phase Two: Presentation of the Learning Task or Material

7. Was the learning material presented  
   4 3 2 1 0

8. Did the teacher develop the material in the logical order of the learning material and make the order explicit to the student, for instance, the rough outlines and explanations? 
   4 3 2 1 0

9. Did the teacher use procedures that enhanced the organization of the presentation, such as rule-example-rule, explaining links diagrams, and verbal makers of importance? 
   4 3 2 1 0

10. Did the teacher use procedures for maintaining attention, such as varying audio stimuli, using supplemental media, and inserting questions into the presentation? 
    4 3 2 1 0

Phase Three: Strengthening Cognitive Organisation

11. Did the teacher use principles of integrative reconciliation (reminding students of “the larger picture” summarizing the major attributes of the new material repeating precise definitions, asking for the difference between parallel subsumers, relating learning material to subsume)? 
    4 3 2 1 0

12. Did the teacher ask questions and make explanations that prompted active reception learning? 
    4 3 2 1 0

13. Did the teacher facilitate a critical approach to information (the recognition of assumptions, inferences and contradictions)? 
    4 3 2 1 0

14. Did the teacher attempt to clarify students’ misunderstandings or confusions? 
    4 3 2 1 0
APPENDIX – XVI

OBSERVATION SCHEDULE OF SM
(TEACHING ANALYSIS GUIDE-SYNECTICS MODEL)

This guide is designed to help you analyse the process of teaching as you practice the Inductive Thinking Model. The analysis focuses on aspects of teaching that are important to the Syntax of the model, the teachers role and specific teaching skills.

The guide consists of a series of questions and phrases as you observe and practice session (Whether peer teaching or micro teaching) analyse the teaching using the rating scale that appears against each question and statement. The following items are used in this scale.

Thoroughly: This item signifies that the teacher engaged in the behaviours to the point whether students were responding comfortably and fluently. Appropriateness varies from situation to situation. For example, young children may need more assistance in describing the examplars than older ones.

Partially: This item signifies that the teacher engaged in appropriate behaviour, but not as thoroughly as possible. There is some doubt about whether the students are responding fully.

Missing: The teacher did not engage in the behaviour; there appears to be a loss in student response or probably will be one.

Not needed: The teacher did not explicitly manifest the behaviour, but there is no loss. Either the behaviour was included in others or the students began to respond appropriately without being lead to for each question or statement in the guide, circle the term that best describes the teacher’s behaviour.
Syntax

Strategy Phase One
1. Did the teacher, motivate the students so as to describe the situation by the students themselves as they see?  

   T P M  N N

Strategy II
2. Did the teacher provide information on new topic.  

   T P M  N N

Phase Two
I.
3. Had the students suggest direct analogies?  

   T P M  N N
4. Did the teacher select anyone among them and describe it for further exploration?  

   T P M  N N

II.
5. Did the teacher suggest direct analogies, and ask the students to describe them?  

   T P M  N N

Phase Three
I
6. Did the students themselves become the analogies which they selected?  

   T P M  N N

II
7. Did the teacher convert the analogies towards the content of the teaching item?  

   T P M  N N

Phase Four
Stage I
8. Were the students able to describe their analogies and suggest general compressed conflicts?  

   T P M  N N

II
9. Were the students able to explain the points of similarity between the new material and the direct analogy?  

   T P M  N N

Phase Five
I
10. Did the students generate another direct analogies as their own based on the compressed conflict?  

    T P M  N N

Stage II
11. Could the students explain the appropriateness of the analogy?  

    T P M  N N

Phase Six
I
12. Did the teacher bring back the students to the original task with Synectics experience?  

    T P M  N N

II
13. Were the student able to explore the original topic on its own terms?  

    T P M  N N

Phase Seven
III
14. Did the students provide their own direct analogy?  

    T P M  N N
15. Did the students explore the similarities and differences?  

    T P M  N N
APPENDIX – XVII

OBSERVATION SCHEDULE OF ITM

(TEACHING ANALYSIS GUIDE-INDUCTIVE THINKING MODEL)

This guide is designed to help you analyse the process of teaching as you practice the Inductive Thinking Model. The analysis focuses on aspects of teaching that are important to the Syntax of the model, the teachers role and specific teaching skills.

The guide consists of a series of questions and phrases as you observe and practice session (Whether peer teaching or micro teaching) analyse the teaching using the rating scale that appears against each question and statement. The following items are used in this scale.

Thoroughly: This item signifies that the teacher engaged in the behaviours to the point whether students were responding comfortably and fluently. Appropriateness varies from situation to situation. For example, young children may need more assistance in describing the exemplars than older ones.

Partially:- This item signifies that the teacher engaged in appropriate behaviour, but not as thoroughly as possible. There is some doubt about whether the students are responding fully.

Missing:- The teacher did not engage in the behaviour; there appears to be a loss in student response or probably will be one.

Not needed:- The teacher did not explicitly manifest the behaviour, but there is no loss. Either the behaviour was included in others or the students began to respond appropriately without being lead to for each question or statement in the guide, circle the term that best describes the teacher’s behaviour.
Syntax

**Phase one**
1. Did the teacher ask questions which was helpful to identify the concept?  
   T P M  NN
2. Did the teacher present illustrations for listing the concepts?  
   T P M  NN

**Phase Two**
3. Did the teacher explain the procedure of grouping?  
   T P M  NN
4. Was the explanation clear to the students?  
   T P M  NN

**Phase three**
5. Did the teacher explain the determining factors for labeling the items?  
   T P M  NN
6. Did the teacher help the children to categories the item in hierarchical order?  
   T P M  NN

**Phase Four**
7. Was the term critical relationship clear to the children?  
   T P M  NN
8. Were the children able to identify the critical relationship from the explanation given by the teacher?  
   T P M  NN

**Phase Five**
9. Did the teacher adopt any devises to illustrate how to explore the relationships?  
   T P M  NN
10. Was the language of the teacher appropriate to make out the term cause-effect relationship?  
    T P M  NN

**Phase Six**
11. Were the children capable to go key and the textual explanations?  
    T P M  NN
12. Did they arrive at any inferences?  
    T P M  NN

**Phase Seven**
13. Could they predict the consequences?  
    T P M  NN
14. Did the teacher succeed to explain the term hypotheses?  
    T P M  NN

**Phase Eight**
15. Could they able to support the predictions with appropriate usage?  
    T P M  NN
16. Could their children retrieve the relevant knowledge?  
    T P M  NN

**Phase Nine**
17. Were the children able to present the logical principles?  
    T P M  NN
18. Were they able to verify their prediction under meaningful situations?  
    T P M  NN