

Unit 4

FLIGHTS OF FANCY

Theme: Self esteem

Sub themes:

Value of recognition earned with out loosing our esteem

Value of hard work

Danger of extravagance

Need of fighting for our rights.

Knowledge and insights of reading / writing

Learning outcomes:

The learner will be able to:

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

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

Unit Overview

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

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

Titular Picture

Interaction

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

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

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

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

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

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

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

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

The Never - Never Nest

About the author

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

About the One Act Play

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

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

Gist of the story

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

Process

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

Divide the one act play into two parts

1 Scene 1 page 129 to 131

2 Scene 1 page 132 to 134

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

Teacher explains the features of a radio drama.

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

Teacher then screens a BBC radio play as a model

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

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

Teacher assists the learners to record their radio play.

Students then audio play their recorded work.

Teacher explains the features of a Reader's Theatre

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

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

https://youtube/Bq0Ohvo_b1U

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

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

Students perform readers' theatre.

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

Teacher explains the process of hot seating.

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

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

Eg:

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

Teacher asks them to add on more questions.

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

The student on the hot seat answers the questions.

Students are asked to attempt the character sketch of Jack

Questions 1 to 11 page 130 to 134 C.B

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

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

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

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

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

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

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

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

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

10. Jill sent the cheque to Dr. Martin.

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

Activity 1

A. Title

Significance of the title

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

Characters and characteristics:

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

Jill : An ordinary woman who is obedient to her husband

Aunt Jane : A highly practical woman

Nurse : an obedient house servant

B) Features of a review

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

Grading indicators

Process

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

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

Activity 2

Grading indicators of a debate.

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

Collect and develop points of a debate.

Activity 3

Lets perform

Grading indicators of a script

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

Language Activities are same as in the old text.

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

Unit 5

RAY OF HOPE

Theme: Hope

Sub themes:

Childhood

Life led at the level of instincts and impulses

Family relations

Learning outcomes:

The learner will be able to:

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

expression indicating comprehension and tone.

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

Introduction

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