

KERALA READER

ENGLISH

TEACHER TEXT

STANDARD

VII



**Government of Kerala
Department of General Education**

State Council of Educational Research and Training (SCERT) Kerala

2024

HARMONY OF MARVELS

ABOUT THE UNIT

The learning materials serve to develop the learners' sense of wonder and curiosity at what they see as marvels – strange objects, people and places. Besides, they get a vivid picture of the impact of technology on human lives and valuable insights into how human beings cope with objects, people and situations which are unfamiliar to them. The texts also identify the role of social relationships and cultivation of values in dealing with problems and difficulties. They also provide for the enrichment of the language repertoire of the learners. The transaction of the texts and the activities given is expected to hone their listening and speaking skills.

UNIT AT A GLANCE

A ROBOT WITH A VIRUS

A story for detailed reading by Pedro Pablo Sacristan

AND IN WONDER AND AMAZEMENT I SING

Poem by Rabindranath Tagore

GLIMPSES OF THE EMIRATES

A Travel writing for extended reading



UNIT FRAME

CONCEPT	DISCOURSES / ACTIVITIES	LANGUAGE ELEMENTS
<p>Theme : Wonders</p> <p>Sub themes</p> <ol style="list-style-type: none"> 1. a. Wonders of technology <li style="padding-left: 20px;">b. Changing attitudes towards life 2. The nature as a source of wonder and amazement. 3. Travelling and its significance in life. 	<ul style="list-style-type: none"> • Writing a description • Sequencing • Comparison • Dialogue writing • Writing expressions of agreement and disagreement • Debate consolidation • E-mail- Complaint • Vocabulary expansions • Posters, slogans, placards. • Navigation • Description 	<ul style="list-style-type: none"> • Past perfect • Using linkers and connectors • Expressions suitable for different genres. • Polite request • Refrain • Alliteration • Language used in public documents • Use of qualifiers

A ROBOT WITH A VIRUS

Learning Objectives

The learners are expected to

- develop a sense of wonder and curiosity at what they see as marvels – strange objects, people and places.
- get an understanding of the impact of technology on human lives.
- develop an understanding of how human beings cope with objects, people and situations which are unfamiliar to them.
- identify the role of social relationships and cultivation of values in dealing with problems and difficulties.
- identify and use items of vocabulary, usages and structures that are available in the texts.
- hone their listening and speaking skills through transacting the text and engaging in the suggested activities.

TITULAR PICTURE

- Ask the learners about the persons in the picture.
- The attention of the learners may be directed towards the titular picture.
- The teacher may also interact with the learners using some triggers.
- This may instill a sort of communication expectancy in the learners to involve in the activities that follow.
- This can be done based on something that will work like a trigger for sensitizing the learners on the theme.
- The teacher can use a video clip / collage available about robots.
- Let the learners identify and comment on them.
- Scaffold them with simple and meaningful questions and explanations.
- The teacher generates a discussion and links it to the Doorway in which the role of robots in our life is illustrated.

THE DOORWAY

- Teacher makes use of the picture and generates a discussion based on it.
 - What is this picture about?
 - What do you see in this picture?
 - What are the different kinds of robots you see here?
 - What are some common tasks that a robot can perform? Comment about it?
 - Have you ever seen a robot working?
 -
 -

- Learners read the comments in the class room.
- Teacher poses the questions given in a natural manner.
- Discuss the situations where the robots are useful in every walk of life.
- Teacher creates a better experience of robots through the interaction.
- Links the Doorway with the Intro of the lesson.

“A Robot with a Virus” is a story for children by the Spanish writer Pedro Pablo Sacristan. It is a story about a young boy Ricky whose parents bought a robot to do the household chores at home. It tells about how the arrival of the robot changed Ricky’s lifestyle and attitudes.

NOTE

ROBOTS : A WONDER OF THE TIME

Before entering to the unit, the teacher ought to have some basic concepts about the robots. Robots come in various types, each designed to perform specific tasks or functions. Here are some of the different types of robots.

The teacher need not discuss all these in detail. But if the learners mention them in conversation, the teacher is expected to explain their nature and function.

Industrial Robots

These robots are used in manufacturing and production settings. They are often equipped with robotic arms and specialized tools to perform tasks like welding, painting, assembling and material handling in factories.

Service Robots

Service robots are designed to assist humans in various environments. They include categories like:

- **Domestic Robots** : Used in homes for tasks like cleaning, lawn mowing and entertainment.
- **Medical Robots** : Used in healthcare settings for surgeries, rehabilitation and patient care.
- **Retail Robots** : Used in retail stores for tasks like restocking shelves and guiding customers.

Medical Robots

These robots are used in the medical field for procedures such as surgery, diagnostics and drug delivery. They can provide higher precision and reduce the invasiveness of medical procedures.

Military and Defence Robots

These robots are used for tasks like surveillance, bomb disposal and reconnaissance in dangerous or remote environments.

Agricultural Robots

Agricultural robots, also known as agribots are designed to perform tasks in farming and agriculture. They can handle planting, harvesting and monitoring crops.

Educational Robots

These robots are used as educational tools to teach programming, engineering concepts and problem-solving skills to learners.

Entertainment Robots

These robots are designed to provide entertainment and amusement. Examples include robotic pets, interactive toys and humanoid robots used in theme parks.

Exploration Robots

Exploration robots are used in environments that are difficult or hazardous for humans to access, such as deep-sea exploration, space exploration and archaeological excavations.

Autonomous Vehicles

These vehicles, including self-driving cars, drones and underwater vehicles are equipped with sensors and AI to navigate and operate without direct human control.

Humanoid Robots

These robots are designed to resemble humans in appearance and movement. They are often developed for research purposes, social interaction and tasks that require human-like mobility.

Underwater Robots

Also known as Remotely Operated Vehicles (ROVs). These robots are used for underwater exploration, research and tasks like deep-sea mining and oil rig inspection.

Aerial Robots

Aerial robots include drones and Unmanned Aerial Vehicles (UAVs) used for tasks like aerial photography, surveillance and package delivery.

A ROBOT WITH A VIRUS

- Let the learners read the text silently
- Let them read the text in groups of five or six (multi-level / heterogenous group)
- Let them share their ideas.
- Teacher initiates 'Lesson mapping' using the following questions.
 - What is the paragraph about?
 - Who are the characters?
 - What are the locations?
 - What are the events that you come across?
 - What are the unfamiliar words? Underline them.
- Let the learners fill the word gallery with the unfamiliar words and guess their meaning from the context.
- Let the learners refer to the glossary/dictionary and get the meaning, if required.
- The learners may be asked to associate the picture with the paragraph - the characters, events etc.
- Incorporate scaffolding questions during the discussion.
- Teacher sums up the ideas and the points evolved in the discussion.
- Teacher reads the passage aloud with proper pauses, stress and intonation that may help easy comprehension. An audio text may be used if available.
- Ask the learners to read these parts in sequence loudly if necessary.
- Teacher may scaffold the process gently, if required.

NOTE

READING

The whole text is conveniently divided into three sections for reading.

- Section 1 – Para 1 to 6 – (It was a sunny morning.
“Wonderful! How neat and tidy my room looks!” he exclaimed).
- Section 2 – Para 7 to 11 (In fact, it was A heated argument between Ricky and his father followed).
- Section 3 – Para 12-18 (Father: A robot is a wonderful device and buy needful things for them).
- The teacher can scaffold the reading learners gently if necessary. All the learners except the reader are expected to listen and follow from the textbook.
- Ask learners to identify the characters, location and the events that they come across in each paragraph.

Wind up each class (period) only after consolidating the content/events and the activities done, linking to the home assignments or tasks, if any.

Certain questions for interaction related to Section A are given below as models. The teacher may make questions for the sections 2 and 3 in the same pattern.

- ❓ What was the weather like in the morning?
- ❓ How did the sunlight shine into Ricky’s room?
- ❓ What changes came over Ricky’s room after the robot’s arrival?
- ❓ How do you think Ricky’s room looked in the morning sunlight?
- ❓ Why do you think Ricky’s mother asked him to do chores around the house?
- ❓ How do you feel when your room is messy?
- ❓ Why do you think Ricky felt happy when he saw his room clean?

- ❓ Why do you think Ricky's mother asked him to keep his school bag in the study room?
- ❓ What do you think Ricky's mother meant when she said she always had work for him?
- ❓ Why do you think Ricky was excited when his parents bought the butler robot?
- ❓ How did Ricky's bedroom become tidy all of a sudden?
- ❓ Why did Ricky's mother have to collect his belongings from all corners of the house?
- ❓ Why did Ricky's parents decide to buy the butler robot?
- ❓ What caused Ricky's bedroom to be in a disastrous state before he went to sleep?
- ❓ What happened when Ricky's mother left for work every morning?
- ❓ What was the result of Ricky not helping much around the house?
- ❓ What was the consequence of the butler robot picking up Ricky's clothes from the floor?

ABOUT THE AUTHOR

- Narrate the significance of the author giving the details about his/her period of life, works, social/contemporary relevance, etc. Not all of these need be shared with the learners. However if any of the information comes up for discussion, the teacher may pass on the information.
- Teacher can lead the children to the 'About the author' part in the text book/ collect information from different sources.
- Process the profile of the author as a learning activity.

Author Profile

Gather basic available information about the following referring to websites about the author, if available:

Full name	:
Date and place of birth	:
Date and place of death (if applicable)	:
Nationality:	:
Educational Background	:
(Schools attended, Degrees earned, Major areas of study)		
Career and Achievements	:
List of published works	:
(books, articles, essays, etc.)		
Awards and recognitions received	:
Notable contributions to the field or genre	:

POST LESSON ACTIVITIES

Activity 1 a & b

- Let the learners go through the sentences which are given in a jumbled order.
- Let them individually arrange the events in order.
- Write a paragraph using the events described. The learners are not expected to just copy the sentences given in the activity.
- Rather, they should construct a paragraph using the sentences given with necessary syntactic features and discourse markers.
- For example, some of the sentences may be joined using connectives. The paragraph should read like a narrative.
- This may be done in groups.
- The process of discourse construction should be followed.
 - Individual construction
 - Presentation by a few individuals
 - Sharing in group for refinement

- Presentation by the groups
- Teacher’s version
- Editing

A partial example of a teacher’s version is as follows. This is only the first part of the teacher’s version. It has to be completed. It should also be noted that teachers can come up with other versions depending upon the context.

TEACHERS’ VERSION

“Ricky’s mother used to give chores to do around the house. Then his parents purchased a butler robot. One day Ricky woke up and found his room perfectly clean and tidy. But he searched for his T-Shirt and Football. He could not find them

Activity 2

This activity can be done as an individual task.

- The learners are expected to write the differences in Ricky’s behaviour at the beginning of the story and at the end after the robot tells him what he was doing.
- It will be a measure of the learners’ learning level if the teacher checks whether they have used some of the new expressions in the story properly.

Activity 3

The conversation should be written in the style in which young children speak to one another.

The learners may be asked to go through an initiation framing just one set of dialogue first.

Conversation

- Make a discussion on the response.
- Develop more exchanges appropriate to the initiation.
- Make proper sequences of exchanges relevant to the context.
- Use suitable discourse markers.
- Let the learners complete the conversation individually.
- Ask random presentation.

- Scaffolding questions may be asked to guide the learners specifically to the point.
- Class may be divided into multi-level groups.
- Let the learners share their products in the multi-level groups.
- Various assessment techniques may be applied here by the teacher.
- Multi-level activities may be used for catering to all learners.
- Let them improve or refine the conversation.
- Groups may then present their products.
- General editing may be done by the teacher.
- Teacher's version may be given, if required.

Activity 4 a

Let the learners refer to page 16 and read the instructions given there. Lead them to the activity with necessary information given in the textbook.

Agreement - Disagreement

NOTE

It should be noted that a sentence which expresses disagreement need not be negative.

eg. "They can be expensive to build and maintain.

This sentence can also be framed with the same sense as a negative sentence.

"But they need not be cheap to build and maintain".

Activity 4 b

- Let the learners interact with the conversation.
 - Do you remember the context?
 - What are they talking about it?
 - Do they have the same opinion about what they discuss?

Activity 5

Let the children make a discussion on the gadgets we use in our day-to-day life. We use some of them to make our life very easy. But some abuse gadgets like computers, mobile phones, laptops, tablets etc.

Look at the picture given in page 18 of Text Book. A group of children are in a debate.

NOTE

A debate is a conversation in which two individuals or groups express their opinion from two competing perspectives with the goal of contradicting each other's arguments.

- Here one group will speak about how mobile phones are useful.
- The other group will talk about how mobile phones are abused.
- The learners can be divided into two groups.
- One can be asked to think about the various uses of mobile phones.
- The other group can be asked to think about various ways in which mobile phones are abused.
- The teacher can be a moderator summing up the arguments from both sides and seeing that the decorum of the debate is maintained.
- It should be also be seen that the members of one group do not repeat arguments which have already been advanced.

After the debate in the class, ask them to complete the 'use' and 'abuse' column individually.

Activity 6

The teacher can start a discussion on official complaints and how we make an official complaint.

Elicit responses from the learners.

- The teacher can open an email in any device and show it to the learners.
- The teacher should briefly but in very simple terms, describe how an e-mail is composed.
- Learners must be made aware of the differences between an e-mail and a letter.
- The teacher can scaffold the learners who are composing the message.
- Do it as an individual work.

Activity 7

- The teacher may show a crossword puzzle in a newspaper or magazine to the learners to make them aware of the mechanics of filling a crossword puzzle.
- Ideally, the teacher can show an unfilled puzzle and its filled form.
- The teacher may also scaffold learners especially where there seems to be more than one suitable word at first glance.
- There may be synonyms. But only the one that fits the column or row may be selected.
- The activity may be done individually.

Activity 8a

The teacher may ask the learners to give real-life examples as far as possible.

- They can think of occasions from their own lives.
 - The learners can frame sentences of their own. The teacher can scaffold the learners by restructuring the sentences composed by the learners.
 - It should be seen that they are naturally uttered in context.
- b. The same procedure as above can be adopted.

The learners may be scaffolded by giving examples for different kinds of requests for the same objective.

- eg. : Mommy, please give me some money to buy a new instrument box.
Mommy, give me some money to buy a new instrument box, please.
Mommy, please, can I have some money to buy a new instrument box.

NOTE

The teacher may keep detailed information about requests in mind while discussing this activity. Requests can come in various forms depending on the context. Here are some examples for different kinds of requests.

Direct Requests	<p>These requests are straight forward requests that directly ask for something.</p> <p><i>Example:</i> “Could you please pass the salt?”</p>
Polite Requests	<p>These requests are framed politely to show respect.</p> <p>Example: “Would you mind holding the door for me?”</p>
Informal Requests	<p>These are more relaxed and might be used with friends or family.</p> <p><i>Example:</i> “Can you grab me a drink?”</p>
Suggestive Requests	<p>These requests suggest something without directly asking for it.</p> <p><i>Example:</i> “It would be nice if someone could help with the dishes.”</p>
Command Requests	<p>These are more authoritative and command-like in nature.</p> <p><i>Example:</i> “Close the window, please.”</p>
Conditional Requests	<p>These requests are based on a condition being met.</p> <p><i>Example:</i> “If you’re free, could you help me move some furniture?”</p>
Urgent Requests	<p>These are requests that need immediate attention.</p> <p><i>Example:</i> “Please call 911!”</p>
Open-ended Requests	<p>These leave the response or action open without specifying details.</p> <p><i>Example:</i> “Could you help me with this project?”</p>
Requests for Information	<p>These requests ask for specific information or clarification.</p> <p><i>Example:</i> “Could you explain how this works?”</p>

Each type of request can be tailored to the situation and relationship between the individuals involved. The tone and choice of words can vary to convey the appropriate level of formality and respect.

Activity 9

The learner may be given a number of examples for present perfect before asking them to write the sentences.

- I have bought an electric car.
- I have collected some flowers for the competition.
- Miss, I have completed my homework
- Sir, I have brought my notebook.

The learners may be scaffolded by giving translations in the first language.

NOTE

Ideally labelling (talking about tense) may be avoided. The learners can simply familiarize themselves with the structure and find out what it can mean in context. The first language may be used judiciously. The teacher may refer to any standard text on English structure for more information about tenses.

Activity 10 a, b, c

Designing posters

- Teachers are expected to get hold of some posters for reference.
- They are also expected to make themselves aware of the content and language used in posters.
- Teachers should ensure that the posters that are collected should have the following characteristics.

- a. The poster should be designed for a specific purpose and should reveal the intended context.
- b. The language of the posters should be persuasive and argumentative.
- c. The statements, phrases etc. should maintain brevity in transacting content.
- d. The textual material in the poster should have rhythmic language.
- e. The posters should have ample and attractive illustrations.

NOTE

The language used in posters and the language used for slogans are different. Teachers are expected to familiarize themselves with this difference before transacting the lesson in the classroom.

Time permitting, the teacher may also ask learners to prepare placards which transmit particular, catchy messages which are part of the poster, for eg. one placard can say “Freedom from plastic”, another can say “Save our tree friends” etc.

While designing the poster on misuse of electronic gadgets, the salient points discussed above can be repeated for strengthening the learning process. Placards may also be prepared as above. Care should be taken to distinguish between use and misuse. All electronic gadgets are useful, but the discussion here is on overuse or misuse.

POEM

AND IN WONDER AND AMAZEMENT I SING

Learning Objectives

The learners are expected to

- develop a habit of wondering about the universe they see around them.
- analyze the themes, symbols and imagery used by Tagore in the poem.
- deepen their understanding of the poet's style and narrative techniques.
- explore the cultural and historical context of Tagore's work including the significance of his poetry in Bengali literature and its relevance to broader themes of human experience.
- develop skills in literary analysis including identifying poetic devices such as metaphors, similes, personification and imagery used by Tagore to convey his ideas and emotions.
- critically evaluate the meaning and implications of the poem fostering discussions on different interpretations and perspectives.
- get a good idea about the poetic devices of refrain and alliteration
- respond creatively to the poem through writing, artwork or other forms of expression allowing them to engage with the themes and emotions evoked by Tagore's words.

Introduction

- The teacher can show pictures of young children/men and women standing in wonder and amazement contemplating nature.
- Photographs and paintings of Tagore may also be shown. This can initiate a primary discussion on the poem.
- The teacher can initiate and carry on the discussion by putting questions on the theme of the poem.

Process

- Let the learners read the poem silently.
- Ask the learners to read/recite the poem aloud.

- Let the learners find out the expressions they find interesting.
- Make use of the scaffolding questions to explore the poem.
- Let the learners identify the theme of the poem.
- Let the learners identify unfamiliar or difficult words/usages.
- Let the learners sit in groups and share their ideas about the theme, unfamiliar words, poetic language etc.
- Scaffold them about the theme, poetic craft, figures of speech etc.
- Let the learners identify refrain and alliteration.
- Let the learners read/recite the poem in groups/ make random oral presentations.
- Let the learners listen to the audio version of the poem or reciting/reading aloud by the teacher.
- Ask them to comment on the tonal/musical qualities of the poem with reference to refrain, alliteration etc.
- Let them comment holistically on the poem and give a brief appreciation of it.
- Ask the learners to revisit the poem and attempt the activities 1-4.

The teacher is expected to have a detailed volume of information about the life and career of Rabindranath Tagore.

The teacher can use the simple comprehension questions given in the textbook. In addition, questions like the following can be put to the learners.

- ❓ What does the poet mean by ‘universe’?
- ❓ Why does the speaker say ‘the universe is full of life’?
- ❓ What does the speaker mean by ‘I have found a place’?
- ❓ Have you ever felt a sense of wonder and amazement like the speaker?
- ❓ What does the poet mean by “I have felt its tug in my blood”?
- ❓ Have you had an experience similar to the one the speaker had when he was out walking?
- ❓ Why do you think the speaker thought that the sights ‘maddened his mind’?

NOTE

The learners may be asked to imagine the kinds of scenes described in the poem. They may also be told about how a poet's mind sometimes gets a feeling like being mad.

A second set of questions like the following can be offered to the learners for discussing poetic devices, imagery etc.:

- ? What do you think is actually strewn around?
- ? What is compared to a tide?
- ? Why do you think the speaker was "startled by the flowers' fragrance"?
- ? Which lines in the poem point to the speaker's idea that there is something beyond what he could see around him?
- ? Can you think of a refrain similar to 'And in Wonder and Amazement I sing' in any poem or song in English or your mother tongue?
- ? Can you remember instances of alliteration in any poem or song in English or your mother tongue?

NOTE

In the discussion the learners can be told about the comparison of flowers to gifts of gladness and joy. They can also be told about the popular belief that there is a surge in the circulation of blood during high tide. The kind of excitement which the speaker describes as madness can also be discussed. If possible, the learners can also be told in simple terms about the spirituality that Tagore as a poet professed, which made him think of the unknown. The learners can also be asked in a general way, without insisting on it, if they can write a couple of lines on their own with a refrain or alliteration in English or their mother tongue. If any learner can do it, it can be read out in the class. The teacher can also have a try at composing such lines.

ACTIVITIES

Activity 1

Definition

A refrain is a repeated line or phrase in a poem, typically appearing at the end of each stanza or at regular intervals throughout the poem. It serves to emphasize key themes, create a sense of rhythm and engage the reader through repetition.

The teacher can make a discussion about the repeated lines in the poem. Lead the learners to the activity.

NOTE

These need not be discussed in the class. They are meant solely for the teacher's reference.

Examples for refrain

From "The Raven" by Edgar Allan Poe:

- Refrain : "Quoth the Raven, 'Nevermore.'"
- In Poe's famous poem, the refrain "Nevermore" is repeated by the titular raven in response to the speaker's questions. It adds a haunting quality to the poem and reinforces the sense of foreboding.

From "Do Not Go Gentle into That Good Night" by Dylan Thomas:

- Refrain: "Rage, rage against the dying of the light."
- Thomas repeats this refrain throughout the poem, urging the reader to resist death and fight against the inevitable. It serves as a rallying cry for defiance and courage in the face of death.

"The Tyger" by William Blake:

- Refrain: "Tyger, Tyger, burning bright."
- Blake repeats this refrain at the beginning and end of each stanza, drawing attention to the majestic yet fearsome nature of the tiger. It underscores the central question of the poem about the origins of beauty and evil.

"Stopping by Woods on a Snowy Evening" by Robert Frost:

- Refrain: "And miles to go before I sleep."

Activity 2

Let the learners go through the poem. Let them find out the lines which describe the sights that fill the poet with wonder and amazement. Let the learners do it individually.

Activity 3

Let the learners pair the words reading the poem very carefully. Do it individually. Provide them with reference material, if they need.

Activity 4

Let the teacher lead the learners to revisit the first stanza.

Definition

Alliteration is the repetition of initial consonant sounds in a series of words within close proximity to each other.

Examples:

1. "Peter Piper picked a peck of pickled peppers."
2. "She sells sea shells on the sea shore."
3. "Big brown bears bounce balls."
4. "Misty mountains majestically rise into the sky."
5. "Crazy cats cuddle cautiously."

After completing the whole activities, learners can be asked to give their views on the poem in general which can serve as a prerequisite for activities on appreciating the poetry in the coming units.

Teacher can include the following hints.

Pose certain relevant questions to elicit responses. Let them include the points like:

- content
- beauty of words used
- language
- the verses they like most
- figures of speech
- the speaker's tone
- personal opinions, etc.

GLIMPSES OF THE EMIRATES

Learning Objectives

The learners are expected to

- develop an interest in travel writing.
- acquire the language of the discourse of travel writing.
- are encouraged to read about places, people, monuments and structures of interest in the country and abroad.
- familiarize themselves with documents for foreign travel.
- learn to give precise directions for reaching destinations.

“Glimpses of the Emirates” is a passage from a travelogue describing the author’s experiences during a visit to the UAE. The passage gives glimpses of the country’s landscape, its monuments and its technological advance.

- Let the learners read and enjoy the passage.
- Promote individual and group reading experiences among the learners.
- Pose certain simple questions to channelize easy comprehension.
- Ask them to share their thoughts and views of their travelling experiences.
- Let them share interesting experiences of a travel they had.
- Promote free responses.
- A discussion can be initiated by the teacher on travel and travel writing.
- References can be made to picnics and excursions the learners involve.
- The learners can share their knowledge and experience about travelling.
- The teacher may also make reference to popular books, TV shows, blogs etc. on travel in English or the mother tongue.

Questions like the following can be put to the learners.

- ❓ Have you ever travelled to other states / abroad?
- ❓ Why do you like to travel?
- ❓ What do you think, are the benefits of travelling?
- ❓ Can you remember at least one incident during a travel?
- ❓ Can you remember at least one spot that you have visited?
- ❓ If you are given a chance to travel abroad, which country would you choose? Why?
- ❓ Have you thought about tourism as an industry that gives employment and income?
- ❓ Have you ever developed a special liking for a place that you want to visit again?

These are possible questions. They can be asked in other ways also and in simpler language if necessary.

The groups can be asked to share the ideas they have gathered from reading the text and also note down new, unfamiliar expressions, references to localities, sites, unfamiliar sentence structures in the passage etc. they found while reading. The teacher can initiate and lead a discussion on these.

NOTE

The teacher should scaffold the learning process by offering interesting information about views of land from an aircraft, long distance road travel, the production of solar energy, monuments and buildings, metro train journeys, museums, archaeological remains etc.

The teacher may also familiarize herself with the following. She need not share it with the learners. But if there are questions from the learners about these, information may be shared.

Travel writing encompasses a wide range of genres, each offering a unique perspective on the travel experience. Here are some of the different genres of travel writing:

Guidebooks : Guidebooks provide practical information, recommendations and tips for travellers visiting specific destinations. They typically include details about accommodations, restaurants, attractions, transportation options and cultural customs.

Travel Memoirs : Travel memoirs are personal narratives that recount the author's experiences and reflections during their travels. These memoirs often focus on the emotional and cultural aspects of the journey, offering insights into the author's thoughts, feelings and encounters with locals.

Travel Essays : Travel essays are literary works that explore themes related to travel, culture and identity. They may delve into historical or philosophical reflections on travel, offer commentary on social issues, or provide personal anecdotes and observations.

Travel Journalism : Travel journalism involves reporting on destinations, events and trends in the travel industry. Travel journalists may write articles for newspapers, magazines, websites, or travel blogs, covering topics such as adventure travel, eco-tourism, luxury travel and off-the-beaten-path destinations.

Travel Narratives : Travel narratives are fictional stories that incorporate elements of travel and adventure into their plotlines. These narratives may feature characters embarking on journeys, exploring new landscapes and encountering diverse cultures and challenges along the way.

Travel Photography: Travel photography books showcase stunning images captured by photographers during their travels. These books often accompany written narratives or captions that provide context and insight into the places depicted in the photographs.

Travel Poetry : Travel poetry explores themes of wanderlust, exploration and the beauty of the natural world. Poets may draw inspiration from their travels to evoke the sights, sounds and emotions of various destinations through vivid imagery and lyrical language.

Travel Diaries: Travel diaries are personal journals or logs kept by travellers to document their experiences, impressions and daily activities during their trips. These diaries may include details such as itinerary plans, reflections on cultural encounters and sketches or drawings of notable sights.

These genres of travel writing offer diverse perspectives and insights into the travel experience, appealing to different interests, preferences and styles of story telling.

ACTIVITIES

Activity 1

This is an activity to strengthen the understanding of the passage for extended reading by using visual clues. The teacher can scaffold the process by giving more clues and explanations or showing more pictures if necessary.

Activity 2

This activity focusses on how to reach a point by following instructions. Here we would like to lead the learner to find out an unfamiliar destination through reading or listening to an instruction, understand the language used to direct them to reach a place. The teacher can refer to online platforms which provide similar directions for more information. What is important is the language used for giving directions.

Activity 3

Introducing a flight ticket to the learner.

NOTE

At the same time the learner can be made aware that some documents are necessary for a visit abroad. Here is a list of key items and considerations: The teacher need not give this information to the learners in full. Instead a mere suggestion can be given, eg. "some documents like a passport are necessary for travelling abroad'. If the learners ask for more information, they can be told about the other documents too.

Valid Passport : Make sure your passport is valid for at least six months beyond your planned return date. Check visa requirements for your destination country and obtain the necessary visas if required.

Travel Insurance : Purchase travel insurance to cover medical emergencies, trip cancellations, lost luggage and other unforeseen events.

Itinerary and Reservations: Plan your itinerary and make reservations for accommodations, transportation (flights, trains, rental cars) and any tours or activities in advance.

Health Precautions: Research any health risks or vaccinations required for your destination. Pack necessary medications and a first-aid kit.

Currency and Banking : Exchange currency or obtain local currency through ATMs upon arrival. Notify your bank of your travel plans to avoid card issues abroad.

Communication : Bring a mobile phone with international roaming capabilities or purchase a local SIM card. Consider downloading translation apps or language guides for communication.

Adaptors and Converters : Bring universal plug adaptors and voltage converters if needed to charge electronic devices.

Travel Documents : Carry printed or digital copies of important travel documents, including your passport, visas, travel insurance, itinerary and emergency contacts.

Personal Identification : Bring a second form of identification, such as a driver's license or national ID card, in addition to your passport.

Travel Essentials : Pack appropriate clothing and footwear for the climate and activities at your destination. Don't forget toiletries, sunscreen, insect repellent and other personal items.

Electronics and Chargers : Bring electronic devices such as smartphones, cameras, laptops and chargers. Consider voltage compatibility and adapter plugs for different countries.

Safety Precautions : Research local safety and security advisories for your destination. Take precautions to protect yourself and your belongings from theft, scams and other risks.

Cultural Considerations : Familiarize yourself with local customs, etiquette and laws to show respect and avoid cultural misunderstandings.

Emergency Contacts : Keep a list of emergency contacts, including local embassy or consulate information, emergency services and contacts back home.

Travel Comfort : Pack travel pillows, blankets, snacks, entertainment (books, music, movies) and other items to make your journey more comfortable.

Activity 4

Let the learners write a description about a place they have visited. This activity can be done as a peer group activity. Teacher may refer to the following and negotiate before processing the activity.

Teachers provide guidance on effective writing strategies, language use and structuring the content logically.

Individual writing

Learners collaborate with peers to review and provide feedback on each other's descriptions.

Learners present their descriptions to the class. This could be done orally through posters, digital media, or other creative media/formats.

NOTE

Teachers play a facilitative role, guiding learners' inquiry, providing scaffolding as needed and fostering a supportive learning environment that helps to write a description. The teacher can scaffold the process by giving additional information. These need not be discussed in the class. They are meant solely for the teacher's reference.

Elements for the description

- scenic details of the location
- Images of the location
- ambience
- architecture
- landscape
- infrastructure
- cultural elements
- historical significance
- natural beauty
- unique landmarks
- appeal of the place