

Unit – 2

Education

Introduction

Before starting the lesson, just talk to the students about Education and its importance in day to day life. Then discuss the following questions in groups of four. Share their views with the class.

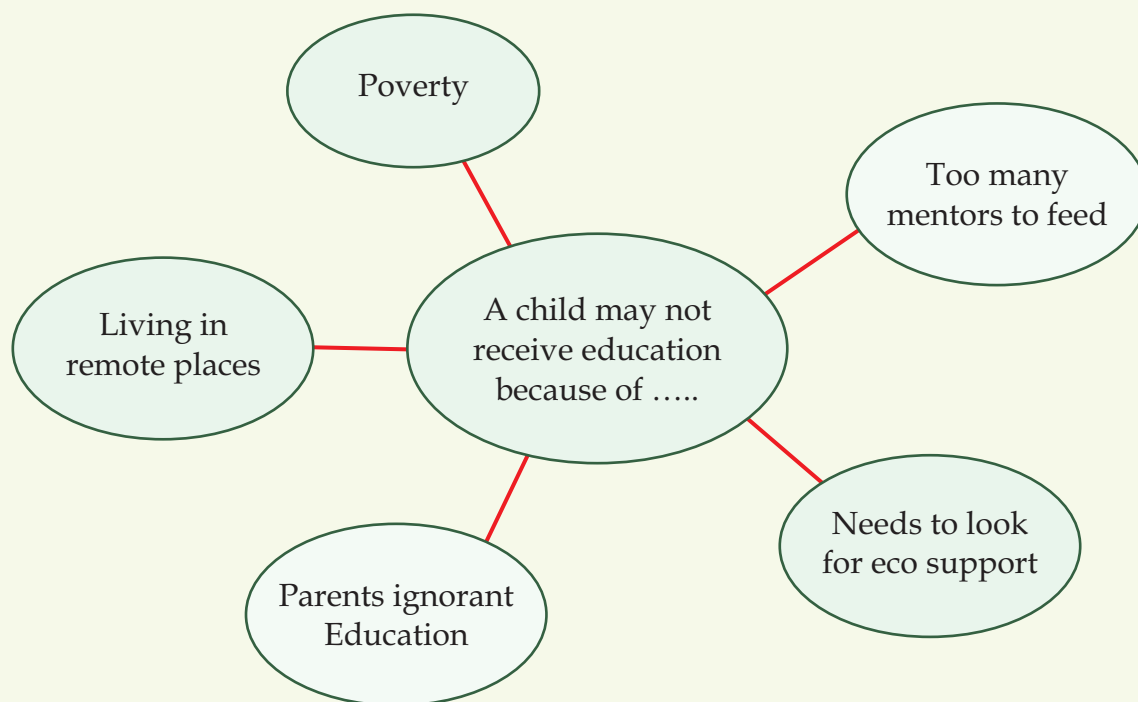
Why do you come to school?

Why is it necessary to receive an education?

- a) To be educated and become literate.
- b) To learn along with the peer group.
- c) To become aware of the things around you.
- d) To become confident about whatever you do.

Make the students do the questions on their own.

Complete the web chart given below:



Section A: My struggle for an Education

A1. Reading skill: Ask the students to read the article silently, contemplate and then answer the questions given at the end of the lesson

- A2
1. The opportunities provided to members of the race but also the poor and the worthy could be given the opportunity to work.
 2. The household of Gen. Lewis Ruffner, learnt that there should be cleanliness, everything should be done promptly and systematically and be honest and frankly.
 3. consumed by his step father and the rest of the family.---very few dollars were left to buy clothes and travelling expense.
 4. 500 miles, he walked, begged rides, in wagons and in cars, finally reached Richmond, Virginia. -82 miles from Hampton. By then he was totally tired and hungry.
 5. He slept on the sidewalk, worked on a ship unloading it. The captain gave him place to sleep on the ship and thus he was able to travel to Hampton.
 6. He had no food, proper bath or clothing.
 7. He had to sweep the recitation room 3 times, dusted it 4 times every furniture, closet, nook and corner had to be cleaned. Then the teacher came and inspected the floor and he was given admission.
 8.
 - a) got admission to the institute
 - b) job as a house cleaner
 - c) got his first job
 - d) worked on a ship to earn money for food and then went to Hampton.

A3. Ask the students to select the best qualities of the boy. Give evidence from the story.

Quality	Evidence from the story
Hardworking	Cleaned every nook and corner
Honest	Worked on the ship for a small amount
Eager to learn	Did all the work on the school to impress the teacher to get admission to the Hampton

A4. Match the following

Phrases	Meanings
At work	To be working
Work out	Pay off the cost of doing some work in lieu
To be on fire	Excited
The great day	A day one has been waiting for
To be out of money	Not having any money
Not one bit of	Not at all

A5. Make the students read the story silently . Based on that divide the class into groups

A6. Make groups of 6 and each student could respond to one statement as a role play.-
Statements given in the text.

A7. Dialogue Writing should be done between Mrs. Mini, Rahul's mother and Rahul. In
groups of 3 ask the students to present the conversation.

The teacher reads the passage aloud in class on "Right to Education is a Reality" and
the students then answer the questions given .

- A8. 1. Right to education means ensure compulsory admission, attendance and
completion of elementary education by every child of 6 to 14 years- The state
government needs to ensure this.
2. a) Bring marginalized section into the ambit of school education.
b) Ensuring that all students and teachers meet some specified norm.
c) Ensuring the all children receive quality schooling free without
discrimination.
3. Financial constraints should not stop the child from being educated.
Transport should be provided for the child to commute.
4. The parents will be given incentives and will be persuaded to send the
children to school.
5. No, other segments of society as well.
6. Yes
7. Will be given admission to schools.

8. They will still continue till they finish their elementary education.
 9. No.
 10. Involve NGO's and private agencies.
- A9. After the discussion a one minute presentation is given on RTE by selecting any one students at random.
- A10. Divide the class into 2 groups and hold the debate on the following notion:
- “The Right to education act is a realistic and achievable goal that will change the face of education India”.
- Format of the debate is as follows.
- Honorable judges / Members of the jury and dear friends. The topic of today's debate is “The Right to education act “is a realistic and achievable goal that will change the face of education India.
- And I stand here to speak for / against the topic.
- The students are advised to use the phrases given in the book.
- B. Educating the Girl Child
- B1. Mark the map
- B2. Work in pairs to answer the questions
1. Bihar, Jharkhand
 2. Kerala, Miso rum
 3. Goa, Delhi
- B3. Causes of Female illiteracy.
1. Poverty
 2. Over population
 3. Family commitment
 4. Boys given more importance over girls.
- B4. Ask the students to read the short story:
- B5. On the basis of reading of the story, have a discussion on The Need to Recognize and Empower the Girl Child.

- B6. Ask the students to read the given extract.
- B7. The students should prepare the speech following the guide lines given. And also with references to the text.

Format of the speech

Good Morning , respected Principal, Teachers and dear friends.

Introduction to the topic “ Empowering the girl child is the best way to empower the nation” .

Facts and examples to be given.

Solutions and suggestions to be given.

Thank you.

- B8. The students should study the data given in the text.
- B9. The students should write a letter to the editor of a national daily expressing their concern after going through the statistics given in B8.

Format of the letter to the Editor.

From (Sender’s address)

Date

To (Receiver’s address)

Subject

Dear Sir

Define the problem] Reference to the data

Cause of the problem

Effect of the problem

Solution to the problem

Yours faithfully

Signature

C. Inclusive Education

C1. Ask the students to read the passage silently and answer the questions given.

1. Initially, fox's school had a variety of activities which every student was supposed to take part in. This was not appealing to all the students and they did not do well.
2. The new curriculum helped the students to take up what they wanted and so they did much better.
3. Yes, most schools do. Apart from academics they have a lot of other extracurricular activities.
4. Yes, it can be. The students should be allowed to take up the courses they wanted to and then the exams should be conducted, the results will be very good.

C2. Have a discussion in groups on whether Fox's school curriculum will be successful in your class room e.g. Students with different abilities will be able to find the course of their interest and excel.

C3. Inclusive education means children of different abilities are included along with the normal children on the same platform .

C4. The students are requested to read the poem "I am Special ,and So are You".

C5. Divide the class into groups and let them discuss about the topic "Inclusion means acceptance the diversity in the class room". A member of each group will present before the class the results of the discussion in his/ her group.

C6. Let the groups make some illustrations with catchy titles and let them put them up on the notice board.

C7. The teacher should read a loud the story given .

C8. Students should complete the given sentences.

1. That even as a student he is able to educate and care for hundreds of others who are unable to go to school.
2. The fact that he is attending school with regularity inspite of the distance and teaching the same to the others.
3.
 - a) He has to travel the great distance.
 - b) He still needs money for his uniform and books, which is not easy for him to get.

4. a) A nurse
 b) a good eager learner
 5. The fact that they sit on the ground, on broken benches, in all types of weather conditions.
 6. They are not able to go to school.
- C9. a) Direst
 b) Dedicated
 c) Tall and thin
 d) Heads off
 e) Rickety
 f) Scribbling
 g) Incredible
 h) Scurry
 i) Down pour
- C10. Students have to write a formal letter of appreciation to Babar Ali from Smt. Anju Kar, Minister mass Education West Bengal.- Praising him for his extra ordinary efforts and undeterred spirit of reform in the face of adversity- promising him financial and academic support. Format of a formal letter .
- Smt. Anju Kar
Minister (Mass Education)
West Bengal
Date
Babar Ali
2/4 Murshidabad
West Bengal
Dear Babar
Body of the letter
Yours faithfully
Anju Kar
- C11. The format of the bio sketch has already explained in the text. The teacher needs to explain it to the students. The students will then complete the given exercise.

C12. To develop the listening skills make the students listen to what is being read and answer the question given in the text.

1. C
2. C
3. A
4. C

C13. Conduct a class discussion and note down the points on the board. The students should further discuss how some of the things they learn in school would be useful in future. Ask them to design a poster to be put up in the class.

C14. Make the students read the poem and ask them to draw out a parallel, between the poem and the speech of Jobs.

C15. The students should write an article on “ Inclusive Education is not an alternative but an inevitability ” for the school magazine. They could take the help of the hints given.

(Format of the Article)

Title

By line

Introduction

Paragraphs (3-4)

D1. The students will work in pairs and find out some courses

1. Electrician
2. Machinist
3. Welder
4. Foundry
5. Beautician
6. Insurance
7. Tailoring
8. Plumbing
9. Fitter
10. Publisher
11. Librarian

D2. The students will work in pairs to match column A with B and C.

S. No	Job A	Profile B	Category C
1.	Fitter	A person who works in a factory that produces metal casting	Technology
2.	Machinist	A person who uses machine to make or modify parts	Technology
3.	Foundry Man	A person who uses machine tools to make modified parts, primarily metal parts	Technology
4.	Electrician	A trades man specializing in electrical wiring of buildings, stationary machines and related equipment.	Commerce
5.	Welder	A person who joins two or more piece of metal together	Commerce
6.	Typist	A person who types specially for the living	Technology
7.	Retailer	Is a person who sale the goods directly to the customer.	Commerce
8.	Publisher	A person who is in the business of production and dissemination of literature or information.	Humanities.
9.	Insurance Service provider	A person who provides coverage for life and property	Commerce
10.	Plumber	A trades man who specializes in installing and maintain systems used for portable water, sewage and drainage.	Commerce
11.	Designer	A person who craft clothes and furniture's, property, etc	Home Science
12.	Beautician	A person who skilled in adornment of body.	Home Science
13.	Librarian	An information professional trained in the organization and management	Technology

S. No	Job A	of information and services or material for those with information needs	Category C
14.	Tailor	A person who makes repairs and alter clothing professionally specially suits and men clothing	Home Science
15.	Sheet metal worker	A person who manufactures various types of article out of sheet metal	Technology
16.	Seri culturist	A person who is in the business of rearing silk warms for the production of raw silk.	Agriculture
17.	Horticulturist	A science of plant cultivation including the process of preparing soil for the planting of seeds, tubers or cuttings.	Agriculture

D3. Read the article aloud and let the students think and answer the questions.

- D4.
1. Vocational Education
 - 1.1 for practical work.
 - 1.2 Specific trade , occupation or vocation
 - 1.3 Secondary or post secondary
 - 1.4 Development of skills and specific trade.
 2. Need of VE
 - 2.1 Economy
 - 2.2 Employment
 - 2.3 Employment opportunity by equipping learners with Entrepreneur skills.
 - 2.4 The changing face of technology through diversified course.
 3. Concerns:
 - 3.1 Motivation among students.
 - 3.2 Mindset of parents and education
 - 3.3 Vocational courses offered
 - 3.4 Between institutions offering vocational courses and private sector.
 4. Emerging fields:
 - 4.1 Opening of new sections in both manufacturing and service industries.

4.2 New fields of employment :

- Hospitality
- Fashion Technology
- Information Technology
- Retail
- Health Care
- Mechanics
- Catering

- D5. Make the students write an article on “The growing need for vocational education” / “Education curriculum requires fresh perspective”- Write the article with the inputs given and follow the format discussed earlier.
- D6. Conduct a debate by dividing the class into 2 teams using the debate format as discussed earlier. Hold the class debate as given in the text.
- D7. After reading the following ask the students to discuss the issue in groups of 4. Role plays can be done as per instruction given in the text.
- D8. Discuss the importance of mass media studies under the vocational stream with the students. The students must write a notice to be put up on the notice board inviting students who want to pursue a career in films, its production and other attached fields. They should be asked to follow the format given in the text.
- D9. The students are advised to write a narrative on Rahul’s journey.....
format of the narrative is as follows.
- Topic
Paragraph
Introduction
Interested in Machines
Father against it
But he was focused
Helped by friend
Successful machinist

- D10. Ask the students to read and ponder over the given story silently.

SCIENCE

(SUMMARY)

SECTION	In this UNIT you will develop your				
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	VOCABULARY
Introduction	<ul style="list-style-type: none"> Understanding written instructions Transcoding information from verbal to diagrammatic form 	<ul style="list-style-type: none"> Completing a table 	<ul style="list-style-type: none"> Interviewing people Framing questions to elicit desired response and responding to questions appropriately. 	<ul style="list-style-type: none"> Listening to answers and comprehending them in a natural setting 	<ul style="list-style-type: none"> Words related to travel and pollution.
(A)Promise for the future: Renewable Energy	<ul style="list-style-type: none"> Identifying the main points of a text Analysing, interpreting and inferring the ideas in a text. 	<ul style="list-style-type: none"> Writing a description of a process Writing an e-mail 	<ul style="list-style-type: none"> Making an oral presentation clearly and confidently 	<ul style="list-style-type: none"> Listening to an oral presentation for information required for a specific purpose Listening to take notes. 	<ul style="list-style-type: none"> Words related to new inventions
(B) Plugging into future	<ul style="list-style-type: none"> Reading to extract information for a specific purpose Analysing and evaluating the ideas in a text. Interpreting texts by relating the information in them to the objects described. 	<ul style="list-style-type: none"> Writing an advertisement Writing a description of an object. 	<ul style="list-style-type: none"> Presentation: Making an oral presentation clearly and confidently Presenting an advertisement effectively. 		<ul style="list-style-type: none"> Words related to gizmos.

SECTION	In this UNIT you will develop your				
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	VOCABULARY
(C) Space Travel	<ul style="list-style-type: none"> Identifying the main points of a text. 	<ul style="list-style-type: none"> Writing a speech. Writing a report 	<ul style="list-style-type: none"> Speaking intelligibly using appropriate word stress, sentence intonation patterns. 		<ul style="list-style-type: none"> Words related to space travel.
(D) Letters from the Planet Aurigae II	<ul style="list-style-type: none"> Identifying the main points of a text Anticipating and predicting what will come next in a text. Analysing, inferring and evaluating the ideas in the text. 	<ul style="list-style-type: none"> Writing an informal letter. Writing a science fiction story 	<ul style="list-style-type: none"> Group/Class discussion 	<ul style="list-style-type: none"> Understanding and interpreting spontaneous spoken discourse. 	Words related to life on alien planets.