

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The present chapter focuses on the evaluation of standard IX textbook designs. The researcher has analyzed the whole textbook on the basis of Tomlinson's six basic principles of material development. The researcher also analyzed the textbook using some other criteria. The section wise analysis of each lesson is presented in the present chapter.

4.2 The list of units of class IX English Textbook (First Language):

1. The kid
2. To a Butterfly
3. The Jackal's Judgement
4. The Little Match-Girl
5. Agnes
6. Pegasus : The Winged Horse
7. The Lost Umbrella
8. Weird Science
9. The Patriot
10. The Great Fire of London
11. Integrated Medicine- First Aid
12. The River
13. The Conjuror's Revenge
14. A Visit to Cambridge
15. Speech
16. Independence
17. Shipwrecks
18. Under Fire
19. Hamelin
20. My Rumble in the Jungle
21. Ants

22. The Lost Child
23. A Psalm of Life
24. It Pays to Remember
25. Letters
26. Once upon a Time

Supplementary Reading

1. The Avu Observatory
2. Mending a Bird
3. Animal Facts

4.3 Detailed Analysis of the Prose

Unit-1 The Kid

The present unit is selected from the life of famous film actor Charlie Chaplin. This unit is based on his film ‘The Kid’. At Orpheum once Charlie Chaplin saw the performance of a little boy with his father. The little boy, Jackie Coogan had an attractive personality. Charlie Chaplin wanted to sign up in his film. But someone told him that he had been signed up by someone else. Chaplin really liked the performance of Jackie and he could not think of a movie without this boy. Someone suggested him to find another boy. But Chaplin thought that it would be hard to find a kid with as much personality as Jackie. Then someone informed him that it was Jack Coogan who had been signed up and not Jackie Coogan. It made him happy and he wanted to meet the father of Jackie Coogan immediately. It was difficult to find the father and to convince him. But Chaplin made efforts to meet him. At last Chaplin met the father and tried to convince him that he would like to sign up his son for his next film. The father agreed and the son did really a good job. His performance was good in all the scenes including the emotional scenes. So the unit is about the efforts that Chaplin made for casting a little boy in one of his films.

Theme of the unit: Film making and efforts lead to success

1. **Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:** The lesson is about film making which is appropriate to the age level of the students. Most of the students are fond of watching films. The unit is also interesting in that

it gives inspiration through Chaplin's successful efforts to cast a boy in his film. In this way it gives exposure to real life situations.

2. Language material in terms of cognitive achievement and affective achievement

Language material in terms affective achievement: The first paragraph of the unit shows how a little boy made audience happy by giving his superb performance. The element of affective achievement can be seen here. At the end of the unit one incident is described wherein Chaplin wanted Jackie to actually cry but Jackie was in a mischievous mood. Then the father made him cry by telling him a lie that if he didn't cry he would send him to the workhouse. When Chaplin came to know about this, he tried to console the little boy. Chaplin told him that nobody is going to take him away. And the boy said, he knew that Daddy was only fooling. Here also the affective elements can be seen.

Language material in terms of cognitive achievement:

There are reading comprehension questions in the lesson. In the main activity students are asked to describe a scene from a film/ television show or book. These activities make learners to think critically.

3. Positive influence on learners' attitude: As this unit is about the efforts of Chaplin in casting a boy in his film, the learners are emotionally involved in it. And positive emotions are very much useful for language acquisition.

4. Learning activities to real life use and variety of situations in terms of mental imaging: The unit is about film making. There is one activity in which students are asked to take a scene from a film or television show or book and to describe it. So this activity will make students use mental imaging which is related to their real life.

5. Language items or features: In one of the activities of the unit words like state, act, bow, and stage are given and students are asked to find the grammatical functions of each word. Then the students are asked to find phrases from the unit. The focus is on past perfect tense and reported speech.

- 6. Exercises to develop communicative skill:** In the present unit there is only one activity in which they are asked to work in group and to describe the scene from movie/television/ book.

7. Printing errors:

Page No.	Location	Errors	Corrections
1	Last line	In those days I would...	In those days, I would...
2	Line 11	“Can you imagine the tramp a window...”	Can you imagine the tump a window...”
6	Que. 2 Comp.	What idea struck...	Which idea struck..

8. Helpline for the teachers and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

No picture is used in the present unit.

Unit-3

The Jackal's Judgement

The present unit is based on a folk tale from Sri Lanka. It's a story about a man who once saved a very weak crocodile from death. Instead of showing gratefulness crocodile told man that he wanted to kill him. The man was shocked. Then a man asked Kumbuck trees, pond, peacocks and jackal if it is right that a crocodile whom he helped should kill him? The kumbuck trees, pond, peacocks said that it is a man who destroys them. But Jackal said that it is right that mankind destroys the jungle but we should give him a chance to mend his ways. So let him go. All agreed and the man went away. So the lesson is all about saving our mother earth.

Theme of the unit: Save the mother earth

- 1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:** The lesson is about protecting our mother earth. It gives message that we should not ruin

the natural resources which is appropriate to the age level of the students. It is an interesting lesson as it is a folk tale and students like to read stories. It also gives exposure to real life situations in the sense that in the folk tale it is said that a man destroys trees, animals, the land, water etc. He is responsible for all the environmental problems. So it is a real world problem.

2. Language material in terms of cognitive achievement, affective achievement

Language material in terms of affective achievement: In the present unit a soft-hearted man helped a crocodile. He showed empathy towards a dangerous crocodile. So the element of affective achievement can be seen here. Even the negative affect can be seen when Kumbuck trees, pond, peacocks and jackal were annoyed only because man destroys nature. So the affective elements can be seen in the present unit.

Language material in terms of cognitive achievement: There are cognitive elements in the sense that the story makes readers think that jackal in the story is kind to kind but shall we return kindness with kindness or with cruelty? Apart from it there are some activities which get learners to think about what they are reading and to respond to it personally. For example in the present unit the main activity is given in which students are asked to decide on an animal form, their surroundings and write about how it is being ill-treated by human beings.

3. Positive influence on learner's attitude: For Indian people the earth is like our mother. But today we have destroyed our bond between man and nature. As the present unit is about protecting our environment it gives message that we should save our mother earth. In this sense the learners are emotionally involved in the learning process.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

The present unit is about environmental problem. It is a real world problem. The students are asked to write a paragraph on protecting environment and they are asked to imagine that they are lost in a jungle and write a paragraph on their experience.

5. Language items or features:

The use of 'not only' is mentioned in the present unit. For example: Not only did he take the crocodile out, he even offered to carry him. The task is given on this kind of language function. The use of intransitive verbs can be seen in sentence like 'The rains failed'.

6. Exercises to develop communicative skill:

In the present unit there is only one activity in which they are asked to work in pair.

7. Printing errors:

Page No.	Location	Errors	Corrections
9	Intro Line 9	Jackal... kind to humankind	Jackal... kind to mankind
9	Line 4 of the lesson	Open on the side	Open by the side
13	Main activity	Exchange with another pair and write the answer or response of the human beings.	Exchange your data with another pair and note down responses given by the pair.

8. Helpline for the teachers and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in this lesson.

Unit-4

The Little Match-Girl

The present unit is based on a fairy tale. This story is written by Hans Anderson, a renowned writer of fairy tales. It's a story about a girl who was out to sell matches on the eve of the New Year. But no one bought her matches. It was quite cold outside

and she sat in a corner and stared lighting one match after another to warm herself and had some wonderful visions. She lighted one match and saw the warm fire in the stove. A second match was lighted and she saw the splendid New Year's feast. Then she struck a third match and she found a beautiful large Christmas-tree. Again she lighted a match and found her loving grandmother who was dead. The girl thought that like all other things vanished her grandmother would also disappear. So she lighted all the remaining matches in the bundle. The grandmother took the little girl in her arms and they both flew higher and higher, till they were in Paradise where there is no cold, hunger or pain. Next morning the life less child was found out. The people felt bad that she tried to warm herself by matches. But they did not know about sweet visions of a little girl.

Theme of the unit: Poverty is a punishment for the crime you didn't do.

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:

The present unit is a fairy tale with a streak of pathos. It is an interesting lesson as it is a fairy tale and students like to read this kind of stories. So it is appropriate to the age level and interest level of the students. In the unit a girl was out to sell matches on the eve of New Year. The students are given exposure to real life situation in that they are asked to find out how people celebrate festivals such as Onam, Pateti, Baisakhi, Diwali, Id etc from their school mates and neighbours.

2. Language material in terms of cognitive achievement and affective achievement

Language material in terms of affective achievement:

The present unit is about a story of a poor and helpless girl which underlies an element of pathos in the story. A poor girl lost her slippers. No one bought any of her matches and she was afraid to go home thinking that her father would beat her. Here the affective elements can be seen.

Language material in terms of cognitive achievement:

The end of the unit was very sad. For example, activities in which students are asked to rewrite the ending of the story into a happy one. Then in another activity the students are asked to write a paragraph on the little match girl and the

grandmother and end of the story. It makes learners to think and interpret it in their own way.

3. Positive influence on learner's attitude:

When a poor girl saw a sweet vision the feeling of happiness can be seen here. It is not that only positive emotions help the learners in language acquisition. The negative feeling of helplessness, sadness, and sympathy also help learners to use the target language.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

In the present unit the students are asked to write a paragraph about the life of a child selling balloons or toys. Then they are also asked to write an imaginary description of the meeting between the little match girl and her grandmother in paradise.

5. Language items or features:

The focus is on adjectives in the present unit. The students are asked to read the first two paragraphs and find out the adjectives which refer to people and things. The focus is given on simple past tense and simple present tense by asking them to rewrite the paragraph using present tense which is in simple past tense.

6. Exercises to develop communicative skill: In the present unit there is no activity for developing communication skill.

7. Printing errors:

Page No.	Location	Errors	Corrections
15	Intro Line 2	Have delighted million the worldover	the world over

8. Helpline for the teachers and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

Only one black and white picture is there in the lesson. There should be colourful pictures in the lesson.

Unit-6

Pegasus: The Winged Horse

The present unit is a Greek folk tale. It's a story about Pegasus, the Winged horse who helped a brave young prince Bellerophon to kill a monster called Chimera, who had a lion's head, a goat's body, and a dragon's tail.

Theme of the unit: Good always wins over evil.

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:

The present unit is a folk tale in which good won over evil. The students like to read stories. It is an interesting lesson. So it is appropriate to the age level of the students.

No exposure is given to real life situations.

2. Language material in terms of cognitive achievement and affective achievement

Language material in terms of affective achievement:

The present unit is about a Pegasus, the winged horse who helped a young prince to kill a monster. The learners are not emotionally involved in this lesson. There is a feeling of anger and pain and like positive emotions the negative emotions also help in language acquisition.

Language material in terms of cognitive achievement:

The students are asked to decide an imaginary mythical animal in a group and write a description about it. Then they are asked to explain the statement "It was mistaken for a shooting star or comet." In such kind of tasks students are encouraged to think.

3. Positive influence on learner's attitude: There are no positive emotions in the lesson.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

There are no activities that deal with real life use and variety of situations in terms of mental imaging.

5. Language items or features:

The focus is on different structure of the sentence like ‘Up flew the steed.’ It is done to give a poetic effect. The emphasis is also given on phrases and prepositional phrases.

6. Exercises to develop communicative skill:

There is only one group activity in which students are asked to write a description of mythical animal.

7. Printing errors:

There are no printing errors in the present lesson.

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

Unit-7

The Lost Umbrella

It is an article by an anonymous writer. It is published in the prestigious London newspaper *The Times*. It is an interesting article in which writer describes how he lost his umbrella at cobbler’s shop and how he managed to retrieve it by turning the tables on the two girls who had his umbrella.

Theme of the unit: Politeness and wit

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:

The present unit is an article from the newspaper. It describes how a writer managed to get back his umbrella that he had forgotten at cobbler’s shop. It is an interesting lesson which gives an idea to the learners that they can solve their problems with their wit and wisdom. Thus it is appropriate at the level of age and interest of the student. It gives exposure to real life situations as well.

2. Language material in terms of affective achievement and cognitive achievement

Language material in terms of affective achievement:

In the pre task of the present unit the students are asked to imagine that they go to a function and remove their shoes before entering as the customs demand. Upon their return they discover that their shoes are missing and that someone else is wearing their shoes. They are asked to find out whether these are their shoes with politeness and wit. Here the students are motivated to use their wisdom and the affective element can be seen.

Language material in terms of cognitive achievement:

There is one activity in which the students are asked to choose four objects and write down what each object says about the owner. Apart from it the reading comprehension questions are given which make students think and respond to what they are reading.

3. Positive influence on learner's attitude:

The learners are positively involved in any activity which makes them feel that they are achieving something.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

There are activities in which students are asked to write a paragraph about their dream in which they lost one of their favourite things and how they got it back. They are asked to write a humorous letter to their friend describing how they lost two umbrellas and what device did their mother find out so that they don't lose the third one.

5. Language items or features:

The use of contracted forms can be seen in the present unit. E.g. wasn't. The students are asked to give contracted forms in one of the activities. They are also asked to write one of the paragraphs of the unit in third person singular.

6. Exercises to develop communicative skill:

There is only one group activity which may help them develop communication skills.

7. Printing errors:

There are spelling errors in the lesson like- homourous.

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

Unit-8

Weird Science

Weird Science is a lesson about the invention of strange things. In this lesson the writer does not talk about Nobel Prizes and their winners but what he calls ‘Ig Nobel Prize’, awarded annually to those who have invented strange or abnormal things. In the present unit a writer talks about this kind of inventions. In computer science Chris Niswander was honoured for inventing PawSense, software that detects a cat walking across your computer keyboard. “Cats can enter random commands and data, damage you files and even crash your computer.” In technology the prize was awarded to John Keogh of Australia, for patenting the wheel in the year 2001, and to Australian Patent Officer for granting him Innovation Patent No. 2001100012. In environmental Protection Hyok-ho Kwon of Kolon Company in Seoul, South Korea, was awarded to an Ig Nobel Prize for inventing the self-perfuming business suit. The fabric is soaked in microencapsulated peppermint scent; even a slight motion releases the fragrance. In safety engineering Troy Hurtubise has devoted his time to creating a bear –proof suit. The basic design was influenced by the powerful humanoid- policemen-futuristic robot character in RoboCop. Bristol Brabazon and the plane makers designed a pan that was to be the biggest in the world – a fantastic 70 tons empty and 140 tons laden, with a 230-foot wing span, 50 feet high and with engines developing 20,000 horse-power.

Theme of the unit: Wierd Inventions

- 1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:**

The present unit is not only about science but it is about weird science. It's a little different lesson based on the invention of abnormal or strange things. So it is an interesting lesson in this sense and it is appropriate to the age level of students. In the pre-task the students are asked to say the first idea that comes to their mind that can be a useful invention. So it also gives exposure to real life situations.

2. Language material in terms of affective achievement and cognitive achievement

Language material in terms of affective achievement:

Since a lesson is about science, there are no affective elements.

Language material in terms of cognitive achievement:

There is one activity in which the students are asked to work in group to design a gadget. Besides the reading comprehension questions are given which makes students think and respond to what they are reading.

3. Positive influence on learner's attitude:

The learners are not positively involved in any activity which makes them feel that they are achieving something.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

There are activities in which students are asked to think of some weird inventions and to write about one of them.

5. Language items or features:

The focus is given on the use of 'If' and on the active-passive voice.

6. Exercises to develop communicative skill:

There is only one group activity which may help them to develop communication skills.

7. Printing errors:

There are errors like in the statement 'In the fields of science, literature....etc.' there should be 'In the fields of physics, chemistry....etc.'

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

Unit-10

The Great Fire of London

The present unit is about an account of the fire caused by John Farynor, baker to King Charles. There are two passages describing the same event written by two different persons in two different styles. Farynor had been the royal baker for five years. During one evening in 1666 he climbed the stairs to bed above his bakery in Pudding Lane. He snuffed out his candle and settled down for a peaceful night's sleep. But as he slept, a flame still flickered in the bakery. The flame grew. And on September 2, 1666 at two o'clock that morning, the fire in the bakery resulted in major destruction. In this disaster 13,000 houses had been destroyed, 87 parish churches burned down and 300 acres blackened. Only eight people died in the Great Fire of London as most people had plenty of time to escape. Indeed it was a great disaster.

Theme of the unit: To err is human, but to persevere in error is only the act of a fool.
And Natural Disaster

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:

The present unit is about a disaster caused by the baker to King Charles II. Here in this lesson we learn about not ordinary mistakes but the world's great mistakes. It shows how a small mistake turns into major consequences. It gives message that we should be careful so that we can avoid consequences. In this sense it is appropriate to age level of students and interesting also. It is also related to real life situation in the sense that they are asked to write an account of some great disaster or a natural calamity they know of and they are also asked to write a week's happenings of their school.

2. Language material in terms of affective achievement and cognitive achievement

Language material in terms of affective achievement:

Since a lesson is about disaster, the feeling of sympathy and pain can be seen. It makes learners to feel how a mistake turns into a great disaster. Moreover they are asked to write an account of natural disaster they know. In this way they are asked to recollect their experience. They are emotionally involved in the learning process.

Language material in terms of cognitive achievement:

There is one activity in which the students are asked to work in a group to decide safety measures to be undertaken in case of a fire in their school. Apart from it the reading comprehension questions are given which make students think and respond to what they are reading.

3. Positive influence on learner's attitude:

The learners are positively involved in activities wherein they are asked to decide safety measures and to inquire about the safe exists and decide on a safety drill. They can take help of their teachers, consult books and internet. The text and tasks are interesting and relevant that help to create positive influence on the learner's attitudes.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

There is an activity in pre-task in which students are asked to describe a house or a building on fire to the class.

5. Language items or features:

In the diary the language sounds peculiar and strange to us as it was written in the seventeenth century. The students are asked to write the last paragraph of the lesson in current English with proper sentence structure.

6. Exercises to develop communicative skill:

There are two group activities which may help them to develop communication skills.

7. Printing errors:

Page No.	Location	Errors	Corrections
41	Pre-task	In groups discuss	In groups, discuss
41	Intro Line 1	Comitted	Committed
41	Intro Line 5	Over look	overlook
44	Line 12	So I down to the water side	So I walked to the...
47	Writing	Some great disaster	A great disaster

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

Unit-11

Integrated Medicine- First Aid

The present unit is about various systems of medicines like Ayurveda, Allopathy, Chinese medicine, Herbalism, Homoeopathy, Naturopathy, Siddha, Tibetan medicine, and Unani. Integrated medicine is a method of integrating different systems of medicines. An integrated doctor is one who is an expert in one system and has enough knowledge of other systems of medicines and is open to accepting these systems. The method also gives tips on how to deal with common injuries.

Theme of the unit: Health is wealth.

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:

The present unit is not only about health but also about various systems of medicines. The tips offered are very useful and worth trying. It is appropriate to the age and interest level of the students. Moreover it gives exposure to real life situations.

2. Language material in terms of affective achievement and cognitive achievement

Language material in terms of affective achievement:

There are no tasks which involve affective achievement.

Language material in terms of cognitive achievement:

The students are asked to match words and are given comprehension questions which make them think and respond to what they are reading.

3. Positive influence on learner's attitude:

The students are emotionally involved in the learning process as the tasks are relevant to the theme of the lesson and it helps to create positive influence on learners.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

There is an activity in pre-task in which students are asked to discuss what preventive measures can be taken for some common diseases.

5. Language items or features:

Phrases, clauses and modal auxiliaries are highlighted. And the tasks are given on these features.

6. Exercises to develop communicative skill:

There are activities which may help them to develop communication skills. For example, students are asked to make a survey about ten of their classmates on given criteria.

7. Printing errors:

Page No.	Location	Errors	Corrections
48	Last line	Vata,pitta. and kapha	Vata, pitta and kapha

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

Unit-13

The Conjuror's Revenge

Stephen Leacock was a Canadian who won international recognition as a genial humorist. His best works are *Literary Lapses* and *Nonsense Novels*. The Conjuror's Revenge is taken from *Literary Lapses*. In the lesson the conjurer shows various tricks to the audience. But Quick Man wants to prove him wrong by saying that the conjurer had it up his sleeve. So the conjurer takes revenge on the Quick Man and turns the tables on him.

Theme of the unit: Conjuring tricks

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:

The present unit deals with tricks of conjuring. Students like to read about conjurer and his tricks. The students find it interesting. So this unit is suitable for the age and interest of students. It does not give exposure to real life situations.

2. Language material in terms of affective achievement and cognitive achievement

Language material in terms of affective achievement:

In the main activity the students are asked to practice reading the conjurer's dialogues to the Quick Man. They are asked to imagine the expressions, tone of voice and practice reading. In this way they are emotionally involved in the learning process.

Language material in terms of cognitive achievement:

The students are asked to learn a simple magic trick in pairs and prepare the commentary on it. What is more, they are given comprehension questions which make them think and respond to what they are reading. They are asked to reconstruct happenings in the lesson as they would be reported by the Quick Man.

3. Positive influence on learner's attitude:

The students are positively involved in the learning process because the tasks are relevant to the theme of the lesson and it helps to create positive influence on learners.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

There is an activity in pre-task in which students are asked to imagine that the quick man meets the conjurer after the show and apologizes to him. They are asked to write sentences beginning with- I am sorry, I apologize, I didn't mean to ... etc.

5. Language items or features:

The stress is on words which can be used both as main verbs and as modals.

6. Exercises to develop communicative skill:

The students are asked to work in pairs which may help them to develop communication skills.

7. Printing errors:

Page No.	Location	Errors	Corrections
61	Comprehension Q-3	Quick man	Quick Man

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

Unit-14

A Visit to Cambridge

The present unit is written by Firdaus Kanga, an Indian writer. He was known for his first work *Trying to Grow*. He was physically disabled and confined to a wheel chair. In this extract he describes his meeting with another disabled Professor Stephen Hawking, the renowned physicist. He is paralysed from head to toe and is totally confined to his wheelchair. During his visit to Cambridge Firdaus Kanga met Stephen

and in this lesson he tells us how he felt being face to face with a person whose immobile body housed a brilliant mind.

Theme of the unit: Being handicapped does not mean that one cannot reach out to the stars.

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:

The present unit is a vivid portrait of Prof. Hawking, a famous scientist. The lesson gives message that it does not mean if you are physically disabled you cannot achieve your goals. Thus this lesson motivates students. It is certainly appropriate to the age level and interest level of the students.

2. Language material in terms of affective achievement and cognitive achievement

Language material in terms of affective achievement:

In the pre-task students are asked to work in pair. The activity is like this: One student asks questions while his/her partner is immobile and can reply only by blinking or tapping fingers for a 'Yes' or 'No'. They are asked to try and communicate each other by asking questions and discuss how it feels. In this way students feel emotions which help them in learning process.

Language material in terms of cognitive achievement:

The students are asked to associate qualities of Stephen Hawking and Firdaus Kanga and then they are asked to compare list with their partner. In the main task students are asked to choose different sentences from the text and communicate them to each other in different ways and then they are asked to discuss what they feel and how easy or difficult it was.

3. Positive influence on learner's attitude:

The students are asked to write a letter to their friend congratulating on their achievement. They are asked to write an autobiography of a handicapped person. The students are positively involved in the learning process in that the tasks are relevant to the theme of the lesson and it helps to create positive influence on learners.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

In the pre-task the students are asked to play the role of an immobile person and discuss how it feels. Thus this activity leads them to the theme of a lesson.

5. Language items or features:

The focus is on active-passive voice in the present lesson. The task is given on this grammatical structure.

6. Exercises to develop communicative skill:

The students are asked to work in pairs which may help them to develop communication skills.

7. Printing errors:

There are no printing errors in the lesson.

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

Unit-15

Speech

The present unit is about a speech by Chittaranjan Das who was a leader during the struggle of Independence. The speech was to be delivered at Ahmedabad. But he was arrested and sent to jail. The speech was read by Sarojini Naidu. Das discusses what freedom is and what the aim of freedom struggle is. He also suggests two methods of achieving the aim of freedom struggle. They are cooperation and civil disobedience. The speech is marked by clarity and lucidity of expression. The feelings of a true Indian can be seen in this speech.

Theme of the unit: Being handicapped does not mean that one cannot reach out to the stars.

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:

We all know about freedom fighters like Mahatma Gandhi, Sardar Vallabhbhai Patel, Bhagat Singh, Rani Lakshmibai etc. Students should also know about some other leaders like Chittaranjan Das who struggled for freedom. . We generally like to read or listen to a speech which informs or educates us. In the present speech the focus is on freedom for our independence. The students are involved positively in the learning process.

2. Language material in terms of affective achievement and cognitive achievement

Language material in terms of affective achievement:

The students feel respect for the country while reading a text. They are emotionally involved in it. It motivates students for acquiring the target language.

Language material in terms of cognitive achievement:

In the main activity the students are asked to identify the introduction, main body of the text and the conclusion. The students are asked to find out the information provided in these three sections. Then they are asked to write on ‘I would like to be free from...’ using the structure (Introduction, main body and the conclusion).

3. Positive influence on learner’s attitude:

Feeling of respect, love, pride for our country can be seen in the lesson. It creates positive influence on learners. And the tasks are relevant to the theme of the lesson.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

The students are asked to imagine that they are going to deliver a speech as a chief guest at the Independence day celebrations at school. They are asked to draft a speech. The students are given exposure in making connection to their lives.

5. Language items or features:

The lesson focuses on conjunctions. The task is given on this language structure.

6. Exercises to develop communicative skill:

There is only one activity in which the students are asked to work in pairs which may help them to develop communication skills.

7. Printing errors:

There are no printing errors in the lesson.

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

Unit-17

Shipwrecks

The present unit describes disaster. As we know 'The Titanic', the ship that sank after being hit by an iceberg, the present lesson also describes some of the major shipwrecks. Nature's fury and man's helplessness can be seen here. The first excerpt is taken from *Twenty Thousand Leagus Under the Sea* by Jules Verne and the second is taken from *Robinson Crusoe* by Daniel Defoe. Sometimes man's courage and strength helps him in facing nature's fury.

Theme of the unit: Nature's fury and Man's Courage

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:

The present unit is about man's courage against nature's fury. It shows how man can bravely face the disaster. Thus the unit gives inspirational message to learners. We should not give up or we should not lose our spirit in adverse situation. In this sense lesson is appropriate to the age level of students. It also increases interest of the students and gives exposure to real life situations.

2. Language material in terms of affective achievement and cognitive achievement

Language material in terms of affective achievement:

In the pre-task the students are asked to work in pairs and decide the most important things that they would like to have if they were marooned stranded on an island. The students are provided proper environment to feel the situation which leads them to the theme of the lesson.

Language material in terms of cognitive achievement:

In one of the activities the students are asked to decide on planned route for a trip to a far off country and the reasons for visiting the place. They are given comprehension questions based on the text. They are asked to write a comparative note on the ships in the two excerpts.

3. Positive influence on learner's attitude:

The students need to feel emotions and to respond to positive emotions in acquiring language. In the present unit the feeling of sympathy, fear, sadness can be seen. And it is better to feel negative emotions than feeling nothing at all.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

The students are asked to imagine that they were on board a ship and there was a severe sea storm and describe how they felt at that time.

5. Language items or features:

The students are asked to write a paragraph in third person singular. The emphasis is on the use of- no Sooner... than, simple past tense and simple present tense.

6. Exercises to develop communicative skill:

There is only one activity in which the students are asked to work in groups which may help them to develop communication skills.

7. Printing errors:

There are no printing errors in the lesson.

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

Unit-18

Under Fire

The present unit is a play written by Laurence Housman, the younger brother of famous poet A E Housman. It is based on the incident in the life of British queen Victoria. A madman attempts to assassinate the queen but she behaves as a queen and shows courage and calmness in the dangerous situation. The play focuses on some important aspects of her personality such as her concern for others and love for her husband.

Theme of the unit: An incident from the life of Queen Victoria

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:

This play is on the life of British queen Victoria. It is presented in a dialogue form. It gives an idea that how a dialogue should be written. So it is suitable to the age level of the learners and it generates interest in learners.

2. Language material in terms of affective achievement and cognitive achievement

Language material in terms of affective achievement:

The students are involved in such tasks that help in affective learning. For example they are asked to imagine that they are Queen Victoria and make appropriate entries in the diary that happened. It makes students to experience the life of queen. In this sense affective element can be seen here.

Language material in terms of cognitive achievement:

In the main activities the students are asked to imagine that the man who attempts to assassinate the royal couple is caught. They are asked to write a scene wherein he meets the royal couple. Students are requested to follow the similar style and language in writing dialogue. Apart from it, the comprehension questions are given.

3. Positive influence on learner's attitude:

All the tasks in the lesson are related the theme and are interesting. What is more, students are given opportunities for expressing themselves.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

The students are asked to imagine that they are a queen and write a diary about the incidents that happened. Then they are asked to write a short scene wherein the man meets the royal couple. Thus such kind of tasks makes students visualize a picture in their mind and they use the language in a variety of situation.

5. Language items or features:

In this lesson the focus is on reflexive pronouns. Eg. She is herself surprised at her actions. In this sentence, 'she' and 'herself' are pronouns. 'Herself' is called a reflexive pronoun. It means that the action of the verb is performed on the subject. The task is given on it.

6. Exercises to develop communicative skill:

There is only one activity in which the students are asked to work in groups which may help them to develop communication skills.

7. Printing errors:

There are no printing errors in the lesson.

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

Unit-20

My Rumble in the Jungle

In *My Rumble in the Jungle* the narrator describes an encounter with a female elephant called Samantha. The narrator once was in the Central African Republic, visiting Andrea Turkalo who has been studying the forest elephants there for 13 years. The narrator accompanied the BBC crew and went to Dzanga bai forest. In the forest all of sudden a female elephant charged at him. He was in danger but somehow he came out of the danger. The narrator presents his experience with the touch of both fear and humour.

Theme of the unit: Moments of fear and terror with a touch of humour

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:

Here in this unit a number of relevant tasks are presented. Even the pre-task is related to the theme of the lesson. Thus the text and tasks are suitable to the age level of age and interest of the students. The tasks are given in such manner as they give exposure to real life situations. For example, they are asked what they would do if some animals attacked them.

2. Language material in terms of affective achievement and cognitive achievement

Language material in terms of affective achievement:

The students are involved in such tasks as help them in affective learning. For instance, in the pre-task they are given an exercise in which they are asked to find out the similarities and differences of some animals. In this way they are motivated in learning a new topic. So the affective factor can be seen here.

Language material in terms of cognitive achievement:

In the main activity they are asked to work in pairs. They are asked to imagine that they both are newspaper reporters. One man claims that his house has been destroyed by a herd of wild elephants and they are asked to write at least five questions they would like him to answer in order to check whether he is telling the truth. Then they are asked what they would do if some animals attacked them. There also comprehension questions in it. They are also asked to write a paragraph on ‘Cruelty to animals’.

3. Positive influence on learner’s attitude:

All the tasks in the lesson are related to the theme and are interesting and students are given opportunities for expressing themselves positively or negatively. For example, there is a poem on animals and insects entitled ‘I wish I were a....’. The students are asked to develop a paragraph on ‘I wish I were a...’ on another animal. Then they are asked to guess animal with correct spelling.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

The students are given some situations in which they are asked what they would do if some animals attacked them. Then they are asked to make a list of possible answers on a chart paper and put it up with illustrations on the notice board.

5. Language items or features:

The lesson highlights third person singular and reported speech. The tasks are given on it.

6. Exercises to develop communicative skill:

There is only one activity in which the students are asked to work in pairs which may help them to develop communication skills.

7. Printing errors:

Page No.	Location	Errors	Corrections
99	Pre-task	A bird and a bee An ant and a tree	Instead there should be names of animal.

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

Unit-22

The Lost Child

The Lost Child is a story written by a well known novelist Mulk Raj Anand. The Lost Child is all about the good and bad experiences of a small child who accompanies his parents to a village fair on the occasion of spring festival. The characters are not given any name in the story. In fair the child gets tempted to all beautiful things like toys, flowers, burfi, garland, balloons and pleads his father to buy for him. But his father's cold stare extinguishes his desire. The child is full of curiosity, enthusiasm and

excitement. While looking at all the things in a fair the child loses his parents. The child starts crying. Then he meets a stranger. The fellow tries to console him by taking him up to roundabout, by showing him juggler, balloons, garland and sweets. But the child only wants his parents. Here the bond between the child and his parents can be seen. Indeed a vivid picture of the lost child is presented here.

Theme of the unit: Unfulfilled desires and disappointment of a child

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:

The present unit is about a story of a small child who makes students feel all the positive and negative emotions like happiness, joy, excitement, sadness, disappointment, sympathy etc. The input is given in such a manner that makes students feel the experience of a child. Thus a story is interesting and suitable to the age level of the students. There are some tasks which give exposure to real life situations. For example, in the pre-task the students are asked to imagine that they are a child or an adult who is lost somewhere. They are asked to come forward and say a few sentences.

2. Language material in terms of affective achievement and cognitive achievement

Language material in terms of affective achievement:

The whole lesson makes students feel positive and negative emotions. The child wins sympathy of the students when his desires and demands remain unfulfilled and in the end he loses his parents too. He becomes truly a Lost Child. The pre-task is related to the lesson which leads and motivates students to learn a new topic. It helps students to feel the experience of a child who is lost.

Language material in terms of cognitive achievement:

In the main activity students are asked to enact a scene where the parents are reunited with the child. They are also asked to continue a story and write their own ending in a paragraph. They are asked to imagine that they are in a theatre, at a fair or a railway station and they find a little girl crying. They need to ask questions to a girl for preparing a proper announcement. There are reading comprehension questions which make them to think logically and critically.

3. Positive influence on learner's attitude:

All the tasks in the lesson are related to the theme and are interesting and students are given opportunities for expressing their views on the theme of the lesson. They are given situations which they can relate with their own lives.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

The students are asked to recall their child hood memories and write about it. This kind of task makes use of mental imaging and of connections with their own lives.

5. Language items or features:

The lesson deals with simile, metaphors and adverbs. The phrases are used in the lesson in which a verb functions as an adjective. Such adjectives are called gerunds. They are given tasks on this particular feature.

6. Exercises to develop communicative skill:

There is only one activity in which the students are asked to work in groups which may help them to develop communication skills.

7. Printing errors:

Page No.	Location	Errors	Corrections
115	Comprehension – Que. 3	Why? Why not?	Justify.

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There is only one black and white picture in the lesson.

Unit-24

It Pays to Remember

Here in this lesson there are some tips provided by the writer to sharpen our memory. Some people have a good memory and some cannot remember things well. Memory

has been defined as a mental capacity of recalling previous experiences. It is a common experience that we often forget things or facts or names of the people or fail to recall a face to face or even a telephone number. Some tips are given to sharpen our memory in the present lesson. The writer suggests some association to remember things or persons. He talks about how association helps in memory.

Theme of the unit: Memory: A capacity of recalling previous experiences

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:

Here the lesson is all about memory. The activities given in the lesson are relevant, enjoyable and interesting in the sense that they give exposure to real life situations. For example, in the pre-task the students are asked to recall the names of their classmates and teachers. Thus, it is appropriate to the age level of students and it is an interesting lesson.

2. Language material in terms of affective achievement and cognitive achievement

Language material in terms of affective achievement:

The pre-task of the present lesson leads learners to experience the text. They are being motivated in learning a new topic. The lesson is related to the real life situation. The tasks are also relevant which help students to connect the text with their own lives. They are positively involved in tasks for acquiring language.

Language material in terms of cognitive achievement:

The students are given tasks in which they write words that associate with given key words and write some sentences on each keyword. Then in groups they are asked to write names on a chit, shuffle and pass. Each of them will have someone else's name. Then they are asked to observe discreetly and write down the description of a person in terms of physical characteristics. They are asked to find ways of remembering their difficult terminology.

3. Positive influence on learner's attitude:

In the lesson the different association techniques of remembering things or persons are mentioned. It is quite interesting. The text and tasks are given in such

a manner that the students are able to connect it with their own lives. And it creates positive influence on learner's attitude.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

The students are asked to recall a memorable incident that ever happened to them. This kind of task makes use of mental imaging and of connections with their own lives.

5. Language items or features:

The focus is on imperative sentences and question tags. They are given tasks on this particular feature.

6. Exercises to develop communicative skill:

There is only one activity in which the students are asked to work in groups which may help them to develop communication skills.

7. Printing errors:

Page No.	Location	Errors	Corrections
118	Line-2 of the lesson	We could not remember them, or the names...	We could not remember them or the names...

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

Unit-25

Letters

The present unit is all about letters. Today in the world of technology we have forgotten letters. We use telephone, mobile phone and email for sending messages. There are two letters in the unit. One letter is written by the American President Abraham Lincoln to his son's teacher. This letter suggests the qualities that a teacher

must inculcate in his students. It's a letter that every teacher and student should read. The second letter is written by an experienced father to his son. In this letter father motivates him by giving him advice. He suggests how he should be ready for facing challenges in life. He advises him how to build career through hard work and honesty.

Theme of the unit: Letter Writing: a unique art

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:

Here in this lesson all the activities are related to the theme of the lesson. They are interesting because they are related to their own lives. The lesson is about letters and today in the days of smart phones, email and text messages the students have forgotten how to write letters. So this unit is appropriate to the age level of the students.

2. Language material in terms of affective achievement and cognitive achievement

Language material in terms of affective achievement:

The present lesson shows the concern of the fathers for their sons. Thus the text makes students to feel emotions of fathers. The text are also relevant to the lesson and connected to their lives. They are emotionally involved in tasks such as asking their friends what they would like to do once they finish school.

Language material in terms of cognitive achievement:

The students are asked to reflect on their qualities, their areas of strength and write about it. They are also requested to think and reflect on their own learning process. They are asked to find out similarities in both the letters.

3. Positive influence on learner's attitude:

In the present lesson all activities are based upon real life situations. They are emotionally involved in it and it creates positive influence on learner's attitude.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

The students are asked to write a letter to their elder brother who is staying in a hostel, about their result in the first test and how they intended to plan their studies

for their better result. They are asked to imagine that they are the elder brother and write a reply to the letter written to them by their younger brother.

5. Language items or features:

The main language items are- prepositions and infinitives. They students are given tasks on these items.

6. Exercises to develop communicative skill:

There is only one activity in which the students are asked to work in groups which may help them to develop communication skills.

7. Printing errors:

Page No.	Location	Errors	Corrections
131	Writing- 1	How you intened...	How you intended

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

4.4 Detailed Analysis of the Poems

Unit: 2

To a Butterfly

This poem is written by William Wordsworth. As we know Wordsworth is a man of nature. In the present poem the poet addresses a butterfly and observes it for sometime. He invites butterfly to his orchard and sits near him and he recalls childhood days.

Theme of the poem: Nature and childhood memories

- 1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:**

Here in this poem the poet talks about nature and relates it to his life. He recalls the sweet memories of his childhood days. As poet Wordsworth is attempting to make students feel the same just as he is feeling. Thus it is appropriate and suitable to the age level of students.

2. Language material in terms of affective achievement and cognitive achievement

Language material in terms of affective achievement:

In the present poem Wordsworth also recalls days that he spent with his sister. So the affective factor can be seen here. But there are no activities in the poem which can make students feel positive emotions.

Language material in terms of cognitive achievement:

Only comprehension questions are given in the poem. These questions are totally based on the poem.

3. Positive influence on learner's attitude:

There are no activities that try to involve learners emotionally.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

There are no activities in which students make use of mental image.

5. Language items or features:

There is a focus on exclamations. The students are asked to note the sentences with exclamations. They are asked to give reasons why poet has made extensive use of exclamations.

6. Exercises to develop communicative skill:

In pairs, the students are asked to read the poem aloud stressing the rhyme and interchange the pronouns in the first paragraph and read it in the voice of the butterfly.

7. Printing errors:

There are no printing errors in the poem.

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

Unit: 5

Agnes

This poem is written by Henry Francis Lyte. He was a brilliant scholar and produced many hymns. This poem is a beautiful tribute to Agnes who was bestowed with extraordinary grace and innocence and dignity. The poet had seen her growing from her childhood into a dignified mother. The poem is marked by simplicity.

Theme of the poem:

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:

The poem is written in a very simple language. It is appropriate to the level of the students age wise interest wise.

2. Language material in terms of affective achievement and cognitive achievement

There are no activities in which affective factors can be seen. The comprehension questions are given\ which make the students aware of what they are reading.

3. Positive influence on learner's attitude:

There are no activities in which learners are emotionally involved in the poem.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

There are no activities in which students makes use of mental image.

5. Language items or features:

The students are asked to underline the words within the poem that rhyme. The stress is on the internal rhyme which means words within a line that rhyme.

6. Exercises to develop communicative skill:

In pairs, the students are asked to read the poem aloud emphasizing the internal rhymes and present it to the class.

7. Printing errors:

There are no printing errors in the poem.

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

Unit: 9

The Patriot

This poem is written by a Victorian poet Robert Browning. He is famous for his romantic monologue as well as vigorous poetry. The present poem is about a man who is loved and admired by people and recognized by their hero. However he is later misunderstood and is rejected by the people and is sentenced to death. He confesses that he is sentenced to death for a wrong reason and has strong hope in God that he will be saved from the people's misunderstood views.

Theme of the poem: A Journey from being hero to unwanted person

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:

This poem is not only about patriotism but it also tells how people are fickle. It makes students understand the state of a person who can die for his country. Thus the poem is interesting and suitable to the age level of the students.

2. Language material in terms of affective achievement and cognitive achievement

The feeling of sympathy and sadness can be seen in the poem. Apart from it there are no activities in which affective factors can be seen. The comprehension questions are given\ which make the students to think about what they are reading.

3. Positive influence on learner's attitude:

There are no activities in which learners are emotionally involved in the poem.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

There are no activities in which students make use of mental image.

5. Language items or features:

The exaggerated/hyperbolic expressions can be seen here in this poem. The students are asked to find out these expressions from the poem.

6. Exercises to develop communicative skill:

There are no exercises to develop communication skills.

7. Printing errors:

There are no printing errors in the poem.

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

Unit: 12

The River

The present poem is written by Caroline Anne Bowls Southey. She was an experimental writer whose publications represent a range of forms. In the present poem she describes various stages of human life in the phases of river. She says river is calm and it is always pleasure to watch it. The river looks so bright while dancing on yellow stone through flowers. It's like child who is playing and dancing. Then it rushes over rocks faster and louder. Here it is compared with energetic youth. As time goes on the river also moves to the ocean like mortal prime. Then river moves swiftly and silently through a channel dark and narrow. Ultimately the river merges into the sea like eternity.

Theme of the poem: Life is like a river or keep moving like a river in the various stages of your life.

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:

The present poem is about the river which keeps moving on like a child, youth, mortal and at last merges into sea. The journey of man is compared with the journey of river. Thus the poem makes us to think about our own life. In this sense it is quite interesting and suitable to the age level of the students.

2. Language material in terms of affective achievement and cognitive achievement

There are no activities in which affective factors can be seen. The comprehension questions are given which make the students understand what they are reading.

3. Positive influence on learner's attitude:

There are no activities in which learners are emotionally involved in the poem.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

There are no activities in which students make use of mental image.

5. Language items or features:

The students are not engaged in activities which emphasize on language features.

6. Exercises to develop communicative skill:

There are no exercises to develop communication skills.

7. Printing errors:

There are no printing errors in the poem.

8. Helpline for the students and teachers:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

Unit: 16

Independence

This poem is written by a Black British poet Benjamin Zephaniah. He is both a poet and a musician. His poems are based on issues related to human rights, environment and racial discrimination. In the present poem the poet talks about independence. In the present poet feels proud that his country is a free nation though it is without food, water, work and industry. The poet feels happy that he belongs to the nation which is free.

Theme of the poem:

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:

This poem is all about freedom that man values the most. It makes students recall how we were under British rule and there were great Indian leaders who got independence for us. Thus the poem is appropriate and interesting in the sense it makes students feel proud that they also belong to a free nation.

2. Language material in terms of affective achievement and cognitive achievement

The learners are emotionally involved in the poem as it is about a free nation. However there are no activities in which affective factors can be seen. The comprehension questions are given which help the students appreciate the poem.

3. Positive influence on learner's attitude:

There are no activities in which learners are emotionally involved in the poem.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

There are no activities in which students make use of mental image.

5. Language items or features:

In the present poem the poet makes use of Jamaican language which adds to the colloquial flavour of the poem. Apart from it there is no emphasis on any other

language feature. Students are not involved in any activity which focuses on language features.

6. Exercises to develop communicative skill:

There are no exercises to develop communication skills.

7. Printing errors:

There are no printing errors in the poem.

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

Unit: 19

Hamelin

Part-I

This poem is written by a famous Victorian poet Robert Browning. Pied piper is the hero of a German folk legend in the Pied Piper of Hamelin by Robert Browning. The piper stepped into the street with a little smile on his lips, put the pipe on his lips and his sharp eyes twinkled. He played a shrill note and there was sound like muttering of an army. It turned into grumbling and then into mighty rumbling. Then finally an army of rats came out of the houses tumbling and followed the piper for their lives. Finally they came to the River Weser wherein all plunged and perished.

Part-II

Once again the piper stepped into the street. He played sweet soft notes and small feet came out pattering and clattering, clapping and chattering. Little boys and girls came out running and followed by the wonderful music of the piper.

Theme of the poem: Magic of Music

- 1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:**

It is a good poem which tells about the captivating spell cast by the piper. It is appropriate to the age level of the students. But there should be more input related to the poem which can provide exposure to the learners for language learning.

2. Language material in terms of affective achievement and cognitive achievement

There are no activities in which affective factors can be seen. The comprehension questions are given which make the students think critically about what they are reading.

3. Positive influence on learner's attitude:

There are no activities in which learners are emotionally involved in the poem.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

There are no activities in which students make use of mental image.

5. Language items or features:

The students are not engaged in activities which practice language features.

6. Exercises to develop communicative skill:

There are no exercises to develop communication skills.

7. Printing errors:

There are printing errors in the poem like Hemelin. It should be Hamelin.

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

Unit: 21

Ants

The present poem is about ants that do its job silently without any fuss. The poem describes how they look, what they do and how they do it. Ants work in groups. They

carry food like the procession of a company of soldiers. Their body is like puffed rice and they turn their inferior insects into slaves.

Theme of the poem: Active life leads to success.

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:

This poem is about the active life of ants. The basic tone of the poem is motivated activity. The small insect in the poem teaches students how to live life and how one can succeed in his/her life through hard work. Thus, it is suitable to the age level of the students and interesting also.

2. Language material in terms of affective achievement and cognitive achievement

The affective factors can be seen in the sense that the ants in the poem motivate students for achieving their goal. But there are no activities in which affective factors can be seen. The comprehension questions are given which allow students to think critically and interpret the text.

3. Positive influence on learner's attitude:

There are no activities in which learners are emotionally involved in the poem.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

There are no activities in which students make use of mental image.

5. Language items or features:

The students are not engaged in activities which highlight language features.

6. Exercises to develop communicative skill:

There are no exercises to develop communication skills.

7. Printing errors:

There are no printing errors in the poem.

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

Unit: 23

A Psalm of Life

This poem is written by Henry W. Longfellow, a well known American poet. He is a poet of hope and has deeper interest in life. In most of his poems themes are the joys and sorrow, hope and aspirations of the ordinary people. In the present poem poet says that life is reality and actual. The goal of life is not death as it is associated with soul and not with physical body. We are not here to experience joy and sorrow but to live with conviction that each day of life is progression. The world is really a battle-field where we should prove ourselves heroes and we should not turn ourselves into dumb cattle. We should learn from the lives of great men so that we can make our lives noble and while leaving this world make our mark on the shifting sands of time.

Theme of the poem: Life is to live with conviction and to make our marks on the sand of time.

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:

This poem is about how to live life. It teaches us that we should do our work with a strong will and move ahead achieving our goal. We should learn to work hard and have patience. Thus the poem is appropriate as it teaches students to live life with conviction. It is suitable to the age level and interest level of the students.

2. Language material in terms of affective achievement and cognitive achievement

The learners are emotionally involved in the poem as it is based on life. The students are motivated to learn the lesson of hard work. Here the affective elements can be seen. But there are no activities in which affective factors can be seen. The comprehension questions are given which help the students to appreciate the poem.

3. Positive influence on learner's attitude:

The students are asked how poet wants them to live their life. In this way it helps students to think positive about life and it is useful in language learning.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

There are no activities in which students make use of mental image.

5. Language items or features:

The students are not engaged in activities which highlight language features.

6. Exercises to develop communicative skill:

There are no exercises to develop communication skills.

7. Printing errors:

There are no printing errors in the poem.

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

Unit: 26

Once Upon A Time

This poem is written by a Nigerian poet Gabriel Okara. This poem tells us as we grow up, we tend to how we lose our innocence and our simple way of behaviour as we grow up. Once we grow up we become artificial and hypocrite. In this poem the poet says once there was a time when people were so genuine and their expression of joy and sorrow were so simple and true. Now people do not laugh with their heart but with their teeth. They are hypocrite and not actual. The poet asks his son to show him how to laugh and smile, which once upon a time he used to when he was a child like his son.

Theme of the poem: The simplicity is replaced by artificiality and hypocrisy.

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:

The poem shows the reality of man. It makes students understand how one should behave simply. Thus the poem is interesting and it is suitable to the age of students.

2. Language material in terms of affective achievement and cognitive achievement

There are no activities in which affective factors can be seen. The comprehension questions are given to make the students understand the poem.

3. Positive influence on learner's attitude:

The students are not involved positively in any activity.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

There are no activities in which students make use of mental image.

5. Language items or features:

The students are not engaged in activities which practice language features.

6. Exercises to develop communicative skill:

There are no exercises to develop communication skills.

7. Printing errors:

There are no printing errors in the poem.

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

4.5 Detailed Analysis of Supplementary Reading

Unit: 1

The Avu Observatory

The present unit is about mysteries of space and encounter with a strange creature. The observatory at Avu, Boreno stands on mountains. The chief observer Thaddy was not well. So his assistant Woodhosue went to observatory to watch the mysteries of space. While watching the stars he felt that there was a big creature in the observatory. But in the darkness he could not see what creature it was. He fought with the strange creature in the darkness and he survived. Thus the whole lesson is about the experience of Woodhouse at the Avu observatory.

Theme of the lesson : Encounter with a strange creature

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations:

The lesson is about space mysteries and Woodhouse's encounter with a creature. It is a kind of suspense story which sustains the interest of learners. It is appropriate to the age level of students. But there is no rich and comprehensible input and there is no exposure to real life situations in the sense that there are only comprehension questions at the end of the lesson.

2. Language material in terms of affective achievement and cognitive achievement

There are no activities in which affective factors can be seen. The comprehension questions are given which help students to read critically.

3. Positive influence on learner's attitude:

The students are not involved positively in any activity.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

There are no activities in which students make use of mental image.

5. Language items or features:

There are no activities which emphasize on a particular language feature.

6. Exercises to develop communicative skill:

There are no exercises to develop communication skills.

7. Printing errors:

There are no printing errors in the poem.

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

Unit: 2

Mending a Bird

It is a unit about a wounded bird and how its life was saved. An Indian brought a wounded tiger bittern to author's camp in a basket. As soon as the lid of the basket was lifted the bird bit the author's thumb. The bird was protesting and struggling. The author decided to treat the bird and purchase him. Despite all the troubles caused by the bird's broken wing it was operated on and the operation was successful.

Theme of the lesson: wounded bird and its operation

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations

It is a lesson about operation of a bird called tiger bitter. It is appropriate to the age level of students. But there are no oral activities and activities which give exposure to real life situations in the unit. There are only comprehension questions at the end of the lesson. Thus there is no rich and comprehensible input and there is no exposure to real life situations.

2. Language material in terms of affective achievement and cognitive achievement

There are no activities in which affective factors can be seen. The comprehension questions are given to help the students to read the text critically.

3. Positive influence on learner's attitude:

The students are not involved positively in any activity.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

There are no activities in which students make use of mental image.

5. Language items or features:

There are no activities which deal with a particular language feature.

6. Exercises to develop communicative skill:

There are no exercises to develop communication skills.

7. Printing errors:

There are no printing errors in the poem.

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

Unit: 3

Animal Facts

The present unit is about information of animals. The various aspects are discussed in the unit like meaning of animal, how long animals live, the biggest animal, the smartest animal, the biggest appetite, where animals live, and animal families and so on. Thus the whole unit is based on animal facts.

Theme of the lesson: Information about animals

1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations

The present unit gives information about animals. The information given in the unit is quite interesting. In this sense it is appropriate to the age level of students. But there are not oral activities in the unit. There are only comprehension questions at the end of the lesson. Thus there is no rich and comprehensible input and there is no exposure to real life situations.

2. Language material in terms of affective achievement and cognitive achievement

There are no activities in which affective factors can be seen. The comprehension questions are given which make the students think critically.

3. Positive influence on learner's attitude:

The students are not involved positively in any activity.

4. Learning activities to real life use and variety of situations in terms of mental imaging:

There are no activities in which students make use of mental image.

5. Language items or features:

There are no activities which give practice in a particular language feature.

6. Exercises to develop communicative skill:

There are no exercises to develop communication skills.

7. Printing errors:

There are no printing errors in the poem.

8. Helpline for the students and students:

No helpline is given for teachers and students in this unit.

9. Use of pictures:

There are no pictures in the lesson.

4.6 Conclusion

In the present chapter the detailed analysis of the text on the basis of some criteria was presented. First the researcher evaluated prose of the text criteria wise. Then the poems and supplementary reading lessons of the textbook were analyzed by the researcher. The next chapter is followed by findings, implications and conclusion.