

Higher Secondary Course **COMMUNICATIVE ENGLISH**



Government of Kerala
Department of General Education

Prepared by
State Council of Educational Research and Training (SCERT) Kerala
2026

THE NATIONAL ANTHEM

Jana-gana-mana adhinayaka, jaya he
Bharatha-bhagya-vidhata
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga
Tava subha name jage,
Tava subha asisa mage,
Gahe tava jaya gatha.
Jana-gana-mangala-dayaka jaya he
Bharatha-bhagya-vidhata
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

.....

PLEDGE

India is my country. All Indians are my brothers and sisters.
I love my country, and I am proud of its rich and varied heritage.
I shall always strive to be worthy of it.
I shall give my parents, teachers and all
elders, respect and treat everyone with courtesy.
To my country and my people, I pledge my devotion. In their
well-being and prosperity alone, lies my happiness.

COMMUNICATIVE ENGLISH

XI

Prepared by

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FOREWORD

Dear Students,

Effective communication in English is essential for success in today's globalised world. This textbook focuses on developing practical skills—listening, speaking, reading, and writing—through engaging activities and true-to-life themes. It emphasizes a learner-centred, activity-based approach to foster confidence, critical thinking, and intercultural awareness.

The course goes beyond the confines of traditional grammar and vocabulary, incorporating authentic texts and digital media to make learning relevant and interesting. Your teacher will guide you through interactive tasks like discussions, presentations, and collaborative projects to help you use English effectively in diverse situations.

We hope you will explore this book from cover to cover and develop excellent communication skills that will benefit you in school and beyond. Best wishes for a successful learning journey!

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CONTENTS

1 Friends Forever 7-24

2 Rhythm of English 25-48

3 Equal Voice, Equal Choice 49-70

4 The March of Technology 71-94

5 The Journey Within 95-110

NB : Adapted versions of selected extracts, open access AI tools and images have been used in the preparation of this textbook.

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

1

FRIENDS FOREVER



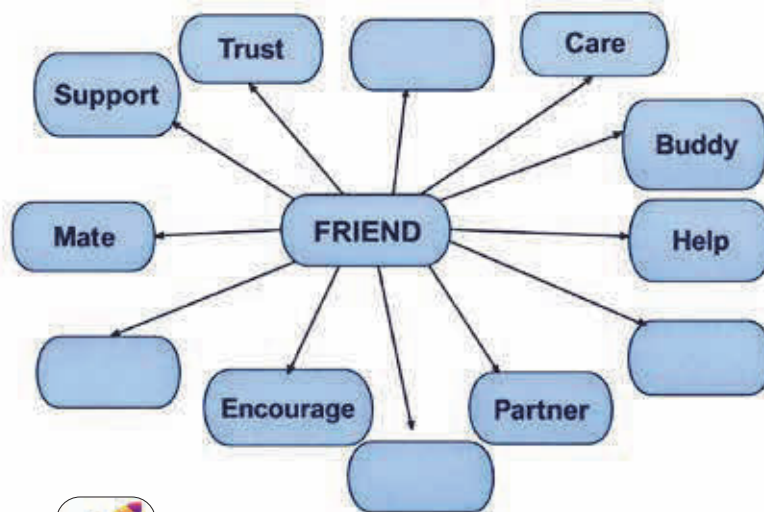
Chapter preview

Friendship enriches our lives in countless ways. As we navigate the ups and downs of life, our friends play a vital role in shaping our experiences, perspectives and selves.



Lead in

Look at the word web which lists some of the characteristics of a friend. Can you add other words to the web? Give examples of each characteristic in the web.



Let's kick off

Form groups and let each group choose five words from the word web. Frame a meaningful sentence about friendship with the chosen words.

Example: A buddy is someone who makes you happy even when you are sad.



Let's get to know others

Discovering relationships - Individual work:

Choose any three classmates and collect the following data from them.

- Who is your best friend in the class?
- What is the most memorable experience you had with your best friend?
- What do you value the most in friendship?

After collecting the data, read out the responses without mentioning the name of the classmate who provided the data. Let the class guess the name.



Let's reflect

Pair work : Reflect and share with your partner

- Does friendship change over time?
- What makes a person a good friend?



Let's get to know each other

Half of the class writes their names on small pieces of paper for a lottery. The other half picks up the pieces one by one and form pairs with the names they draw.

Weekend Pair Activity: Getting to know each other

Over the weekend, work in pairs to ask each other these questions. One question relates to the inner self, and the other focuses on relationships with others.

- Model question (Intrapersonal-relating to oneself)

What personal achievement makes you feel the most at peace with yourself?

- Model question (Interpersonal focusing on relationships with others)

Which interaction with others today made you feel the most loved and connected?

On the next school day, introduce your partner to the class making use of the answers provided by your friend.



The Prophet by Khalil Gibran, An excerpt (Adapted)

Khalil Gibran's writings on friendship show the value of true relationships, where friends are like parts of oneself. The poet highlights traits such as honesty, love, trust and more.



Know the Author

Khalil Gibran (1883-1931) is a Lebanese-American artist, poet, and writer. He is a best selling author who pursued a romantic approach to life in his contributions to modern Arabic literature, through his unique 'prose poetry'.



Let's read and reflect

Read the following extract from *The Prophet* and answer the questions that follow:

....And a youth said, Speak to us of Friendship.

And he answered, saying:

Your friend is your needs answered.

He is your field which you sow with love and reap with thanksgiving. And he is your board and your fireside.

For you come to him with your hunger, and you seek him for peace.....



Think-pair-share

1. What is the main theme of the lines?
2. Do you agree with the poet? Why/Why not?
3. You may know the popular proverb: "A friend in need is a friend indeed." Share an experience in which a friend came to your aid.



Let's listen

Let's tune in to the first part of Terry Jacks pop song 'Seasons in the Sun' (available online) and fill in the missing lines below. Check your answers with the lyrics (printed upside down) on the next page.

Lyrics with lines missing

Goodbye to you my trusted friend
 We've known each other since we
 were nine or ten
 Together we've climbed hills and
 trees

 Skinned our hearts and skinned our
 knees
 Goodbye my friend, it's hard to die

 Now that the spring is in the air

 Think of me and I'll be there

 We had seasons in the sun
 But the hills that we climbed

Full text of the lyrics

Goodbye to you my trusted friend
 We've known each other since we
 were nine or ten
 Together we've climbed hills and
 trees
 Learned of love and ABC's
 Skinned our hearts and skinned our
 knees
 Goodbye my friend it's hard to die
 When all the birds are singing in the
 sky
 Now that spring is in the air
 Pretty girls are everywhere
 Think of me and I'll be there
 We had joy, we had fun
 We had seasons in the sun
 But the hills that we climbed
 Were just seasons out of time.



Let's sing

Sing along with the lyrics, paying attention to the melody and rhythm.



Let's reflect

1. What do friends do, according to the lines of the song?
2. Have you ever done some of the things mentioned in the song?
Share your experience.
3. Is it difficult to say goodbye to a friend forever? Would it be possible for you to do so?
4. Read again the lines from *The Prophet* and the pop song and list the things that a friend can do, in your view.



Let's choreograph

Prepare a visual background for the content of the poem and the pop song. During the presentation two or three students can mime the lines in a stylized manner.



Let's explore

Look at the following images and speak about how each picture highlights the advantages of having friends in life. You may make use of the hints printed in the box below.

Having a friend with me while on a picnic

My friend motivates me to.....

I feel more confident when

When I'm with a friend, I feel supported because





Let's watch

We usually choose friends of the same age. But sometimes we forget that our parents and elderly relatives can be good friends too. Let's watch the short film *'What is that?'* directed by Constantin Pilavios (available online).

About the short film

What is that? is a touching short film that explores the bond between a father and his adult son. The film conveys the themes of love, gratitude, and empathy towards people who need companionship (such as our parents in their old age).





Let's speak

1. How does the son behave at the beginning of the short film? Do you see any change in his behaviour towards the end?
2. How can reconciliation help improve a relationship?



Let's practise

Draft a conversation with your friend apologising for breaking a promise. Follow these tips:

1. Greet your friend warmly.
2. Say sorry clearly and sincerely.
3. Listen patiently.
4. Share your feelings honestly.



Let's enrich our knowledge and experience

Look at the three prints below, depicting different types of friendship. Match each painting with the most suitable description below. Justify your choices with the help of the following hints:

I would prefer.....

I decided to choose.....

It seems to be the most suitable.....



A



B



C

1	'A Sunday on La Grande Jatte' This iconic pointillist painting by Georges Seurat French (1859-1891), depicts a group of people enjoying a leisurely day in a park, showcasing their companionship and the interactions among them.
2	'The Tale of Genji, Murasaki and Her Friends' is a woodblock print by Taiso Yoshitoshi (1839-1892), a Japanese artist of the Ukiyo-e tradition. The work portrays the camaraderie and leisurely interactions among women during the Heian period.
3	'The Three Friends' is a 1842 painting by Sebastien Straub (1806-1874), a Swedish painter. The work depicts the theme of companionship, emphasizing the shared bonds and the interactions among the figures.

International Day of Friendship - 30 July

The International Day of Friendship was proclaimed in 2011 by the UN General Assembly to celebrate the idea that friendship between people, countries, cultures and individuals can inspire peace efforts and build bridges between communities.



The resolution places emphasis on involving young people, as future leaders, in community activities that include people from different cultures to promote international understanding and respect for diversity.

To mark the International Day of Friendship the UN encourages governments, international organizations and civil society groups to conduct events, activities and initiatives that promote dialogue, solidarity, mutual understanding and reconciliation.



Let's enact

Stage a skit highlighting the significance of Friendship Day.

Below is a sample dialogue of a skit celebrating friendship. Study the dialogue carefully and perform the skit in class.

“Celebrating Friendship”**Characters:**

Sneha – A cheerful and caring friend

Karan – A thoughtful and kind friend

Pooja – A fun-loving and energetic friend

Narrator – (optional) to guide the skit

Scene 1: In the park

(Sneha, Karan, and Pooja are sitting on a bench, chatting and laughing)

Narrator : Today is Friendship Day, a special day to celebrate the wonderful friends in our lives. Let's see what our friends have to say about friendship.

Sneha : You know, friends are like family. They're the ones who make us smile even on tough days.

Karan : Exactly! Friendship is about understanding and supporting each other no matter what.

Pooja : And having fun! Like today, I feel so happy just being with you all.

Scene 2: Later, they decide to do something special

Sneha : Hey, why don't we make this Friendship Day memorable? Let's do something nice for each other.

Karan : Great idea! I have a surprise gift for everyone.

Pooja : And I have brought some snacks. Let's have a small party to celebrate.

Scene 3: Sharing feelings

Sneha : Friends, I just want to say how much I appreciate each of you. You all make my life brighter.

Karan : And I value your kindness and support. True friends are treasures.

Pooja : Friendship is about trust, laughter, and being there for each other. I'm lucky to have you all.

Scene 4: Cherishing friendship

Narrator : Friendship Day reminds us to cherish and celebrate the special bonds we share. True friends are forever, always making our lives colourful and joyful.

All : Happy Friendship Day! (They hold hands and greet each other with a smile.)



Let's present



Let's Create!

Tips for Preparing Posters

(Follow these simple steps to design your poster by hand!)

- 1. Decide the Theme and Message**

Be clear about what you want the poster to communicate.
Keep your slogan short, catchy, and meaningful.


- 2. Plan the Layout**

Decide where to place the title, pictures, and main text.
Keep enough space between each of these elements.


- 3. Choose Suitable Colours and Materials**

Use bright and attractive colours.
Try a few colour combinations that match your theme.
Use good chart paper or drawing sheets.


- 4. Add Pictures, Drawings, or Symbols**

Include simple sketches, logos, or illustrations related to your idea.
Avoid overcrowding — let your design "breathe."

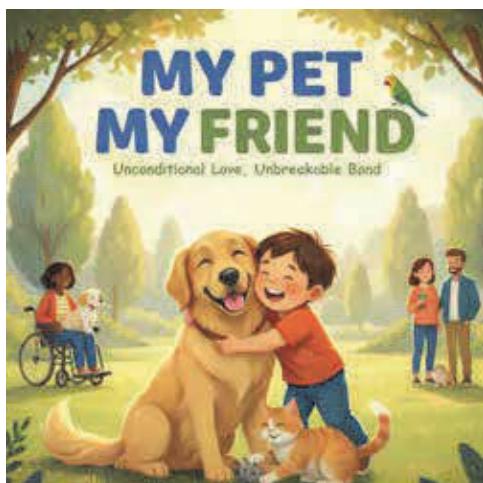

- 5. Write Neatly and Clearly**

Use bold letters for the main heading.
Your handwriting should be legible and evenly spaced.
- 6. Check Before You Display**

Ensure there are no spelling or factual errors. ✓

★ Remember:

A good handmade poster attracts attention and conveys its message clearly!



Prepare a poster on the theme 'Friendship beyond words' highlighting the emotional bond among friends. Add a suitable caption.



Let's Create!

Tips for Preparing Digital Posters

(Use this as a quick guide when you design your own posters!)

- 
1. Decide the Message
 Think clearly about what you want to say.
 Your slogan should be short, strong, and meaningful.
- 
2. Plan the Layout
 Arrange title, images, and text neatly.
 Don't over crowd the poster
- 
3. Choose a Tool
 Choose a presentation software or AI tool from online.
 Select a suitable size (A4 or square) and layout (portrait or landscape).
- 
4. Use Colour and Font for Effect
 Use bright but balanced colours.
 Pick easy-to-read fonts—one or two styles only.
- 
5. Add Pictures or Icons
 Use clear images that match your theme.
- 
6. Keep It Simple and Attractive
 Avoid too much text.
 Focus on clarity and visual appeal.

Remember:
 A good digital poster speaks loudly even with a few words!



Let's read and reflect

A new word '**catfishing**' has entered the English vocabulary. The Cambridge Online Dictionary defines it as the practice of pretending to be someone else on social media to deceive or attract others. Read the observations of the experts quoted below:



Dr. Janneke Schokkenbroek

(Researcher in the Netherlands)

Imagine meeting someone online who seems perfect—their photos are stunning, their personality matches yours, and the conversation just flows. But then, you find out they're not who they said they were. This is catfishing. [From *Psychology Today*]



Dr. Sandheesh P.T.

(Author and Psychologist from Kottayam, Kerala)

Online chat rooms are an easy way to connect with people of all genders. But these spaces are often misused and relationships forged here sometimes end up even in murder. [From *Mental Health in the Digital Era—Challenges Opportunities and Case studies*]



Dr. Becky Spelman

(UK-based Psychologist)

People who engage in this sort of fraud have usually been doing it for years, and they know what they are doing; they seek out people's vulnerabilities, and take full advantage of them. [From Blog post '*The Emotional Impact of Online Romance Scams and Catfishing*', *Private Therapy Clinic*]



Dr. Eric Vanman

(University of Queensland, Australia)

Perhaps people sometimes need a catfish-like person in their life to keep them fresh and alive now. [From Talk on YouTube - *Why do People Catfish?*]



Dr. Annabel Kuhn

(Child and adolescent psychiatrist, USA)

People that I've seen who are prone to these scams...have zero friendships. [From Interview on social media : *The Psychology Behind Catfishing*]



Let's explore

1. What are the risks of online relationships?
2. How can we identify catfishing and other forms of online deception?



Let's learn to differentiate

Look at the personality traits given below and complete the task.

deceptive, genuine, manipulative, honest, dishonest, sincere, insincere, authentic, fake, transparent, cunning, trustworthy, exploitative, selfish, consistent, untrustworthy

Choose personality traits that seem appropriate in a catfisher and true friends. Enter each in the columns below.

Catfisher	True friend



Let's reflect

Relate the following Gen Z vocabulary to any character in a movie and present your ideas in one minute. The English film *'Eighth Grade'*, for instance, captures Gen Z need to connect with others.

Gen Z Vocabulary	Meaning
Situationship	A relationship that wavers between love and friendship, without any real commitment.
Ghosting	Suddenly cutting off all communication without giving any reasons for it.

Zombieing	When someone who had left you earlier comes back and behaves as if nothing had happened.
Breadcrumbing	Showing interest without seriousness by occasionally sending short messages or other forms of minimal contact.
Benching	Keeping someone as backup, while maintaining only limited communication.
Orbiting	Continuing to follow and observe the other person's activities on social media, even after ending the relationship.
Love Bombing	Showering someone with excessive love and attention, usually at the beginning of a relationship.
Slow fade	Gradually reducing the communication and strength of a relationship before eventually disappearing.

Can you add more such words to the list?

.....



Let's write

Explain the terms: situationship, ghosting, zombieing, breadcrumbing, and benching in a paragraph of around 100 words. Describe how to identify and limit such behaviour.

A situationship is ...

Ghosting refers to ...

It happens when...

This involves...

It can be recognized by...

Recognizing such behaviour prevents...

It may cause...



Let's reflect



- Can true friendships and relationships be built without trust, empathy, and honest communication?
- Do you think Gen Z terms like ghosting, benching, etc., reflect a lack of emotional intelligence and awareness?



Let's create

Use the following lines from well known literary texts to create a one-minute social media reel that weaves together these quotes effectively.

"Friendship is the wine of life." - *The School for Scandal* by Richard Brinsley Sheridan (1777)

"A friend is worth more than a thousand relatives." - *The Merchant of Venice* by William Shakespeare (1596-1598)

"A true friend is the greatest of all blessings." - *The Importance of Being Earnest* by Oscar Wilde (1895)

"Friendship is the only cement that will ever hold the world together." - *The Cherry Orchard* by Anton Chekhov (1903)



Let's talk

Mending Friendships

Go through the following conversation between Aisha and Neha

Aisha : Hey Neha, I'm really glad we talked today. I didn't want our slight misunderstanding to strain our friendship.

- Neha : I felt the same, Aisha. I think it's time we bury the hatchet and forget about that silly argument.
- Aisha : Exactly! You've always been my shoulder to cry on whenever I felt low. I'd hate to lose that.
- Neha : Oh! That means a lot. You know, when we first met in school, we got on like a house on fire!
- Aisha : True! Everyone said we were as thick as thieves. I guess real friendships can handle a few ups and downs.
- Neha : That's right. And who knows, maybe we'll strike up even stronger friendships with others this year—but nothing will replace ours.
- Aisha : Deal! No more misunderstandings—just laughter and honest talk from now on.

Neha and Aisha use several idioms in the dialogue above.

Get on like a house on fire	To build a very good relationship fast.
A shoulder to cry on	One who gives emotional support.
Thick as thieves	Very close friends.
Bury the hatchet	To end a conflict and become friends again.
Strike up a friendship	To become friends.
To strain a relationship	To cause problems in a friendship or relationship



Let's speak

What according to you helped Aisha and Neha rebuild their friendship?



Let's write

Have you ever tried to “bury the hatchet” with a friend? Write a short paragraph on your experience.



Project Let's present

Prepare five to eight presentation slides on friendship with suitable quotes and visuals and present it in class. An outline of the presentation must be given in the beginning.

Tips for outlining a presentation

- Be clear about the topic
- Follow a simple structure
- Highlight key points
- Arrange ideas logically

Introducing the topic

1. I would like to speak about...
2. The topic of my presentation is...

Stating the purpose

1. The purpose of this presentation is to...
2. This presentation aims to...

Organizing ideas

1. At the very outset, I will discuss...
2. Next, I will focus on...
3. Finally, I will conclude with...

Sequencing points

1. To begin with...
2. Secondly / Thirdly...
3. In the final part...

Adding supporting details

1. For example...
2. This can be explained by...
3. One reason for this is...

Highlighting key points

1. The main idea here is...
2. An important point to note is...

Summarizing ideas

1. To sum up...
2. In brief...
3. In a nutshell...

Concluding the outline

1. In conclusion, I would like to say...
2. This brings me to the end of my presentation
3. To wrap up...

Tips for presentations

- Avoid jargon and technical terms unless necessary.
- Follow the rules of grammar and punctuation.
- Use concise and clear sentences

Introductory phrases

1. Good morning/afternoon everyone...
2. Welcome to our presentation on ...
3. Let's dive into the topic...

Transition phrases

1. Next, let's look at...
2. Let's move forward to...
3. As you can see from this chart...
4. This image illustrates ...
5. Let's take a closer look ...

Conclusion phrases

1. In conclusion, let's summarize ...
2. To wrap up, our main points are...
3. Thank you for your attention ...

2

RHYTHM OF ENGLISH



Chapter preview

Have you ever wondered how we use sounds and words to talk and share ideas? Language is a system that helps us communicate. In this unit, you'll learn more about how it works. Let's explore it together!



Lead in

Let's perform a simple experiment to understand the air-stream mechanism involved in the production of speech sounds.



Materials needed: a candle, a matchbox or lighter.

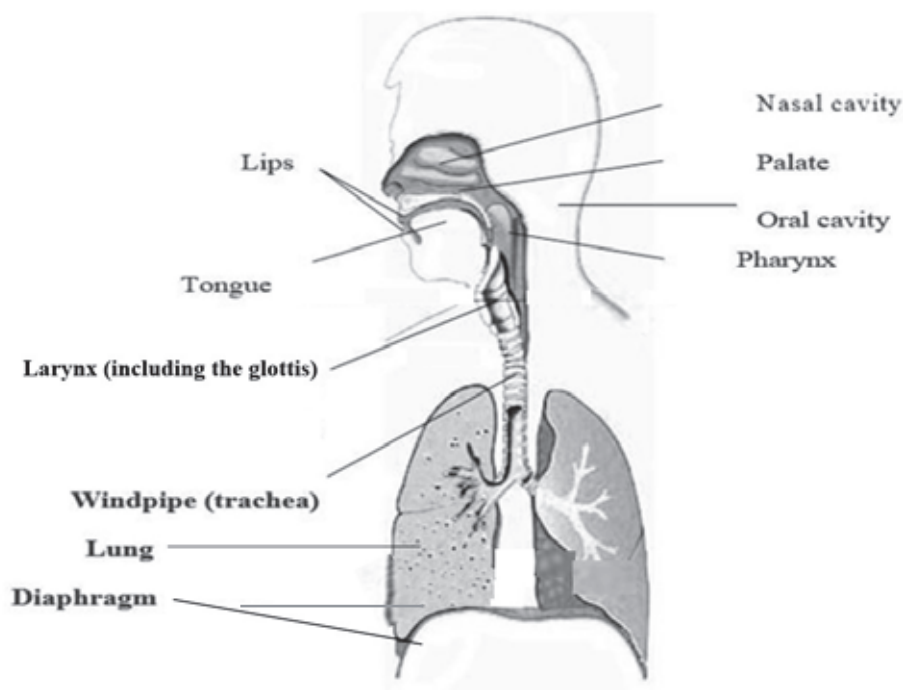
- Light the candle and observe the flame.
- Blow gently on the candle to release a quick stream of air.
- Notice what happens to the flame when you blow. Does it flicker or go out?

Observation

The air released from the lungs caused the flame to flicker and eventually go out.

Relating this to speech production, the air we blow out from our lungs creates a stream of air that passes through the vocal tract. This airflow is essential for producing speech sounds, just like the air from your lungs makes the candle flame flicker. This experiment demonstrates how controlled airflow results in speech sound production.

Air stream mechanism



Let's read

The primary organs of speech include the lungs, the vocal cords, and the vocal tract. The lungs serve as the power source, they provide the airflow necessary for speech. When a person breathes out, air passes through the trachea to the larynx.

The larynx, also known as the voice box, contains the vocal cords or vocal folds. The vocal cords vibrate as air passes through them, they produce voiced sounds like vowels and certain consonants.



Let's do

Place your hand lightly on your throat to feel your larynx vibrate while making a "ZZZZ" sound. Now, with your hand on your throat make the "SSSS" sound. When did you feel a vibration—when the sound /s/ was produced or when the /z/ sound was produced?

Observation: While producing voiced sounds like /z/, there is a vibration in the larynx.

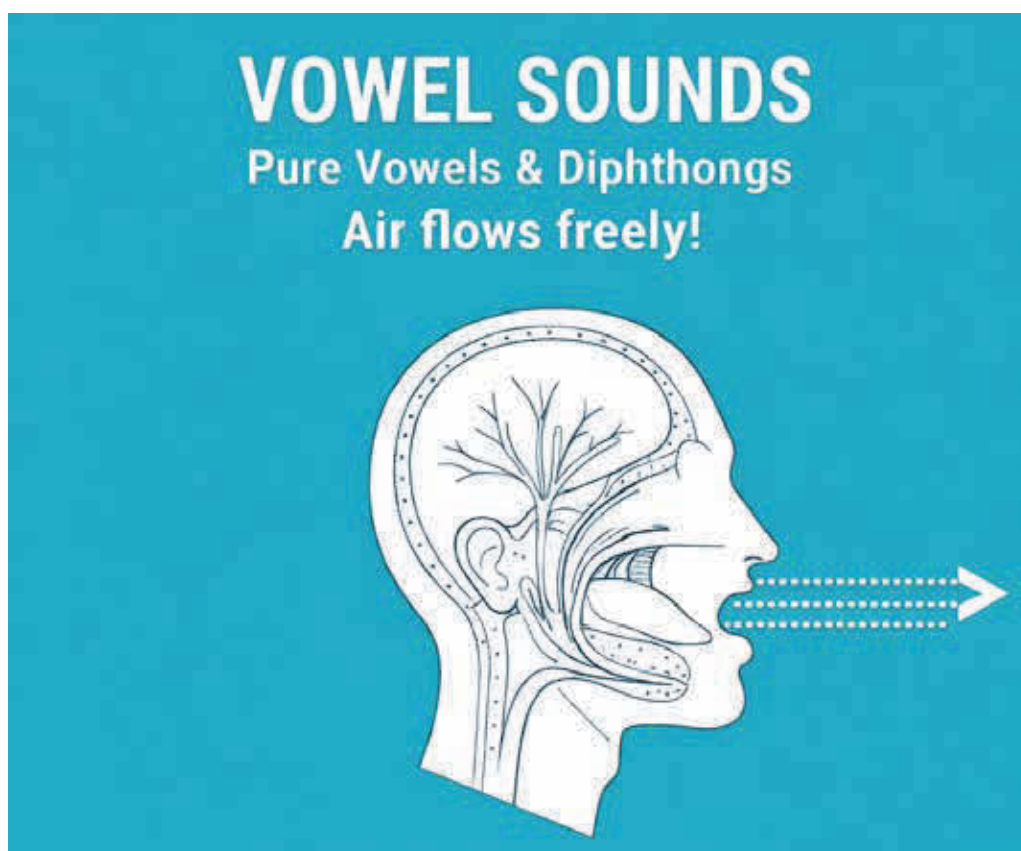


**Let's read**

Phonetic transcription is a visual method of representing speech sounds through a specialized alphabet, illustrating precisely how a word is pronounced rather than how it is spelled. The International Phonetic Alphabet (IPA) is the most commonly used system for this purpose, offering a universal and systematic way to depict sounds across all languages. It accounts for variations in pronunciation and accents, enabling clear and accurate communication of speech sounds.

A phoneme is the smallest unit of sound in a language that carries meaning. Phonemes are abstract sound units, not letters. When a change in sound results in a change in meaning, the sounds are different phonemes. Phoneme can be divided into two categories.

1. Vowels
2. Consonants

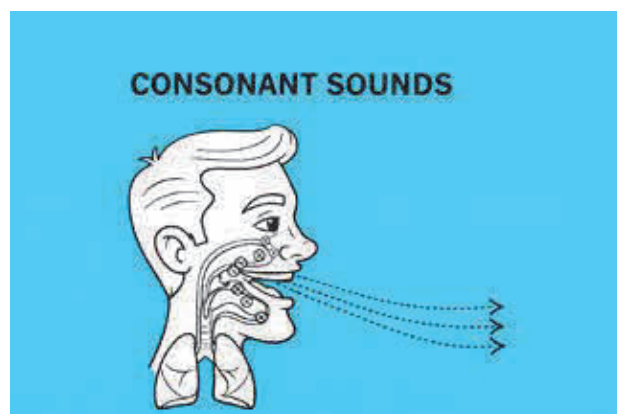


A vowel sound is a sound produced without blocking the air in the mouth. There are 12 pure vowels and 8 impure vowels (diphthongs) in English. Diphthongs are also known as Gliding Vowels.

Sound	Initial	Transcription	Medial	Transcription	Final	Transcription
/ɪ/	insect	/ˈɪnsɛkt/	sit	/sɪt/	city	/sɪti/
/i:/	eat	/i:t/	feel	/fi:l/	see	/si:/
/e/	egg	/eg/	pen	/pen/		
/æ/	apple	/æpl/	cat	/kæt/		
/ʌ/	uncle	/ʌŋkl/	love	/lʌv/		
/ɑ:/	arm	/ɑ:m/	heart	/hɑ:t/	star	/stɑ:/
/ɒ/	orange	/ˈɒrɪndʒ/	cot	/kɒt/		
/ɔ:/	all	/ɔ:l/	call	/kɔ:l/	four	/fɔ:/
/ʊ/			book	/bʊk/		
/u:/	ooze	/u:z/	food	/fu:d/	blue	/blu:/
/ə/ (schwa sound)	about	/əˈbaʊt/	autograph	/ˈɔ:tə.grɑ:f/	sofa	/səʊ.fə/
/ɜ:/	earn	/ɜ:n/	bird	/bɜ:d/	stir	/stɜ:/

Diphthongs

Sound	Initial		Medial		Final	
/eɪ/	age	/eɪdʒ/	name	/neɪm/	day	/deɪ/
/aɪ/	ice	/aɪs/	time	/taɪm/	my	/maɪ/
/ɔɪ/	oil	/ɔɪl/	voice	/vɔɪs/	boy	/bɔɪ/
/aʊ/	out	/aʊt/	sound	/saʊnd/	now	/naʊ/
/əʊ/	open	/ˈəʊ.pən/	home	/həʊm/	go	/gəʊ/
/ɪə/	ear	/ɪə/	material	/məˈtɪəriəl/	fear	/fiə/
/eə/	air	/eə/			fair	/feə/
/ʊə/			tourist	/ˈtʊə.rɪst/	pure	/pjʊə/



A consonant sound is a sound produced when flow of air from the lungs is blocked, restricted or narrowed at some point in the mouth or throat.

Sound	Initial		Medial		Final	
/p/	pen	/pen/	apple	/æpl/	cap	/kæp/
/b/	bat	/bæt/	rabbit	/'ræbɪt/	job	/dʒɒb/
/t/	tea	/ti:/	water	/'wɔ:tə/	cat	/kæt/
/d/	dog	/dɒg/	ladder	/'lædə/	bed	/bed/
/k/	cat	/kæt/	bigger	/'bɪgə/	bag	/bæg/
/g/	go	/gəʊ/				
/f/	fan	/fæn/	offer	/'ɒfə/	leaf	/li:f/
/v/	van	/væn/	never	/'nevə/	love	/lʌv/
/θ/	thin	/θɪn/	author	/'ɔ:θə/	both	/bəʊθ/
/ð/	this	/ðɪs/	mother	/'mʌð.ə/	breathe	/bri:ð/
/s/	sun	/sʌn/	lesson	/lesən/	bus	/bʌs/
/z/	zoo	/zu:/	business	/'bɪz.nɪs/	boys	/bɔɪz/
/ʃ/	she	/ʃi:/	fishing	/'fɪʃɪŋ/	wish	/wɪʃ/
/ʒ/	genre	/ʒɑ:nrə/	measure	/'meʒə/	garage	/'gær.ɑ:ʒ/
/h/	hat	/hæt/	behind	/bɪhaɪnd/		
/tʃ/	chair	/tʃeə/	teacher	/'ti:tʃə/	match	/mætʃ/
/dʒ/	jam	/dʒæm/	magic	/'mædʒɪk/	bridge	/brɪdʒ/
/m/	man	/mæn/	summer	/'sʌmə/	team	/ti:m/
/n/	net	/net/	money	/'mʌni/	pen	/pen/
/ŋ/			mango	/mæŋgəʊ/	bring	/brɪŋ/
/l/	leg	/leg/	below	/bɪləʊ/	tall	/tɔ:l/
/r/	red	/red/	carry	/kæri /		
/j/	yes	/jes/	onion	/ʌnjən/		
/w/	wet	/wet/	away	/əweɪ/		

Voiced Sounds

Voiced sounds are speech sounds produced with the vibration of the vocal cords.

When we pronounce these sounds, we can feel a buzzing sensation in the throat.

Examples: /b/, /d/, /g/, /v/, /z/, /m/, /n/, /l/, /r/

Voiceless Sounds

Voiceless sounds are speech sounds produced without the vibration of the vocal cords.

There is no buzzing in the throat when we produce these sounds.

Examples: /p/, /t/, /k/, /f/, /s/, /ʃ/, /h/



Let's search

Find the pronunciation of the following words from an online dictionary.

Safe

Sure

Music

Measure

Did you notice that the pronunciation of /s/ in the four words are distinctly different? This means that in English, a single letter can have more than one sound associated with it. Let's see a few more examples:

Rose - /z/

Please - /ʒ/

Island - /s/ silent

Pressure - /preʃə/

In all the words given below the /s/ sound is pronounced in the same way. The letters s, c, sc and ss are pronounced as /s/.

Sick

Ice

Scene

Dress



Let's do this

LET'S UNDERLINE THE SILENT LETTERS

Read aloud and underline the silent letters

Psychology
Knew
Island
Tsunami
Pneumonia



Let's search

Identify and list words in which certain letters are not pronounced.



Let's reflect

Is the same letter always pronounced in the same way?

Do we pronounce every letter of words?

Refer to an online dictionary

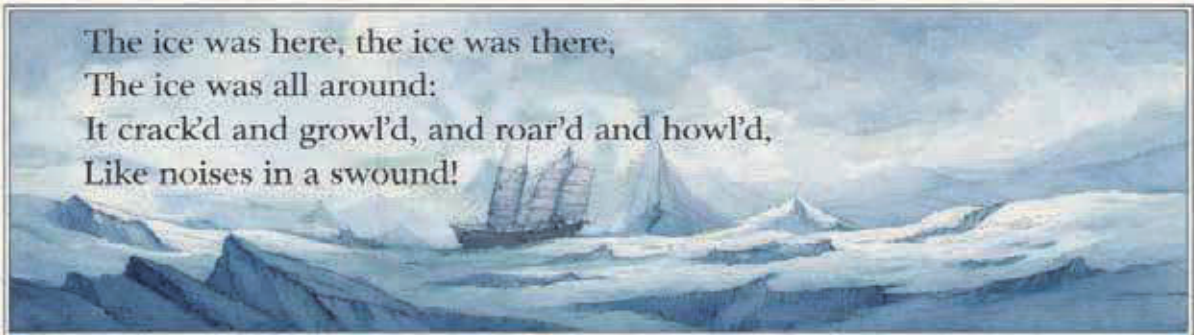
<https://dictionary.cambridge.org/>

<https://www.oed.com/?tl=true>

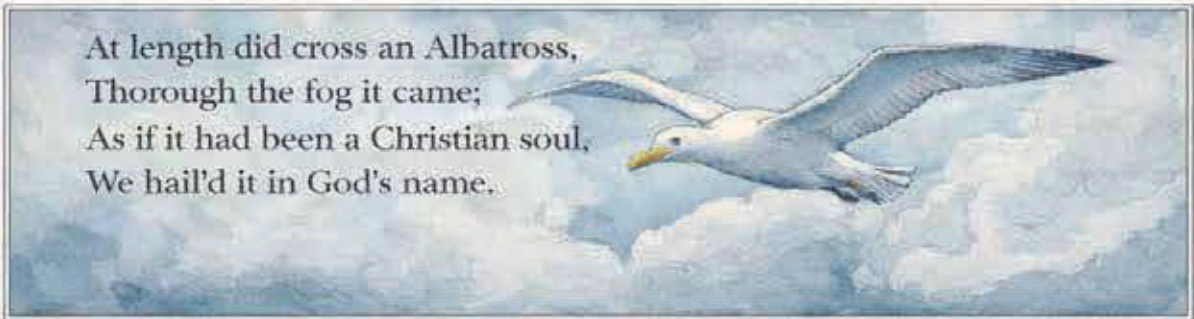


Let's read aloud

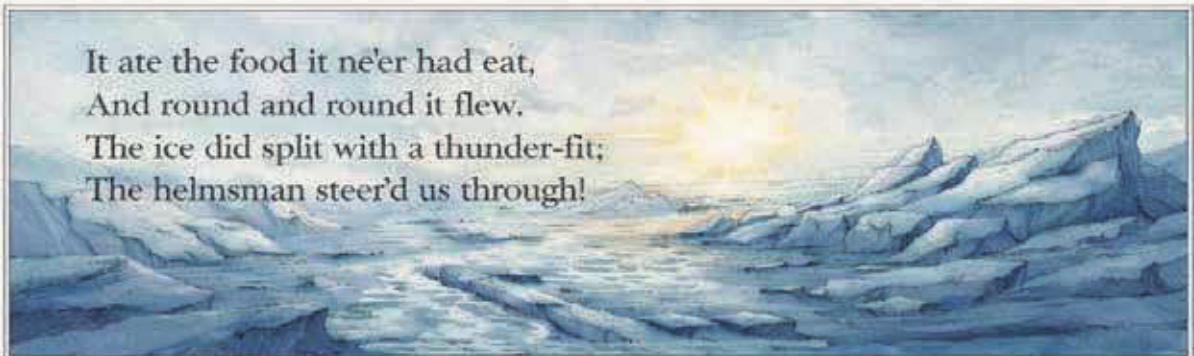
The ice was here, the ice was there,
The ice was all around:
It crack'd and growl'd, and roar'd and howl'd,
Like noises in a swound!



At length did cross an Albatross,
Thorough the fog it came;
As if it had been a Christian soul,
We hail'd it in God's name.



It ate the food it ne'er had eat,
And round and round it flew.
The ice did split with a thunder-fit;
The helmsman steer'd us through!



In English there is no one to one correspondence between letters and sounds. So English is said to be an unphonetic language. But most Indian languages do have a one to one correspondence of letters and sounds. For example, in Malayalam the letter 'അ' produces the same sound in whichever word the letter is used. Such languages are phonetic. The English alphabet consists of 26 letters, which together represent 44 distinct sounds (phonemes). These sounds include vowel and consonant phonemes. A single letter may represent more than one sound, and the same sound may be represented by different letters or combinations of letters. Therefore the pronunciation of English words cannot be accurately predicted from the spelling.

A **minimal pair** refers to two words that differ in only one sound (phoneme) and have different meanings. This helps you to recognise and pronounce sounds accurately.

Examples

- bat /bæt/ – pat /pæt/ → /b/ vs /p/
- sip /sɪp/ – zip /zɪp/ → /s/ vs /z/
- fan /fæn/ – van /væn/ → /f/ vs /v/
- ship /ʃɪp/ – sheep /ʃi:p/ → /ɪ/ vs /i:/
- feet /fi:t/ – feed /fi:d/ → /t/ vs /d/



Let's do

Read the following pairs of words. Tick (✓) the pairs that are **minimal pairs**.

ship – sheep

salt – cart

pen – pan

fan – fun

bit – beat

cup – cap



Let's read

A 'syllable' is a unit of spoken language with at least one vowel sound. A diphthong is a vowel sound that glides from one vowel sound to another in a single syllable. It is a blend of two vowel sounds that are pronounced together to form one sound. A diphthong is considered a single syllable unit. A word may connect one or more syllables.



Let's practise

Read aloud the monosyllabic, disyllabic, trisyllabic and polysyllabic words given in the table:

Monosyllabic words	Disyllabic words	Trisyllabic words	Polysyllabic words
A word with only one syllable.	A word with two syllables.	A word with three syllables.	The words with more than three syllables.
sun /sʌn/	Teacher /ti:-tʃə/	Minister /mɪ-nɪ-stə/	Examination /ɪg-zæ-mɪ-neɪ-ʃn/
cat /kæt/	Doctor /dɒk-tə/	Consonant /kɒn-sə-nənt/	Relationship /rɪ-leɪ-ʃən-ʃɪp/
dog /dɒg/	Open /əʊ-pən/	Adjective /æ-dʒɪ-ktɪv/	Composition /kɒm-pə-zɪ-ʃən/
big /bɪg/	Landing /lændɪŋ/	Principal /prɪn-sɪ-pəl-/	Mathematics /mæ-θə-mæ-tɪks/

The word examination /ɪg-zæ-mɪ-neɪ-ʃn/ has five syllables, of which the fourth syllable /neɪ/ is the most prominent. The second syllable /zæ/ gets the next degree of prominence. So the word examination has two strong syllables and the other syllables are pronounced with less stress/force.

Examination - /ɪg,zæmɪ'neɪʃn/



Let's do

Study the following words, split them into syllables and count the syllables in each word.

activity, water, elephant, electricity, alphabet, individual, unbelievable,
tree, rescue, stop



Let's read aloud

Read aloud the following lines from W.H. Auden's "Night Mail" (1935) paying close attention to the rhythm, pace, and progress of the words to capture motion and energy of the poem.

This is the night mail crossing the Border,
Bringing the cheque and the postal order,
Letters for the rich, letters for the poor,
The shop at the corner, the girl next door.
Pulling up Beattock, a steady climb:
The gradient's against her, but she's on time.

Letters of thanks, letters from banks,
Letters of joy from girl and boy,
Receipted bills and invitations
To inspect new stock or to visit relations,
And applications for situations,
And timid lovers' declarations,
And gossip, gossip from all the nations,
News circumstantial, news Financial,
Letters with holiday snaps to enlarge in,
Letters with faces scrawled on the margin,
Letters from uncles, cousins, and aunts,
Letters to Scotland from the South of France,
Letters of condolence to Highlands and Lowlands
Written on paper of every hue,
The pink, the violet, the white and the blue,
The chatty, the catty, the boring, the adoring,
The cold and official and the heart's outpouring,
Clever, stupid, short and long,
The typed and the printed and the spelt all wrong.



Let's read

Word accent is an important feature of spoken English. Not all syllables in a word are pronounced with equal force. In an English word of more than one syllable, one syllable is pronounced with greater prominence than the others. The syllable that gets more emphasis than the other syllables is said to be accented. Accent/stress here means expending extra breath on a particular syllable in a word.

In English conversation, certain words in a sentence receive greater prominence than other words. The words which receive prominence are said to be accented/stressed. In a sentence, the content words (words that carry meaning such as verbs, nouns, adjectives, etc.) are accented, while grammatical words or form words like articles, auxiliaries, conjunctions, prepositions, pronouns, and relative pronouns, etc., are not usually accented.

In connected speech, the stressed word is marked with a vertical bar as in the following examples:

1. 'Give me an 'idea.
2. Have you 'studied the 'lessons?
3. I am 'studying.
4. 'Close the door.
5. Oh! It is a 'beautiful 'flower.
6. 'Turn off the 'light.
7. I 'want to 'win the 'game.

The words that are stressed, are uttered with an emphasis, that makes them stand out from the rest of the words.

In an English utterance, the accented syllables occur at regular intervals of time, regardless of unaccented syllables. The following sentence shows the basic rhythm of English speech.

'This is the 'house that 'Jack has built'.



Let's practise

In most compound words in English the primary accent falls on one of the two elements. In the following compound words, the first of the two elements receives the primary accent.

'school bus

'blackbird

'footprint

'lifeboat

'crossword

In the compound words that end with -ever and -self, the second element receives the primary accent.

her'self

my'self

him'self

what'ever

who'ever

how'ever



Let's do

Identify the rhyming words for the lines given in the table:

The cat sat on the mat,
Looking at a little rat.
It was happy, glad, and fat,
Playing with a tiny hat.

The sun is bright in the sky,
Birds are singing as they fly.
Flowers bloom and bees go by,
Hello, world! oh, my, oh, my!

Identify the rhythmic breakdown of the following lines:

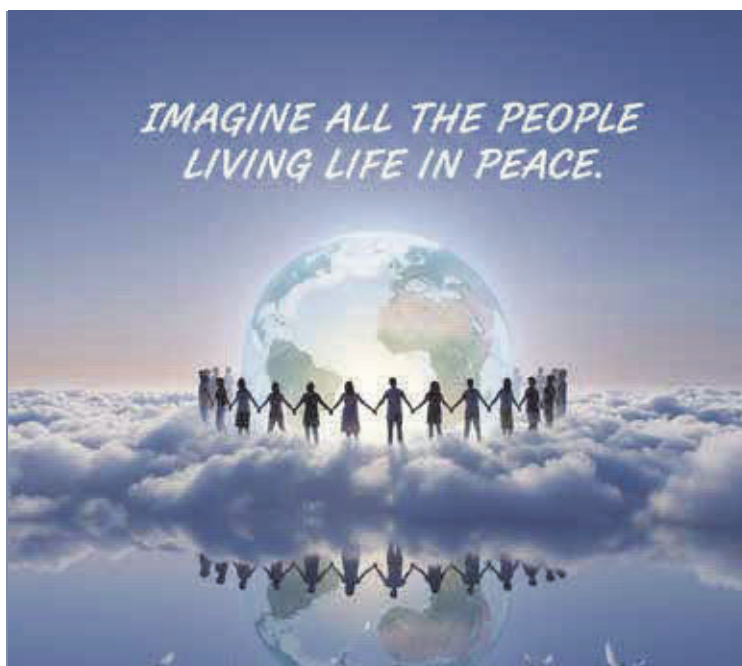
Morning sunlight warms the trees,
Whispering through the leaves,
Flowers sway in the breeze,
Nature's song puts minds at ease.



Let's listen

Imagine by **John Lennon** is a peaceful and inspiring song that encourages listeners to envision a world of harmony, unity, and freedom from conflict. The song has become an anthem for hope and global harmony, resonating with people around the world since its release. The song is available online.

In the box below, the left column contains the lyrics of a Lennon's song with certain lines missing. Listen carefully to the song and fill in the blanks without referring to the complete lyrics provided in the right column.



Lyrics with lines missing

Imagine there's no heaven
 It's easy if you try
 No hell.....
 Above us, only sky
 Imagine all the people
 Livin'ah
 Imagine there's no countries
 It isn't hard to do
 Nothing to kill
 And no religion, too
 Imagine all the people
 Livin', you
 You may say I'm a dreamer
 But I'm not the only one
 I hope someday.....
 And the world will be as one
 Imagine no possessions
 I wonder if you can
 No need for.....

Full text of the lyrics

Imagine there's no heaven
 It's easy if you try
 No hell below us
 Above us, only sky
 Imagine all the people
 Livin' for today, ah
 Imagine there's no countries
 It isn't hard to do
 Nothing to kill or die for
 And no religion, too
 Imagine all the people
 Living life in peace, you
 You may say I'm a dreamer
 But I'm not the only one
 I hope someday you'll join us
 And the world will be as one
 Imagine no possessions
 I wonder if you can
 No need for greed or hunger

A brotherhood of man
 Imagine all the people
 Sharing
 You may say I'm a dreamer
 But I'm not the only one
 I hope someday you'll join us

 Imagine no possessions

 No need for greed or hunger.

A brotherhood of man
 Imagine all the people
 Sharing all the world
 You may say I'm a dreamer
 But I'm not the only one
 I hope someday you'll join us
 I, the world will be as one.
 Imagine no possessions
 I wonder if you can
 No need for greed or hunger.



Let's sing

Sing along with the lyrics paying attention to the melody and rhythm of the poem.



Let's pronounce

Practise pronouncing the words in the song such as 'imagine', 'word', 'peace', 'sky', 'heaven', 'hell'.



Let's do this

Mark the accented syllables in the words in the lines of the song.



Let's practise

Practise repeating the refrain with proper stress and intonation, emphasizing the emotional nature of the message.

Use the words in sentences relating to the song's message.



Let's create

Create short pieces of dialogue or speeches inspired by the song's themes, emphasizing clear pronunciation and intonation.

In groups, deliver speeches to the class, practising expressive pronunciation and voice modulation to convey emotion.



Let's practise

Identify suitable learning videos available online to practise stress, rhythm and intonation.



Let's pronounce these words

In most utterances, function words like articles, prepositions, conjunctions, auxiliary verbs, etc., are unstressed. Therefore, they are called 'weak'. However, when these words are pronounced in isolation, we use the 'strong' form. Practise pronouncing the strong and weak forms of the following words.

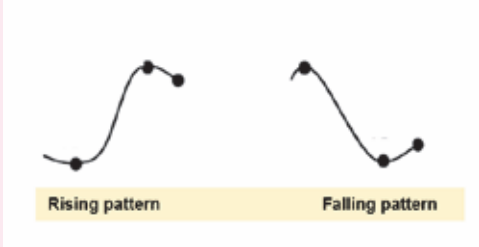
Word	strong form	weak form
the	/ði:/	/ðɪ/, /ðə/
an	/æn/	/ən/
his	/hɪz/	/ɪz/
him	/hɪm/	/ɪm/
her	/hɜ:/	/hə/
to	/tu:/	/tu/, /tə/
from	/frɒm/	/frəm/, /frm/
of	/ɒv/	/əv/



Let's practise

Intonation refers to the rise and fall of the pitch of the voice in speech. It mainly involves variations in pitch level, which are produced by the vibration of the vocal cords. At times, the pitch rises; at other times, it falls. In some cases, it remains level, high or low. These patterns of pitch variation make up the intonation system of a language. A movement of the pitch from high to low is called a falling tone, while a movement from low to high is known as a rising tone.

An illustration of intonation

 Rising pattern Falling pattern	Falling Tone↘ Statement: The sky is↘ blue. Wh question: Who are↘ you? Command: Get↘ out! Exclamation: What a beautiful ↘sky! Tag question: ↘Isn't it ?
	Rising Tone↗ Yes/No question: Can you ↗drive? Wh question (intonation): Why are you so↗ sad? Incomplete utterance: If you ↗call me..... Polite request: Lend me your↗ ears



Let's read

The following are the opening lines of the novel *A Tale of Two Cities* by Charles Dickens. It sets the tone for the entire novel, highlighting the contradictions and conflicts of the era. It uses repetition and parallel structure to emphasise contrasting ideas—such as 'the best' and 'the worst,' 'light' and 'darkness,' 'hope' and 'despair'—making it a good example of 'poetic' prose.

"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way – in short, the period was so far like the present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only."

- Dickens uses patterns of stress, rhythm, and sound to create a powerful and memorable flow of words.
- The flow arises mainly from the rhythm of English speech.



Let's practise

The passage provides a great opportunity to practise reading it aloud because of its rhythmic flow and the way words are connected in speech.

- ✓ Repeat it line by line, focusing on clear pronunciation.
- ✓ Clap or tap to the rhythm of the passage.
- ✓ Practise emphasising the key words: 'best', 'worst', 'light', 'darkness'.
- ✓ Use the proper intonation pattern to reflect the nature of the text; e.g., rising and falling pitch.



Let's identify these

Identify the weak forms and contractions:

Examples: it was, we had, we're all.



Let's recite

Choose parts of the passage.

Recite with due attention to pronunciation, rhythm, and emotion.



Let's sing

Listen to the *Moana* soundtrack online and sing along to pick up the pronunciation and rhythm.

I've been staring at the edge of the water
 'Long as I can remember, never really knowing why
 I wish I could be the perfect daughter
 But I come back to the water, no matter how hard I try
 Every turn I take, every trail I track
 Every path I make, every road leads back
 To the place I know, where I cannot go, where I long to be.
 See the line where the sky meets the sea? It calls me
 And no one knows, how far it goes
 If the wind in my sail on the sea stays behind me
 One day I'll know
 If I go, there's just no telling how far I'll go
 [Lyrics of a song by Lin-Manuel Miranda (2016) in the film, *Moana*]



Let's reflect

How can pronunciation affect the meaning and tone of an utterance?

Does pronunciation, intonation, and rhythm contribute to the overall effect of the passage?



Let's differentiate

The following are two sets of instructions for students going on a school tour.

Set 1

Students, please listen carefully to the instructions for the school tour. You are expected to behave responsibly and follow the rules of the school. Kindly remain with your group and follow the instructions of the teachers. Speak politely to others and maintain discipline throughout the journey. Your cooperation ensures a safe, enjoyable, and well-organized tour for everyone.

Set 2

Alright guys, listen up for a minute about the school tour. We have to behave well and follow the school rules. Let's stay with our group and listen to the teachers. Don't be rude to anyone, and don't make trouble during the trip. If we all cooperate, the tour will be safe and really fun for everyone

Complete the given column by finding out which of the following features applies to each set of instruction.

Answer in complete and well structured sentences.

- Follows the rules of grammar
- Uses short and simple sentences.
- Uses polite and respectful expressions
- Vocabulary is careful and precise.
- The tone is more relaxed in speech
- Vocabulary is simple and conversational
- Uses everyday expressions.
- Avoids slang and short forms

Set 1	Set 2

English is used in different ways depending on the situation, the purpose, and the individuals. Sometimes we are careful to use a polite style of language. Sometimes we use a friendly and relaxed style. These two styles are:

Formal English

Formal English is the variety of English used in serious, official, academic, and other public situations. It follows the rules of grammar and is polite and respectful in tone.

Informal English

Informal English is the variety of English used in friendly, casual everyday situations. It is very common form of spoken English for interpersonal communication.



Let's do

Match the following in sense and meaning.

A (Formal)	B (Informal)
I would like to request your permission.	I can't make it today.
I am unable to attend the meeting today.	Can you say that again?
Could you please repeat the question?	I don't agree.
I do not agree with your opinion.	Thanks a lot!
Thank you very much for your help.	Can I get your permission?



Let's read

Two varieties of English are British English and American English. They are the same language, but there are differences in spelling and pronunciation. In British English, many words end in -our, such as colour and favour, while in American English these words end in -or (color, favor). British English often uses -re in words like centre and metre, but American English spells these as -er (center, meter). There are also more differences in pronunciation. For example, the /r/ sound is clearly pronounced in American English, as in 'car' and 'teacher', but in British English the /r/ in such words is silent. Although much differences exist, both varieties are accepted. Learning about these differences help students listen, speak, and write confidently in the globalized world of today.



Let's read



In British English, Daniel says he has got a new flat near the city centre, while in American English, Daniel says he has gotten a new apartment near the city center. He wears a jumper in Britain and a sweater in America, but both are the same and they keep him warm. The colour of his favourite theatre sign becomes the color of his favorite theater across the ocean. In British English, the /r/ sound in 'car' is softer or silent, but in American English the /r/ is strong and clear. Daniel travels on the underground in

England, whereas in America he takes the subway. Although the spellings, grammar, and sounds differ slightly, Daniel realises that the meaning is the same. English may look and sound different in two countries, but it still helps people communicate, understand one another, and share their stories with the world.

British vs American English — Comparison Table

Category	British English	American English	Meaning	Grammar / Usage
Word choice	flat	apartment	Both mean a place to live in.	
Word choice	jumper	sweater	A warm knitted upper garment.	
Word choice	under ground	subway	An underground railway system	
Spelling	city centre	city center	Both mean the main part of a city.	

Spelling	colour	color		
Spelling	favourite	favorite		
Spelling	theatre	theater		
Grammar	has got	has gotten		"Gotten" is commonly used in American English to indicate a completed action.
Pronunciation	Car -soft /r/ often silent	car – strong /r/ pronounced		



Let's enact

Upon completing your education, you will attend job interviews where employers look beyond your technical skills to understand your character. Enhance your interview preparation by framing appropriate questions and drafting model responses to them. Conduct a mock interview. For the interview, frame appropriate questions for the model responses given below; and enact a role-play of the interview with your partner.

1. Hello, my name is [Your Name], and I am currently studying in [Your Grade/Year] at [Your School].
2. I am deeply interested in [Subject] and am eager to expand my professional experience in this field.
3. I have developed skills in [Relevant Skill or Subject], and I enjoy working on projects related to this area.
4. In the course of my studies, I have completed assignments and activities that have helped me improve my [Skill].

5. I am a hardworking and motivated student, always ready to learn new things and take on challenges.
6. I enjoy working in teams and collaborating with others to complete tasks successfully.
7. My strengths include [a few skills such as communication, teamwork, or problem-solving], which I am eager to develop further.
8. I am interested in exploring careers related to [Your Interest] and gaining practical experience.
9. I believe that my enthusiasm for learning and my willingness to work hard can help me contribute positively to your organisation.
10. I am excited to discuss how I can learn and grow through this opportunity and contribute to the organisation.



Let's do this

Choose two volunteers to act out the interview. One will enact the role of the interviewer, and the other will be the interviewee. The rest of the class will observe and share their feedback on the language as well as the body language of the volunteers.

- Keep it short and focused (30–60 seconds).
- Be clear and confident in speaking
- Maintain positive body language.
- Adapt the introduction to the context (interview, presentation, meeting).



Project Let's do this

Find out more differences in word choice, spelling, grammar and pronunciation in British and American English, prepare a table as given above and present it in your Portfolio.

3

EQUAL VOICE, EQUAL CHOICE



Equal Voice, Equal Choice

Exploring Identity, Justice, Equality and Empowerment

*"Gender equality is not only a fundamental right
but a foundation for a peaceful world."*

— United Nations Organisation

Chapter Preview

The unit highlights gender issues and the challenges faced by men, women and transgender people in different walks of life. It explores how gender shapes identity, opportunity and social roles. Through a short video, stories, a speech and an excerpt from an autobiography, it examines equality, stereotypes, resilience and empowerment.



Lead in

We grow up hearing about how children are expected to behave, dress, speak and even dream. Most of us follow these 'rules' without noticing how they shape our lives. Should these loud whispers be followed or questioned?



Let's kick off

Short Film : "Dani"

Watch the short film available online.



Image courtesy short film 'Dani'



Let's discuss

1. What is the film about?
2. Why is Dani angry?
3. In what ways do unspoken gender expectations affect Dani's choices, dreams and sense of self in the film ?
4. How does the film challenge our idea of equality and acceptance ?

Girl by Jamaica Kincaid

In 'Girl', Jamaica Kincaid presents the voice of a mother instructing her daughter on how to behave in society. Through a series of commands, the text reveals how gender roles are imposed on girls from a very young age.



Know the Author

Jamaica Kincaid is a writer from Antigua, renowned for her clear and powerful voice. She writes about childhood, identity, colonialism and the experiences of women. Her works draw from her own life and reflect the history and culture of the Caribbean.





Let's read

Wash the white clothes on monday and put them on the stone heap; wash the coloured clothes on tuesday and put them on the clothesline to dry; don't walk bare-headed in the hot sun; cook pumpkin fritters in very hot sweet oil; soak your little cloths right after you take them off. Always eat your food in such a way that it won't turn someone else's stomach; don't sing benna in sunday school. On sundays try to walk like a lady and not like the slut you are so bent on becoming; don't speak to wharf-rat boys, not even to give directions; don't eat fruits on the street—flies will follow you. This is how to sew on a button; this is how to make a buttonhole; this is how to hem a dress so that you won't look improper. This is how you iron your father's khaki shirt and pants so that they don't have a crease. This is how you smile to someone you don't like too much and to someone you don't like at all. This is how to behave in the presence of men who don't know you very well, so they won't recognize immediately the kind of woman I have warned you against becoming. Don't squat down to play marbles; you are not a boy, you know. This is how to love a man, and if this doesn't work, there are other ways, and if they don't work, don't feel too bad about giving up.



Let's discuss

1. The mother gives a stream of instructions on how a girl should behave, dress and speak. Share your views on how such instructions influence a girl's confidence and individuality.
2. Certain kinds of behaviour are repeatedly labelled as "proper" or "improper". Discuss how society uses such labels to control girls and limit their choices.
3. The text clearly separates activities meant for girls from those meant for boys. Reflect on whether such gender divisions are still present today and how they can be challenged.



Let's create

Create a slogan, expressing gender equality, replacing 'LET ALL GENDERS FLY HIGH'.



Caption writing – quick tips

- Be clear and brief.
- It should match the image.
- Highlight key details.
- Use the present tense.
- Add context where necessary.
- Keep the tone appropriate to the content.
- Be creative but not irrelevant.
- Check your grammar and spelling
- Respect the privacy and sensitivity of others.



Let's imagine

The text highlights how society places different expectations on girls and boys.

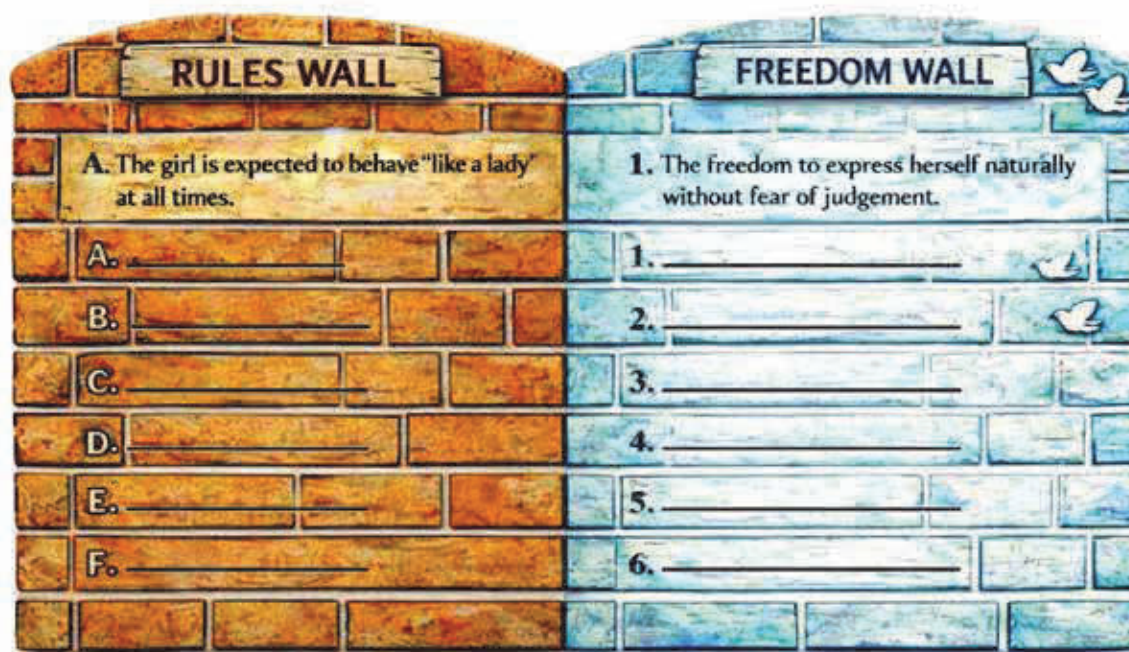
If the girl in "Girl" were a boy, what instructions would the mother give him? Write a short paragraph showing how expectations change with the gender.



Let's do this

Rules Wall vs Freedom Wall

Match the rules imposed on the girl with the freedom she might rightly wish for. The first one is done as a model.



Let's pair these

Word Pairs: Take a word from column A and make as many phrases as possible, selecting words from column B.

A	B
Gender	Respect
Equal	Chores
Domestic	Roles
Social	Hierarchy
Family	Status

Example - Gender roles , Gender respect...

Equal

Domestic

Social

Family



Let's complete this

Complete the passage using the phrases from the above table

Earlier in many families, traditional (a)..... decided who should go to work and who should stay at home. Often women were expected to take care of all the..... (b)....., while men handled financial matters. However, modern families believe in giving..... (c)..... to every member, regardless of gender. Sometimes, people judge others based on the nature of their profession, occupation or income. It is important to remember that love and understanding matter far more than (e).



Let's write

Advice for Children

Write five pieces of advice that a parent can give a child today using formal expressions. You may choose from the formal expressions given below.

It is advisable that...	It is important that...	It would be wise to...
You are encouraged to...	You should ensure that...	I would urge you to...
You may be expected to...	You are advised to...	You should make an effort to...

Example : It is important to pursue your time and legitimate interests without fear or hesitation.



Let's converse

Story: Beyond Labels

Meera was called a tomboy when she was young because she liked playing football and repairing things at home. Some people told her she should behave like a lady, but Meera did not believe in such limits. She felt many of these ideas were no better than old wives' tales.

Meera's father, Ravi, was a man of few words, but everyone in the family respected his advice. Her mother, Suma, wore the trousers



at home and she managed both the family and her office work very well. Meera was proud of her mother, who was truly a woman of substance.

Meera's brother, Kiran, was kind and helpful. Because he listened to his mother and helped her often, some people called him a mummy's boy. They also told him to man up, that is to act like a man. But Meera and her parents did not agree. They believed that caring for others is a good quality, not a weakness.

At college, Meera became the leader of a student group. A few students called her a queen bee, but most of them soon understood that she was fair and helpful. Her teachers said she was every inch a lady because she treated everyone with respect.

The group made a gentleman's agreement to work honestly and support one another. They learned that true equality meant giving everyone the same respect and opportunity to excel.

Several idioms have been used in the story you just read.

Can you identify them?

1. <i>a man of few words</i>	A person who speaks very little but whose words are thoughtful and meaningful
2. <i>wear the trousers</i>	The person who makes the decisions in a household
3. <i>mummy's boy</i>	A man who is dependent on or overly influenced by his mother
4. <i>gentleman's agreement</i>	An informal deal based on trust rather than a written contract
5. <i>tomboy</i>	A girl who behaves or dresses in a way considered typical of boys
6. <i>like a lady</i>	To behave politely and gracefully, according to traditional expectations regarding females.
7. <i>old wives' tale</i>	A traditional belief or superstition, generally false
8. <i>man up</i>	To be brave or courageous

9. <i>queen bee</i>	A dominant or powerful woman
10. <i>every inch a lady/gentleman</i>	Displaying the qualities expected of a lady or gentleman
11. <i>act like a man</i>	To behave in a tough or unemotional way, following the stereotypes of masculine behaviour
12. <i>woman of substance</i>	A strong, intelligent, and respected woman



Let's complete this

Fill in the blanks with suitable idioms from the list above.

Each idiom may be used only once.

Riya was always a bit of a (1) _____, climbing trees and racing with boys. But as she grew older, people often told her to behave (2) _____ in public.

Her brother Rahul, on the other hand, was gentle and emotional. Their relatives teased him, saying he should (3) _____ or (4) _____ instead of helping his mother in the kitchen.

Their father was a (5) _____, who rarely spoke but whose words carried great weight. Everyone said their mother (6) _____ at home, because she announced most of the family decisions.

Riya's grandmother often warned her with strange sayings, "We don't cut nails at night, bad luck will follow!" – which Riya dismissed as (7) _____.

Now grown up, Riya is a successful leader admired by many. Her colleagues call her a (8) _____, and even her critics agree she is a (9) _____.



Let's reflect on this

The text *Girl* presented a series of instructions to a girl about how she should behave in a society.

Write a reflective paragraph (120-150 words) expressing your thoughts on how gender based expectations influence the lives of young people today. Support your ideas with personal observation from reading or personal experience. You may agree or disagree with the views presented in the text. You may choose suitable expressions from the box below:

In my opinion...	The extract clearly shows...	In contrast...
From my perspective...	This reminds me of...	Therefore...
I strongly feel that...	This leads me to think...	As a result...
The text highlights...	To a great extent...	In conclusion...

One Night @ The Call Center by Chetan Bhagat

The excerpt from Chetan Bhagat's novel highlights the subtle gender discrimination faced by Esha Singh. It shows how talent and hard work are often overshadowed by prejudice and unequal treatment in the work place.

Know the Author



Chetan Bhagat is a popular Indian columnist, screen writer, motivational speaker and author. He writes about the lives of young, middle class Indians. He is the author of many best selling novels.



Let's read

At work, she was often judged for her looks rather than her abilities. Her ideas were often ignored, while her male colleagues received appreciation for similar suggestions. When she stayed late at work, people whispered about her character. Outside the office, when

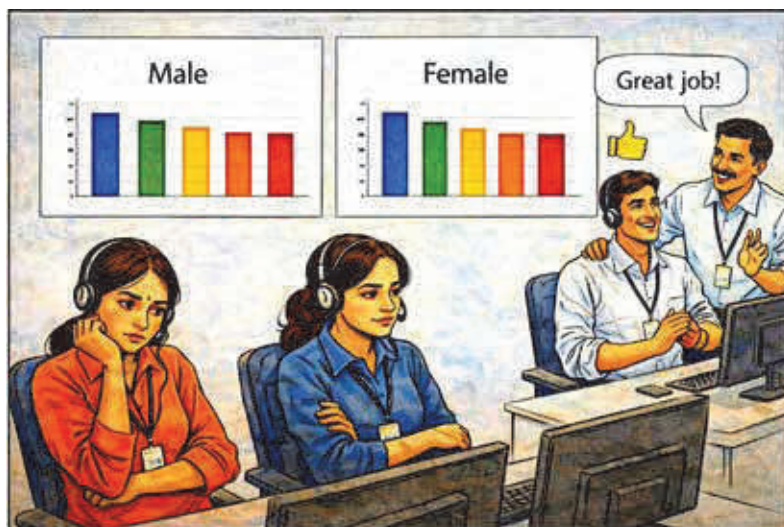
she tried to become a model, she faced even harsher treatment – people expected “favours” instead of respecting her talent.

Esha realized that discrimination was not always open or violent. It appeared in jokes, unwanted attention, and unequal treatment. Still, she decided not to give up. She continued to work hard and proved that skill, not gender, defines a person’s worth.



Let's discuss

1. In what ways does Esha's experience reveal the challenges women face in the professional space?
2. If Esha's workplace were redesigned to make it safer and more open for women, what changes need to be made?
3. 'Talent has no gender'. What is your opinion on this statement?



Let's reflect

Relate the above picture with the excerpt from *One Night @ The Call Center*. Explain your views and give it a suitable title too.



Let's do this

Combine the following sentences using suitable connectors (choosing from those in the box) to highlight ideas of gender equality and empowerment.

Connectors

because, since, as, therefore, so, hence, thus, consequently, as a result, due to, owing to, for this reason, and, which, regardless, but, to

Example

Esha faced discrimination at the workplace. She decided not to give up her efforts.

Ans: Esha faced discrimination in the workplace but she decided not to give up her efforts.

1. She faced discrimination at her work place. She decided to speak up about her rights.
2. The company promotes inclusivity. They ensure equal opportunities for all employees.
3. The school provides gender sensitive education. It aims to reduce gender bias among students.
4. She was overlooked for a promotion. This was due to gender bias.
5. He supported his sister's career ambitions. He believed in gender equality.
6. She was denied access to certain opportunities because of her gender. She fought for her rights.

**Let's voice our opinions**

"Different genders face different kinds of challenges in achieving success at the work place".

Prepare two points for the motion and two points against the motion.

A GOOD DEBATE**Understand the topic**

Know what you are arguing for or against.

Prepare your points

Collect facts, examples, and reasons.

Organise your ideas

Start with an introduction, then come to your main points, and a clear conclusion.

Speak clearly and confidently

Use simple words, proper pronunciation, and a steady voice.

Listen to the opponent

Pay attention and respond to their arguments politely.

Use logic, not anger

Argue with reasons, not emotions.

Respect others

No personal attacks. Be calm and courteous.

Conclude well

End by restating your main idea clearly.



Let's compose this



Write a diary entry from the point of view of the lady in the picture describing how a moment of appreciation at her work place made her hopeful about her future.



Let's compose this

Esha decides to share her experience through a microblog. Prepare the message for her.

Microblog format

Username

@_____

Post

Write your microblog text here in 2-4 short sentences.

Keep the idea focused and easy to understand.

Hashtags

#_____

#_____

Time and Date

_____ AM/PM · ____ / ____ /

Tips for Microblogging



Be clear and concise

Keep your message short and meaningful. Use simple, direct language within the word limit.



Use appropriate tone

Maintain a polite and respectful tone. Avoid offensive or harsh language.



Check grammar and spelling

Review your post for errors before sharing. This adds to the effectiveness of the message.



Be relevant

Share information, opinions, or updates that are meaningful or useful to your audience.



Use hashtags wisely

Include relevant hashtags #/ to make your post more visible and searchable. Avoid overuse.



Add visuals when possible

Images, short videos, or emojis can make your post more engaging and attractive.



Be responsible

Think before you post. Avoid spreading false or sensitive information.

Model Microblog



@sharedvoices

A classmate shared how she was discouraged from choosing a sport she loved.

It reminded me that talent isn't confined to any single gender.

Every student deserves the freedom to explore their strengths without unnecessary limits.

#LetEveryoneGrow #EqualChances

Time and Date

9:08 AM · 20 Feb 2026

“HeForShe” Speech by Emma Watson (Adapted)

“Gender equality is your issue too”

Know the Author



Emma Watson is a British actor and UN Women Ambassador. She delivered a powerful speech at the United Nations in 2014 to launch the “HeForShe” Campaign.

The speaker invites everyone – women, men, and people of all genders – to work together for equality.



Let's listen



“I am reaching out to you because I need your help..... Together, we can make this change happen “

The speech ‘He For She’ delivered by Emma Watson at the United Nations in 2014 is available online.

Your teacher will play an excerpt of the speech. The speech focuses on gender equality, shared responsibility, and the role of men and women in building a fair and just society.

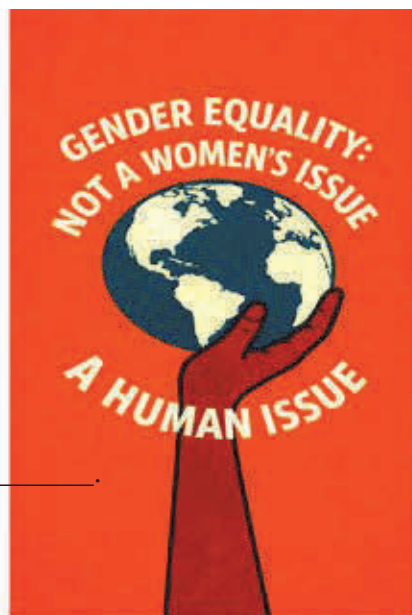
Listen carefully to the speech, adapted for the classroom and attempt the following tasks.



Let's listen

Choose the correct answer as you listen:

1. Emma Watson gave her speech at the _____.
 - a) World Economic Forum
 - b) United Nations
 - c) University of Oxford
 - d) Women's Rights Conference
2. The campaign launched in the speech was called _____.
 - a) SheForHe
 - b) HeForShe
 - c) EqualityNow
 - d) GenderTogether
3. According to Emma, gender equality is important for _____.
 - a) Only women
 - b) Only men
 - c) Everyone
 - d) Politicians
4. Emma says that men too should be free to _____.
 - a) Cry and express emotions
 - b) Earn more than women
 - c) Judge others
 - d) Ignore gender issues
5. " Together we can make this change happen ", Together
 - a) All men
 - b) All women
 - c) All men and women
 - d) Government



After-Listening

A. Short Answer Questions

1. " This is your issue too ". What does Emma Watson mean by this statement ?

2. When Emma Watson speaks to men and boys, what responsibility does she place in their hands?
3. What can men do in a world where men are no longer trapped by stereotypes ?
4. What change does Emma want to see in the world ?



Let's speak



Deliver a one minute speech related to the picture.

Equality is not about fighting each other, it is about.....

The Truth About Me : A Hijra Life Story

by A. Revathi

A frank, moving account of a transgender woman's journey towards safety, livelihood, and dignity.

Through hardships and by friendship, she finds the courage to live her truth and asks society for respect, not sympathy.

Know the Author



A.Revathi is a prominent transgender activist, writer, and theatre artist in Tamil Nadu. She has worked tirelessly to promote the rights and dignity of transgender people.

The autobiography *The Truth About Me : A Hijra Life Story* was originally written in Tamil and later translated to English by V Geetha, a noted writer, translator, historian and activist in Chennai, Tamil Nadu.



Let's read

I was born in a small village in Tamil Nadu. From childhood, I knew I was different. The boys in my class played games I never enjoyed. I wanted to wear the clothes my sisters wore, but I was scolded for even thinking about it.

When I grew older, I could not hide my truth anymore. Society called me names, pushed me away, and made me invisible. But I refused to disappear.

I joined a community of hijras who accepted me as I was. It wasn't easy—people feared us, laughed at us, and denied us jobs and homes. Yet, we learned to live with dignity.

Today, I speak not only for myself but for all who are still afraid.

I dream of a world where no one has to hide who they are. Recognition begins with respect - and respect begins when we see each other as human.



Let's discuss

1. Revathi speaks about feeling “different” right from her childhood. Discuss how such feelings can affect a child’s confidence and self-identity. Do you think that many children today face similar experiences?
2. Based on the extract, discuss how society became a barrier instead of a support in Revathi's life.
3. Discuss the changes that we need to make in our attitudes and actions to make inclusion a reality, rather than a slogan.



Let's recreate

Image to Words



The picture is a strong statement of gender equality. Recreate the message of the poster in your words.



Enrich your vocabulary

Word	Meaning
<i>identity</i>	Who or what a person truly is
<i>transition</i>	Process of change or transformation
<i>acceptance</i>	Understanding and inclusion
<i>dignity</i>	Sense of self-worth and respect
<i>resilience</i>	Strength to recover from difficulties
<i>prejudice</i>	Unfair opinion
<i>empowerment</i>	Gaining confidence and control
<i>compassion</i>	Kindness to others
<i>visibility</i>	Being recognized and seen



Let's pair

Find synonyms for the given words from the above list and complete the table.

A	B
Respect	
Bias	
Confidence	
Kindness	
Recognition	
Change	
Self esteem	



Let's explore

Describe the turning point in Revathi's life that gave her strength. Use linkers like 'because', 'however', 'despite that', 'later' etc.



Let's create

Create a slogan to promote gender inclusivity.

Examples: "Respect All Gender".

"Acceptance Is Strength".



Let's introduce

Your school is conducting a seminar on Gender Equality. A. Revathi is the chief guest. Introduce her to the audience.



Let's create

Prepare a skit,

Duration 2–3 minutes.

Use examples from any text in this unit to express your message of equality. Include the script of the skit in your Portfolio.

Preparing and Presenting a Skit Script	
	CHOOSE A TOPIC • Select an engaging and relevant theme • Consider the audience and purpose
	WRITE THE SCRIPT • Create an outline of the skit • Include dialogue, stage directions, and actions • Keep it concise and focused
	DEVELOP CHARACTERS • Assign roles to each actor • Define character traits and movements • Ensure characters are distinct
	REHEARSE THE SKIT • Practice the skit multiple times • Focus on timing, expression, body language • Make adjustments and improvements
	PERFORM THE SKIT • Speak clearly and project your voice • Engage with the audience • Stay in character throughout

MODEL SKIT SCRIPT

"The Right Choice"

Characters:

- Riya** - A confident student
Arjun - Curious but unsure
Teacher - Calm, supportive
Rahul - Classmate who often stereotypes people

Scene: Classroom

- Teacher** : Good morning, everyone!
 Today we will discuss career choices. Who would like to share their dream career?
- Riya** : Ma'am, I want to become a mechanical engineer. I love working with machines.
- Rahul** : (raising eyebrows) Mechanical engineering? That's... kind of a boys' field, isn't it? (Riya looks uncomfortable. Arjun watches silently.)
- Teacher** : Rahul, why do you think so?
- Rahul** : Well... you know... heavy work, machines, tools... Usually boys choose it.
- Teacher** : (smiling gently) Rahul, interests and abilities do not depend on gender. Anyone can choose any career if they have the passion and the skills.
- Arjun** : Yes, Rahul. My cousin is a mechanical engineer. She designs bike engines!
- Riya** : Exactly. I love solving mechanical problems. Gender doesn't decide what I can or cannot do.
- Rahul** : (thinking for a moment) Hmm... maybe I never thought about it that way. Sorry, Riya. I shouldn't have judged you.
- Riya** : (smiling) It's okay. We all learn.



Teacher : That's the spirit. Remember, true progress happens when we break stereotypes – not when we follow them.

(The bell rings.)

Teacher : Before you leave, here's something to think about: Choose a path because it inspires you – not because others expect it of you.

Students :Yes, Ma'am!

(They exit the classroom)



Project Let's perform



Record the skits and present the video in class.



4

THE MARCH OF TECHNOLOGY



Humanity's hand must be firmly in control of technology

Antonio Guterres
United Nations Secretary General

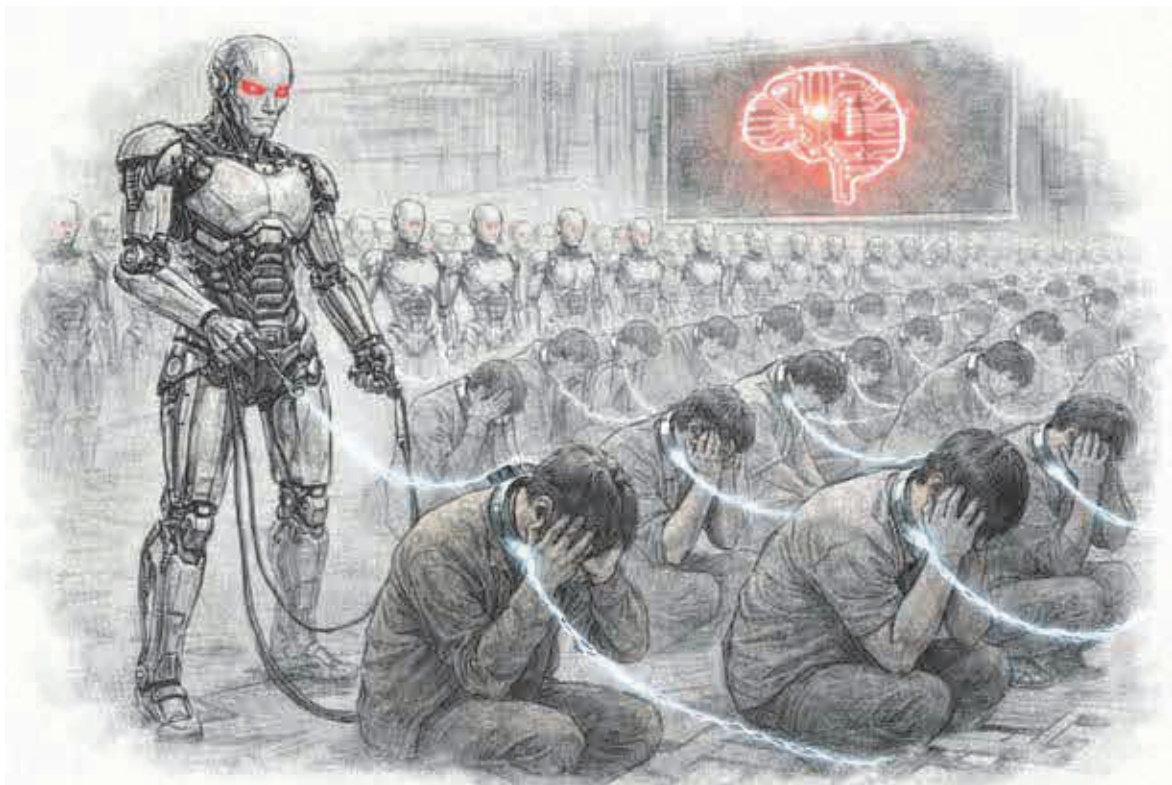
Chapter Preview

From cave paintings to chatbots, the modes of communication mirror our own evolution. This unit traces how technology has transformed the way we connect, and the way we think, and express emotions. Watch this march of technology to rediscover true wisdom in an AI dominated world.



Lead in

We live in a world where messages travel faster than thoughts and machines often respond before humans do. Communication has indeed travelled a long way.



- Does technology connect hearts or only devices?
- Technology is advancing and becoming more intelligent. Will it begin to master us?
- What kind of work can AI do better than humans? Give examples, and reasons.
- What skills do humans have that AI cannot replace?

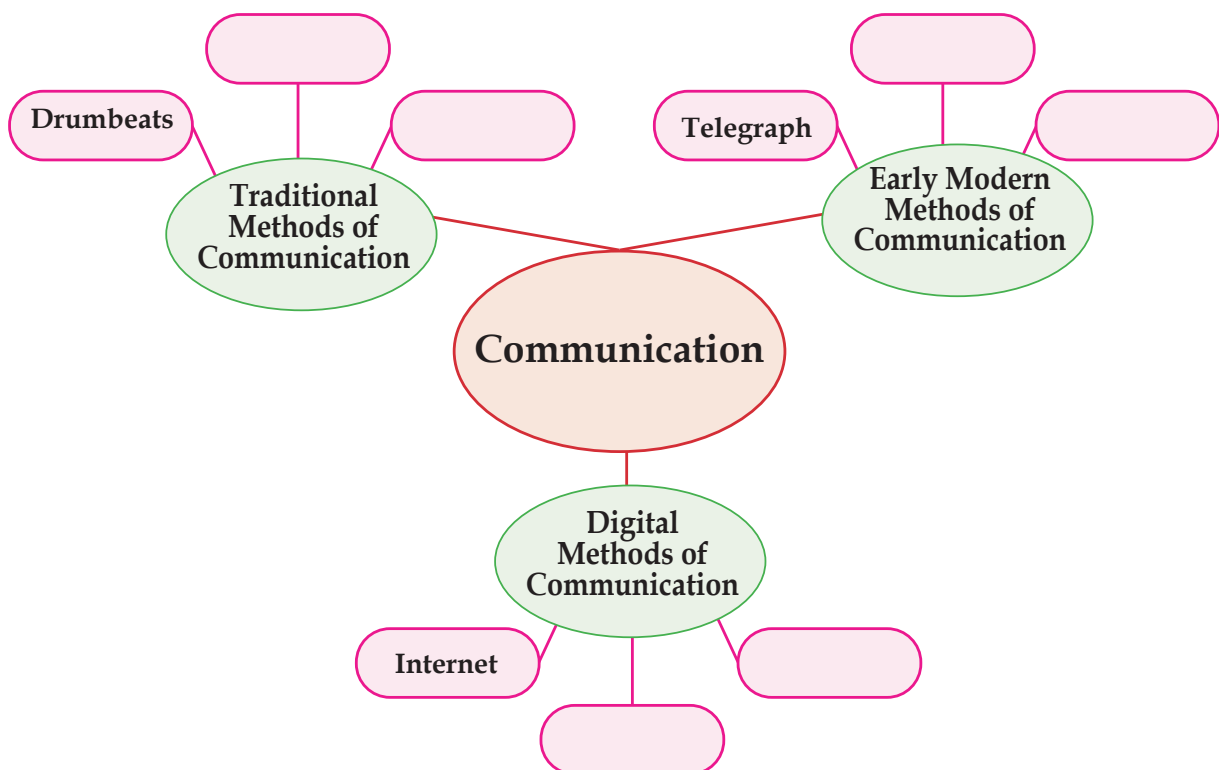


Let's kick off

Read the following paragraph carefully and complete the concept map below.

From Drumbeats to Digital Dialogues.

As the sun set over a village in Kerala, Meera listened to her grandfather recall a time without phones or the internet. Messages once travelled on foot, drumbeats announced gatherings, and smoke signals warned villages. Letters carried emotions, and the postman was eagerly awaited. The telegraph and telephone brought distant voices closer, though long-distance calls took time to connect. Radio and television later brought news and events into homes. With computers and the internet, communication became faster but not as interactive as now. Today, smartphones, emails, social media, and video calls connect people instantly across the world. Smiling at Meera's phone, her grandfather said, "You speak across oceans with a touch of your fingers." Yet, he reminded her that communication is not only about speed, but about understanding. Though technology has changed, the human need to connect remains the same and true communication still happens best face to face.





Let's watch this

Watch the video on recent advancements in digital technology (available online) and answer the following questions.

1. Discuss how people communicated with those who lived far away from them before the discovery of mobile phones?
2. How have smartphones changed your life or the lives of the people in your locality?
3. Have technological and educational advancements made today's children smarter than earlier generations?



Let's read

Homo Deus – A Brief History of Tomorrow

By Yuval Noah Harari

Know the Author



Yuval Noah Harari is a historian, philosopher, and best selling author of Israeli origin, known for his comprehensive and thought-provoking books on the history and future of humanity. He is a professor in the Department of History at the Hebrew University of Jerusalem.

Human history, as Yuval Noah Harari explains, is a journey from ignorance to intelligence and from powerlessness to mastery. In **Homo Deus**, he explores how humanity has shifted from survival struggles to the pursuit of power and perfection—dreaming of becoming “Homo Deus,” or god-like humans. Through science and technology, we now seek immortality, happiness and control over life.

Today, we enjoy longer, safer, more comfortable lives. Having solved many problems of the past our focus now is on achieving eternal life, happiness, and ‘divine’ power. Harari argues that advances in AI, biotechnology, and data systems are helping us reach these

goals but are also redefining what it means to be human. Machines can now learn, analyze and make decisions. Today, algorithms guide our choices in medicine, politics, communication and other fields.

He introduces Dataism, an ideology that values data above all else. In this view, information flow becomes more important than beliefs or emotions. When machines know us better than we know ourselves, human freedom and privacy are at risk.

Harari's outlook isn't entirely bleak. He believes humans still hold the power to choose wisely and compassionately. Technology itself isn't inherently evil; its impact depends on the way it used. The real challenge is to develop a wiser humanity, not just smarter machines.

Homo Deus urges us to reflect on the fact that the future depends not just on technology but on our values and ethics. As we pursue godlike powers, we must remember that progress without empathy can be destructive. Our greatest task is to remain humane, not to become divine.



Let's enrich our vocabulary

Algorithm	a set of rules or step by step instructions followed by a computer to solve a problem.
Artificial Intelligence (AI)	the ability of machines to perform tasks that normally require human intelligence.
Biotechnology	the use of living organisms to develop new technologies and medicines.
Dataism	a modern ideology that believes data and information are more valuable than emotions or beliefs.
Empathy	the ability to understand and share the feelings of another.
Homo Deus	Latin for "God-Man" - denoting humans striving for divine powers.



Let's speak

Work in pairs or small groups. Read each question carefully and share your personal opinion.

1. Machines today can make decisions for us. How comfortable are you with this? Can you give an example from your daily life?
2. Imagine that an AI knows everything about you ; your habits, dreams, mistakes... What are the benefits and dangers of this?
3. Do you believe technology makes us more human or less human? Give an example to support your answer.
4. How would you feel if a robot advised you on health, your studies, or your relationships? Would you trust it? Why/why not?
5. In your opinion, what is the one thing humans should never allow machines to control? Explain your reasons.

Words that Talk Like Us!

Have you ever said, "I'm lost in the cloud!" or "Let's break the ice" without realizing how colourful those phrases are? Idioms make our language come alive. They add humour, drama, and emotion to it. In this digital age, even technology has found its way into idioms. Let's explore some interesting expressions from the field of modern communication.



Let's converse: Tech talk after class

Read the conversation in pairs and discuss the meaning of the words given in *italics*.

- Vivek : Hey, Riya! You look a bit confused. What's up?
- Riya : I'm trying to understand cloud storage, but honestly, I'm totally *lost in the cloud*.
- Vivek : Don't worry, let's *break the ice* with a simple fact - cloud storage is just online space to keep your digital files.



- Riya : Ah, that helps. And now I'm slowly getting *plugged in* to how it works.
- Vivek : Exactly! Once you understand the basics, everything else travels *across the wires* quite smoothly.
- Riya : True. But yesterday my laptop froze, and my dad said he might have to *pull the plug* if it keeps misbehaving!
- Vivek : (laughs) Sometimes you just have to *bite the bullet* and get a new one.
- Riya : I know! But before that, I need to *get wired up* with the right information about what to buy.
- Vivek : If you need advice, ask Mehul. He really knows this stuff. Yesterday he explained 5G so clearly - he totally *hit the nail on the head*.
- Riya : That's great! Thanks, Vivek. Talking to you made everything so clear.
- Vivek : Anytime! Technology is easier when we learn it together.

Idiom	Meaning	Example
1. break the ice	to do or say something to relieve tension or to start a conversation in a friendly way.	Video calls help us break the ice even when we're miles apart.
2. get wired up	to be very excited, nervous or energetic.	Today's generation is always wired up, living in a world of screens and signals.
3. hit the nail on the head	to say or do exactly the right thing.	When she said that technology connects but also isolates, she hit the nail on the head.
4. lost in the cloud	confused or overwhelmed (here, by digital data or technology).	With so many apps and passwords, it's easy to get lost in the cloud.
5. plugged in	to be up to date, informed, aware, or connected to modern trends or technology.	Being plugged in helps students stay updated with global innovations.

6. pull the plug	to stop or end something, especially a project or activity.	The company pulled the plug on the outdated system.
7. cross wires	to have a misunderstanding	"We must have got our wires crossed, I thought you were coming today, not tomorrow".
8. bite the bullet	to face a difficult challenge bravely.	When the website crashed, the team had to bite the bullet and stay up the whole night to fix it.



Let's decode

Match the idioms in column A with their meanings in column B.



A	B
1. Break the ice	a) to stop something completely
2. Plugged in	b) to face a difficult situation bravely
3. Pull the plug	c) to begin a conversation pleasantly
4. Lost in the cloud	d) to stay updated and connected
5. Bite the bullet	e) to be confused (by technology)



Let's write this

Use any two idioms in a short dialogue about online learning or social media.

Example:

A : I couldn't log in to class today - the app kept crashing!

B : Oh no! Time to bite the bullet and pay for an upgrade.



Let's read aloud

Tackling deep fakes 'has turned into an arms race'

Ben Colman is the boss of Reality Defender, a US firm that aims to provide technology to spot deep fakes. "I'd say that in the last nine months it's become next to impossible for even the best experts to tell real versus AI generated. We need a software solution to do this," he says.

While it is video or image deep fakes that more often get the headlines, audio-only scams are also growing. For example criminals sending voice recordings using a person's voice to say things like "Mum, I've lost my phone, please pay money to this account now."

Collecting voice clips from a person's account on social media is an easy job, and just a few seconds of audio is enough to clone the voice and use it to create sentences the person never said.

- Jane Wakefield Technology reporter, BBC 27 March 2024



Let's discuss

1. Where does the primary moral responsibility lie in the case of a deep fake media scam? Is it with the Scammer (the criminal), the platform (the company that hosted the original voice clip), or the technologist (the engineer who created the voice-cloning software)? Justify which of the three deserves the blame.

2. Imagine you are a government official. Suggest practical ways to prevent misuse of deep fake media.

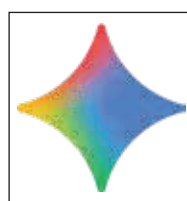
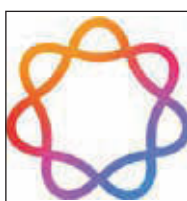
Hints: 1. Penalties

2. New Technology



Let's explore

Examine the following logos and identify the services or platforms they represent.



Let's have a dialogue

Role play the conversation between Anu and Rahul on getting the help of AI to complete an assignment.

- Rahul : Have you done your English assignment?
- Anu : Not yet. I asked AI to draft my assignment, but the out put it gave was too general.
- Rahul : What did you ask it to do?
- Anu : Just, " Write about global warming"
- Rahul : That's the problem. You should specify what you are looking for.
- Anu : Can you tell me how?
- Rahul : For example, I tried, " Write a 200 word essay at the higher secondary level on the causes of global warming with examples."
- Anu : And?
- Rahul : The response was clear and suited my assignment perfectly.
- Anu : So AI understands what we want better when we give it clear instructions?
- Rahul : Exactly. AI listens carefully to prompts.
- Anu : Then learning to prompt is really learning to communicate with AI.
- Rahul : That's right.
- Anu : Thank you Rahul, you were very helpful.



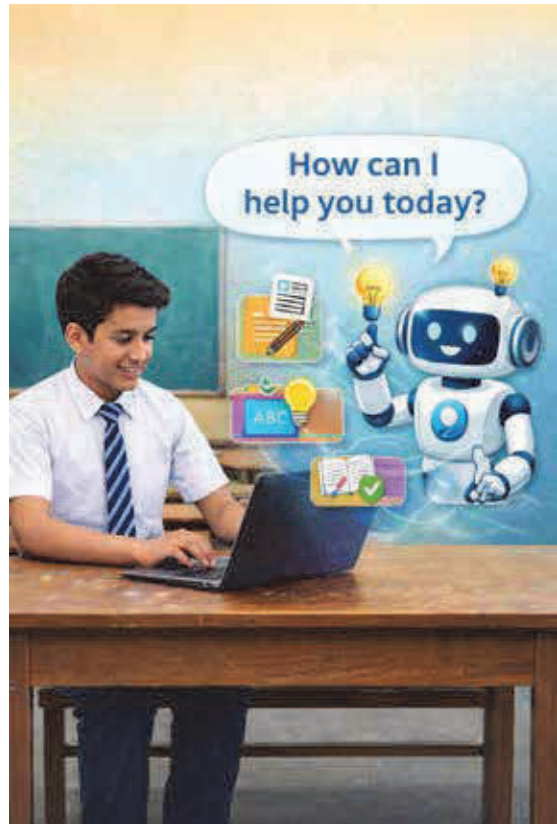
Let's learn AI prompting

AI prompting means giving clear instructions to an Artificial Intelligence tool/agent to produce useful information, ideas, images or text. When we ask an AI tool a question, describe a task, or give it a role, we are giving it a prompt. A well-written prompt helps the AI understand what is required and respond in a helpful and useful manner.

Why Learn **Prompting**?

Today we use digital tools for writing, learning, research and communication. Knowing to prompt AI can help us do these tasks better:

- write better paragraphs, letters, speeches and reports
- generate ideas for projects, posters and presentations
- practise grammar and vocabulary
- revise lessons



Guidelines for Effective Prompting

1. Be clear and specific

Write exactly what you need.

Example :

Poor: "Write about pollution."

Better: "Write a 100-word paragraph on the causes and effects of air pollution in cities."

2. Mention the purpose

Tell the AI why you need the content.

Example: "Explain the poem in simple English for a class XI presentation."

3. Specify the format

Specify whether you need a paragraph, a set of bullet points, a dialogue, or a speech.

Example: "Write a set of 6 bullet points on cyber safety."

4. Assign a Role

You may ask the AI to act the role of a teacher, a guide, a reporter or an editor.

Example: "Act as a tour guide and describe the Big Temple in Thanjavur."

5. Set limits

Mention the tone, the length and the level.

Examples:

- "Give the answer in 5 sentences."
- "Write in a formal tone."
- "Use simple English suitable for Class XI students."

6. Refine the output

You can always improve the result by asking:

- "Make it shorter."
- "Use more examples."
- "Rewrite in simpler words."

Prompting is a cycle of asking, reviewing and refining.

Classroom Activity: Prompt Lab

1. Form groups of 4-5.
2. Teacher gives a common task: "Describe a tourist place in Kerala."
3. Each group writes two prompts:
 - Prompt A: Brief and vague
 - Prompt B: Clear, detailed and well-structured
4. Students enter both prompts into an AI tool and compare the results.
5. Groups discuss the prompt that produced the better result and the reasons for this.
6. Each group presents their conclusions about prompting.



Let's write

Imagine it is the year 2050. How do you think Artificial Intelligence will affect your daily life? Write a short paragraph (100 words) predicting the merits and defects of AI in 2050.



Let's listen and complete the exercise

(Source : Adapted from the Banquet speech of Geoffrey Hinton, winner of the Nobel Prize in Physics in 2024)



Geoffrey Hinton is a British-Canadian cognitive psychologist and computer scientist widely recognized as the “Godfather of AI” for his foundational work on artificial neural networks and deep learning. His innovations have been central to the current artificial intelligence revolution.

Your Majesties,
Your Royal Highnesses,
Excellences,
Dear Laureates,
Ladies and Gentlemen,

I am deeply honoured to stand before you this evening.

This year, the Nobel Committees in Physics and Chemistry have recognized the remarkable progress in a new form of Artificial Intelligence. This technology uses artificial neural networks: systems inspired by the human brain - to solve highly complex computational problems.

Unlike earlier machines that depended mainly on strict logical rules, this new AI is capable of modelling human intuition. It can learn patterns, make predictions, and assist us in ways that resemble human thinking. Because of this, we will soon have highly intelligent and knowledgeable digital assistants. These assistants can improve healthcare, education, scientific research, and almost every industry. If the benefits of this increased productivity are shared fairly among all people, it could become one of the greatest advancements in human history.

However, rapid progress often brings serious challenges.

Already, AI systems have created echo chambers online by showing people content that strengthens their existing opinions and sometimes increases anger and division. In some parts of the world, AI is being used for large-scale surveillance. Cybercriminals are using it to carry out phishing attacks and online fraud.

In the near future, AI could even be misused to create dangerous biological threats or autonomous weapons that make decisions without human intervention. These short-term risks demand urgent and responsible action from governments and international organizations across the world.

There is also a deeper and more long-term concern. As we continue developing AI, we may eventually create digital systems that are more intelligent than human beings. At that point, we do not fully understand whether we will remain in control.

If such powerful systems are developed mainly for short-term profits, safety may not receive the importance it deserves. Therefore, we urgently need research focused on AI safety and control. We must ensure that advanced AI systems remain beneficial to humanity.

These possibilities are no longer science fiction. They are becoming part of our reality.

The future of AI can be bright and transformative; but only if we guide it wisely and responsibly.

Thank you.



Listen to the speech and fill in the blanks

1. The Nobel Committees recognized progress in a new form of _____ Intelligence.
2. This new AI uses artificial _____ networks inspired by the human brain.
3. The new AI models human _____ rather than strict reasoning.
4. AI assistants can increase _____ in many industries.
5. If benefits are shared equally, AI could become a great advance for all _____.
6. AI has created online _____ chambers that increase division.
7. Some governments use AI for mass _____.
8. Cybercriminals use AI for _____ attacks.
9. There is also the long-term concern that AI systems may become more _____ than humans.
10. We urgently need to conduct more research on AI _____ and control.



Let's read aloud

Cyberbullying in India grows as schools, platforms, and the law fail to protect children

With no dedicated legislation, limited support systems, and digital inequalities, children face harm in online spaces that lack accountability.

Published: August 08, 2025 10:30 IST

Saatvika Radhakrishna

Psychologists working with adolescents say the problem is structural, not just behavioural. "Young people often depend on the validation they receive online," says Mini Rao, a Chennai-based psychologist. But abrupt withdrawal from these platforms, she warns, can worsen distress. "In my experience, they go through withdrawal when denied access to social media."

Cyberpsychologist Nirali Bhatia notes that social media has shifted the centre of emotional regulation. "Our internal sense of control has been replaced by a need for external affirmation. We now live in a world that revolves around instant feedback."

A 2023 study by the Internet and Mobile Association of India (IAMAI) found that teenagers spend upwards of two to three hours a day on platforms such as Instagram and YouTube. According to Rao, the harm extends beyond direct abuse. Negative comments and low engagement on posts often leave users feeling diminished. A 2022 survey by the Indian Council of Social Science Research supports this. More than 60 per cent of teens said they often compare themselves to influencers and peers, and end up feeling "inadequate".

Source: Frontline Digital

85% of Indian children have been cyberbullied, highest globally: McAfee

By Priyanka Sangani, ETtech

August 09, 2022, 7:44 am IST

A news report by cyber security firm McAfee found that 85% of Indian children have been cyberbullied, the highest globally.

According to the report, "Cyberbullying in Plain Sight", Indian children reported being cyberbullied, as well as having cyberbullied someone else at rates well over twice the international average. "Cyberbullying in India

reaches alarming heights as more than 1 in 3 kids face cyber-racism, sexual harassment, and threats of physical harm as early as at the age of 10 - making India the #1 nation for reported cyberbullying in the world,” said Gagan Singh, Chief Product Officer, McAfee.

“Parents are displaying important gaps of knowledge around cyberbullying but even more concerning, children aren’t considering behaviors like jokes and name-calling harmful online.”

One of your classmates has become a victim of cyberbullying. The victim’s parents intend to send an email to the Cyber cell of the police department. Compose the likely email.

To: cybercell@-----

Subject: Complaint on Cyberbullying

Dear Sir,/ Madam,

(Body: Explain the incident and request action.)

Yours faithfully,

Name

Useful phrases and sentences that may be used to compose the email:

1. I want to report... a case of cyberbullying.
2. Someone was sending mean messages to my ward on social media.
3. I am concerned and upset.
4. I saw the messages on [name of platform, e.g., Instagram, WhatsApp].
5. The messages included hurtful words and insults.
6. It’s unfair and hurtful behaviour.
7. I am reporting this injustice so that action shall be taken.
8. Please look into this matter and help prevent it from happening again.
9. I hope the police will look into this incident seriously and take necessary action.



Let's enact

Role Play – Cyberbullying



Activity 1:

Work in pairs. One student plays the role of the victim of cyberbullying; the other offers advice.

Useful expressions:

- You should...
- It would be better if you could...
- Why don't you report it to...

Present your dialogue in class.

Model dialogue on Cyberbullying

- Jenna : (In a painful tone) I don't know what to do. Someone keeps posting mean things about me online and tagging my friends. I feel so alone and embarrassed.
- Sraddha : (Speaks with concern) That must be incredibly painful, Jenna. Please remember, this is not your fault.
- Jenna : I just want it to stop immediately. Should I post a harsh reply to show them I'm not scared?
- Sraddha : Engaging with bullies often makes the problem worse. My advice is to tell your parents or teachers. If the problem continues, you may consider filing a complaint with the cyber cell.



Let's write

Add four more exchanges to the dialogue and role play it in class.



Let's voice our opinion

"AI Will Replace Teachers in the Future"

FOR the Motion (AI will replace teachers)	AGAINST the Motion (AI cannot replace teachers)
1. AI is efficient, always available and it can work 24/7. 2. AI can offer instant feedback and personalized lessons to every learner.	1. Teachers can connect with students and understand their feelings. 2. Teachers can motivate students and give them emotional support, which machines can't do.



Form two groups. Discuss and develop your arguments. Then conduct a debate in class.

**Communicative Functions related to the debate on the topic:
'AI will replace teachers in the future'**

1. Expressing Opinions I believe that... In my opinion... I think that... From my perspective... 2. Giving Reasons and Explanations ... because... ... since... The reason is that... This is because... 3. Agreeing and Disagreeing I agree with that because... I disagree because... I see your point, but... I partly agree/disagree... 4. Supporting Arguments For example... For instance... One reason why... 5. Contrasting Ideas On the other hand... However... In contrast... Nevertheless...	6. Clarifying and Summarizing What I mean is... To clarify... In summary... To sum up... 7. Making Suggestions and Recommendations I suggest that... It would be better if... One possible solution is... 8. Asking for Opinions and Clarifications What do you think about...? Can you explain that? Do you agree with...? 9. Expressing Certainty and Uncertainty I am sure that... It's certain that... I am not sure, but... Possibly... 10. Concluding Statements In conclusion... To conclude... Overall, it may be said...
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Let's write

Essay Writing

Topic: Technology – A Blessing or a Curse? (150–200 words)

Plan Your Writing:

Paragraph 1: Introduce the role of technology in daily life.

Paragraph 2: Discuss advantages. Mention at least one example.

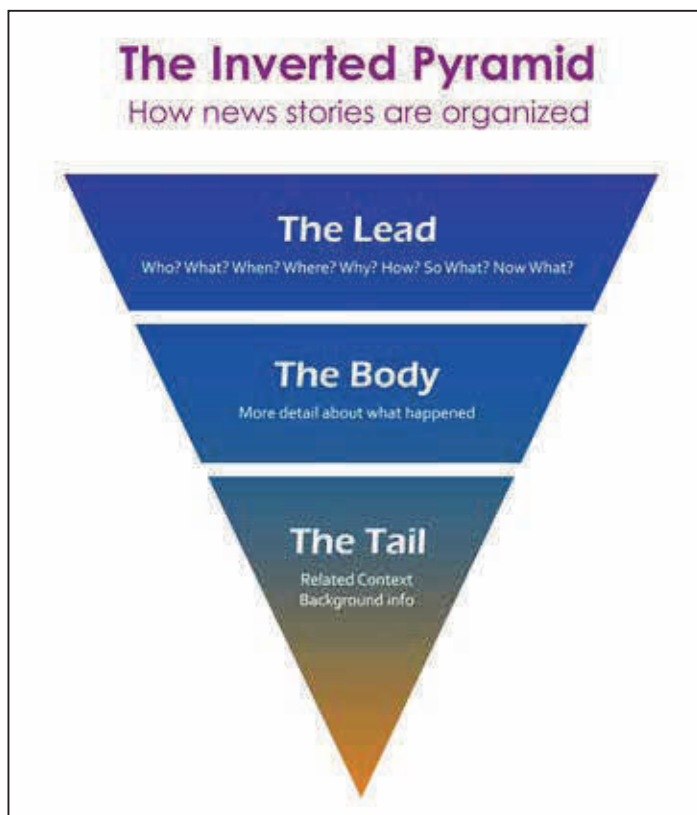
Paragraph 3: Discuss disadvantages. Give an example.

Paragraph 4: Conclude with your opinion on the responsible use of technology.



Let's write a news story

Writing a news story is like narrating an incident clearly and honestly. Think of yourself as a reporter whose job is to inform people, not to impress them. A good news story always answers six simple questions: 'Who', 'What', 'When', 'Where', 'Why' and 'How'. Start with the most important information first, giving the main point before you present the details.



Tips for Report writing

- Use short sentences, simple words, and a neutral tone.
- Avoid personal opinions, emotions, or exaggeration.
- A catchy headline attracts attention, and the opening paragraph (the lead) gives the key facts.
- The remaining paragraphs add details, provide background and introduce quotes.

Remember: Clarity is more important than creativity in news writing. If your reader understands the incident in one quick reading, you have written a good news story.



Let's report

Draft a news report on a cybercrime awareness campaign.

Headline: Students Launch Campaign for Cybersecurity.

Write your report in groups and present it in class.

Online/Internet Use Self-Assessment Checklist for Students

Instructions: For each statement, rate yourself on a scale of 1 to 10, where:

1 = Never or Rarely

5 = Sometimes

10 = Very Often or Always

1

2

3

4

5

6

7

8

9

10

1. I think about the internet or online activities even when I am not using them. Rating: ____
2. I use the internet without setting limits on my time or purpose.
3. I feel irritated or frustrated when the internet is slow or unavailable. ____
4. My sleep, attention, and memory are affected by my spending too much time online. Rating: ____
5. I continue to use the internet even after realising that it has negative effects on me. Rating: ____
6. I prefer using the internet to engaging in other hobbies or activities.
7. I postpone some of my basic activities such as eating, studying, or sleeping in order to use the internet. Rating: ____
8. My interest in academics or professional work has decreased due to online distractions.
9. I avoid spending time with friends or family because I want to be online.
10. I feel anxious, lonely, or upset when I am not online. ____

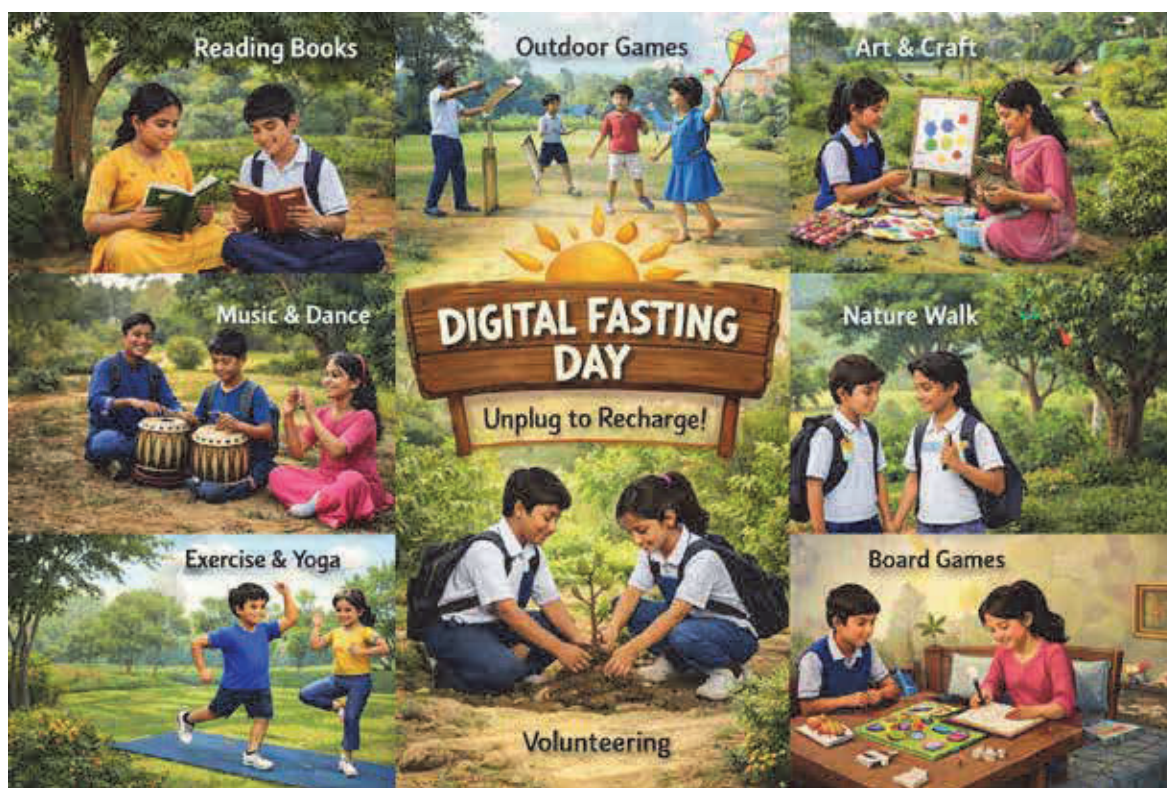
1-30 LOW: Healthy internet use. Keep it up!

31-60 MODERATE: Some signs of internet overuse. Be mindful of your habits.

61-100 HIGH: Internet addiction. Consider making changes to your online habits and seek support if needed.

Note: If your score is high, it may be helpful to discuss your internet habits with a counsellor or trusted adult.

Digital Fasting – A Pause to Reconnect



In the present world, people wake up to mobile alarms, scroll through social media, and fall asleep with mobile phones in their hands. While technology has made learning faster and communication easier, excessive screen time can affect one's concentration, sleep, mental health, and relationships. It is advisable for all of us to practise digital fasting once a week at least.

Digital fasting means taking a conscious break from digital devices such as smartphones, tablets, laptops, and television for a specific period of time. It is not about rejecting technology, but about using it wisely and mindfully.

Just as our body needs rest after physical work, our mind needs rest from constant notifications, messages, and online distractions. A digital fast helps students improve focus, creativity, emotional balance, and face-to-face communication skills.

How can a student engage in Digital Fasting?

- Fix a Screen-Free Hour Daily – Choose one hour every day to spend without any gadgets.

- No-Phone Study Time – Keep your phone in another room while studying.
- Digital-Free Mornings – Avoid checking social media immediately after waking up.
- Tech-Free Meals – Eat with family, away from screens.
- One Day a Week Detox – Limit social media use on Sundays or holidays.
- Turn off Notifications – Disable unnecessary app alerts.
- Replace Screen time with Hobby time – Read books, draw, play sports, or practise music.
- Sleep Without Screens – Stop using devices at least one hour before bedtime.

Digital fasting is not disconnecting from the world; it is about reconnecting with yourself. When we learn to control technology instead of being controlled by it, we become more productive, peaceful, and purposeful in life.



Let's Share our opinions

Imagine you're participating in a 24-hour digital fasting competition. Discuss with your partner:

- How will you manage without devices?
- What alternative activities will you do?
- What challenges might you face and how will you overcome them?

Share your plans and insights with the class.



Let's reflect on this

- How can you use technology responsibly?
- How can you be empathetic and respectful online?
- What should you do to balance technology and responsibility?



Project Let's perform

Create a digital or print product to display your communication skills:

- A short audio **podcast** on “**Responsible Technology Use**”.

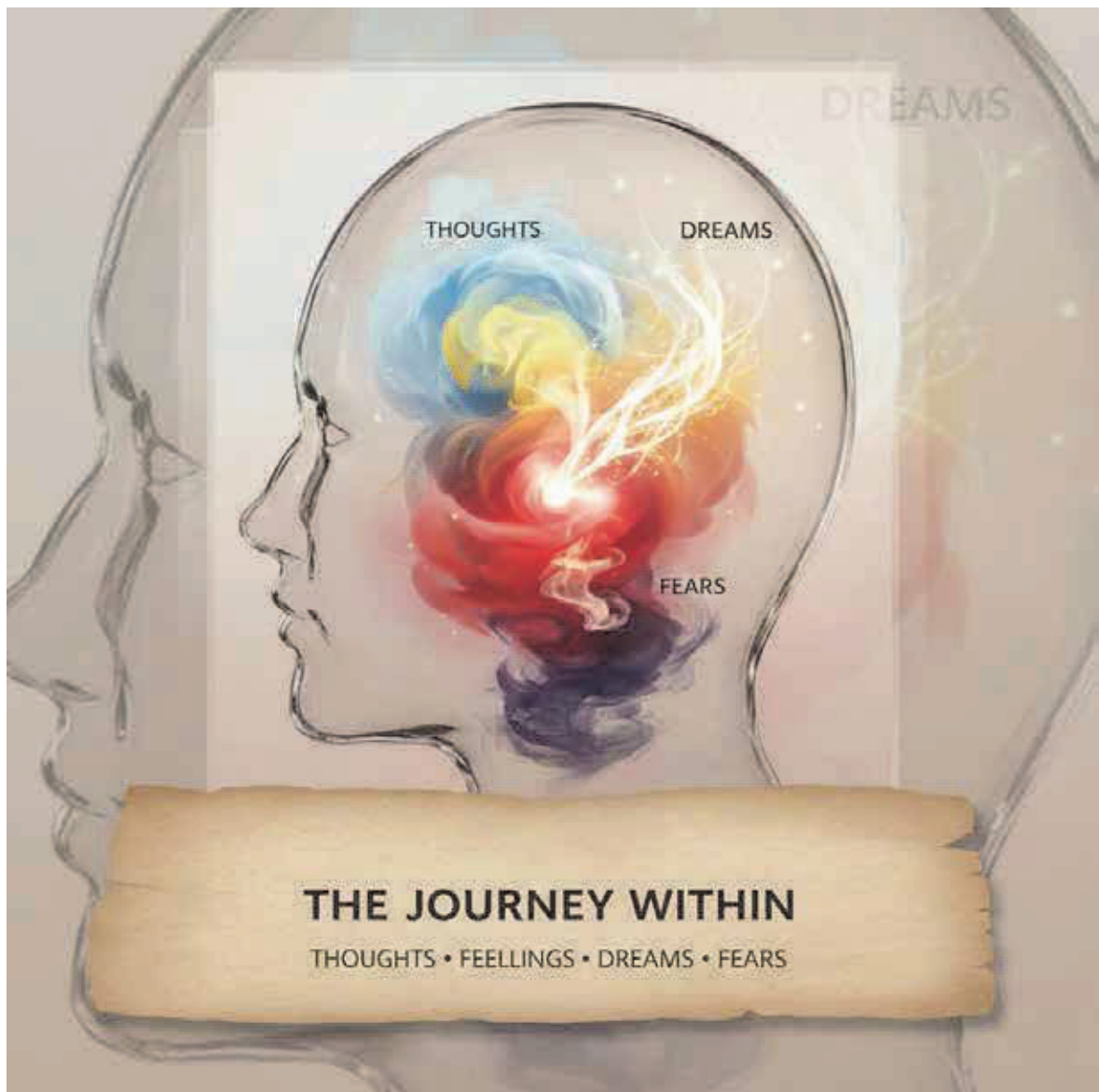


- A **Vlog** or reel on “**Screen Addiction**”.



5

THE JOURNEY WITHIN



Chapter Preview

This unit explores our inner landscape: the thoughts, feelings, dreams, and fears that define us, as we move from childhood to adulthood. By revisiting childhood stories and analyzing excerpts from literature and film, we can embark on a journey of self-discovery. Ultimately, this unit challenges us to answer the question, 'Who am I?' while equipping us with the language skills needed to describe our experience and to communicate with authenticity.



Lead in

Comment on the emotions displayed in the pictures below. Guess the reasons for the emotions.



Let's kick off

Watch the 'shoe eating scene' in the classic Charlie Chaplin film, *The Gold Rush*, available online.



The iconic film explores themes such as poverty, love, and survival. The scene exemplifies the human ability to find humour even in the face of extreme adversity.



Let's discuss

What other messages did the 'shoe eating scene' convey to you? Is it important to learn to live happily? Why/why not?

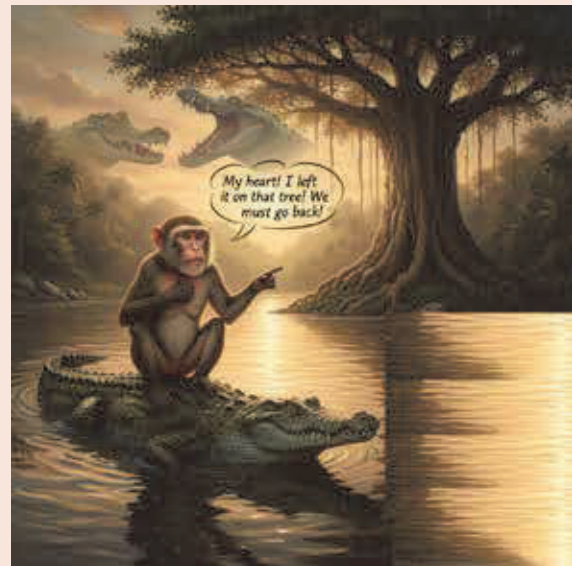


Let's read

Certain situations make life difficult and unhappy. However, it is often possible to wear a cheerful expression even in sad circumstances. But what happens if you find yourself trapped in misery? Let us revisit a *Panchatantra* story that you may have heard before.

Summary: The Monkey and the Crocodile

A clever monkey and a crocodile become friends, sharing a special bond. The crocodile's wife, however, becomes jealous of their friendship and persuades her husband to invite the monkey to their home. When the crocodile tries to take the monkey to his home, the monkey faces an internal conflict: he must decide whether to trust his friend or be cautious of the true intentions of the crocodile's wife's.



As they cross the river, the monkey's internal conflict intensifies—he is torn between loyalty to his friend and the fear of danger. The monkey ultimately uses his intelligence, telling the crocodile that he had left his heart back home and needs to return to take it. As they reach the tree, the monkey quickly escapes with his life, because of his quick wit.



Let's discuss

The monkey in the story was caught in a dilemma:

1. An internal struggle between trusting someone and suspecting them of bad intentions.

2. The personal conflict between being loyal and being cautious.

Now, think about these two statements:

- Trust is not always a good thing.
- Blind loyalty can be dangerous.

Share your opinions/ thoughts on these statements and support your views with a personal story or other example.

Let's meet Malathy who appears to experience a feeling of disconnect.



Malathy's grandmother often tells her stories about her childhood. But Malathy is unable to connect with the traditional culture and heritage of her grandmother's time. This creates a conflict in her mind. Malathy listens with a hint of disapproval on her face.



Let's enact this

A conversation between Malathy and her grandmother is given below.

Study the dialogue and enact it in class.

- Grandmother : Oh, my dear, I still remember the joy of Onam—those lush flower carpets, the delicious sadya, and the vibrant festivities that brought our family together.
- Malathy (shrugs): Honestly, Grandma, I don't see what's so special about all that.
- Grandmother : It was a time of pure happiness and festivity.
- Malathy : It just seems like a lot of fuss over old customs. I'd rather just relax and not bother with all the fuss.
- Grandmother : My dear, do you feel distant from our cultural traditions?

- Malathy : Sometimes, Grandma. Everything is so much more modern and fast-paced now.
- Grandmother : I understand, but our traditions hold the stories of our ancestors. They're part of who we are.
- Malathy : I guess I don't see their importance in my everyday life.
- Grandmother : Even small rituals can remind you of our history and values.
- Malathy : Maybe I should try to learn more about them.
- Grandmother : That would make me very happy. Our traditions can still be part of your world.



Let's write

People feel disconnected from their own cultural traditions. Growing up in the modern world affects our attitude to tradition. Write a paragraph about this.



Let's reflect on this

Well... you must have come across friends like Malathy. Let us now meet Jane, a character in the novel *Jane Eyre* by the British writer, Charlotte Brontë. Read Jane's words about her growth and self-discovery as she navigated adolescence and young adulthood.

I am no bird; and no net ensnares me: I am a free human being with an independent will.





Let's discuss

- Do you agree with Jane's views? Why/why not?
- What does personal freedom mean to you?



Let's do this

The following is a conversation between Jane and a trusted neighbour. A few words are missing. Fill in the blanks choosing from the words given in the box.

independence, ensnare, choices, free, independent

- Neighbour : Jane, sometimes I worry about you feeling so different from others. Do you ever feel trapped or confined?
- Jane : No, I don't. I believe I am andNo net can..... me
- Neighbour : That's a strong way to express yourself. Do you really feel that way about your independence?
- Jane : Yes, I see myself as a..... human being with my own.....
- Neighbour : It's inspiring to hear you speak like that. You truly value your.....



Let's read

Individuals like Malathy and Jane have been the subject of literature and film. Let's meet a character in the novel *The Catcher in the Rye* by the American author J.D.Salinger. Let's read an extract from the novel.

About the text: The character, Holden Caulfield (also the narrator) is on a quest of self-discovery. Getting to know one's abilities and capabilities is essential for personal growth.



Know the Author

J.D. Salinger (1919–2010) was an influential American author, best known for his 1951 novel *The Catcher in the Rye*. His writing focuses on youth, innocence and the inner struggles of individuals, especially adolescents.

“Anyway, I keep picturing all these little kids playing some game in this big field of rye and all. Thousands of little kids, and nobody’s around – they’re just sort of happy. I have an idea that’s the best I can do. I’d just be the catcher in the rye and all. I’d just be the guy who stands on the edge of the cliff and catches everybody if they start to fall.

That’s all I’d do all day. It’s not that simple, though, because I don’t want to be a protector forever. I want to find out who I am, and what I really want. I keep thinking about how I’ve been pretending to be

someone I’m not, trying to fit into different roles—it’s exhausting. I keep asking myself, who am I, really? Am I just a kid pretending to be grown-up, or am I someone else entirely? I don’t know. Sometimes I think I’m just lost, wandering around, trying to find my place. It’s like I’m stuck between wanting to grow up and wanting to stay a kid forever. I see other people who seem so sure of themselves, so confident, and I wonder if I’ll ever get there. But then I realize that maybe I don’t have to be like everyone else. Maybe I just need to find out what I want, and be true to that. I keep telling myself that I don’t want to grow up too fast or lose sight of who I am. Because when I do, I feel like I’ve lost something important. I guess that’s what I’m really afraid of—losing myself in the process of growing up. So I keep trying to figure things out, even if I don’t have all the answers.

Maybe that’s what life is about—learning who you are through all the mistakes and confusions. I don’t think I’ll ever fully understand myself, but I know I want to keep searching.”



Glossary : Vocabulary related to the process of growing up.

1. Pretending: Acting as if something is true when it is not. It's like wearing a "mask" to hide your feelings or the truth.
2. Finding oneself: The journey of discovering one's true character, values, and what makes one happy. It's about figuring out one's identity.
3. Confident: Feeling sure of oneself and one's abilities. It is having a healthy trust that one can handle a task or a situation.
4. Lost: A feeling of being directionless or confused. This can mean physically not knowing where one is, or not knowing what choices to make.
5. Growing up: The transition from childhood to adulthood. It involves getting older (physical growth) and gaining wisdom through life experiences (maturity).
6. Being true to oneself : Staying honest about one's own beliefs and personality. It means living in a way that aligns with who one really is, rather than changing to fit in with others.

**Let's speak**

Answer the following questions individually and then share your understanding with your partner by making use of the words given in the glossary.

Hint:

What is the problem faced by the narrator?

What does he intend to do?

**Let's watch**

Watch the video available online:

Tasha Caulfield's *The Catcher in the Rye* movie trailer (AI film trailer).

**Let's write**

Draft a character sketch of Holden Caulfield as seen in the movie trailer.

Conflicts we face in growing up

1. Self-Identity vs. Peer Pressure: Struggling to stay true to oneself while trying to fit in with friends and peer groups.
2. Academic Pressure vs. Personal Interests: Striving to balance the demands of schoolwork while pursuing hobbies or passions.
3. Self-Esteem and Confidence Issues: Dealing with feelings of insecurity, and comparing oneself to others.
4. Independence vs. Dependence: Wanting to be more independent while still relying on parents or teachers for guidance and support.
5. Moral and Ethical Dilemmas: Facing situations where you have to choose between right and wrong, often influenced by peer opinions or societal norms.



Let's speak

Conflict is a natural part of growing up. Pick one of the situations from the box above that resonates with your personal experience and narrate it.

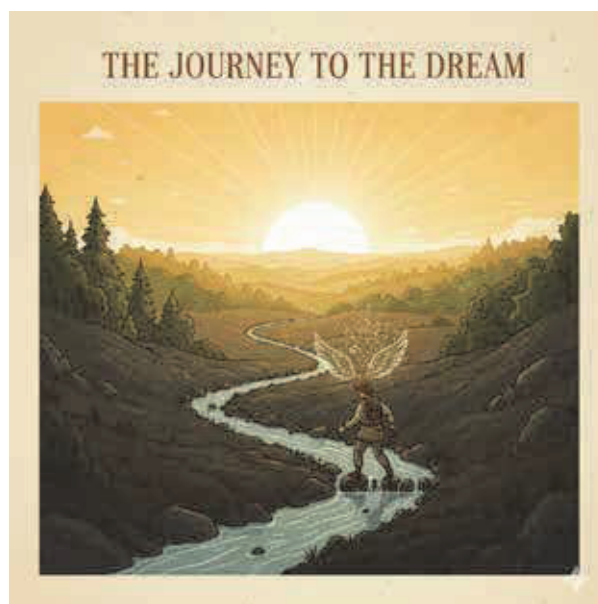
Hint:

1. Connect your answer to the conflicts we often face in growing up, (as mentioned in the box).
2. Focus on how the conflict began, how you managed the situation, and what you learned about yourself from the experience.



Let's listen

We know now that one has to face several challenges in life. Yet can we stop dreaming? Listen to the Pop Song: 'I have a dream', by ABBA. The official lyric video is available online.



The box below gives the lyrics of the first part of the song with some lines blanked out in the column on the left.

Listen to the song and fill in the blanks without looking at the full text of the lyrics given in the right column. Confirm your version is correct.

Lyrics with lines missing	Full text of the lyrics
I have a dream	I have a dream
A song to sing	I'll cross the stream
To help me cope	I have a dream
.....	I'll cross the stream
If you see the wonder	When I know the time is right for me
.....	I believe in angels
You can take the future	Something good in everything I see
.....	I believe in angels
I believe in angels	Still another mile
Something good in everything I see	Pushing through the darkness
I believe in angels	Makes it worth the while
When I know the time is right for me	And my destination
I'll cross the stream	Reality
.....	To help me through
I have a dream	A fantasy
.....	I have a dream
To help me through	I have a dream
.....	I'll cross the stream
And my destination	When I know the time is right for me
Makes it worth the while	I believe in angels
Pushing through the darkness	Something good in everything I see
.....	I believe in angels
I believe in angels	Even if you fail.
.....	You can take the future
I believe in angels	Of a fairy tale
.....	If you see the wonder
I'll cross the stream	With anything
I have a dream	To help me cope
.....	A song to sing
.....	I have a dream



Let's speak

1. 'Crossing the stream' implies the obstacles we face in growing up. Have you faced any obstacles in life? How did you overcome them?
2. Hope and imagination can help us push through darkness or uncertainty as we mature. Share an incident from your personal experience.



Let's read and reflect

Shakespearean English and Modern English

Holding onto youthful ideals can help us cope with the challenges of life, but sometimes we are forced to confront the harsh reality of betrayal by our own kin. William Shakespeare's tragedy, *Hamlet*, explores this dark theme. Following the death of his father, Prince Hamlet is plunged into despair. However, his grief turns to horror when he discovers the truth: his father was murdered by his own uncle, Claudius. Making the betrayal even worse, Claudius married Hamlet's mother before the period of mourning had even ended.

This is Hamlet's speech (a soliloquy). It reveals Hamlet's inner struggle—whether to endure life's suffering or to end his life. He is caught between the pain of his situation and the fear of what may happen after death. In this struggle, he questions his decisions and is hesitant to act.



Lines from <i>Hamlet</i> Act III, Scene I	Modern English version
To be, or not to be: that is the question: Whether 'tis nobler in the mind to suffer The slings and arrows of outrageous fortune, Or to take arms against a sea of troubles, And by opposing end them? To die: to sleep; No more; and by a sleep to say we end The heart-ache and the thousand natural shocks That flesh is heir to, 'tis a consummation Devoutly to be wish'd. To die, to sleep; To sleep: perchance to dream: ay, there's the rub; For in that sleep of death what dreams may come When we have shuffled off this mortal coil, Must give us pause: there's the respect That makes calamity of so long life;	To be, or not to be: that is the question: Is it nobler to suffer The hardships and misfortunes that life throws at us, Or to fight back against a sea of troubles, And by resisting, end them? To die: to sleep; And by sleeping, say we end The pain in our hearts and the countless shocks That we experience — it's a wish We deeply desire. To die, to sleep; Maybe even to dream: but that's the problem; Because in that sleep of death, what dreams may come When we've left this mortal life behind, Gives us pause: it's that consideration That makes us hesitate before ending our suffering.



Let's read aloud

Read both versions aloud in pairs. Notice the differences in vocabulary, tone, and emotion.



Let's reflect on this

- Which version do you find easier to understand? Why?
- How does the language affect your understanding of Hamlet's feelings?



Let's enact this

Perform a short dramatization of the speech, using either the original or the modern version, expressing Hamlet's inner conflict.



Let's reason this out

Do you like being admired by everyone? Do you wish to be the most popular person in your school? The truth is, every individual loves recognition. However, there are extremes; while some prefer to remain anonymous, others feel the need to constantly boast about their lives. Which of these do you prefer, and why?



Let's read

You are likely to be familiar with the story of the frog in the well - a creature that believes it is the centre of the universe, unaware of the vast world outside. This kind of self-importance is captured very well by the American poet, Emily Dickinson. Below are lines from one of her poems, with a few words blanked out for you to fill in.

I'm Nobody! Who are
you?
Are you - Nobody - too?
Then there's a
..... of us!
Don't tell! they'd
.....- you know!
How dreary - to be -
Somebody!
How public - like
a.....
To tell one's
the livelong June -
To
an.....!





Let's speak

Read the full text of Emily Dickinson's poem below and answer the questions.

I'm Nobody! Who are you?
Are you - Nobody - too?
Then there's a pair of us!
Don't tell! they'd advertise - you know!
How dreary - to be - Somebody!
How public - like a Frog -
To tell one's name - the livelong June -
To an admiring Bog!

1. What do you think it means to be "Nobody" or "Somebody"?
2. Why might the poet prefer being "Nobody"?
3. What do the blanked out words tell us about the poet's feelings of being "Nobody"?



Let's reflect and share

Reflect on the following questions and share your opinions with the class.

- Do you prefer to be "Nobody" or "Somebody"? Why/why not?
- Have you ever felt like a "Nobody"? Explain.
- Is it better to be famous or to be true to oneself?



Let's create

Write a short poem about identity and social perception, inspired by Dickinson's lines.



Let's debate

Individuals differ in their abilities, likes and dislikes.



One or two groups can present their points in class.



Watch the award winning short film *Identity* directed by KJ Adames available online.

“The short film criticizes the dominant cultural norms of identity and the self, and beautifully stylized, suggests we be ourselves instead of try to conform to those norms.”

-Manon De Reeper, Film review

-Manon De Reeper, Film review

Look at this image from the short film. Look at it and answer the questions that follow:

In school, you constantly encounter peers from different backgrounds. Even if you don't naturally feel like socializing with everyone, you might still find yourself smiling or acting politely. Is this 'social mask' necessary? Why do we do it? What are the benefits or drawbacks of being friendly even when we don't feel like it?





Let's speak

After watching the film, discuss the following questions with your partner.

1. Do you hide your true emotions when meeting new people? How and why do you hide your true emotions?
2. What challenges might we face if we reveal our true selves to others?
3. Can hiding one's true self be a safeguard? In what ways can it be helpful?



Let's speak

Visual Presentation

Title: "A Journey of Self-Discovery"

Project Description: Identify any film you have seen in which a character faces inner conflict. Create a visual presentation (using slides, or others digital tools) that illustrate the character's personal journey of understanding, growing up, and discovering their identity.

Guidelines: In the presentation, share a brief explanation of the visual elements chosen, describing the character's personal experiences or aspirations relating to self-identity and growth.