

## Unit 12

# Three Days to See

### Learning Outcomes:

**By the end of this unit students will:**

- skim and scan the text
- know about the role models depicting professionalism
- use of conditional sentences
- analyze a narrative and bring out the central theme
- identify and differentiate simple, compound and complex sentences
- recapitulate transitional devices

### Pre-reading:

- What does the title suggest?
- Have you ever heard about Helen Keller?
- Do you know any person who is deprived of sight? Share your information.



Helen Keller (1880-1968) after an illness was left blind and deaf at the age of 19 months. Keller wrote 'The World I Live In' in 1908 giving readers an insight into how she felt about the world.

1. Sometimes, I have thought that it would be an excellent rule to live each day as if we die tomorrow. Such an attitude would emphasize sharply the values of life. We should live each day with gentleness, vigour, and a keenness of appreciation which is often lost when time stretches before us in the constant panorama of more days and months and years to come. There are those, of course, who would adopt the epicurean motto of "eat, drink, and be merry" but most people would be chastened by the certainty of impending death.  

How can you relate the underlined phrase with this paragraph?
2. In stories, the doomed hero is usually saved at the last minute by some stroke of fortune, but almost always his sense of values is changed. He becomes more appreciative of the meaning of life and its permanent spiritual values. It has often been noted that those who live, or have lived, in the shadow of death bring a mellow sweetness to everything they do.
3. Perhaps I can best illustrate by imagining what I should most like to see if I were given the use of my eyes, say for just three days.
4. On the first day, I should want most to see the people whose kindness, gentleness and companionship have made my life worth living.
5. The next day – the second day of sight – I should arise with the dawn and see the thrilling miracle by which night is transformed into day. I should behold with awe the magnificent panorama of life with which the sun awakens the sleeping earth.  

Why is the arising of the sun so special for the author?

**For the Teacher:**

- While-reading activity may be conducted to interact with the text. More while-reading questions may be asked.
- Help students analyze the chronological order of arranging paragraphs 4 to 8.

6. This day I should devote to a hasty glimpse of the world; past and present. I should want to see the pageant of man's progress, the kaleidoscopic of the ages. How can so much be compressed into one day? Through the museums, of course.
7. The following morning I should greet the dawn, anxious to discover, new delights, for I am sure that, for those who have eyes which really see, the dawn of each day must be perfectly new revelation of beauty. This according to the terms of my miracle is to be my third and last day of sight.
- What does the revelation of beauty mean to her?
8. I shall have no time to waste in regret for longing; there is so much to see. The first day I devoted to my friends, animate and inanimate. The second revealed to me the history of man and nature. Today I shall spend in the workaday world of the present, amid the haunts of men going about the business of life. And where can one find so many activities and conditions of men as in New York? So the city becomes my destination.
- Why has she no time to waste in longings?
9. Now and then I have tested my seeing friends to discover what they see. Recently, I was visited by a very good friend who had just returned from a long walk in the woods, I asked her what she had observed. "Nothing in particular," she replied. I might have been incredulous had I not been accustomed to such responses, for long ago I became convinced that the seeing see little.
10. How was it possible, I asked myself, to walk for an hour in the woods and see nothing worthy of note? I, who cannot see, find hundreds of things to interest me through mere touch. I feel the delicate symmetry of a leaf. I pass my hands lovingly on the smooth skin of a silver birch, or the rough shaggy bark of a pine. In spring, I touch the branches of trees hopefully in search of a bud, the first sign of awakening Nature after her winter's sleep. I feel the delightful, velvety texture of a flower, and discover its remarkable convolutions; and something of the miracle of Nature is revealed to me. Occasionally, if I am fortunate, I place my hand gently on a small tree and feel the happy quiver of

a bird in full song. I am delighted to have the cool waters of a brook rush through my open fingers. To me, a lush carpet of pine needles or spongy grass is more welcome than the most luxurious Persian rug. To me the pageant of seasons is a thrilling and unending drama, the action of which streams through my finger tips.

What is the meaning of the underlined phrases?

11. If I were the president of a university, I would set up a course called "How to Use Your Eyes". The professor would try to show his pupils how they could add joy to their lives by really seeing what passes unnoticed before them. He would try to awaken their dormant and sluggish faculties.

Explain the difference between facilities and opportunities.

### Notes:

Helen Keller, (1880-1968) after an illness was left blind and deaf at the age of 19 months. At the age of seven years, Anne Sullivan took charge of her. She was a 20 year old graduate of the Perkins School for the Blind.

Helen Keller's formal education ended when she received her BA degree, but throughout her life she continued to study. There are many publications to her credit. During her life time she received awards of great distinction. She showed the world that there are no boundaries to courage and faith.

### Theme:

Helen Keller, a remarkable woman, has masterfully portrayed the feelings of the deprived people. Physical fitness, according to the author, is a boon, least appreciated by those who are blessed by it. According to her, we must always remain mindful of the blessings of Almighty Allah.

**Glossary:**

bark	-----	the outer covering of a tree
birch	-----	a tree with smooth branches
chastened	-----	to make someone feel sorry for what he has done
doomed	-----	certain to fail, suffer, die, etc
inanimate	-----	not alive the way people, animals or plants are
mellow	-----	become less extreme in behavior
pageant	-----	a series of interesting events
panorama	-----	a view of wide area of land
shaggy	-----	having long and untidy hair
stroke	-----	a mark made by moving a pen, brush, etc
texture	-----	the feel of a fabric or substance

**Oral Activity:**

- Have a discussion on the facilities available in our country for special children. Are you satisfied with the arrangements?
- Discuss the importance of cooperation with special children.

**Comprehension****A. Answer the following questions.**

- Who was Helen Keller?
- Describe the thought expressed by the author in the first paragraph.
- What makes you feel that the author is sad and depressed?
- How do you get an impression that Hellen Keller was a great admirer of Nature?
- "People who are deprived of sight are not devoid of imagination." Discuss it referring to the text.
- "To me the pageant of seasons is an unending drama," Comment.

**For the Teacher:**

- Help students summarize the main points of the discussion for the benefit of the whole group.

**B. Read the life history of Helen Keller.**

Helen Adams Keller was born on June 27, 1880, in Tuscumbia, Alabama - the USA. Keller was not born blind and deaf; it was not until she was 19 months old that she contracted an illness. In March 1887, Anne Sullivan began to teach Helen to communicate by spelling words into her hand. Starting in May, 1888, Keller attended the Perkins School for the Blind. In 1894, Helen Keller moved to New York to attend the Wright-Humason School for the Deaf. In 1896, she returned to Massachusetts and Keller entered The Cambridge School for Young Ladies before gaining admittance, in 1900, to Radcliffe College. In 1904, at the age of 24, Keller graduated from Radcliffe, becoming the first deaf and blind person to earn a Bachelor of Arts degree.

Keller wrote The World I Live In in 1908 giving readers an insight into how she felt about the world. Out of the Dark, a series of essays on socialism was published in 1913. Her spiritual autobiography, My Religion, was published in 1927.

Keller suffered a series of strokes in 1961 and spent the last years of her life at her home. On September 14, 1964, President Lyndon B. Johnson awarded her the Presidential Medal of Freedom. In 1965 she was elected to the National Women's Hall of Fame at the New York World's Fair. Keller died in her sleep on June 1, 1968, at her home.

**Arrange the details of Helen Keller's life history in chronological order.**

- 
- 1880 → a. She returned to Massachusetts
- 1887 → b. President Lyndon B. Johnson awarded her the Presidential Medal of Freedom.
- 1896 → c. Sullivan began to teach Helen
- 1913 → d. Keller died
- 1964 → e. Helen Adams Keller was born
- 1968 → f. Series of essays on socialism were published

## Vocabulary

### A. Consult a dictionary to find the meanings of the given words.

sluggish, quiver, animate, panorama, buoyant, dormant, manifold, convolutions, kaleidoscopic, epicurean, impending

### B. Encircle the most appropriate contextual meanings of the underlined words.

i) apparently means:

a) obviously                      b) as it appears                      c) clearly

ii) manifold means:

a) different types                      b) many layers                      c) an object

iii) quiver means:

a) to demonstrate                      b) to shake slightly                      c) to act amusingly

### C. For each of these words from the passage, give one word or short phrase which has the same meaning.

emphasize (line-----2)

appreciative (line----10)

lush (line-----43)

pageant (line----21)

## Grammar

### Conditionals: Type II (imaginary condition)

Conditionals of this type are used when we talk about something which we do not expect to happen or which is purely imaginative.

#### Example

If I were the president of a university, I would set up a course called "How to Use Your Eyes".



### For the Teacher:

- Help students identify the structure and use of conditionals type II.

### Kinds of Sentences

There are three kinds of sentences according to structure: simple, compound and complex.

#### a. Simple Sentence:

All main clauses can stand as simple sentence when the rest of the sentence is removed.

##### Examples

1. Most of us take life for granted.
2. When we are in a buoyant health, death is all but unimaginable.
3. Sometimes it was as long as a year, sometimes as short as twenty four hours.

In the above examples, the main clauses stand as complete simple sentences, even without the rest of the sentence.

#### b. Compound Sentence:

A compound sentence contains two or more main clauses.

##### Examples

1. Night came on and the room grew dark.
2. He is rich, but he is not happy.

#### c. Complex Sentence

A complex sentence consists of one or more main clauses and one or more subordinate clauses.

##### Examples

1. It is the same old story of not being grateful (main clause )for what we have until we lose it (subordinate clause).
2. If I were the president of a university (subordinate clause), I would set up a course called "How to Use Your Eyes" (main clause).

### A. Complete the following conditionals.

1. If I were the education minister \_\_\_\_\_.
2. If you had a degree \_\_\_\_\_.
3. \_\_\_\_\_ you would get first position.
4. If he stopped smoking \_\_\_\_\_.
5. We could win the match \_\_\_\_\_.



#### For the Teacher:

- Help them identify and differentiate between simple, compound and complex sentences.



**B. Make three Conditionals Type II sentences.****C. Match the halves to make complete sentences.**

If you had not drunk water from that well	your teeth would go bad.
If you eat sweets all the time	you might hit somebody's
If you don't use a mosquito net	you may fall off.
If you don't keep food in the fridge	you may catch malaria.
If you cycle with things in your hand	it will go bad in hot weather.
If you wave the stick in the air	you wouldn't have fallen in.

**D. Pick out simple, compound and complex sentences from the text.****E. Identify and write the simple, compound and complex sentence in the given column.**

He came to see me, but I was not present at home.	
She wrote an article in the newspaper.	
We shall die one day or the other for we are immortal.	
They finished the work in time.	
My mother always prays for my success.	
The boy stood on the burning deck.	
I called him but he gave me no answer.	
A guest who stays a long time is not welcomed.	
I soon returned home because I was upset.	

**F. Identify *hyphens* and *dashes* in the following sentences.**

1. The injured woman is thirty-five years old.
2. You are the friend – the only friend – who offered to help me.
3. This is very important – are you listening to me?
4. Samina ate three-quarters of a large size pizza.

5. Mr. Aziz is a well-known person in the town.
6. We went to the USA – and met a very old friend there.
7. My neighbour wanted us – my daughter, my son and me – to meet her guests.
8. My great-grandfather owned a big house in his home town.

## Writing Skills

- A. What does the author mean by saying “the seeing see little”. Explain it in a paragraph.
- B. What is the ‘epicurean motto’? Discuss.
- C. Write a paragraph on the difficulties of a special child.

### How to write a book review of a simple story book?

- Write a summary of the book. (A brief outline of the plot – with brief description of the characters. Evaluate the **plot, character** and **setting**.)
- Gather information about the author.
- Give your own opinion about what you liked and what you did not like.
- Revise, and proofread the review.

### SAMPLE BOOK REVIEW

#### The Old Man and the Sea

The novel tells us about a fisherman's heroic struggle with nature. The fight begins when the old man Santiago hooks a giant marlin after months without a catch. The old man puts up a powerful effort to conquer the huge fish fighting exhaustion, hunger, injury and even a group of sharks. The novel, written in Hemingway simple style is a timeless tale of courage and adventure.



#### For the Teacher:

- Tell the students, who are special children and why do they need different environment and set up from the normal people.

**E. Read any of these texts written by Helen Keller and write a book review.**

**1. The Story of My Life**

**2. The World I Live In**

### Oral Communication Skills

**Ali:** I'd like to improve my English. Can you give me an advice?

**Bilal:** Of course. What about joining an English class?

**Ali:** I've already joined one. But it's a difficult language.

**Bilal:** Keep trying. Don't give up.

**Ali:** But how can I learn it fast?

**Bilal:** How about watching English movies and plays on TV?

**Ali:** They speak very fast. I can't follow them.

**Bilal:** Start reading good books.

**Ali:** What else?

**Bilal:** You should do language exercises on the internet. Some language websites can be accessed free of cost.

**Ali:** That sounds like a good idea. I'll try it. Thanks!

## Review III: Unit 9-12

### Comprehension

#### A. Answer the following questions.

1. Describe some qualities of the personality of the nurse in the story.
2. What are the causes of drug addiction?
3. What is the role of counselling in preventing drug addiction?
4. What are the responsibilities of the families to ensure complete recovery of drug addicts?
5. How do you define noise pollution?
6. How is transport a source of noise pollution?
7. What kind of precautions may reduce noise coming from electronic devices?
8. Who was Helen Keller?
9. What did she want to introduce in universities and why?
10. "To me the pageant of seasons is an unending drama," Comment.

### Vocabulary

#### A. Choose the correct option.

1. The opposite of 'satisfied' is \_\_\_\_\_ .
  - a. unsatisfied
  - b. in satisfied
  - c. non-satisfied
  - d. dissatisfied
2. Choose the correct spelling.
  - a. convolutions
  - b. convolushuns
  - c. convoleutions
  - d. convalutions
3. Which of the following means the same as 'gradually'?
  - a. quickly
  - b. speedily
  - c. steadily
  - d. hurriedly
4. Which of the following does not mean the same as 'manifold'?
  - a. various
  - b. few
  - c. many
  - d. diverse

**Grammar****A. Choose the correct options.**

1. The teacher said to us, "Work hard."
  - a. The teacher said to us to work hard.
  - b. The teacher told us to work hard.
  - c. The teacher advised us to work hard.
  - d. The teacher asked us to work hard.
  
2. Which of the following is a phrase?
  - a. It is of no use.
  - b. He is well.
  - c. in an unwise manner
  - d. over there hangs the great dark bell
  
3. Beside the ungathered rice he lay. The underlined phrase is a/an\_\_\_\_\_ .
  - a. adjective phrase
  - b. noun phrase
  - c. preposition phrase
  - d. adverb phrase
  
4. He led a life devoid of blame. The underlined phrase is a/an\_\_\_\_\_ .
  - a. adverb phrase
  - b. noun phrase
  - c. adjective phrase
  - d. preposition phrase
  
5. The moment which is lost is lost forever. The underlined word is a/an \_\_\_\_\_ .
  - a. indefinite pronoun
  - b. reflexive pronoun
  - c. possessive pronoun
  - d. relative pronoun
  
6. Why don't you go along \_\_\_\_\_ your brother?
  - a. to
  - b. with
  - c. by
  - d. for
  
7. The government has levied more taxes. \_\_\_\_\_ the salary structure has not been improved.
  - a. in fact
  - b. but
  - c. hence
  - d. whereas



**C. Write an essay on a general subject:**

- With a clear introductory paragraph.
- Provide key ideas which prove explain or support the central thought.
- Use separate paragraphs for each key idea.
- Incorporate evidence (facts, quotations), examples (analogies, anecdotes, etc), or different viewpoints (elaborating an idea/opinion) to support each key idea.
- Use appropriate transitional devices to connect ideas within and between paragraphs.
- Add a closing or summary paragraph with a synthesis of central idea, synthesis of each supporting idea, and a general concluding statement.
- Use correct conventions of grammar and punctuation.
- Use appropriate vocabulary.

**D. Write formal letters to people in extended social and academic environment for various purposes. Write the address on the envelope clearly and in proper format.****E. Write and revise applications to people in extended environment using correct format, layout and tone.****Oral Communication Skills**

- A.** Prepare a group presentation on **“The Problems of Nursing Profession”**.
- B.** Discuss in class the importance of rehabilitation centres.
- C.** Discuss and share your findings to stop noise pollution.
- D.** Prepare a presentation on the life of Hellen Keller.

### Sample rubric for marking paragraphs and essays at grade IX level

<b>Content:</b> convincing, pertinent, specific, perceptive	05	2.5
<b>Point of View:</b> clear, consistent, appropriate in approach	03	1.5
<b>Paragraph/Essay Organization:</b> logical, coherent, unified, suitable to purpose, orderly development to an effective or conclusion	05	2.5
<b>Language Use and Style:</b> <b>Sentence Structure:</b> skillful use of a variety of sentence patterns (such as contrast, balance, repetition, and exclamation) <b>Diction:</b> vocabulary appropriate for grade level, vivid, precise. <b>Style:</b> interesting, original, expression suited to content, flow	05	2.5
<b>Mechanics:</b> correctness in punctuation, spelling, and grammar	02	01
<b>Total</b>	<b>20</b>	<b>10</b>

### Sample rubric for assessment of marking letters at grade IX level

<b>Format</b>	03
<b>Contents:</b> clear, specific, appropriate in approach	05
<b>Mechanics:</b> punctuation, spelling, and grammar	02
<b>Total</b>	<b>10</b>

### Sample rubric for assessment of students' oral presentation

Put a (✓) in the column when students demonstrate the skill	Student name/ Roll No.	Student name/ Roll No.	Student name/ Roll No.
1. Introduction was short, clear and interesting			
2. Topic was clearly explained			
3. Used relevant information			
4. Used facts and examples to support claims			
5. Spoke clearly and distinctly			
6. Was confident throughout the presentation			
7. Maintained eye contact with the audience			
8. Used visual aids (charts, OHP, slides) effectively			
9. Handled questions and comments properly			
Note: This can be adapted as "agree/disagree/don't know" for peer evaluation. Description and marks for criteria 1-9 for analytic marking.			