

POLAR PREET

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

Learning Outcomes

- to observe that targets are met through perseverance
- to know about the hazards of expeditions
- to make a character sketch
- to appreciate a text on the theme of extraordinary women
- to familiarise with a blog

Pre-reading



This section focuses on *assessment for learning* as it tells the reader about the text that is to follow – travelling to the South Pole.

A. Pair Work

Encourage students to read the Pre-reading text given in the Reader and discuss the question.

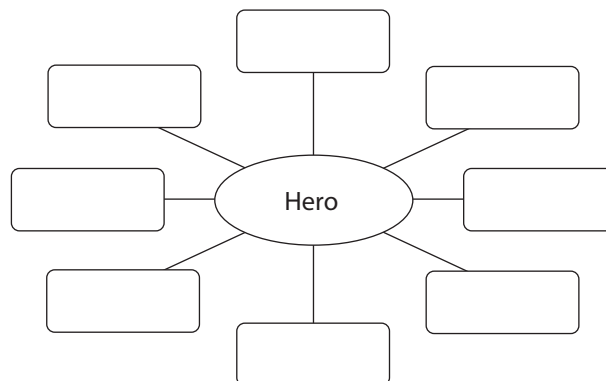
B. Group Work

Divide students into groups and initiate a discussion on:

*“Are people born heroes or made heroes”
– Do you think people become heroes because of their gender / lineage / heritage / families they were born into, or is it a person’s skill that makes a person a hero?*

Characteristics of a hero:

Draw this diagram on the board and ask students to help you fill in the traits of a true hero. As you proceed with the lesson, pause at various points to allow them identify the traits that are exhibited through the experiences of the hero.



READING

Read the text slowly and clearly, with modulation / Play the audio and let students listen. Pause at relevant points to ask questions.

Inform students about blogging.

Blog: A regularly updated website or web page, typically one run by an individual or small group that is written in an informal or conversational style. Some features of a successful blog are: the right structure, a clear focus, regular updates, engaging information, powerful call-to-action, good description.

Tell students that they are going to read about a great explorer who managed to complete a harrowing 1126 km journey to the South Pole solo, in just around 40 days. Reaching the coldest, driest, and windiest continent on Earth is no easy thing to do, especially when you are battling a temperature of up to -50 degrees celsius.

- *Harpreet Kaur Chandi ... name 'Polar Preet'.*

Tell students to note down qualities of her character.

Predict: *How do you think she got the name 'Polar Preet'?*

- *Day 1 ... apple crumble when I'm back!*

What emotions do you think Harpreet Kaur Chandi faced when her expedition finally started? Why do you think she gives details about her 'pulk', visibility, winds?



What can affect the visibility in a place?

This question focuses on *assessment for learning* as it talks about the weather conditions and prepares the reader for the difficulties the main character will face during this expedition.

(Ans: *Sample answer:* Factors like fog, smoke, rainfall and snowfall can affect the visibility in a place.)

Why does she dedicate each day to someone special in her life? Did she hold her grandfather in high esteem? How do you know? What was her relationship with her sister-in-law, Sonia? What was her attitude when she faced a rough day? How did her attitude help in overcoming a tough two hours in the beginning of the day? Does this attitude convey a message to us, readers?

- *Day 19 ...ice at the same time.*

'If any part of your skin is exposed...' Why does she give these minor details? (Probably it will help a person travelling in future)



Look at the picture. Give one reason why it could be difficult to train at such a place.

This question focuses on *assessment for learning*. By looking at the visual aid, students realise the difficult situations that the main character has to confront. They now begin to appreciate her determination and the strength of her character that are required to achieve her goal.

(Ans: *Sample answer:* It would be very cold, and it would be difficult to move on the snow.)

Who does she dedicate this day to? Why? Was her expedition easy? (No, right from the start she faced problems, even in getting funding and equipment due to the pandemic)

- *Day 32...*

How did daily blogging help Harpreet Kaur Chandi? (She was able to keep a track of the days.) Why did she feel that the days merge? (It was not smooth sailing and she was probably so exhausted by the end of the day that she did not keep track of the days.) What were her sentiments about Christmas?

If you could send a short message to Preet while she was on her expedition, what would you say?

This question focuses on *assessment for learning*. The reader starts understanding Polar Preet in better light when she recollects nostalgic memories of Christmas.

Free response

- *Day 33...*

Why was this the hardest day? (Probably the cold was intense in December, the lack of sleep and her upset stomach) Why was the terrain, the sastrugi and visibility not much of a problem, at this point? (Harpreet Kaur Chandi had trained well and she was able to overcome these hardships.) Why do you think she dedicated this day to Are Johansen? (He was her guide when she trained in Greenland. It was probably this training that helped her sustain and she was grateful for it.)

- *Day 40 – Finished 3 January 2022*

How did Harpreet Kaur Chandi make history? Why does she feel surreal? Mention some of the emotions she might have experienced? Why did she make this difficult expedition? (Both for her own satisfaction and, she hopes, to inspire others to push their boundaries and defy cultural norms) How does she inspire other women? (She inspires them to break the unseen barriers which stand in the way of a person's progress.)





Who is a rebel?

This question focuses on *assessment for learning*. The reader are encouraged to work towards their dreams and make their dreams a reality.

Sample answer: A rebel is a person who refuses to follow rules.

“Who’s with me?” Why does the blog end with a question? (It challenges the readers to break all boundaries of caste, creed or gender and work towards achievements.)

Guide students to fill up the diagram with qualities of Harpreet Kaur Chandi’s character. Encourage them to pick out instances from the text to support each trait.

Example:

Traits: Stays focused and follows her schedule, qualities of flexibility, look for positives even in a difficult situation and builds up from there

From text to support these qualities: *I can’t control the weather or the terrain. I can control how I react to it though. So I focus on what I can control—my mindset.*

Post-reading

Group work

How does the text comply with the norms of a blog? Support your answer with examples from the text.

(Note: Some examples are given for the teacher’s reference. Let students pick out the qualities and support text on their own.)

- *a regularly updated web page* (Day 1: 24 November 2021, Day 12...etc)
- *written by an individual in an informal or conversational style* (See you soon. I’m looking forward to some of your homemade apple crumble when I’m back!)
- *a clear focus* (Thinking about getting to the South Pole now! Still concentrating on each degree at a time.)
- *regular updates* (There was low cloud today, when you really struggle to see the ground, but otherwise all good.)
- *engaging information* (At the start of the day I could feel a small sting in my cheek, but quickly closed the gap between my hat, goggles and facemask so no skin was exposed. I also have a mirror just to double check.)
- *powerful call-to-action* (...don’t want to just break the glass ceiling, I want to smash it into a million pieces.)
- *good description* (Not because of the terrain, as the sastrugi are getting smaller and I had good visibility as well.)

GRAMMAR Complex sentences, difference between compound and complex sentences

Complex sentences

Write on the board:

We could not play football because it was raining.

We could not play football... ...because it was raining

Ask students:

- *Does this sentence have two different parts?*
- *Are both these parts stand-alone clauses expressing a complete thought? (Only one clause can stand alone or independently. The other clause is not independent.)*

Tell students:

A Complex sentence

- It has one independent clause and at least one dependent clause.
- The clauses are joined by subordinating conjunctions.
- Some subordinating conjunctions are: *because, since, after, although, when*

Activity

Group work

Match the columns and say what kind of sentence it is.

1. She gifted us suitcases	a. unless they are invited.
2. Maya	b. he did not play with his friends.
3. They won't come next week	c. inside the house.
4. It is dark	d. is the smartest girl in our class.
5. Since Anuj was tired,	e. but forgot to give the keys.

Now identify the conjunctions in the same sentences and say what kind of conjunctions they are.

Compound sentences

Write on the board:

Damu likes to watch cricket.

He eats pizza.

Ask students to underline the finite verb in the sentence.

Tell student that a simple sentence has one finite verb and a single clause.

Damu likes to watch cricket and eat pizza.

Explain that a **compound sentence** has **two or more independent sentences** and is linked with a **conjunction**. Such a conjunction is called a coordinating conjunction.

Ask groups to make a list of all the coordinating conjunctions they know:

And, but, for, nor, or, so, and yet...

VOCABULARY

Analogy

Follow the inputs in the Reader.

LISTENING

Post listening – lecture

Tell students that they will be listening to a lecture and will have to do the task after listening to the track.

Let students read the questions given. Play the audio track and let students do the task.

You may play it once again depending on the capability of the class.

Review their answers.



SPEAKING

Challenge others' views

This task can be used for *assessment as learning* as students share their views and their partner agrees or disagrees politely. The students communicate using the right words and expressions.

Tell students that agreeing or disagreeing to other's views should be done tactfully. Everyone has a right to their own views, even if it is contrary to your own beliefs.

Using polite vocabulary will help to a large extent.

Instruct them to use the expression given in the Reader and role-play the situations.

Go around the class and monitor the activity.

WRITING

Composition

Points to consider while preparing

1. Decide if you are for or against the statement.
2. Brainstorm the topic: Write out the pros and cons.
 - think of the strongest arguments on the other side in your essay, prepare solutions for the possible arguments from the opposing side
 - create a basic outline for the composition

Format:

Introduction Key arguments and opinions Conclusion

3. Make the introduction catchy and interesting. Introduce the topic very clearly and concisely.
4. Use quotations, examples and anecdotes. Illustrate the underlying point.
5. Back up your stance with pros and cons: 3–4 strong points.
6. Support your arguments with evidence/examples.
7. Write a strong conclusion, restating overall stances.
8. Conclude with a suggestion or action plan to support the argument.
9. Quotations are also a good way of ending. You can also end with a brief summation of the key arguments.

STUDENTS' BOOK ANSWER KEY

Polar Preet

Pre-Reading

Free response

Comprehension

A. 1. T 2. F 3. DNS 4. F 5. T 6. DNS

- B.**
1.
 - a. Baba Ji was Preet's grandfather. Preet remembered him with love, respect and gratitude.
 - b. Preet describes him as an Indian Santa Claus with crystal blue eyes, a white beard and the best heart.
 - c. He raised Preet and always made her feel important in a community where she sometimes felt as though she was less than the others.
 2.
 - a. Yes.
 - b. After this, she laughed it off, got up and kept going.
 - c. *Besides, I can't control the weather or the terrain. I can control how I react to it though. So I focus on what I can control—my mindset. Sample answer:* Preet could not change or control the weather or the place. However, she could decide how to react to the problems caused by the weather or the place. So, she concentrated on that—on controlling her own mind and her reactions.
 3.
 - a. It had been tough to begin the expedition, with COVID, funding, getting hold of kit and equipment, as everything seemed to be in short supply. Preet felt privileged because in spite of all these difficulties she had been able to go on the expedition.
 - b. At this point she also remembered the other expeditions that were there, headed to the South Pole the same year.
 - c. She felt less lonely knowing that other expeditions were on the ice at the same time, even if they were not with her.
 4. While spending Christmas in Antarctica, Preet felt that the days were merging into one and as if the days were getting longer. She was feeling quite tired and yet she was glad that she was getting closer to the pole. She was struggling to see the ground, but otherwise she felt fine. She was thinking about getting to the South Pole and concentrating on each degree at a time. She was remembering her family and looking forward to meeting everyone.
 5.
 - a. Yes, Preet was able to smash the glass ceiling as she managed to travel to the South Pole all on her own. Some people might think that being a woman, it would be particularly impossible for Preet to finish such an expedition. Such ideas may be the glass ceiling. Preet was able to break it completely by successfully completing the expedition—that too, alone.
 - b. According to Preet, this expedition was about more than her own achievement. She wanted to encourage people to push their boundaries and to believe in themselves. And she wants people to be able to do all that without being called rebels. She says that we can define what is normal for ourselves. Everyone is capable of anything; everybody starts somewhere.
- C.**
1. *Sample answer:* Preet is an inspiring figure for many reasons. Not only because she is the first woman of colour to complete this expedition, but from the very fact that she began this journey, we know that she was a tough, determined and brave person. That is because an expedition to the South Pole is very challenging. Preet handles a number of roles—physiotherapist, army officer, athlete. She remembered so many people during her journey and thanked them for their help and support—this shows her to be a sensitive, grateful person. She faced tough days but kept going and learned to laugh at her small disappointments. She knew the important

lesson of changing her mindset when she could not change factors that were not in her control, like the weather or the terrain. She was aware of the advantages she could enjoy and mentioned other travellers. Even when she had a tough time, she did not forget to find something to be glad about or someone to thank. Finally, when she finished her journey, she encouraged everyone else to push their boundaries instead of focussing on her own achievement.

2. a. Some of the challenges that make the journey to the South Pole so adventurous are the weather conditions, the terrain and the remoteness. The South Pole is the southernmost point of Earth, so one has to travel a long distance to reach there. It is covered in snow, and the snow often forms wave-like features that make it difficult to travel. Then there is the extreme coldness, which means that a traveller would have to be heavily and warmly clad, along with masks, gloves and other accessories.
- b. The rewards of travelling to the South Pole would be the sense of adventure—travelling in such a tough and unusual place—and the sense of achievement in being able to complete the journey. It requires training and strength and determination, so it should be very satisfying to be able to complete the journey.
- c. One would have to be physically fit and well-trained to journey to the South Pole because of the cold climate and the terrain. (Preet fell down many times.) One would have to have a healthy body in order to fight off illnesses. Then there are the mental requirements—to be able to go on for days and days, especially if one is travelling alone, without any company, to get up on your own and encourage yourself, to look after yourself if you fall ill—all these would require a person to be both physically and mentally tough.

Grammar

A. *Free response*

- B.** 1. CXS 2. CXS 3. CDS 4. CDS
5. CXS 6. CDS 7. CXS 8. CDS

Vocabulary

Sample answers:

1. climbing Mount Everest
2. drinking a glass of water after being thirsty for hours
3. a good racquet, a badminton player
4. a chapter in a detective novel
5. fire is to ice

Listening

Listening text:

What would be the consequences of global warming? It is well known that ice in the Arctic and Antarctic Circles is melting. What would happen if this ice melts? Obviously, sea levels would

rise and low-lying regions, like Bangladesh, would be submerged. Rainfall patterns would also change and the change in regional climates would affect crop yields and water supplies.

What can be done to prevent this situation? Global warming is a problem that affects every country and every person in the world. First of all, governments must agree to stop the destruction of the world's rainforests. Secondly, they must agree to reduce the amount of carbon dioxide that vehicles and industries emit into the atmosphere. And we can all play a part as well. We should all try to reduce the amount of carbon dioxide we emit into the atmosphere. This can be done by driving fuel-efficient vehicles and by driving only when we have to. Possibly the best thing we can do is use public transport as much as possible, instead of cars or motorcycles. Finally, we must plant more trees in our cities and in our neighbourhoods.

Answers: 1. b 2. b 3. a 4. a 5. b 6. a

Writing

Free response

Punctuation

- | | |
|--------------------------|-----------------------|
| 1. an ice-bucket | 2. a hot-tempered man |
| 3. a mouth-watering cake | 4. an ex-student |
| 5. a four-year-old girl | 6. a day-long journey |

Life Skills

Sample answers:

- I can't stop the exam from taking place, so I might as well try to do the best I can.
- I cannot change how I look, so I will respect myself and be satisfied with how I look.
- I can't control how others behave, but I can decide to be polite / calm myself.

ANSWER KEY TO WORKSHEET 6

A. *Free response*

- | | | | |
|------------------|--------|--------|--------|
| B. 1. CDS | 2. CXS | 3. CXS | 4. CDS |
| 5. CXS | 6. CDS | 7. CDS | 8. CXS |

- C.** 1. c; opposites
2. a; part and whole
3. b; different degrees of same condition
4. a; words used together with **and**

D. *Free response*

QUESTION BANK

Polar Preet

A. Answer in brief.

1. How did daily blogging help Harpreet Kaur Chandi?

Ans: She was able to keep a track of the days, especially when she was very tired and days seem to merge.

2. *I'm going to sleep well tonight before tackling tomorrow.* What does this line tell readers about Polar Preet?

Ans: Though she was exhausted due to falling ill, Polar Preet took one day at a time. She wisely decided to sleep early as she was exhausted, and handle problems the next day as it came.

B. Answer in detail.

What was Harpreet Kaur Chandi's attitude when she faced a rough day?

Ans: When the weather or the terrain is bad Harpreet Kaur Chandi knows that she cannot control it. Instead, she could control how she reacted to it. So she decided to focus on what she could control, which was her mindset. For instance, instead of showing frustration when she fell, she laughed it off and took things lightly. This helped her to build positivity in the most adverse situations.

C. Choose the correct answer.

'Who's with me?' When Harpreet Kaur Chandi says these words, she asks her readers

- a. to come with her on similar difficult expeditions.
- b. to smash ceilings made of glass a million times.
- c. to break all barriers to success in a positive manner.

Ans: c

D. Read the lines and answer the questions.

I have been told to 'just do the normal thing', but we create our own normal.

- a. What does 'just do the normal thing' mean?
- b. Why does Polar Preet say that we create our own normal?
- c. What does she advise her readers to do?

Ans: a. People in different sects of society are faced with barriers, seen and unseen, which hinder their progress. Such people are asked to stay within their own boundaries.

b. Polar Preet says that if we comply to the ideas or beliefs of others, we are creating our own hindrance to success.

c. She advises that we break all such barriers which are often faced by women or people who are considered different or less capable in some way. According to her, we must realize that we are capable of doing anything we want and then should work towards it.

E. Answer in brief. (Think and answer)

1. Why do you think she gives details about her pulk, visibility and winds?

Ans: Polar Preet has to lug along the pulk which contains food and other requisites for this expedition. She was aware that the terrain would be rough, covered with snow and at times visibility would be poor. Dragging a heavy pulk would only hinder her progress and so would poor visibility and rough terrain.

2. *"Who's with me?"* Why does Polar Preet's blog end with a question?

Ans: It challenges the readers to break all boundaries of caste, creed or gender and work towards achievements.