

## 1.4 Be SMART...!

### Warming up!

#### Chit-Chat

1. Planning your career is not an easy task. But we can reduce the distress by making a proper choice. If we do, what we love to do, the journey becomes smooth and leads to success.

The following diagram shows important factors to be considered while choosing a career. Discuss in your group, which factors you regard as important ones.

Teacher can ask the students to find out and tell other career factors and 21<sup>st</sup> century skills.



2. An **Acrostic** is a form of writing where the first letters in each of the lines form another word.

For example : **FRIEND**

Faithful  
Respectable  
Inspiring  
Encouraging  
Noble  
Dependable

Prepare on your own such acrostics for- • Your dearest family member

• Name of your best friend • A quality or feeling • Any profession

3. Say whether the underlined words in the following sentences are used as a Noun or Verb or Adjective.

(a) I walk to school everyday. (.....)

(b) I go for a walk everyday. (.....)

(c) They gave me a gift everyday. (.....)

(d) You can gift her a story book. (.....)

(e) It was sold as a gift pack. (.....)

(f) They bought a new house on 10<sup>th</sup> street. (.....)

(g) The water-tanks leak a lot. (.....)

(h) The old-age home houses 100 aging and homeless people. (.....)

## Be SMART...!

Champions aren't made in gyms. Champions are made from something they have deep inside them – a desire, a dream, a vision. They have to have the skill and the will. But the will must be stronger than the skill. Successful professionals **thrive** in the same manner. We all have natural talents. If we use that talent to set our goal in life, we can easily get success in life. We shall not achieve our goals if we do not take action to achieve them.

Setting goals has two valuable assets - a sense of originality and a stepping stone to **illuminate** the path. Goals put one **at the helm of** life; pursuing them acknowledges a better future situation. They help to **steer** a course of life rather than simply drifting along and letting things happen.

Setting goals may appear easy, but, for some, it is quite challenging. Fear of failure may be avoided in the absence of any goals. After all, one has to decide what one wants to achieve in the end. To accomplish goals, experts recommend a five step approach.

**SMART goals are a methodology of thinking that helps people reach success. SMART stands for specific, measurable, achievable, realistic and time-bound.**

**SMART goals have a specific rubric:**

**Specific:** Involves identifying a specific area for improvement. The more specific the area, the more refined the achievement of one's goal can be. It makes it easier to set parameters and work towards the goal. For example, if it is building a house, what exactly is the capacity required and how long can it stretch?

**Measurable:** Quantifying goals provides specific ways to track progress against goals. This makes it easy to **benchmark** performance throughout the goal period, including areas to improve. While playing

- **thrive** : prosper

- **illuminate** :  
enlighten

- **at the helm of** : in  
charge of

- **steer** : channelize

- ♦ Why do some  
people find  
setting goals, a  
challenge?

- **rubric** : a guideline  
or a heading

- ♦ How does  
quantifying  
goals help us?

- **benchmark** :  
standard by which  
something can be  
measured/judged

football, one's exact role and position has to be clearly defined.

**Achievable:** Setting goals that can be completed in the designated period of time. Often, these goals may act like stepping stones to help meet broader goals that further define a career. As students, we can't become a President, a Prime Minister, but can hope to reach those heights in future.

**Realistic:** It is important to create goals that are within one's current skill set or area of expertise. Building expertise takes time, so expecting to become an expert in a short amount of time is unrealistic. Being realistic will make it easy to be successful at attaining goals. If **defensive** and not aggressive, the goal perhaps lacks realism. We must have the clear picture in mind and must have the ability to **adhere** to that picture.

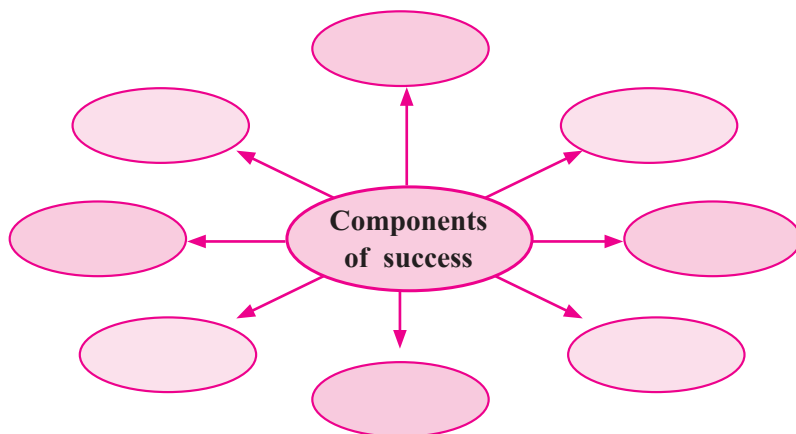
**Time-bound:** Establish time parameters around each goal, as it will help increase focus and accountability. To reduce weight we know how to go about it. But without **consistent** time-bound action, it never becomes a reality. It may be exercise, diet and stress-free thoughts. All these have to be practised and implemented without hesitation, doubt or indifference, but within a deadline.

Visions, wishes, intentions and dreams are all valuable. They spark off imagination and encourage us to define where we want to reach. In order to get there, however, we need to bring life images, **down to earth** and plan **to execute** our **strategies**. The quality and quantity of energy we put forth, directly impact the results. Life is something like a trumpet. If we don't put anything in, we can't get anything out.

Success is a walk in the dark. Finding the right footing, precisely mastering the skills and getting to the next place, all depend on how we approach and tackle the problem. The best way to get from where we are, to where we want to be is to find the footing of our next step. When we take the next step, it should support and hold us without a crack.

- ✦ What factor is unreal, while setting goals?
- **defensive** : justificative
- **adhere** : bind
- **consistent** : steady
- **down to earth** : real, practical
- **to execute** : to carry out
- **strategy** : plan of action
- ✦ To what are efforts towards success compared? Why?

1. Complete the following web with the words associated with the text and the given title.



2. (A) Pick out examples from the text that support each of the following facts :

(a) Goals should be achievable. ....

.....

.....

.....

.....

(b) A time-limit should be set to achieve goals.

.....

.....

.....

.....

(c) A specific field/area has to be fixed to achieve goals.

.....

.....

.....

.....

(d) Good results depend upon the quality and quantity of work put in.

.....

.....

.....

.....

(e) A benchmark is needed to track progress.

.....

.....

.....

.....

### 3. Complete the following sentences.

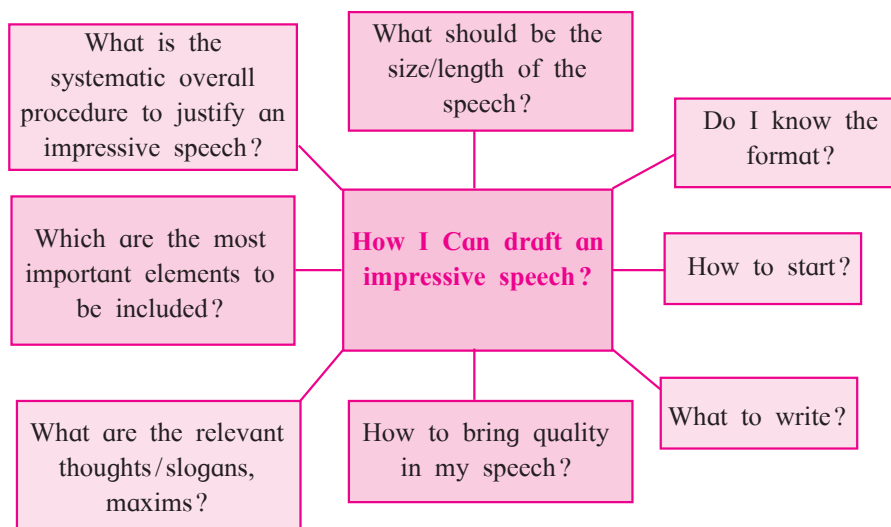
- (a) SMART goals are .....
- .....
- (b) Two valuable assets of setting goals are .....

### 4. Read this quote.

**‘If we don’t put anything in, we can’t get anything out.’ Guess the meaning. Discuss in pairs and find similar quotes that bring in the same meaning.**

- (a) You reap as you sow
- (b) Input is equal to output
- (c) .....
- (d) .....
- (e) .....

### 5. Drafting a Speech. Discuss in groups each block and make notes about it.



## 6. Speech development

### (A) Content

- (a) Greeting and introduction of the topic
- (b) Exposition of main theme/clarity of message/organised thoughts and ideas.
- (c) Moral and practical application with examples.
- (d) Conclusion

### (B) Speaking Presentation

- (a) Verbal clarity-pronunciation of words, voice modulation and projection.
- (b) Presentation/Speaking style-mannerism, audience eye contact, ability to keep the audience engaged.
- (c) Confidence -gestures and expressions, stage courage

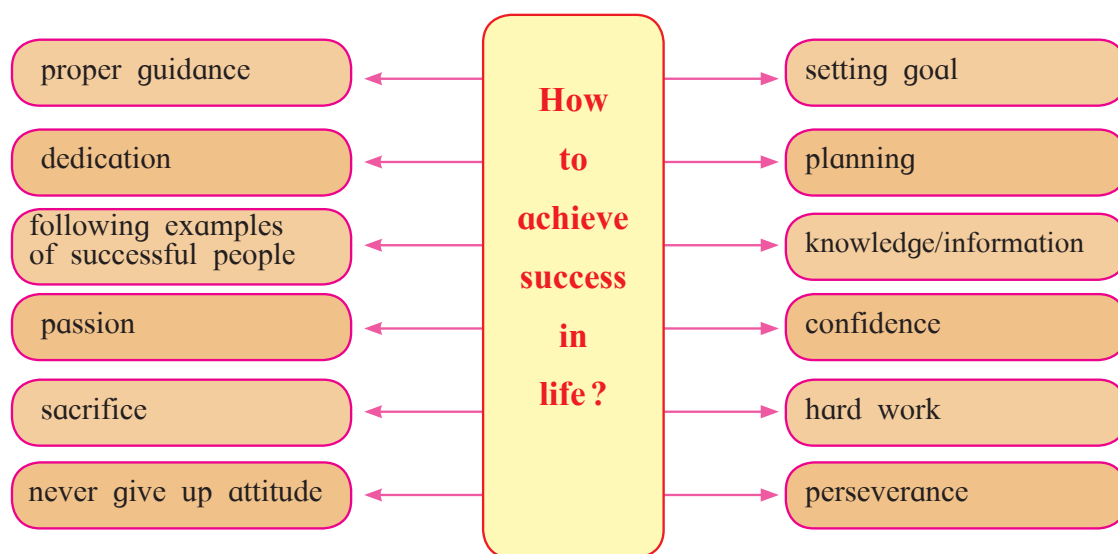
### (C) Useful phrases and vocabulary

- (a) It's pleasure to see you all/I am happy to see you today/It's good to see you all here.
- (b) Today's topic is...../My talk is about..... My topic is .....
- (c) The purpose/aim of this speech. ....
- (d) I will focus on one/two/three major issues.
- (e) If you have any question, feel free to ask me.

## 7. Dos and Don'ts for delivering a speech. Add some more points.

| Dos                 | Don'ts             |
|---------------------|--------------------|
| Talk slowly         | Don't mumble       |
| Emphasize key words | Don't look up/down |
| .....               | .....              |
| .....               | .....              |
| .....               | .....              |
| .....               | .....              |
| .....               | .....              |

8. You are going to participate in an Interschool Elocution Competition. The subject given to you is 'How to Achieve Success in Life.' Draft a speech to present it, in the competition.



## 9. Project Work :

Your goal, this year, is to successfully pass out from secondary school. So let us be SMART and note down the following.

### (a) Specific Area :

(Subjects) and number of units/lessons

1. English 4 units    2. ....    3. ....    4. ....  
5. ....    6. ....

### (b) Measurable :

Comparison of scores in previous examinations and in recent one.

| Test I  | Test II | Semester I |
|---------|---------|------------|
| 1. Poor | Fair    | Fair       |
| 2.      |         |            |
| 3.      |         |            |
| 4.      |         |            |
| 5.      |         |            |
| 6.      |         |            |

### (c) Achievable goal :

(Target scores/performance in SSC Exams.)

1. Good %    4. ....  
2. ....    5. ....  
3. ....    6. ....

#### (d) Realisite approach :

Plan of action that matches with your expertise/resources.

For example :

1. Make a study time table and follow it regularly.

2. ....

3. ....

4. ....

5. ....

#### (e) Time-bound Action :

Days required for revision

| Subject    | Days for revision |
|------------|-------------------|
| 1. English |                   |
| 2.         |                   |
| 3.         |                   |
| 4.         |                   |
| 5.         |                   |
| 6.         |                   |

### Language Study

#### • Gerund :

When the -‘ing’ form of a verb is used as a noun, it is known as a **gerund** a **verbal noun**. For example, The fighting went on. Here, we see that the -‘ing’ form of the verb ‘fight’ is used as a subject in ‘The fighting went on’. It does a work of a noun.

Read the following examples of gerunds:

- *Gardening* is an art. • *Cooking* is a science. • I enjoy *reading* poems.
- I like *reading* more than *writing*.

- Rewrite the above sentences using other appropriate gerunds in place of the given here.

#### • Infinitives :

Sometimes the form of a verb in a sentence names the action but does not change according to tense, number or person. Such a form is known as a **non-finite form** or an **infinitive**. An infinitive is used with or without ‘to’.

Examples: How did people first begin **to drink** tea? Can you **name** the beverage?

**Underline the infinitive in the following sentences.**

- It was funny to read words that stood still.
- Can I read the book?
- To be or not to be - that is the question.



• **Finite :**

**Underline the verbs and choose the correct option from the brackets.**

- |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(a)</p> <ul style="list-style-type: none"> <li>• Preeti even wrote about it.<br/>(present tense/past tense)</li> <li>• Today Sanjay found a new book.<br/>(present tense/past tense)</li> <li>• Rahul finds Maths easy.<br/>(present tense/past tense)</li> </ul> | <p>(b)</p> <ul style="list-style-type: none"> <li>• Preeti was scornful.<br/>(singular/plural)</li> <li>• This is the old kind of school.<br/>(singular/plural)</li> <li>• They are sportsmen.<br/>(singular/plural)</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Thus, we see that verb forms show tense, number, etc. Here, the verb form changes according to the subject. A verb form which is decided by and changes according to the subject of the sentence is known as a **finite verb**.

Example: 'You **are** very kind.' If the subject 'you' is changed to 'she', the sentence will be 'She **is** very kind.'

**Now change the verb form according to the change in the subject.**

- I don't know : Change 'I' to 'She'. ....
- My father knows : Change 'My father' to 'We' .....
- I am following in your footsteps : Change 'I' to 'He' .....

**Underline the gerund/present participles/infinitive.**

- (a) Setting goal may appear easy, but it is quite challenging.
- (b) Quantifying goals provide specific ways to track progress.
- (c) It is important to create goals that are within a current skill set or area of expertise.
- (d) We need to bring down life images down to earth and plan to execute our strategies.
- (e) Finding the right footing, precisely mastering the skills and getting to the next place, all depend on how we approach and tackle the problem.

**Classify the following words in their respective columns.**

tackle, trumpet, directly, execute, aggressive, natural, absence, exactly, achieve, clearly, imagination, precisely, create, important, expert, specific. of, if, and, oh, from, we, but, it.

| Noun | Adjective | Adverb | Verb | Pronoun | Preposition | Conjunction | Interjection |
|------|-----------|--------|------|---------|-------------|-------------|--------------|
|      |           |        |      |         |             |             |              |

• **Changing word class :**

Sometimes, the word class of a word changes without adding any prefix or suffix. For example, 'run' is used as a verb. So, 'verb' is its word class in 'I can **run** faster than him.' But when 'run' is used as a noun, its word class changes. For example, India has to score ten more runs to win the match.' This is called a change of word class. Look at the following examples. Change of word class from verb to noun :

'I **doubt** if I can write as fast as you can' (verb). I have a **doubt** about this topic (noun). Similarly : laugh, walk, catch, throw, turn

Change of word class from noun to verb :

'Remove the potato **peels** (noun). **Peel** the potato (verb).

'She works as a **nurse** (noun). You have to **nurse** a patient till he/she recovers (verb).

