

UNIT 1: VOCATION**How Daddy Learned to Draw****SPECIFIC OBJECTIVES**

- ▶ Making the students understand the need to choose a profession or vocation according to one's interest and competence through creative, study and art-related and social activities
- ▶ Understanding the need for encouraging one's friends and their efforts, without being dishonest, through friendly social interaction and collaboration, integrating discipline and communication
- ▶ Learning to appreciate every talent that people reveal and interacting with them in a harmonious and positive manner, not just mocking them or running them down, destroying their confidence and self-esteem
- ▶ Learning to be creative and make things of utility and value, while treating talent with respect
- ▶ In today's world, we are living in a highly competitive society, and we need to learn cooperation and coordination - through all our activities at home, in school, in private and in public.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: Sentences -kinds [Declarative, Interrogative, Exclamatory, Imperative]; Question tags; Transformation of sentences
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly
- ▶ Building a vocabulary, spellings, meaning, people and professions, different pronunciation for words spelt with 'ow' and 'ough'; rhyme schemes
- ▶ Explain the layout of the lessons - each Unit has 2 lessons, one is prose and one is poetry.

<p>✧ Ask the students to read the exercise and then use their imagination to draw/paint whatever they like. This can be done in class or at home. Display and discuss in class. Share views on appreciation.</p>	Get Going!
<p>✧ Ask the students to take turns to read aloud the lesson - explain it as they read and ask questions to check and assess their level of understanding. [For example: who is little Daddy? 'You'd think he'd just bitten into a lemon' - what do you think this means? Why do you think the author says at the end: "What a pity little Daddy never thought of saying that to his drawing master?" etc.] Discuss creativity, creative licence and independence, the viewpoint of an artist, etc.</p>	Read and Enjoy

Read and Understand	<ul style="list-style-type: none"> ✧ Exercises A - E: Ask the class if they understand what is to be done in each exercise. If there are any doubts, explain the details. Ask them to do the exercises on their own. Check and assess their work individually.
Grammar Spot	<ul style="list-style-type: none"> ✧ Brush up on kinds of sentences : Statements/ Declarative; Questions/ Interrogative [yes/no questions and 'Wh' questions and question tags]; Imperative [commands, requests, advice]; Exclamatory [shock, surprise, wonder, applause, etc.] Explain the exercise, using the given examples and add your own if required. ✧ Exercise A: Do the exercise orally and then ask the students to write their answers. Check and assess their work individually. ✧ Explain, using the given instructions and examples, how one kind of sentence can be transformed into another kind. [For example: Changing a Positive → Negative statement; Interrogative → Declarative; Exclamatory → Declarative; Imperative → Interrogative] ✧ Exercise B: Do the exercise orally and then ask the students to write their answers. Check and assess their work individually. ✧ Brush up on Question Tags, using the instructions and examples given. Positive statements have negative tags [For example: He will come, won't he?] Negative statements have positive tags [For example: He won't come, will he?] ✧ Exercise C: Do the exercise orally and then ask the students to write their answers. Check and assess their work individually.
Word Wise	<ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise and ask the students to use the dictionary and do the exercise on their own. Check and assess their work individually.
Listen and Learn	<ul style="list-style-type: none"> ✧ Read the passage at least twice, or ask the students to read it. Then ask the questions and tell the students to select the right options.
Converse and Connect	<ul style="list-style-type: none"> ✧ Exercise A: Read out and explain the exercise. Ask partners to discuss the subject given. Move around to guide and assess the discussions.
Speak and Express	<ul style="list-style-type: none"> ✧ Exercise A: Discuss the role of an artist in our life. The beauty that is created around us by a variety of artists/ artistes - painters, sculptors, musicians, dancers, architects of monuments, designers of clothes, jewellery, landscapes, interiors, flower arrangements, etc.] Encourage different views. Guide and assess the students.

<p>✧ Exercise A: Draw attention to the two phonetic symbols and the difference in their pronunciation. Say each word aloud and ask the class to follow, and correct them where required in the variation between words pronounced as 'bough' and 'bow'. The word 'bow' itself is pronounced both ways and each has a different meaning - 'Bow' pronounced like 'bough' means to bend before another or a deity; and otherwise, 'bow' is a weapon used for archery.</p>	<p>Pronunciation Practice</p>
<p>✧ Exercise A: Ask the students to do the exercise on their own. Then write the correct answers on the blackboard and let them check their work in pairs.</p>	<p>Punctuation</p>
<p>✧ Exercise A: Discuss this in class, and encourage the students to talk about their interests and activities. Ask students to write a paragraph on their own. Check and assess their work individually.</p>	<p>Write Well</p>
<p>✧ Exercise A: Explain what is required to be done in the exercise, correlating the gaps to the words listed in groups below. Then ask the students to do it on their own. Then announce or write the correct answers on the blackboard and let them check their work in pairs.</p>	<p>Gap-Filling</p>
<p>✧ Exercise A: Explain the exercise and ask the students to write the sentences. Check and assess their work individually.</p>	<p>Dictionary Skills</p>
<p>✧ Exercise A: Ask students to do this on their own. Display in class.</p>	<p>AIL Activity</p>
<p>✧ Exercise A: Discuss the options in class, why some are acceptable and some are not. Ask the class what they would choose and why.</p>	<p>Values and Life Skills</p>