

Reaching for the Skies**SPECIFIC OBJECTIVES**

- ▶ Making the students understand the background to achievements, for women as well as men, in any field of activity, through creative, study and art-related and social activities
- ▶ Understanding the need for training, discipline, determination and perseverance through friendly social interaction and collaboration, integrating discipline and communication
- ▶ Learning to appreciate the need for equal opportunities for every person, regardless of gender, caste, community, state, etc., and interacting with everyone concerned in a harmonious manner
- ▶ Learning to be creative and make things of utility value, respecting all the disciplines and fields where people work towards achievement
- ▶ We are living in a competitive world and do not think of achievement as a collaborative process. This attitude needs to be changed. So, while reading and teaching this lesson, make it a point to give attention to the need for cooperation with others, learning and training regularly and working as a team.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: Nouns - collective, abstract, material; adjectives - kinds of adjectives, interrogative, exclamatory and emphatic adjectives; placement of adjectives [attributive and predicative]; degrees of comparison [use of than, the and more/most, and changing the form]
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly, biography, interviews
- ▶ Building a vocabulary, spellings, meaning, antonyms, pronunciation of words using 'e', use of hyphen in compound adjectives, forming abstract nouns from adjectives and verbs, punctuation, gender, number, rhyming words, dictionary skills
- ▶ Explain the layout of the lessons - each Unit has two lessons, one is prose and one is poetry.

✧ Read and explain this to the class. Also, you can discuss various other women achievers like the winners of the recent Padma Shri Awards: Sindhutai Sapkal, Dr Tessy Thomas, Sudha Murthy, etc. Students can think of more examples on their own.

Fun Zone

Get Going!	<p>✧ First, ask the partners to discuss the given issues. Then, have an open discussion in class about them. Explain the difference between commercial flights and the flights of the air force, army and navy. Explain the rescue missions by aircraft [helicopters, aeroplanes] in difficult terrain and to and from countries where our people have been stuck – during war, Covid-19, natural disasters, etc. Explain the tasks done by the various people mentioned: pilot [flies aircraft], air hostess [monitors, looks after all the members of crew and passengers, including safety protocol], male crew members [co-pilot, navigator, steward, etc.] ground staff [for maintenance of mechanical and electrical equipment, passenger convenience and comfort, fuel, food service, etc.], aircraft engineers [maintain the aircraft in perfect flying condition].</p>
Read and Enjoy	<p>✧ Read the lesson aloud or have the students read it out in turn. Explain the lesson, including the rigorous training and obstacles that were overcome. Relate to the current situation where Indians and people of other nationalities were evacuated from war zones even by women pilots of India. The Republic Day Parade at New Delhi showcases the new aircraft etc., used by the Indian Air Force.</p>
Read and Understand	<p>✧ Exercises A, B and C: Read and explain the exercises. Do them orally first and then ask the students to write the answers in their books/notebooks. It is advisable to check and assess their work individually.</p>
Think and Answer	<p>✧ Exercises A and B: Read and explain the exercises. Do them orally first and then ask the students to write the answers in their books/notebooks. It is advisable to check and assess their work individually.</p>
Grammar Spot	<p>✧ Nouns – (i) Common, (ii) Proper and (iii) Collective nouns have been studied earlier, but here you have to explain collective nouns in more detail. They denote a group of persons, things, animals or places.</p> <p>✧ If there is a group mentioned, then it is a singular noun; if individual members are mentioned, then it is a plural noun. For example: There are several islands in the Pacific Ocean. The Lakshadweep archipelago is fascinating.</p> <p>✧ Exercises A and B: Do the exercises orally first and then ask the students to write the answers in their books. Announce the answers aloud and ask the students to check their work in pairs.</p>

<ul style="list-style-type: none"> ✧ Abstract and material nouns: Abstract nouns refer to things like ideas, feelings, etc., that we cannot touch, feel, smell, taste hear or see [happiness, grief, anger, brightness, wisdom, etc.]. Material Nouns refer to the material or substance of which things are made [milk, cement, wood, aluminium, etc.]. ✧ Exercises C and D: Do the exercises orally first and then ask the students to write the answers in their books/notebooks. Announce the answers aloud and ask the students to check their work in pairs. ✧ Explain and brush up on what has already been learnt about adjectives: they are words that describe or modify a noun or pronoun – Also brush up what has been learnt about the kinds of adjectives [Quality, Quantity, Number (Cardinal/Ordinal), Possession, Demonstrative]. ✧ Explain some more kinds of adjectives: interrogative, exclamatory and emphatic adjectives. <ul style="list-style-type: none"> (i) Interrogative adjectives: Whose book is that? Which dress is missing? (ii) Exclamatory adjectives: What a fantastic match that was! What a silly mistake! (iii) Emphatic adjectives: Only Sheila can speak at the assembly. He alone should carry the torch. ✧ Exercise E: Do the exercise orally first and then ask the students to write the answers in their books/notebooks. Announce the answers aloud and ask the students to check their work in pairs. ✧ Placement of adjectives – explain this using the blackboard so that the students understand clearly. There are two places an adjective is placed in a sentence: (i) Attributive – before a noun or pronoun [Anita is wearing a beautiful dress.], and (ii) Predicative – at the end of a sentence. [Anita’s dress is beautiful.] ✧ Exercise F: Do the exercise orally first and then ask the students to write the answers in their books/notebooks. Announce the answers aloud and ask the students to check their work in pairs. ✧ Brush up on degrees of comparison of adjectives: Positive, comparative and superlative. Explain the instructions and examples given and use your own also. Explain, using the blackboard, how there are two ways to write the comparative and superlative degrees. We must use ‘than’ in making comparison between two things, persons places, etc. 	
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	<p>and 'the' in stating the superlative. There are three ways we denote comparisons: (i) by adding -er [comparative] or -est [superlative]; (ii) by adding 'more' or 'most' before an adjective [more confident/most confident]; (iii) by irregular adjectives that completely change their forms [bad/worse/worst].</p> <p>✧ Exercise G: Do the exercise orally first and then ask the students to write the answers in their books. Announce the answers aloud and ask the students to check their work in pairs.</p>
Word Wise	<p>✧ Exercise A: Brush up what are antonyms: opposites of words. Do the exercise orally first and then ask the students to write the answers in their books/notebooks. Announce the answers aloud and ask the students to check their work in pairs.</p> <p>✧ Exercise B: Explain how adjectives are used in pairs, using the instructions and examples given. Do the exercise orally first and then ask the students to write the answers in their books/notebooks. Announce the answers aloud and ask the students to check their work in pairs.</p> <p>✧ Exercise B: Explain how abstract nouns are made from adjectives and verbs, using the instructions and examples given. Do the exercise orally first and then ask the students to write the answers in their books/notebooks. Announce the answers aloud and ask the students to check their work in pairs.</p>
Listen and Learn	<p>✧ Read aloud the passage or ask the students to take turns reading it. Explain it and then ask the students to answer the questions orally.</p>
Converse and Connect	<p>✧ Read out and explain the exercise. Ask the students to work in pairs and have a conversation with their partners as directed. Check and guide their discussion.</p>
Speak and Express	<p>✧ Discuss this with the class: the Republic Day Parade; the Air Force contingent of women cadets/officers. Correlate it with the lesson and also with other fields mentioned earlier. Ask the students at random for their views and observations.</p>
Pronunciation Practice	<p>✧ Read aloud each column and ask the students to follow you. Make sure they understand clearly the different ways of pronouncing 'e' in the two columns. You can add your own examples also. For example: elegant, educate, emulate, medical, wedding, wet, pedal, medal, egg, ever, end./eat, eagle, Easter, eager, east, effect, eject, evolve, erect, elastic, elongate, evaluate, etc.</p>

<p>✧ Explain what are compound adjectives using the instructions and examples given. Explain the use of the hyphen also. Use your own examples also. For example: cool-headed; warm-hearted; no-nonsense; well-to-do; so-called; well-behaved; ill-tempered; bad-mannered; world-famous; part-time; old-fashioned; well-dressed; soft-spoken; loud-mouthed.</p> <p>✧ Exercise A: Ask the students to do the exercise on their own. Then announce or write the correct answer on the blackboard, and ask them to check their own work in pairs.</p>	Punctuation
<p>✧ Explain what a biography is and read aloud the one on Rani Lakshmi Bai.</p> <p>✧ Exercise A: Ask the students to check out magazines or the Internet to get details about their favourite sportsperson and write a biography on similar lines.</p> <p>✧ Select the person and get important dates [birth, education, etc]. Get details of family and childhood, training, details of steps towards success, important milestones, achievements and lessons learnt.</p>	Write Well
<p>✧ Exercise A: Make groups of eight. Read out and explain the exercise. Each group can prepare its chart. Guide and check their work. Display the charts.</p>	AIL Activity
<p>✧ Exercise A: Make groups of five and ask the students to discuss the question given. Walk around, check, guide and encourage them.</p> <p>Exercise B: Ask the partners to work out the exercise. Then ask the class at random what the words are. Write them on the board and let them check their work.</p>	Values and Life Skills