

2

UNIT 2: INSPIRATION

Nobel Laureate Kailash Satyarthi

SPECIFIC OBJECTIVES

- ▶ Making the students understand the value of selfless service to others, through creative, study and art related and social activities
- ▶ Understanding the need for serving those who are less privileged than us through friendly social interaction and collaboration, integrating discipline and communication
- ▶ Learning to appreciate the dilemmas we face when making difficult choices in life, and doing it in such a way that we have few regrets
- ▶ Learning to be creative and make things of utility and value, while treating others with respect and dignity
- ▶ In today's world, we see many levels in society: those who are privileged and those who are not. Often we neglect or ignore the needs of others. This attitude needs to be changed. So, while reading and teaching this lesson, make it a point to be sensitive to the needs of the underprivileged.
- ▶ Also draw attention to the need to follow our dreams, not simply the beaten path, succumbing to parental, peer-group or social pressures. Sometimes those choices may be difficult, but in the end they will be worthwhile.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: Nouns - singular and plural; countable and uncountable; gender [feminine; masculine; common; neuter]
- ▶ Formation of Nouns from Adjectives and Verbs; Subject and Object in a sentence
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly, preparing and making a speech; diary entry
- ▶ Building a vocabulary, spellings, meaning, pronunciation for words spelt with 's' and 'z'; metaphors and imagery
- ▶ Explain the layout of the lessons - each unit has two lessons, one is prose and one is poetry.

✧ Explain the exercise. Ask students to do this on their own, using the Internet if necessary. Announce the answers in class and let them check their own work.

Get Going!

Read and Enjoy	<ul style="list-style-type: none"> ✧ 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: Why was Kailash Satyarthi mentioned in the newspaper? Who shared the prize with him? Etc.] Discuss about less privileged children, child labour, living on the road/slums, etc.
Read and Understand	<ul style="list-style-type: none"> ✧ Exercises A, B, C, D and E: Discuss the exercises. Then ask the students to write their answers in their books. It is advisable to check and assess their work individually.
Grammar Spot	<ul style="list-style-type: none"> ✧ For explaining all the points below, use the instructions and examples given and add your own examples too. Ask students to suggest examples and correct them where required. ✧ A. Nouns reflect Number - one idea, thing, person or place: Singular; or it can reflect more than one: Plural Show the different ways in which plural nouns are formed – using -s, -es, -ves or -ies. Show how some completely change form [goose → geese, basis → bases; etc.] Also how some do not change at all [deer, etc.] And in hyphenated titles only the first word takes an -s [mothers-in-law] ✧ B. Nouns can also be either Countable [where they have specific number, and we use a, an or the] or Uncountable [where they show a quantity that cannot be reflected as a number] ✧ C. Nouns reflect Gender: Masculine [Boy], Feminine [Girl], Common [Student], Neuter [Desk] ✧ D. Formation of Nouns can also be from Adjectives or Verbs [For example - honesty → honest (adjective); breathe → breath] ✧ E. Nouns can be either the Subject or the Object in a sentence based on usage [Pawan read the book. (Pawan is the Subject, Book is the Object) The book was borrowed by Pawan. (Book is the Subject; Pawan is the Object)]
Word Wise	<ul style="list-style-type: none"> ✧ Brush up on Prefixes [dis-, un-, mis-, im-] and Suffixes [-able, -ful, -less, -dom, -ly, -ible, -ment] and use the given instruction and examples as well as your own. [For example: dislocate, unmistakable, misplace, impertinent; separable, painful, painless, kingdom, honestly, comprehensible, management, etc.]
Listen and Learn	<ul style="list-style-type: none"> ✧ Exercise A: 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.

<p>✧ Exercise A: Read out and explain the exercise. Ask partners to read/enact the given conversation. Guide and assess the enactment.</p>	<p>Converse and Connect</p>
<p>✧ Exercise A: Explain, using the given instructions, what is a paragraph, and how to construct a speech, with several paragraphs, interlinking them and making them cohesive. Opening, middle and conclusion - the three paragraphs. Ask students to write out the speech asked for. Then ask them to take turns giving the speech in class. Assess and check their content, cohesion and rendition.</p>	<p>Speak and Express</p>
<p>✧ Exercise A: Say each word aloud and ask the class to follow. Emphasise the difference in pronunciation of the words in the two columns - one spelt with 's' and the other with 'z'.</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: Ask the students to write the paragraph on their own. Check and assess their work individually.</p>	<p>Write Well</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>Dictionary Skills</p>
<p>✧ Exercise A: Ask the students to decide upon any Indian Nobel Laureate and then write about that person - use it to make a chart - an infographic, interspersing with pictures, photos, or drawings.</p>	<p>AIL Activity</p>
<p>✧ Exercise A: Discuss the issue and options, pointing out which are acceptable options and which are not.</p>	<p>Values and Life Skills</p>