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UNIT 4: EDUCATION AND ROLE-MODEL

Totto-Chan Goes to a New School

SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> ▶ Explain the layout of the lesson – this Unit has 3 lessons, two are prose and one is poetry. Lesson 5 has one prose and Lesson 6 has one prose and one poem. The answers are given separately for Lessons 5 and 6. ▶ Making the students understand the value of role models, through creative, study and art-related and social activities ▶ Understanding the need for appreciating the extraordinary qualities and excellence we see in people, events and organisations through friendly social interaction and collaboration, integrating discipline and communication ▶ Learning to admire and emulate not only the qualities of others, but their attitudes, perseverance and determination, as also their philosophy of life ▶ Learning to be creative and make things of utility value ▶ In today’s world, we are living in a very competitive world. While achievements are wonderful, what is even more important is the right attitude towards life, and learning to cooperate with each other. ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context ▶ Grammar: Subject-Verb Agreement; Transitive and Intransitive Verbs; Direct and Indirect Objects; Finite and Non-Finite Verbs; Infinitives; Gerunds; ▶ Listening, understanding. Reading, speaking, pronouncing and writing correctly; paragraphs and skit ▶ Building a vocabulary, spellings, meaning; words spelt alike but having different meanings; compound words; different phonetic symbols; words spelt with ‘s’; punctuation; computer-related abbreviations 	
Get Going	<ul style="list-style-type: none"> ✧ Explain the issue. Discuss this in class. Encourage free thinking and be non-judgmental.
Read and Enjoy	<ul style="list-style-type: none"> ✧ Read aloud the lesson or ask the students to read it aloud. Explain it and discuss, asking small questions to assess the understanding of the class. [For example: Who is the author talking about? What is an autobiographical memoir? Etc.]
Read and Understand	<ul style="list-style-type: none"> ✧ Exercises A, B, C, D and E: Explain the exercises and ask the students to write the answers on their own. It is advisable to check and assess their work individually.

<p>✧ Exercise A: Discuss in class. Students can jot down points if they like.</p>	<p>Think and Answer</p>
<p>✧ Explain Subject-Verb Agreement using the given instructions and examples. You can add your own examples too. The verb has to agree with the noun/pronoun – singular/plural and, in case of pronouns, with the first/second/third person. Explain clearly the use of is, are, was, were, do, does, has, have and verbs ending with -s/-es. Special mention is made about collective nouns and how to handle subject-verb agreements referring to the whole group and its individual members.</p> <p>✧ Exercises A and B: Do these orally and ask students to write the answers. Announce the answers aloud and let them check their own work.</p> <p>✧ Explain Transitive and Intransitive Verbs using the given instructions and examples. You can add your own examples too.</p> <p>✧ Transitive Verbs – shows an action passing from the subject to the object. Mayank flies a kite. [Action passes from Mayank to kite]</p> <p>✧ Explain Direct and Indirect Objects. Mayank gave Nitin a red kite. Direct Object: Kite [It was the object given (what was given)]</p> <p>✧ Indirect Object : Nitin [to whom it was given (who received it)]</p> <p>✧ Intransitive Verbs – which do not have any object. [The bird flew.]</p> <p>✧ Exercises C and D: Do these orally and ask students to write the answers. Announce the answers aloud and let them check their own work.</p>	<p>Grammar Spot</p>
<p>✧ Exercise A: Explain that the students have to select the correct word out of the two similar ones given.</p>	<p>Word Wise</p>
<p>✧ Exercise B: Explain compound words – give examples: picket fence; steering wheel; rear view; fast food; work out; old fashioned; etc.</p>	
<p>✧ Ask students to do the two exercises on their own. Announce the answers aloud and let them check their own work.</p>	
<p>✧ 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>	<p>Listen and Learn</p>
<p>✧ Exercise A: Read out and explain the exercise. Ask partners to discuss the subject given. Move around to guide and assess the discussions.</p>	<p>Converse and Connect</p>

Speak and Express	✧ Exercise A: Ask the students at random to speak about things they like at their school. Different students can express their views about one item. Encourage different views. Guide and assess the students.
Pronunciation Practice	✧ Exercise A: Say each word aloud and ask the class to follow. Emphasise the phonetic spelling of each word, using the blackboard. Ask the students to write down the spelling of each word along with the phonetic spelling in their books and then say it aloud. It has to be firmly fixed in their minds. Ask them to open their dictionaries and see the phonetic spellings showing the pronunciation of each word. Their dictionary may also have a page in the Introduction dedicated to the phonetic symbols and sounds.
Punctuation	✧ 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.
Write Well	✧ Exercise A: Ask students to think about any teacher they admire and write about him/her, highlighting what it is they admire about the person.
Project Work	✧ Exercise A: Ask students to collect the data from their grandparents and write it as a report: Title; 2 paragraphs; conclusion. It is advisable to check and assess their work individually.
AIL Activity	✧ Exercise A: Explain this exercise, using pictures, the internet, etc. Refer to the epics if required and how there were no villages in ancient India without gurukulas. These were dismantled as a result of the education policy that was brought in during the British Raj. Macaulay's letter to Britain can be shared. It became the basis for the new westernised education system that aimed at the destruction of India's legacy of learning. They can make their charts using pictures and information about the gurukula system from the Internet. Display in class.
Values and Life Skills	✧ Exercise A: Discuss this in class. Very often people become so self-conscious about their accents and lack of language skills that they do not speak up at all in groups or in public. Give examples of men and women who speak with different accents. Highlight the point that it is the content that ultimately matters, not the accent. Also emphasise that languages are a means of communication, and the more we learn the easier and more enriched our lives become. Learning multiple Indian and foreign languages is an asset. Then discuss the options and explain why each one is acceptable or not acceptable.