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Unit 7: Wit and Wisdom

Wisdom of Tenali Raman

SPECIFIC OBJECTIVES

- ▶ Making the students appreciate the need for wisdom through creative study and art-related and social activities
- ▶ Understanding the need for intelligence, wisdom, common sense and experience in friendly social interaction and collaboration, integrating discipline and communication at school, at home and in various public places
- ▶ Learning to appreciate the sensible and wise approach to people and events in our lives to enhance our experience and growth
- ▶ Learning to be creative not only in making things of utility value but in dealing with people and life circumstances
- ▶ In today's world, children need to be alert to the kind of people they interact with and to the circumstances around them. So, while reading and teaching this lesson, make it a point to give appropriate attention to this aspect of daily life.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: Conjunctions; Adverbs and their types and their usage
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly
- ▶ Building a vocabulary, spellings, pronunciation, dictionary skills
- ▶ Explain the layout of the lessons - each Unit has two lessons, one is prose and one is poetry.

Fun Zone

- ✧ Have a discussion first about wisdom. Explain how it is a mix of common sense, knowledge, skills, understanding and experience. It helps us in our daily lives, enabling us to solve problems and to act quickly and sensibly.
- ✧ Exercise A: Ask the students to bring the materials or supply them from the school. They will work with their partners. Guide and help them to make the crown and display them all in class.
- ✧ Exercise B: Ask the students to find the difference between wit and wisdom in the dictionary. Write the meanings on the board and discuss. Explain how a person can be witty, but not always wise. Similarly, a person can be wise, but not necessarily witty. Then ask them to write two sentences using the words.

<p>✧ Ask the students to discuss this briefly with their partners. Then discuss in class. Hear some of their views. There is a difference between blind generosity and wisdom. Explain it so that the students are not cheated.</p> <p>✧ Exercise B: Let the students discuss the issue. Hear and assess their discussions.</p>	Get Going!
<p>✧ Introduce the historical background of the story: Krishnadevaraya of the Vijayanagara Empire and show pictures of the fabulous kingdom. Tell the students about Tenali Raman and comparable figures like Birbal and Gopal Das.</p> <p>✧ The story is given in the form of a comic strip or pictures with a narrator in the beginning and at the end, and once in between. Ask the students to take turns at role-play to read the story with one person being the narrator. Explain the story as it is read aloud.</p>	Read and Enjoy
<p>✧ Exercises A, B, C and D: Explain the exercises and do them orally first. Then ask the students to write the answers. It is advisable to check and assess their work individually.</p>	Read and Understand
<p>✧ Exercise A: Explain the exercise and do it orally first. Then ask the students to write the answer. It is advisable to check and assess their work individually.</p>	Think and Answer
<p>✧ Explain what conjunctions are - joining words. We have done some before: 'and', 'but', 'or', 'because'. Refresh them. Add the instructions and the additional words given: 'since', 'though', 'when', 'while', etc.</p> <p>✧ Exercise A: Explain the exercise and do it orally first. Then ask the students to write the answer. Announce the answers aloud and let the students check their work in pairs.</p> <p>✧ Explain adverbs - words that tell us how, when, where an action takes place. Explain the instructions and examples given and add your own examples too. The different types of adverbs are given below:</p> <ol style="list-style-type: none"> (i) Adverb of Manner: Shows how the action takes place [Mala is working <u>hard</u>.] (ii) Adverb of Time: Shows when the action takes place [Hanu will come <u>tomorrow</u>.] (iii) Adverb of Place: Shows where the action takes place [Mickey was hiding <u>behind</u> the sofa.] (iv) Adverb of Frequency: Shows how often the action takes place [The postman comes <u>daily</u>.] (v) Adverb of Degree: Shows the degree (intensity) of the action, adjective or other adverb [It is <u>very</u> cold here. It is <u>terribly</u> cold here. It is <u>quite</u> cloudy today. It is raining <u>hard/heavily</u>. He runs <u>very</u> fast.] 	Grammar Spot

	<p>✧ Exercise B: Explain the exercise and do it orally first. Then ask the students to write the answer. Announce the answers aloud and let the students check their work in pairs.</p>
Word Wise	<p>✧ Read out and explain the difference of the words and spellings in British and American English. If you run the internet/TV for BBC and CNN, the difference in the accents too will be clarified. Every country that speaks English has its own variant, like Canada, Australia and India. Some words, phrases and accents belong typically to each country. For example, in India, we use certain common phrases that are translations from Hindi or some other regional languages. [What is your good name? In Hindi, we say, 'Aapka shubh naam kya hai?' I returned back from the station. In Hindi, we say, 'Main wapas laut aaya.']</p>
	<p>✧ Exercise A: Read and explain the exercise. Use the dictionary to share with the class the various languages from which words have been borrowed, adapted or absorbed into the English language. French [déjà vu, apostrophe, sabotage], Spanish [cafeteria, bonanza], Italian [volcano, lava, finale], Latin [bona fide, ad nauseum], Scandinavian/Norse [knife, bug, dirt], German [mother, brother, hamster, muesli, kindergarten]. Some Indian words have been given. Add some of your own.</p>
Spell Well	<p>✧ Exercise A: Read and explain the exercise. Do it orally first, saying each word aloud with the class following, and then ask the students to complete each word. Announce the answers aloud and let them check their work in pairs.</p>
Listen and Learn	<p>✧ Exercise A: Read aloud the story at least twice, or ask the students to read in turn. Ask them to select the correct options. Check and correct them gently.</p>
Converse and Connect	<p>✧ Exercise A: Read out and explain the exercise. Ask the students to converse with their partners as directed.</p>
Speak and Express	<p>✧ Exercise A: Ask the students to share their ideas and descriptions and answer the questions on the picture. Discuss also the monsoons, rains, peacock's cry, etc.</p>
Pronunciation Practice	<p>✧ Exercise A: Read each word aloud and ask the class to follow. Check and correct their pronunciation.</p>
Punctuation	<p>✧ Exercise A: Ask the students to do the exercise on their own. Write the correct answer on the blackboard and ask the students to check their work in pairs.</p>
Write Well	<p>✧ Exercise A: Explain the exercise and ask the class to elaborate the story, using the pictures given. Ask them to write out the story. It is advisable to check and assess their work individually.</p>

<p>✧ Exercise A: Ask the students to use the dictionary and do this on their own. Announce the answers aloud and let the students check it in pairs.</p>	<p>Dictionary Skills</p>
<p>✧ Exercise A: This can be done under the guidance of the teacher.</p>	<p>AIL Activity</p>
<p>✧ Exercise A: Discuss this in class. Keep in mind that being blindly generous is foolish and wisdom must be cultivated. Exercise B: Discuss this, first encouraging students to come up with their own views – talk about common sense, experience, the capacity to assess people, wit, wisdom, finding out the truth, generosity, kindness, etc.</p>	<p>Values and Life Skills</p>