

Tenali Raman and the Challenge of the Linguist**SPECIFIC OBJECTIVES**

- ▶ Making the students understand the value of wit and wisdom, through creative, study and art-related and social activities
- ▶ Understanding the need for humour in our daily lives, through friendly social interaction and collaboration, integrating discipline and communication
- ▶ Learning to appreciate humour that is genuine and laced with intelligence and wisdom, not unkindness, and interacting with people in a harmonious manner, not just using humour for our selfish purposes
- ▶ Learning to be creative and make things of utility and value, while treating people with kindness and wisdom
- ▶ In today's world, we are living in a competitive world and tend to mock people who we think are not of our social level or do not have our knowledge or skills or social standing. This is not only unkind but is expressive of our own lack of social graces and dignity. It should be taught to us right from the beginning that humour and wit should be used with kindness, not to hurt or insult people.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: Adverbs – kinds, usage, degrees of comparison, formation
- ▶ Listening, understanding. Reading, speaking, pronouncing and writing correctly, interview
- ▶ Building a vocabulary, spellings, meaning, synonyms, pronunciation for words spelt with 'ge' or 'dge'; editing; punctuation; learning different languages
- ▶ Explain the layout of the lessons – each Unit has 2 lessons, one is prose and one is poetry.

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| <ul style="list-style-type: none"> ✧ Books and comics from the library can help students find stories. They can also be advised to write down a Tenali Raman story for using it for the Project Work. ✧ Discuss the importance of intelligence, with and humour in these stories. | Get Going! |
| <ul style="list-style-type: none"> ✧ This story of Tenali Raman is told in the format of a comic. Students can be assigned roles to read aloud the text with one student as the Narrator. Explain as they read aloud or enact. For example – what a linguist is; why was the visiting linguist so confident; do you think Tenali Raman is wise and witty; why; etc. | Read and Enjoy |

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| 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. |
| Think and Answer | <ul style="list-style-type: none"> ✧ Exercise A: Explain the exercises and ask the students to write the answers on their own. It is advisable to check and assess their work individually. |
| Grammar Spot | <ul style="list-style-type: none"> ✧ Explain, using the given instructions and examples, what Adverbs are – words that add a description to a verb, an adjective or to another adverb – how, when, where, at what frequency and with what degree of intensity something is done. For example: Rohan ran slowly [how] today [when] there [where] on the playground as he always does [frequency], very slowly [degree]. ✧ Kinds of Adverbs – Manner [how]; Time [when]; Place [where]; Frequency [how often]; Degree [with what intensity]; Interrogative [used to ask questions] ✧ Explain how Adverbs are formed : adding ~ly, ~ally, ~ily, etc. totally, gently, happily; etc. ✧ Explain the position of Adverbs – at the beginning, middle and end of a sentence. ✧ Exercises A, B, C and D: Explain the exercises and ask the students to write the answers. Announce the answers aloud and let them check their answers in pairs. |
| Word Wise | <ul style="list-style-type: none"> ✧ Exercise A: The students can do this on their own. Ask the answers aloud and list synonyms for each word. They can check their own answers. |
| 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. |
| Converse and Connect | <ul style="list-style-type: none"> ✧ Exercise A: Read out and explain the exercise. Ask partners to have the conversation given. Move around to guide and assess the conversations. |
| Speak and Express | <ul style="list-style-type: none"> ✧ Exercise A: Ask the students at random to explain what they see as humorous. Encourage different views and guide them about laughter at the expense of others' injury or impairment. For example, avoid the crude humour like pulling away a chair or slipping on a banana peel, or mocking people for stammering or a different accent, dress, custom, etc. Guide and assess the students. |
| Pronunciation Practice | <ul style="list-style-type: none"> ✧ Exercise A: Say each word aloud and ask the class to follow. Emphasise the similarity in pronunciation even if the words may be spelt differently. |

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| <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: This can be done orally first or the students can be asked to write out the conversation on their own. They can be asked to use their imagination. It is advisable to check and assess their work individually.</p> | <p>Write Well</p> |
| <p>✧ Exercise A: Do this orally first and then ask the students to write the answers. Announce the answers aloud and let them check their own work.</p> | <p>Editing</p> |
| <p>✧ Exercise A: Students can be asked to prepare this in groups of 5 or 6, based on the reading they may have done in 'Get Going'. Have a story-telling session in class.</p> | <p>Project Work</p> |
| <p>✧ Exercise A: Students can do this in class or at home. Cross check the list of languages in class, and write each of the languages on the blackboard.</p> | <p>AIL Activity</p> |
| <p>✧ Exercise A: Discuss the question and each option, why some would be wrong and which would be the correct option and why.</p> | <p>Values and Life Skills</p> |