



# 9

## Oliver Asks for More

### SPECIFIC OBJECTIVES

- › Understanding the context and setting of the story, including the social and economic conditions of 19th century England and about the treatment of poor orphans like Oliver Twist in workhouses in England at that time
- › Reading, listening and understanding the lesson
- › Answering questions orally and in writing
- › Vocabulary–Words, meanings, spellings, pronunciation, match words (phrases) with their meanings
- › Grammar–Prepositions, Prepositional phrases, Conjunctions (Coordinating and Subordinating conjunctions)
- › Learning to converse

### Warm Up

- \* Ask the questions in the class and let the students discuss them among themselves.
- \* Ask the students how they can help the poor.
- \* Give your own suggestions as well and guide the discussion.

Outcome: Creating awareness about the plight of the poor.

### Read and Enjoy

- \* Ask the students to read out the lesson in turns.
- \* Correct their pronunciation.
- \* Explain the lesson.
- \* Ask questions like, “Why was Oliver forced to ask for more gruel?” “What does this tell us about the kind of conditions that prevailed in the workhouse where Oliver lived”?

Outcome: Read aloud, listen and understand words, meanings, spellings and pronunciation.

### Read and Understand

- \* The students can do Exercises A and B on their own. Announce the answers and let the students check their answers.
- \* Discuss Exercises C and D. Write the correct answers on the blackboard after discussion.

The students can check and transcribe their answers in their notebooks.

- \* Think and Answer: Read the question and discuss it in the class. The students should understand that wasting food is wrong, especially when so many people in the world don't have enough to eat. Let the students write the answer. It is advisable to check the students individually.

**Outcome:** Reading and understanding and answering the questions orally and in writing.

### Grammar is Fun

- \* Explain using the blackboard what prepositions are. Also explain prepositional phrases, giving examples from the book and your own too.
- \* Discuss Exercises E, F and G and then let the students do them on their own.
- \* Explain conjunctions. Use the examples given in the book to show their use. Also explain the two types of conjunctions—coordinating and subordinating conjunctions. Clarify any questions and doubts the students may have.
- \* Explain Exercise H. Then let the students do them on their own.
- \* Announce the correct answers aloud of Exercises E-H and students can check their answers in pairs.

**Outcome:** Learning about prepositions, prepositional phrases, conjunctions (coordinating and subordinating) and their usage.

### Let Spell

- \* Let the students fill in the missing letters to complete the words using the given clues.
- \* The students can check their own work.

**Outcome:** Learning spellings, meanings and pronunciation.

### Word Power

- \* Explain what phrases are and how they are used in everyday speech and writing.
- \* Let the students do the exercise by matching the phrases with their meanings. Help them, if required.
- \* Announce the answers aloud and let the partners check the work.

**Outcome:** Matching words (phrases) with their meanings.

### Let's Listen

- \* Read the passage slowly and let the students listen carefully.
- \* After the students have understood the passage, tell them to fill in the required details.

- \* Announce the correct answers and students can check their work.

**Outcome:** Listening attentively, understanding and filling in the correct details.

### Let's Converse

- \* Select two students to play the roles of Rubina and Mitali.
- \* Let them enact the conversation in the class.
- \* The rest of the students can comment on the enacted piece with regard to pronunciation, expression, inflexion, pauses, stress, etc.

**Outcome:** Learning to converse, including correct pronunciation, speech, rhythm and inflection.

### Let's Speak

- \* Pronounce the words. Let the students follow.
- \* Correct their pronunciation.

**Outcome:** Pronouncing words in the correct way.

### Writing Skills

- \* The students can take help from the lesson and also use their imagination to write the paragraph.

**Outcome:** Enhancement of writing skills.

### Punctuation

- \* Let the students punctuate the paragraph on their own.
- \* Write the correctly punctuated paragraph on the blackboard.
- \* The students can check and correct their work.

**Outcome:** Awareness of orphanages, which are an important social institution.

### Activity

- \* The students can get the information about orphanages from the Internet. Make sure they get all basic information such as size of orphanage, number of orphans, the age groups, gender, facilities provided, etc.

**Outcome:** Awareness of orphanages, which are an important social institution.