

If I Were You**SPECIFIC OBJECTIVES**

- ▶ Making the students understand the need for quick thinking, which can save them from tricky or difficult situations in life, through creative study and art-related and social activities.
- ▶ Learning to have confidence in one's abilities to get something done; having the attitude of never giving up no matter how bad the situation seems, and succeeding.
- ▶ In today's world, we are living in a highly competitive society; there are times when we need to apply our mind and intelligence to take quick decisions - through our activities at home, in school, in private and in public.
- ▶ Understanding the difference between confidence and overconfidence, the former being a positive trait while the latter a negative one that may lead to arrogance and failure.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context.
- ▶ Grammar: Active and passive voice - Making appropriate changes; Kinds of sentences [Simple, compound and complex]; Direct and indirect (reported) speech - changes to be made.
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly.
- ▶ Building a vocabulary, spellings, meanings, words describing one's character, pronouncing selected words correctly, punctuation, writing a paragraph, dictionary skills.
- ▶ This Unit has one lesson (play).

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| Get Going! | <ul style="list-style-type: none"> ✧ Ask the students to read the question so they are clear about what is being asked. Then encourage them to share and speak about what they learned from their experience. |
| Read and Enjoy! | <ul style="list-style-type: none"> ✧ Ask the students to take turns to read aloud the play - explain it as they read and ask questions to check and assess their level of understanding. [For example: How and when does the intruder enter Gerrard's cottage? What is Gerrard's reaction on seeing the intruder with a gun? What does Gerrard mean when he says that it's a question of 'inflection'? Why does he say, "At last a sympathetic audience!"]? |

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| <p>✧ Exercises A-E: Ask the class if they understand what is to be done in each exercise. If there are any doubts, explain the details. Ask them to do the exercises on their own. Check and assess their work individually.</p> | <p>Read and Understand</p> |
| <p>✧ Exercise A: Read and explain the question. Then ask the students to write the answer on their own. Check and assess their work individually.</p> | <p>Think and Answer</p> |
| <p>✧ Explain active and passive voice, using the blackboard, with the given examples and your own. Explain the changes to be made in a sentence when changing from one voice to another.</p> <p>✧ Also explain when and why the passive voice is used:</p> <p style="padding-left: 20px;">(i) When the focus is on the action rather than the doer of the action. For example: The car was stolen.</p> <p style="padding-left: 20px;">(ii) When the doer of the action is unknown or unimportant. For example: The cake was eaten.</p> <p style="padding-left: 20px;">(iii) When the writer wants to avoid placing blame or responsibility on a specific person or group. For example: Mistakes were made.</p> <p style="padding-left: 20px;">(iv) When the writer wants to be more tactful or diplomatic. For example: The project deadline was missed.</p> <p>✧ Exercise A: Do the exercise orally first and then ask the students to write down the answers in their books/notebooks.</p> <p>✧ Explain kinds of sentences: Simple, compound and complex.</p> <p>✧ Define the three types and how they differ from each other, and how to change one to the other, if possible, using the blackboard. For example:</p> <p style="padding-left: 20px;">(i) Janvi waited for the train. (Simple)</p> <p style="padding-left: 20px;">(ii) Janvi waited for the train, but it was late. (Compound)</p> <p style="padding-left: 20px;">(iii) While she waited at the train station, Janvi realised that the train was late. (Complex)</p> <p>✧ Exercises B, C and D: Do the exercises orally first and then ask the students to write down the answers in their books/notebooks.</p> <p>✧ Explain direct and indirect [reported] speech, using the blackboard, with the given examples and your own.</p> <p>✧ Also, explain the changes to be made in a sentence when changing from one form of speech to another (changes in tenses, changes in pronouns, changes in helping verbs/auxiliary verbs/modals).</p> <p>✧ Exercises E and F: Do the exercises orally and then ask the students to write down the answers in their books/notebooks.</p> <p>✧ Announce the answers aloud for A-F and let the partners check.</p> | <p>Grammar Spot</p> |

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| Word Wise | ✧ Exercise A: The students can learn the words. Encourage them to use the words in their speech and writing. |
| Listen and Learn | ✧ 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. Announce the answers and let them check their work. |
| Converse and Connect | ✧ Exercise A: Ask the students at random to enact the conversation. Move around to assess the conversation. |
| Speak and Express | ✧ Exercise A: Ask the students at random to describe the picture. Encourage them to be creative and provide different interpretations. Guide and assess the students. |
| Pronunciation Practice | ✧ Exercise A: Say each word aloud and ask the class to follow. Ensure that the students pronounce the words correctly. |
| Punctuation | ✧ Exercise A: Ask the students to do the exercise on their own. Then write the correctly punctuated passage on the blackboard and let them check their work in pairs. |
| Write Well | ✧ Exercise A: Explain the question and then let the students write the paragraph on their own. Check and assess their work individually. |
| Dictionary Work | ✧ Exercise A: Let the students refer to the dictionary and find the meanings of the given words on their own. Announce the answers or write them on the blackboard and let the partners check their work. |
| Project Work | ✧ Guide the students by explaining how they can conduct the survey. Give them time to talk to their neighbours and gather the required information. Check and assess their work individually. |
| AIL Activity (Experiential Learning) | ✧ Exercises A and B: These can be done by the students on their own under the guidance of the teacher. |
| Values and Life Skills | ✧ Exercise A: Let the students read the question and choose from the given options. Explain why it is important to report the theft. Remember, the person who sees a crime being committed and does nothing about it is as guilty as the person who commits the crime. |