

**The Luncheon****SPECIFIC OBJECTIVES**

- ▶ Making the students understand the need for wit and humour and their expression through creative study and art-related and social activities.
- ▶ Understanding how wit and humour are important for a healthy life, through friendly social interaction and collaboration, integrating discipline and communication.
- ▶ Learning to appreciate humour in writing, how we can use it to make ordinary people and events funny and memorable.
- ▶ We are living in a world that is full of stress, rushing to meet tight deadlines, achieve impossible targets. In such a scenario, it is imperative that we find some time for ourselves to relax for a while, perhaps, through a little humour. This lesson provides a welcome break so that we can sit back and laugh at the humour that is also a part of our lives, though we often tend not to notice it.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context.
- ▶ Grammar: Forms of the present, past and future tenses.
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly.
- ▶ Building a vocabulary, spellings, meaning, people and professions, pronunciation of selected words, diary entry.
- ▶ Explain the layout of the lessons - each Unit has two lessons, one is prose and one is poetry.
- ▶ This Unit has two lessons, one is prose and one is poetry.

✧ Explain the exercise. Let the students discuss and then ask them to make a list on their own. Tell them to briefly explain why they like/don't like a certain food item. Let their partners check their work.

**Get Going!**

✧ 'The Luncheon' tells the story of a struggling writer who invites an old friend, a successful and wealthy socialite for a luncheon. The writer expects a simple and affordable lunch, but is shocked when his friend orders expensive dishes, including caviar and champagne. The writer realises that his friend has no regard for the cost of the meal. The writer is left with an enormous bill and feels the lady has taken undue advantage of his kind nature and financial condition.

**Read and Enjoy**

	<ul style="list-style-type: none"> <li>✧ The story highlights the theme of social class and the conflict between friendship and financial status.</li> <li>✧ Ask the students to take turns to read aloud the lesson – explain it as they read and ask questions to check and assess their level of understanding. For example: Who was the narrator, and why was he surprised to receive an invitation? What does the narrator feel about the restaurant chosen for lunch? How does the narrator’s friend justify the expenses of the meal?</li> </ul>
<b>Read and Understand</b>	✧ Exercises A, B, C, D and E: Discuss the exercises. Then ask the students to write their answers in their books/notebooks. It is advisable to check and assess their work individually.
<b>Grammar Spot</b>	<ul style="list-style-type: none"> <li>✧ Explain the use of the different forms of the present, past and future tenses with examples. For example: He eats bread and eggs for breakfast. (Simple Present); He is eating bread and eggs for breakfast. (Simple Progressive); He has eaten bread and eggs for breakfast. (Present Perfect); He has been eating bread and eggs for breakfast. (Present Perfect Continuous)</li> <li>✧ Similarly, give examples for the past and future tenses also. In addition, explain the use of ‘going to’/‘about to’. For example: I am going to speak on global warming. The chief guest is about to leave.</li> <li>✧ Exercises A, B and C: Do the exercises orally first and then let the students do them on their own. It is advisable to check their work individually.</li> </ul>
<b>Word Wise</b>	✧ Exercise A: Let the students discuss this exercise with their partners and then let them do it on their own. Announce the answers and the students can check their own work.
<b>Listen and Learn</b>	✧ Exercise A: Read the passage at least twice, or ask the students to read it. Then ask the questions and tell the students to answer them orally.
<b>Converse and Connect</b>	✧ Exercise A: Pick out two students at random to enact the given conversation. Assess them in terms of presentation and pronunciation.
<b>Speak and Express</b>	✧ Exercise A: Let the students discuss the topic and then let them speak about it in front of the class. Encourage different views. Guide and assess the students.
<b>Pronunciation Practice</b>	✧ Exercise A: Say each word aloud and ask the class to follow. Ensure that the students pronounce them correctly.
<b>Editing</b>	✧ Exercise A: Explain the exercise first and then let the students do it on their own. Announce the corrections and let them check their work.

<p>✧ Exercise A: Brush up on diary writing, using the blackboard. Make sure the students have understood what they have to write about, and then let them do the exercise. It is advisable to check and assess their work individually.</p>	<p><b>Write Well</b></p>
<p>✧ Exercise A: Explain clearly what the students are required to do, guiding them on how and where they can get the required information. Then let them do the project on their own. Check and assess their work individually.</p>	<p><b>Project Work</b></p>
<p>✧ Exercise A: The students can do this on their own with guidance from the teacher. Make sure all the ingredients to make a sandwich are available.</p>	<p><b>AIL Activity (Experiential Learning)</b></p>
<p>✧ Exercise A: Discuss in class, and let the students give their opinion. Encourage them to think of a different course of action, one that is not among the given options.</p>	<p><b>Values and Life Skills</b></p>