

# 4

## UNIT 4: WIT AND HUMOUR

### My Financial Career

#### SPECIFIC OBJECTIVES

- ▶ Making the students understand the value of financial education through creative study and art-related and social activities.
- ▶ Financial education is very important. Generally, we neglect financial education. Children should know how a cheque is deposited, what a saving accounts is, how to make a draft, how money is drawn from an ATM, how to make online payment and so on. If we don't have any knowledge about how a bank functions, then we would feel nervous as was the case with the author when he went to the bank to deposit money.
- ▶ Ask the students if they have ever gone to a bank with their father or mother. What was their experience?
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context.
- ▶ Grammar: Subject-verb agreement, transitive and intransitive verbs, non-finites.
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly.
- ▶ Building a vocabulary, spellings, meaning, pronunciation of words, writing a paragraph.
- ▶ Explain the layout of the lessons - each unit has two lessons, one is prose and one is poetry.

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| <b>Get Going</b>           | ✧ Make groups of students. Ask the students if they know what KYC is. Explain that banks need information about customers to provide better service. The banks need documents so that customers don't open a fictitious account.                                     |
| <b>Read and Enjoy</b>      | ✧ This lesson is in the comic-story form. The students would find it highly interesting. The story is full of humour.<br>✧ Read aloud the lesson or ask the students to write the answers on their own. It is advisable to check and assess their work individually. |
| <b>Read and Understand</b> | ✧ 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.  |

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| <ul style="list-style-type: none"> <li>✧ Use the board to brush up on Pronouns – their kinds: personal, possessive, demonstrative, interrogative, distributive, relative, reflexive.</li> <li>✧ Use the board to explain each of them and their usage, including first, second and third person in the case of personal pronouns: use the given examples as well as your own, and ask the students to think of other examples, too.</li> <li>✧ Do Exercises A, B and C orally first and then let the students write the answers down.</li> <li>✧ Subject-verb agreement: Use the given examples and also your own, and ask the students to think of examples, too.</li> <li>✧ Do Exercise D orally and then let the students write down the answers.</li> <li>✧ Explain transitive and intransitive verbs: the difference along with direct and indirect objects.</li> <li>✧ Use the given examples. You can add your own examples on the board.</li> <li>✧ Do Exercise E orally and then ask the students to write down the answers.</li> <li>✧ Explain what non-finites are by giving examples first of finites, using the board and the given examples. You can add your own examples on the board.</li> <li>✧ Do Exercises F and G orally and then the students can write the answers.</li> </ul> | <b>Grammar Spot</b>           |
| <ul style="list-style-type: none"> <li>✧ Exercise A: Explain the exercise and ask the students to use the dictionary and do the exercise on their own. Check and assess their work individually.</li> </ul>   | <b>Word Wise</b>              |
| <ul style="list-style-type: none"> <li>✧ Exercise A: Read the passage twice, or ask the students to read it. Then ask the questions and let the students select the right options.</li> </ul>   | <b>Listen and Learn</b>       |
| <ul style="list-style-type: none"> <li>✧ Exercise A: Read out and explain the exercise. Ask partners to discuss the subject given. Move around to guide and assess the discussions.</li> </ul>  | <b>Converse and Connect</b>   |
| <ul style="list-style-type: none"> <li>✧ Exercise A: Discuss the role of banks in our life. Now, ask the students to gather information about the uses of banks. Let each student express his/her views. Guide and assess the students.</li> </ul>  | <b>Speak and Express</b>      |
| <ul style="list-style-type: none"> <li>✧ Exercise A: Say each word aloud and ask the class to follow. Emphasise the phonetic spelling of each word, using the blackboard. Ask the students to write down the spelling of each word along with the phonetic spelling in their books and then say it aloud. It has to be firmly fixed in their minds.</li> </ul>  | <b>Pronunciation Practice</b> |

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| <b>Punctuation</b>            | ✧ 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.   |
| <b>Write Well</b>             | ✧ Exercise A: There are certain events what make us nervous. But we should not let nervousness rule us. There are methods to cope up with nervousness. Generally, public speaking is highly stressful but if we practice again and again, we can deliver any speech with confidence. |
| <b>Gap-filling</b>            | ✧ Exercise A: Explain what is required to be done in the exercise, correlating the gaps to the words listed in groups below. Then ask the students to do it on their own. Then announce to write the correct answers on the blackboard and let them check their work in pairs.       |
| <b>Project Work</b>           | ✧ Exercise A: Explain the project and give the students a week to collect the material required in groups of 4 or 5.   |
| <b>AIL Activity</b>           | ✧ Exercise A: The students should know how to fill up a cheque. They can learn it from their elders. Then have a Project Work session to enable the groups to prepare their charts, based on the material they have collected. Display in class.                                     |
| <b>Values and Life Skills</b> | ✧ Exercise A: Discuss the options. Point out why option A is most suitable.  |