

The Happy Man's Shirt

SPECIFIC OBJECTIVES

- ▶ Making the students understand the importance of a simple, active life, through creative study and art-related and social activities.
- ▶ Learning that a luxurious life is not good for health but a simple life is. A luxurious life is often sedentary and involves indulgence in food, alcohol, and other unhealthy habits, which can lead to health problems.
- ▶ Understanding the importance of an active lifestyle to stay healthy and happy.
- ▶ Understanding, also, that a simple life is a happy life. Happy and contented people are less prone to stress, as they are satisfied with what they have and less concerned with material possessions and status symbols. Moreover, a simple, happy life is good for one's mental health and well-being.
- ▶ 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; simple, compound and complex sentences; direct and indirect[reported] speech.
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly.
- ▶ Building a vocabulary, spellings, meanings, using colours to express emotions, pronunciation of selected words, punctuation, writing a paragraph, dictionary skills.
- ▶ This Unit has one lesson (play).

Get Going!

- ✧ Let the students discuss the question with their partners. Explain the importance of happiness in life and how it is linked to one's physical and mental health. Then, let them talk about the steps for happiness.

<p>✧ The lesson is a play about a king who is sad and unwell and seeks a cure for his illness. An old man who examines the king tells him to sleep in the shirt of a happy man. Messengers are sent to find a happy man, and after a long search, they find their man. He is a poor man happily working hard in his small field. When the messenger asks for his shirt, he is disappointed to learn that the man has no shirt. The messenger goes back and reports this to the king, who is surprised to learn that a poor man with hardly anything to eat is happy because he works hard. His work keeps him busy the whole day and he doesn't have the time to be unhappy. He works in his fields in ragged trousers and does not even have a shirt of his own to wear. The king understands the cause of his illness as well as the cure, which is to work hard and live simply. This is his duty and it will make him and his subjects happy.</p> <p>✧ 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: What is the king's illness and why can't the doctor's cure him? Why does the old man tell the king to sleep in the shirt of a happy man? Why is poor shirtless man happy? How is the king cured?</p>	<p>Read and Enjoy</p>
<p>✧ 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.</p>	<p>Read and Understand</p>
<p>✧ Exercise A: Read and explain the question and discuss it in class. Then ask the students to tell the answer to the class. Assess the students gently.</p>	<p>Think and Answer</p>
<p>✧ Use the blackboard to explain active and passive voice. Explain what they mean and how you change one into the other: focus on the changes in the subject, object and the form of the verb.</p> <p>✧ Give examples to explain: Javed gave the book to Rohit. The book was given to Rohit by Javed. Meera closed the door. The door was closed by Meera. The Principal called a meeting. A meeting was called by the Principal.</p> <p>✧ Exercises A, B and C: Do these exercise orally first and then let the students write down the answers.</p> <p>✧ Use the blackboard to explain sentences and their types. Explain the types of sentences, using the given examples and also your own, and ask the students to think of examples too.</p>	<p>Grammar Spot</p>

	<ul style="list-style-type: none"> ✧ Make a simple sentence; add another and join it to make a compound sentence; and then make it a complex sentence. Example: A dog bit the man. [Simple] A dog bit the man. + He beat the dog with a stick.= A dog bit the man and the man beat the dog with a stick.[Compound] A dog bit the man who beat it with a stick. [Complex] ✧ Exercises D-F: Do the exercises orally first and then let the students write the answers down. Wherever the students have any doubts, explain and ensure they have understood the types of sentences. ✧ First do some simple direct/indirect exercises orally - Example: Sunita asks Ruhi, "What is your name?" Ruhi replies, "My name is Ruhi. Now ask a third person, Geeta, for example, to tell the class what Sunita and Ruhi said. ✧ Now, use the blackboard to explain direct and indirect speech, using the given examples and your own examples. ✧ Exercises G and H: Do these exercises orally first and then let the students write them down in their notebooks. ✧ Explain how imperative and exclamatory sentences are reported, using the given examples and your own on the board. ✧ Exercises I and J: Do these exercises orally first and then ask the students to write them down in their notebooks. ✧ Announce the correct answers to Exercises A-J and let the partners check.
Word Wise	<ul style="list-style-type: none"> ✧ Exercise A: This is an interesting exercise where the students learn how we use different colours to describe emotions. Explain the exercise and let the students do it on their own. ✧ Announce the answers and the partners can check the work.
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 them to answer the statement as true or false. ✧ Announce the answers and the partners can check the work.
Converse and Connect	<ul style="list-style-type: none"> ✧ Exercise A: Ask the students at random to enact the given conversation. Check them for correct presentation and pronunciation.
Speak and Express	<ul style="list-style-type: none"> ✧ Exercise A: Discuss the topic. Explain how the mind and body are linked and how any mental problem can manifest itself into a physical illness or disease and vice versa. So it is imperative to keep both mind and body healthy.
	<ul style="list-style-type: none"> ✧ Now, let the students speak. Assess them gently.

<p>✧ Exercise A: Say each word aloud and ask the class to follow. Draw attention to the phonetic symbols. Ensure the students pronounce the words correctly.</p>	<p>Pronunciation Practice</p>
<p>✧ Exercise A: Ask the students to do the exercise on their own. Then write the passage, correctly punctuated, on the blackboard. The students or their partners can check the work.</p>	<p>Punctuation</p>
<p>✧ Exercise A: Discuss the question in class. Then, let the students write the paragraph on their own. Check and assess their work individually.</p>	<p>Write Well</p>
<p>✧ Exercise A: Let the students look up the meanings of the given words in a dictionary. Also, let them write the sentences. Then, do the exercise on the blackboard and let the students check their work in pairs.</p>	<p>Dictionary Skills</p>
<p>✧ Exercise A: This can be done under the guidance of the teacher.</p>	<p>Project Work</p>
<p>✧ Exercise A: The students can do this activity on their own. Guide them on how they can get the required information. Check and assess their work individually.</p>	<p>AIL Activity (Experiential Learning)</p>
<p>✧ Exercise A: Discuss the question, explaining how obesity is becoming a global problem and how it is a serious health risk. Then let the students do this exercise on their own. The partners can check the work.</p>	<p>Values and Life Skills</p>