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A Role Model— Dr APJ Abdul Kalam

SPECIFIC OBJECTIVES

- › Learning that hard work leads to success
- › Having a role model to admire so that you can set your mind in the right direction
- › Reading, listening and understanding
- › Answering questions orally and in writing
- › Vocabulary: Words, meanings, spellings, pronunciation; suffixes, antonyms, words pronounced with |ʊ| and |u:| sounds.
- › Grammar: Learning about sentences
- › Learning to converse

Warm Up

- * Talk to students about the President of India as Head of State - explain about him/her as the first citizen and the commander-in-chief of the defence forces.
- * Explain what is significant about the four Presidents whose pictures are shown.
- * Explain what the concept of a role model is. Ask the students if they have a role model; if so, who? Why? In this lesson, Dr APJ Abdul Kalam has been described as Deepak's role model.

Outcome: Learning about former President of India, Dr APJ Abdul Kalam, as a role model.

Read and Enjoy

- * Read the lesson aloud - students to take turns.
- * Explain the words and phrases, e.g., working in the fields, truly a blessing, resume his studies, etc. Ask the students.
- * Ask in-text questions, e.g., why did Deepak have a gap of one year in school?
- * Discuss why Dr Kalam was Deepak's role model. Ask the students whether they would also take him as a role model. Relate to Warm Up discussion.

Outcome: Reading aloud, listening and understanding word meanings, spellings and pronunciation.

Read and Understand

- * Exercise A: Students can answer these on their own, consulting the lesson. The teacher can announce the answers aloud and students can check the answers in pairs.

- * Exercises B and C: Ask one question at a time and let the students answer. Write the correct answer on the blackboard and let the students transcribe it in their books.

Outcome: Reading, understanding and answering questions orally and in writing.

Grammar is Fun

- * Explain, using the blackboard and given examples, about kinds of sentences.
- * Supplement with examples from the class.
- * Exercises E and F: Discuss each exercise and let the students mark/write the answers in their books. The teacher can then announce the correct answers and students can check their answers in pairs.

Outcome: Learning about kinds of sentences.

Let's Spell

- * Explain what compound words are – two totally different words can be combined to make a third word with a distinct meaning.
- * Use the blackboard and given examples to explain compound words. The teacher can add other words too, e.g., road + side = roadside; bath + tub = bathtub; cup + board = cupboard, etc.
- * Exercise G: Discuss and let the students do it on their own.
- * Exercise H: Ask the students to select the correct words from the Help Box and write the letters in the blanks to complete the words.
- * The teacher can announce the correct answers to Exercises G and H and students can correct them in pairs.

Outcome: Learning correct spellings, meanings and compound words.

Word Power

- * Exercise I: Ask the students to suggest antonyms (opposites) for each of the given words and write this correct answer on the blackboard, and let the students transcribe in their books.

Outcome: Learning antonyms.

Let's Listen

- * Read out the passage. Ask the students to listen to it carefully.
- * Explain the passage, words like residence, staff, bodyguard, stables, space, ministries, etc.
- * Ask one question at a time. Instruct the students to reply in complete sentences. Correct them where required.

Outcome: Listening attentively, understanding and answering questions orally.

Let's Converse

- * Select two students to enact Shalini and Nidhi.
- * Ask the students to listen attentively to the pronunciation, pause, emphasis and inflexion.
- * They can learn the conversation and enact in the class. Correct their conversation.

Outcome: Learning to converse—correct pronunciation, pause, emphasis and inflexion.

Let's Speak

- * Read aloud the words clearly.
- * Differentiate the sound of u and u: even though the words in both columns are spelt with oo (except put). The teacher can add words, e.g., good (u), spool (u:), nook (u), stool (u:), etc.

Outcome: Distinguish between |u| and |u:| sounds.

Writing Skills

- * Explain what a diary is to the students in the class.
- * Let them fill in suitable words and complete the passage on their own.
- * The teacher can assess.

Outcome: Learning what a diary is; finding suitable words and writing on one's own.

Activity/Project

- * Students can do this on their own using their imagination and creativity.

Outcome: Applying what you learnt in your creative work.