

# A Letter to Father

## LESSON PLAN

### SPECIFIC OBJECTIVES

- ▶ Education is a part of life, not merely a preparation; knowing the things of value in life
- ▶ Reading, listening, understanding, thinking and discussing
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, punctuation ‘semi’ as a prefix; dictionary work and editing
- ▶ Grammar: Determiners; active and passive voice and their usage.
- ▶ Learning to converse correctly with proper pronunciation, pause, emphasis, inflexion, etc.
- ▶ Writing a letter
- ▶ Think and do: Education of parents and grandparents; book learning and experiences in real life
- ▶ Applying what is learnt to life

### GEAR UP!

- ▶ Discuss the given exercise in the class. Do you learn something from each of those activities? What do you learn? Do they contribute in making you a better and happier person?
- ▶ Discuss what education is. Is it only what we learn in the class or from books? Is information that we collect from books, internet, TV, etc., the only form of knowledge? Does information alone shape our character and thinking?
- ▶ We meet many people everyday like parents, teachers, domestic help, shopkeepers, people who drive taxis, cars, autorickshaws, porters, salesmen, gardeners, etc. Do we know what they can perhaps teach us about life? Did they come first in their class? There must be something more than academic or material success which makes people happy–what is that?
- ▶ Draw attention to films like ‘3 Idiots’ which is based on education, success, etc. (Iqbal, Kabhi Haan Kabhi Naa, etc., are other such films, about doing something for which a child has a passion–not merely following parental expectation or pressure). This must be carefully explained to students, not to convert them into rebels against parents, but to ensure that they understand their own inner calling and do not get depressed if they do not get a first rank or marks as per their parents’ expectations, etc.

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**Outcome:** Discuss what learning is. What constitutes education? From what/whom do we learn? What makes one a success in life?

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### **READ AND DISCOVER**

- ▶ Ask the students to read aloud the lesson in turns. Correct them wherever necessary.
- ▶ Explain the lesson carefully and its ideas, words, phrases, e.g., living and experiencing, the major subject, missing out the essence of life, etc.
- ▶ Ask in-text questions, e.g., why do you think there is such a difference between his mother and his grandmother? Is education from books enough? Why could the Biology teacher not explain something which a gardener can? How will you answer the questions Rahul asks: Are we really living? Or is life by-passing us? Is education in which 'My first rank is always at stake', a worthwhile one?

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**Outcome:** Reading aloud and understanding the words, meanings, spellings and pronunciation.

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### **ENJOY AND UNDERSTAND**

- ▶ Exercise A: Ask one question at a time. Instruct the students to reply in complete sentences. Correct them wherever required.
- ▶ Exercises B, C and D: Ask the students to do these exercises on their own. The teacher can assess the answers of the students individually along with other written work.
- ▶ HOTS: Discuss the questions in the class. Then, ask the students to write the answers on their own. The teacher must assess their answers individually along with other written work. The best HOTS answer can be shared in the class.

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**Outcome:** Understanding and answering the questions orally and in writing.

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### **GRAMMAR SPOTLIGHT**

- ▶ Use blackboard and given examples to explain determiners and their classification; the active voice and passive voice.
- ▶ Focus in active voice–doer and in passive voice–action.
- ▶ Transitive verbs have passive voice but Intransitive verbs do not have passive voice.
- ▶ Passive voice will be in the form 'be + past participle of main verb'.
- ▶ The passive form is used (a) when the doer is unknown; (b) when a procedure or process is being described; (c) when focus is on action; and (d) when there are two objects.
- ▶ Exercises A, B and C: Ask the students to do the exercises on their own. Then, announce the answers aloud. Students can check and correct their own work.

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**Outcome:** Learning determiners and their classification; active and passive voice and how to change active voice into passive voice.

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### **VOCABULARY**

- ▶ Exercises A and B: These can be done by the students on their own. The teacher must assess the answers of the students individually along with other written work.

### **Dictionary Work**

- ▶ Exercise C: Ask the students to use the dictionary to find the difference in meaning of each pair of words. The teacher must assess the students work along with other written work.

### **Editing**

- ▶ Exercise D: Ask the students to do the exercise on their own. The teacher can call upon one student to come up and write the edited passage on the blackboard. Correct it involving the class in the process. The final correctly edited passage may be written on the blackboard. Students may write it in their books.

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**Outcome:** 'Semi' as a prefix—usage; meanings; sentences; dictionary work and editing.

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### **LISTEN AND LEARN**

- ▶ Read out the passage. Ask the students to listen to it attentively. Explain, if required.
- ▶ Ask one question at a time. Instruct the students to reply in complete sentences.
- ▶ Correct them wherever required.

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**Outcome:** Listening attentively, understanding and answering the questions orally.

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### **CONVERSE AND CONNECT**

- ▶ Select two students to enact Naina and Vineet.
- ▶ Enact the conversation in the class. Ask the students to listen to it attentively. Correct them wherever required.
- ▶ Involve the students in the assessment of the conversation enacted based on pronunciation, pause, emphasis and inflexion.

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

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### **WRITING**

- ▶ Read the instructions and ask the students to work with their partners. Points for the letter may be discussed and then students may do this exercise. Recollect what has been discussed and learnt in Gear Up and Read and Discover.
- ▶ The teacher must assess the answer of the students individually along with other written work.

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**Outcome:** Discuss contents with partner—write a letter from father to son.

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### **PROJECT WORK**

- ▶ Ask the students to collect data required in the exercise from their parents/grandparents. Then, discuss with their partners.
- ▶ Draw up lists as required and display.

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**Outcome:** Data collection; working with partner and listing data after discussion.

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## VALUE CORNER

- ▶ Read the quote, explain and discuss.

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**Outcome:** Applying the values learnt to life.  
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## LIFE SKILLS

- ▶ Discuss the question in the class along with each of the options, and why they are acceptable or not.

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**Outcome:** Learning that the aim of education is all-round development.  
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