

SPECIFIC OBJECTIVES
<ul style="list-style-type: none"> <li>* Learning about a world that is 'ours'. Power, dominance and control can destroy and break it up.</li> <li>* Creating a new world by changing our attitude and thinking patterns.</li> <li>* True purpose of education: create initiative for this 'ourness' rather than for mere dominance and control.</li> <li>* Listening, reading and understanding and answering the questions orally and in writing.</li> <li>* Grammar: Determiners, their classification and their usage; Active and Passive Voice-making changes.</li> <li>* Words: meanings, usage; forming plurals; dictionary work, phrases and pronunciation of words with correct phonetic symbols and stress.</li> <li>* Writing a story developed from a given skeleton; making different types of sentences; Punctuation and editing.</li> <li>* Learning to speak, converse and write correctly.</li> </ul>



- \* Learning about how to make the world a better place - not by using power, dominance and control, but by initiating 'ourness'.
  - \* Learning about Determiners and their usage; and Active and Passive Voice.
  - \* Speaking, conversing and writing correctly.
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- \* Ask the students to read each of the blurbs - discuss each in class.
  - \* Talk about: What are the significant things the children are looking for - freedom; climate awareness; equality; freedom from discrimination; and end to poverty and want.
  - \* Discuss how we can make the world a better place in our own surroundings - at home, in class, in school, in our neighbourhood.
  - \* Ask the opinion of the students about these issues - they may have other important issues also - discuss them.
  - \* How can they contribute to the improvements and changes? How can we change ourselves into better people?
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- \* Read the lesson aloud or ask the students to read parts of it.

**Outcome**

**Get Set**

**Read and Enjoy**

## Read and Understand

## Grammar Spotlight

- \* This is a talk by J Krishnamurti, a philosopher, thinker and teacher.
- \* He tells us about the current focus on power – wanting to dominate and control people. What is required to change the world is not control over others, but a change in our own attitude.
- \* Explain each sentence carefully: setting aside domination and control does not mean creating anarchy. It has to be linked to self-regulation that comes with a feeling of ‘ourness’. We belong together, we own the world along with everyone else. Selfishness in any form has to be ruled out. Power is legitimate control over oneself, balanced with freedom that respects the freedom of others also.
- \* Explain words and phrases like: ‘ourness’; the roots of power in loneliness; ‘comparison’; etc.
- \* Explain sentences like the following: (1) Try to see if it is possible to live in the world without dominating people, without controlling people and shaping their minds. (2) This feeling of ‘ourness’ is completely missing in the world. (3) Education surely aims at a person without any desire for power....Otherwise you will go out of your school like most other human beings, witless and brimming with superficial information. (4) The thought of ownership is further influenced by many classes, holdings and nationalities.
- \* Explain the words, and meaning. Reading creates familiarisation with words.
- \* Discuss picture associations so that reading becomes fun.
- \* Relate the activities and relationships to their family and daily life and ask in-text questions: How would you establish ‘ourness’ within your class with your classmates? How would you like to establish it in your neighbourhood? Etc.
  
- \* Discuss the questions in Exercises A-C and ask the students to answer orally first.
- \* Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written.
- \* They may then write down the answers of Exercises B - C.
- \* HOTS: Read and discuss the question in class. Then ask the students to write down the answer.
  
- \* Explain what Determiners are.
- \* Use the board to explain that Determiners are used like adjectives, before nouns, to modify or say something particular about the noun.
- \* Use the given examples as well as also your own, and ask the students to think of examples too.
- \* Explain the classification of Determiners using the given chart and the board: Demonstratives [pointing/indicating a particular noun]; Possessives [show possession/ownership]; Quantifiers [show the quantity]; Numerals [Show the numbers].
- \* Explain how the three articles are also Determiners: a/an/the – showing the particular nouns and elaborating them.

- \* Do Exercise A orally first and then ask the students to do it on their own.
- \* Explain Active and Passive Voice similarly, using the board, with the given examples and your own - explain the changes to be made in a sentence when changing from one Voice to another.
- \* Do Exercise B orally and then ask the students to write down the answers in their books.
- \* Announce the answers aloud for A and B and let the partners check.
  
- \* Getting to know new words.
- \* Learn to recognise the new words by selecting them.
- \* Learn their spellings and meanings.
- \* Brush up on the use of the dictionary whenever possible.
- \* Do Exercise A orally first. Then ask the students to write down the answers.
  
- \* Learning about words and their plurals.
- \* Exercise A: The students can do this on their own.
- \* Explain how plurals of words are given in the dictionary.
- \* Exercises A and B can be done by the students on their own.
- \* The teacher can announce answers to the exercise aloud and partners can check.
  
- \* Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- \* The teacher can read the passage aloud or ask students to take turns reading so they understand it well.
- \* Then ask the students orally to answer the questions.
- \* Check the students where necessary.
  
- \* Read the question out and make sure the students have understood what is required of them.
- \* Then ask pairs of students at random to enact the dialogue according to their own imaginations.
- \* Correct the students regarding content and pronunciation.
  
- \* Listen to the DigiDisc so that you are sure of the right way to speak
- \* Let the students say aloud the words given. See the way they are spelt in the first column and then see the phonetic spelling and pronunciation.
- \* Differentiate the way the words are pronounced. Draw attention to the phonetic symbols, writing them on the board.
- \* Use the words given and any other examples you like or doubts that the students may have.

## Spell Well

## Word Power

## Listen and Learn

## Converse and Connect

## Pronunciation Practice

## Punctuation

- \* Ensure that the phonetic symbols for the sounds are understood by the students.
- \* Use the board to do this exercise.
- \* Call random students to correct the sentences.
- \* Once it is all written correctly on the board, ask them to write it down in their books.
- \* If the exercise is done by the students on their own, then announce the corrections and let the partners check the work.

## Write Well

- \* Exercise A: Read aloud the question, and clarify the student's queries and the guidelines given.
- \* Ask the students to write a story on their own as instructed. It must be based on the skeleton given.
- \* Exercise B: Read out and explain the sentence given. Explain the question, refreshing their memories about the three types of sentences: Simple, Compound and Complex. Then ask the students to write a suitable paragraph on the sentence given.
- \* The teacher must correct the individual work of the students. Only then will they become independent in their writing.

## Dictionary Skills

- \* Ask the students to consult their dictionaries.
- \* Brush up the dictionary skills of the class: ask them how to find words in it and understand its usage as given in the dictionary.
- \* Ensure that every student in the class understands the correct way to use the dictionary - the meanings, the pronunciation and the usage. Show them how phrases are indicated in the dictionary.
- \* Ask the students to do Exercise A on their own.
- \* Then ask them the answers at random, and when the correct answers are received, the students can check their own work and correct it.
- \* It is useful to make sentences using the words to clarify their meanings thoroughly.

## Project Work

- \* Make groups of five - and read out the task, explaining it carefully.
- \* Ask the students to discuss with their groups, list the points, and then begin to illustrate a poster each.
- \* They may discuss the ideas in class to avoid overlap. Go beyond the ideas suggested in the lesson also.
- \* Display and discuss the posters in class. The teacher can clarify doubts.

## Values and Life Skills

- \* Exercise A : Read aloud the sentence.
- \* Discuss it in class and ask the students what their observations are.
- \* Exercise B : The students can write their choices and explain them briefly with their own reasons as homework and then discuss in class.

## SPECIFIC OBJECTIVES

- \* Learning about true freedom which is a mind without fear.
- \* Learning to understand how to strive for what is right and good.
- \* Reading and reciting the poem correctly with the rhythm and correct emphasis.
- \* Answering questions on the poem.
- \* Learning words, meanings, spellings, pronunciation, rhymes.

## Outcome

- \* Learning the meaning of freedom and striving for the truth and freedom.
- \* Understanding the poem well.
- \* Learning to pronounce perfectly by reciting the poem.

## Read and Understand

- \* This beautiful poem was written by Rabindranath Tagore first in Bengali and later translated by him into English in 1911 and included in his famous collection, 'Gitanjali', that brought him the Nobel Prize. It was written when India was ruled by the British and is a prayer for true freedom, the freedom of the mind. The mind is capable of moving beyond all the narrow shackles of boundaries and limits and reach the truth of our hearts and souls. This poem became one of his most famous poems during India's freedom struggle.
- \* The meaning of the poem must be explained line by line:
  - (i) The poet says that every person must have the freedom to think fearlessly and hold his head high with self-esteem and dignity, not be bowed under the rule of another, in this case, the British
  - (ii) He wishes knowledge to be freely available to everyone, not restricted to a few favoured groups or people.
  - (iii) He wishes to see the world as a unified whole - not broken into separate groups defined by caste, creed, colour, religion, etc.
  - (iv) He expects people to be honest and truthful, not cheating or lying.
  - (v) It is essential to work and to strive always for whatever one wishes to achieve in a perfect way, the poet says. One should not stop trying simply because one is tired.



- (vi) In this line the poet uses a metaphor – habits are compared to a desert . Habits are as dead as the ‘dreary desert sand’ where nothing grows. Habits do not allow ideas and thought to grow. ‘Reason’ or rational thinking is compared to a ‘clear stream’, as they flow freely and cause new ideas and thoughts to grow. The poet warns the reader not to allow his habits to destroy his rational thinking, like a stream that vanishes into desert sands.
- (vii) The poet advises his countrymen to become broad-minded, leaving behind narrow thoughts and customs – he is looking at a wide horizon of thought. That is where he wishes his countrymen to be led.
- (viii) And they will be lead by the ‘Father’, God, to whom the poet prays. He prays that God may lead his country and its people into ‘the heaven of freedom’ that he has described in this poem. Serving under the British rule is the hell from which he asks for freedom, which is the heaven he looks forward to. The word ‘awake’ shows that he is seeking a new dawn when his countrymen will wake up from their present slumber and work to achieve freedom and truth.
- \* The poem is written without a rhyme scheme, but has the rhythm of a poem because each line starts with ‘where’.
  - \* Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
  - \* Explain the poem clearly to the students so that they understand how the poet is expressing the longing for freedom, breaking the shackles of slavery and narrow-mindedness.
  - \* Discuss the exercises and ask the students to answer them orally, before writing the answers down.
  - \* Ask them to learn the poem and recite it correctly in turns in class. Correct them where necessary.