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The Quest for an Ideal Student

SPECIFIC OBJECTIVES

- * Learning how a great teacher needs a worthy student, and a student with potential to be brilliant needs a worthy teacher.
- * Recognising the qualities of a good teacher and of a leader.
- * Listening, reading, understanding and answering questions orally and in writing.
- * Grammar: Modals and their usage; reported or indirect speech.
- * Words, meanings, usage; prefixes; words spelt with 'f', 'v', and 'b' and pronounced correctly with reference to the phonetic symbols.
- * Writing a paragraph and a dialogue; punctuation.
- * Learning to speak, converse and write correctly.

Outcome

- * Learning about recognising the worthy and unworthy qualities in the people we meet, and developing the potential good qualities.
- * Learning about modals, and their usage; reported/indirect speech.
- * Speaking, conversing and writing correctly.

Get Set

- * The teacher can read out the question and guide the students to write the answers.
- * Discuss Exercise A in the class.
- * Ask the students at random to tell you the answers.
- * Then they may write down the correct matching words.

Read and Enjoy

- * Read the lesson aloud or ask the students to read parts of it.
- * Explain the words and meaning. Reading creates familiarisation with words.
- * Relate the theme of the lesson with the daily life of the students and ask in-text questions: Have you, or anyone you know, recognised the potential in another person? Give examples of the coaches of some of the sportspersons: Sachin Tendulkar; PT Usha; Mary Kom, etc. There are musical prodigies; some in other fields such as IT, language, mathematics, writing, science, etc.

- * Discuss the questions in Exercises A-D 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-D.
- * HOTS: Read and discuss the question in the class. Then ask the students to write down the answer. The teacher should check the answers of the students individually.

- * Explain modals.
- * Use the board to explain the text using the given examples as well as your own, and ask the students to think of examples too.
- * Explain the details of the usage of modals.
- * Do Exercises A and B orally and then ask the students to write down the answers in their notebooks.
- * Explain reported or indirect speech - transforming what is said directly into someone else relating it.
- * Say some sentences of direct speech orally and ask the students to report them. This is reported speech.
- * Use the given examples as well as your own, and use the board to explain them.
- * Discuss Exercises C and D; then the students can do them in the class.
- * Announce the answers aloud for Exercises A-D and let the partners check the work.

- * Getting to know new words.
- * Learn to recognise new words by selecting them from the box and filling in the blanks with the missing letters.
- * 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 prefixes.
- * Explain them using the given examples as well as your own examples.
- * Do Exercises A and B orally first, then the students can write the answers in their notebooks.
- * The teacher must check individual work to ensure that the students have understood the words.

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.

Read and Understand

Grammar Spotlight

Spell Well

Word Power

Listen and Learn

Converse and Connect

- * The teacher can read the passage aloud or ask the students to take turns reading so they understand it well.
 - * Then ask the students to answer the questions orally.
 - * Check the students where necessary.
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- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
 - * Then ask pairs of students at random to enact the dialogue according to their own imagination.
 - * Correct the students regarding content and pronunciation.

Pronunciation Practice

- * Let the students listen to the DigiDisc so that you are sure of the right way to say the words
- * Let the students say each word aloud, keeping the phonetic spelling in view.
- * The words are spelt using 'f', 'v' and 'b', and there is a distinction in the pronunciation. Try saying some words from Indian languages to familiarise the students. For instance, 'fool' is not pronounced like 'phool', etc.
- * Ask them individually at random, correcting the pronunciation and stress where required.
- * Draw attention to the phonetic symbols.
- * Use the words given and any other examples you like or doubts that the students may have.
- * Ensure that the phonetic symbols for the sounds are understood by the students.

Punctuation

- * Use the board to do this exercise.
- * Call random students to correct the sentences in the paragraph.
- * Once it is all written correctly on the board, ask them to write it down in their notebooks.
- * If the exercise is done by the students on their own, then announce the corrections and let the partners check the work.

Write Well

- * Exercises A and B: Read aloud the questions.
- * Ask the students to fill in the blanks orally first.
- * Then ask them to do the exercises on their own.
- * The teacher may announce the correct answers aloud and the partners can check the work.
- * Exercise C: Students can do this on their own and the teacher must correct individual work.

Dictionary Skills

- * Students can do this exercise on their own. Then the teacher can announce the answers aloud and the partners can check the work.

- * Collect the material for the project as required.
- * List the names.
- * Share the names with your partner.

- * Exercise A. Read aloud the quotation.
- * Discuss it in the class and ask the students what their observations are.
- * Exercise B: Link this with current news items/history and write a paragraph.

Project Work

Values and Life Skills