

### SPECIFIC OBJECTIVES

- \* Learning about the polish necessary to round off a personality that has the basic virtues and learning.
- \* Understanding that letters, articles, essays, stories, poetry, etc., are relevant and pertinent to their age and time, but some of the truths in them are eternal.
- \* Education is not just about book-learning and memorising information, it is about acquiring the capacity to carry yourself with grace, common sense, virtue and dignity through your daily life.
- \* Listening, reading and understanding and answering the questions orally and in writing.
- \* Grammar: Phrases, Clauses and Sentences – kinds and usage; Direct and Indirect [Reported] Speech – changes to be made.
- \* Words: meanings, usage; using the prefix – ‘semi’; dictionary work, phrases and pronunciation of words with correct phonetic symbols and stress.
- \* Writing a paragraph; Punctuation and editing.
- \* Learning to speak, converse and write correctly.

### Outcome

- \* Learning about how to polish up your personality so that, apart from knowledge and virtue, you also know how to behave like a graceful lady or gentlemen when interacting with people.
- \* Learning about Phrases, Clauses, Sentences and their kinds; Direct and Indirect speech.
- \* Speaking, conversing and writing correctly.

### Get Set

- \* Discuss different kinds of letters – also check the Internet.
- \* Talk about: What are the significant things parents and children need to talk about, share and discuss.
- \* Ask the students what they would like to say to their parents in a letter, and what kind of a letter they would like to receive from their parents.
- \* Ask the opinion of students about knowledge, virtue, good manners, habits, education, etc. They may have other important issues also – discuss them.
- \* How does polish help? Is it just superficial, or does it help you improve your interactions with people?



- \* Read the lesson aloud or ask the students to read parts of it.
- \* This is a letter by Philip Dormer Stanhope, the fourth Earl of Chesterfield, of Britain [1694-1773]. He was a statesman, a diplomat and known for his essays and letters, and was extremely witty. It was customary in the 18th century for young men to go on the Grand Tour – that is they went around Europe, learning about the arts, the culture, and the manners of different places. This was a part of the education expected of a gentleman. Often, children were sent to a boarding school, either in England or on the continent to study under accomplished teachers.
- \* In the letter to his son he does two things: (i) He conveys the praise bestowed on his son by two of his teachers – Madame St Germain and Monsieur Pampigny; and (ii) He encourages his son to acquire the necessary polish that will ‘adorn’ his character in addition to the good sense and learning that he possesses. He wishes his son to have the ‘manners and good breeding’ that is seen in Frenchmen.
- \* Explain the description he gives of an Englishman : ‘tolerably well-bred’ but with ‘the English crust of awkward bashfulness, shyness, and roughness’ as compared to a Frenchman ‘who, with a fund of virtue, learning and good sense, has the manners and good breeding of his country.
- \* Explain the words, and meaning. Reading creates familiarisation with words.
- \* Relate the activities and relationships to their family and daily life and ask in-text questions: What are the kind of manners your parents expect of you? What is your reaction? What kind of advice and behaviour do you expect from your parents? 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 Phrases are.
- \* Use the board to explain the Kinds of Phrases: Noun; Adjective and Adverb Phrases.
- \* Use the given examples as well as your own, and ask the students to think of examples too.
- \* Do Exercise A orally and then let the students do it on their own.
- \* Explain Clauses – and Kinds of Clauses: Noun, Adjective and Adverb, using the board.

- \* Use the given examples and your own.
- \* Do Exercise B orally and then ask the students to do it on their own.
- \* Explain the Kinds of Sentences: Simple, Compound and Complex, and how to change them if possible, using the board.
- \* Do Exercises C, D and E orally and then let the students do them on their own.
- \* Explain Direct and Indirect [Reported] Speech similarly, using the board, with the given examples and your own – explain the changes to be made in a sentence when changing from one form of speech to another.
- \* Do Exercises F and G orally and then ask the students to write down the answers in their books.
- \* Announce the answers aloud for A - G and let the partners check.

### Spell Well

- \* 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.

### Word Power

- \* Learning about words and their plurals.
- \* Exercise A: The students can do this on their own.
- \* Explain how to find words in the dictionary/ thesaurus or the Internet.
- \* 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 and Learn

- \* 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 the students to take turns reading so they understand it well.
- \* Then ask the students orally to answer the questions.
- \* Check the students where necessary.

### Converse and Connect

- \* 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 imagination.
- \* Correct the students regarding content and pronunciation.

### Pronunciation Practice

- \* 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.
- \* 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.

- \* Exercise A: Read aloud the question, and clarify the student's queries and the guidelines given.
- \* Ask the students to write a paragraph on their own as instructed.

- \* 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, students can check their own work and correct it.
- \* It is useful to make sentences using the words to clarify their meanings thoroughly.

- \* Ask each pair of students to talk to their parents/ grandparents as instructed and see the major points of their education.
- \* Ask the students to write down five major points in their education and also to write about significant differences they have noticed with their own education on those five points.
- \* Draw attention to technological and other changes.
- \* Discuss the points in class. The teacher can clarify doubts.

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

## Punctuation

## Write Well

## Dictionary Skills

## Project Work

## Values and Life Skills