

SPECIFIC OBJECTIVES

- * Learning that generosity comes not from being rich, but from understanding and compassion, in spite of differences of country, religion, gender, age, culture, social classification, etc.
- * Giving unselfish and unconditional love is the greatest gift.
- * Listening, reading and understanding and answering the questions orally and in writing.
- * Grammar: Transforming sentences from one kind to another - Question Tags.
- * Words: meanings, usage, words not in current use; words for time periods/ intervals/ anniversaries; dictionary work and pronunciation of words with correct phonetic symbols and stress.
- * Writing a letter and a paragraph; Punctuation.
- * Learning to speak, converse and write correctly.

- * Learning about generous, unconditional and unselfish love, that rises above all differences and seeks only to give, not receive.
- * Learning about transformation of sentences; question tags.
- * Speaking, conversing and writing correctly.

Outcome

- * The teacher can read out the question and guide the students to discuss in class.
- * Talk about: what kinds of things are sold by vendors - in the colony, outside schools, at railway stations, parks, etc. What kind of vendors should we keep away from?
- * Ask the students to seek parental help if they find any vendor is persistent or stalking them.

Get Set

- * Read the lesson aloud or ask the students to read parts of it.
- * Explain the brief biographical background of the author: add snippets about him too - he was a poet, playwright, actor, educationist, thinker and philosopher.
- * Why do we read biographies? To be inspired; to learn that we can rise above our weaknesses and failures to achieve what we wish for; to realise that we need discipline, hard work and persistence to succeed.

Read and Enjoy

Read and Understand

- * Explain the words, and meaning. Reading creates familiarisation with words.
- * Discuss picture associations so that reading becomes fun.
- * Relate the activities and relationships their family and daily life and ask in-text questions: Have you ever done something for someone without looking for any reward or praise? Has someone done something for you like that? What about the love given to you by your parents or others in the family or in the school? etc.
- * Encourage the students to do at least one thing every day for others, for which they do not look for rewards or praise.
- * 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 class. Then ask the students to write down the answer.

Grammar Spotlight

- * Use the board to brush up on what Declarative, Interrogative, Imperative and Exclamatory sentences are.
- * Use the board to explain them and use the given examples and also your own, and ask the students to think of examples, too.
- * Do Exercise A orally and then ask the students to write down the answers in their books.
- * Explain Transformation of Sentences: Use the given examples as well as your own and use the board to explain them.
- * Explain Question Tags: negative with positive statements and positive with negative statements.
- * Discuss Exercise B and then the students can do it in the class.
- * Announce the answers aloud for A, B and C 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 that (a) are outdated and (b) that denote specific time periods and intervals.



- * Explain how language is a dynamic phenomenon and keeps evolving. Some words die out because they are not used. Examples given and others may be used; some are created, like 'pandemonium' was created by Milton in 'Paradise Lost'; some come in from other languages, like 'pundit', 'juggernaut', 'cheroot', etc., are from India. Some words acquire different meanings due to usage: twitter, awesome, cool, etc.
 - * Explain the various periods and markers on the board, using the examples given.
 - * Draw attention to anniversaries, birthdays, school events, etc.
 - * Do Exercise A orally first, explaining each word, because some of the students may not be familiar with them.
 - * Then the students can write the correct match in their books.
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- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
 - * 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.
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- * 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.
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- * 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. For example, 'of' and 'off' are pronounced differently.
 - * Use the words given and any other examples you like or clear doubts that the students may have.
 - * Ensure that the phonetic symbols for the sounds are understood by the students.
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- * 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.

Listen and Learn

Converse and Connect

Pronunciation Practice

Punctuation

Write Well

- * 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.
- * Give clues on how to write the letter.
- * Exercise B: Give clues to the students to help them write the paragraph.

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.
- * Draw attention to the meanings and the pronunciation.
- * Ask the students to do Exercises A and B 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.
- * Then let them write them down in their notebooks.

Project Work

- * Make groups of five students and give them time to collect the material for the project as required.
- * They can think of various professions like the defence services, film industry, journalism, IT, travel industry, merchant navy, airlines industry, transferable jobs, etc., where people have to be away from home from time to time for long durations. Also, there are migrant labour forces which go looking for jobs in other countries, states, etc.
- * They may ask their parents also about their experiences.
- * Then the groups can prepare the project in class.
- * Share the projects in the class.

Values and Life Skills

- * Exercise A. Read aloud the sentence.
- * Discuss it in class and ask the students what their observations are.
- * Question 1: Link this with what they have learnt so far.
- * What do you know about your domestic help? Family, place from where they have come to work; why they came; how often they go to meet their families; etc.
- * How can you or your family help them: food, clothes, woollens, medicines; teaching their children, or giving some help for their education; skill development - like tailoring; beautician's course, cookery, etc.
- * Question 2: The first option (a) is the best, most graceful and courteous response. Option (c) is a normal response we feel, but is not advisable to ask. Options (b) and (d) would be rude.