

# Age is No Bar for Excellence

## LESSON PLAN

### SPECIFIC OBJECTIVES

- ▶ Understanding what constitutes “Achievement”—doing what you really like to do; preparing, practising and training for it; working hard and persevering; being positive and optimistic
- ▶ Discuss what excellence is—Understanding and achieving it
- ▶ Reading, listening, enjoying and understanding
- ▶ Answering questions orally and in writing
- ▶ Grammar: Kinds of sentences; transformation of sentences; question tags.
- ▶ Vocabulary: Words, meanings, spellings and pronunciation, using them in sentences; prefixes; using a dictionary; editing
- ▶ Learning to converse correctly with proper pronunciation, pause, emphasis and inflexion
- ▶ Learning to write paragraphs and conversations using correct vocabulary and grammar—cohesion of ideas
- ▶ Applying lesson learnt to life

### GEAR UP!

- ▶ Discuss what achievement is. Doing what you really like to do; preparing, practising and training for it, working hard and persevering; being positive and optimistic; facing obstacles and overcoming them, e.g., Mozart, Rabindranath Tagore, etc.
- ▶ Discuss what excellence is. Is it only recognition and fame or power or wealth? Is it being able to do something in an exceptionally good, determined way and in a steady sustained manner, e.g., Malavath Purna, Shubham Jaglan, etc.?
- ▶ Discuss the question asked: Find out how they will achieve it, discuss the obstacles placed by outer circumstances and by our own thinking, attitude and behaviour patterns. Guide students on how to overcome them.

**Outcome:** Discussing the achievement and excellence of great men, and aspiring for achievement and excellence.

## **READ AND DISCOVER**

- ▶ Ask the students to take turns in reading the lesson aloud. Correct their reading and pronunciation.
- ▶ Explain the lesson and meanings of phrases, e.g., outshine others; face problems; cracking a difficult exam; etc.
- ▶ Ask in-text questions, e.g., Is talent enough? Is hard work necessary for people with extraordinary talent and ability? etc.

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

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## **ENJOY AND UNDERSTAND**

- ▶ Exercise A: Ask the students to answer the questions orally in complete sentences.
- ▶ Exercises B and C can be done by the students on their own. Teacher can check the answers of each student individually.
- ▶ HOTS—Discuss and ask the students to write the answer on their own.

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

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## **GRAMMAR SPOTLIGHT**

- ▶ Explain, using the blackboard and given examples and others from daily life, about different types of sentences: Declarative [statements—affirmative or negative]; Interrogative [questions]; Imperative [command—request and advice]; Exclamatory.
- ▶ Explain how to transform sentences without changing their meaning.
- ▶ Explain the two types of questions—Yes/No and Wh-type.
- ▶ Yes-No type questions: Begin with auxiliary verbs (is, am, are, was, were, has, have, had, do, does, did). Negative questions: Begin with isn't, haven't, didn't, etc.
- ▶ Wh-type questions: Begin with who, what, when, where, why, whom, whose, which, how, etc.
- ▶ Question tags: Follow a statement. Positive statement—followed by a negative question tag; Negative statement—followed by a positive question tag.
- ▶ How are question tags used: the words used and their punctuation; negative and positive?
- ▶ Exercises A, B and C can be discussed orally and then students can answer on their own.

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**Outcome:** Learning kinds of sentences; transformation of sentences; question tags.

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## **SPELL WELL**

- ▶ Students can answer on their own by selecting words from the box to complete the missing letters.
- ▶ They must learn the spellings and meanings of the words.

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**Outcome:** Learning spellings, meanings and pronunciation of words.

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## **VOCABULARY**

- ▶ Explain why vocabulary is important.
- ▶ Explain prefixes–They (a) give negative meanings (b) show location (c) show support or opposition, and (d) show number or quantity.
- ▶ Exercises A, B and C: Discuss orally in the class. Then, ask the students to answer on their own. They must also understand the meanings of the words they write/use.

### **Using Dictionary**

- ▶ Ask the students how they will find the words. This will help the teacher to assess whether the students know how to use the dictionary. If you find students do not know, then explain the process of finding words; their part of speech, pronunciation and meaning in the dictionary.
- ▶ The teacher should assess each student’s written work.

### **Editing**

- ▶ Explain what editing involves–Correction of capital letters, punctuation, grammar, spellings, idiomatic and correct use of language. Do the given exercise on the blackboard, correcting the capital letter required, spellings, full stops and question marks. Ask the students to transcribe in their books.

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**Outcome:** Learning vocabulary; prefixes; use of dictionary—word meanings and their usage in sentences; learning to edit.

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## **LISTEN AND LEARN**

- ▶ Read out the passage. Ask the students to listen to it attentively.
- ▶ Explain it and its words, etc., wherever required.
- ▶ Ask the questions in Exercise A and instruct the students to reply in complete sentences.
- ▶ Exercise B: Do this orally in the class and then ask the students to mark the correct answers in the class.

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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 the parts of Juhi and Manish.
- ▶ Enact the conversation in the class.
- ▶ Ask the students to listen carefully to the pronunciation, pause, emphasis and inflexion.
- ▶ Involve all the students in the process of assessing the enactment–One method can be to divide the class into four groups–each group to assess one of the four components of the conversation.
- ▶ Correct the students wherever required.

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

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## **WRITING**

- ▶ Exercise A: Explain what a paragraph is: generally one subject; cohesive thought content. Ask the students to select the correct words from the Help Box and complete the paragraph.
- ▶ Exercise B: Ask the students to do the exercise on their own.
- ▶ The teacher can announce aloud the correct answers to Exercises A and B. Students can check and correct their own answers.

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**Outcome:** Writing a paragraph using correct words; writing a conversation, using degrees of comparison in adjectives.  
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## **PROJECT WORK**

- ▶ Ask the students to do the exercise on their own.
- ▶ The teacher can assess the project work of students individually.

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**Outcome:** Applying lesson learnt to understand yourself and your strengths.  
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## **VALUE CORNER/LIFE SKILLS**

- ▶ Read out the value, discuss in the class with reference to what the students have learnt during the lesson.
- ▶ Explain the question given in 'Life Skills'. Guide the students so that they understand fully and answer in a way that reflects correct behaviour.

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**Outcome:** Applying values learnt to life.  
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