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A Letter from a Father to his Daughter

SPECIFIC OBJECTIVES

- * Learning about the value of giving gifts which are not always bought with money – sharing ideas, views and thoughts.
- * Learning about true greatness of people and leadership – standing up for the country's honour, honesty and openness.
- * Appreciating a friendly relationship between parents and children.
- * Listening, reading, understanding and answering questions orally and in writing.
- * Grammar: Brushing up on different kinds of nouns and their usage – number; gender; countable/uncountable.
- * Words, meanings, usage and words using words spelt with 'e' and pronounced with two different sounds.
- * Understanding punctuation.
- * Learning to speak and converse correctly.

Outcome

- * Learning to appreciate the value of gifts, not their price.
- * Learning about what makes people or a nation great.
- * Learning about different types of nouns and their usage; number; gender; countable/uncountable.
- * Speaking and writing correctly.

Get Set

- * Discuss the given questions.
- * Talk about significant days in India's history.
- * The lesson talks about several things: the freedom movement; the honour of a country and its people; leadership; what is truly important in a person's character; how to make out the difference between what is right and wrong; the need for parents and children to communicate with each other; and the value of gifts that cannot be measured in material terms.
- * Exercise A: Ask the students to answer the questions on their own. Announce answers and let them check their own work.
- * Exercise B: Discuss the question in class. Handle the discussion sensitively as there may be children who do not have a parent/parents or may come from broken homes.

- * Read the lesson aloud or ask the students to read parts of it.
- * Explain the words and meaning. Reading creates familiarisation with words.
- * Discuss the various issues covered in the lesson with the students. Ask in-text questions: Do you and your parents talk about many things, apart from the usual household or school issues? What things do you discuss? etc.

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

- * Use the board to brush up on different kinds of nouns – proper, common, material, abstract and collective.
- * Use the given examples and also your own, and ask the students to think of examples too.
- * Brush up also about the analysis of nouns: number – singular and plural; gender – masculine, feminine, common, neuter; countable and uncountable nouns.
- * Discuss Exercises A, B and C orally first and then the students can do them in the class.

- * Getting to know new words.
- * 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 more about synonyms and words with similar meanings.
- * Explain the meanings using the board where necessary and examples given in the exercise; use your own examples too.
- * Do Exercise A orally first, asking the students for answers at random.
- * Then ask the students to write down the correct answers.

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * The teacher can read the questions aloud or ask the students at random to answer them.

Read and Enjoy

Read and Understand

Grammar Spotlight

Spell Well

Word Power

Listen and Learn



Converse and Connect

- * Then ask the students to write down the answers.
- * Check the students where necessary.
- * 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.

Speak and Express

- * Exercise A: Ask the students to recollect what has been said in the lesson about distinguishing right from wrong.
- * Then ask them to speak about the given topic, correcting them where required. Relate to the issues of right and wrong they normally face in their own experience: breaking traffic rules, parking wrongly, not paying for things, quarrels with neighbours, etc.
- * Teach them to put their thoughts into words correctly and politely.
- * Teach them how to speak so as to be understood.
- * This will help them to be observant and to speak out their minds freely.

Pronunciation Practice

- * Let the students listen to the DigiDisc so that they are sure of the right way to say the words.
- * Let the students say aloud the words spelt with 'e' and 'i' sounds.
- * Use the words given and any other examples you like or doubts that the students may have.
- * In explaining the correct pronunciation, show how these words are pronounced distinctly.
- * 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.
- * Announce the corrections and let the partners check the work.

Write Well

- * A. Explain the format of an informal letter to the students.
- * Then do the exercise on the board, explaining every step as you write the letter.
- * Ask the students to write it in their notebooks.
- * B. Ask the students to read through the exercise first.
- * Then ask them at random to tell the possible answers to fill in the blanks.

- * Select the best sentences the students offer and write them on the board.
- * Then ask them to write it down as you progress with each sentence.
- * In the process, tell them what are interviews and how they are conducted.

- * Ask the students to consult their dictionaries.
- * Help them with the exercise and remind them how to use a dictionary by seeing the words at the top of each page – how they tell you the first and last words on the pages.
- * Ensure that every student in the class understands the correct way to use the dictionary.
- * Draw attention to the meanings and the pronunciation.
- * Do the exercise on the board, to ensure they understand the correct use of the dictionary.
- * Then let them write it down in their notebook.
- * They can make sentences on their own.
- * The teacher must check the answers to ensure that each student has understood the usage of the words correctly.

- * Let the students do the project in the class.
- * They can have make a list of three students each. It can be purely imaginary.
- * Give them time for discussion in the class for 10 minutes and write the points down.
- * Display and share the points in the class.

- * Exercise A: Read aloud the quotations.
- * Discuss them and any related issues raised by the students.
- * Exercise B: Discuss the options given below the question. Explain why the third option is the best one. Option 1 is a lie and rude while 2 is not a sensible choice or honourable.
- * Talk about the similarities between excuses and lies. This is essential so that the students don't get into a bad habit of offering excuses for doing wrong things and considering it 'smart' to do so.

Dictionary Skills

Project Work

Values and Life Skills