

2

I Have a Dream

SPECIFIC OBJECTIVES

- * Learning about historical wrongs: the injustice of discrimination – social and economic.
- * Give a background of the anti-apartheid movement of South Africa; the Civil Rights movement of the USA; India's fight against untouchability, programmes for the uplift of SCs/STs/OBCs, girl child, etc.
- * Understanding the need for equality and freedom of opportunities in education, work and for social life.
- * Listening, reading and understanding and answering the questions orally and in writing.
- * Grammar: Nouns – Possessive Nouns; Formation of Nouns; Functions of Nouns.
- * Words: meanings, usage, archaic words: words not in current use and modern words; dictionary work; differences in similar sounding words; pronunciation of words with correct phonetic symbols and stress.
- * Preparing a questionnaire for an interview, using Yes/No and Wh- type questions; writing a paragraph; how to make a presentation on a given topic – individual and group work – on speeches by world leaders like Mahatma Gandhi, Martin Luther King Jr., Nelson Mandela, etc. ; writing a notice; punctuation and editing.
- * Learning to speak, converse and write correctly.

- * Learning about standing up for truth and justice without fear or favour; being sensitive to issues of social justice and fairness.
- * Learning about Nouns – Possessive Nouns; the formation and functions of nouns.
- * Speaking, conversing and writing correctly.

Outcome

- * The teacher can read out the question and guide students to discuss in class.
- * Talk about: What was the background of apartheid in South Africa – Nelson Mandela in jail for 27 years – standing up for justice.
- * Do the exercise orally first and let the students tick the correct answer.

Get Set



Read and Enjoy

- * Read the lesson aloud or ask the students to read parts of it.
- * Explain briefly the background of slavery in the USA—Give a brief outline of the historical background—the North-South divide, the Civil War, the Emancipation Proclamation; segregation—Give a brief biographical background of the Dr Martin Luther King Jr. and the Civil Rights Movement—Rosa Parks.
- * Refer to books the students might be familiar with: Uncle Tom’s Cabin, The Adventures of Tom Sawyer; The Adventures of Huckleberry Finn; etc.
- * Explain the words, and meaning. Reading creates familiarisation with words.
- * Explain the use of metaphors and the following: the citizenship rights; landmark; a joyous daybreak; night of captivity; manacles of segregation; a lonely island of poverty; an exile in his own land; the inalienable rights; a bad check; the bank of justice; the great vaults of opportunity; the luxury of cooling off; the tranquillising drug of gradualism; valley of segregation; quicksands; threshold; etc.
- * Relate the activities and relationships to their family and daily life and ask in-text questions: Have you seen any instances of discrimination in school or at home, based on the colour, gender, caste or work, etc. of any person? What do you feel or think about it? How would you react to it?

Read and Understand

- * 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.
- * The teacher must check the individual work to ensure that students have understood the background, purpose and meaning of the lesson.

Grammar Spotlight

- * Use the board to brush up on different kinds of nouns.
- * Use the board to explain Possessive Nouns - what they are and how they are formed and used : using an apostrophe before or after.
- * Use the given examples as well as 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 formation of nouns by adding suffixes to verbs or adjectives: Use the given examples as well as your own and use the board to explain them.

- * Discuss Exercise B and then the students can do it in class.
- * Explain functions of nouns: as subject of verb; as object of verb; and as object of a preposition. Use given examples and your own too.
- * Discuss Exercise C and then the students can do it in the class.
- * Announce the answers aloud for A, B and C and let the partners check.

- * 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.
- * Learning about words that (a) are outdated, called archaic words; and (b) what words have replaced them.
- * In continuation of what they have learned in the previous chapter explain how language is a dynamic phenomenon and keeps evolving. Some words die out because they are not used. Some new words are created. Some come in from other languages. Some words acquire different meanings due to usage: use examples of the language changes due to computer and cell phone usage.
- * 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.

- * 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.

- * 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.

- * 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.

Spell Well

Word Power

Listen and Learn

Converse and Connect

Pronunciation Practice

Punctuation

- * Differentiate the way the words are pronounced. Draw attention to the phonetic symbols.
 - * Explain the purpose of the stress signs. Refer to dictionary if required to use more words to explain stress and pronunciation.
 - * 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.
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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.
 - * If the exercise is done by the students on their own, then announce the corrections and let the partners check the work.

Write Well

- * Exercise A: Read aloud the question, and clarify the student's queries and the guidelines given.
- * Ask the students to prepare a questionnaire using Yes/No and Wh-questions and then share and discuss in class. It should not be more than 150 words.
- * Exercise B: The students can do this either in a group or on their own. The PP Presentation can be prepared individually or in a group.
- * Exercises C and D: These exercises can be done by the students on their own.
- * The teacher must correct the individual work of the students. Only then will they become independent in their writing.

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 Exercise A 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 books.

Project Work

- * Make two groups of students and give them time to collect the material for the project as required.

- * Give each group a world leader to study and prepare a poster.
- * Then the groups can prepare the project in class.
- * Share the projects in class.

- * Exercise A. Read aloud the sentence.
- * Discuss it in class and ask the students what their observations are. Discuss the difference between 'freedom' and 'licence' to do whatever you want regardless of the harm it may cause to others.
- * Exercise B: Link this with what they have learnt so far.
- * Discuss the differences in people that are highlighted even in advertisements – skin colour, hair colour, different dresses and facial features from different parts of the country/world, accents, customs, etc.

Values and Life Skills

SPECIFIC OBJECTIVES

- * Learning about the pain of being imprisoned and the value of freedom.
- * What other people consider beautiful may not be beautiful for the person who is providing the beauty: example - acrobats, clowns and animals in a circus; animals in zoos; children forced into studying subjects for which they have no aptitude; adults having to do some work that they do not like at all, may not be happy.
- * Reading and reciting the poem correctly with the rhythm and correct emphasis.
- * Answering questions on the poem.
- * Learning words, meanings, spellings, pronunciation, rhymes.

Outcome

- * The value of freedom and the grief of being deprived of it.
- * Understanding the poem well.
- * Learning to pronounce perfectly by reciting the poem.

Read and Understand

- * This is a beautiful poem by Paul Laurence Dunbar that describes the anguish of a caged bird. While everyone who sees the bird admires its beauty and its song, only the bird knows the misery of being imprisoned. The poet reflects his own loss of freedom through the grief of the bird.
- * Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- * Explain the poem clearly to the students so that they understand how the poet is expressing the value of freedom.
- * Explain this poem, comparing it to the story of Chalmers and Edme in the Worksheet 1 of Chapter 2. Those birds chose to live in a cage while this one longs for the open sky.
- * This poem can be understood in three parts, each part consisting of two stanzas. The first part describes the world of freedom outside the cage for which the bird longs [what the caged bird feels]. The second part describes the futile struggle of the bird to escape, and its pain and agony at being caged [why the bird beats its wings]. The third part tells us that what we imagine as the song of joy when the bird sings, is actually a prayer by the bird to God for its freedom [why the caged bird sings].

- * Explain the rhyme scheme is abaabcc. Explain what the following are: a simile - 'the river flows like a stream of glass'; a metaphor - the 'chalice' of the first bud; alliteration - 'the wind stirs soft through the springing grass'; words like 'fair', 'chalice', 'carol', etc.
- * Discuss the exercises and ask the students to answer them orally, before writing the answers down.
- * Explain the difference between alliteration and assonance: alliteration is generally used for the first sound of a word and assonance for sounds in other parts of a word. Both refer to a repetition of phonetic sounds. Examples: 'Peter Piper picked a peck of pickled pepper' is alliteration; 'So all day long the noise of battle rolled' is assonance.
- * Ask them to learn the poem and recite it correctly in turns in class. Correct them where necessary.