

# Kabuliwala

## LESSON PLAN

### SPECIFIC OBJECTIVES

- ▶ Generosity arises from understanding and compassion, despite differences of country, caste, language, age, etc. True generosity is giving till it hurts
- ▶ Reading, listening, understanding, thinking and discussion
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, word usage, words for time periods/intervals/anniversaries, etc.; dictionary work; sentences and editing
- ▶ Grammar: Possessive nouns; formation of nouns; functions of nouns.
- ▶ Learning to converse correctly with proper pronunciation, pause, emphasis and inflexion
- ▶ Writing an informal letter
- ▶ Think and do: Data collection, i.e., magazines and periodicals; anniversaries; project on living alone
- ▶ Applying what has been learnt to life

### GEAR UP!

- ▶ Do the exercise and discuss about vendors. What kind of things do they sell at railway stations, bus stops, on streets, in colonies, etc.? What should we avoid buying, e.g., junk food, etc.?
- ▶ What do students like to buy from vendors?

**Outcome:** Discussing what vendors are. What kind of goods do they sell?

### READ AND UNDERSTAND

- ▶ Ask the students to read aloud the lesson in turns. Correct them wherever required.
- ▶ Explain the lesson and its words and phrases, e.g., owed; despondent; a blind belief; etc.
- ▶ Ask in-text questions, e.g., Who is the 'I' telling the story? What do you think the 'impending disaster' could have been from which her father was saving Mini? etc.

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

## **ENJOY AND UNDERSTAND**

- ▶ Exercises A: Ask the students one question at a time. Instruct them to reply in complete sentences. Correct them wherever required.
- ▶ Exercises B, C and D: Ask the students to do these exercises on their own. The teacher must assess the work of the students individually along with other written work.
- ▶ HOTS—Discuss the questions. Then, ask the students to write the answers on their own. The teacher must assess the work of the students individually along with other written work. Share the best HOTS answer with the class.

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

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## **GRAMMAR SPOTLIGHT**

- ▶ Use examples to explain:
  - what possessives are—how nouns are made into possessive nouns using apostrophe before and after ‘s’.
  - formation of nouns from verbs and adjectives by using suffixes.
  - that nouns function as subject of a verb or as an object of a verb or a preposition in a sentence.
- ▶ Exercises A, B and C—These can be discussed in the class; then students can do them on their own. Answers can be announced aloud and students may check their work.

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**Outcome:** Reviewing nouns; possessive nouns; formation of nouns and functions of nouns.

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## **VOCABULARY**

- ▶ Use the blackboard and examples to show usage of some words such as among (instead of amongst); alien to (not alien for); hardly ever/very seldom (instead of almost never); altogether and all together (different meanings); between (2 persons or things) and among (3 or more involved); brevity (not briefness); Indian words like bungalow, veranda, pundit, etc., low price (not cheap price), high price (not dear price).
- ▶ Time periods, time intervals and anniversaries have specific names. Students may memorise.
- ▶ Exercise A: Students may do the exercise on their own. They can correct them in pairs.

### **Dictionary Work**

- ▶ Students can do Exercises B and C on their own. The teacher must assess the work of the students’ individually along with other written work.

### **Editing**

- ▶ Exercise D: Ask the students to do the exercise on their own. Then, call up a student to write the edited passage on the blackboard. Involve the class in correcting it. The final correctly edited passage on the blackboard may be copied by the students into their books.

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**Outcome:** Explaining word usage; time periods; time intervals; anniversaries; dictionary work; editing.

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## **LISTEN AND LEARN**

- ▶ Read out the passage. Ask the students to listen to it attentively. Explain if required.
- ▶ Ask one question at a time. Instruct the students to reply in complete sentences.
- ▶ Correct them wherever required.

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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 Manav and Veena.
- ▶ Enact the conversation in the class.
- ▶ Ask the students to listen to it attentively.
- ▶ Involve the class in the assessment of the enactment of the conversation based on pronunciation, pause, emphasis and inflexion.

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**Outcome:** Learning to converse—pronunciation, pause, emphasis and inflexion.  
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## **WRITING**

- ▶ Ask the students to first collect the data required, magazines/periodicals and their time intervals. Then, they may write the letter in an informal format to the friend, including the list in it.
- ▶ The teacher must assess the work of students individually.

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**Outcome:** Data collection on magazines/periodicals and their time intervals—Letter writing.  
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## **PROJECT WORK**

- ▶ Make groups of five students. Ask them to discuss as required in the exercise.

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**Outcome:** Group work—how people, who live alone away from families, handle their family life.  
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## **VALUE CORNER**

- ▶ Read out the quotation. Explain and discuss.

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**Outcome:** Applying what has been learnt to life.  
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## **LIFE SKILLS**

- ▶ Discuss the exercise along with the options listed. Explain which is/are the correct option(s) and why.

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**Outcome:** Learning to solve a real-life problem; decision making.  
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