

# 3

## The Postmaster

### SPECIFIC OBJECTIVES

- \* Understanding how human relationships are built - valuing and maturing them; bonds between people.
- \* Listening, reading, understanding and answering questions orally and in writing.
- \* Grammar: Adjectives and their kinds - adjectives of number; degrees of comparison of adjectives; order of adjectives; formation of adjectives; usage.
- \* Words, meanings, usage, suffixes; collocations; dictionary work and words using 'v' and 'w' and the distinction in the way they are pronounced differently.
- \* Writing a descriptive paragraph; punctuation and editing.
- \* Learning to speak, converse and write correctly.

#### Outcome

- \* Learning about the value of human relationships and how to deal with people with affection and dignity.
- \* Learning about adjectives - kinds; degrees of comparison; order and formation.
- \* Correct usage of language: collocation; editing; writing paragraphs.
- \* Speaking, conversing and writing correctly.

#### Get Set

- \* Discuss the pictures and their names.
- \* Students may identify the pictures and give the answers. Write them on the board and let them copy them down.
- \* Have a discussion on the given questions: post office or courier? How is e-mail convenient?
- \* Why are we moving away from ordinary mail to SMS, email and mobile phones, and the internet.

#### Read and Enjoy

- \* Read the lesson aloud or ask students to read parts of it.
- \* Explain the words and meaning. Reading creates familiarisation with words.
- \* The interactions between the postmaster and Ratan - the bonding due to the affection and service rendered by them to each other - the violation of the bond by the postmaster, first by going away without any thought for the feelings of Ratan, and then trying to offer her money whereas she had served him so selflessly.



- \* Relate the theme of the lesson with the daily life of the students and ask in-text questions: Have you faced a situation like the postmaster or Ratan, where you had to part with someone very dear to you? How did you handle it?
- \* Encourage the students to be observant and sensitive to relationships within their family, school and in various interactions; money cannot buy relationships, as the story shows.
- \* 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 the class. Then ask the students to write down the answer. The teacher can check the answers of the students individually.
- \* Use the board to brush up on adjectives – what they are – descriptions/ definitions of persons, places, things and ideas; their kinds – quality; quantity; number; demonstrative; possessive; interrogative; and emphatic.
- \* Use the board, and the given chart and examples as well as your own examples, to explain the Adjectives of Number: Definite Numeral [Cardinals and Ordinals]/Indefinite Numeral/Distributive Numeral.
- \* Do Exercise A orally first and then let the students do it in their notebooks.
- \* Similarly, using the board, given examples and your own, explain Degrees of Comparison: Positive/Comparative/Superlative.
- \* Do Exercise B orally first and then let the students do it in their notebooks.
- \* Use the board, the given charts and examples to explain the order of adjectives. Students can be asked to give more examples of their own.
- \* Do Exercise C orally first and then let the students do it in their notebooks.
- \* Using the board, explain formation of adjectives by adding suffixes. Explain using the given examples and also your own.
- \* Do Exercise D orally, and then let the students do it in their notebooks.
- \* The teacher needs to check individual work thoroughly to ensure that the students have understood the concepts and usage.
- \* Getting to know new words.
- \* Learn to recognise the new words by selecting them from the box and filling in the missing letters.

## Read and Understand

## Grammar Spotlight

## Spell Well

## Word Power

- \* 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.
- \* Collocations and their usage.
- \* Explain the idiomatic use of language. For example, some phrases like 'your good name', 'returned back', etc., are not used in English; these are translations from Hindi and other languages. Collocations signify how words are strung together typically in a language. You learn them through constant listening, reading and usage.
- \* You can use your own examples and ask the students to suggest more.
- \* Do Exercises A and B orally first, asking students the possible words. Discuss doubts raised by the students.
- \* Then the students can write the correct answers in their notebooks.

## Listen and Learn

- \* 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 students to take turns reading so they understand it well.
- \* Then ask the students to answer the questions orally.
- \* Check the students where necessary.

## Converse and Connect

- \* Listen to the accent, stress, 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.

## 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 'v' and 'w'.
- \* Words spelt with 'v' are spoken by biting the lower lip with the teeth. Words spelt with 'w' should be spoken without the use of the teeth—start with the movement for an 'oo' sound, rounding the lips and then say 'what, where, why, when, who'.
- \* Differentiate the way the words are pronounced. Draw attention to the phonetic symbols.
- \* Use the given words 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.

- \* Use the board to do this exercise.
- \* Explain what editing means at this stage: the right use of words such as articles, conjunctions prepositions; the correct form of verbs, adjectives, pronouns, etc.
- \* Call random students to correct the sentences.
- \* Once it is all written correctly on the board, ask them to write it down in their notebooks.
- \* If the exercise is done by the students on their own, then announce the corrections and let the partners check the work.

## Punctuation

- \* Exercise A: Read aloud the question, and clarify the queries of the students and the guidelines given.
- \* Ask the students to write a paragraph based on the outline.
- \* The teacher must correct the individual work of the students. Only then will they become independent in their writing.

## Write Well

- \* Ask the students to consult their dictionaries.
- \* Brush up the dictionary skills of the class. Ask the students how to find words in it and understand their 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.
- \* Do the exercise on the board, to ensure they understand the correct use of the dictionary.
- \* It is useful to make sentences using the words to clarify their meanings thoroughly.
- \* Then let the students write them down in their notebooks.

## Dictionary Skills

- \* Make groups of five students and give them time to discuss.
- \* Each group can write down a possible ending in one or two sentences.
- \* Then the groups can share it and discuss with the class.

## Project Work

- \* Exercise A. Read aloud the sentence.
- \* Ask the students to write down three things they would like to do to build a good relationship with a new neighbour.
- \* Share it with the class and discuss.

## Values and Life Skills

## SPECIFIC OBJECTIVES

- \* Learning to value humanity as one of the highest forms of worship.
- \* Building the ritual of worship into all your actions and behaviour.
- \* Reading and reciting the poem with the correct rhythm and correct emphasis.
- \* Answering questions on the poem.
- \* Learning words, meanings, spellings, pronunciation, rhymes.

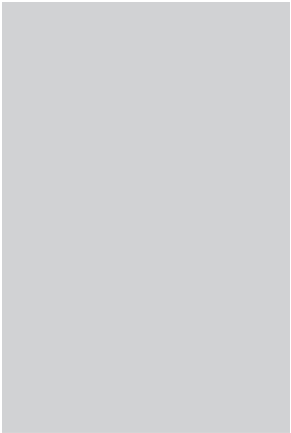
- \* Valuing human beings as much as God and devoting one's worship to serving humanity.
- \* Understanding the poem well.
- \* Learning to pronounce perfectly by reciting the poem.

- \* This is a very thought-provoking poem by Rabindranath Tagore, who wrote the 'Gitanjali', which won him a Nobel Prize. He also wrote novels, plays, poetry, short stories and acted in and directed plays. He was also a profound thinker and an educationist who set up the Vishwa Bharati University at Shantiniketan. This poem refers to the ritual of worship in temples, but here 'temple' refers to any place of worship, regardless of religion. Tagore says that merely offering flowers, lighting candles, bowing your head, praying on bended knees or asking for forgiveness is unacceptable, if in your daily life you do not behave in a way that matches what you want for yourself. Mere ritual is hypocrisy, if we do not see God in our fellow-man and treat others with love, respect and dignity and learn to forgive them.
- \* Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- \* Explain each stanza carefully: Stanza 1 refers to the offering of flowers at the feet of a deity. The poet uses the metaphor 'fragrance of love', treating love for our family and fellow-men as the flower. [Explain what is a metaphor - the transference of the quality of one thing to another through using one's imagination.] Stanza 2 refers to the lighting of candles at an altar. The poet says that instead of that, we should light up our own personalities to drive away the darkness inside us caused by pride and ego. Stanza 3 says all devotees bow their heads in prayer - but what is necessary is to bow in true humility before other human

## Outcome

## Read and Understand





beings and not being arrogant. Stanza 4 says that those who go down on bended knees to pray should, instead, bend down to offer help to others who are down-trodden. Stanza 5 says that the best way is not simply to seek forgiveness for oneself, but to forgive those who have hurt or harmed us. Thus, 'worship' for him comes from showing care and concern for other human beings, for God lives in all creatures.

- \* Explain concepts like pride and ego, humility, light, sin and forgiveness.
- \* Discuss the exercises and ask the students to answer them orally, before writing the answers down.
- \* Ask them to learn the poem and recite it correctly in turns in class. Correct them where necessary.