

3

The Man in the Train

SPECIFIC OBJECTIVES

- * Learning not to jump to conclusions - or to be prejudiced in any way.
- * Enjoying detective fiction - but not allowing it to colour your mind and feelings to become totally suspicious of everyone and everything - at the same time, being alert to possible dangers and risks.
- * Being alert and an observant person always.
- * Listening, reading and understanding and answering the questions orally and in writing.
- * Grammar: Adjectives - Kinds, formation, usage of adjectives and adverbs.
- * Words: meanings, usage, words that are often misused or confused; dictionary work; correct usage of words with somewhat similar meanings; pronunciation of words with correct phonetic symbols and stress.
- * Making sentences; narrating incidents. Punctuation and editing.
- * Learning to speak, converse and write correctly.

Outcome

- * Learning not to be prejudiced - being an observant, alert and good 'witness' to events and people; taking precautions where required.
- * Learning about Adjectives - kinds, formation and usage - differentiate from adverbs.
- * Speaking, conversing and writing correctly.

Get Set

- * Teacher can read out the question and guide students to discuss in class.
- * Talk about: Reading detective fiction and thrillers - why we enjoy them and what we learn from them: the enjoyment of solving a mystery.
- * Mention and suggest reading: Authors like Sir Arthur Conan Doyle [Sherlock Holmes]; Agatha Christie [Poirot; Miss Marple]; Alfred Hitchcock; Alexandre Dumas; and even many of the mystery and adventure stories by Enid Blyton and the Harry Potter series.
- * Read the passage and discuss in class.

Read and Enjoy

- * Read the lesson aloud or ask the students to read parts of it.

- * Explain the anxiety caused by news reports in newspapers and channels and social media – we need to be careful about the veracity of news first. Secondly, we have to be alert and cautious and take necessary precautions. Thirdly, we must be observant and not fall victims to prejudices.
- * Ask in-text questions: What is prejudice? Why was Mrs Blake frightened? What did she misunderstand? etc.
- * Explain the words, and meaning. Reading creates familiarisation with words.
- * Relate the activities and relationships to their family and daily life and ask in-text questions: Have you faced such a situation? How did you handle it? What should you do? How do you read the newspapers? Do you believe everything you see and hear on TV/ social media? What basic precautions do you take? Have your parents given you any guidance in the matter? etc.

- * 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 the students have understood the background, purpose and meaning of the lesson.

- * Use the board to explain Adjectives.
- * What Adjectives are – their kinds: Quality; Demonstrative; Quantitative; Numeral; Exclamatory; Interrogative; Emphatic; Distributive; Possessive.
- * When adjectives are used before a noun, it is called Attributive use; when they are used at the end of a sentence, it is called Predicative use.
- * Explain using the given examples and your own – use the board to elaborate where required.
- * Formation: How adjectives are formed: from nouns and verbs.
- * Use the given examples and also your own, and ask students to think of examples too.
- * Do exercise A, B and C orally and then ask the students to write down the answers in their books.
- * Discuss Exercises D – explain the confusion caused by adverbs and adjectives – use the given examples and any others too.
- * Then students can do the exercise in class.
- * Announce the answers aloud for A-D and let the partners check.

Read and Understand

Grammar Spotlight

Spell Well

- * 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.

Word Power

- * Learning about words that are often mixed up or misunderstood.
- * Ask the students if there are any word meanings that confuse them, apart from the words used in the text.
- * Try words like childish/childlike; sensitive/ sensible; pride/ self-esteem; etc.

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 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.

Converse and Connect

- * 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.

Pronunciation Practice

- * 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.
- * You can write spellings using the phonetic symbols alone on the board and ask the students to recognise the words.
- * Differentiate the way the words are pronounced. Draw attention to the phonetic symbols.
- * Explain the purpose of the stress signs. Refer to the 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.

Punctuation

- * 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.

- * Exercise A: Read aloud the question, and clarify the student's queries and the guidelines given.
- * Ask the students to write a brief narration of an incident. It should not be more than 150 words.
- * Exercise B and C: Students can do this on their own.
- * Teacher must correct the individual work of the students. Only then will they become independent in their writing.

- * 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.

- * Make groups of five students and give them time to discuss and write down the points that occur to them.
- * Their lists must be in two parts: Dos and Don'ts.
- * Then let each group can prepare a chart.
- * Display the projects in class.

- * Exercise A. Read aloud the sentence.
- * Discuss it in class and ask students what their observations are. Discuss the difference between prejudices and precautions.
- * Prejudices are based on preconceived notions we have about people: their skin colour, hair colour, dresses and facial features from different parts of the country/world, accents, customs, etc. And sometimes we take decisions that may be wrong
- * Precautions are based on basic safety measures and a need to be alert to possible dangers and risks.
- * Exercise B: Link this with what they have learnt so far.
- * Option 2 is the correct one.

Write Well

Dictionary Skills

Project Work

Values and Life Skills