

## Some Reminiscences

### LESSON PLAN

#### SPECIFIC OBJECTIVES

- ▶ Learning about creating a loving and kind environment at home and around us: it is something that brings us truly close to God
- ▶ Understanding the wisdom and love underlying all religions—being broadminded, tolerant and secular in one’s thinking
- ▶ Discussing what biography is and what reminiscences are
- ▶ Reading, listening, enjoying and understanding
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation and one-word for a group of words or phrases; use of dictionary; make sentences of your own; descriptions; editing
- ▶ Grammar: Pronouns—kinds of pronouns; differentiating between pronouns and adjectives
- ▶ Learning to converse correctly with proper pronunciation, pause, emphasis and inflexion
- ▶ Learning to write descriptions; brief conversation; paragraphs
- ▶ Working in groups; apply what has been learnt to life and the values you cultivate

#### GEAR UP!

- ▶ Explain what reminiscences are; what a biography is; what an autobiography is.
- ▶ Do the exercises of Gear Up. Discuss why Dr APJ Abdul Kalam was called the President of the people. What were his concerns?

**Outcome:** Discussing what a biography is and what reminiscences are. Discussing about presidents of India.

#### READ AND DISCOVER

- ▶ Ask the students to read the lesson aloud in turns.
- ▶ Explain the lesson and its words and phrases, e.g., helpmate; widely regarded; undistinguished looks; avoid all inessential comforts and luxuries; dollop; not the faintest idea, etc.

- ▶ Ask in-text questions, e.g., What kind of a childhood did Abdul Kalam have? What is Rameswaram famous for? etc.

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

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### **ENJOY AND UNDERSTAND**

- ▶ Exercise A: Ask one question at a time. Instruct the students to reply in complete sentences.
- ▶ Exercise B: Ask the students to do this on their own.
- ▶ Exercise C and HOTS—Discuss the answers in the class first. Then, ask the students to answer the questions on their own.
- ▶ The teacher can assess the answers of the students individually.

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

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### **GRAMMAR SPOTLIGHT**

- ▶ Use the blackboard and the given examples to explain pronouns – words used in place of nouns.
- ▶ Explain the different kinds of pronouns – personal; possessive; demonstrative; reflexive; relative; interrogative. Use given examples also from daily life.
- ▶ Differentiate between pronouns and adjectives.
- ▶ Exercises A, B and C: Do these orally in the class. Then, ask the students to write the answers on their own.
- ▶ The teacher can assess the answers of students individually, along with other exercises.

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**Outcome:** Learning about pronouns: Kinds of pronouns and their usage; differentiating pronouns and adjectives by usage.

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### **VOCABULARY**

- ▶ Exercise A: Find one word to replace a group of words. Ask the students to think of words; use the dictionary if required.
- ▶ Exercise B: Ask the students to do this on their own [**Hint:** three qualities each; also can overlap].

#### **Dictionary Work**

- ▶ Exercise C: The same word is used as two different parts of speech with two different meanings. Find the meaning of the words using the dictionary.
- ▶ Exercise D: Make sentences with the words bringing out the differences in meaning clearly.

#### **Editing**

- ▶ Exercise E: Ask the students to do the exercise on their own.
- ▶ The teacher can assess all students' answers individually.

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**Outcome:** Learning one-word for many; descriptive words for people: Using a dictionary; making sentences to show meaning; editing.

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## **LISTEN AND LEARN**

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

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**Outcome:** Listening attentively and answering questions orally.  
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## **CONVERSE AND CONNECT**

- ▶ Select two students to enact Parul and Mita.
- ▶ Enact the conversation in the class.
- ▶ Ask the students to listen attentively to the pronunciation, pause, emphasis and inflexion.
- ▶ Correct wherever necessary.
- ▶ Involve the class in the assessment of the conversation. This can be done by the class in four groups, each group assessing one of the parameters.

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

- ▶ Exercise A: Discuss in the class. Clues may be given to elicit response from students. The teacher can construct the conversation on the blackboard. Students can then transcribe the dialogue in their books.
- ▶ Exercise B: Ask the students to do the exercise on their own.

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**Outcome:** Writing brief passages and conversation on one's own.  
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## **PROJECT WORK**

- ▶ Ask the students to discuss in groups and prepare the project work.
- ▶ The teacher can assess the work of the groups.

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**Outcome:** Assessing group work—learning to put conversational skills to use.  
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## **VALUE CORNER**

- ▶ Read the sentences aloud. Discuss the values learnt in the lesson – How love, generosity and tolerance create bonds between human beings regardless of religions, language, culture and other barriers; how it takes us closer to God.

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**Outcome:** Learning the value of loving and giving to enrich relationships and be close to God.  
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## **LIFE SKILLS**

- ▶ Ask the students to do this exercise.
- ▶ The four points mentioned by each student can be put up on display.

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**Outcome:** Applying what has been learnt about benefitting others with a spirit of love and generosity.  
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