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A Dialogue with Bill Gates

SPECIFIC OBJECTIVES

- * Learning what success is – achievement and sharing wealth and knowledge.
- * The hard work and dedication that goes into achievement. Wealth is not meant for hoarding or for personal aggrandisement – it is for sharing and caring.
- * Listening, reading and understanding and answering the questions orally and in writing.
- * Grammar: pronouns – types: personal, possessive, demonstrative, interrogative, reflexive and emphatic; and their usage.
- * Words and meanings, usage; words that show professions; similar words but with different meanings; dictionary work and pronunciation of words with correct phonetic symbols and stress.
- * Writing a questionnaire for an interview and reporting it; Discussion related to healthcare and education in your area.
- * Learning to speak, converse and write correctly.

- * Learning about achievements and sharing them with others.
- * Learning about pronouns and their types and usage.
- * Speaking, conversing and writing correctly.

- * Talk about: (a) what is achievement/success? (b) what is ambition? (c) how does one achieve one's goals? (d) achievements in different fields; (e) silent/unknown achievers; (f) sharing; etc.
- * Exercise A: The teacher can read out the question and name and discuss the four achievers in class.
- * Ask the students to name more achievers in other fields – Paralympics, other sports, films, industry, education, writing, etc.

- * Read the lesson aloud or ask students to read parts of it.
- * This is a brief biographical write-up. Talk about the difference between biography, autobiography and interview.
- * Explain words and phrases like: poured in dollars; Forbes list; civic affairs; community organisation; dropped out; devastated, etc.

Get Set

Read and Enjoy

Read and Understand

- * Ask questions to ensure that the students understand the lesson and its philosophy: Why do you think Bill Gates realised he had an obligation to give more of his wealth to charity? Who is Warren Buffet? Do you think dropping out of school/college is always correct?
- * Reading creates familiarisation with words. Discuss picture associations so that reading becomes fun.
- * Relate the activities and relationships to their family and daily life and ask in-text questions: Have you given something to the needy and poor that was valuable to you? Why? Why not? Have you spoken about charitable acts with your parents? What do they tell you about it? 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 questions in class. Then ask the students to write down the answers.

Grammar Spotlight

- * Use the board to brush up on Pronouns - their kinds: personal, possessive, demonstrative, interrogative, distributive, relative, reflexive.
- * Use the board to explain each of them and their usage, including first, second and third person in the case of personal pronouns: use the given examples as well as your own, and ask the students to think of examples too.
- * Do Exercise A orally and then let the students write the answers down.
- * Explain reflexive and emphatic adjectives - the difference, using the examples given. you can add your own examples on the board.
- * Do Exercise B orally and then ask the students to write down the answers.
- * Explain Indefinite and distributive adjectives - using the board and the examples given. You can add your own examples on the board.
- * Do Exercise C and then the students can write the answers down.
- * Announce the answers aloud for Exercises A-C and let the partners check.

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.

- * Learning about words that show the professions of people.
- * Use the given examples as well as your own to explain this on the board.
- * 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 answers in their notebooks.
- * Announce the answers to Exercise A and let the partners check.

Word Power

- * 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.

Listen and Learn

- * 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.

Converse and Connect

- * Read out the question.
- * Discuss in class and ask the students to imagine how they would teach someone who needed to learn how to read and write.
- * Correct them where necessary, but encourage their imagination and listen to their suggestions.

Speak and Express

- * Let the students listen to the DigiDisc so that they are sure of the right way to speak.
- * Let the students say aloud the given words. See the way they are spelt in the first column and then see the phonetic spelling and pronunciation.
- * 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.

Pronunciation Practice

- * 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 notebooks.

Punctuation

Write Well

- * If the exercise is done by students on their own, then announce the corrections and let the partners check the work.
- * Exercise A: Ask the students to work with their partners.
- * List out questions to be asked of the Secretary of the Social Service Club of your school
- * One of you will be the interviewer/reporter and one will be interviewed; then reverse the positions.
- * Ask and answer the questions
- * You can record the answers also.
- * Share the project in class.
- * Exercise B: Prepare a collage as instructed and share with the class.

Dictionary Work

- * Use of the dictionary for Exercises A and B and, if necessary for Exercise C - making sentences with each word orally will help understand the meanings clearly.
- * A: Ask the students to write the meanings of the pairs of words, clearly understanding the differences. If time permits, write down the sentences using the words.
- * B: Explain to the students how to find out the different inflexions of each word: Example: 'fly' as two different nouns or a verb, and how it can be formed into a different form of noun [flight]; an adjective [flighty]; a participle [flying], etc.
- * C: Using what has been learnt in Exercise B above, ask the students to find two different meanings of each word and use them accordingly in sentences: example - tell a lie, lie on the grass, etc.

Project Work

- * Make groups of eight students and ask them to discuss the problems of healthcare and education in their area.
- * Each group can select one spokesperson and share their views with the class.

Values and Life Skills

- * Exercise A. Read aloud the sentence.
- * Discuss it in class and ask students what their views are.
- * Exercise B: Read the question and link this with what they have learnt so far. Ask the groups to discuss also what impact the education of girls/women has within their families.