

A Dialogue with Bill Gates

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Learning what success is—achievement and sharing. The hard work behind achievement; Wealth as a means to help others
- ▶ Reading, listening, understanding, thinking and discussing
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation, professions, dictionary work and editing
- ▶ Grammar: Subject–verb agreement; transitive and intransitive verbs; non-finites (infinitives, gerunds and participles)
- ▶ Learning to converse correctly with proper pronunciation, pauses, emphasis and inflexion
- ▶ Interviewing Bill Gates and reporting it
- ▶ Collecting data on a social problem, thinking of possible solution and presenting it
- ▶ Applying lessons learned about achievement and using it for social service

GEAR UP!

- ▶ Discuss (a) what achievement/success is; (b) what ambition is; (c) how does one achieve goals; (d) achievement in different fields; (e) silent/unknown achievers; (f) sharing; etc.
- ▶ Discuss pictures and name the four achievers. Ask the students to name more people who are achievers in different fields like sports (tennis, badminton, boxing, wrestling, cricket, chess), films, industry, education, etc.

Outcome: Discussing a balanced view of success—sharing with others—hard work and courage.

READ AND DISCOVER

- ▶ Students may read the lesson aloud in turns. Correct them where necessary.
- ▶ Explain words and phrases, e.g., poured in dollars, Forbes list, civic affairs, community organisation, dropped out, devastated, etc.

- ▶ Ask in-text questions, e.g., 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 is always correct? etc.

Outcome: Reading aloud, understanding words, phrases and thinking about the issues of achievement, wealth, charity and service.

ENJOY AND UNDERSTAND

- ▶ Exercises A and B: Discuss in the class. Then, ask the students to write the answers on their own. The teacher must assess.
- ▶ Exercise C: Discuss in class. Students may then do this exercise on their own. The teacher can check the answers individually.
- ▶ HOTS—Discuss in the class. This is an important lesson for all students. They need to realise that life is not about ‘having’ more but about ‘being’ more.

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

GRAMMAR SPOTLIGHT

- ▶ Use the blackboard and given examples to explain subject-verb agreement—the verb must agree with the number and person of the subject.
- ▶ Transitive and intransitive verbs: direct and indirect objects; also the object of prepositions. Give your own examples.
- ▶ Non-finites—infinitives (to + verb), gerund (verb + ing used as a noun) and participles (verb + ing/en).
- ▶ Exercises A to D: Do them orally in the class. Then, ask the students to do them on their own. Answers can be announced aloud. Students can check their partner’s work.

Outcome: Learning about subject–verb agreement; transitive–intransitive verbs and non-finites.

VOCABULARY

Word Power

- ▶ Fill in the blanks.

Dictionary Work

- ▶ Exercises B and C: Let the students do the exercises on their own. The teacher can announce the answers in the class.

Editing

- ▶ Exercise D: The students can do this on their own.

Outcome: Learning word usage, dictionary work and editing.

LISTEN AND LEARN

- ▶ Read out the passage. Ask the students to listen to it attentively.

- ▶ Ask one question at a time. Instruct the students to answer it in complete sentences. Correct them where required.

Outcome: Listening attentively, understanding and answering the questions orally.

CONVERSE AND CONNECT

- ▶ Select two students to enact Ruhi and Abha.
- ▶ Enact the conversation in the class. Ask the students to listen to it attentively. Correct them where required. Involve the students in assessing it on pronunciation, pauses, emphasis and inflexion.

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

WRITING

- ▶ Explain the situation given; if necessary get two of the students to enact it in the class.
- ▶ Then, ask the students to work in pairs and write down the interview with six questions and six answers.

Outcome: Learning how to conduct an interview.

PROJECT WORK

- ▶ Make groups of five or eight students.
- ▶ Select topics relating to healthcare or education for each group. Advise that everyone must speak.
- ▶ They will discuss and each group may prepare a list of problems and solutions. Share with the class.

Outcome: Discussing in group and finding solutions.

VALUE CORNER/LIFE SKILLS

- ▶ Read out the sentence and explain.
- ▶ Discuss in the class, with reference to all that has been learnt in the lesson.
- ▶ Help students in the activity given in 'Life Skills'.

Outcome: Applying the value learnt to life.
