

# Solving Tough Problems of Life

## LESSON PLAN

### SPECIFIC OBJECTIVES

- ▶ Handling problems and difficult situations in life
- ▶ Understanding what empathy is; the correct way of listening; finding peaceful solutions to problems
- ▶ Reading, listening, understanding, thinking and discussion
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation; words often misused; dictionary work, editing
- ▶ Grammar: Subject-verb agreement, transitive and intransitive verbs, non-finites—infinitives, gerunds and participles and their usage
- ▶ Learning to converse correctly with proper pronunciation, pause, emphasis and inflexion
- ▶ Writing: Making a diary entry
- ▶ Think and do: Discuss problems and their solutions
- ▶ Applying the lesson learnt to life

### GEAR UP!

- ▶ Discuss the problems faced by students in their day-to-day lives. How do they handle them? What are the problems their parents face? How do they handle them?
- ▶ Read the exercise given and initiate discussion on the questions raised in it. There might be various ways of tackling the situation.

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**Outcome:** Handling problems, finding solutions through discussions and consultations.  
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### READ AND DISCOVER

- ▶ Ask the students to read aloud the lesson in turns. Correct them wherever required.
- ▶ Explain the lesson and its words and phrases, e.g., a peaceful and honourable settlement; our usual way of talking and listening; emotionally involved in our beliefs and faiths; a feeling of empathy for others; unfold our better self; etc. Explain “empathy” and correct “listening”.

- ▶ Ask in-text questions, e.g., we have views on society, religion, politics and we refuse to listen to other people's views or accept them. How can we cultivate empathy and the habit of truly listening when other people talk? How can it help to solve problems? etc. Ask students about the kind of problems or tough situations they face at home, school and socially. How do they deal with them?

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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. Correct them wherever required.
- ▶ Exercises B and C: The students may answer these on their own. The teacher must assess their work individually for Exercise C, along with other written work. Answers to Exercise B can be announced aloud and students may correct their work in pairs.
- ▶ HOTS: Discuss in the class. Examples from the lives of students and from other lives they have studied about earlier can be taken, e.g., Nelson Mandela, Abdul Kalam, Helen Keller, etc. Then, ask them to write the answers on their own. The teacher must assess the answers of the students individually along with other written work. The best HOTS answer can be shared in the class.

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

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## **GRAMMAR SPOTLIGHT**

- ▶ Use the blackboard and given examples to explain subject-verb agreement, transitive and intransitive verbs, the finite verbs (limited by person and number) and non-finites (do not change person or number). Non-finites–infinitives (to + verb); gerunds (verb + ing) functioning as nouns; participles (verb + ing) acting as adjectives.
- ▶ Gerunds (verb + ing) act as nouns, i.e., subject or object; governed by a preposition.
- ▶ Participles (verb + ing) acting as adjectives are called present participles; third forms of the verb are called past participles, used as adjectives.
- ▶ Infinitives (to + verb) generally in passive form, do not show time of action. Without 'to' bare infinitive can be used in active voice or in passive voice.
- ▶ Exercises A and B: Discuss in the class. Then, ask the students to do them on their own. The teacher can announce the correct answers. Students may correct their own work in pairs.

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**Outcome:** Discussing subject-verb agreement; transitive and intransitive verbs; non-finites–infinitives, gerunds, participles and their usage.

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## **VOCABULARY**

- ▶ Exercise A: Ask the students to use a dictionary to find out the meanings of the pairs of words and then use them in sentences of their own. The teacher must assess the work of the students individually along with other written work.

### **Dictionary Work**

- ▶ Exercise B: Students may use the dictionary to write the difference between the pairs of words.

The teacher may ask the students to give the answers orally, selecting students at random. Correct them wherever required. Students can check and correct their own work.

### **Editing**

- ▶ Exercise C: Ask the students to do the exercise on their own. Then, call upon one student to write the edited passage on the blackboard. Discuss in the class and correct it. The final correctly edited passage on the blackboard can be copied by the students in their books.

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**Outcome:** Explaining words often misused; dictionary work; synonyms; editing and sentences.

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### **LISTEN AND LEARN**

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

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

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### **CONVERSE AND CONNECT**

- ▶ Select two students to enact Ravi and Rahul.
- ▶ Enact the conversation in the class. Correct them wherever necessary.
- ▶ Involve the students in assessing the enactment of the conversation based on pronunciation, pause, emphasis, inflexion and mood.

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

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### **WRITING**

- ▶ Explain about a diary entry; an occurrence or incident; thoughts and feelings arising from it; how to handle the situation.

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**Outcome:** Writing a diary entry on your thoughts about handling a problem in life.

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### **PROJECT WORK**

- ▶ Work with partner to do exercise as instructed.

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**Outcome:** Working with persons who can help solve problems and how.

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### **VALUE CORNER/LIFE SKILLS**

- ▶ Read the quotation and discuss in the class.
- ▶ Regarding the question in 'Life Skills', discuss the kinds of problems the students actually face at school or at home or in their social world.
- ▶ Discuss each option and the reasons for its acceptance or not.

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**Outcome:** Applying the value learnt in life.

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