

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.

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Nature's Message to Mankind

SPECIFIC OBJECTIVES

- * Learning to respect planet Earth and Nature.
- * We create our own environment - we must use it with respect and love, in a responsible way to ensure balanced and healthy development. Any irresponsible use will affect Nature, which will then strike back.
- * This is a play; learn about stagecraft; dress; memorising lines; cue, etc.
- * Understanding personification, which is used in the play.
- * Listening, reading, understanding and answering the questions orally and in writing.
- * Grammar: Subject-verb agreement; transitive and intransitive verbs; non-finite words and their usage.
- * Words and their meanings, usage; metaphors and their usage; phrases; dictionary work and pronunciation of words with correct phonetic symbols and stress.
- * Writing a newspaper report and a small play; punctuation and editing.
- * Learning to speak, converse and write correctly.

Outcome

- * Learning about the dangers of destroying our environment and creating imbalance on the planet
- * Learning about enactment of plays and stagecraft.
- * Learning about subject-verb agreement; transitive and intransitive verbs and non-finite words and their usage.
- * Speaking, conversing and writing correctly.

Get Set

- * Talk about: (a) What are the human activities that are affecting earth badly? (b) What is the result of these activities? (c) How do these activities lead to natural and man-made disasters?
- * Exercise A: The teacher can read out the question and ask the students to name and discuss each of the pictures shown: cutting of trees; quarrying for stone and sand; polluting water bodies.

Read and Enjoy

- * Read the lesson aloud or ask the students to read parts of it.
- * This is an outline of the damage done by human activity to our environment and how nature strikes back to show us the harm that we are causing.

- * Have different sets of students read out different parts in the play. Place the student in the classroom according to the part they are playing. Make a suitable place for an entrance and exit. Then, as they read, correct their pronunciation and expression.
- * Explain what is personification – each inanimate object or phenomenon of nature has been made into human-like character, having a mind and speech – ask the students to imagine how they should be dressed and where they would be on a stage, etc.
- * Ask questions to ensure that the students understand the lesson and its philosophy. Examine what is spoken by each character and discuss why they say it. For example: Mr Sun says, ‘My rays penetrate the Earth’s atmosphere more strongly and brightly. Ultraviolet rays are not filtered properly because Mr Ozone is losing his ability to do so.’ Discuss the issue, explaining why this is happening and how human beings are contributing to it.
- * Reading creates familiarisation with words.
- * Relate the lesson to the daily life of the students and ask in-text questions: How are we, as individuals, adding to the pollution and destruction of the environment? How can we, as individuals, help to improve and save the environment?

- * Discuss the questions in Exercises A-C 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 and C.
- * HOTS: Read and discuss the questions in the class. Then ask the students to write down the answers.

- * Use the board to explain subject-verb agreement. Use the given examples and also your own, and ask the students to think of examples too.
- * Do Exercise A orally and then let the students write down the answers.
- * Explain transitive and intransitive verbs: the difference, along with direct and indirect objects.
- * Use the given examples. You can add your own examples on the board.
- * Do Exercise B orally and then ask the students to write down the answers.
- * Explain what are non-finites by giving examples first of finites, using the board and the given examples. You can add your own examples on the board.
- * Do Exercises C and D and then the students can write the answers.
- * Announce the answers aloud for Exercises A-D and let the partners check.

Read and Understand

Grammar Spotlight

Spell Well

- * Getting to know new words.
- * Learn to recognise new words by selecting them from the box and filling in the missing letters.
- * 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 metaphors.
- * Use the given examples and your own to explain metaphors on the board. They are expressions that describe a person or thing by comparing similar qualities in another person or thing. For example: Joe was petrified. It means Joe was very frightened, but 'petrified' literally means 'turned into stone' and is, therefore, a metaphor for being so frightened that you stand as still and unmoving as a stone. Very often, phrases are used as metaphors. Examples: parting shot; unknown quantity; bowled over, etc.
- * 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.
- * Ask the students at random to read out their sentences and correct them, explaining the corrections to Exercise A and let the partners check.

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 to answer the questions orally.
- * Check the students where necessary.

Converse and Connect

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * Ask the student to read aloud the conversation.
- * Then ask pairs of students at random to enact the conversation according to their own imagination.
- * Correct the students regarding content and pronunciation.

Speak and Express

- * Read out the question so that the students know what is required of them.
- * Describe and discuss the picture in the class.
- * Discuss views of the student in class, with emphasis on the environment.

- * Correct them where necessary, but encourage their imagination and listen to their suggestions.
 - * Let the students listen to the DigiDisc so that they are sure of the right way to say the words.
 - * 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.
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- * Use the board to do this exercise.
 - * Call random students to correct the sentences in the passage.
 - * Once it is all written correctly on the board, ask them to write it down in their notebooks.
 - * If the exercise is done by the students on their own, then announce the corrections and let the partners check the work.
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- * Read out the question and explain the guidelines.
 - * Exercise A: Ask the students to write the news report based on the guidelines and the news given.
 - * Let the students clarify their doubts, if any, as they write.
 - * Correct individual work and then select the few best ones and share in the class.
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- * Ask the groups to prepare the play, memorising the dialogues if possible.
 - * Enact the play or read it aloud with correct expression and emotions in the class.
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- * Exercise A. Read aloud the sentence.
 - * Discuss it in class and ask the students what their views are.
 - * Exercise B: Read the question and link this with what they have learnt so far. Then discuss different solutions in the class.

Pronunciation Practice

Punctuation

Write Well

Project Work

Values and Life Skills

SPECIFIC OBJECTIVES

- * Learning about lyrical poetry and what was called the Romantic Age in English Literature.
- * Understanding the beauty of nature and the comfort and joy it brings.
- * Reading and reciting the poem with the correct rhythm and emphasis.
- * Answering questions on the poem.
- * Learning words and their meanings, spellings, pronunciation, rhymes.

Outcome

- * Learning to enjoy lyrical poetry and the joy of nature.
- * Understanding the poem well.
- * Learning to pronounce perfectly by reciting the poem.

Read and Understand

- * This is a beautiful and well-known poem by William Wordsworth. This poem refers to a scene that Wordsworth and his sister saw in 1802, when they came to a 'long belt' of daffodils that bloomed in a meadow near Glencoyne Bay, at Ullswater in England's Lake District. The field of daffodils swayed in the breeze. Some years later, Wordsworth remembered the beauty and tranquillity of that scene and wrote this poem. It was first published in 1807 in 'Poems, in Two Volumes'.
- * Wordsworth, along with another poet, Samuel Taylor Coleridge, wrote a book of poems called 'Lyrical Ballads' which marked a change in the way poetry was written, sometimes with rhymed verse and sometimes like spoken words. It was also marked a change in the use of imagination, as the poets allowed their minds to wander beyond what they actually saw and wrote about many things that were imagined by them. This wide use of imagination or 'romance' gave this period of writing the name of the 'Romantic Age'.
- * This poem focuses on one of the central ideas of Wordsworth's poetry - that something we see or experience is later remembered when we are sitting quietly and thinking or relaxing. That memory brings with it peace or joy or sorrow, reviving the actual feelings we felt when we first saw or experienced it.

- * In the first stanza, the poet explains how he was walking around by the side of a lake, as lonely as a cloud that blows over hills and valleys, when he saw a field of golden daffodils on the banks – so many that they looked like ‘a host’, an army! The breeze blew over them, setting them ‘fluttering and dancing’. In the second stanza, he uses an expanded simile to compare them to the stars ‘that shine and twinkle on the milky way’ because they are spread over a large area. Then as he watches them waving in the breeze, he personalises them, saying that they seem to be dancing, ‘tossing their heads’. In the third stanza, he compares them to the waves on the lake, as the breeze ripples over both and the sun shines on them. Both ripple and sway, and the colours flash in the sunlight, but the daffodils ‘out-did the sparkling waves in glee’. The daffodils and the waves are joyous, but to the poet, the daffodils appear more full of glee. It is impossible for the poet to feel ‘lonely’ in ‘such a jocund company’. He kept looking at the beautiful scene before him, without realising its real value. He did not know that the pleasure of seeing that beautiful sight, of the large swathe of daffodils swaying in the meadow near the lake, had given him a ‘wealth’ of thoughts and memories. In the last stanza, the poet describes the wealth. Later, when he has gone far away and much time has passed, when he is lying down on his couch, in a thoughtful mood or with his mind free of any thought, ‘in vacant or in pensive mood’, he remembers this scene. The daffodils ‘flash upon that inward eye’, as he visualises them, imagines them. That ‘inward eye’, his imagination, is ‘the bliss of solitude’ because when he is alone, the joys of the past return to him in memory. ‘And then my heart with pleasure fills, And dances with the daffodils’, says the poet. The daffodils are not there anymore, nor the lake or the breeze; but for the poet they are real and present because his ‘inward eye’ sees them and, therefore, he is not lonely. Now his ‘solitude’ is rich because of the ‘wealth’ of memories.
- * Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- * Explain the rhyme scheme, which is ababcc. Explain what the following are: ‘o’er vales and hills’; ‘stretched in never-ending line along the margin of a bay’; ‘out-did the sparkling waves in glee’; ‘such a jocund company’; ‘little thought what wealth the show to me had brought’; ‘in vacant or in pensive mood’; ‘that inward eye’; ‘the bliss of solitude’.
- * Discuss the exercises and ask the students to answer them orally, before writing the answers down. Explain the context of the questions from the poem and ensure that the students understand it before they answer.
- * Explain the difference between simile, metaphor and personification.
- * Ask them to learn the poem and recite it correctly in turns in class. Correct them where necessary.