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The Lady with the Lamp

SPECIFIC OBJECTIVES

- * Learning about the care of the sick and suffering.
- * Learning about a role model: Florence Nightingale - taking a path-breaking initiative; courage; perseverance; hard work; compassion and making nursing a profession.
- * Listening, reading, understanding and answering questions orally and in writing.
- * Grammar: Verbs - present and past tenses, their forms and usage.
- * Words, meanings, usage, phrases used in idiomatic English; dictionary skills and words spelt with 'o' and pronounced as different sounding diphthongs.
- * Understanding punctuation.
- * Learning to speak, converse and write correctly.

Outcome

- * Learning from a role model about the need and nobility of caring for the sick and the suffering.
- * Learning about verbs: Present and past tenses - their forms and usage.
- * Understanding, speaking and writing idiomatic English.
- * Speaking and writing correctly.

Get Set

- * Discuss the pictures given.
- * Talk about many people who have selflessly served the sick and the suffering: Saint Teresa of Kolkata; Bhagat Puran Singh; Baba Amte; etc.
- * The lesson talks about the compassion and competence of nurses - discuss.
- * Exercise A: Ask the students if they recognise the tasks shown in the pictures, as done by nurses. Also explain that now 'nurse' is a common noun since both women and men can be nurses.
- * Ask for their answers and write them on the board.

Read and Enjoy

- * Read the lesson aloud, asking the students to read parts of it.
- * Explain the words and meaning. Reading creates familiarisation with words.
- * Relate the lesson by taking examples from the daily life of the students and ask in-text questions: Has anyone in your home or neighbourhood been ill? In hospital? Did you see what work was done by the nurses? etc.

- * Discuss the questions in Exercises A, B and 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 answer.
- * The teacher should assess the answers of the students individually.

- * Use the board to explain verbs and their tenses.
- * Draw a timeline on the board to explain past, present and future.
- * Then use it to explain the various forms - simple present, present progressive, present perfect, present perfect progressive; simple past, past progressive, past perfect, past perfect progressive.
- * Use the given examples and also your own, and ask the students to think of examples too.
- * Discuss Exercises A, B, C and D orally first and then the students can do them in the class.

- * 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.

- * Learning about phrases used in idiomatic English.
- * Explain the meanings using the board where necessary and examples given in the exercise. Use your own examples too.
- * Explain that the phrases have a meaning that is not literal - the expressions are peculiar to a language and are called idiomatic.
- * Do Exercise A orally first, asking the students for answers at random.
- * Then ask the students to write down the correct answers.

- * 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 that they understand it well.
- * Then ask the students orally to answer the questions in Exercise A.
- * Check the students where necessary.

Read and Understand

Grammar Spotlight

Spell Well

Word Power

Listen and Learn

Converse and Connect

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * Then ask pairs of students at random to enact the dialogue according to their own imagination.
- * Check if the students understand the conversation well by asking a few questions; explain where necessary.
- * Correct the students regarding content and pronunciation.

Speak and Express

- * Explain Exercise A to the students, asking them different ways in which they can help patients in hospitals.
- * After they have understood what is required of them, let them express themselves freely.
- * Correct the students where necessary.

Pronunciation Practice

- * 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 words spelt with 'o' in combination with other letters like a, w, or u.
- * Use the given words and any other examples you like or doubts that the students may have.
- * While explaining the correct pronunciation, show how these words are pronounced distinctly.
- * Exercise A should be done orally.
- * Ensure that the phonetic symbols for the sounds are understood by the students.

Punctuation

- * Use the board to do this exercise.
- * Call random students to correct in the paragraph.
- * Once it is all written correctly on the board, ask them to write it down in their books.
- * Let the partners check the work.

Write Well

- * Ask the students to read through the exercise first.
- * A. Then ask them to write it down in good handwriting in their books. They should underline the verbs - the teacher may announce the words and partners can check.
- * B. The students can write any reasonable passage. The teacher must check the work of the students individually.

Dictionary Skills

- * Ask the students to consult their dictionaries.
- * Remind them how to use it by seeing the words at the top of each page: how they tell you the first and last words on the pages.

- * Ensure that every student in the class understands the correct way to use the dictionary.
- * Draw attention to the meanings and the pronunciation.
- * Do the exercise on the board, to ensure they understand the correct use of the dictionary.
- * Then let them write it down in their notebooks.

- * Make groups of five students and read out and explain the exercises.
- * Exercises A and B: Give the groups time to collect the material and then a period to make their posters.
- * Display their work in the class.

- * Exercise A. Read aloud the quotation.
- * Discuss it and any related issues raised by the students.
- * Exercise B: Read aloud the question and discuss the given options. Why are 2 and 3 good options and why is 1 not good?

Project Work

Values and Life Skills