

6

Three Important Questions

SPECIFIC OBJECTIVES

- * Learning that the most important time is 'now'; the most significant person is the one in front of you; and the task at hand is the most important one.
- * Learning to understand and determine priorities in life and during each day.
- * Listening, reading, understanding and answering questions orally and in writing.
- * Grammar: Finite and non-finite verbs; infinitives; gerunds; participles.
- * Words, meanings, usage, compound nouns, antonyms, dictionary work and pronouncing words spelt with 's' and 'sh', and understanding the phonetic symbols.
- * Writing sentences and paragraphs; punctuation and editing.
- * Learning to speak, converse and write correctly.

- * Learning about prioritising your tasks and activities.
- * Learning about finite and non-finite verbs; infinitives; gerunds; participles.
- * Writing sentences and paragraphs; editing and punctuation.
- * Speaking, conversing and writing correctly.

- * The teacher can read out the question and guide students to discuss in the class.
- * Ask the students to state what their priority would be if faced with the three given situations and why that would be their choice.
- * Discuss if they have faced such situations when they had to choose or arrange different activities in the order of priority because all were to be done the same day.
- * Jot down three or four activities on the board and let them select the way they would arrange them. Examples: do homework; study for class test; help your mother who is ill; water the plants; take your dog for a walk, etc.

- * Read the lesson aloud or ask the students to read parts of it.
- * Explain that this story is written by Leo Tolstoy, one of the great Russian writers of short stories and novels, including 'War and Peace' and 'Anna Karenina'. His writing influenced the thinking of Mahatma Gandhi and Dr Martin Luther King, Jr. because he advocated non-cooperation as a tool for fighting injustice.

Outcome

Get Set

Read and Enjoy



Read and Understand

- * Explain the words and meaning. Reading creates familiarisation with words.
- * Ask in-text questions like: Do you think the king's questions were important? Why? Are the questions relevant for your daily activities?
- * Encourage the students to prioritise their day's work and organise their time well.
- * Discuss the questions in Exercises A-E 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-E.
- * HOTS: Read and discuss the question in class. Then ask the students to write down the answer. The teacher can then check the answers of the students individually.

Grammar Spotlight

- * Use the board to explain finite and non-finite verbs.
- * Verbs are finite when they change according to the number, person and tense. They are non-finite if they remain unchanged wherever they are used.
- * Use the board, and the given examples as well as your own examples, to explain the correct usage.
- * Do Exercise A orally first and then let the students do it in their notebooks.
- * The teacher can announce the answers and the partners can check the work.
- * Using the board, now explain infinitives [to + verb] and their usage. Given examples and as the students for examples as well.
- * In the same way, explain gerunds [verb + ing form used as a noun] and participles [present and past - used as adjectives].
- * Use the examples given as well as your own examples to explain them.
- * Do Exercises B-D orally as well as first and then let the students do them in their notebooks.
- * The teacher can announce the answers and the partners can check the work.

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.

- * Formation and usage of compound nouns.
- * Explain how they are written with or without a hyphen. As there are no specific rules, it is necessary to consult a dictionary.
- * You can use your own examples and ask the students to suggest others.
- * Do Exercise A orally first, asking the students the possible words. Discuss doubts raised by the students.
- * Then the students can write the correct answers in their notebooks.
- * Let the students do Exercise B on finding antonyms [opposites] on their own.
- * Then the teacher can announce answers of Exercises A and B and the partners can check the work.

- * Read aloud the question so that the students understand it well.
- * Let the students express themselves freely.
- * Correct them as and when required.

- * 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 so that they understand it well.
- * Teacher can then ask the students to answer the questions orally.
- * Check the students where necessary.

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

- * 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.
- * Draw attention to the phonetic symbols used to specify the correct pronunciations.
- * Read each column aloud and ask the students to repeat in groups and individually. Correct them where necessary.
- * Ensure that the phonetic symbols for the sounds are understood by the students.

- * Use the board to do this exercise.
- * Reiterate what editing means – the right use of words such as articles, conjunctions and prepositions, and the correct form of verbs, adjectives, pronouns, etc.

Word Power

Spell Well

Listen and Learn

Converse and Connect

Pronunciation Practice

Punctuation

Write Well

- * Call random students to correct the sentences in the paragraph.
 - * 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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- * Ask the students to do Exercises A, B and C on their own.
 - * The teacher must correct the individual work of the students. Only then will they become independent in their writing.

Dictionary Skills

- * These exercises may be done in the class by the students on their own or with their partners.
- * Exercises A and B: Let them consult the dictionary in pairs and write the answers.
- * The teacher can give the work of checking to another pair of partners, announcing the correct answers aloud.
- * Any reasonable sentences are acceptable.

Project Work

- * Make groups of 6-7 students and assign them this task.
- * Give them time to collect newspaper cutting and do the necessary research on the persons concerned. Suggest names of persons who are achievers in any field: technology, aeronautics, space research, medicine, education, agriculture, sports, social work, etc.
- * Each group can write down 2-3 points about how the persons they have read about prioritised their time and activities.
- * The points may be discussed in the class.

Values and Life Skills

- * Exercise A. Read aloud the quotation.
- * Discuss it in class.
- * Exercise B: The question may be asked in the class and discussed. More than one option is available.

SPECIFIC OBJECTIVES

- * Learning about the power of rumour and superstition and how it can snowball.
- * The weird rumours that surround people who are reserved or quiet and reclusive; also, the creativity of a child's imagination.
- * Reading and reciting the poem with the correct rhythm and emphasis.
- * Answering questions on the poem.
- * Learning words, meanings, spellings, pronunciation, rhymes.

Outcome

- * Rumour and Superstition: how they can grow along with a child's curiosity and imagination.
- * Understanding the poem well.
- * Learning to pronounce perfectly by reciting the poem.

Read and Understand

- * This poem by Gareth Owen is about an alchemist. An alchemist was a person who turned metal into gold. Often, he was perceived as a magician, a sorcerer or a wizard. Therefore, many superstitions about a wizard or wicked sorcerer were attached to him too. In the five stanzas the poet tells us about what everyone believes about the alchemist.
- * Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- * Explain the poem clearly to the students so that they understand how the poet is explaining how separating the truth from gossip, rumour and superstition is difficult.
- * On the other hand, this poem also shows how creative a child's imagination can be.
- * Explain the poem clearly to the students. People see a light burning in a house all through the night. So they think an alchemist lives there and he has books full of magic spells and, like a wizard, he has a cat. [Stanza 1] Others imagine he has claws and a beak like a bird of prey and keeps rats, vampire bats and a talking raven for company. [Stanza 2] Children are afraid to go to his house or even to peep in. So they dare each other to go up to his house and knock on the door as a prank. A superstition has grown around his house that whoever has gone there never comes back. [Stanza 3] So many strange and scary



rumours have sprung up around him and his house. His furnace turns iron and bronze into gold ingots; he makes a powder which, if you eat it, will make you immortal and keep you young always! [Stanza 4] No one is sure if he is a wizard or a saint, but they say that he eats toads for his tea. The poet is, therefore, so terrified that he doesn't wish to visit the alchemist for fear that he too will be eaten up by him! [Stanza 5]

- * Discuss the exercises and ask the students to answer them orally, before writing the answers down.
- * Ask them to learn the poem and recite it correctly in turns in the class. Correct them where necessary.