

## Three Important Questions

### LESSON PLAN

#### SPECIFIC OBJECTIVES

- ▶ Learning that ‘now’ is the most important time, the person who is in front of us the most important person and the task at hand the most important one
- ▶ Reading, listening, enjoying and understanding
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation, compound nouns; antonyms; using a dictionary for making sentences; editing
- ▶ Grammar: Finite and non-finite verbs; infinitives; gerunds; participles
- ▶ Learning to converse correctly with proper pronunciation, pause, emphasis and inflexion
- ▶ Applying vocabulary and grammar learnt to write sentences and paragraphs
- ▶ Applying lesson learnt to life – recognising the right time/person/task

#### GEAR UP!

- ▶ Discuss about priority. How to prioritise your activities during the day—use daily life examples: school; food; rest; exercise; chores; errands; homework; leisure activities; hobbies; friends; etc.
- ▶ Discuss what decides priority: the task, the time and the people involved.

**Outcome:** Understanding what priority is and learning how to prioritise activities.

#### READ AND DISCOVER

- ▶ Ask the students to take turns to read the lesson aloud.
- ▶ Explain the lesson and its words and phrases, e.g., dismounted; absorbed; in idle pastimes; practical; etc
- ▶ Ask in-text questions, e.g., What is the significance of the questions? Do you think they were important? Why?

**Outcome:** Reading aloud; enjoying and understanding words, meanings, spellings and pronunciation.

## **ENJOY AND UNDERSTAND**

- ▶ Exercises A and E: Ask one question at a time. Instruct the students to reply in complete sentences. Correct them wherever required.
- ▶ Exercises B, C and D: Students can do these exercises on their own. The teacher can assess the students' answers individually along with other answers.
- ▶ HOTS—Discuss the question in the class. Then, students can answer the questions on their own. The teacher can assess answers along with other answers.

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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 finite and non-finite verbs: Finite verbs change according to number, person and tense. Non-finite verbs remain the same wherever they are used.
- ▶ Explain infinitives: to + verb; or used without 'to'. Usage—as a noun; to show a purpose.
- ▶ Explain gerunds: verb + ing. Usage—act as a noun.
- ▶ Explain participles: verbs that act as adjectives—present and past participle forms.
- ▶ Exercises A to D: These can be done by students on their own. The teacher can announce correct answers aloud. Students can check their own work.

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**Outcome:** Learning about finite and non-finite verbs; infinitives; gerunds; participles; and their usage.

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## **VOCABULARY**

- ▶ Use the blackboard and given examples, and add examples of your own, to explain compound words. Then, explain compound nouns.
- ▶ Exercise A: Ask the students to do the exercise on their own by selecting compound nouns from the box.
- ▶ Exercise B: Ask the students to find six antonyms (opposites in meaning) to the given words in the grid. The teacher can announce the answers to Exercises A and B aloud and students can check their work.

### **Dictionary Work**

- ▶ Exercise C: Ask the students to use the dictionary and write down the meanings of each pair of words given.
- ▶ Exercise D: Students can make the sentences with the given words on their own.

### **Editing**

- ▶ Exercise E: Students can edit the following paragraph using capital letters and punctuation marks.
- ▶ The teacher can assess the students' work in 'Dictionary work' and 'Editing' individually, along with other exercises.

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**Outcome:** Knowing compound nouns; sentences with compound nouns; antonyms; use of dictionary; making sentences; editing a passage.

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## **LISTEN AND LEARN**

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

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

## **CONVERSE AND CONNECT**

- ▶ Select two students to enact Ridhi and Kritika.
- ▶ Enact the conversation in the class. Correct them wherever required.
- ▶ Ask the students to listen carefully to pronunciation, pause, emphasis and inflexion.
- ▶ Involve the class in the assessment of the conversation enacted, on the basis of the four parameters given above.

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

## **WRITING**

- ▶ Exercise A: Instruct the students to make sentences using the given words.
- ▶ Exercise B: Instruct the students to write a cohesive paragraph on ‘Doing the Right Thing at the Right Time’. The sentences should not be a disconnected jumble in a paragraph.
- ▶ All the exercises in writing skills can be assessed by the teacher individually.

**Outcome:** Writing sentences; writing a cohesive paragraph on a given topic.

## **PROJECT WORK**

- ▶ Students are asked to work in groups of six or seven to prepare both the projects, the first is both verbal and written, the second is a display.
- ▶ The teacher can assess group work.

**Outcome:** Assessing group work—on celebrities and the exceptional things they have done—verbal and creative work.

## **VALUE CORNER / LIFE SKILLS**

- ▶ Read the sentences aloud.
- ▶ Explain them to the class.
- ▶ Discuss them in the light of the lesson.

**Outcome:** Discussing what it means to have a right purpose in life.

## **LIFE SKILLS**

- ▶ Discuss the question and given options. Also, discuss the questions in the exercise and ask the students to give reasons in support of their answers.

**Outcome:** Learning to understand and decide what right advice is and how to assess it.