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SPECIFIC OBJECTIVES

- * Learning from the life of a great Indian - the value of biography.
- * Overcoming poverty, failure and setbacks to achieve something valuable to oneself and society and the country; following one's dream.
- * Listening, reading, understanding and answering the questions orally and in writing.
- * Grammar: Verbs - simple future tense; contractions.
- * Words - meanings, dictionary skills, compound words, usage, pronunciation of words with 'ai/ay' and different 'a' sounds.
- * Learning to speak and converse correctly.

Outcome

- * Learning about the lives of people who are achievers.
- * Learning from their lives how they dealt with difficult situations and setbacks to achieve success and fulfill their dreams.
- * Usage of verbs - simple future tense; contractions and their usage.
- * Speaking and writing correctly.

Get Set

- * Discuss the lives of achievers.
- * Read aloud the introduction and explain.
- * Encourage the students to understand not only about success as the end result, but about failures, losses and difficulties on the way. This is a necessary life skill to learn.
- * A: Ask the students to recognise the pictures and write the names of the four Presidents of India.
- * Help the students by writing the names on the board if required.

Read and Enjoy

- * Ask the students to take turns to read the lesson aloud.
- * Explain the words and their meanings. Reading helps to create familiarisation with words.
- * Draw attention to the difficulties faced and how they can be overcome.

Read and Understand

- * Discuss the questions in Exercises A, B, C and D. Then ask the students to answer them orally first.

- * Where necessary, write the answers on the board to help them in answering the questions on the text, whether oral or written.
- * They may then write down the answers of Exercises B–D and HOTS.
- * HOTS: Discuss the question in the class. Tell the students to write the answer on their own in 3–4 lines. The teacher can then assess their answers.

- * Explain about verbs in the simple future tense as words that show actions that are likely to happen in the future. They tell us what is going to happen, likely to happen or what is planned.
- * Ask the students to talk about different types of actions by people, animals and objects that will be done later. Example: What will you do on the Annual Day? Where will you go next weekend? What will you eat for dinner? etc.
- * Now, explain using the board: What is future tense? What is planned or likely to happen in the future? Examples: That will be an interesting lesson. The sun will rise again at six o'clock tomorrow, etc.
- * Then explain contractions, using the board and give examples. How do we use contractions when we speak and in writing – using the apostrophe for the letter that is not used.
- * Discuss Exercises A and B orally first, and then the students can do them in the class.

- * Compound words – How they are formed and what they mean. Use the dictionary to show that the two words may have different meanings from the compound word.
- * Do Exercise A orally first. Then ask the students to write down the answers.

- * The students can suggest antonyms for the answers and then write them down.
- * Do Exercise A orally first, using the board if necessary.
- * Then ask the students to write the answers.
- * Teach the correct way of pronouncing these words.

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

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.

Grammar Spotlight

Spell Well

Word Power

Listen and Learn

Converse and Connect

Speak and Express

- * Ask the students to read aloud the conversation in Exercise A.
 - * Check if the students understand the conversation well by asking them a few questions; explain where necessary.
 - * Correct the students regarding the content and pronunciation.
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- * Ask the students to look at the picture.
 - * Then ask them to discuss it with their partners.
 - * Correct them where required.
 - * This will help the students to express what they want to say.
 - * Teach them to put their thoughts into words correctly and politely.
 - * Teach them how to speak, so as to be understood.
 - * This will help them to be observant and speak out their minds freely.

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 different words.
- * While explaining the correct pronunciation, draw attention to how these words are spelt with an 'ai' and 'ay' sound, and how they are pronounced: played/laid, etc. Add your own examples to expand the students' understanding.
- * Also, show how other words using a diphthong [combined sound] are made: light; made; escape; etc.

Punctuation

- * The use of inverted commas for speech shown in writing.
- * We have learnt about contractions and possessive nouns earlier – both use apostrophes. Draw attention to this.
- * Also, draw attention to the fact that usually, double inverted commas are used for quotation marks, but nowadays, authors often use single inverted commas.
- * Show how the marks are used on the board – as a comma, as an apostrophe and as quotation marks.
- * Then do Exercise A on the board, asking the students to tell the corrections required.
- * Then ask them to write down the correct answers.

Write Well

- * Exercises A and B: These can be done by the students on their own and the teacher can ask them at random about what they have written.
- * Correct them where required.
- * The work of every student must be checked.

Project Work

- * Then the teacher can ask the students to do it at home.

- * Exercise A can be discussed in the class first.
- * Display their work in the class.

- * Read aloud the sentence and discuss. Also, explain how sometimes, we need to readjust our dreams so that they become achievable. This is also a necessary life skill.
- * Read aloud the question and ask the students to select the correct options.
- * Discuss each of the options. Option 2 is correct. 1 is wrong. 3 is an option that some people may justify but cannot be considered acceptable.

Values and Life Skills