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## A Tryst with Destiny

## SPECIFIC OBJECTIVES

- \* Learning the value and responsibility of the freedom of India.
- \* Learning to understand India's past and the dreams and aspirations of Indians for the future.
- \* The significance of India's Freedom Movement and the contributions of various leaders and the people of India.
- \* Listening, reading, understanding and answering the questions orally and in writing.
- \* Grammar: Verbs and their tenses: present, past and future - simple, progressive and perfect - and their usage.
- \* Words, meanings, usage, synonyms and antonyms; changing the part of speech of a word; dictionary work and pronouncing words spelt with 'e' with a long and a short sound, and understanding the phonetic symbols.
- \* Writing sentences and paragraphs; punctuation and editing.
- \* Learning to speak, converse and write correctly.

**Outcome**

- \* Learning about the value of the freedom of India; the responsibility of fulfilling the aspirations of Indians in the future.
- \* Learning about tenses - past, present and future - their forms and usage.
- \* Writing sentences and paragraphs; editing and punctuation.
- \* Speaking, conversing and writing correctly.

**Get Set**

- \* The teacher can read out the question and guide the students to discuss in the class.
- \* Ask the students to state if they recognise each saying and correlate it to the correct leader of India's history.
- \* Correct them if necessary and ask them to write the name of the person against each quotation.
- \* Write the names on the board to avoid misspelling any of them.
- \* Briefly explain the contributions of each of the leaders.

**Read and Enjoy**

- \* Read the lesson aloud or ask the students to read parts of it.



- \* Explain that this speech was given by Pt. Jawaharlal Nehru on the occasion when power was transferred to India by the British. Add interesting facts; for instance, the speech was broadcast over the radio as there was no TV at the time.
  - \* Explain why we need role models and heroes, and also explain the dangers of hero-worship.
  - \* Explain the words and meaning. Reading creates familiarisation with words.
  - \* Ask in-text questions like: Do you think we are achieving what we wanted in various sectors of India's life: agriculture, technology, medicine, education; civic facilities like water, sanitation, roads, lighting, etc.? What do you and your family want India to be like in the future? How do you as a family help India?
  - \* Encourage students to contribute their share to nation building - cleanliness, awareness, participation.
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- \* 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-C.
  - \* HOTS: Read and discuss the question in the class. Then ask the students to write down the answer. The teacher can then check the answers of the students individually.
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- \* Use the board to explain tenses in verbs.
  - \* Draw a timeline on the board and divide it into three parts: 'Then, Now, Next'. Write 'Past' under 'Then', 'Present' under 'Now' and 'Future' under 'Next'.
  - \* Use the board, and the given examples as well as your own examples, to explain the correct usage of the present tense in sentences and then explain the past tense and the future tense.
  - \* Explain the forms and usage of simple, progressive and perfect in the present, past and future tenses of verbs.
  - \* Do Exercises A and B orally first and then let the students do them in their notebooks.
  - \* The teacher can announce the answers and the partners can check the work.
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- \* 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.

## Read and Understand

## Grammar Spotlight

## Spell Well

## Word Power

- \* Do Exercise A orally first. Then ask the students to write down the answers.
- \* Synonyms and antonyms, and changing the part of speech.
- \* Explain how synonyms are used. We say 'a pretty girl' but we say 'a handsome man', not vice versa.
- \* You can use your own examples and ask the students to suggest more - tall/high; small/insignificant; large/huge; harsh/rude, etc.
- \* Do Exercise A orally first, asking the students the possible words. Discuss any doubts raised by the students.
- \* Then the students can write the correct answers and sentences on their own in their notebooks.
- \* Explain the concept in Exercise B - changing the part of speech to which a word belongs, without any change of form.
- \* Do Exercise B orally first and then let the students do it on their own.
- \* Ask the students for their sentences at random; correct them where required.
- \* Let the students do Exercise C on finding antonyms [opposites] on their own.
- \* Then the teacher can ask for answers and correct the students where necessary. Write the answers on the board.

## 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 that they understand it well.
- \* The teacher can 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 orally.
- \* Then ask pairs of students at random to enact the dialogue according to their own imagination.
- \* Correct the students regarding content and pronunciation.

## 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 given.
- \* Draw attention to the phonetic symbols used to specify the correct pronunciation.
- \* 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; the correct form of verbs, adjectives, pronouns, etc.
- \* 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.

## Punctuation

- \* Exercise A: Read aloud the question, and clarify any queries of the students.
- \* 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.

## Write Well

- \* These exercises may be done in the class by the students on their own or with their partners.
- \* Exercises A and B: Let the students 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.

## Dictionary Skills

- \* A. Make groups of five students and assign them this task.
- \* Give them time to do the necessary research on the persons concerned. Suggest names of persons each group may work on to avoid overlap: Mahatma Gandhi, Sarojini Naidu, Jawaharlal Nehru, Sardar Vallabhbhai Patel, Dr B R Ambedkar, Lal Bahadur Shastri, Dr S Radhakrishnan, Netaji Subhash Chandra Bose, Rabindranath Tagore, Swami Vivekananda, Field Marshal Sam Manekshaw, etc.
- \* Each group can write down 2-3 points about how the development of India reflects what is said in the speech.
- \* The points may be displayed and discussed in the class.
- \* B. Ask the students to take cuttings from newspapers of the last three days. Give different groups different tasks – economic, industrial, social, sports, humanitarian, medical, educational, etc.
- \* Ask them to bring it on a specific day and make a collage.
- \* Display and discuss in the class.

## Project Work

- \* Exercise A. Read aloud the quotation.
- \* Discuss it in the class.
- \* Exercise B: The question may be asked in the class and discussed. More than one option is available. Which would they opt for and why? Do not be judgmental about their choices.

## Values and Life Skills