

# A Tryst with Destiny

## LESSON PLAN

### SPECIFIC OBJECTIVES

- ▶ Understanding the freedom of our country; the value of freedom and independence; the responsibility of handling freedom; the price paid for the independence of India; dreams and aspirations for the future
- ▶ Reading, listening, enjoying and understanding
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation, synonyms, antonyms, using a dictionary, making sentences with words, editing
- ▶ Grammar: Tenses of verbs – Past, present and future; usage of correct verbs and tense forms
- ▶ Paragraph writing; dialogue writing and story writing
- ▶ Learning to converse correctly with proper pronunciation, pause, emphasis and inflexion
- ▶ Applying what has been learnt to life

### GEAR UP!

- ▶ Discuss briefly about India's Freedom Movement. Why it was important; who were some of its significant leaders; how their words became an inspiration?
- ▶ Discuss about freedom. Difference between freedom and licence—the responsibility that freedom brings.
- ▶ Do the exercise in Gear Up. Explain the context and the meaning of each quotation.

**Outcome:** Identifying leaders of India's Freedom Movement and their inspirational words.

### READ AND DISCOVER

- ▶ Explain the background of this speech – British rule; the Freedom Movement; Independence; Partition.
- ▶ Ask the students to read aloud the lesson in turns and correct them wherever required.
- ▶ Explain the lesson and its words and phrases – a tryst with destiny; redeem our pledge; the soul of a

nation; it is fitting; larger cause of humanity; the dawn of history; never lost sight of; but a step; an opening of opportunity; the sovereign people of India; pains of labour; of incessant striving; the greatest man of our generation; indivisible; split into isolated fragments; petty and destructive criticism; ill-will or blaming; the noble mansion of free India.

- ▶ Explain the following two sentences:
  - (a) freedom and power bring responsibility.
  - (b) all the nations and people are too closely knit together today for any one of them to imagine that they can live apart.
- ▶ Ask in-text questions, e.g., Why is Mahatma Gandhi called “the greatest man of our generation?” Can you name writers and world leaders who were deeply influenced by him? (Nelson Mandela; Martin Luther King Jr). Have we been able to do some of the things mentioned in the speech?

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

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### **ENJOY AND UNDERSTAND**

- ▶ Exercise A: Ask one question at a time. Instruct the students to reply in complete sentences. Correct them wherever necessary.
- ▶ Exercise B: Students can do this exercise on their own. The teacher can announce the correct answers aloud. Students can correct their own work.
- ▶ Exercises C and (HOTS): Discuss first in the class. Then, ask the students to write the answers on their own. The teacher can assess the students’ answers along with the other written work.

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**Outcome:** Understanding and answering the questions orally and in writing.

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### **GRAMMAR SPOTLIGHT**

- ▶ Briefly recall three forms of tenses with the use of the blackboard: Past, present and future – simple; progressive and perfect.
- ▶ Exercises A to C: Do these orally first in the class. Ask the students at random for answers. Then, tell them to do all the exercises on their own.
- ▶ The teacher can announce correct answers aloud. Students can check and correct their own work.

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**Outcome:** Recalling three forms of tenses and their usage in sentences.

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### **SPELL WELL**

- ▶ Ask the students to do the exercise on their own by selecting words from the Help Box to complete the words.
- ▶ The teacher can announce the correct answers aloud. Students can check and correct their own work.

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**Outcome:** Learning words, spellings, meanings and pronunciation.

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## VOCABULARY

- ▶ Exercise A: Let the students find synonyms of words and use the given words in sentences of their own.
- ▶ Exercise B: Let the students find antonyms to the given words on their own.

### **Dictionary Work**

- ▶ Exercise C: Use the dictionary and write the meanings of each pair of words.
- ▶ Exercise D: Make sentences with the given words.

### **Editing**

- ▶ Exercise E: Ask the students to do the editing on their own.
- ▶ The teacher can assess all the exercises in the vocabulary section individually for each student along with the written work.

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**Outcome:** Finding synonyms; antonyms; make sentences; use dictionary; editing.

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## LISTEN AND LEARN

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

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

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## CONVERSE AND CONNECT

- ▶ Select two students to enact Bindu and Savita.
- ▶ Enact the conversation in the class. Correct them wherever necessary.
- ▶ Ask the students to listen attentively to pronunciation, pause, emphasis and inflexion.
- ▶ Involve the class in the assessment of the conversation based on the four parameters mentioned above.

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

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## WRITING

- ▶ Ask the students to write a paragraph of 12–15 sentences on ‘I am proud to be an Indian’; focus on the achievements of our country in the IT industry, some of our great leaders; Indian culture and values; students may add their own ideas and examples to make it interesting.
- ▶ The teacher should assess the exercise individually for each student clearly by indicating the corrections and the reasons thereof.

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**Outcome:** Writing a paragraph, and learning to write briefly.

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## **PROJECT WORK**

- ▶ Exercises A and B: These can be done as a group work with students collecting material from newspapers, magazines, internet, etc., to prepare a speech/collage.

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**Outcome:** How to do group work, research and creative work.  
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## **VALUE CORNER / LIFE SKILLS**

- ▶ Read the sentences and discuss. Refer to the lesson.
- ▶ Guide the students in doing the question given in 'Life Skills'.

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**Outcome:** Applying what has been learnt to life.  
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