

The Man in the Train

LESSON PLAN

SPECIFIC OBJECTIVES

- ▶ Learning to interact with people without prejudice; be alert and aware
- ▶ Reading, listening, understanding, thinking and discussion
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation of words often misused, correct usage, dictionary work, editing
- ▶ Grammar: Adverbs; kinds of adverbs; degrees of comparison and usage; formation of adverbs
- ▶ Learning to converse correctly with proper pronunciation, pause, emphasis, inflexion, etc.
- ▶ Writing: Learning to write an essay
- ▶ Think and do: Being alert to the situation around you, i.e., news, available help, precautions to be taken, etc.
- ▶ Applying what has been learnt to life

GEAR UP!

- ▶ What are the kinds of news we read in newspapers or see on news channels, i.e., political, sensational, entertaining, social, economic, sports and commercial? Also, discuss about information regarding missing persons like men, women, children; people who have died and need to be identified and criminals who are being traced.
- ▶ Read the given passage. Discuss what you would/should do in case you spot a person who is of a doubtful character.
- ▶ Can it be possible for a 'witness' to make a mistake?

Outcome: Understanding what you see in newspapers; applying facts learnt with balance and intelligence.

READ AND DISCOVER

- ▶ Ask the students to read aloud the lesson in turns. Correct them wherever required.

- ▶ Explain the lesson and its words and phrases, e.g., fear held her, pull the cord, etc.
- ▶ Ask in-text questions, e.g., What is prejudice? What caused the woman to misunderstand? etc.

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

ENJOY AND UNDERSTAND

- ▶ Exercise A: Ask one question at a time. Instruct the students to reply in complete sentences. Correct them wherever required.
- ▶ Exercises B, C and D: Ask the students to answer the questions on their own. The teacher must assess their answers along with other written work individually.
- ▶ HOTS: Discuss in the class and ask the students to answer the questions on their own. The teacher must assess their answers individually. The best HOTS answer can be discussed in the class.

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

GRAMMAR SPOTLIGHT

- ▶ Use the blackboard and examples of your own to explain the adverbs (words giving extra meaning to adjectives, verbs and another adverbs.)
- ▶ Adverbs indicating time, place, manner, frequency and degree—answer when, where, how, how often, in what manner, for what purpose or reason, to what extent an action is performed.
- ▶ Adverbs have degrees of comparison (like adjectives), i.e., positive, comparative and superlative. Only adverbs of manner, degree or time have comparisons.
- ▶ Exercises A and B can be done by students on their own. The teacher can assess along with other written work individually.

Outcome: Explaining adverbs; kinds of adverb; degrees of comparison and their usage; formation of adverbs.

VOCABULARY

- ▶ Use the blackboard and given examples to explain how words that may have similar meanings are used in different ways, e.g., we use ‘gallop’ for horse, not for elephants or ducks; if we say a man galloped, it becomes a metaphor. We generally say pretty, beautiful, etc., while describing women; for men, we use handsome or good looking, but not a pretty man.
- ▶ Exercises A and B: Ask the students to do the exercise on their own.
- ▶ The teacher must assess both the exercises of the students individually along with other written work.

Dictionary Work

- ▶ Exercise C: Students may be asked to do this exercise using the dictionary, bringing out the difference.
- ▶ The teacher may ask the students at random to announce the answers. The correct answers may be confirmed. Correct them wherever required. Students may check and correct their work in pairs.

Editing

- ▶ Exercise D: Ask the students to do this exercise on their. Then, ask one of them to write the edited passage on the blackboard. Discuss in the class for corrections, if any. Write the finally corrected edited passage on the blackboard. Students may write it down in their books.

Outcome: Learning words often misused; correct usage; dictionary work; sentences and editing.

LISTEN AND LEARN

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

Outcome: Listening attentively, understanding and answering the questions orally.

CONVERSE AND CONNECT

- ▶ Select two students to enact Shobhit and Rakesh.
- ▶ Enact the conversation in the class. Correct them wherever necessary.
- ▶ Involve the class in the assessment of the enactment of the conversation that is based on pronunciation, pause, emphasis, inflexion, mood, etc.

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

WRITING

- ▶ Students can write a brief experience as a paragraph. It can be in essay form within the word limit—an introduction, a body and a conclusion.
- ▶ The teacher must assess the answer of students individually along with other written work.

Outcome: Writing an essay or a paragraph.

PROJECT WORK

- ▶ Make groups of five students. The groups may discuss and draw up lists of dos and don'ts for travelling alone in a train.

Outcome: Group work—dos and don'ts for travelling.

VALUE CORNER/LIFE SKILLS

- ▶ Read the sentence aloud. Explain it and discuss with the class to avoid prejudice; to balance courage and caution; to act rationally and with good judgement.
- ▶ Explain and discuss the question given in 'Life Skills' along with the options. Guide the students to make the right choice.

Outcome: Learning to think rationally.
