



Ahmedabad – India’s First World Heritage City

SPECIFIC OBJECTIVES

- * Learning to enjoy travelling to new places.
- * Learning about the culture and history of the new places.
- * Understanding and valuing our heritage and diversity.
- * Listening, reading and understanding and answering the questions orally and in writing.
- * Grammar: Adverbs – types, formation and comparison and usage.
- * Words: meanings, usage, pairs of prepositions; dictionary work and pronunciation of words with correct phonetic symbols and stress.
- * Writing a diary entry and a letter; Punctuation and editing.
- * Learning to speak, converse and write correctly.

Outcome

- * Enjoying travel: learning about new places, their history, culture, heritage and expanding one’s mind and experience.
- * Learning about Adverbs—their types, formation, comparison and usage.
- * Speaking, conversing and writing correctly.

Get Set

- * Ask the students to match the cities and their nicknames.
- * Talk about: Why is each city called by that particular nickname?
- * Discuss the views of the students about travel and its benefits; about seeing new places, people, cultures and heritage.

Read and Enjoy

- * Read the lesson aloud or ask the students to read parts of it.
- * Two things should be highlighted in the reading: (a) the enjoyment of travel; and (b) the experience of different places, cultures, heritage, etc.
- * As you read the lesson, explain different aspects of culture and heritage – the history of the place; monuments and tourist attractions; significance in the present day; languages, food, arts, customs, museums, institutions, etc.
- * Talk to the students about preserving heritage—not vandalising monuments, parks etc.—Respecting the sensibilities and laws of a place.

- * Reading creates familiarisation with words.
- * Discuss picture associations so that reading becomes fun.
- * Relate the activities and relationships to their family and daily life and ask in-text questions: Do you like travelling? With your family or friends? Where would you like to go? Why? etc.

- * 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 class. Then ask the students to write down the answer.

- * Use the board to brush up on what are Adverbs-words that add something to the verbs.
- * Draw a chart on the board to show adverb types: Manner; Place; Time; Frequency; Degree.
- * Use the board to explain adverbs - their formation, comparisons and usage.
- * Use the given examples and also your own, and ask the students to think of examples too. Walk the students through the exercises and charts given.
- * Do Exercises A-C orally and then ask the students to write down the answers in their books.
- * Announce the answers aloud for A-C and let the partners check.

- * Getting to know new words.
- * Learn to recognise the new words by selecting them.
- * Learn their spellings and meanings.
- * Brush up on the use of the dictionary whenever possible.
- * Do Exercise A orally first. Then ask the students to write down the answers.

- * Learning about words that are used differently.
- * Explain how it is through usage and practise that words become meaningful. Depending on its usage, we know what part of speech it is. Also some words, which may appear similar will be used in distinct ways.
- * Explain the usage of prepositions given - pairs of words that may seem to have similar usage, should actually be used in different ways.
- * Use the given examples and add your own if necessary.

Read and Understand

Grammar Spotlight

Spell Well

Word Power

Listen and Learn

- * Do Exercise A orally first, explaining the usage in each case with multiple examples.
- * Then the students can write the correct match in their books.
- * 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 they understand it well.
- * Then ask the students orally to answer the questions.
- * Check the students where necessary.

Converse and Connect

- * Read the question out and make sure the students have understood what is required of them.
- * 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

- * Listen to the DigiDisc so that you are sure of the right way to speak
- * Let the students say aloud the words given. See the way they are spelt in the first column and then see the phonetic spelling and pronunciation.
- * Differentiate the way the words are pronounced. Draw attention to the phonetic symbols.
- * Write down the phonetic symbols on the board and ask the students to read the words.
- * Make them practise writing the phonetic symbols to familiarise them. Link them with appropriate words to embed the sounds.
- * Use the words given and any other examples you like or doubts that the students may have.
- * Ensure that the phonetic symbols for the sounds are understood by the students.

Punctuation

- * Use the board to do this exercise.
- * Call random students to correct the sentences.
- * Once it is all written correctly on the board, ask them to write it down in their books.
- * If the exercise is done by students on their own, then announce the corrections and let the partners check the work.

Write Well

- * Exercises A and B: Read aloud the questions, and clarify the student's queries and the guidelines given.

- * Ask the students to write a diary entry and a letter as directed.
- * The teacher must correct the individual work of the students. Only then will they become independent in their writing.

- * Ask the students to consult their dictionaries.
- * Brush up the dictionary skills of the class: ask them how to find words in it and understand its usage as given in the dictionary.
- * Ensure that every student in the class understands the correct way to use the dictionary.
- * Draw attention to the meanings and the pronunciation.
- * Ask the students to do Exercises A and B on their own.
- * Then ask them the answers at random about Exercise A, and when the correct answers are received, students can check their own work and correct it.
- * The teacher may correct the sentences along with the other written work.

- * Make groups of five students and give them time to collect the material for the project as required.
- * The students can be given freedom to make the collage on their own.
- * Then the groups can prepare it in class.
- * Share the projects in class.

- * Exercise A. Read aloud the sentence.
- * Discuss it in class and ask students what their observations are.
- * Exercise B: Option 3 is ideal; discuss all the options.

Dictionary Skills

Project Work

Values and Life Skills

SPECIFIC OBJECTIVES

- * Learning about the generous and selfless love of a mother.
- * A picture of the simple life of Indian villagers, with the advantages and disadvantages of their attitude.
- * Reading and reciting the poem correctly with the rhythm and correct emphasis.
- * Answering questions on the poem.
- * Learning words, meanings, spellings, pronunciation, rhymes.

- * The value of a mother's unselfish love.
- * Learning about life in an Indian village: the mixture of affection and concern and superstition.
- * Understanding the poem well.
- * Learning to pronounce perfectly by reciting the poem.

* This is a very simple poem depicting an incident in a village in India. But beyond its apparent simplicity, the poem talks about the concern and affection of the villagers, along with their superstitions. This is balanced with the rationality of the poet's father, who ultimately accepts the ministrations of the village priest. A cure is the outcome, much against all the rational thinking, but the final triumph is the mother's unconditional and generous love that focuses, not on her pain or cure, but on her children being spared the agony of a scorpion bite.

* This poem is by Nissim Ezekiel, who is an Indian writer, poet, actor, playwright, editor and art critic, and is considered one of the pioneers of the English writing in India. He also spent a lot of time telling stories to children!

(i) The first two stanzas narrate the incident of the poet's mother being bitten by a scorpion on a rainy night, when the creature had sought shelter in their hut, hiding under a sack of rice and vanishing into the rainy night again. (ii) In the third stanza, the concerned villagers arrive at the house to help, advice and express their views on the dreadful occurrence. They promptly chant God's name to ward off the evil influence of the scorpion. (iii) Stanza four expands the description:

Outcome

Read and Understand



their concern is revealed in their search for the scorpion, and their superstition is seen in the belief that if the scorpion is allowed to move around, the poison in the lady's blood will spread! (iv) When they fail to locate the scorpion, the good-hearted villagers settle down to pray for the lady, so that all her sins of the past life are burnt away in the present suffering, which is also expected to decrease her sufferings in her future births or lives. The poison and the pain it has caused are expected to balance her good deeds with any evil that may remain in her due to her actions. Thus it will purify her spirit and body completely. This is reflected in stanzas five and six. Stanza six also describes the scene in the room. The villagers sit around the distressed lady who lies on the floor. Their faces are calm and peaceful as, regardless of the outcome, they have prayed for her and that is quite enough to treat her in her pain. We can see the darkness around, lighted by the lantern and candles, the rain constantly falling through the night, the room crowded with well-intentioned neighbours and the air thick with insects. (v) In the seventh stanza we are introduced to the poet's father: in the middle of this good-hearted, confused and superstitious crowd of villagers, he is a 'sceptic, rationalist'. He is evidently trying everything possible to save his wife and provide her comfort – therefore, he tries every remedy, even going beyond his own rationalistic thinking to try out 'every curse and blessing'. He makes an attempt to alleviate her pain with every powder, mixture, herb and hybrid; He even poured a little paraffin upon the bitten toe and put a match to it. There was a holy man who recited chants, 'incantations', to 'tame the poison'. Something seems to have worked, though no one seems to know which remedy actually helped. After twenty hours of misery the pain subsides. In the last three lines, the poet sees the beauty of the whole incident. His mother says with simple and profound love, 'Thank God the scorpion picked on me and spared my children.' This forms the crux of the poem: the selfless, unconditional love of a mother for her children, ready to bear any pain rather than seeing her children suffer.

- * Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- * Explain the poem clearly to the students so that they understand how the poet is expressing the wonderful selflessness of mother's love.
- * Discuss the exercises and ask the students to answer them orally, before writing the answers down.
- * Explain words and phrases like diabolic, giant scorpion shadow, previous birth, next birth, the sum of evil balanced in this unreal world against the sum of good, hybrid, etc.
- * Ask them to learn the poem and recite it correctly in turns in class. Correct them where necessary.