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Birbal and the Barber

SPECIFIC OBJECTIVES

- * Learning to differentiate between intelligence and cleverness on the one hand and cunning and slyness on the other.
- * Appreciating humour in one's life, and in theatre, books, etc.; learning to at oneself.
- * Understanding the difference between books in narrative form and comics/ picture stories in which descriptions are not required – conversation is more important.
- * Listening, reading and understanding and answering questions orally and in writing.
- * Grammar: Prepositions and their usage.
- * Words and meanings, prefixes, usage, dictionary work; pronunciation.
- * Interviewing people.
- * Learning to speak and converse correctly.

- * Learning to be intelligent and wise.
- * Finding humour in all situations in life.
- * Learning about prepositions and their usage.
- * Learning about interviews.
- * Speaking and writing correctly.

- * Ask the students to read the introduction aloud, taking turns.
- * Discuss the use of intelligence, wit and humour.
- * Ask the riddles and explain where necessary.
- * Do the exercise orally first and then write the answers on the board.

- * Ask four students to take up different parts and read the lesson aloud.
- * Explain the words and meaning. Reading creates familiarisation with words.
- * Talk about how the story shows both the barber and Birbal as being clever, but there is a difference: the barber is sly and has a bad motive; Birbal is sharp-witted enough to carry out the Emperor's orders, save himself and expose the barber's wicked plan.

Outcome

Get Set

Read and Enjoy



Read and Understand

- * Ensure that the students understand the difference between 'being smart' and 'being wise'.
- * Focus on the central idea of the story: How mere intelligence is not enough – one must be wise also.
- * Relate the story to the daily life of the students and ask in-text questions: Have you found people like the barber or Birbal in your life? etc.
- * Discuss the questions in Exercises A, B and 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 and C.
- * HOTS: Read and discuss the questions in class. Then ask the students to write down the answers. The teacher must check individual answers.

Grammar Spotlight

- * Use the board to explain prepositions – their relation to different words, with reference to their position in the sentence.
- * Explain by using the given examples and also your own, and ask students to think of examples too.
- * Exercises A and B may be done orally first. Then ask the students to write the answers. Then, announce the answers aloud and have the partners check them.

Spell Well

- * Getting to know new words.
- * Exercise A: Learn to recognise the new words by selecting and completing them.
- * Learn their spellings and meanings.
- * Brush up on the use of the dictionary if required.
- * After doing Exercise A orally first, ask the students to write down the answers.
- * Have the partners check the work.

Word Power

- * Learning about words with prefixes and phrases.
- * Exercise A: Read this with the students and as you explain each prefix, you can add your own examples, or ask the students to suggest them.
- * It is advisable to make sentences orally when explaining prefixes. Also ensure that the correct pronunciation is learnt. For example: 'semi' is pronounced differently by the British and the Americans.
- * Exercise B: First ask the students to orally select the right phrase.
- * Then, as the correct answers come up, they may write down the phrases in their notebooks.

- * It is desirable to practise more sentences orally using phrases in common use. Examples: get up; slow down; take care; let go, etc.
- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * The teacher can read aloud the passage and ask the students to answer the questions.
- * Check the students where necessary as they answer the questions orally.

Listen and Learn

- * Read the conversation aloud and make sure the students have understood it.
- * Then ask pairs of students at random to enact the dialogue.
- * Correct the students regarding content and pronunciation.

Converse and Connect

- * Exercise A: Ask the students to look at the picture.
- * Then ask them to describe the monument. You may ask different students to say a sentence each.
- * Correct them where required. Relate the exercise to things that we generally see when we visit any ancient monument.
- * This will help 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 to speak out their minds freely.

Speak and Express

- * Let the students listen to the DigiDisc so that they are sure of the right way to speak.
- * Let the students say aloud all the words.
- * While explaining the correct pronunciation, show how these words are pronounced distinctly.
- * Ensure that the students learn the phonetic symbols also.
- * Exercise A: Discuss and do the exercise orally first.
- * Write the correct sentences on the board as the students come up with their answers.
- * Once the correct sentences are written on the board, ask the students to write them in their notebooks.

Pronunciation Practice

- * Exercise B: Explain how an interview is held – you can have a mock interview in the class also.
- * Ask the students to read aloud the given sentences and ask them at random to fill up the blanks with appropriate words on their own.
- * Make sure they understand it well.

Write Well

Dictionary Skills	<ul style="list-style-type: none"> * Put down alternative suggestions on the board, and select the best ones that can be used by the students. * Announce the answers aloud and let the partners check the work.
Project Work	<ul style="list-style-type: none"> * Ask the students to consult their dictionaries and write the meanings of the given words. * Pictures can be used to show the difference between forts and palaces, though in many places the two functions are combined, with palaces built inside the fort. * Students can make their own sentences and their partners can check them.
Values and Life Skills	<ul style="list-style-type: none"> * A. Make groups of ten students and then let them enact the story, with their own variations. * B. Two groups can be formed in the class and each can make points. Then they may discuss it in class.
Values and Life Skills	<ul style="list-style-type: none"> * A. Read aloud the values and discuss them. Let students come out with suggestions about what are the kind of things that they consider 'smart' and what they consider 'wise'. * B. Let the students discuss the questions with their partners. Then you can ask some of the students at random about their thoughts regarding the question.