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A Time to Care

SPECIFIC OBJECTIVES

- * Learning to cope with times of distress and natural disasters.
- * Learning to rise above personal and social differences to help others.
- * Working as a team for a larger cause.
- * Listening, reading, understanding and answering questions orally and in writing.
- * Grammar: Adverbs – and their kinds; position of adverbs; degrees of comparison; formation and usage.
- * Words, meanings, usage, synonyms and their usage; compound adjectives and their usage; dictionary work and words spelt with ‘age’ or ‘dge’, and the similarities in the sounds pronounced.
- * Writing a letter; punctuation.
- * Learning to speak, converse and write correctly.

Outcome

- * Learning about bonding and working together during natural or other disasters; rising above all differences and respecting humanity.
- * Learning about adverbs – kinds, position and degrees of comparison.
- * Speaking, conversing and writing correctly.

Get Set

- * The teacher can read out the guidelines for safety and add others to discuss.
- * Talk about different kind of disasters that occur in the world – natural and man-made: floods, tsunamis, earthquakes, wildfires, landslides; accidents on roads, trains, aircraft; fire hazards – in homes and public places like malls, cinemas, roads, etc.
- * Discuss the pictures and ask the students to identify the natural disasters – and in which part of the world have they heard of them.
- * Write the names of the four disasters shown on the board for them to take them down.

Read and Enjoy

- * Read the lesson aloud or ask the students to read parts of it.
- * Explain the words and meaning. Reading creates familiarisation with words.

- * Ask the students in-text questions: Have you had to deal with a sudden bad situation at home or in school or anywhere else? What was it? How did you deal with it? Did others help you? Did you help others? etc.
- * Encourage the students to be observant and empathetic.
- * 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 and C.
- * HOTS: Read and discuss the questions in the class. Then ask the students to write down the answers. For question 2, ask the students to talk about NGOs they know of. Alert them to the fact that some NGOs are publicity-hungry organisations. Tell them to look at genuine NGOs - working for a genuine cause.
- * Use the board to brush up on what adverbs are - words that add something to verbs.
- * Kinds of adverbs - time, place, manner, degree or frequency - answering the questions - when, where, how, in what manner, to what degree and how often.
- * Use the board to explain them and use the given examples as well as your own. Ask the students to think of examples, too.
- * Do exercise A orally and then ask the students to write down the answers in their notebooks.
- * Explain formation of adverbs by adding suffixes, with or without spelling changes. Use the given examples as well as your own, and use the board to explain them.
- * Discuss Exercise B and then the students can do it in class.
- * Explain one more kind of adverb - interrogative - and its usage.
- * Discuss Exercise C and then the students can do it in the class.
- * Discuss the position of adverbs in a sentence, and use examples showing them placed at the beginning, middle or end of a sentence.
- * Do Exercise D orally first and then let the students write down the answers.
- * Explain the degrees of comparison of adverbs as earlier, the degrees of comparison of adjectives have been explained. Use the given examples and your own too while doing so.
- * Do Exercise E orally first and then let the students write down the answers.
- * Announce the answers aloud for Exercises A-E and let the partners check the work.

Read and Understand

Grammar Spotlight

Spell Well

- * 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.
- * Do Exercise A orally first. Then ask the students to write down the answers.

Word Power

- * Learning about compound adjectives.
- * Remind the students about compound words used as nouns, which had been done earlier.
- * Now explain what are compound adjectives using the board and explaining the given examples and your own examples too. Examples: ill-tempered; strong-willed; carefree; makeshift; goodwill, etc.
- * Do Exercise A orally first, explaining how two words can be combined to form a third word, sometimes with an entirely different meaning.
- * Then students can write the correct answers in their notebooks.

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 they understand it well.
- * Then 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 accordingly.
- * 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 you are sure of the right way to say the words.
- * Let the students say aloud the words spelt with ‘-age’ or ‘-dge’. Draw attention to similarities/differences in spelling and in pronunciation. Note that while the former has ‘a’ as the vowel sound always, the words with ‘-dge’ have different vowel sounds but all are pronounced short.
- * Differentiate the way the two columns of words are pronounced. Draw attention to the phonetic symbols.
- * 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.

- * Use the board to do this exercise.
- * 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 that the students may have.
- * Ask the students to write an informal letter as instructed. It need not be more than one page.
- * The teacher must correct the individual work of the students. Only then will they become independent in their writing.

Write Well

- * Make groups of five-seven students and give them time to collect the material for the project as required.
- * Help the students take up different disasters if possible: tsunami in India and Japan; landslide in Uttarakhand; floods in Kerala; cyclone in Odisha; bushfire in Australia and wildfire in California; older disasters like earthquakes in Gujarat; Maharashtra, Afghanistan or Iraq; man-made disasters caused by vehicle, train, bus accidents, air crash, war, fire in cinema hall, gas leak at Bhopal, building or flyover collapse, etc.
- * Include parents through the process of data collection for the project to explain disaster management at home too.
- * Then the groups can prepare the project in the class, adding what prior action is required, such as fire drills, first aid training, safety measures in the house and at schools, etc., (a) by government, (b) by schools, (c) by students and (d) by the victims and their families themselves before, during and after a disaster occurs.
- * Share the projects in the class.

Project Work

- * Exercise A. Read aloud the quotation.
- * Discuss it in the class and ask the students what their observations are.
- * Exercise B: Link this with what the students have learnt so far – team work; presence of mind; compassion; generosity; courage, etc.

Values and Life Skills

SPECIFIC OBJECTIVES

- * Learning about the beauty and blessings that compassion and kindness brings into one's life, both for the giver and the receiver.
- * Reading and reciting the poem with the correct rhythm and emphasis.
- * Answering questions on the poem.
- * Learning words, meanings, spellings, pronunciation, rhymes.

Outcome

- * Kindness without any expectation of reward is very enriching.
- * Understanding the poem well.
- * Learning to pronounce perfectly by reciting the poem.

Read and Understand

- * This poem by Mabel Dow Brine is a beautiful description of kindness to a stranger by a stranger, and how it brings blessings to both of them.
- * Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- * It is written in couplets - two rhyming lines in a set rhythm.
- * Explain the poem so that the students understand how the poet talks about a kind act bringing blessings and rewards to both, the giver and the receiver.
- * Explain the poem clearly to the students: This poem is about an old, frail woman waiting to cross a crowded street. She is unable to do so for fear of slipping on the snow and falling under some carriage wheels or horses' feet. As she waits, no one notices her anxiety and fear on that crowded street. People pass her by, unheeding of her worry. A group of school boys rushes chattering and laughing through the street, now that school is over. One cheerful little boy in the group notices the old lady. He quietly and gently guides her across the street, without making a great show of helping her. Neither of them knows the other's name, but his heart is 'happy and well content' for he has helped 'somebody's mother' and hopes that someday, someone would be there to help his own mother when she is old and feeble and he cannot be there with her. Meanwhile, the old lady remembers the strange little boy with gratitude and that night, when she prays to God, she asks that He may bless the noble boy



who must be the pride and joy of his mother's heart. The poem tells us two things: (a) It encourages compassion, even to strangers. (b) It tells us that we receive what we give to others in this world – what goes round, comes round. The boy gave help and the old lady gave him blessings.

- * Explain phrases like: bent with the chill of the winter's day; school let out; crowd her down; lend a hand, etc.
- * Discuss the exercises and ask the students to answer them orally, before writing the answers down.
- * Ask them to learn the poem and recite it correctly in turns in the class. Correct them where necessary.