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On Saying "Please"

SPECIFIC OBJECTIVES

- * Learning to be courteous – the need and value of courtesy in our daily lives.
- * Being and becoming courteous and cheerful as a matter of habit.
- * Listening, reading and understanding and answering the questions orally and in writing.
- * Grammar: Conditionals; Prepositions [with classification and comparison with adverbs and conjunctions]; and Conjunctions-Coordinating and Subordinating]
- * Words: meanings, usage, suffixes; synonyms; dictionary work and pronunciation of words with correct phonetic symbols and stress.
- * Writing a paragraph; Punctuation and editing.
- * Learning to speak, converse and write correctly.

- * Learning about the quality of courtesy and making it a habit.
- * Learning about Conditionals; Prepositions and Conjunctions and their usage.
- * Speaking, conversing and writing correctly.

- * Ask students to read aloud the quotes – discuss each in class.
- * This essay was written by A.G. Gardiner (1865-1946) who was a British journalist, editor and author. He wrote under the pen name of 'Alpha of the Plough' and was known for his essays written about basic truths with a delicate humour and for campaigning for the minimum wage in industry.
- * In this essay he talks about the need for courtesy in our personal and public life and how it makes us better people and more loved. If we are rude and ill-tempered we spread negativity around us.
- * Talk about: What is courtesy? Politeness, good manners, consideration for others and cheerfulness add up to courtesy.
- * Discuss how courtesy helps make us better and nicer people, how it helps our family, society. Also the opposite: how discourtesy and bad behaviour and ill-temper ruins us and the lives of everyone around us – family, school, society. [Examples: rudeness in taxi drivers/ shopkeepers/ security guards, etc. People at home behaving badly with parking attendants, salespersons, vendors, tailors, domestic help, etc. Road rage, rude policemen, etc.]

Outcome

Get Set



Read and Enjoy

- * Read the lesson aloud or ask the students to read parts of it.
- * Explain the importance of courtesy in our life.
- * Explain the words, and meaning. Reading creates familiarisation with words.
- * Discuss picture associations so that reading becomes fun.
- * Relate the activities and relationships their family and daily life and ask in-text questions: Do you say 'thank you', 'please' and 'sorry' at home, in class, to your friends? Why or why not? etc.
- * Explain the significance of the following sentences: 1. Discourtesy is not a legal offence. 2. I may be haughty or boorish and there is no penalty to pay except the penalty to pay of being written down an ill-mannered fellow. 3. ...to attune my voice to other people's sensibilities... 4. ...the pain of a wound to our self-respect or our vanity may poison a whole day. 5. ...few things more catching than bad temper and bad manners. 6. ...there is a social practice much older and much more sacred than any law which enjoins us to be civil. 7. ...little courtesies..keep the machine of life oiled and running sweetly. 8. The polite man may lose material advantage, but he always has the spiritual victory.

Read and Understand

- * Discuss the questions in Exercises A-D 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-D.
- * HOTS: Read and discuss the question in class. Then ask the students to write down the answer.

Grammar Spotlight

- * Explain what Conditionals are.
- * Use the board to explain that conditionals are the linking words in conditional sentences: complex sentences with the dependent clause showing the condition for the action in the main clause.
- * Use the given examples and also your own, and ask the students to think of examples too.
- * Do Exercises A and B orally and then ask the students to write down the answers in their books.
- * Explain Prepositions: Use the given examples and your own and use the board to explain them. Also, explain the usage and differences with Adverbs and Conjunctions.
- * Do Exercises C and D orally and then the students can do them in class.
- * Explain Conjunctions: Draw a chart on the board to show the Coordinating and Subordinating Conjunctions. Below the Coordinating Conjunctions show: (i) Cumulative Conjunctions (ii) Adversative Conjunctions (iii) Alternative Conjunctions (iv) Illative/Resultative Conjunctions. Use the examples given as well as add your own.

- * Do Exercises E and F orally and then ask students to do them.
- * Announce the answers aloud for A - F 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 and their meanings.
- * Exercise A: The students can do this on their own, using a dictionary.
- * Explain suffixes and how they modify the meaning of words, using the chart and the given examples. You may add your own examples too.
- * Exercises A and B on suffixes: The students may do this on their own.
- * The teacher can announce answers to all three exercises aloud and partners can check.

- * 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.

- * 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.

- * 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, writing them on the board.
- * 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.

Spell Well

Word Power

Listen and Learn

Converse and Connect

Pronunciation Practice

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 the students on their own, then announce the corrections and let the partners check the work.

Write Well

- * Exercise A: Read aloud the question, and clarify the student's queries and the guidelines given.
- * Ask the students to write a paragraph on their own as instructed. It may be based on what they have learned from the lesson and from their own experience.
- * The teacher must correct the individual work of the students. Only then will they become independent in their writing.

Dictionary Skills

- * 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 - the meanings, the pronunciation and the usage.
- * Ask the students to do Exercise A on their own.
- * Then ask them the answers at random, and when the correct answers are received, the students can check their own work and correct it.
- * It is useful to make sentences using the words to clarify their meanings thoroughly.

Project Work

- * Make five groups in class and ask each of them to prepare two of the commandments in a poster.
- * Then the groups' posters can be displayed to show all the ten commandments of courtesy.
- * Discuss the projects in class.

Values and Life Skills

- * Exercise A. Read aloud the sentence.
- * Discuss it in class and ask the students what their observations are.
- * Exercise B: Option 3 is the best one. Discuss all three options and explain why they are not acceptable.



Stopping By Woods On a Snowy Evening

SPECIFIC OBJECTIVES

- * Learning about symbolism in poetry.
- * Learning to take a decision to carry out one's duties well, even when faced with tempting alternatives.
- * Reading and reciting the poem correctly with the rhythm and correct emphasis.
- * Answering questions on the poem.
- * Learning words, meanings, spellings, pronunciation, rhymes.

- * Learning the importance of doing one's duties first, turning away from temptations.
- * Understanding the symbolism in poetry.
- * Understanding the poem well.
- * Learning to pronounce perfectly by reciting the poem.

- * This beautiful poem was written by American poet, Robert Frost, in 1922. It appears a simple descriptive poem on the surface, written in a very easy language, small stanzas and simple rhymes. But the poem has a depth that is revealed by deeper reading.
- * The meaning on the surface is very simple: The poet is riding through woods that lead to a village on a dark winter evening as the snow is falling. He has to pass through the woods and go past a lake. The woods are silent and are filling up with snow and the lake has frozen. There is no farmhouse anywhere in sight and the only sounds are those of the wind and the snow, till the silence is broken by the sound of the horse's harness bells. The poet had been standing still and admiring the beauty of the woods, and the sound of the bells breaks his reverie, bringing him back to reality.
- * Then we have to see the deeper meaning of the poem, which is based on symbolism: The rider is in the woods and thinks he knows whom they belong to—the owner stays in a house in the village. The contrast is between the woods and the village—between wild, untamed nature and the civilised society of human beings. The 'owner' is not present, which means that the rider is free to enjoy the beauty around him without any interference from outside influences.

Outcome

Read and Understand

There is no 'farmhouse' in sight, only the complete solitude and silence with trees and the snow and an icy 'frozen lake'. Water that is fluid and running symbolises life. The fact that it is frozen tells us that it is a moment in time when everything is standing still. It is 'the darkest evening of the year.' This could mean a time when the rider/poet is at the lowest feeling of his life, depressed and unhappy and unable to do anything – his mind reflects the frozen lake. In that moment he is deeply happy and contented to stay in the silent woods, cut away from all society and worries of the day-to-day activities of the world. He is brought back to reality by the jingling of the horse's harness bells, the only sound apart from the natural sounds of the wind and the falling snow. It disturbs his peace, but it also makes him realise that he has duties and obligations in society: 'I have promises to keep', he knows. And he adds, 'And miles to go before I sleep.' The sleep could be actual sleep; it could be cutting himself away from society; or it could be the final sleep of death. He says it twice, thus showing how much work is to be completed before he rests. It will take a long, long time before he can 'sleep'. He realises that the 'village' and the 'farmhouse' which stand for society have demands on him which he has to fulfil, before he can enjoy the silence and solitude of the 'woods'.

- * The poem has a rhyme scheme which seems simple but is slightly complicated: aaba, bbcb, ccdc, ddd. Draw attention of the students to the rhyme scheme.
- * 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 need to fulfil obligations before he turns to the solitude of doing what he wants, or even before resting.
- * 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 class. Correct them where necessary.