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## Say the Right Thing

## SPECIFIC OBJECTIVES

- \* Learning to behave well and speak courteously.
- \* How to behave well both at home and in public.
- \* Listening, reading, understanding and answering the questions orally and in writing.
- \* Grammar: Prepositions [place; time; direction/movement; agency] and conjunctions [coordinating; subordinating; correlative] and their usage.
- \* Words, meanings, usage, words used in courteous conversation; dictionary work and words spelt with [ʒ] and [ʒ] sounds and pronounced differently; for example, 'visor' and 'vision'; understanding the phonetic symbols.
- \* Writing sentences and paragraphs; punctuation and editing.
- \* Learning to speak, converse and write correctly.

## Outcome

- \* Learning about good behaviour and etiquette; how to interact courteously with people.
- \* Learning about prepositions and conjunctions: their kinds and usage.
- \* Writing sentences and paragraphs; editing and punctuation.
- \* Speaking, conversing and writing correctly.

## Get Set

- \* The teacher can read out the question and guide the students to discuss in the class.
- \* Give the students a social situation: You have invited them for a party at your house. How will they respond if they accept or if they are unable to attend? Guide their replies in terms of grammar and courtesy. You can have other situations within the house or at school: Mother asks her child to go on an errand; teacher sends some books to staffroom; a neighbour seeks some help; a classmate asks for notes, etc.
- \* Ask the students to select the options and state why they have selected them.
- \* Correct them if necessary, and ask them to tick the boxes that are correct.
- \* Briefly explain what is meant by good behaviour, good manners and etiquette.



- \* Read the lesson aloud or ask the students to read parts of it.
  - \* Different students can enact the parts or dialogues in pieces.
  - \* This play is written by G. C. Thornley, a writer, editor and playwright. It focuses on appropriate behaviour and conversation. The need for good behaviour is highlighted through the character of Mary Shaw, a young girl, who is disobedient, untidy, cheeky and rude. She thinks she knows everything and likes to show off her knowledge, but is actually a mean little gossip who can say nothing nice about anyone or anything.
  - \* Explain the words and meaning. Reading creates familiarisation with words.
  - \* Ask in-text questions like: Mary is very cheeky with her mother. Do you know what 'cheeky' means? Is it 'smart' to be rude? What did Mrs Shaw want? Why did she look forward to meeting Mrs Harding and Mrs Lee? Mary makes many personal remarks about people. Is that good behaviour? How do you behave when you are pleased? Or when you are sad, busy, irritated, angry, etc.? Being balanced and polite should become a habit.
  - \* Encourage the students to practise courtesy in their day-to-day behaviour. It requires consideration for others.
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- \* 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 and C.
  - \* HOTS: Read and discuss the question in the class. Then ask the students to write down the answer. The teacher should check the answers of the students individually.
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- \* Use the board to explain prepositions and conjunctions.
  - \* Use the board, and the given examples to explain prepositions and their kinds - place, time, direction or movement and agency.
  - \* The correct usage of prepositions and relating them to their objects.
  - \* Do Exercises A and B orally first and then ask the students to write them down.
  - \* Explain conjunctions and their kinds, using the board and the given examples. You can use your own examples too.
  - \* Explain the different kinds of conjunctions. Coordinating: which join two equally important words, phrases or clauses. Subordinating: where one clause is independent and another is depending on it, the joining word becomes a subordinating conjunction. Correlative: when conjunctions are used in pairs, they are correlative.

## Spell Well

- \* Do Exercises C and D orally first and then let the students do them in their notebooks.
- \* The teacher can announce the answers and the partners can check the work.
- \* Getting to know new words.
- \* Learn to recognise new words by selecting them from the box and filling in the blanks with 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

- \* What is courteous and discourteous behaviour?
- \* Explain what the words we use and the way we speak reveal about our personalities and characters.
- \* You can use the given examples as well as your own examples and ask the students to suggest more.
- \* Do Exercise A orally first, asking the students to suggest more positive and negative words. Let them hear what the sentences sound like when we display each of these characteristics. Discuss any doubts raised by the students.
- \* Explain what is required in Exercise B – selecting the odd word.
- \* Do Exercise B orally first and then let the students do it on their own.
- \* Then the teacher can ask for the answers and correct the students where necessary. The partners can check the work.

## Listen and Learn

- \* Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- \* The teacher can ask the students to answer the questions.
- \* 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 they are sure of the right way to say the words.
- \* Let the students say aloud the given words.
- \* Ensure that every student says the words the |ʒ| and |s| sounds correctly and distinctly. In some parts of India, we tend to pronounce 'vision' as 'vizen' and 'spoon' as 'ispoon'.

- \* Draw attention to the phonetic symbols used to specify the correct pronunciation.
- \* Read each column aloud and ask the students to repeat in groups and individually. Correct them where necessary.
- \* Ensure that the phonetic symbols for the sounds are understood by the students.

- \* Use the board to do this exercise.
- \* Reiterate what editing means – the right use of words such as articles, conjunctions and prepositions; the correct form of verbs, adjectives, pronouns, etc.
- \* 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 of the students.
- \* Ask the students to do Exercise A on their own.
- \* It is not essential for the students to use all the conjunctions. Tell them to use what is necessary.
- \* The teacher must correct the individual work of the students. Only then will they become independent in their writing.

## Write Well

- \* These exercises may be done in the class by the students on their own or with their partners.
- \* Exercise A: Let them consult the dictionary in pairs and write the answers.
- \* The teacher can give the work of checking to another pair of partners, announcing the correct answers aloud.
- \* Exercise B can be done as homework by the students.
- \* Exercise C: Any reasonable sentences are acceptable.

## Dictionary Skills

- \* This can be an individual project to be done in the Project Book and the class can prepare a combined chart.
- \* Give them time to do the necessary research on the internet for the 10 rules of courtesy.
- \* The points may be displayed and discussed in the class.

## Project Work

- \* A. The best option is 3. Sometimes, option 4 is also essential, especially if the bad behaviour has the potential to turn ugly or nasty. Example – bad touch, threat, attempt to hurt or harm, unwarranted spite or rudeness, bullying, etc.

## Values and Life Skills