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## The Bishop's Candlesticks

## SPECIFIC OBJECTIVES

- \* Learning to be generous and forgiving.
- \* Being empathetic and kind as a matter of habit.
- \* Listening, reading and understanding and answering the questions orally and in writing.
- \* Grammar: Auxiliary verbs and Modals - their usage.
- \* Words: meanings, usage; synonyms; dictionary work, phrases and pronunciation of words with correct phonetic symbols and stress.
- \* Writing a paragraph; Punctuation and editing.
- \* Learning to speak, converse and write correctly.

**Outcome**

- \* Learning about making it a habit of generosity and kindness and forgiving people.
- \* Learning about Auxiliaries and Modals and their usage.
- \* Speaking, conversing and writing correctly.

**Get Set**

- \* Ask the students to read aloud the quotation and explain its meaning.
- \* Ask the opinion of students about this - have they forgiven anyone for something hurtful that was done to them? Have they been forgiven for something wrong they did? What did they feel?
- \* Do they think forgiveness works? Whom does it help the most? Etc.

**Read and Enjoy**

- \* Read the lesson aloud or ask students to read parts of it.
- \* This one-act play by Norman McKinnel (1870-1932) has been adapted for the text. McKinnel was a Scottish playwright and stage and film actor. In this play he shows how kindness, generosity and forgiveness can transform the life of even a criminal. We see the true nobility of the Bishop's character throughout the play - in his interactions with his sister; the maid, Marie; the old lady whose rent he pays off by selling his own silver salt cellar; and finally with the convict who steals the silver candlesticks which were special to the Bishop as the last memory of his mother.



- \* This play was adapted from an episode in Victor Hugo's French novel 'Les Miserables'. The episode is about helping the convict overcome his distrust of human beings and showing him that people are capable of kindness without wanting anything in return.
  - \* Explain how the reactions of the Bishop's sister differ from those of the Bishop: highlight the kindness, generosity, understanding of human problems and nature, and forgiveness of the Bishop's character.
  - \* Explain two significant sentences in the play: 'If people lie to me, they are the poorer, not I.' 'This poor body is the Temple of the Living God'. These sentences explain the goodness and nobility of the Bishop's character.
  - \* Explain the words, and meaning. 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: If you have been naughty or disobedient, what happens? If you are rude or deliberately do something wrong, what is the outcome? Etc.
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- \* 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.
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- \* Explain what Auxiliaries are.
  - \* Use the board to explain that Auxiliaries help the main verbs – be, have, do, can, may, must, need, will, shall – how the different forms of be, have and do are used in positive and negative sentences.
  - \* Use the given examples and also your own, and ask the students to think of examples too.
  - \* Explain Modals similarly, using the board, with the given examples and your own – may, might, can, could, will, would, shall, should, ought to, must, etc – express more than one meaning – expresses different moods like possibility, probability, capacity, ability, willingness, intention, compulsion, etc.
  - \* Do Exercises A and B orally and then ask students to write down the answers in their books.
  - \* Announce the answers aloud for A and B and let the partners check.
  - \* Getting to know new words.

**Read and Understand**

**Grammar Spotlight**

**Spell Well**

## Word Power

- \* 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.

## Listen and Learn

- \* Learning about words and their meanings.
  - \* Exercise A: The students can do this on their own, using a dictionary.
  - \* Explain how synonymous words and phrases are used in sentences.
  - \* Exercise A can be done by the students on their own.
  - \* Teacher can announce answers to the exercise aloud and partners can check.
- \* Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
  - \* Teacher can read the passage aloud or ask 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.

## Speak and Express

- \* Give students one minute each to tell you what they have liked about the story.
- \* Correct their views or word usage, pronunciation, etc., where necessary.

## 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, 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.

- \* 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.

## Punctuation

- \* 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.

## Write Well

- \* 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. Show them how phrases are indicated in the dictionary.
- \* 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.

## Dictionary Skills

- \* Ask the students to locate one story about forgiveness from the library.
- \* Suggest reading list: Panchatantra, Jataka Tales, Birbal, Tenali Raman stories, Hitopadesha, etc.
- \* Discuss the stories with partners in class. The teacher can clarify doubts.

## Project Work

- \* Exercise: Read aloud the sentence.
- \* Discuss it in class and ask the students what their observations are.
- \* Exercise: The students can write brief answers as homework and then discuss in class.

## Values and Life Skills