

# 10

## The Postmaster

### LEARNING OBJECTIVES

- Learning how human relationships are built-valuing and maturing them; bonds between people.
- Listening, reading, understanding and answering questions orally and in writing.
- Grammar: Active and passive voice; determiners and articles; and their usage.
- Word-meanings, usage, collocations; dictionary work and words using 'v' and 'w' and the distinction in the way they are pronounced differently.
- Writing a descriptive paragraph; punctuation and editing.
- Learning to speak, converse and write correctly.
- **Outcome:** Learning about the value of human relationships and how to deal with people with affection and dignity.
- Learning about active and passive voice; determiners and articles; and their usage.
- Correct usage of language: collocation; punctuation; writing a paragraph.
- Speaking, conversing and writing correctly.

<b>Get Set!</b>	<ul style="list-style-type: none"> <li>➤ Exercise A: Discuss the pictures and their names.</li> <li>➤ Students may identify the pictures and give the answers. Write them on the board and let them copy them down.</li> <li>➤ Have a discussion on the given questions: post office or courier? How is e-mail convenient?</li> <li>➤ Why are we moving away from ordinary mail to SMS, e-mail and mobile phones and the Internet.</li> </ul>
<b>Read and Enjoy</b>	<ul style="list-style-type: none"> <li>➤ Read the lesson aloud or ask students to read parts of it.</li> <li>➤ Explain the words and meaning. Reading creates familiarisation with words.</li> <li>➤ The interactions between the postmaster and Ratan - the bonding due to the affection and service rendered by them to each other - the violation of the bond by the postmaster, first by going away without any thought for the feelings of Ratan, and then trying to offer her money whereas she had served him so selflessly.</li> <li>➤ Relate the theme of the lesson with the daily life of the students and ask in-text questions: Have you faced a situation like the postmaster or Ratan, where you had to part with someone very dear to you? How did you handle it?</li> <li>➤ Encourage the students to be observant and sensitive to relationships within their family, school and in various interactions; money cannot buy relationships, as the story shows.</li> </ul>

<ul style="list-style-type: none"> <li>➤ Discuss the questions in Exercises A-D and ask the students to answer orally first.</li> <li>➤ Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written.</li> <li>➤ They may then write down the answers of Exercises A-D.</li> </ul>	<b>Read and Understand</b>
<ul style="list-style-type: none"> <li>➤ Exercise A: Read and discuss the question in the class. Then ask the students to write down the answer. The teacher can check the answers of the students individually.</li> </ul>	<b>Think and Answer</b>
<ul style="list-style-type: none"> <li>➤ Explain active and passive voice.</li> <li>➤ Make two groups in the class. One group will say a sentence in the active voice and the other will change it to passive voice. Keep scores on the board. Correct them where necessary.</li> <li>➤ Then use the board to explain the concept using the given examples and also your own, and ask the students to think of examples too.</li> <li>➤ Explain the changes to be made in the sentences.</li> <li>➤ Do Exercises A and B orally and then ask the students to write down the answers in their notebooks.</li> <li>➤ Explain determiners – words used before nouns like adjectives, to modify or describe the nouns.</li> <li>➤ Then explain articles – indefinite and definite, and their usage. Brush up on ‘a/an’ being used with words beginning with consonant and vowel sounds respectively. ‘The’ – definite article.</li> <li>➤ Use the given examples as well as your own and use the board to explain them.</li> <li>➤ Discuss Exercises C and D; then the students can do them in the class.</li> <li>➤ Announce the answers aloud for Exercises A-D and let the partners check the work.</li> </ul>	<b>Grammar Spotlight</b>
<ul style="list-style-type: none"> <li>➤ Getting to know new words.</li> <li>➤ Learn to recognise the new words by selecting them from the Help Box and filling in the missing letters.</li> <li>➤ Learn their spellings and meanings.</li> <li>➤ Brush up on the use of the dictionary whenever possible.</li> <li>➤ Do Exercise A orally first. Then ask the students to write down the answers.</li> </ul>	<b>Spell Well</b>
<ul style="list-style-type: none"> <li>➤ Collocations and their usage.</li> <li>➤ Explain the idiomatic use of language. For example, some phrases like ‘your good name’, ‘returned back’, etc., are not used in English; these are translations from Hindi and other languages. Collocations signify how words are strung together typically in a language. You learn them through constant listening, reading and usage.</li> <li>➤ You can use your own examples and ask the students to suggest more.</li> <li>➤ Do Exercises A and B orally first, asking students the possible words. Discuss doubts raised by the students.</li> <li>➤ Then the students can write the correct answers in their notebooks.</li> </ul>	<b>Word Power</b>
<ul style="list-style-type: none"> <li>➤ Listen to the accent, stress and intonation in the Digital Content so that you can guide the students accordingly.</li> </ul>	<b>Listen and Learn</b>

	<ul style="list-style-type: none"> <li>➤ The teacher can read the passage aloud or ask students to take turns reading so they understand it well.</li> <li>➤ Then ask the students to answer the questions orally.</li> <li>➤ Check the students where necessary.</li> </ul>
<b>Converse and Connect</b>	<ul style="list-style-type: none"> <li>➤ Listen to the accent, stress, intonation in the Digital Content so that you can guide the students accordingly.</li> <li>➤ Then ask pairs of students at random to enact the dialogue according to their own imagination.</li> <li>➤ Correct the students regarding content and pronunciation.</li> </ul>
<b>Pronunciation Practice</b>	<ul style="list-style-type: none"> <li>➤ Let the students listen to the Digital Content so that they are sure of the right way to say the words.</li> <li>➤ Let the students say aloud the words spelt with 'v' and 'w'.</li> <li>➤ Words spelt with 'v' are spoken by biting the lower lip with the teeth. Words spelt with 'w' should be spoken without the use of the teeth—start with the movement for an 'oo' sound, rounding the lips and then say 'what, where, why, when, who'.</li> <li>➤ Differentiate the way the words are pronounced. Draw attention to the phonetic symbols.</li> <li>➤ Use the given words and any other examples you like or doubts that the students may have.</li> <li>➤ Ensure that the phonetic symbols for the sounds are understood by the students.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>➤ Use the board to do this exercise.</li> <li>➤ Call random students to correct the sentences in the passage.</li> <li>➤ Once it is all written correctly on the board, ask them to write it down in their notebooks.</li> <li>➤ If the exercise is done by the students on their own, then announce the corrections and let the partners check the work.</li> </ul>
<b>Write Well</b>	<ul style="list-style-type: none"> <li>➤ Exercise A: Read aloud the question, and clarify the queries of the students and the guidelines given.</li> <li>➤ Ask the students to write a paragraph based on the outline.</li> <li>➤ The teacher must correct the individual work of the students. Only then will they become independent in their writing.</li> </ul>
<b>Dictionary Skills</b>	<ul style="list-style-type: none"> <li>➤ Ask the students to consult their dictionaries.</li> <li>➤ Brush up the dictionary skills of the class. Ask the students how to find words in it and understand their usage as given in the dictionary.</li> <li>➤ Ensure that every student in the class understands the correct way to use the dictionary.</li> <li>➤ Draw attention to the meanings and the pronunciation.</li> <li>➤ Do the exercise on the board, to ensure they understand the correct use of the dictionary.</li> <li>➤ It is useful to make sentences using the words to clarify their meanings thoroughly.</li> <li>➤ Then let the students write them down in their notebooks.</li> </ul>
<b>Project Work/ AIL Activity</b>	<ul style="list-style-type: none"> <li>➤ Exercise A: Make groups of five students and give them time to discuss.</li> <li>➤ Each group can write down a possible ending in one or two sentences.</li> </ul>

<ul style="list-style-type: none"> <li>➤ Then the groups can share it and discuss with the class.</li> <li>➤ Exercise B: Ask the students to gather the required information and then write the letter.</li> <li>➤ The teacher can check the work of each student individually.</li> <li>➤ Exercise C: Ask the students to do this on their own. Help them, if required. Guide them in the discussion.</li> </ul>	
<ul style="list-style-type: none"> <li>➤ Exercise A. Read aloud the sentence.</li> <li>➤ Ask the students to write down three things they would like to do to build a good relationship with a new neighbour.</li> <li>➤ Share it with the class and discuss.</li> </ul>	<b>Values and Life Skills</b>