



## The Portrait of a Lady

### LEARNING OBJECTIVES

- Understanding the importance of relationships in our lives, within the family and without socially, with friends and with teachers and classmates in school, through friendly social interaction and collaboration.
- Learning to love and appreciate the close bonds within a family: with our parents, siblings, grandparents, etc., and understand the role they play in moulding our lives.
- In today's world, we are living in metros, cities and towns and are often so engrossed in our work that we neglect our near and dear ones. Even when living together, the young ones in the family tend to ignore the elderly, especially the grandparents, mainly because their interests don't match due to the generation gap. However, we must remember that relationships teach us to respect one another's views and feelings. We must also understand that grown-ups or the elderly in the family are a treasure trove of knowledge and experience from which the younger lot can benefit. So, while reading and teaching this lesson, make it a point to focus on the love and respect we must give to our family members, particularly the grandparents, so that they don't feel neglected or left out.
- Comprehension: Learning to read and understand the lesson or any passage and answer questions based on it, including reference to the context.
- Grammar: Transformation of sentences – Declarative to interrogative, declarative to exclamatory, affirmative to negative, imperative to interrogative.
- Building vocabulary and learning, spellings, meanings, compound words, pronunciation of selected words, writing a debate, dictionary skills.
- **Outcome:** Learning about the selfless relationship between the grandmother and the grandchild.
- Learning about transformation of sentences.
- Speaking and writing correctly.

➤ Explain the questions for partners to discuss. Then open the discussion to the class. Help the students understand how grandparents are an integral part of the family and how we can make them feel happy and loved.	<b>Get Set!</b>
➤ Read aloud or have the students read in turn. Explain how the lesson reflects a deep love that the narrator shared with his grandmother. It depicts how the love between the two changed over the years as the narrator grew up. Explain how or why there was a gradual change in the relationship, the factors responsible for it.	<b>Read and Enjoy</b>

	<ul style="list-style-type: none"> <li>Ask in-text questions to ensure the students understand the lesson thoroughly. [For example: What does the narrator mean when he says that his grandmother could never have been pretty, but she was always beautiful? Why did the relationship between the narrator and his grandmother change? Why was the time spent by the grandmother with the birds 'the happiest half-hour' of the day for her?]</li> </ul>
<b>Read and Understand</b>	<ul style="list-style-type: none"> <li>Exercises A, B, C and D. Explain each exercise and do it orally first. Then ask the students to write out the answers in their notebooks.</li> <li>It is advisable for the teacher to check and assess each student's work individually.</li> </ul>
<b>Think and Answer</b>	<ul style="list-style-type: none"> <li>Exercise A: Explain it and do it orally first. Then ask the students to write out the answer in their notebooks.</li> <li>It is advisable for the teacher to check and assess each student's work individually.</li> </ul>
<b>Grammar Spotlight</b>	<ul style="list-style-type: none"> <li>Brush up on what has been learnt about sentences in the previous classes. Also, explain what is meant by transformation of sentences: it means changing a sentence from one grammatical form to another, preferably without changing its meaning. A sentence can be changed in the following ways: <ul style="list-style-type: none"> <li>(i) Declarative to interrogative: For example: We went to see a movie today. (Declarative) → Did we go to see a movie today? (Interrogative)</li> <li>(ii) Declarative to exclamatory: This is a big house. (Declarative) → What a big house this is! (Exclamatory)</li> <li>(iii) Affirmative to negative: (a) He was always punctual. (Affirmative) → He was never late. (Negative) (b) I always tell the truth. (Affirmative) → I never tell a lie. (Negative)</li> <li>(iv) Imperative to interrogative: Stop talking. (Imperative) → Will you stop talking?/Will you please stop talking? (Interrogative).</li> </ul> </li> <li>Also, explain the other ways to transform sentences: <ul style="list-style-type: none"> <li>(i) By using the adverb 'too'. For example: It is so cold that I did not go out for a walk. → It is too cold to go out for a walk.</li> <li>(ii) By interchanging degrees of comparison. For example: No other metal is as precious as gold. (Positive) → Gold is more precious than any other metal. (Comparative) → Gold is the most precious metal. (Superlative)</li> <li>(iii) By interchanging active and passive voice. For example: Betty ate the cake. (Active) → The cake was eaten by Betty. (Passive)</li> <li>(iv) By changing the kind of sentence. For example: Susan likes coffee. (Simple) → Susan likes coffee but Mary likes tea. (Compound). Although Susan likes coffee, Mary likes tea. (Complex)</li> </ul> </li> </ul>
<b>Word Power</b>	<ul style="list-style-type: none"> <li>Compound words have already been explained in the earlier classes so the students must have a good idea about them. Explain the exercise and do it orally first. Then ask the students to write out the answers in their notebooks. Announce the answers aloud and let the students check their own work.</li> </ul>

<ul style="list-style-type: none"> <li>Read aloud the poem twice at least or have the students read it in turns. Explain it.</li> <li>Exercise A: Ask the students to answer orally first. Then let them write/mark their answers. Announce the answers aloud and let them check their own work.</li> </ul>	<b>Listen and Learn</b>
<ul style="list-style-type: none"> <li>Exercise A: The conversation can be enacted by two students doing a role-play in class under the guidance of the teacher.</li> </ul>	<b>Converse and Connect</b>
<ul style="list-style-type: none"> <li>Exercise A: Give the students ten minutes to talk to their partners about this and then ask them at random to speak in class and share their ideas.</li> </ul>	<b>Speak and Express</b>
<ul style="list-style-type: none"> <li>Exercise A: Read each word aloud and ask the class to follow. Ensure that the students pronounce the words correctly.</li> </ul>	<b>Pronunciation Practice</b>
<ul style="list-style-type: none"> <li>Explain to the class what a debate is. It is an organised argument or contest of ideas in which the participants discuss a topic. Those who agree with the statement or idea are on the 'pro' side and those that don't are on the 'con' side. Each side shows in an organised and clever way why it believes to have the right answers. It uses examples and evidence to support its ideas while reaching a conclusion.</li> <li>Explain the given format and ensure the students understand it well.</li> <li>Exercise A: Read out the question twice so that the students understand it well and know what the debate is about. Let them discuss the topic with their partners. Then let the students do the exercise on their own. It is advisable to check and assess their work individually.</li> </ul>	<b>Write Well</b>
<ul style="list-style-type: none"> <li>Exercise A: This can be done by the students on their own. It is advisable to check and assess their work individually.</li> </ul>	<b>Dictionary Skills</b>
<ul style="list-style-type: none"> <li>Exercise A: Ask the students to bring the material or supply them the material from the school. Assess their work individually and appreciate their creativity.</li> </ul>	<b>Project Work/ AIL Activity</b>
<ul style="list-style-type: none"> <li>Exercise A: Explain the question and the given options. Let the students choose on their own, and listen to their explanations. Then explain why the second option among those given is the most appropriate one.</li> </ul>	<b>Values and Life Skills</b>