



## A Time to Care

### LEARNING OBJECTIVES

- Learning to cope with times of distress and natural disasters.
- Learning to rise above personal and social differences to help others.
- Working as a team for a larger cause.
- Listening, reading, understanding and answering questions orally and in writing.
- Grammar: Pronouns—personal, reflexive, possessive, demonstrative, relative and interrogative, and their usage.
- Words, meanings, usage, synonyms and their usage; compound adjectives and their usage; words spelt with 'age' or 'dge', and the similarities in the sounds pronounced.
- Writing a letter; punctuation.
- Learning to speak, converse and write correctly.
- **Outcome:** Learning about bonding and working together during natural or other disasters; rising above all differences and respecting humanity.
- Learning about pronouns—personal, reflexive, possessive, demonstrative, relative and interrogative, and their usage.
- Speaking, conversing and writing correctly.

<ul style="list-style-type: none"> <li>➤ The teacher can read out the guidelines for safety and add others to discuss.</li> <li>➤ Talk about different kind of disasters that occur in the world – natural and man-made: floods, tsunamis, earthquakes, wildfires, landslides; accidents on roads, trains, aircraft; fire hazards – in homes and public places like malls, cinemas, roads, etc.</li> <li>➤ Discuss the pictures and ask the students to identify the natural disasters – and in which part of the world have they heard of them.</li> <li>➤ Write the names of the four disasters shown on the board for them to take them down.</li> </ul>	<b>Get Set!</b>
<ul style="list-style-type: none"> <li>➤ Read the lesson aloud or ask the students to read parts of it.</li> <li>➤ Explain the words and meaning. Reading creates familiarisation with words.</li> <li>➤ Ask the students in-text questions: Have you had to deal with a sudden bad situation at home or in school or anywhere else? What was it? How did you deal with it? Did others help you? Did you help others? etc.</li> <li>➤ Encourage the students to be observant and empathetic.</li> </ul>	<b>Read and Enjoy</b>

<b>Read and Understand</b>	<ul style="list-style-type: none"> <li>Discuss the questions in Exercises A-C 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 B and C.</li> </ul>
<b>Think and Answer</b>	<ul style="list-style-type: none"> <li>Exercise A: 1. Read and discuss the questions in the class. Then ask the students to write down the answers. For question 2, ask the students to talk about NGOs they know of. Alert them to the fact that some NGOs are publicity-hungry organisations. Tell them to look at genuine NGOs – working for a genuine cause.</li> </ul>
<b>Grammar Spotlight</b>	<ul style="list-style-type: none"> <li>Use the board to brush up on pronouns–what they are–words that replace nouns.</li> <li>Kinds of pronouns–personal [First, Second, Third]; reflexive; possessive; demonstrative; relative; interrogative.</li> <li>Use the board, and the given examples as well as your own examples, to explain the different kinds of pronouns and their usage.</li> <li>Do Exercises A, B and C orally first and then let the students do them in their books.</li> <li>The teacher can announce the answers and partners can check the work.</li> </ul>
<b>Spell Well</b>	<ul style="list-style-type: none"> <li>Getting to know new words.</li> <li>Learn to recognise new words by selecting them from the 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>Word Power</b>	<ul style="list-style-type: none"> <li>Learning about compound adjectives.</li> <li>Remind the students about compound words used as nouns, which had been done earlier.</li> <li>Now explain what are compound adjectives using the board and explaining the given examples and your own examples too. Examples: ill-tempered; strong-willed; carefree; makeshift; goodwill, etc.</li> <li>Do Exercise A orally first, explaining how two words can be combined to form a third word, sometimes with an entirely different meaning.</li> <li>Then students can write the correct answers in their notebooks.</li> <li>Exercise B: Explain the exercise and then let the students do them orally.</li> <li>Then write the answers on the board and the students can check their work.</li> </ul>
<b>Listen and Learn</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> <li>The teacher can read the passage aloud or ask the 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>

<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> <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>Converse and Connect</b>
<ul style="list-style-type: none"> <li>➤ Let the students listen to the Digital Content so that you are sure of the right way to say the words.</li> <li>➤ Let the students say aloud the words spelt with ‘-age’ or ‘-dge’. Draw attention to similarities/differences in spelling and in pronunciation. Note that while the former has ‘a’ as the vowel sound always, the words with ‘-dge’ have different vowel sounds but all are pronounced short.</li> <li>➤ Differentiate the way the two columns of words are pronounced. Draw attention to the phonetic symbols.</li> <li>➤ Use the words given 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>Pronunciation Practice</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>Punctuation</b>
<ul style="list-style-type: none"> <li>➤ Exercise A: Read aloud the question, and clarify any queries that the students may have.</li> <li>➤ Ask the students to write an informal letter as instructed. It need not be more than one page.</li> <li>➤ The teacher must correct the individual work of the students. Only then will they become independent in their writing.</li> </ul>	<b>Write Well</b>
<ul style="list-style-type: none"> <li>➤ Exercise A: Make groups of five-seven students and give them time to collect the material for the project as required.</li> <li>➤ Help the students take up different disasters if possible: tsunami in India and Japan; landslide in Uttarakhand; floods in Kerala; cyclone in Odisha; bushfire in Australia and wildfire in California; older disasters like earthquakes in Gujarat; Maharashtra, Afghanistan or Iraq; man-made disasters caused by vehicle, train, bus accidents, air crash, war, fire in cinema hall, gas leak at Bhopal, building or flyover collapse, etc.</li> <li>➤ Include parents through the process of data collection for the project to explain disaster management at home too.</li> <li>➤ Then the groups can prepare the project in the class, adding what prior action is required, such as fire drills, first aid training, safety measures in the house and at schools, etc., (a) by government, (b) by schools, (c) by students and (d) by the victims and their families themselves before, during and after a disaster occurs.</li> <li>➤ Exercise B: Explain the exercise and help the students by telling them where they can get the required information – books, magazines, newspapers, the Internet.</li> </ul>	<b>Project Work/ AIL Activity</b>

	<ul style="list-style-type: none"> <li>➤ Then, let the students make the posters, each group focussing on one disaster.</li> <li>➤ Let them discuss and share their work with other groups as well.</li> <li>➤ Exercise C: Explain what a palindrome is and ask the students to think of three examples of palindromes.</li> </ul>
<b>Values and Life Skills</b>	<ul style="list-style-type: none"> <li>➤ Exercise A. Read aloud the quotation.</li> <li>➤ Discuss it in the class and ask the students what their observations are.</li> <li>➤ Exercise B: The question may be asked in the class and discussed. More than one option is available. What would they opt for and why? Do not be judgemental about their choices.</li> </ul>