



Birbal and the Barber

LEARNING OBJECTIVES

- Learning to differentiate between intelligence and cleverness on the one hand and cunning and slyness on the other.
- Appreciating humour in one's life, and in theatre, books, etc.; learning to laugh at oneself.
- Understanding the difference between books in narrative form and comics/ picture stories in which descriptions are not required – conversation is more important.
- Listening, reading and understanding and answering questions orally and in writing.
- Grammar: Tenses—The Simple Present Tense, the Present Progressive (Continuous) Tense
- Words and meanings, prefixes, usage, dictionary work; pronunciation.
- Interviewing people.
- Learning to speak and converse correctly.
- **Outcome:** Learning to be intelligent and wise.
- Finding humour in all situations in life.
- Learning about prepositions and their usage.
- Learning about interviews.
- Speaking and writing correctly.

<ul style="list-style-type: none"> ➤ Ask the students to read the introduction aloud, taking turns. ➤ Discuss the use of intelligence, wit and humour. ➤ Ask the riddles and explain where necessary. ➤ Do the exercise orally first and then write the answers on the board. 	Get Set!
<ul style="list-style-type: none"> ➤ Ask four students to take up different parts and read the lesson aloud. ➤ Explain the words and meaning. Reading creates familiarisation with words. ➤ Talk about how the story shows both the barber and Birbal as being clever, but there is a difference: the barber is sly and has a bad motive; Birbal is sharp-witted enough to carry out the Emperor's orders, save himself and expose the barber's wicked plan. ➤ Ensure that the students understand the difference between 'being smart' and 'being wise'. ➤ Focus on the central idea of the story: How mere intelligence is not enough – one must be wise also. 	Read and Enjoy

	<ul style="list-style-type: none"> ➤ Relate the story to the daily life of the students and ask in-text questions: Have you found people like the barber or Birbal in your life? How would you deal with a tricky situation?
Read and Understand	<ul style="list-style-type: none"> ➤ Discuss the questions in Exercises A, B, C and 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 A – D.
Think and Answer	<ul style="list-style-type: none"> ➤ Exercise A: Read and discuss the questions in class. Then ask the students to write down the answers. The teacher must check individual answers.
Grammar Spotlight	<ul style="list-style-type: none"> ➤ Use the board to explain tenses in verbs. ➤ Explain simple present tense and present progressive [continuous] tenses – definition and usage. ➤ Draw a time-line on the board to clarify past, present and future. ➤ Use the given examples and also your own, and ask the students to think of examples too. ➤ Exercises A and B may be done orally first. Then ask the students to tick the right answers. Announce the answers aloud and have the partners check them.
Spell Well	<ul style="list-style-type: none"> ➤ Getting to know new words. ➤ Exercise A: Learn to recognise the new words by selecting and completing them. ➤ Ask the students to fill in the blanks to form meaningful words. They can take clues from the Help Box. ➤ Learn their spellings and meanings. ➤ Brush up on the use of the dictionary if required. ➤ After doing Exercise A orally first, ask the students to write down the answers. ➤ Have the partners check the work.
Word Power	<ul style="list-style-type: none"> ➤ Learning about words with prefixes and phrases. ➤ Exercise A: Read this with the students and as you explain each prefix, you can add your own examples, or ask the students to suggest them. ➤ It is advisable to make sentences orally when explaining prefixes. Also ensure that the correct pronunciation is learnt. For example: 'semi' is pronounced differently by the British and the Americans. ➤ Exercise B: First ask the students to orally select the right phrase. ➤ Then, as the correct answers come up, they may write down the phrases in their notebooks. ➤ It is desirable to practise more sentences orally using phrases in common use. Examples: get up; slow down; take care; let go, etc.
Listen and Learn	<ul style="list-style-type: none"> ➤ Listen to the accent, stress and intonation in the Digital Content so that you can guide the students accordingly. ➤ The teacher can read aloud the passage and ask the students to answer the questions. ➤ Check the students where necessary as they answer the questions orally.

<ul style="list-style-type: none"> ➤ Read the conversation aloud and make sure the students have understood it. ➤ Then ask pairs of students at random to enact the dialogue. ➤ Correct the students regarding content and pronunciation. 	Converse and Connect
<ul style="list-style-type: none"> ➤ Exercise A: Ask the students to look at the picture. ➤ Then ask them to describe the monument. You may ask different students to say a sentence each. ➤ Correct them where required. Relate the exercise to things that we generally see when we visit any ancient monument. ➤ This will help students to express what they want to say. ➤ Teach them to put their thoughts into words correctly and politely. ➤ Teach them how to speak so as to be understood. ➤ This will help them to be observant and to speak out their minds freely. 	Speak and Express
<ul style="list-style-type: none"> ➤ Let the students listen to the Digital Content so that they are sure of the right way to speak. ➤ Let the students say aloud all the words. ➤ While explaining the correct pronunciation, show how these words are pronounced distinctly. ➤ Ensure that the students learn the phonetic symbols also. ➤ Exercise A: Discuss and do the exercise orally first. 	Pronunciation Practice
<ul style="list-style-type: none"> ➤ Explain Exercise A and then let the students punctuate the passage on their own. ➤ Write the correctly punctuated passage on the board and ask the students to write it in their notebooks. ➤ Exercise A: Let the students discuss and do the exercise on their own. ➤ Announce the answers so that they can check and correct their work. 	Punctuation
<ul style="list-style-type: none"> ➤ Exercise A: Let the students discuss and do the exercise on their own. ➤ Then, write the answers on the board so that they can check and correct their work. ➤ Exercise B: Explain how an interview is held – you can have a mock interview in the class also. ➤ Ask the students to read aloud the given sentences and ask them at random to fill up the blanks with appropriate words on their own. ➤ Make sure they understand it well. ➤ Put down alternative suggestions on the board, and select the best ones that can be used by the students. ➤ Announce the answers aloud and let the partners check the work. 	Write Well
<ul style="list-style-type: none"> ➤ Ask the students to consult their dictionaries and write the meanings of the given words. ➤ Students can make their own sentences and their partners can check them. 	Dictionary Skills
<ul style="list-style-type: none"> ➤ Exercise A: Make groups of ten students and then let them enact the story, with their own variations. 	Project Work/AIL Activity
<ul style="list-style-type: none"> ➤ Exercise A: Read aloud the values and discuss them. Let students come out with suggestions about what are the kind of things that they consider 'smart' and what they consider 'wise'. ➤ Exercise B. Let the students discuss the questions with their partners. Then you can ask some of the students at random about their thoughts regarding the question. 	Values and Life Skills