



# Brave Rani Lakshmibai

## LEARNING OBJECTIVES

- Learning to be brave individuals in every aspect of life.
- Understanding the difference between courage and bravado.
- Listening, reading, understanding and answering questions orally and in writing.
- Grammar: Verbs – Simple past, Past progressive [Continuous] and Simple Future Tenses, Subject-Verb Agreement.
- Words, meanings, usage, dictionary work; words spelt with ‘th’ sound and pronounced in different ways.
- Learning about letter writing.
- Learning to speak and converse correctly.
- **Outcome:** Learning to be brave and courageous.
- Understanding courage in different aspects of life.
- Learning more about verbs – simple past, past progressive [continuous] and simple future tenses.
- Learning about letter writing.
- Speaking and writing correctly.

<b>Get Set!</b>	<ul style="list-style-type: none"> <li>➤ Read the introduction aloud.</li> <li>➤ Discuss the National Bravery Awards in the class.</li> <li>➤ Ask the students if they have watched the Republic Day Parade live or on TV.</li> <li>➤ There are several awards given under the overall heading of National Bravery Awards – to children, to defence and para-military personnel and to civilians.</li> <li>➤ Do the exercise orally first and then write the answers on the board.</li> </ul>
<b>Read and Enjoy</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>➤ Talk about how the story shows courage at the individual, social and national level.</li> <li>➤ Ensure that the students understand the difference between foolhardy behaviour and courage. For example, driving motorbikes at crazy speeds in the middle of traffic is not courage: it is foolish and bad to endanger the lives of people, including your own. Also, it is neither sensible nor legal to break traffic rules.</li> <li>➤ Focus on the central idea of the story: How courage is required not only for great deeds but also in our day-to-day lives. Telling the truth, doing one's duty are all actions that require courage.</li> </ul>

<ul style="list-style-type: none"> <li>Relate the story to the student's own observations about family and daily life and ask in-text questions: What, according to you, is courage? Have you seen or done anything that has called for courage?</li> </ul>	
<ul style="list-style-type: none"> <li>Discuss the questions in Exercises A, B, C and 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 must check individual answers.</li> </ul>	<b>Think and Answer</b>
<ul style="list-style-type: none"> <li>Use the board to explain tenses in verbs.</li> <li>Draw a timeline on the board to clarify past, present and future.</li> <li>Explain the simple past tense and the past progressive [continuous] Tenses – definition and usage.</li> <li>Then explain the simple future tense.</li> <li>Use the given examples and also your own, and ask the students to think of examples too.</li> <li>Exercises A , B, C and D may be done orally first. Then ask the students to write the right answers. Announce the answers aloud and have the partners check them.</li> </ul>	<b>Grammar Spotlight</b>
<ul style="list-style-type: none"> <li>Getting to know new words.</li> <li>Exercise A: Learn to recognise the new words by selecting and completing them.</li> <li>Learn their spellings and meanings.</li> <li>Brush up on the use of the dictionary if required.</li> <li>After doing Exercise A orally first, ask the students to write down the answers.</li> </ul>	<b>Spell Well</b>
<ul style="list-style-type: none"> <li>Learning to find words on a grid.</li> <li>Exercise A: First ask the students to find the words on the grid – clue: the words are written horizontally.</li> <li>Then ask the students at random to announce the words they have found.</li> <li>As the correct answer comes up, write it on the board.</li> <li>They may write down the words 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> <li>The teacher can read aloud the passage and ask the students to answer the questions.</li> <li>Check the students where necessary as they answer the questions orally.</li> </ul>	<b>Listen and Learn</b>
<ul style="list-style-type: none"> <li>Read the conversation aloud and make sure the students have understood it.</li> </ul>	<b>Converse and Connect</b>

	<ul style="list-style-type: none"> <li>Then ask pairs of students at random to enact the dialogue.</li> <li>Correct the students regarding content and pronunciation.</li> </ul>
<b>Speak and Express</b>	<ul style="list-style-type: none"> <li>Exercise A: Ask the students to look at the picture.</li> <li>Then ask them to describe the scene. You may ask different students to say a sentence each.</li> <li>Correct them where required. Relate it to the theme of the lesson they have read.</li> <li>Encourage the students to express their thoughts freely.</li> <li>Teach them to put their thoughts into words correctly and politely.</li> <li>Teach them how to speak so as to be understood.</li> <li>This will help them to be observant and to speak out their minds freely.</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 all the words; they are spelt with the 'th' sound, but are pronounced differently.</li> <li>Use the given words and any other examples you like that sound the same: the, think, etc.</li> <li>While explaining the correct pronunciation, show how these words are pronounced distinctly.</li> <li>Ensure that the students learn the phonetic symbols also.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Brush up on the main punctuation marks.</li> <li>Then, let the students do Exercise A on their own.</li> <li>Write the passage, correctly punctuated, on the board, and the students can check their work.</li> </ul>
<b>Write Well</b>	<ul style="list-style-type: none"> <li>Exercise A: Explain the format of an informal letter on the board.</li> <li>Ask the students to read the given letter and fill in the blanks with appropriate words on their own.</li> <li>Make sure they understand it well.</li> <li>Announce the answers aloud and let the partners check the work.</li> </ul>
<b>Dictionary Skills</b>	<ul style="list-style-type: none"> <li>Ask the students to consult their dictionaries and write the meanings of the given words.</li> <li>Then ask them for the meanings at random.</li> <li>Write the correct meanings on the board.</li> <li>Then ask them to make sentences and let the partners check the work.</li> </ul>
<b>Project Work/AIL Activity</b>	<ul style="list-style-type: none"> <li>This project can be done as homework by each student.</li> <li>They may display it in class and make a presentation and speaking in turns.</li> <li>Share their enthusiasm and creativity.</li> </ul>
<b>Values and Life Skills</b>	<ul style="list-style-type: none"> <li>Exercise A: Read aloud the values and discuss them. Let students come out with suggestions about what are the kind of things that scare them and how they deal with those fears.</li> <li>It is important NOT to laugh at any fear the students may have.</li> <li>Exercise B: Make two groups of students and ask them to talk about little actions every day that require them to be brave.</li> </ul>