



## The Lady With the Lamp

### LEARNING OBJECTIVES

- Learning about the care of the sick and suffering.
- Learning about a role model: Florence Nightingale – taking a path-breaking initiative; courage; perseverance; hard work; compassion and making nursing a profession.
- Listening, reading, understanding and answering questions orally and in writing.
- Grammar: Verbs – Future Tense and Modals, their forms and usage.
- Words, meanings, usage, phrases used in idiomatic English; dictionary skills and words spelt with 'o' and pronounced as different sounding diphthongs.
- Understanding punctuation.
- Learning to speak, converse and write correctly
- **Outcome:** Learning from a role model about the need and nobility of caring for the sick and the suffering.
- Learning about verbs: Future Tense and Modals – their forms and usage.
- Understanding, speaking and writing idiomatic English.
- Speaking and writing correctly.

<ul style="list-style-type: none"> <li>➤ Discuss the pictures given. The lesson talks about the compassion and competence of nurses – discuss. Talk about many people who have selflessly served the sick and the suffering: Bhagat Puran Singh; Baba Amte; Saint Teresa of Calcutta; etc.</li> <li>➤ A. Ask the students if they recognise the tasks shown in the pictures, as done by nurses. Also explain that now 'nurse' is a common noun since both women and men can be nurses. Ask for their answers and write them on the board.</li> </ul>	<b>Get Set!</b>
<ul style="list-style-type: none"> <li>➤ Ask the students to read the lesson aloud, and explain the words, phrases and ideas. Reading creates familiarisation with words.</li> <li>➤ Relate the lesson by taking examples from the daily life of the students and ask in-text questions: Has anyone in your home or neighbourhood been ill? In hospital? Did you see what work was done by the nurses? etc.</li> </ul>	<b>Read and Enjoy</b>
<ul style="list-style-type: none"> <li>➤ A to D: Discuss the questions, and ask the students to answer orally first. They may then write down the answers. Check their work individually if possible. If not, announce the correct answers and ask partners to check each other's work.</li> </ul>	<b>Read and Understand</b>
<ul style="list-style-type: none"> <li>➤ A. Read and discuss both the questions in the class. Then ask the students to write down the answers. The teacher should assess the answers of the students individually.</li> </ul>	<b>Think and Answer</b>

<b>Grammar Spotlight</b>	<ul style="list-style-type: none"> <li>➤ Brush up on what has been learnt about Verbs. Use the Time Line as given in the last lesson to show the Future Tense.</li> <li>➤ Future Tense: Simple future, future progressive, future perfect. Future Tense, as the name suggests, shows us that the Verb refers to action that takes place in the future. Some Auxiliary Verbs [or Modals, too] are usually added to the Main Verb.</li> <li>➤ Simple Future Tense – Here we use ‘will’, ‘shall’ and ‘going to’ with the Verb to show that the action takes place at a future point of time. These are actions that have usually been fixed for a future time/ date/ day, etc. [We will go to the zoo tomorrow. The school shall be closed on Thursday. Malini is going to participate in the play.]</li> <li>➤ Future Progressive Tense – This shows action that will be continuing to occur for some time in the future. [We will be swimming at the new pool at this time next week. Ritu shall be performing at the concert tonight.]</li> <li>➤ Future Perfect Tense – This shows that the action will have been completed at some time specified in the future. [The workers will have repaired the door by this evening. We shall finish our homework by 7 o’clock.]</li> <li>➤ A. Ask the students to do the exercise and then announce the answers and let them check their own work. Clarify doubts if any are raised.</li> <li>➤ Modals – We studied auxiliary verbs. There are some auxiliary verbs that tell us something more than merely supporting or helping the main verb. These are called Modal Auxiliaries. Words like can, could, will, would, may, might are Modal Auxiliaries. Examples: Possibility: It may rain in the evening. Permission: May I have the sugar please? Lesser or doubtful possibility: He might reach tonight. Capacity: He can sing for hours. Polite request: Could you share your book with me please? Probable: I could do these sums on my own.</li> <li>➤ A. B &amp; C: Ask the students to do these exercises and then announce the answers and let them check their own work. Clarify doubts if any are raised.</li> </ul>
<b>Spell Well</b>	<ul style="list-style-type: none"> <li>➤ A. Ask the students to do the exercise, using the words in the Help Box. They should learn their spellings and meanings. Announce the correct answers and let the partners check each other’s work.</li> </ul>
<b>Word Power</b>	<ul style="list-style-type: none"> <li>➤ A. Learning about phrases used in idiomatic English. Explain that the phrases have a meaning that is not literal – the expressions are peculiar to a language and are called idiomatic. Explain the meanings using the board where necessary and examples given in the exercise. Use your own examples too. [Examples – Hit the nail on the head; break the ice; go all out; etc.] Give examples from regional or local languages to compare and explain. [Examples – In Hindi we say ‘Bandar kya jaane adrak ka swad’: It is not about monkeys or ginger. It means that someone who does not have a particular experience, will not understand it.] Do the Exercise orally first, asking the students for answers at random. Then ask the students to write down the correct answers. Announce the correct answers and ask partners to check.</li> </ul>

<p>➤ A. Read the passage aloud or ask the students to take turns reading so that they understand it well. Then ask the students orally to answer the questions in complete sentences. Check the students where necessary.</p>	<b>Listen and Learn</b>
<p>➤ A. Ask pairs of students at random to enact the dialogue according to their own imagination. Check if the students understand the conversation well by asking a few questions; explain where necessary. Correct the students regarding content and pronunciation.</p>	<b>Converse and Connect</b>
<p>➤ A. Explain the work of nursing to the students, asking them different ways in which they can help patients in hospitals. After they have understood what is required of them, let them express themselves freely. Correct the students where necessary.</p>	<b>Speak and Express</b>
<p>➤ A. Say each column of words aloud, asking the class to follow. Let the students say aloud the words spelt with 'o' in combination with other letters like a, w, or u. Draw attention to the difference in pronunciation between the two columns. Use the given words and any other examples you like or doubts that the students may have. [(i) so, know, go, no, blow, flow, grow, etc. (ii) stout, cloud, pout, out, spout, etc.] While explaining the correct pronunciation, show how these words are pronounced distinctly. Ensure that the phonetic symbols for the sounds are understood by the students.</p>	<b>Pronunciation Practice</b>
<p>➤ A. Ask the students to do this exercise on their own. Then use the board to write the passage correctly on the board. Let the partners check the work.</p>	<b>Punctuation</b>
<p>➤ A. Ask the students to read through the exercise first. Then ask them to write it down in good handwriting in their books. They should underline the verbs. At the end, the teacher may announce the words and partners can check.</p> <p>➤ B. The students can write any reasonable passage. The teacher must check the work of the students individually.</p>	<b>Write Well</b>
<p>➤ A. Ask the students to consult their dictionaries. Remind them how to use it by seeing the words at the top of each page: how they tell you the first and last words on the pages. Ensure that every student in the class understands the correct way to use the dictionary. Draw attention to the meanings and the pronunciation. Then ask them to write down the meanings. Announce the answers and let the partners check each other's work.</p>	<b>Dictionary Skills</b>
<p>➤ A &amp; B: Make groups of five students and read out and explain the exercises. Give the groups time to collect the material and then a period to make their posters. Display their work in the class.</p>	<b>Project Work/AIL Activity</b>
<p>➤ A. Read aloud the quotation. Discuss it and any related issues raised by the students.</p> <p>➤ B. Read aloud the question and discuss the given options. Why is 4 the best option? Pilgrimages, etc. are performed for different reasons.</p>	<b>Values and Life Skills</b>