



The Quest for an Ideal Student

LEARNING OBJECTIVES

- Learning how a great teacher needs a worthy student, and a student with potential to be brilliant needs a worthy teacher.
- Recognising the qualities of a good teacher and of a leader.
- Listening, reading, understanding and answering questions orally and in writing.
- Grammar: Forms of present and past tenses; future tense; modals and their usage.
- Words, meanings, usage; prefixes; words spelt with 'f', 'v', and 'b' and pronounced correctly with reference to the phonetic symbols.
- Writing a paragraph and a dialogue; punctuation.
- Learning to speak, converse and write correctly.
- **Outcome:** Learning about recognising the worthy and unworthy qualities in the people we meet, and developing the potential good qualities.
- Learning about forms of present and past tenses; future tense; modals and their usage.
- Speaking, conversing and writing correctly.

Get Set!	<ul style="list-style-type: none"> ➤ Discuss Exercise A in the class. ➤ Ask the students at random to tell you the answers. ➤ Then they may write down the correct matching words.
Read and Enjoy	<ul style="list-style-type: none"> ➤ Read the lesson aloud or ask the students to read parts of it. ➤ Explain the words and meaning. Reading creates familiarisation with words. ➤ Relate the theme of the lesson with the daily life of the students and ask in-text questions: Have you, or anyone you know, recognised the potential in another person? Give examples of the coaches of some of the sportspersons: Sachin Tendulkar; PT Usha; Mary Kom, etc. There are musical prodigies; some in other fields such as IT, language, mathematics, writing, science, etc.
Read and Understand	<ul style="list-style-type: none"> ➤ Discuss the questions in Exercises A-E 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-E.
Think and Answer	<ul style="list-style-type: none"> ➤ Read and discuss the question in the class. Then ask the students to write down the answer. The teacher should check the answers of the students individually.

<ul style="list-style-type: none"> ➤ Use the board to explain tenses in verbs. ➤ Draw a timeline on the board and divide it into three parts: 'Then, Now, Next'. Write 'Past' under 'Then', 'Present' under 'Now' and 'Future' under 'Next'. ➤ Use the board, and the given examples as well as your own examples, to explain the correct usage of the present tense in sentences and then explain the past tense and the future tense. ➤ Explain the forms and usage of simple, progressive and perfect in the present, past and future tenses of verbs. ➤ Do Exercises A and B orally first and then let the students do them in their notebooks. ➤ The teacher can announce the answers and the partners can check the work. ➤ Explain modals. ➤ Use the board to explain the text using the given examples as well as your own, and ask the students to think of examples too. ➤ Explain the details of the usage of modals. ➤ Do Exercise C orally and then ask the students to write down the answers in their notebooks. ➤ Exercise D: Explain the use of 'can' and 'could' and then let the students do the exercise on their own. ➤ Announce the answers and they can check. ➤ Announce the answers aloud for Exercises A-D and let the partners check the work. 	Grammar Spotlight
<ul style="list-style-type: none"> ➤ Getting to know new words. ➤ Learn to recognise new words by selecting them from the box and filling in the blanks with the missing letters. ➤ Learn their spellings and meanings. ➤ Brush up on the use of the dictionary whenever possible. ➤ Do Exercise A orally first. Then ask the students to write down the answers. 	Spell Well
<ul style="list-style-type: none"> ➤ Learning about prefixes. ➤ Explain them using the given examples as well as your own examples. ➤ Do Exercises A and B orally first, then the students can write the answers in their notebooks. ➤ The teacher must check individual work to ensure that the students have understood the words. 	Word Power
<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 the passage aloud or ask the students to take turns reading so they understand it well. ➤ Then ask the students to answer the questions orally. ➤ Check the students where necessary. 	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. 	Converse and Connect

	<ul style="list-style-type: none"> ➤ Let the students say each word aloud, keeping the phonetic spelling in view. ➤ The words are spelt using 'f', 'v' and 'b', and there is a distinction in the pronunciation. Try saying some words from Indian languages to familiarise the students. For instance, 'fool' is not pronounced like 'phool', etc. ➤ Ask them individually at random, correcting the pronunciation and stress where required. ➤ Draw attention to the phonetic symbols. ➤ Use the words given and any other examples you like or doubts that the students may have. ➤ Ensure that the phonetic symbols for the sounds are understood by the students.
Punctuation	<ul style="list-style-type: none"> ➤ Exercise A: Use the board to do this exercise. ➤ Call random students to correct the sentences in the paragraph. ➤ Once it is all written correctly on the board, ask them to write it down in their notebooks. ➤ If the exercise is done by the students on their own, then announce the corrections and let the partners check the work.
Write Well	<ul style="list-style-type: none"> ➤ Exercises A and B: Read aloud the questions. ➤ Ask the students to fill in the blanks orally first. ➤ Then ask them to do the exercises on their own. ➤ The teacher may announce the correct answers aloud and the partners can check the work. ➤ Exercise C: Students can do this on their own and the teacher must correct individual work.
Dictionary Skills	<ul style="list-style-type: none"> ➤ Students can do this exercise on their own. Then the teacher can announce the answers aloud and the partners can check the work.
Project Work/ AIL Activity	<ul style="list-style-type: none"> ➤ Exercise A: The students can find the names from the Internet and tell them to their partners. ➤ Exercise B: Discuss the question with the student and then they can make the poster on their own. ➤ Exercise C: Form groups of five and let them do the exercise on their own. ➤ Share the posters with other groups.
Values and Life Skills	<ul style="list-style-type: none"> ➤ Exercise A. Read aloud the quotation. ➤ Discuss it in the class and ask the students what their observations are. ➤ Exercise B: Link this with current news items/history and write a paragraph.