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## The Luncheon

### LEARNING OBJECTIVES

- Making the students understand the need for wit and humour and their expression through creative study and art-related and social activities.
- Understanding how wit and humour are important for a healthy life, through friendly social interaction and collaboration, integrating discipline and communication.
- Learning to appreciate humour in writing, how we can use it to make ordinary people and events funny and memorable.
- We are living in a world that is full of stress, rushing to meet tight deadlines, achieve impossible targets. In such a scenario, it is imperative that we find some time for ourselves to relax for a while, perhaps, through a little humour. This lesson provides a welcome break so that we can sit back and laugh at the humour that is also a part of our lives, though we often tend not to notice it.
- Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context.
- **Outcome:** Seeing humour in everyday situations.
- Grammar: Adverbs – types, formation and comparison.
- Listening, understanding, reading, speaking, pronouncing and writing correctly.
- Building a vocabulary, spellings, meaning, people and professions, pronunciation of selected words, diary entry.

<b>Get Set!</b>	<ul style="list-style-type: none"> <li>➤ Explain the exercise. Let the students discuss and then ask them to make a list on their own. Tell them to briefly explain why they like/don't like a certain food item. Let their partners check their work.</li> </ul>
<b>Read and Enjoy</b>	<ul style="list-style-type: none"> <li>➤ 'The Luncheon' tells the story of a struggling writer who invites an old friend, a successful and wealthy socialite for a luncheon. The writer expects a simple and affordable lunch, but is shocked when his friend orders expensive dishes, including caviar and champagne. The writer realises that his friend has no regard for the cost of the meal. The writer is left with an enormous bill and feels the lady has taken undue advantage of his kind nature and financial condition.</li> <li>➤ The story highlights the theme of social class and the conflict between friendship and financial status.</li> <li>➤ Ask the students to take turns to read aloud the lesson – explain it as they read and ask questions to check and assess their level of understanding. For example: Who was the narrator, and why was he surprised to receive an invitation? What does the narrator feel about the restaurant chosen for lunch? How does the narrator's friend justify the expenses of the meal?</li> </ul>

<ul style="list-style-type: none"> <li>Exercises A, B, C and D: Discuss the exercises. Then ask the students to write their answers in their books/notebooks. It is advisable to check and assess their work individually.</li> </ul>	<b>Read and Understand</b>
<ul style="list-style-type: none"> <li>Read and discuss the question in the class. Then ask the students to write down the answer.</li> </ul>	<b>Think and Answer</b>
<ul style="list-style-type: none"> <li>Use the board to brush up on what Adverbs-words that add something to the verbs.</li> <li>Draw a chart on the board to show adverb types: Manner; Place; Time; Frequency; Degree.</li> <li>Use the board to explain adverbs - their formation, comparisons and usage.</li> <li>Use the given examples and also your own, and ask the students to think of examples too. Walk the students through the exercises and charts given.</li> <li>Do Exercises A-C orally and then ask the students to write down the answers in their books.</li> <li>Announce the answers aloud for A-C and let the partners check.</li> </ul>	<b>Grammar Spotlight</b>
<ul style="list-style-type: none"> <li>Exercise A: Let the students discuss this exercise with their partners and then let them do it on their own. Announce the answers and the students can check their own work.</li> </ul>	<b>Word Power</b>
<ul style="list-style-type: none"> <li>Exercise A: Read the passage at least twice, or ask the students to read it. Then ask the questions and tell the students to answer them orally.</li> </ul>	<b>Listen and Learn</b>
<ul style="list-style-type: none"> <li>Exercise A: Pick out two students at random to enact the given conversation. Assess them in terms of presentation and pronunciation.</li> </ul>	<b>Converse and Connect</b>
<ul style="list-style-type: none"> <li>Exercise A: Let the students discuss the topic and then let them speak about it in front of the class. Encourage different views. Guide and assess the students.</li> </ul>	<b>Speak and Express</b>
<ul style="list-style-type: none"> <li>Exercise A: Say each word aloud and ask the class to follow. Ensure that the students pronounce them correctly.</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.</li> <li>Once it is all written correctly on the board, ask them to write it down in their books.</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: Brush up on diary writing, using the blackboard. Make sure the students have understood what they have to write about, and then let them do the exercise. It is advisable to check and assess their work individually.</li> </ul>	<b>Write Well</b>
<ul style="list-style-type: none"> <li>Exercise A: Explain clearly what the students are required to do, guiding them on how and where they can get the required information. Then let them do the project on their own. Check and assess their work individually.</li> <li>Exercise A: The students can do this on their own with guidance from the teacher. Make sure all the ingredients to make a sandwich are available.</li> </ul>	<b>Project Work/AIL Activity</b>

<b>Values and Life Skills</b>	➤ Exercise A: Discuss in class, and let the students give their opinion. Encourage them to think of a different course of action, one that is not among the given options.
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