

8

Three Important Questions

LEARNING OBJECTIVES

- Learning that the most important time is 'now'; the most significant person is the one in front of you; and the task at hand is the most important one.
- Learning to understand and determine priorities in life and during each day.
- Listening, reading, understanding and answering questions orally and in writing.
- Grammar: Adverbs and their kinds; position of adverbs; degrees of comparison; formation and usage.
- Words, meanings, usage, replacing words with 'ch' and writing new words; dictionary work and pronouncing words spelt with 's' and 'sh', and understanding the phonetic symbols.
- Writing sentences and paragraphs; punctuation and editing.
- Learning to speak, converse and write correctly.
- **Outcome:** Learning about prioritising your tasks and activities.
- Learning about adverbs and their kinds; position of adverbs; degrees of comparison; formation and usage.
- Writing sentences and paragraphs; editing and punctuation.
- Speaking, conversing and writing correctly.

<ul style="list-style-type: none"> ➤ The teacher can read out the question and guide students to discuss in the class. ➤ Ask the students to state what their priority would be if faced with the three given situations and why that would be their choice. ➤ Discuss if they have faced such situations when they had to choose or arrange different activities in the order of priority because all were to be done the same day. ➤ Jot down three or four activities on the board and let them select the way they would arrange them. Examples: do homework; study for class test; help your mother who is ill; water the plants; take your dog for a walk, etc. 	Get Set!
<ul style="list-style-type: none"> ➤ Read the lesson aloud or ask the students to read parts of it. ➤ Explain that this story is written by Leo Tolstoy, one of the great Russian writers of short stories and novels, including 'War and Peace' and 'Anna Karenina'. His writing influenced the thinking of Mahatma Gandhi and Dr Martin Luther King, Jr. because he advocated non-cooperation as a tool for fighting injustice. ➤ Explain the words and meaning. Reading creates familiarisation with words. 	Read and Enjoy

	<ul style="list-style-type: none"> Ask in-text questions like: Do you think the king's questions were important? Why? Are the questions relevant for your daily activities? Encourage the students to prioritise their day's work and organise their time well.
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 class. Then ask the students to write down the answer. The teacher can then check the answers of the students individually.
Grammar Spotlight	<ul style="list-style-type: none"> Use the board to brush up on what adverbs are - words that add something to verbs. Kinds of adverbs - time, place, manner, degree or frequency - answering the questions - when, where, how, in what manner, to what degree and how often. Use the board to explain them and use the given examples as well as your own. Ask the students to think of examples, too. Do exercise A orally and then ask the students to write down the answers in their notebooks. Explain formation of adverbs by adding suffixes, with or without spelling changes. Use the given examples as well as your own, and use the board to explain them. Discuss Exercise B and then the students can do it in class. Explain one more kind of adverb - interrogative - and its usage. Discuss Exercise C and then the students can do it in the class. Discuss the position of adverbs in a sentence, and use examples showing them placed at the beginning, middle or end of a sentence. Do Exercise D orally first and then let the students write down the answers. Explain the degrees of comparison of adverbs as earlier, the degrees of comparison of adjectives have been explained. Use the given examples and your own too while doing so. Do Exercise E orally first and then let the students write down the answers. Announce the answers aloud for Exercises A-E and let the partners check the work.
Spell Well	<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 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.
Word Power	<ul style="list-style-type: none"> Exercise A: Explain the exercise and then let the students do it on their own. Then announce the answers and the students can check their work.

<ul style="list-style-type: none"> Exercise B: Let the students make sentences of the pairs of words. Then, you can write the sentences on the board and the students can check their work. 	
<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 so that they understand it well. Teacher can 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 them accordingly. Then ask pairs of students at random to enact the dialogue according to their own imagination. Correct the students regarding content and pronunciation. 	Converse and Connect
<ul style="list-style-type: none"> Read aloud the question so that the students understand it well. Let the students express themselves freely. Correct them as and when required. 	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 say the words. Let the students say aloud the given words. Draw attention to the phonetic symbols used to specify the correct pronunciations. Read each column aloud and ask the students to repeat in groups and individually. Correct them where necessary. Ensure that the phonetic symbols for the sounds are understood by the students. 	Pronunciation Practice
<ul style="list-style-type: none"> 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. 	Punctuation
<ul style="list-style-type: none"> Explain, and then ask the students to do Exercises A, B and C on their own. The teacher must correct the individual work of the students. Only then will they become independent in their writing. 	Write Well
<ul style="list-style-type: none"> These exercises may be done in the class by the students on their own or with their partners. Exercises A and B: Let them consult the dictionary in pairs and write the answers. The teacher can give the work of checking to another pair of partners, announcing the correct answers aloud. Any reasonable sentences are acceptable. 	Dictionary Skills
<ul style="list-style-type: none"> Exercise A: Make groups of 6-7 students and assign them this task. 	Project Work/ AIL Activity

	<ul style="list-style-type: none"> ➤ Give them time to collect newspaper cuttings and do the necessary research on the persons concerned. Suggest names of persons who are achievers in any field: technology, aeronautics, space research, medicine, education, agriculture, sports, social work, etc. ➤ Each group can write down 2-3 points about how the persons they have read about prioritised their time and activities. ➤ The points may be discussed in the class. ➤ Exercise B: Discuss the lesson with the students and help them convert it into a play. ➤ Guide them with the selection of characters and the costumes and props they will require. ➤ Exercise C: This exercise can be done by the students under the teacher's guidance. Guide them in the discussion as well.
Values and Life Skills	<ul style="list-style-type: none"> ➤ Read aloud the quotation and discuss it in the class. ➤ Exercises A and B: The questions may be asked in the class and discussed. More than one option is available in Exercise A. ➤ Exercise B: Let the students answer in 'Yes' or 'No'. Ask them to explain their answers.