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A Different Kind of School

LEARNING OBJECTIVES

- Making the students understand the importance of education, particularly for the differently abled, and sensitising them about the unique problems they face in daily life.
- Encouraging people and society at large to be aware of the challenges faced by the differently abled and the need for adopting a flexible and innovative approach to deal with the issues faced by them.
- Understanding the changes needed in the way differently abled children are imparted education.
- Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context.
- Grammar: Conditionals, prepositions and conjunctions.
- Listening, understanding, reading, speaking, pronouncing and writing correctly.
- Building a vocabulary, spellings, meanings, replacing words with suitable alternatives, pronunciation of selected words, writing a notice, dictionary skills.

➤ Read the question and let the students discuss it with their partners. Then, they can make a list of the activities and share the reasons why they found them difficult. Getting good at something usually requires a lot of patience and practice.	Get Set!
➤ 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 is Miss Beam? What is special about her school? "The school's aim is not so much to teach thought as to teach thoughtfulness." What do you think this means? "To make our children appreciate and understand misfortune, we make them share in misfortune too." How does Miss Beam's school do this?].	Read and Enjoy
➤ Exercises A-D: Ask the class if they understand what is to be done in each exercise. If there are any doubts, explain the details. Ask them to do the exercises on their own. Check and assess their work individually.	Read and Understand
➤ Explain what Conditionals are. ➤ Use the board to explain that conditionals are the linking words in conditional sentences: complex sentences with the dependent clause showing the condition for the action in the main clause. ➤ Use the given examples and also your own, and ask the students to think of examples too. ➤ Do Exercises A and B orally and then ask the students to write down the answers in their books. ➤ Explain Prepositions: Use the given examples and your own and use the board to explain them. Also, explain the usage and differences with Adverbs and Conjunctions.	Grammar Spotlight

	<ul style="list-style-type: none"> Do Exercises C and D orally and then the students can do them in class. Explain Conjunctions: Draw a chart on the board to show the Coordinating and Subordinating Conjunctions. Below the Coordinating Conjunctions show: (i) Cumulative Conjunctions (ii) Adversative Conjunctions (iii) Alternative Conjunctions (iv) Illative/Resultative Conjunctions. Use the examples given as well as add your own. Do Exercises E and F orally and then ask students to do them. Announce the answers aloud for A - F and let the partners check.
Word Power	<ul style="list-style-type: none"> Explain the exercise, telling the students how many words have alternatives that can be used in their place in sentences without change in meaning. It adds variety and richness to the language. Exercise A: Let the students do the exercise on their own. Then announce the answers and let them check their work.
Listen and Learn	<ul style="list-style-type: none"> Exercise A: Read the passage at least twice, or ask the students to read it. Then ask them to write the answers as true or false.
Converse and Connect	<ul style="list-style-type: none"> Exercise A: Ask the students at random to enact the conversation. Ensure correct presentation and pronunciation.
Speak and Express	<ul style="list-style-type: none"> Exercise A: Ask the students at random to explain what they think is the most important organ of the body and why. Guide and assess the students as they speak.
Pronunciation Practice	<ul style="list-style-type: none"> Exercise A: Say each word aloud and ask the class to follow. Ensure the students pronounce the words correctly.
Write Well	<ul style="list-style-type: none"> Explain what a notice is and its purpose. It is a formal means of communication with the purpose of bringing to notice a certain piece of information to a group of people. Notices are generally pinned in any common area where the concerned people can read them. Read the information given in the book or let the students read it so that they have a clear understanding of a notice. Also, explain the format and other important points to keep in mind while writing a notice. Exercise A: Go through the sample and then let the students attempt to write the notice on their own. Guide them if required. It is advisable to check their work individually.
Dictionary Skills	<ul style="list-style-type: none"> Explain how phrases can be confusing for learners and how a single word in them can change what you mean to say. Exercise A: Let the students look up the meanings of the given phrases in a dictionary and write them down in their books/notebooks. Explain or clarify any doubts they may have. Once the meanings are clear, they can write the sentences on their own. It is advisable to check their work individually.
Project Work/ AIL Activity	<ul style="list-style-type: none"> Discuss in class and help the students get information for the activity. There are many people who have overcome their disabilities and risen to fame, for example: Stephen Hawking, Helen Keller, Nick Vujicic, Sudha Chandran. Exercise A: Let the students do the exercise on their own. Check their work individually.
Values and Life Skills	<ul style="list-style-type: none"> Exercise A: Explain the exercise and discuss each option. Then ask the students to select the option they think is right and the reason for their choice.