



## A Role Model— Dr. A P J Abdul Kalam

### SPECIFIC OBJECTIVES

- Learning to appreciate biographies – recognising the greatness, not only of position, status and rank, but of the character and qualities in a person that drive him/her on a path of success or achievement.
- Learning from the life of a great Indian – the value of his biography. Overcoming poverty, failure and setbacks to achieve something valuable for oneself and society and the country; following one's dream.
- Listening, reading, understanding and answering questions orally and in writing.
- Grammar: Learning about Prepositions [position of words in relation to other words] and Conjunctions [Joining Words] and their usage.
- Words, spellings, meanings, pronunciation, synonyms, antonyms, compound words.
- **Outcome:** Learning a lesson in humility. Students get to learn the simple way of living life and the modesty of great achievers like Abdul Kalam.
- The lesson teaches us to focus on our target with dedication and determination.
- Learning about Prepositions and Conjunctions.
- Speaking and conversing correctly.

<b>Get Set!</b>	<ul style="list-style-type: none"> <li>➤ Exercises A &amp; B: Ask the students to identify the pictures and guide them about what makes each of them special. Access their biographies on the Internet in advance so that you can talk to the class about the character and lives of the four Presidents.</li> </ul>
<b>Read and Enjoy</b>	<ul style="list-style-type: none"> <li>➤ Ask the students to read aloud the lesson in turns. Correct them where required. Explain the words and ideas as they read.</li> <li>➤ Explain especially why biographies are very important and interesting to read.</li> <li>➤ Many men and women achieve great things, sometimes being recognised and rewarded for it and sometimes not. What is important is that they do not stop trying even when they faced severe challenges, obstacles and setbacks. Some people face physical challenges [like inability to see, hear, speak, walk, etc.], mental challenges [like autism, Down's syndrome, etc.], financial challenges [poverty and lack of resources like money, etc.] or very difficult circumstances [caring for a sick family member, enduring an abusive relationship or organisation, earning while studying, social customs and traditions that deter progress.]</li> <li>➤ In every field of life, we see real heroes, who refuse to give up. They pick themselves up and make the effort to keep doing something of value.</li> </ul>

<ul style="list-style-type: none"> <li>These include women who drive trucks, buses, taxis, autorickshaws; men and women who carry heavy loads and do mundane, unsanitary or dangerous work as in construction, sewage cleaning, garbage recycling, etc.</li> <li>There are men and women who overcome tremendous odds to achieve great success in sports, arts, public life and even within their homes.</li> <li>Now, proceed with the reading of the lesson on the 11th President of India, Dr APJ Abdul Kalam and the significance of his achievements.</li> </ul>	
<ul style="list-style-type: none"> <li>Exercises A – E: Read and explain the exercises. Ask the students to answer orally first. Then they can write down the answers on their own. Check their work individually.</li> </ul>	<b>Read and Understand</b>
<ul style="list-style-type: none"> <li>Exercises A: Read and discuss in class. Also, explain that success is not defined merely by riches, status, position and publicity. It depends on becoming a better version of yourself every single day.</li> <li>Public recognition is fine, but it is not the criterion for success. It can make a person feel very good for some time. But it can also cause several problems if the person is unable to remain balanced and humble.</li> <li>What matters more is to be good to oneself and to others and being loved and respected rather than just being important. It is necessary to be happy and satisfied with what you are doing – that is real success.</li> </ul>	<b>Think and Answer</b>
<ul style="list-style-type: none"> <li>Brush up on Prepositions – Position words – using the given examples and your own examples too.</li> <li>Make sentences on the board, leaving out Prepositions and ask the students to fill up with suitable ones. Prepositions require a lot of practice, which can be of more use and lasting value than by merely learning by memorising rules.</li> <li>The same Preposition can be used in different ways. [Examples – The train will come at 6. He is waiting at the corner. Will you be at the party tonight? This is for Meenu. The rabbit runs for his life. Give this to Hina. Go to the park now. This belongs to him.]</li> <li>Exercises A &amp; B: Ask the students to do the exercises on their own. Then announce the answers aloud and let them check their own work.</li> <li>By checking their own work, the students will learn to correct their mistakes. By having partners check their work, they get used to peer group assessment and can deal with comparison and competition sensibly.</li> <li>Explain what Conjunctions are – joining words like and, but, because, so, for, etc. Use the given examples and add your own. Use the board. [Examples – I am late because the bus broke down. Jenny and I come in the same bus. I have a bicycle, but the school is very far. It was raining, so we got wet. He gave us his umbrella for he is a kind man.]</li> <li>Exercise C: Ask the students to do the exercise on their own. Then announce the answers aloud and let them check their own work.</li> </ul>	<b>Grammar Spotlight</b>
<ul style="list-style-type: none"> <li>Exercises A &amp; B: Ask the students to do the exercises with their partners. Then announce the answers aloud and let them check their own work.</li> </ul>	<b>Spell Well</b>
<ul style="list-style-type: none"> <li>Exercise A: Ask students to write the antonyms of the given words. The partners can work together. Use the dictionary if necessary. Then announce the answers aloud and let them check their own work.</li> </ul>	<b>Word Power</b>

<b>Listen and Learn</b>	<ul style="list-style-type: none"> <li>Exercise A: Read aloud the passage at least twice. Ask the students at random to answer the questions orally and correct them where required.</li> </ul>
<b>Converse and Connect</b>	<ul style="list-style-type: none"> <li>Exercise A: Ask the students to read the conversation and to carry on discussing the life of Dr Kalam.</li> <li>Some partners can discuss the life of any person who has impressed them, whether famous or not. Guide and check the conversations.</li> </ul>
<b>Speak and Express</b>	<ul style="list-style-type: none"> <li>Exercise A: Ask the students to see the picture and guide the discussion along the lines of the questions given.</li> <li>Ask them what they would like to do or be when they grow up. Guide and check the discussions.</li> </ul>
<b>Pronunciation Practice</b>	<ul style="list-style-type: none"> <li>Exercise A: Say each word in the two columns clearly and correctly. Draw attention to the phonetic symbols – write them on the board – and make the difference in pronunciation clear. Most of the words are spelled with an ‘a’; some can be spelled with ‘ei’. But specify the correct pronunciation.</li> <li>Focus on how the vowels move from one vowel to another in the first column [mate, eight, stay, late, etc.], while in the second column, the vowel is a single sound.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Introduce the students to the use of inverted commas and their placement – before and after quoted speech. Also, show them, using the board, how a comma is used [before inverted commas to separate the words from who is speaking.] and how a full stop or question mark is within the inverted commas. The quoted speech always starts with a capital letter.</li> <li>Example: “How are you, Bina?” asked Mrinal. “I am fine,” replied Bina. “Let’s go to the park to play,” suggested Mrinal. But Bina said, “Oh, no! I have to finish my homework first.”</li> <li>Exercise A: Ask the students to do the exercise on their own. Then write the correctly punctuated sentences on the board and let them check their own work.</li> </ul>
<b>Write Well</b>	<ul style="list-style-type: none"> <li>Exercise A: Ask the students to complete the sentences using their imagination. Check their work individually.</li> <li>Exercise B: Ask the students to complete the diary entry on their own. Check their work individually.</li> </ul>
<b>Project Work/AIL Activity</b>	<ul style="list-style-type: none"> <li>Exercise A: The students can do this activity on their own. Check their work individually.</li> </ul>
<b>Values and Life Skills</b>	<ul style="list-style-type: none"> <li>Exercises A &amp; B: Read each sentence aloud and discuss in class. Use the ideas given above in the Read and Enjoy and Think and Answer sections.</li> <li>Exercise C: Discuss the situation given and ask why each option is appropriate or not. The moral and ethical codes we set for ourselves determine our character and have a deep impact on our future lives.</li> </ul>