



Solving Tough Problems of Life

LEARNING OBJECTIVES

- Learning to solve tough problems through dialogue and listening to other points of view.
- Learning to have conversations; understand the point of view of others; empathising with others; attentive listening.
- Listening, reading and understanding and answering the questions orally and in writing.
- Grammar: Auxiliary verbs and Modals – their usage
- Words: meanings, usage, words often misused or confused; dictionary work and pronunciation of words with correct phonetic symbols and stress.
- Writing a letter and a diary entry; Punctuation and editing.
- Learning to speak, converse and write correctly.
- **Outcome:** Learning about the value of conversation in resolving tough problems: listening attentively and with empathy.
- Learning about auxiliary verbs and modals.
- Speaking, conversing and writing correctly.

<ul style="list-style-type: none"> ➤ The teacher can read out the question and ask the students to discuss in class. ➤ Guide them on how to deal with a critical situation. 	Get Set!
<ul style="list-style-type: none"> ➤ Read the lesson aloud or ask the students to read parts of it. ➤ Explain the lesson's central idea: (a) that most problems can be resolved through peaceful conversations – in families, in society, within an organisation, country or with other countries; and (b) what constitutes conversation – speaking and listening attentively without preconceived ideas and prejudices. ➤ Explain words and phrases: a peaceful and honourable settlement; our usual way of talking or listening; emotionally involved in our beliefs and faiths; a feeling of empathy for others; unfold our better self; etc. Explain 'empathy' and 'listening'. ➤ Explain the words, and meaning. Reading creates familiarisation with words. ➤ Discuss picture associations so that reading becomes fun. ➤ Relate the activities and relationships with their family and daily life and ask in-text questions: Have you had differences/ arguments with members of your family or friends/classmates? How were they settled? Do you ever feel someone is not listening to you? Why? 	Read and Enjoy

	<ul style="list-style-type: none"> ➤ Encourage the students to begin 'listening' to what is being said to them with attention: ask them to observe the difference in their understanding.
Read and Understand	<ul style="list-style-type: none"> ➤ Discuss the questions in Exercises A-C 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 B-C. ➤ Think and Answer: Read and discuss the question in class. Then ask the students to write down the answer.
Grammar Spotlight	<ul style="list-style-type: none"> ➤ Explain what Auxiliaries are. ➤ Use the board to explain that Auxiliaries help the main verbs - be, have, do, can, may, must, need, will, shall - how the different forms of be, have and do are used in positive and negative sentences. ➤ Use the given examples and also your own, and ask the students to think of examples too. ➤ Explain Modals similarly, using the board, with the given examples and your own - may, might, can, could, will, would, shall, should, ought to, must, etc - express more than one meaning - expresses different moods like possibility, probability, capacity, ability, willingness, intention, compulsion, etc. ➤ Do Exercises A and B orally and then ask students to write down the answers in their books. ➤ Announce the answers aloud for A and B and let the partners check.
Spell Well	<ul style="list-style-type: none"> ➤ Getting to know new words. ➤ Learn to recognise the new words by selecting them. ➤ 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"> ➤ Learning more about words that are misused. ➤ Explain the pairs of words: encourage the students to consult their dictionaries - find meanings and write the sentences on their own. ➤ Ask the students at random for the meanings they have written - correct them where necessary. ➤ Then ask 3-4 of them to read out the sentences they have made on each pair. Correct them where necessary. Let partners assess if the usage is correct. If not, the teacher should intervene. ➤ Alternately, the teacher can check individual work.
Listen and Learn	<ul style="list-style-type: none"> ➤ Listen to the accent, stress and intonation on the Digital Content so that you can guide the students accordingly. ➤ Teacher can read the passage aloud or ask the students to take turns reading so they understand it well. ➤ Then ask the students orally to answer the questions. ➤ Check the students where necessary.
Converse and Connect	<ul style="list-style-type: none"> ➤ Read the question out and make sure the students have understood what is required of them.

<ul style="list-style-type: none"> Then ask pairs of students at random to enact the dialogue according to their own imaginations. Correct the students regarding content and pronunciation. 	
<ul style="list-style-type: none"> Encourage the students to speak freely. 	Speak and Express
<ul style="list-style-type: none"> Listen to the Digital Content so that you are sure of the right way to speak Let the students say aloud the words given. See the way they are spelt in the first column and then see the phonetic spelling and pronunciation. Differentiate the way the words are pronounced. Draw attention to the phonetic symbols, writing them on the board. 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. 	Pronunciation Practice
<ul style="list-style-type: none"> Use the board to do this exercise. Call random students to correct the sentences. Once it is all written correctly on the board, ask them to write it down in their books. 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"> Exercise A: Read aloud the question, and clarify the student's queries and the guidelines given. Ask the students to write a diary entry as instructed. It should not be more than one page. Exercise B: Students can write the letter on their own. 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"> Ask the students to consult their dictionaries. Brush up the dictionary skills of the class: ask them how to find words in it and understand its usage as given in the dictionary. Ensure that every student in the class understands the correct way to use the dictionary - the meanings, the pronunciation and the usage. Ask the students to do Exercise A on their own. Then ask them the answers at random, and when the correct answers are received, students can check their own work and correct it. It is useful to make sentences using the words to clarify their meanings thoroughly. 	Dictionary Skills
<ul style="list-style-type: none"> The students work with partners to list the problems dealt with by their parents. They may ask their parents also about their experiences. Then the partners can prepare the project in their books as directed. 	Project Work/ AIL Activity
<ul style="list-style-type: none"> Exercise A. Read aloud the sentence. Discuss it in class and ask the students what their observations are. Exercise B: Option 3 is the best one. Discuss all three options and explain why. 	Values and Life Skills