

2

Unit 2: Service of Humanity

The Lady with the Lamp

LEARNING OUTCOMES

- ▶ Making service to humanity a regular part of our lives in school and at home through creative, study and art-related and social activities
- ▶ Understanding the need for service to humanity through social interaction and collaboration, integrating discipline and communication
- ▶ Learning to appreciate the need for compassion and service
- ▶ Learning to be creative and make things of utility and value, while treating healthcare workers with respect
- ▶ In today's world, we are living in crowded areas where health and healthcare, and service to others are a very real necessity. So, while reading and teaching this lesson, make it a point to give attention to the care we owe to ourselves, our health, civic sense and respect for healthcare workers. Draw attention to the need for cleanliness, consideration and for following the safety protocol in the event of a pandemic, and epidemic or any kind of natural disaster.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: Articles [Indefinite and Definite] – Prepositions – Conjunctions [Coordinating and Subordinating] – and their usage
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly
- ▶ Building a vocabulary, spellings, meaning, phrases and their meanings, usage of words correctly, dictionary skills, writing a picture story.

Warm Up	✧ Read aloud the passage, or ask the students to read in turn. Discuss the role of the nursing staff given and ask the students if they have anyone in their families who has been similarly involved. There might also be others who have served their neighbours and strangers in similar ways.
Read and Enjoy	✧ Read aloud the lesson or ask the students to read. Explain and ask simple questions to keep the class alert while reading.
Read and Understand	✧ Exercises A, B and C: Explain the exercises and do them orally first. Ask the students to write the answers. It is advisable to check and assess their work individually.
Think and Answer	✧ Exercises A and B: Explain the exercises and do them orally first. Ask the students to write the answers. It is advisable to check and assess their work individually.
Grammar Spot	✧ Brush up what was learned about articles in previous classes. Use the instructions and examples given to explain them again. They are adjectives but are usually taught separately.

	<ul style="list-style-type: none"> ✧ Indefinite articles – a, an – are used for single countable nouns. ‘A’ is used before words starting with consonant sounds; ‘an’ is used before words starting with vowel sounds. ✧ Definite article – the – refers to unique things, religious books, organisations, newspapers, rivers, mountains, superlative degrees of adjectives, a whole class/section, buildings/monuments, only one in a country/state/organisation. ✧ No articles are: used before a proper noun, names of meals/games/diseases; plural countable nouns are used in a general (group/class) sense, educational/religious/political institutions, relations, etc. ✧ Exercise A: Do the exercise orally first. Then ask the students to write the answers. Announce the answers aloud and let them check their work in pairs. ✧ Brush up on prepositions - A preposition relates a noun/pronoun to other words – shows place/time/direction in the relationship. ✧ Exercise B: Do the exercise orally first. Then ask the students to write the answers. Announce the answers aloud and let them check their work in pairs. ✧ Brush up on conjunctions – joining words – connect words, phrases, sentences in two ways: coordinating and subordinating. <ul style="list-style-type: none"> • Coordinating conjunctions – two words/phrases/sentences of equal importance; for example: and, as well as, both, but, yet, or, so, therefore, hence, for • Subordinating conjunctions – join a dependent clause with main clause in a sentence; for example: that, who, which, when, if, where, though, although, till, until, whether, because, as, since [clause has a subject and a verb – can be independent or dependent]. ✧ Exercise C: Do the exercise orally first. Then ask the students to write the answers. Announce the answers aloud and let them check their work in pairs.
Word Wise	<ul style="list-style-type: none"> ✧ Exercise A: The meaning has to be linked to the word. Do the exercise orally first. Then ask the students to write the answers. Announce the answers aloud and let them check their work in pairs.
Spell Well	<ul style="list-style-type: none"> ✧ Exercise A: This can be done by the students on their own. Announce the answers aloud and let them check their work in pairs.
Listen and Learn	<ul style="list-style-type: none"> ✧ Exercise A: Read aloud the passage at least twice, or ask the students to take turns reading it. Then ask the questions given for oral answers and check the answers.
Converse and Connect	<ul style="list-style-type: none"> ✧ Exercise A: Ask the students to work with their partners and read the conversation. Walk around and assess their pronunciation, reading and expression.
Speak and Express	<ul style="list-style-type: none"> ✧ Exercise A: Ask students at random to give brief suggestions about how to help parents recover from illness and how to help them at home.
Pronunciation Practice	<ul style="list-style-type: none"> ✧ Exercise A: Read aloud each of the words in the two columns and ask the class to follow. Draw attention to the two phonetic symbols and the difference in the pronunciation of the words. Check the pronunciation of students where required.
Punctuation	<ul style="list-style-type: none"> ✧ Exercise A: Ask the students to do this on their own. Then write down the passage with correct punctuation on the blackboard, and ask the students to check their own work in pairs. Alternatively, check and assess their work individually.

Write Well	✧ Exercise A: Ask the students to look at the pictures and write down the story on their own. It is advisable to check and assess their work individually.
Dictionary Skills	✧ Exercise A: This can be done by the students on their own. It is advisable to check and assess their work individually.
AIL Activity	<p>✧ Exercise A: Make groups of five. Each group can make a chart on the project. Display in class.</p> <p>✧ Exercise B: Make groups of four. Ask the students to collect information about five major hospitals in different Indian cities, and put in their pictures, specialities, etc., on a chart. Display and share in class.</p>
Values and Life Skills	✧ Exercise A: Discuss each of the options given and explain how far each is correct and why it is not the only solution; why everyone has to work together for better healthcare.