

# 3

## Unit 3: Wit and Intellect Wins

### Birbal Returns Home

#### LEARNING OUTCOMES

- ▶ Making the students aware of the place of wit and humour in our lives, at school and home through creative, study and art-related and social activities
- ▶ Understanding the need for humour in our day-to-day friendly social interaction and collaboration, integrating discipline and communication
- ▶ Learning to appreciate the power of wit, wisdom and humour and interacting with others, using it in a harmonious manner
- ▶ Learning to be creative and make things of utility and value, while treating serious subjects too with a touch of humour
- ▶ In today's world, we are living in metros, cities and towns, and often see cases of people suffering from stress and aggression and anger. This attitude needs to be changed. So, while reading and teaching this lesson, make it a point to give attention to the need for light-hearted talk, not frivolous, but sensible and sensitive. Draw attention to the fact that humour should not be crude or cruel. There is a difference between laughing with people and laughing at people. Humour can be used in many ways. Make sure that wit is not sharpened at the expense of other people.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: Direct and indirect or reported speech – the use of inverted commas – the changes in a sentence when direct speech is changed to reported speech
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly
- ▶ Building a vocabulary, spellings, meanings, words spelt with 'ae' or 'ea', pronunciation of 'f' sound, metaphors, antonyms, rhyming schemes, dictionary skills, one word for many/collective nouns for a group of things or people.

<b>Warm Up</b>	✧ Discuss in class and then ask the students to have a conversation with their partners.
<b>Read and Enjoy</b>	✧ This story of Birbal's wit and wisdom is told as a comic strip. It can be read aloud with different students playing different roles, and one as a narrator. Explain as it is read, especially Birbal's clever interpretation of the compliments he pays to the King of Persia and the Emperor of India.
<b>Read and Understand</b>	✧ Exercises A, B, C and D: Explain the exercises. Do them orally first and then ask the students to write the answers in their books/notebooks. It is advisable to check and assess their work individually.
<b>Think and Answer</b>	✧ Exercise A: Explain the exercise. Do it orally first and then ask the students to write the answer in their books/notebooks. It is advisable to check and assess their work individually.

<b>Grammar Spot</b>	<p>✧ Explain what direct speech is [exact words of the speaker in inverted commas “ ”] and what indirect or reported speech is [reporting the speaker’s words without the inverted commas] – several changes take place when direct speech is converted to indirect speech:</p> <ul style="list-style-type: none"> <li>(i) No inverted commas [“ ”]; comma added; full stop, exclamation mark, question mark inside the inverted commas; capital letter inside the inverted commas; ‘that’ added</li> <li>(ii) Change in tense - from simple present to simple past; present continuous to past continuous; past to past perfect; ‘would’ and ‘should’ in place of ‘will’ and ‘shall’.</li> <li>(iii) Change in pronouns – ‘I’ and ‘you’ are changed suitably – ‘he’, ‘she’, ‘they’ and ‘it’ remain the same.</li> <li>(iv) Interrogative sentences change – remove quotation marks, question mark and pronouns change, etc.</li> <li>(v) Use of ‘said’ and ‘told’ – also different words like ‘requested’, ‘commanded’, ‘stated’, ‘asked’, ‘queried’, etc.</li> <li>(vi) Miscellaneous – here → there; now → then; this → that; these → those; today → that day; tomorrow → the next day; yesterday → the previous day/the day before.</li> </ul> <p>✧ Exercises A and B: Do the exercises orally, using the blackboard where required. Then ask the students to write down the answers in their books/notebooks. Announce the answers aloud and let them check their work in pairs.</p>
<b>Word Wise</b>	<p>✧ Exercise A: Words using ‘ea’ or ‘ae’ - Do the exercise orally first. Then ask the students to write down the answers in their books/notebooks. Announce the answers aloud and let them check their work in pairs.</p> <p>✧ Exercise B: This is about finding synonymous or similar words to WISE – clues are given. Do the exercise orally first. Then ask the students to write down the answers in their books/notebooks. Announce the answers aloud and let them check their work in pairs.</p>
<b>Listen and Learn</b>	<p>✧ Exercise A: Read aloud the passage at least twice or ask the students to read it. Do the exercise orally first. Then ask the students to write down the answers in their books/notebooks. Announce the answers aloud and let them check their work in pairs.</p>
<b>Converse and Connect</b>	<p>✧ Exercise A: Make groups of four and explain the exercise. Ask them to discuss the topic given, based on the points highlighted. Walk around and assess the groups and their discussions.</p>
<b>Speak and Express</b>	<p>✧ Exercise A: Discuss by asking the class what they see in the picture. Have an imaginary conversation between the king and his subjects.</p>
<b>Pronunciation Practice</b>	<p>✧ Exercise A: Each word has an ‘f’ pronunciation in it, though the spellings are different. Draw attention to this. Also, say each word aloud and ask the students to repeat it. Check the pronunciation as words like ‘confusion’ are likely to be mispronounced [often people say ‘konfuson’]. State the stress on the correct syllable. For example: Confusion]</p>
<b>Punctuation</b>	<p>✧ Exercise A: Do the exercise orally first, using the blackboard if necessary. Then ask the students to write down the answers in their books/notebooks. It is advisable to check and assess their work individually.</p>

<b>Write Well</b>	✧ Exercise A: This can be done by the students on their own. Then ask them at random to read out their answers. Check, guide and assess their work, correcting them where required.
<b>Dictionary Skills</b>	✧ Exercise A: Ask the students to do this on their own, using their dictionaries. Announce the answers aloud and let them check their work in pairs.
<b>AIL Activity</b>	✧ Exercise A: Guide the class to enact the play. Check their enactment. ✧ Exercise B: Ask the students to work with their partners and to add some more qualities. Announce the answers aloud and let them check their work in pairs.
<b>Values and Life Skills</b>	✧ Exercises A and B: Discuss the exercises in the class, and encourage students to think imaginatively and answer.