



9 I Speak Sign Language

Pre-reading Activities

⌚ 10 minutes

Begin by writing a sentence on a piece of paper. Invite any one learner to read and communicate the sentence to the rest of the class in a sign language, without speaking, writing, or using any letters of the alphabet.

Discuss the following:

- Was it difficult to communicate through sign language?
- What would have helped?
- How can we communicate with someone who can't talk/hear?
- How can we help them communicate with us?

While-reading Activities

⌚ 30 minutes

Ask the learners to take turns and read the poem aloud, with correct expression and intonation. Explain the contextual meaning of the difficult words. Ask simple questions intermittently, to ensure they are following the poem.

- What is the poem all about?
- Who is the poet of this poem?
- What is the meaning of *communication*?
- What is the most common mode of communication?
- What are the other forms of communication?
- What message does the poet wish to convey through his poem?


Post-reading Activities

⌚ 30 minutes

Explain the poem, stanza by stanza, to the learners. Then encourage the learners to summarise the poem, for a better understanding. You may ask a few of them to come forward and summarise in front of the class. Make sure all the learners have understood the poem.


Ask the learners to memorise the poem. Randomly ask a few learners to recite the poem with correct expression and intonation.

Reading Comprehension

 30 minutes

Ask the learners to attempt exercises A and B independently, at the end of the poem. Encourage them to think independently by recalling the poem. Ask the learners to write the answers of exercise B in their notebooks. Exercise C can be given for homework. Discuss the answers of all the exercises in the next English class and ask the learners to correct their work.

Life Skills and Values


 45 minutes

Begin by asking the learners to research and make a list of six famous people that are/were differently abled. Ask them to look up the Internet and find out the following for any two of them.

- What effect did the disability have on these people and their way of life?
- Did it keep them away from achieving their goals and aspirations? Why or why not?
- What were their strengths that helped them overcome the shortcomings in their lives?

Next, discuss the life skills and values pertaining to the lesson by encouraging the learners to attempt the questions given in this section of the lesson. You may write the keywords on the board, to facilitate an efficient framing of sentences.


Vocabulary

 15 minutes

Begin by asking the learners to brainstorm words related to *communication*. Write the words on the board. Ask them to find the meanings of a few difficult ones, using a dictionary.

Encourage them to complete the vocabulary exercise related to it, in the coursebook. Discuss the answers in class, while they check their work.

Workbook link: pages 67, 68

 20 minutes

Do a quick recapitulation of *communication words*. Give exercises A and B for homework. Discuss the answers in the next English class and ask the learners to check their partner's work.

Writing

 30 minutes

Ask the learners to form groups of four and attempt exercise A. Encourage them to share their slide show presentation with the other groups, at the end of the activity.

Thereafter, have the learners work in pairs and attempt exercise B. They may be given some time to practice. Invite a few pairs to come in front of the class and recite the poem like a rap song.

Encourage the learners to complete the exercise on descriptive essay in this section, within the same unit. It may be given for homework. Encourage learners to read out their essays in the next English class.