CHAPTER: A Gift of Chappals

Grade: **7**
Board: **CBSE**
Book: **Honeycomb, NCERT**

1.

LEARNING OUTCOMES

[At the end of the chapter, the student should be able to:]

At the end of the chapter, the student should be able to:

- Describe the behavior of various characters.
- Interpret Rukku Manni’s expressions.
- Analyze the message.
- Understand the text to be able to answer questions on it.
- Apply the knowledge of ‘If clause’.

2.

VOCABULARY ENRICHMENT

New and difficult words:

Use the information about new words as and when they appear in the text. They can also be summarised in the beginning of the class or make the children note them after completion of the chapter.

1. Tumbler

Meaning: A drinking glass with straight sides and no handle or stem.

Sentence: My mother made me drink a tumbler full of milk.

Synonyms: Beaker, bowl, mug.

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2. Mane

Meaning: A growth of long hair on the neck of a horse, lion or other mammal.

Sentence: The lion looked majestic with his thick mane.

Synonyms: Tangle, thatch, tresses.

No antonyms.

3. Emblem

Meaning: A symbolic object as a distinctive badge of a nation, organization or family.

Sentence: The national emblem of our country is the Ashoka Chakra.

Synonyms: Badge, symbol, colors.

No antonyms.

4. Flourished

Meaning: To wave (something) about to attract attention.

Sentence: At the end of each over my brother jumped up and flourished the national flag.

Synonyms: Brandish, display, swing.

Antonyms: Conceal, hide.

5. Scurried

Meaning: Moved hurriedly with short, quick steps.

Sentence: The mouse scurried off into the hole in the wall.

Synonyms: Dart, dash, hurry.

Antonyms: Slow, walk, loaf.

6. Alms

Meaning: Money or food given to poor people.

Sentence: My mother likes to give alms to the poor and the needy.

Synonyms: Aid, charity, donation.

No antonyms.

7. Gazed

Meaning: Looked steadily and intently especially in admiration, surprise or thought.

Sentence: I gazed at the sunset over the sea with wonderment.

Synonyms: Looked, observed, inspected.

Antonyms: Ignored, overlooked, neglected.

8. Sturdy

Meaning: Strongly and solidly built.

Sentence: Our house maybe old but it is sturdy.

Synonyms: Solid, muscular, hefty.

Antonyms: Delicate, skinny, soft.

9. Harassed

Meaning: Feeling or looking strained as a result of having too many demands made on one.

Sentence*:* I offered to babysit my neighbor's twins but within an hour I felt harassed.

Synonyms*:* Stressed, worried, troubled.

Antonyms*:* Relaxed, delighted, calm.

3.

TEACHING PLAN

While teaching this chapter, the teacher may employ the following methods

I. INTRODUCING THE CHAPTER : Class Discussion

Suggested Topic: ' *Charity*'

Broad instructions :

Discussion Points:

- Ask the students what do they understand by 'Charity'.

Accept the answers: *the voluntary giving of help, typically in the form of money, to those in need.*

- Then have you seen anyone do it?
- Have you ever done it?
- How did it make you feel?
- Why is it important?

Accept the answer: *it makes us feel good-sharing with others, it instills good values, act of God, helps towards building a compassionate society, nation.*

Instructions for the teacher:

- Conduct discussions in a way to encourage maximum participation.
- Simultaneously, maintain discipline amongst students.
- Encourage weaker students to participate with their thoughts on why being charitable is important.
- Don't outrightly dismiss an answer, instead help the students with hints.
- Help the students to stay on track by keeping the discussions relevant and brief.

Concluding the discussion:

Conclude your discussion with the following sentence:

Now let us read what happened when the children decided to be charitable in a story by Vasanth Surya.

II. READING THE CHAPTER

- Ask students to take turns and read the text.
- To ensure every child gets to read, ask them roll number wise, alternating between top and bottom.
- Check for pronunciation and pauses.
- After reading of each paragraph, briefly explain the content.
- Allow students to express their own opinion.
- Don't discourage them from contradicting the expressed opinion, but do not allow an argument just for the sake of one.
- Questions should be asked frequently to test their understanding of the text. The teacher can ask the following questions:

1. What did Mridu notice while taking off her chappals?
2. Where was the kitten?
3. Why was Mridu impressed?
4. What is the emblem of Pallava dynasty?
5. Where did Mahenderan try to hide?
6. What was Lalli trying to do?
7. What did Rukku Manni tell Ravi?
8. Why was Meena upset?
9. Where had the music master bought his slippers from?
10. Whose slippers were given to him?

- Discuss the message which is: Adults must lead by example.
- Use simple vocabulary and also introduce students to new words listed above.

III. Vocabulary enrichment techniques

- Enhance the vocabulary of the students by discussing synonyms and antonyms of new words as and when they come in the text. Use the information provided in the Vocabulary Enrichment section above.
- Audio recordings may be used for teaching listening and speaking skills. Record the opinion of a colleague on ‘faith’ on your mobile and play it for the class.
- Worksheet 2 can be given after the class for reinforcing vocabulary learnt.

IV. Literature section preparation:

The teacher may highlight the important points such as:

- Behavior of the various characters.
- Message of the story.
- Humor in the story.

Worksheet 1 can be used for additional practise.

V. Concluding the chapter:

The teacher can conclude the chapter in the form of a class activity. The students can be asked to prepare a ***short skit on the part where Ravi is explaining the name of the kitten or on any part they find funny.***

General instructions:

- Divide the students in groups of three or four.
- Ensure that every student has something to do.
- Ask them to enact any scene.
- Ensure that every student participates.
- Advise them to make their props with available resource
- Help them to write their scripts.
- Keep the language simple.
- Give a time limit of three to four minutes.
- They must make an effort to do their best
- They must memorize their lines.
- Work together as a team.
- Stick to the time limit.
- Take the help of the text to write your script.

Conclusion:

Sum up the activity by discussing the performances of various groups.
Draw their attention to the words and expressions used.

4.

WORKSHEETS

The teacher can either print the worksheets or write them on the blackboard. The worksheets can be used as a home assignment or even a class test.

WORKSHEET 1: LITERATURE

Best used: after completion of the text for extra practice on literature questions, home assignment.

Reference to context:

Q.1. She set them out neatly near a pair of large black ones.
a. Who is 'she'?
b. What did she set out?
c. Who is the writer of the above line?

Q.2. "Amma!" came a wail from the gate.
a. Who was wailing?
b. Who is Amma?
c. Why was he calling her?

Q.3. "These are just the right size," he said.
a. Who spoke the above line?
b. What are 'these'?
c. Who did 'these' belong to?

Q.4. It was clear she wanted him to leave quickly.
a. Who is 'she'?
b. Who is 'him'?
c. Why did she want him to leave?

Short answer questions:

Q.1. What did Mridu notice about the black slippers?
Q.2. What was the full name of the kitten?
Q.3. According to Ravi, his cat was a descendent of whom?
Q.4. What did Ravi compare Lalli and music master's playing the violin to?
Q.5. Why did Rukku Manni want the beggar to be sent off?
Q.6. Why did the children give chappals to the beggar?
Q.7. Why was Rukku Manni annoyed with the music master?

Brain Teaser:

Q.1. Do you think Ravi did the right thing? Justify your answer.

WORKSHEET 2: GRAMMAR

Best used: Class work at the end or as a home work.

Q.1. Rewrite each of the following pairs of sentences as a single sentence. Use ‘if’ at the beginning of each sentence.
a. I like it. I shall buy it.
b. It might rain. We shall stay at home.
c. Don’t be lazy. You won’t be able to finish your work on time.
d. Be kind to people. They will also be kind to you.
e. Don’t talk in the class. The teacher will punish you.

Q.2. Fill in the blanks.
a. If I __ (go) out tonight, I __ (go) to the cinema.
b. If you ___ (get) back late, I ___ (be) angry.
c. If he ____ (come), I ___ (be) surprised.
d. If we ___ (wait) here, we ___ (be) late.
e. If we ___ (eat) all this, we __ (feel) sick.

WORKSHEET 3: VOCABULARY

Best used: Class work at the end or as a home work.

Q.1. Listed below are some words that you have come across in the chapter. Choose their synonyms from the options:

a. Suspicious.
i. Cautious ii. Careless iii. Certain iv. Sure

b. Dynasty.
i. Sway ii. City iii. Clan iv. Village

c. Grunted.
i. Groaned ii. Whispered iii. Sang iv. Laughed

d. Sternly.
i. Casually ii. Funnily iii. Lightly iv. Earnestly

e. Wearily.
i. Easily ii. Dejectedly iii. Gently iv. Lightly

WORKSHEET 3:VOCABULARY

Q.2. Given below are the names of various footwears. Match them with the correct description.

a.	Sneakers	Boots that rise to the knee.
b.	Knee high boots	Simple type of footwear in which there is a band between the big toe and other toes.
c.	Stilettos	A type of light soft shoe with a rubber sole, used for sports.
d.	Flip flops	Shoes or bindings that fit onto shoes that are worn to enable the wearer to roll along on wheels.
e.	Roller Skates	A soft leather slipper or shoe, without laces, originated among the Red Indians.
f.	Moccasin	Long, thin high heels found on some boots and shoes, usually for women.

WORKSHEET 4: WRITING SKILLS

Best used: Home work.

Q.1. Write a paragraph describing your likes/dislikes, your hobbies and some personal characteristics.

5.

SOLUTIONS

Provided below are the solutions to the worksheets.

WORKSHEET 1: LITERATURE

Reference to context:

Q.1. a. Mridu.
b. Her slippers.
c. Vasantha Surya.

Q.2. a. The beggar.
b. Rikku Manni.
c. He wanted alms.

Q.3. a. Ravi.
b. A pair of slippers.
c. The music master.

Q.4. a. Rikku Manni.
b. The music master.
c. He had called her son a monkey

Short answer questions:

Q.1. Grey with dust, clear mark of toe, marks for two big toes were long and scrawny.
Q.2. Mahendravarma Pallava Poonai.
Q.3. Mahabalipuram Rishi-cat.
Q.4. Music master-train whizzing on.
Lalli-train derailing.
Q.5. Had been coming every day for the past one week, its time he found another house to beg from.
Q.6. He had large blisters on soles of his bare feet, couldn't afford to buy.
Q.7. He had called her son a monkey even though she had given him a pair of brand new slippers.

Brain Teaser:

Q.1. No, you can't give away something that doesn't belong to you.
Should have asked the music master.
Maybe even the music master is poor if not as poor as the beggar.

WORKSHEET 2: GRAMMAR

Q.1. a. If I like it, I shall buy it.
b. If it rains, we shall stay at home.
c. If you are lazy, you won't be able to finish your work on time.
d. If you are kind to people, they will be kind to you.
e. If you talk in class, the teacher will punish you.

Q.2. a. go, will go.
b. get, will be.
c. comes, will be.
d. wait, will be.
e. eat, will feel.

WORKSHEET 3: VOCABULARY

Q.1. a. Cautious.
b. Clan.
c. Groaned.
d. Earnestly.
e. Dejectedly.

Q.2. a. A type of light soft shoe with a rubber sole, used for sports.
b. Boots that rise to the knee.
c. Long, thin heels found on some boots and shoes usually for women.
d. Simple type of footwear in which there is a band between the big toe and other toes.
e. Shoes or bindings that fit onto shoes that enable the wearer to roll along.
f. A soft leather slipper or shoe, without laces, originated among the Red Indians.

WORKSHEET 4: WRITING SKILLS

Q.1. Depends on individual student.

5.

RESOURCE LIST

The teacher can use any of the listed resources below if she has access to resources and time at hand

Resource books:

Publications such as **Madhuban and Oxford** are recommended for this grade level

Websites:

Following website can be used:

- https://www.englisch-hilfen.de/en/grammar/if.htm

Reading List:

Books of Ronald Dahl.