

ART INTEGRATED LEARNING ACTIVITIES

ROOTS AND WINGS

(Main Coursebook 7)

Lesson 1: The Chocolate Room

1. **Speak and Express:** Look at the given picture and discuss the following in class. **(Page 21)**
2. **Project Work:** Work in groups of five and make a list of various brands of chocolate products available in the market in your locality. **(Page 23)**

Lesson 2: A Tiger in the House

1. **Get Set!:** Look at the picture given here. What is wrong with the picture? **(Page 24)**
2. **Speak and Express:** Suppose you go for a stroll and happen to see a tiger behind the trees. What should you do? **(Page 35)**
3. **Project Work:** Work in groups of eight. Make a project on any tiger reserve in India. Collect pictures of tigers in their habitat. **(Page 36)**

Lesson 3: The Gift of the Magi

1. **Speak and Express:** Look at the picture carefully. How would you choose gifts for your father, mother, brother, sister from a gift shop like the one in the picture? **(Page 52)**

Lesson 4: A Dialogue with Bill Gates

1. **Get Set!:** Can you name the people shown in the pictures who have done us all proud? **(Page 60)**
2. **Speak and Express:** Look carefully at the given picture and talk about it with your partner. **(Page 71)**

Lesson 5: Nature's Message to Mankind

1. **Get Set!:** Do the following pictures indicate that we are moving towards a dreadful future? **(Page 73)**
2. **Speak and Express:** Look at the picture. Do you think it is alarming? How does it affect all of us? Talk about it in groups of four. **(Page 83)**
3. **Project Work:** Work in groups of ten. Enact a small play of 10-minute duration on the topic 'Nature is our best friend'. **(Page 84)**

Lesson 6: The Adventure of the Blue Carbuncle

1. **Project Work:** Work in groups of five and enact the scene when the police arrested John Horner from Hotel Cosmopolitan as suspect in the theft of the blue carbuncle. **(Page 99)**

Lesson 7: A Dinosaur on the Railway Tracks

1. **Speak and Express:** Look at the given picture carefully. The train had suddenly come to a halt in the middle of a vast field due to some technical problem. **(Page 112)**
2. **Project Work:** Find and paste picture of three kinds of dinosaurs that lived on our planet millions of years ago. You may draw and colour the picture also. **(Page 113)**

Lesson 8: Outstanding Sportswomen

- 1. Converse and Connect:** Sit in groups of five and discuss the games each one in the group likes to play. Talk about ways to keep fit and become a good sports person. **(Page 126)**
- 2. Speak and Express:** Look at the given picture and discuss what you can see. **(Page 127)**
- 3. Project Work:** Work in groups and make a collage with pictures of outstanding sportspersons of India, both in the past and at present. **(Page 127)**

Lesson 9: The Case of the Missing Necklace

- 1. Speak and Express:** Look at the given picture and talk about it with your partner. **(Page 138)**
- 2. Write Well:** Paste relevant pictures and make a poster with a caption about 'Alert Citizens' that is catchy and relevant. **(Page 139)**
- 3. Project Work:** Work in groups of five and collect newspaper cuttings about solved cases of theft and dacoity in the recent past in your area. **(Page 140)**

Lesson 10: Abraham Lincoln's Letter to his Son's Headmaster

- 1. Speak and Express:** Look at the given picture and talk to your partner about it. **(Page 151)**

Lesson 11: The Merchant of Venice

- 1. Speak and Express:** Look at the given picture and talk about what you can see. **(Page 166)**
- 2. Project work:** Work in groups and enact the court scene of the play 'The Merchant of Venice' in your class. **(Page 167)**

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ROOTS AND WINGS

TEACHER'S RESOURCE MANUAL – 7

Art Integrated Learning (AIL) has been covered in the lesson plans given in the Teacher's Resource Manual.

Given below are the activities for AIL given in the Teacher's Resource Manual.

Lesson 1: The Chocolate Room

- ▶ **Read and Enjoy:** Relate the activities and relationships their family and daily life and ask in-text questions: Have you read 'Charlie and the Chocolate Factory'? Or seen the film? What is your opinion about it? etc. **(Page 4)**
- ▶ **Speak and Express:** Ask the students for their ideas at random, and have a discussion on each of the questions/suggestions. **(Page 5)**

Lesson 2: A Tiger in the House

- ▶ **Read and Enjoy:** Share the stories about such bonding – Androcles and the Lion; The Jungle Book; the Harry Potter series with students having pets; books by Gerald Durrell and James Herriot, etc. There are films like Life of Pi; King Kong; George of the Jungle; Below Eight, etc. There are websites of organisations like the WWF, Green Peace, etc., and channels like Animal Planet, National Geographic, etc., and many others sources of information. **(Page 18)**
- ▶ Relate the activities and relationships their family and daily life and ask in-text questions: Have you read any stories written by Ruskin Bond? Or seen any of the films? What is your opinion about it? etc. **(Page 18)**
- ▶ **Word Power:** Make suitable sentences with each phrase to familiarise the students with their usage. Tell them to look out for them in newspapers. **(Page 19)**

Lesson 3: The Gift of the Magi

- ▶ **Read and Enjoy:** Relate the activities and relationships their family and daily life and ask in-text questions: Have you received gifts which were not costly but which you treasure? Have you given such gifts? Do you think the price is important or the value? etc. **(Page 36)**
- ▶ **Word Power:** Make suitable sentences with each word to familiarise the students with their usage. Tell them to look out for them in newspapers. **(Page 37)**

Lesson 4: A Dialogue with Bill Gates

- ▶ **Get Set!:** Ask the students to name more achievers in other fields – Paralympics, other sports, films, industry, education, writing, etc. **(Page 53)**
- ▶ **Read and Enjoy:** Relate the activities and relationships to their family and daily life and ask in-text questions: Have you given something to the needy and poor that was valuable to you? Why? Why not? Have you spoken about charitable acts with your parents? What do they tell you about it? etc. **(Page 54)**

Lesson 5: Nature's Message to Mankind

- ▶ **Read and Enjoy:** Have different sets of students read out different parts in the play. Place the student in the classroom according to the part they are playing. Make a suitable place for an entrance and exit. Then, as they read, correct their pronunciation and expression. **(Page 67)**

- ▶ Relate the lesson to the daily life of the students and ask in-text questions: How are we, as individuals, adding to the pollution and destruction of the environment? How can we, as individuals, help to improve and save the environment? **(Page 67)**

Lesson 6: The Adventure of the Blue Carbuncle

- ▶ **Read and Enjoy:** Write a list of clues and ask the students to solve the case, before you reach the end of the story. **(Page 84)**
- ▶ Relate the story with examples from the daily life of the students and ask in-text questions: Are we alert about people and events at home, in school, and in our neighbourhood? Do we watch and observe who are the regular people and who are the strangers? Do we recognise odd or suspicious behaviour? **(Page 84)**

Lesson 7: A Dinosaur on the Railway Tracks

- ▶ **Read and Enjoy:** Relate the lesson with the daily life of the students and ask in-text questions: Have you enjoyed travelling by train? What would be your reaction if you saw some creature like a dinosaur or some other wild animal on the road or train track? **(Page 99)**

Lesson 8: Outstanding Sportswomen

- ▶ **Read and Enjoy:** Relate the theme of the lesson with the daily life of the students and ask in-text questions: Is anyone in your family a sports enthusiast? Has watching TV made you a sportsperson or a couch potato? **(Page 114)**

Lesson 9: The Case of the Missing Necklace

- ▶ **Read and Enjoy:** Ask the boys and girls gender-sensitive questions and about gender stereotyping—girls must play with dolls; boys are sissy if they like to cook; girls throw tantrums; boys don't cry, etc. Do they laugh at students who do things differently? Why? **(Page 128)**
- ▶ **Speak and Express:** Let the students look at the picture carefully. **(Page 129)**
- ▶ Discuss in class and ask the students to talk about the picture. **(Page 129)**

Lesson 10: Abraham Lincoln's Letter to his Son's Headmaster

- ▶ **Read and Enjoy:** Relate the lesson and its theme with the daily life of the students and ask in-text questions: Have you received any such advice from your parents/grandparents or teachers? Do you feel it is necessary to learn these values and cultivate this attitude? Why, or why not? **(Page 140)**
- ▶ **Word Power:** Do Exercise A orally first, and ask the students to collect more clichés. They are usually used in speeches or in letters. Examples: as per our discussions; do the needful; a warm welcome; your valuable advice/comment; taken time out of your busy schedule, etc. **(Page 141)**

Lesson 11: The Merchant of Venice

- ▶ **Get Set!:** Exercise C: Ask the students to name the person with superpowers they would like to play. His/her role, preparation for the role, and the costume. It can be an imaginary character too. **(Page 158)**