

3

UNIT 3–THE WORLD OF ANIMALS

Grand Pet Show

SPECIFIC OBJECTIVES

- ▶ Making the students aware of the beauty and joy of having and caring for pets through creative, study and art-related and social activities
- ▶ Understanding the need for seeing, being aware of and enjoying animals and birds that are a significant aspect of nature through friendly social interaction and collaboration, integrating discipline and communication
- ▶ Learning to appreciate the love and loyalty of pets and domestic animals and birds and interacting with them in a harmonious manner
- ▶ Learning to be creative and make things of utility value, while treating animals with respect and care
- ▶ In today’s world, we are living in metros, cities and towns, often cut away from nature and the association with animals, birds and the earth. This experience and attitude needs to be changed. So, while reading and teaching this lesson, make it a point to give attention to the love and care we should show to animals and birds.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: Pronouns - Types of pronouns and their usage [Personal; Possessive; Demonstrative; Reflexive; Interrogative]; Placement of pronouns in a sentence as subjects or objects
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly
- ▶ Building a vocabulary, spellings, meaning, rhyming words, same pronunciation of words with different spellings, use of phrasal verbs, rhyming schemes and poems, prefixes and suffixes, synonyms, dictionary skills, writing a diary entry.
- ▶ Explain the layout of the lessons - each Unit has 2 lessons, one is prose and one is poetry.

Fun Zone

- ✧ Discuss animals and birds as pets - there are (i) in-house pets like dogs, cats, birds, hamsters, squirrels, goldfish, etc.; (ii) domesticated pets like horses, cows, bulls, sheep, goats, buffaloes, camels, donkeys, chicken, turkeys, ducks, geese, etc.; who serve various purposes like riding, field work, cartage, providing milk, eggs, etc. (iii) animals that are usually kept as unusual house or domesticated pets but are not traditionally pets, like frogs, lizards, snakes, tigers, etc.

<p>(iv) wildlife - these live in their natural habitat and cannot be tamed, like the big cats, bears, wolves, elephants, rhinos, giraffes, crocodiles, whales, sharks, octopuses, hippos, foxes, hyaenas, etc.</p> <p>✧ Have a discussion among students and in the class about the pets they have. Make groups of 5-6 students and prepare the wall magazine. Display it.</p> <p>✧ See the pictures and ask the class which they would like as a pet and why.</p>	
<p>✧ Read aloud or ask the students to read the two short stories of pets who saved the lives of people. Such stories teach us the qualities of loving kindness, generosity, loyalty and commitment.</p>	Get Going!
<p>✧ Read aloud or ask the students to take turns reading aloud the lesson. Explain it and ask small questions as it is read. [What is mainland? What is the difference between pets, domesticated animals and wild animals? Have you been to a pet show? Do you keep a pet? What does it eat? How do you personally take care of the pet?]</p>	Read and Enjoy
<p>✧ 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.</p>	Read and Understand
<p>✧ Exercise A: Discuss the exercise and ask the students to write the answers in their books/notebooks. It is advisable to check and assess their work individually.</p>	Think and Answer
<p>✧ Brush up on what pronouns are - words used in place of nouns.</p> <p>✧ Kinds of pronouns - Using the instructions and examples given, explain the different kinds of pronouns - (i) Personal - used as subjects or objects [I, me, we, us, you, he, she, him, her, them, they, it] (ii) Possessive - used to show ownership or possession [mine, ours, yours, theirs, his, hers] (iii) Demonstrative - used in place of nouns to point to a specific thing, person, etc. [this, that, these, those] (iv) Reflexive - emphasise the noun/pronoun after which they are used [myself, yourself, herself, himself, themselves, itself, ourselves, oneself] (v) Interrogative - used to ask questions, usually at the beginning of a sentence [who, what, how, whose, which].</p> <p>✧ Exercises A and B: Do the exercises orally first. Then ask the students to write the answers. Announce the answers aloud and ask the students to check in pairs.</p>	Grammar Spot

Word Wise	<ul style="list-style-type: none"> ✧ Explain what are phrasal verbs – made up of a verb, a preposition and/or an adverb. Use the instructions and the examples given. Add your own examples. ✧ Exercise A: Do the exercise orally first. Then ask the students to write/mark the answers. Announce the answers aloud and let them check on their own or with partners.
Spell Well	<ul style="list-style-type: none"> ✧ Exercise A: Words ending with -el or -le. Do the exercise orally first. Then ask the students to write the answers. Announce the answers aloud and let them check on their own or with partners. ✧ Exercise B: Discuss what is meant by ‘families’ and then do the exercise orally first. Then ask the students to write the answers. Announce the answers aloud and let them check on their own or with partners.
Listen and Learn	<ul style="list-style-type: none"> ✧ Exercise A: Read aloud the passage or ask the students to read it twice at least. Then ask the questions and let the students answer them.
Converse and Connect	<ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise and ask the students to converse with their partners. Walk around to guide, check and assess their discussions.
Speak and Express	<ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise. Then ask the students at random to give brief speeches. Guide, check and encourage the students to learn the art of public speaking.
Pronunciation Practice	<ul style="list-style-type: none"> ✧ Exercise A: Read each word, and then draw attention to the spelling. It is important for the students to understand and learn that all these words, with different spellings, have the same pronunciation. Give other examples too: flour/flower; heir/air; here/hear; bear/bare; bough/bow; sew/sow/so.
Punctuation	<ul style="list-style-type: none"> ✧ Exercise A: Ask the students to do this exercise on their own and then write out the correct punctuation on the blackboard. Ask them to check their work in pairs.
Dictionary Skills	<ul style="list-style-type: none"> ✧ Explain the instructions about how to access an online dictionary. ✧ Exercise A: When the class is familiar with the dictionary, ask them to do the exercise on their own. Access the dictionary yourself and announce the answers. Let them check their answers on their own or in pairs.
Write Well	<ul style="list-style-type: none"> ✧ Exercise A: Brush up on diary entries. Ask the students to write this on their own. It is advisable to check and assess their work individually.

<p>✧ Exercise A: Explain the exercise. You can show them pictures or videos of open enclosure zoos. Make groups of ten students and tell them to prepare a chart on it. Alternatively, it can be made into a table model with different groups preparing enclosures for different animals and birds. Paper or plastic animal figures can be used.</p>	<p>AIL Activity</p>
<p>✧ Exercise A: Explain the exercise and have a discussion. Students can be encouraged to share their experiences. ✧ Exercise B: Discuss all options and ask why some of them are acceptable and some are not.</p>	<p>Values and Life Skills</p>