

# 4

## UNIT 4: ADVENTURE AND MYSTERY

### Rip Van Winkle

#### SPECIFIC OBJECTIVES

- ▶ Making the students learn about travelling in our imagination and in our dreams; the fun of visualisation and through creative, study and art-related and social activities
- ▶ Understanding the need for seeing, being aware of and enjoying nature in our imagination through friendly social interaction and collaboration, integrating discipline and communication
- ▶ Learning to enrich our lives with imagination and visualisation in a harmonious manner
- ▶ Learning to be creative and make things of utility, while treating Imagination as a very useful and wonderful creative energy
- ▶ In today's world, we are living in metros, cities and towns, often cut away from nature and the cycles of the seasons, and consequently, from the rich world of imagination because everything is utilitarian. This experience and attitude need to be changed. So, while reading and teaching this lesson, make it a point to give attention to the value of imagination.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: Auxiliary verbs and their usage [is/was/will, etc] – forms of verbs [Present/Past/Past Participle] – active and auxiliary verbs and their usage and forms – strong and weak verbs – Present Tense [Simple, Progressive, Perfect, Perfect Continuous]; Past Tense [Simple, Progressive, Perfect, Perfect Continuous]
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly
- ▶ Building a vocabulary, spellings, meaning, rhyming words, pronunciation of words using 's', words that can be either nouns or verbs, words ending with -tion/-sion, punctuation, dictionary skills, writing a travelogue
- ▶ Explain the layout of the lessons – each Unit has two lessons, one is prose and one is poetry.

<b>Fun Zone</b>	<ul style="list-style-type: none"><li>✧ Exercise A: Make groups of four and discuss dreams.</li><li>✧ Exercise B: Guide the students to make the magic hat with their partners. Display in class.</li></ul>
<b>Get Going!</b>	<ul style="list-style-type: none"><li>✧ Make groups of five. Explain the exercise and discuss the topics raised. Guide and assess the discussion.</li></ul>

<ul style="list-style-type: none"> <li>✧ This story is adapted from a longer story of the same title by Washington Irving. His two best-known stories deal with mysterious happenings – ‘Rip Van Winkle’ and ‘The Legend of Sleepy Hollow’. An attempt has been made here to give a short version of the first of these stories.</li> <li>✧ Read the story aloud or ask the students to take turns reading it. Explain it and draw attention to the mysterious happenings – the small men drinking on the hilltop; what happened to Wolf, how many years later Rip came back, and why did no one find him, etc.</li> </ul>	<b>Read and Enjoy</b>
<ul style="list-style-type: none"> <li>✧ 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.</li> </ul>	<b>Read and Understand</b>
<ul style="list-style-type: none"> <li>✧ Exercises A and B: 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.</li> </ul>	<b>Think and Answer</b>
<ul style="list-style-type: none"> <li>✧ Explain what auxiliary verbs are – these are helping words used along with the main verbs – also added to ‘not’ [with or without contractions] – and used in question form. Use the instructions and examples given to explain them.</li> <li>✧ Exercise A: Do the exercise orally first. Then ask the students to write the answers. Announce the answers aloud and let the students check in pairs.</li> <li>✧ Explain how, except for auxiliary verbs, verbs are doing words. Use the instructions and examples given.</li> <li>✧ Main verbs are used in three forms: Present, Past and Past Participle. Use the examples given to explain the three forms. The verb form changes according to its usage. For example: (i) The birds fly. (ii) The parrot flew away. (iii) The paper boat was flown downstream. (i) He drives fast. (ii) He drove badly. (iii) The car was driven recklessly.</li> <li>✧ Explain what are strong verbs and weak verbs. Weak verbs form the past tense by adding -d/-ed/-t [liked/needed/learnt]. Strong verbs change their form with their past tense [say-said/wake-woke/fly-flew].</li> <li>✧ Exercise B: Do the exercise orally first. Then ask the students to write the answers. Announce the answers aloud and let the students check in pairs.</li> </ul>	<b>Grammar Spot</b>

	<p>✧ The Present Tense: We have done three details earlier: Simple Present/Present Continuous/Present Perfect. Use the instructions and examples given in the textbook to explain the three kinds of the present tense done earlier [Simple: speaks, cooks, runs/Present Continuous: is going, am doing/Present Perfect: has done, have gone]</p> <p>✧ Then explain the present perfect continuous tense. It denotes an action that started in the past but is going on at present. We use 'since' [a definite time] and 'for' [the duration]. Use the instructions and examples given.</p> <p>✧ Exercise C: Do the exercise orally and then ask the students to write the answers. Announce the answers aloud and let them check their work in pairs.</p> <p>✧ The Past Tense: We have done three forms of the past tense earlier: Simple Past/Past Continuous/Past Perfect. Use the instructions and examples given in the textbook to explain the three kinds of past tenses done earlier. [Simple: spoke, cooked, ran/Past Continuous: was going, had been doing/Past Perfect: had done, had gone]</p> <p>✧ Exercise D: Do the exercise orally and then ask the students to write the answers. Announce the answers aloud and let them check their work in pairs.</p>
<b>Word Wise</b>	<p>✧ Explain how words can be spelt in the same way but can be used as a noun or a verb. The usage makes the difference. Use the instructions and the examples given. You can add your own. For example:</p> <ul style="list-style-type: none"> <li>• Post - He held a high post in the organisation. /Please post the letter.</li> <li>• Halt - The train made a long halt./Halt! Or I will arrest you!</li> <li>• Cast - The cast of the play was large./Cast that junk into the bin.</li> </ul> <p>✧ Exercise A: Do the exercise orally and then ask the students to write the answers. Announce the answers aloud and let them check their work in pairs.</p> <p>✧ Exercise B: Explain the use of suffixes -tion and -sion in different words. Do the exercise orally and then ask the students to write the answers. 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 or ask the students to read it. Then do the exercise, asking the students to select the right options. Check and assess their answers.</p>

<p>✧ Exercise A: Make groups of five. One of each group may enact the role of Rip Van Winkle and speak as instructed in the exercise.</p>	<p><b>Converse and Connect</b></p>
<p>✧ Exercise A: Read out the exercise, and explain it. The two pictures reflect two different aspects of city life. Ask students to describe each picture and the differences they see in the two. Discuss with the class. Ask them if this is the city as their parents or grandparents would have seen it.</p>	<p><b>Speak and Express</b></p>
<p>✧ Exercise A: Draw attention to the differences in the pronunciation of 's' and 'z' in the two columns. Write the two phonetic symbols on the blackboard and familiarise the class with the distinct pronunciation. Particularly, Indian children need to learn how to pronounce words like 'treasure', 'measure' etc. correctly. [Some pockets of India pronounce them as 'treyyer' and 'meyyer'. Also, Indian students need to know the correct way to pronounce the different words using the sounds of 's' and 'sh' and 'z', apart from the special words like 'measure'. It is necessary to hear the students either individually or in pairs to check their pronunciation.</p>	<p><b>Pronunciation Practice</b></p>
<p>✧ Exercise A: Ask the students to do this on their own. Then either check and assess their work individually or write the correctly punctuated passage on the blackboard and let them check their work in pairs.</p>	<p><b>Punctuation</b></p>
<p>✧ Exercise A: Ask the students to find the meanings in the dictionary and, if possible, make sentences, at least orally. The usage makes a difference.</p>	<p><b>Dictionary Skills</b></p>
<p>✧ Exercise A: Read all the instructions and the sample of the travelogue and explain. Then orally ask the students to start speaking aloud about the imaginary trek of Rip Van Winkle. Jot the points on the blackboard and ask them to expand them into a travelogue. It is advisable to check and assess each work individually.</p>	<p><b>Write Well</b></p>
<p>✧ Exercise A: Make groups of four and explain the exercise. Ask them to discuss the topic, using their imagination. Walk around to guide and assess them. Ask each group to make a chart. Display in class.</p>	<p><b>AIL Activity</b></p>
<p>✧ Exercise A: Explain the exercise and ask the students to think practically and with love and compassion for themselves and their family and friends. Tell them also to keep safety in mind.</p> <p>✧ Exercise B: Changes are a part of life. How does one cope with them? Does time stop? Since it does not, how should we handle the progress of time? Explain and ask the class to discuss.</p>	<p><b>Values and Life Skills</b></p>