

**Nature's Message to Mankind****SPECIFIC OBJECTIVES**

- ▶ Making the students understand the value of trees and Nature, through creative, study and art-related and social activities
- ▶ Understanding the need for seeing, being aware of and enjoying Nature through friendly social interaction and collaboration, integrating discipline and communication
- ▶ Learning to appreciate everything that Nature offers us and interacting with it in a harmonious manner, not just exploiting it for our selfish purposes
- ▶ Learning to be creative and make things of utility and value, while treating Nature with respect
- ▶ In today's world, we are living in metros, cities and towns, often cut away from Nature and the cycles of the seasons. This experience and attitude needs to be changed. So, while reading and teaching this lesson, make it a point to give attention to the respect we owe to Nature. Draw attention to the fact that if we do not respect Nature it will hit back at us: landslides, melting of the ice caps, rising sea levels, tsunamis, drying up of valuable resources like water, oil, coal, minerals, sand, air, etc. climate change, extinction of wildlife, destruction of forests, pollution of rivers and seas, etc. We need to look at Nature as something that needs protection, not something to be simply made use of.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: Use of Active and Passive voice; Direct and Indirect Speech
- ▶ Listening, understanding. Reading, speaking, pronouncing and writing correctly, letter and expanding a summary
- ▶ Building a vocabulary, spellings, meaning, metaphors
- ▶ Explain the layout of the lessons - each Unit has 2 lessons, one is prose and one is poetry.

**Get Going!**

- ✧ Ask the class what is represented in the pictures. Why do people do these things? What damage do they cause? How can it be reversed? What can we do to help? Discuss.

<p>✧ Select ten students to read aloud the lesson. It is a play and each person has a role to play. You can rotate the students so that everyone gets a chance to read. Explain the different natural phenomena depicted as personification and a character in the play. Draw attention to what makes each character happy and then on what makes them sad. Explain and ask questions about the phenomena and how the students react to each of them.</p>	<p><b>Read and Enjoy</b></p>
<p>✧ Exercises A, B, C, D and E: Explain the exercises and ask the students to do them on their own. It is advisable to check and assess their work individually.</p>	<p><b>Read and Understand</b></p>
<p>✧ Exercises A: Explain the exercise and ask the students to write answers on their own. It is advisable to check and assess their work individually.</p>	<p><b>Think and Answer</b></p>
<p>✧ Explain what Voice is in Grammar – two ways of expressing an action from two points of view: who does the action and to whom is the action done/or who is affected by the action</p> <p>✧ In Active Voice – the Subject does the action [The birds flew away.] Intransitive voice cannot have an Object. Therefore, they can only be in Active Voice.</p> <p>✧ In Passive Voice – the Subject receives or is affected by the action [The aircraft was flown by a new pilot.] Only Transitive verbs have Objects and can therefore be in Passive Voice.</p> <p>✧ Changing from Active to Passive Voice requires following certain rules:</p> <p>In Passive Voice -</p> <ul style="list-style-type: none"> <li>(i) Action becomes more important than doer/subject</li> <li>(ii) Doer is sometimes not known</li> <li>(iii) Action done-‘by’ + doer [unless doer is not important/not mentioned]</li> <li>(iv) Subject becomes Object and Object becomes Subject</li> <li>(v) Pronouns change</li> </ul> <p>✧ Ask the students to do the exercises. Then announce the answers aloud and let them check their own work.</p> <p>✧ Direct and Reported or Indirect Speech – we show speech in two ways:</p> <ul style="list-style-type: none"> <li>(i) either directly and exactly repeating what was said, using double inverted commas[ “I am going.”]</li> <li>(ii) by repeating what was said in our own words, without inverted commas [She said she was going.]</li> </ul>	<p><b>Grammar Spot</b></p>

	<ul style="list-style-type: none"> <li>✧ Reporting Statements/Declarative sentences – replace ‘said’ sometimes with ‘told’ + that [in which case add –told whom]; time changes so tense changes; personal pronouns change.</li> <li>✧ Exercise C: Ask the students to do the exercises. Then announce the answers aloud and let them check their own work.</li> </ul>
<b>Word Wise</b>	<ul style="list-style-type: none"> <li>✧ Explain what metaphors are using the given instructions and examples.</li> <li>✧ Exercises A and B: Ask the students to do the exercises. It is advisable to check and assess the work individually.</li> </ul>
<b>Listen and Learn</b>	<ul style="list-style-type: none"> <li>✧ Read the passage at least twice, or ask the students to read it. Then ask the questions and tell the students to select the right options.</li> </ul>
<b>Converse and Connect</b>	<ul style="list-style-type: none"> <li>✧ Exercise A: Read out and explain the exercise. Ask partners to have the conversation given. Move around to guide and assess the conversations.</li> </ul>
<b>Speak and Express</b>	<ul style="list-style-type: none"> <li>✧ Exercise A: Ask the students at random to explain what they see in the picture. Encourage different views. Guide and assess the students.</li> </ul>
<b>Pronunciation Practice</b>	<ul style="list-style-type: none"> <li>✧ Exercise A: Say each word aloud and ask the class to follow. Refer to the dictionary and write the phonetic pronunciation given in it on the blackboard. Emphasise the specific pronunciation of the words.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>✧ Exercise A: Ask the students to do the exercise on their own. Then write the correct answers on the blackboard and let them check their work in pairs.</li> </ul>
<b>Write Well</b>	<ul style="list-style-type: none"> <li>✧ Explain the terms used in and the format of e-mail, using the instructions and examples given.</li> <li>✧ Exercise A: Ask the students to do the exercise on their own. It is advisable to check and assess their work individually.</li> </ul>
<b>Omission</b>	<ul style="list-style-type: none"> <li>✧ Explain, using the blackboard, how we mark omissions on a text, and then we write the word omitted in the margin.</li> <li>✧ Exercise A: Do the exercise orally, and use the blackboard where required. Then announce the correct answers and let the students check their own work.</li> </ul>
<b>Project Work</b>	<ul style="list-style-type: none"> <li>✧ Exercise A: Explain the project and give the students a week to collect the material required in groups of 4 or 5. Then have a Project Work session to enable the groups to prepare their charts, based on the material they have collected. Display in class.</li> </ul>
<b>AIL Activity</b>	<ul style="list-style-type: none"> <li>✧ Exercise A: The class can prepare a skit or enact the one given in the textbook.</li> </ul>
<b>Values and Life Skills</b>	<ul style="list-style-type: none"> <li>✧ Exercise A: Discuss in class and see what comes up from the students. Channel the discussions to finding possible solutions.</li> </ul>