

The Magic Thread**SPECIFIC OBJECTIVES**

- ▶ Making the students understand the significance of fantasy in our lives, through creative study and art-related and social activities.
- ▶ Understanding the need for encouraging fantasy and imagination and creativity, through friendly social interaction and collaboration, integrating discipline and communication.
- ▶ Learning how fantasy allows us to explore our imagination, creativity and emotions beyond the boundaries of reality. It enables us to escape the mundane and experience new worlds, ideas and perspectives.
- ▶ Understanding, also, how fantasy can also provide a sense of hope and inspiration, encouraging us to dream big and strive towards our goals. Also, fantasy can offer us a form of entertainment and relaxation, helping us to reduce stress and anxiety.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context.
- ▶ Grammar: Prepositions of place; prepositional phrases; difference in usage of prepositions and adverbs; conjunctions and their types - coordinating, subordinating and correlative.
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly.
- ▶ Building a vocabulary, spellings, meanings, compound words, pronunciation of selected words, punctuation, writing a paragraph, dictionary skills.

Get Going!	<ul style="list-style-type: none"> ✧ Let the students discuss the question with their partners. It is difficult to think of only one wish. Ensure that they understand the full consequences of the wish when it is fulfilled. ✧ The students talk about their wish and the teacher can evaluate it based on the reasons provided by them.
Read and Enjoy	<ul style="list-style-type: none"> ✧ The lesson is about a young boy, Peter, who was restless and could never live in the moment. An old woman gives him a ball with a magic thread which he can use to go to any point of his life in the future. He is very happy to escape the boredom of his present life and fast-forwards it to the future. However, he gradually comes to the realisation that true happiness lies not in running away from one's responsibilities one is saddled with now but in accepting them wholeheartedly and enjoying and savouring every precious moment of life as it comes.

<p>✧ Ask the students to take turns to read aloud the lesson – explain it as they read and ask questions to check and assess their level of understanding. For example: What does the term ‘live in the moment’ mean? Why wasn’t Peter happy when he used the magic thread? What does Peter mean when he says, ‘I have missed the gift of living’?</p>	
<p>✧ Exercises A, B, C, D and E: Discuss the exercises. Then ask the students to write their answers in their books/notebooks. It is advisable to check and assess their work individually.</p>	Read and Understand
<p>✧ Exercise A: Read and explain the question and discuss it in class. Then ask the students to write the answer. Check and assess their work individually.</p>	Think and Answer
<p>✧ Use the blackboard to brush up on prepositions, which are words that show a relationship or position of a noun or pronoun with other words. For example:</p> <p>✧ Use the blackboard to explain different prepositions and their usage, especially prepositions of place – a particular position or point [at]; on a surface/place [on]: The pen on the table is mine.– or in an area or space [at, in]: We can meet at the restaurant. The book is in my bag.</p> <p>✧ Use the given examples and also your own, and ask the students to think of examples too.</p> <p>✧ Exercise A: Do this orally and then let the students write the answers down.</p> <p>✧ Explain prepositional phrases used in a sentence. Explanations used in the text may be given, with more examples of your own.</p> <p>✧ Exercises B and C: Do these exercises orally and then let the students write down the answers.</p> <p>✧ Use the given text to explain the difference in the usage of prepositions and adverbs: prepositions have an object, adverbs do not. For example: She is sitting on the chair. (Here, ‘on’ is a preposition that has an object ‘chair’.) She is sitting comfortably. (In this sentence, ‘comfortably’ is an adverb that modifies the verb ‘sitting’, but it does not have an object.)</p> <p>✧ Exercise D: Do this exercise orally and then let the students write down the answers.</p> <p>✧ Explain conjunctions – joining words used between words, phrases and clauses, and sentences.</p>	Grammar Spot

	<ul style="list-style-type: none"> ✧ Explain kinds of conjunctions: Coordinating [joining independent words, phrases or clauses] For example: You can have ice cream or cake for dessert. I want to go for a walk, but it's raining outside. She studied hard, yet she failed the exam. Subordinating [joining a main and a dependent clause] For example: Because it was raining, we stayed inside. Although he is intelligent, he did not pass the test. I will go to the store after I finish my work. Correlative [when used in pairs to join them] For example: Either you come with me, or you stay here alone. Not only did she lose her job but also her apartment. Both the cat and the dog are sleeping on the couch. ✧ Exercises E and F: Do the exercises orally and then the students can write down the answers. ✧ Announce the answers aloud for Exercises A-F and let the partners check the work.
Word Wise	✧ Exercise A: Students are already familiar with compound words from the earlier classes. Let them do this exercise on their own. Announce the answers and the partners can check the work.
Listen and Learn	✧ Exercise A: Read the poem at least twice, or ask the students to read it. Then ask them to select the correct answers. The students can also learn this short poem by heart.
Converse and Connect	✧ Exercise A: Ask the students at random to enact the given conversation. Check them for correct presentation and pronunciation.
Speak and Express	✧ Discuss and explain the quotation. Show how it is relevant to the story in the lesson. Then, let the students speak. Assess them gently.
Pronunciation Practice	✧ Exercise A: Say each word aloud and ask the class to follow. Draw attention to the phonetic symbols. Ensure the students pronounce the words correctly.
Punctuation	✧ Exercise A: Ask the students to do the exercise on their own. Then write the passage, correctly punctuated, on the blackboard. The students or their partners can check the work.
Write Well	✧ Exercise A: Discuss the question in class. Then, let the students write the paragraph on their own. Check and assess their work individually.
Dictionary Skills	✧ Exercise A: Let the students look up the meanings of the given words. Also, let them write the sentences. Then, do the exercise on the blackboard and let the students check their work in pairs.

<p>✧ Exercise A: Make groups and guide the students, telling them the points to remember while changing the story into a play. Then they can take turns and enact the play. Assess their performance gently.</p>	<p>AIL Activity (Experiential Learning)</p>
<p>✧ Exercise A: The students can do this exercise on their own.</p>	<p>Values and Life Skills</p>