

SPECIFIC OBJECTIVES

- * Learning about outer space, its mysteries and the possible existence of life on other planets - aliens who may be living like us elsewhere in the universe.
- * Learning about some of the books, historical findings, references in mythology and by using the imagination - as in Erik Von Daniken's books, markings as in Stonehenge, Peruvian deserts, Mumbai's rock called Gilbert Hill, and films that mirror our imagination like Star Wars, The X-Files, Koi Mil Gaya, etc.
- * Learning to keep and love pets.
- * Listening, reading, understanding and answering questions orally and in writing.
- * Grammar: Conjunctions - joining words, and adverbs - words that add something to verbs as well as their usage.
- * Words, meanings, usage, phrases, pronunciation of words spelt with 'i' and 'a' and pronounced as diphthongs.
- * Learning to speak and converse correctly.

Outcome

- * Learning to enjoy and appreciate the mysteries of the universe.
- * Learning about the galaxies where another form of life may exist - curiosity and journeys of discovery.
- * Learning about conjunctions and adverbs and their usage.
- * Speaking and writing correctly.

Get Set

- * Ask the students to answer the questions - use atlas, charts, etc.
- * These questions are about the planets in our solar system.
- * Ask the students the names of the other planets and arouse their curiosity about the possibility of life in outer space.
- * Do the exercise orally first and then write the answers on the board.

Read and Enjoy

- * Ask the students to read the lesson aloud.
- * Explain the words and meaning. Reading creates familiarisation with words.
- * Talk about pets and how to keep them - care, concern and affection.
- * Discuss what 'aliens' are being spoken of in the lesson - compare with the 'stranger' of the earlier lesson.



- * Focus on the central idea of the story: How contact with aliens can make a difference to lives. Are they real or imaginary? Are they creatures with super powers? etc.
- * Relate the story to what the students see, hear and observe around them: about pets, about the beliefs regarding the mysteries of the world and space.
- * Discuss the questions in Exercises A, B and C and ask the students to answer orally first.
- * Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written.
- * They may then write down the answers of Exercises B and C.
- * HOTS: Read and discuss the question in the class. Then ask the students to write down the answer. The teacher must check individual answers.
- * Use the board to explain conjunctions – how they join words, groups of words and sentences. Examples: and, but, or, because, while, since, when, while, etc.
- * Clarify their usage, taking the given examples as well as your own.
- * Explain adverbs – words that tell us more about verbs.
- * Types of adverbs: Manner, place, time, frequency and degree.
- * Clarify their usage through the given examples and also your own, and ask students to think of examples too.
- * Exercises A and B may be done orally first. Then ask the students to do the exercises on their own. Announce the answers aloud and have the partners check them.
- * Getting to know new words.
- * Exercise A: Learn to recognise new words by selecting and completing them.
- * Learn their spellings and meanings.
- * Brush up on the use of the dictionary if required.
- * After doing Exercise A orally first, ask the students to write down the answers.
- * Learning about phrases and their meanings.
- * Exercise A: Read this with the students. You can use the given examples, add your own examples, or ask the students to suggest them.
- * It is advisable to make sentences orally when explaining the phrases. Also ensure that correct pronunciation is learnt.
- * First ask the students to orally select the right phrase.

Read and Understand

Grammar Spotlight

Spell Well

Word Power

Listen and Learn

- * Then, as the correct answers come up, they may write down the phrases in their notebooks.
- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * The teacher can read aloud the questions and ask the students to answer them.
- * When the correct answers are received, write them down on the board.
- * Check the students where necessary as they answer the questions orally.

Converse and Connect

- * Read the conversation aloud and make sure the students have understood it.
- * Then ask pairs of students at random to enact the dialogue.
- * Correct the students regarding content and pronunciation.

Speak and Express

- * Exercise A: Ask the students to look at the picture.
- * Then ask the students to say what they see in the picture.
- * Correct them where required. Relate to the issues raised in the lesson regarding things that we see in pictures or movies.
- * This will help the students to use their imagination express to express themselves.
- * Teach them to put their thoughts into words correctly and politely.
- * Teach them how to speak so as to be understood.
- * This will help them to be observant and to speak out their minds freely.

Pronunciation Practice

- * Let the students listen to the DigiDisc so that they are sure of the right way to say the words.
- * The two columns have words spelt with 'i' and 'a', and both sets are pronounced as diphthongs.
- * Let the students say aloud all the words.
- * Use the given words and any other examples you like that sound the same as the given words or are similarly spelt.
- * While explaining the correct pronunciation, show how these words are pronounced distinctly.
- * Ensure that the students learn the phonetic symbols also.

Write Well

- * Exercise A: Discuss the sequence of events based on the lesson.

- * Ask the students to suggest the sequence.
- * Make sure they understand it well.
- * Put down alternative suggestions on the board, and select the best ones that are arranged in the right order.
- * Announce the correct sequence aloud and let the partners check the work.

- * Ask the students to consult their dictionaries and write the meanings of the given words.
- * Then ask them the meanings at random.
- * The students can write the sentences on their own.
- * Announce the correct answers and let the students check their own work.

- * A. Make groups of five students and then give them time to collect the material.
- * Each group's work should be displayed class.
- * If time permits, ask them to say a few sentences about their display.

- * A. Read aloud the values and discuss them. Let the students come out with what they find beautiful and worth loving in the universe.
- * B. Read the question and discuss it with the class.
- * Encourage the students to suggest different ways of dealing with the situation.

Dictionary Work

Project Work

Values and Life Skills



Grandfather Clock

SPECIFIC OBJECTIVES

- * Learning about descriptions through poetry.
- * Learning about personification - an inanimate object acquires human qualities, thoughts and speech.
- * Reading and reciting the poem with the correct rhythm and emphasis.
- * Understanding the meaning of the poem.
- * Answering questions on the poem.
- * Learning words, meanings, spellings, pronunciation, rhymes.

- * Learning to enjoy the description given in poetry.
- * Understanding the poem well.
- * Learning to pronounce perfectly by reciting the poem.

- * The poet has written this poem in the voice of a large, decorative grandfather clock that sits in a museum and entertains the visitors. It describes the clock and all that it does when it tells the time.
- * Tell the students that such clocks can be seen in places like the Salar Jung Museum and in several old forts and palaces.
- * Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- * Explain the poem clearly to the students so that they understand how the poet makes the clock describe itself.
- * Discuss the exercises and ask the students to answer them orally, before writing the answers down.
- * Ask them to learn the poem and recite it correctly in turns in the class. Correct them where necessary.

Outcome

Read and Understand