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## The Story of the Aeroplane

## SPECIFIC OBJECTIVES

- \* Learning about the early experiments and invention of the aeroplane.
- \* Learning not to be upset by failure but to use it to grow better.
- \* Listening, reading, understanding and answering questions orally and in writing.
- \* Grammar: Nouns - collective; countable/uncountable; number and gender.
- \* Words - synonyms; pronouncing words spelt with 'ee' and 'e'; dictionary usage.

**Outcome**

- \* Learning to deal with failures and difficulties with confidence.
- \* Learning collective nouns and their usage; formation and usage of number and gender; difference between countable and uncountable nouns.
- \* Speaking and writing correctly.

**Get Set**

- \* Discuss the different kinds of aircraft - refer to the pictures.
- \* Discuss if the students have an interest in flying, as a profession, or a sport.
- \* Also, discuss the aircraft used for defence, in the airforce and navy; for surveys in geography, agriculture, natural disasters, rescue, etc.
- \* Then do the exercise orally first before asking the students to write the answers down.

**Read and Enjoy**

- \* Ask the students to read the lesson aloud.
- \* Explain the words and their meanings. Reading creates familiarisation with words.
- \* Discuss the picture associations so that reading becomes fun.
- \* Relate the activities and relationships with the life of the students and ask in-text questions: Are you interested in flying? Do you know anyone who is in the airlines industry? Do any of you wish to become pilots/astronauts later? What do you do when you face disappointment in school or at home? etc.

**Read and Understand**

- \* Discuss the questions in Exercises A, B, C and D; ask the students to answer them 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.



\* HOTS–Discuss the question. Then, ask the students to write the answers on their own. The teacher must assess the work of the students individually along with other written work. Share the best HOTS answer with the class.

\* Nouns – Brush up on what the students have learnt earlier about proper nouns and common nouns.

\* Collective nouns: Use the board to show what they are. Involve the students in suggesting groups that can be given a collective name.

\* Do Exercise A orally first, adding your own examples. Then ask the students to write the answers.

\* Countable and Uncountable Nouns: Explain on the board using examples of things that can be quantified in numbers and those that cannot be.

\* Do Exercise B orally first, adding your own examples. Then ask the students to write the answers.

\* Number – singular and plural of countable nouns: How they are formed [+s; +es; +ies].

\* Do Exercise C orally first, adding your own examples. Then ask the students to write the answers.

\* Gender – masculine, feminine and common: How and for whom they are used.

\* Discuss Exercise D orally first, adding your own examples. Then ask the students to write the answers.

\* Getting to know new words.

\* Anagrams – rearranging letters of a word or phrase to form a different word. Use the blackboard and the given examples. Add your own examples as well.

\* Do Exercise A on the board and ask the students to write the answers.

\* Learn the new words – their spellings and meanings; dictionary usage.

\* Learning about synonyms and antonyms.

\* Synonyms – words with similar meanings and their usage.

\* Do the exercise orally first, asking the students at random for answers. You can use your own examples too.

\* Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.

\* The teacher can read the passage aloud or ask the students to take turns reading so that they understand it well.

\* Then ask the students to answer the given questions orally.

\* Check the students where necessary.

## Grammar Spotlight

## Spell Well

## Word Power

## Listen and Learn

### **Converse and Connect**

- \* Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- \* Ask the students to read aloud the conversation.
- \* Then do the exercise orally by asking pairs of students to have the conversation with each other.
- \* Check if the students understand the conversation well by asking them a few questions; explain where necessary.
- \* Correct the students regarding the content and pronunciation.

### **Speak and Express**

- \* Ask the students to look at the picture and answer the questions: Give clues - the inside of an aeroplane - stewardess, taking care of passengers - both are courteous, polite, smiling, well-behaved, etc.
- \* This will help the students to express what you want to explain or ask.
- \* Ask them the given questions.
- \* Teach them to put their thoughts into words correctly and politely.
- \* Teach them how to speak, so as to be understood.
- \* This will teach 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.
- \* Let the students say aloud the words spelt with 'ee' and 'e'.
- \* While explaining the correct pronunciation, show how these words are differently pronounced regarding the length of the vowel sounds.
- \* Draw attention to the phonetic symbols.

### **Write Well**

- \* This exercise can be done by the students on their own.
- \* Then announce the answers aloud and ask the partners to check.

### **Dictionary Skills**

- \* Do the exercise orally first to ensure that the students learn how to use the dictionary.
- \* Then ask them to write the answers correctly and pairs can check each other's work, while you announce the correct answers again.
- \* Draw attention to the meanings, the pronunciation and the explanations about how words are used in different ways.

### **Project Work**

- \* Tell the students to do this on their own, either in the class or at home.
- \* Ask them to make other similar things too with paper.

### **Values and Life Skills**

- \* Read aloud the poem. Explain and discuss its meaning.

- \* Talk about the need to keep making an effort towards achieving something good.
- \* Explain that sometimes, it may be necessary to keep plugging away at the same thing, while sometimes, it may be wiser to change to something else, because this is not really what interests you. You may be better at something else.
- \* Then ask them to learn the poem and recite it.



**SPECIFIC OBJECTIVES**

- \* Learning to be grateful for the things we have and to enjoy all the gifts of nature. Thanking God every day for them and knowing that He will take care of all of us as He takes care of the world.
- \* Reading and reciting the poem correctly with the correct rhythm and emphasis.
- \* Answering questions on the poem.
- \* Learning words, meanings, spellings, pronunciation, rhymes.

- \* Learning the importance of gratitude, the value of Nature, God and prayer.
- \* Learning to pronounce perfectly by reciting the poem.

- \* This poem by Thomas Miller is a prayer said by a little boy in the evening, as the sun sets. Everything is going to rest or sleep and the boy thanks God, who takes care of every creature and object in the world, even when they sleep.
- \* Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- \* Explain the poem clearly to the students so that they understand why we need to express gratitude to God for all that we have.
- \* Explain to them the importance of prayer and spirituality. This is not about individual religions.
- \* Draw attention to the beauties of Nature; to the lack of fear of the dark; how the poet equates Nature with God's presence.
- \* 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**