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Man versus Animals

SPECIFIC OBJECTIVES

- * Learning how to deal with things that are unfair or unjust in life – taking care about how we react, what we say and do.
- * The power of standing up for what is just and fair, and of saying and doing things that influence others.
- * Treating animals with care and concern – recognising their needs.
- * Recognising satire – a form of speaking or writing where we show up some custom, idea, person or organisation as being ridiculous.
- * Listening, reading, understanding and answering questions orally and in writing.
- * Grammar: Nouns – countable/uncountable; number; gender; formation of nouns; use as subject and object. phrases and clauses – kinds and usage. Sentences: simple, compound, complex and their usage.
- * Words, meanings, usage, suffixes; dictionary work and words using the ‘s’ sound pronounced differently, as in ‘save’, ‘peas’, ‘shave’.
- * Writing a story and a letter; punctuation.
- * Learning to speak, converse and write correctly.

Outcome

- * Learning about problems of domestic and farm animals; and about dangers to some species.
- * Learning about standing up for what is just and right in an appropriate way.
- * Learning about nouns, phrases and clauses and different kinds of sentences – simple, compound and complex.
- * Speaking, conversing and writing correctly.

Get Set

- * The teacher can read out the question and guide the students to discuss in the class.
- * Talk about situations in which the students felt an injustice was done to them.
- * Share and suggest ways in which they can handle the injustice, whether real or perceived – invite opinions from the students themselves.



Read and Enjoy

- * Read the lesson aloud or ask the students to read parts of it.
- * Explain the words and meaning. Reading creates familiarisation with words.
- * Relate the theme of the lesson to the daily life of the students and ask in-text questions: Have you faced injustice or seen it? Can you share it? How did you or the person concerned handle it? Do you think that was the only possible way? Are there other ways of dealing with it?
- * Give the students a brief about satire – how it is used to ridicule certain customs, ideas, persons or organisations. Ask them if they watch spoofs on people played in some of the TV channels.
- * Encourage the students to be observant and articulate, and express themselves freely.

Read and Understand

- * Discuss the questions in Exercises A-D 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-D.
- * HOTS: Read and discuss the question in the class. Then ask the students to write down the answer. The teacher can check the answers of the students individually.

Grammar Spotlight

- * Use the board to brush up on nouns – what they are: Names of persons, places, things and ideas; types – proper, common, abstract, material and collective.
- * Use the board to explain them and then go on to discuss countable and uncountable nouns.
- * Similarly, using the board, given examples and your own, explain number [singular/plural] and gender [masculine/feminine/common/neuter] to the class.
- * Do exercise A, B and C orally and then ask the students to write down the answers in their notebooks.
- * Explain formation of nouns – from other nouns, adjectives and verbs, using the examples/chart given.
- * Do Exercise D orally, and ask the students to write down the answers as you explain it.
- * Explain the use of nouns as subjects and objects in a sentence, using the given examples, and your own too.
- * Do Exercise E orally and ask the students to write down the answers as you explain it.
- * Explain phrases: Noun, adjective and adverb phrases, using the given examples and your own.



- * Similarly explain clauses: independent and subordinate clauses.
- * Discuss Exercises F and G and then the students can do it in the class.
- * Three types of sentences - using phrases and clauses - simple, compound and complex.
- * Explain them using the given examples and other examples you can pick up from the text book.
- * Do Exercise H orally and then ask the students to write down the answers as you explain it.

Spell Well

- * Getting to know new words.
- * Learn to recognise the new words by selecting them from the box and filling in the missing letters.
- * Learn their spellings and meanings.
- * Brush up on the use of the dictionary whenever possible.
- * Do Exercise A orally first. Then ask the students to write down the answers.

Word Power

- * Suffixes and their usage.
- * Explain the different suffixes using the given chart.
- * You can use your own examples and ask the students to suggest more using these suffixes. Examples: accuracy; sewage; pollution; childhood; friendship; filial, etc.
- * Do Exercise A orally first, asking the students the possible words.
- * Then students can write the correct words in their books.

Listen and Learn

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * Teacher can read the passage aloud or ask the students to take turns reading so they understand it well.
- * Then ask the students to answer the questions orally.
- * Check the students where necessary.

Converse and Connect

- * Listen to the accent, stress, and intonation on the DigiDisc so that you can guide the students accordingly.
- * Check if the students have understood the conversation well by asking them a few questions; explain where necessary.
- * Then ask pairs of students at random to enact the dialogue according to their own imagination.
- * Correct the students regarding content and pronunciation.

Pronunciation Practice

- * Listen to the DigiDisc so that you are sure of the right way to say the words.

- * Let the students say aloud the words spelt with 's'. Draw attention to similarities/differences in the spelling and pronunciation.
- * Differentiate the way the words are pronounced. Draw attention to the phonetic symbols.
- * Use the given words and any other examples you like or doubts that the students may have.
- * Ensure that the phonetic symbols for the sounds are understood by the students.

- * Use the board to do this exercise.
- * Call random students to correct the sentences in the paragraph.
- * Once it is all written correctly on the board, ask them to write it down in their notebooks.
- * If the exercise is done by the students on their own, then announce the corrections and let the partners check the work.

- * Exercise A: Read aloud the question, and clarify the queries of the students.
- * Ask the students to write a story based on the outline.
- * Exercise B: Students can do this on their own.
- * The teacher must correct the individual work of the students. Only then will they become independent in their writing.

- * Ask the students to consult their dictionaries.
- * Brush up the dictionary skills of the class; ask the students how to find words in it and understand its usage.
- * Ensure that every student in the class understands the correct way to use the dictionary.
- * Draw attention to the meanings and the pronunciation.
- * Do the exercise on the board, to ensure they understand the correct use of the dictionary.
- * It is useful to make sentences using the words to clarify their meanings thoroughly.

- * Make groups of five students and give them time to collect the material for the project as required.
- * Students can check as required with nearby farmhouses, if available. Alternatively, they may ask parents/grandparents/ relatives/ domestic help for the information.

- * Exercise A. Read aloud the quotation.
- * Discuss it in the class and ask the students what their thoughts are.
- * Exercise B: Link this with what they have learnt so far. They may do this in their own groups.

Punctuation

Write Well

Dictionary Skills

Project Work

Values and Life Skills



SPECIFIC OBJECTIVES

- * Learning the tremendous value of planting trees, not just for yourself, but for the benefit of future generations, and to make the earth safe and rich.
- * Reading and reciting the poem with the correct rhythm and emphasis.
- * Answering questions on the poem.
- * Learning words, meanings, spellings, pronunciation, rhymes.

Outcome

- * Planting trees – it is a timeless process that ensures a better, safer and more enriched life on earth for human beings and for all creatures.
- * Understanding the poem well.
- * Learning to pronounce perfectly by reciting the poem.

Read and Understand

- * This is a beautiful poem by Henry Cuyler Bunner, an American poet, who wrote stories, novels and plays in the 19th century. This poem describes the beauty and benefits of planting trees, the advantages it brings not only to the one who plants them, but to every creature, to future generations and to the earth.
- * 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 is explaining the value of planting trees.
- * Explain words unfamiliar to the students and those created by the poet: 'anigh', 'mother-croon', 'far-cast', etc. Also explain why words are used as they are: 'flag of breezes' [because it rises into the sky like a flagpole on which breezes flutter like flags], 'a shaft of beauty' [because they stand tall like a shaft], 'tender rain' [because it nourishes like a mother], 'years that fade and flush again' [because winter stops all greenery for a season before the circulation of sap begins again in spring like the flushing of a face], 'the harvest of a coming age' [for the rich harvest not only of the orchards and trees, but the young people and creatures of the future generations], 'far-cast thought of civic good' [by planting trees that take time to grow, the planter is thinking of the good of future generations, which makes him a good citizen], 'His blessings' [God's blessings on the neighbourhood, the country and all the land and creatures].



- * Discuss the exercises and ask the students to answer them orally, before writing the answers down.
- * Explain the difference between alliteration and assonance.
- * Ask them to learn the poem and recite it correctly in turns in the class. Correct them where necessary.

