

# Man Versus Animals

## LESSON PLAN

### SPECIFIC OBJECTIVES

- ▶ Learning how to deal with things in life which are unfair or unjust—being careful about how we react, what we say and do
- ▶ Understanding the strong influence and impact of what we say and how we say it
- ▶ Reading, listening, enjoying and understanding
- ▶ Answering questions orally and in writing
- ▶ Vocabulary: Words, meanings, spellings, pronunciation; suffixes and word formation; editing; using a dictionary
- ▶ Grammar: Nouns – countable and uncountable; number; gender; forming nouns; subject – object
- ▶ Learning to converse correctly with proper pronunciation, pause, emphasis and inflexion
- ▶ Learning to write a story from the given verbal clues
- ▶ Applying what has been learnt in the lesson to life (a) how to treat animals, and (b) how we should speak

### GEAR UP!

- ▶ Discuss the five issues taken in Gear Up.
- ▶ Ask how the students would react to each of the situations given.
- ▶ Discuss what to stand up for and what to let go.
- ▶ Discuss how to voice your opinion in a correct way.

**Outcome:** Understanding and dealing with unfair or unjust situations in life.

### READ AND DISCOVER

- ▶ Ask the students to read the lesson aloud in turns.
- ▶ Explain what ‘Animal Farm’ is all about—a satire on totalitarianism seen through the eyes of animals on a farm.
- ▶ Explain the words and phrases, e.g., safely out of the way; highly regarded; overnight; etc.
- ▶ Ask in-text questions, e.g., What should be the relationship between human beings and animals? If there is something unfair done by the farmer, why is Major not doing anything himself instead of merely provoking or inciting all the other animals on the farm?

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**Outcome:** Reading aloud and understanding the words; meanings; spellings and pronunciation.

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### **ENJOY AND UNDERSTAND**

- ▶ Exercise A: Ask one question at a time and instruct the students to reply in complete sentences. The teacher must clearly discuss question 4—explain what is the agenda that is visible (unfair treatment of the animals) and what is the real agenda of the Major (provoking the animals to revolt against the farmer). Why has the Major done nothing himself if he feels he has been unfairly treated? Draw parallels with real life—how people say one thing and mean something different.
- ▶ Exercises B, C and D: Ask the students to do these on their own. The teacher can assess all the independent work of the students individually.
- ▶ HOTS—Discuss in the class first and then ask the students to answer the questions on their own.

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**Outcome:** Understanding and answering the questions orally and in writing.

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### **GRAMMAR SPOTLIGHT**

- ▶ Use the blackboard and given examples to explain countable and uncountable nouns.
- ▶ Explain number—Singular and plural. Use daily life examples for practice.
- ▶ Explain gender—Masculine, feminine, common and neuter: Use daily life examples.
- ▶ Explain how nouns are formed from adjectives and verbs.
- ▶ Explain what the subject and Object are in a sentence. Practise orally using daily life examples.
- ▶ Exercises A to E—Do them orally first in the class. Then, ask the students to do them on their own. The teacher can announce the answers, thereafter, students can check and correct their own work.

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**Outcome:** Learning nouns—Countable and uncountable; number; gender; formation of nouns; subject and object.

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### **VOCABULARY**

- ▶ Use the blackboard and given examples to explain the suffixes.
- ▶ Explain the table on pages 25—26: How new words are formed using suffixes—new words are generally a different part of speech, e.g., a noun becomes an adjective (beauty → beautiful); a common noun becomes an abstract noun (child → childhood), a verb becomes a noun (act → action), etc.
- ▶ Exercise A: Do it orally first in the class. Then, ask the students to do it on their own along with the next two exercises.

#### **Dictionary Work**

- ▶ Students should do this exercise on their own.

#### **Editing (Punctuation)**

- ▶ Students should do this exercise on their own. The teacher can refresh their memories by telling them that they need to add capital letters, full stops, commas, inverted commas, question marks and exclamation marks at the right places.

**Outcome:** Learning suffixes—formation of words; usage of suffixes; using a dictionary, editing—correct punctuation.

### **LISTEN AND LEARN**

- ▶ Read out the passage. Ask the students to listen to it attentively.
- ▶ Exercises A and B: First, do them orally in the class and then ask the students one question at a time and confirm correct replies. Then, students write down the correct answers in their books.
- ▶ All the written work by the students can be assessed by the teacher individually.

**Outcome:** Listening attentively; understanding; answering the questions orally and in writing.

### **CONVERSE AND CONNECT**

- ▶ Select two students to enact the parts of Shubhi and Basu.
- ▶ Enact the conversation in the class. Advise the students that this should be like a conversation, not a reading.
- ▶ Ask the students to listen attentively to the pronunciation, pause, emphasis and inflexion.
- ▶ Involve all the students in assessing the enactment of the conversation. This can also be done by the students in four groups, each one assessing one of the above parameters.

**Outcome:** Learning to converse—pronunciation, pause, emphasis and inflexion.

### **WRITING**

- ▶ Instruct the students to attempt the story on their own. Students can add conversation between the rich lady and the doctor and the judge where it is suitable. Also, they must write paragraphs wherever required.

**Outcome:** Writing a story using the correct words.

### **PROJECT WORK**

- ▶ This can be done in the class by the students in 2 or 3 groups.

**Outcome:** Learning about suffixes; using the dictionary.

### **VALUE CORNER / LIFE SKILLS**

- ▶ Read out the sentences.
- ▶ Explain their meanings. Link with the lesson and what has been learnt.
- ▶ Ask the students and their response to it—Why it is better to speak in a straightforward and sincere manner, but not so as to be inconsiderate or to hurt people.
- ▶ Explain the question in ‘Life Skills’ and then let the students have a discussion about it.

**Outcome:** Learning the art of speaking with others; treating animals kindly.