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The Return of the Lion

SPECIFIC OBJECTIVES

- * Learning about people of great courage and daring who worked and fought against tyranny and injustice, and for the freedom of our country.
- * Learning about the wisdom and alertness required to administer a kingdom/ country or any organisation.
- * Understanding the enactment of plays, drama on stage.
- * Learning about safety measures to be taken by children.
- * Listening, reading, understanding and answering questions orally and in writing.
- * Grammar: Brushing up on different kinds of pronouns and their usage- personal, possessive, demonstrative, reflexive/emphatic and interrogative.
- * Words, meanings, usage, prefixes [im- and in-], dictionary skills and words spelt with 'a' and pronounced with two different sounds.
- * Understanding punctuation.
- * Learning to speak, converse and write correctly.

- * Learning to appreciate courage, wisdom and alertness.
- * Learning about different types of pronouns and their usage.
- * Speaking and writing correctly.

- * Discuss the question given.
- * Talk about significant people in India's history.
- * The chapter talks about several things - the shrewdness to assess people and situations; the wisdom to deal with problems quickly and honourably; leadership; courage in different situations.
- * Exercise A: Ask the students if they recognise the persons shown in the pictures.
- * Ask for their answers and write them on the board.
- * Let them check their own work.

- * Read the lesson aloud, asking students to read the different parts in it.
- * Explain the words and meaning. Reading creates familiarisation with words.

Outcome

Get Set

Read and Enjoy



Read and Understand

- * Relate the lesson to examples of everyday life of the students and ask in-text questions: Who takes major decisions in your home? What do you understand about courage? etc.
- * Discuss the questions in Exercises A, B and C, and ask 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 class. Then ask the students to write down the answer. The teacher can then check the answers of the students individually.

Grammar Spotlight

- * Use the board to brush up on different kinds of pronouns: Personal, possessive, demonstrative, reflexive/emphatic, interrogative.
- * Use the given examples and also your own, and ask the students to think of examples too.
- * Discuss Exercises A and B orally first and then the students can do them in the class.

Spell Well

- * Getting to know new words.
- * Learn to recognise 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

- * Learning more about antonyms and using 'im-' and 'in-' as prefixes.
- * Explain the meanings using the board where necessary and examples given in the exercise; use your own examples too.
- * Do Exercise A orally first, asking the students for answers at random.
- * Then ask the students to write down the correct answers.

Listen and Learn

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * The teacher can read the questions aloud or ask the students at random to answer them.
- * Check the students where necessary.

Converse and Connect

- * Read the question out and make sure the students have understood what is required of them.

- * Then ask pairs of students at random to enact the dialogue according to their own imagination.
- * Correct the students regarding content and pronunciation.

- * Exercise A: Ask the students to talk about safety in returning home.
- * Discuss safety in school premises; people who are with you during or after class; lighting in corridors, classrooms, toilets, playground, corridors, etc.; safety inside and outside school gate, vans, buses, roads, etc.
- * Explain what to do in case of any problems or feeling of fear or lack of safety.
- * This will help the students to express their thoughts clearly.
- * 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.

- * 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 'a'.
- * Use the words given and any other examples you like or doubts that the students may have.
- * While explaining the correct pronunciation, show how these words are pronounced distinctly.
- * 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.
- * Once it is all written correctly on the board, ask them to write it down in their books.
- * Let the partners check the work.

- * Ask the students to read the question so that they understand it well.
- * Briefly explain how to write a 'thank you' note.
- * Then the students can do the exercise on their own and the partners can check the work.

- * Ask the students to consult their dictionaries.
- * Help them with the exercise by reminding them how to use a dictionary by seeing the words at the top of each page - how they tell you the first and last words on the pages.

Speak and Express

Pronunciation Practice

Punctuation

Write Well

Dictionary Skills

Project Work

- * 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.
- * Then let them write it down in their notebooks.
- * Make groups of five students and read out and explain the exercise.
- * Let the groups give suggestions for safety both inside and outside school.
- * Write down the 'unsafe' points and 'safety measures' and put them on a chart.
- * Display the list and make sure the students understand where caution is required of them.

Values and Life Skills

- * Exercise A. Read aloud the quotation.
- * Discuss it and any related issues raised by the students.
- * Then ask them to write a small paragraph of about five sentences regarding their views on the advice given by their parents.