

5

Great Scientist–Isaac Newton

SPECIFIC OBJECTIVES

- * Learning the stories of great discoveries and inventions.
- * Reading biographies - stories of the lives of great achievers.
- * Learning to be curious and observant.
- * Listening, reading, understanding and answering the questions orally and in writing.
- * Grammar: Verbs - simple present and present continuous/progressive tenses.
- * Words - anagrams; synonyms; meanings, dictionary skills, usage, pronunciation of words with 'o'.
- * Punctuation; writing a dialogue.
- * Learning to speak and converse correctly.

Outcome

- * Learning from biographies about discoveries and inventions.
- * Learning to be curious and observant.
- * Usage of Verbs - simple present and present continuous.
- * Speaking and writing correctly.

Get Set

- * Discuss modern inventions and discoveries.
- * Encourage students to suggest all the things they see and use in their homes, neighbourhood and school which someone must have discovered or invented: wheels, running water, kitchen and bathroom equipment, utensils, vehicles, flowerpots, fountains, chairs, tables, fans, electricity, pencils, paper, Earth being round/rotating/revolving, etc.
- * Ensure that the students know the difference between 'discovery' and 'invention'.
- * A: Ask the students to recognise the pictures.
- * B: Students may read the passage aloud - explain and discuss
- * Try to make them more observant about the world and their environment.

Read and Enjoy

- * Ask the students to take turns to read the lesson aloud.
- * Explain the words and their meanings. Reading creates familiarisation with words.

* You may ask in-text questions: which of these things were 'discoveries' and which were 'inventions'? etc.

* Discuss the questions in Exercises A, B, C and D and 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 of Exercises B-D.

HOTS: Discuss the question in the class. Ask the students to write the answer on their own in 3-4 lines. The teacher can then assess their answers.

* Use the board to explain verbs.

* Help the students in recalling what they have already learnt about verbs as action words. They tell us what is being done, or what someone is or has.

* Ask the students to talk about different types of actions by people, animals and objects, what they do, what happens to them or what they are or what they have. Examples: What is Mayank doing? How many pencils does Leela have? When was this city built? Who is naughty? etc.

* Now explain using the board: What tense is: Present tense: What is happening now or what is generally the case. Examples: This is an English lesson. The sun rises in the east.

* Then go on with explaining about simple present tense and present continuous or progressive tense – some action that is going on. Using verbs + -ing. Use the given examples and those of your own on the board.

* Discuss Exercises A, B and C orally first; then students can do them in class.

* Getting to know anagrams.

* Use the board to show how anagrams are made – using the same letters as the given words. Examples: arm – ram; ear – are; eat – tea.

* Do Exercise A orally first. Then ask students to write down the answers.

* More about synonyms.

* Students can suggest words on their own for finding synonyms.

* This will also help them to understand about word associations. For instance, we say a person is 'tall', not 'long'; what is meant by 'tall tales', etc.

* Do Exercise A orally first, using the board if necessary.

Read and Understand

Grammar Spotlight

Spell Well

Word Power

Listen and Learn

- * Then ask the students to write the answers.
- * Teach the correct way of pronouncing these words.
- * 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 do Exercise A on their own.
- * 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.
- * Ask the students to read aloud the conversation in Exercise A and then let them share it with their partners, asking for their opinion.
- * Then ask the students at random to converse about Exercise B.
- * Check if the students understand the conversations 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.
- * Then ask them the given question, correcting them where required. Discuss the advantages and disadvantages of using a cell phone.
- * This will help the students to express what they want to say or explain.
- * 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 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 different words.
- * While explaining the correct pronunciation, draw attention to how these words spelt with an 'o' are pronounced differently: sold/stop, etc. Add your own examples to expand their understanding, for example: bough/enough, etc.
- * Ask the students to add the words on their own. Help them, if required.

Punctuation

- * Do this on the board asking the students at random for corrections in each sentence.
- * Discuss the use of comma - to separate a name being called or a list/group of words, etc.

- * Then ask the students to write down the correct sentences in their notebooks.
- * This can be done by the students in pairs and the teacher can ask them at random about the dialogue they have written.
- * Divide the class into two teams.
- * Give the teams time to prepare for the quiz so that each team has 15 questions ready. Check their list of questions without revealing the details to either team.
- * The teacher or one of the students can be the scorekeeper.
- * Have the quiz in the class and note the score on the board.

- * A. Read aloud the sentence and discuss. Discuss the difference between 'curiosity' and 'inquisitiveness'.
- * B. Read aloud the question and all given options.
- * Discuss each of the options and add some more, as suggestions come up from the students.
- * Explain why options 2 and 5 are good options and why the other three options are not acceptable. They are rude.

Write Well

Project Work

Values and Life Skills