

## 5

## The Distinguished Stranger

## SPECIFIC OBJECTIVES

- \* Learning about the possibility of aliens and other beings in the universe. Understanding about the Indian concept of Vasudhaiva Kutumbakam - the world as a family.
- \* Talking about travelling in space and people and nations involved.
- \* Trying to see the Earth and life on it through the eyes of a stranger; visualising a fantasy and seeing some of the familiar things differently.
- \* Listening, reading and understanding and answering questions orally and in writing.
- \* Grammar - subject-verb agreement; transitive and intransitive verbs.
- \* Words, meanings, usage, adding '-ing' to words; dictionary skills.
- \* Punctuation: Use of the apostrophe.
- \* Learning to speak and converse correctly.

**Outcome**

- \* Learning to see our world with new eyes, and learning the inherent togetherness and coordination of life on Earth.
- \* Learning about subject-verb agreement and transitive and intransitive verbs.
- \* Speaking and writing correctly.

**Get Set**

- \* Look at the pictures and discuss what you would like to carry to another planet.
- \* Discuss each of the items, asking the students to come up with suggestions and why a particular item was chosen.
- \* Start with essentials, and then what you would prefer and why.
- \* Talk about what makes the world of imagination such fun.
- \* Exercise: Ask the students to tick the items they would carry and discuss them with their partners.

**Read and Enjoy**

- \* Read the lesson aloud or ask the students to read parts of it. This story is by Robert Louis Stevenson, who wrote wonderful novels like 'Treasure Island', 'Kidnapped' and poems for children.



- \* Explain the words and their meanings. Reading creates familiarisation with words.
- \* Explain why everything looks different when it is seen through the eyes of a complete stranger. If any of them has a baby brother/sister, have they watched how he/she reacts to things around?
- \* Focus on the central idea of the story: How we can live as a family with greater understanding among all the things and beings in the world and in the universe.
- \* Ask in-text questions: Have you imagined what it would be like to meet an alien from another planet? Have you seen movies or read books about them? What would your parents or neighbours do? etc.
- \* Discuss the questions in Exercises A, B, C and 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 questions in the class. Then ask the students to write down the answers. The teacher must check individual answers.
- \* Use the board to explain subject-verb agreement.
- \* Explain how singular and plural nouns/pronouns have to agree with singular/plural verbs.
- \* Use the given examples and also your own, and ask the students to think of examples too.
- \* Exercise A may be done orally first. Then ask the students to tick the right answers. Announce the answers aloud and have the partners check them.
- \* Explain transitive/intransitive verbs using the situations familiar to students in the class: Sunil and Manoj are fighting; Mala is giving a book to Ritesh; The fan has stopped; Have you done your homework? etc.
- \* Exercise B may be done orally first. Then ask the students to mark the answers in their books. Announce the answers aloud and have the partners check them.
- \* Getting to know new words.
- \* Exercise A: Learn to recognise the new words by selecting and completing them.
- \* Learn their spellings and meanings.
- \* Brush up on the use of the dictionary whenever possible.

**Read and Understand**

**Grammar Spotlight**

**Spell Well**

## Word Power

- \* After doing Exercise A orally first, ask the students to write down the answers.
- \* Learning about words ending in '-ing'.
- \* Exercise A: First ask the students to find the words on the grid.
- \* Then ask them at random to announce the words they have found.
- \* Then, as the correct answer comes up, write it on the board and ask them to add '-ing' to each.
- \* They may then write down the words in their notebooks.

## 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 aloud the story and ask the students to answer the questions orally.
- \* Check the students where necessary.

## Converse and Connect

- \* Read the conversation aloud and make sure the students have understood it.
- \* Then ask pairs of students at random to enact the dialogue.
- \* Correct the students regarding content and pronunciation.

## Speak and Express

- \* Exercise A: Ask the students to look at the picture.
- \* Then ask them to describe the scene. You may ask different students to say a sentence each.
- \* Correct them where required. Relate to the issues raised in the lesson regarding things that we generally see in cities.
- \* This will help the students to express themselves with clarity.
- \* 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.

## 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 all the words.
- \* While explaining the correct pronunciation, show how these words are pronounced distinctly.

## Punctuation

- \* Explain what an apostrophe is and its use.
- \* Used in contractions - for the letters that are not said/written.

- \* The given examples and your own may be used – haven't; hasn't; it's; shan't; can't; etc.
- \* Used to show possession: Mary's doll; Katy's book; Alia's dress; Jiten's bicycle; etc.
- \* Do Exercise A on the board, asking the students to suggest where the apostrophe should be placed in each sentence.
- \* If you have time, add examples of plural words where the apostrophe comes after the 's', and words like children's uniform, etc.

- \* Exercise A: Ask the students to read the sentences and fill up the appropriate words on their own.
- \* Make sure they understand it well.
- \* Announce the answers aloud and let the partners check the work.
- \* Exercise B: Discuss the question so that the students understand it well.
- \* Encourage them to give their suggestions. Once they have written, then display them on the class display board.
- \* Exercise B: Let the students fill in the blanks and complete the flowchart on their own.
- \* The teacher can then write down the answers on the board and the partners can check the work.

- \* Ask the students to consult their dictionaries and write the meanings.
- \* Then ask them for the meanings at random
- \* Write the correct meanings on the board and let them all check their work.
- \* Orally make sentences using the words so that they are clearly understood. You can ask one of them to 'sing' a snippet of song and another to 'hum' one!

- \* Make groups of 6-8 students and then ask one of them to read the question aloud. Give them one day to discuss their project.
- \* Give them a free period to do the project with their group.
- \* Then they may display it in class and have a discussion.
- \* Share their enthusiasm and creativity.

- \* Read aloud the values in A and discuss them: Concept of Vasudhaiva Kutumbakam – global village, etc.
- \* Read aloud Exercise B and its options.
- \* Discuss the options to encourage students to think about them. Suggest why Option 3 is the best. Option 4 is the second best, while the others are not good.

## Write Well

## Dictionary Skills

## Project Work

## Values and Life Skills