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The Speaking Trees

SPECIFIC OBJECTIVES

- * Learning about the value of trees for our environment and saving trees and the environment.
- * Understanding the enactment of plays, drama on stage.
- * Listening, reading, understanding and answering the questions orally and in writing.
- * Grammar: Auxiliary verbs and their usage; the different forms of strong and weak verbs.
- * Words, meanings, usage, dictionary skills and words pronounced with an 'f' sound and spelt with 'f' or 'ph'.
- * Understanding punctuation.
- * Learning to speak, converse and write correctly.

- * Learning to appreciate the value of trees and protecting the environment.
- * Learning about auxiliary verbs and their usage; strong and weak verbs and their forms.
- * Speaking and writing correctly.

- * Discuss the given question.
- * Talk about the different trees; they provide fruits, medicines, hold the soil in hilly areas and in the plains.
- * The play discusses the necessity of trees to hold the soil, clean the air, to sustain bird, animal and human life and to ensure rains.
- * Exercise A: Ask the students if they recognise the trees 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.
- * Relate the play by taking examples from the daily life of the students and ask in-text questions: Do you like plant trees? Do you think they are important? Which tree do you like? etc.

Outcome

Get Set

Read and Enjoy



Read and Understand

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

Grammar Spotlight

- * Use the board to explain auxiliary verbs.
- * Use the given examples and also your own, and ask the students to think of examples too.
- * Also use the board to explain strong and weak verbs using the given examples.
- * 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 the comparative and superlative forms of adjectives.
- * Explain the meanings using the board where necessary and examples given in the exercise; use your own examples too.
- * Do Exercises A and B 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 passage aloud or ask the students to take turns reading so that they can understand it well.
- * Then ask the students orally to answer the questions in Exercise A.
- * Check the students where necessary.

Converse and Connect

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide them accordingly.

- * Ask the students to read aloud the conversation in Exercise A.
- * Check if the students understand the conversation well by asking them a few questions; explain where necessary.
- * Correct the students regarding content and pronunciation.

- * Exercise A: Ask the students to talk about a morning walk.
- * Discuss what the students do by way of exercise: a nature walk; yoga in the park; swimming; bicycling; visit to sanctuaries, zoo, etc.
- * How does exercise make them feel - Alert? Sleepy? Refreshed? Active?
- * This will help students to express themselves 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 you are sure of the right way say the words.
- * Let the students say aloud the words spelt with 'f' or 'ph'.
- * Use the given words and any other examples you like or doubts that the students may have.
- * While explaining the correct pronunciation, show how these words are pronounced in the same way, with an 'f' sound.
- * Exercise A should be done orally and Exercise B can be done by the students on their own.
- * Then the teacher can announce the answers and the students can check their own work.
- * 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 paragraph.
- * 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 through the exercise first.
- * A. Then ask them to write it down neatly and in good handwriting in their books.
- * B. The students can write any reasonable answer as a diary entry. The teacher must check the work of the students individually.

Speak and Express

Pronunciation Practice

Punctuation

Write Well

Dictionary Skills

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

Project Work

- * Make groups of four students and read out and explain the exercise.
- * Give the groups time to collect the material and then a period to make their posters.
- * Display the posters in the class.

Values and Life Skills

- * Exercise A: Read aloud the quotation.
- * Discuss it and any related issues raised by the students.
- * Exercise B: Read aloud the question and discuss the given options. Why 2 and 4 are good options and why 1 and 3 are not good.

SPECIFIC OBJECTIVES
<ul style="list-style-type: none"> * Learning the value of trees in our environment. * Observing how generous trees are and learning from them. * Reading and reciting the poem with the correct rhythm and emphasis. * Answering questions on the poem. * Learning words, meanings, spellings, pronunciation, rhymes.

- * Observing the trees around us and recognising their worth.
- * Understanding the poem well.
- * Learning to pronounce perfectly by reciting the poem.

- * This poem is by Harry Behn. It describes how the poet observes trees and sees so much that is wonderful and generous about them. We see trees every day but fail to notice their 'kindness': they give so generously and ask for nothing in return. It is, therefore, essential to care for trees, because we will then be caring for ourselves too.
- * 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 observes all the wonderful things in his surroundings.
- * Discuss the exercises and ask the students to answer them orally, before they write the answers down.
- * Ask them to learn the poem and recite it correctly in turns in the class. Correct them where necessary.

<p>Outcome</p> <p>Read and Understand</p>
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