

SPECIFIC OBJECTIVES

- * Learning to love animals, especially pets, and caring for them.
- * Appreciating the love and loyalty of a dog, which can be a wonderful companion.
- * Listening, reading, understanding and answering questions orally and in writing.
- * Grammar - subject-verb agreement; transitive and intransitive verbs and their usage.
- * Words, meanings, usage, suffixes; dictionary work and pronouncing words correctly, using the phonetic symbols as a guide.
- * Writing a summary, using the given clues; punctuation and editing.
- * Learning to speak, converse and write correctly.

Outcome

- * Learning to appreciate dogs as pets and companions - why they are called 'Man's Best Friend'.
- * Learning about subject-verb agreement; transitive and intransitive verbs and their usage.
- * Writing summaries; editing and punctuation.
- * Speaking, conversing and writing correctly.

Get Set

- * The teacher can read out the question and guide the students to discuss in the class.
- * Exercise A: Ask the students to recognise the breeds of dogs shown.
- * Discuss: Do they know of other breeds? Which one would they like? Why? What special care do dogs need?
- * Exercise B: Ask the students to suggest why they think dogs are good companions - guarding a person and his home; loving companionship; helps uplift mood; accepts a person even if he suffers a setback; non-judgmental; a guide for the blind; keeps the owner fit through physical activity; helps in police work, etc.
- * Jot down the points on the board and let them select three good points to write the answer.

- * Read the lesson aloud or ask the students to read parts of it.
 - * Explain the words and meaning. Reading creates familiarisation with words.
 - * Ask in-text questions like: What breed of dog was Malakoff? Who helped Jacques? Why did Jacques panic? What are the qualities we human beings could learn from Malakoff? etc.
 - * Encourage the students to be observant and care for dogs, pets and domestic animals, and to know more about their habits and qualities.
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- * Discuss the questions in Exercises A-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-C.
 - * HOTS: Read and discuss the questions in the class. Then ask the students to write down the answer. The teacher can check the answers of the students individually.
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- * Use the board to explain subject-verb agreement.
 - * Verbs must agree with the subject in number [singular/plural] and person [first/second/third]. This is called concord.
 - * Use the board, and the given examples as well as your own examples, to explain the concept.
 - * Do Exercises A and B orally first and then let the students do them in their notebooks.
 - * The teacher can announce the answers and the partners can check the work.
 - * Using the board, explain transitive and intransitive verbs.
 - * Intransitive verbs carry no objects. [Kenny laughed.] Transitive verbs carry objects – direct and sometimes indirect too. [Kenny bought a rose (direct) for Mary (indirect).]
 - * Use the given examples as well as your own examples to explain the concept.
 - * Do Exercises C and D orally first and then let the students do them in their notebooks.
 - * The teacher can announce the answers and their partners can check the work.
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- * Getting to know new words.
 - * Learn to recognise new words by selecting them from the Help Box and filling in the missing letters in the blanks.
 - * Learn their spellings and meanings.

Read and Enjoy

Read and Understand

Grammar Spotlight

Spell Well

Word Power

- * Brush up on the use of the dictionary whenever possible.
- * Do Exercise A orally first. Then ask the students to write down the answers.
- * Finding (a) the correct suffix; and (b) a correct alternative for a word/phrase.
- * Explain how this is useful in writing.
- * You can use your own examples and ask the students to suggest more.
- * Do Exercises A and B orally first, asking students the possible words. Discuss any doubts raised by the students.
- * Then students can write the correct answers 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 the passage aloud, or ask the students to take turns reading so that they understand it well.
- * Then ask the students to answer the questions orally.
- * 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.
- * Then ask pairs of students at random to enact the dialogue according to their own imagination.
- * Correct the students regarding content and pronunciation.

Speak and Express

- * Read aloud the question so that the students understand what they have to do.
- * Let the students express their views freely.
- * Correct them, if required.

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 given words.
- * Draw attention to the phonetic symbols used to specify the correct pronunciation.
- * Write one word at a time with the phonetic symbols on the board to help the students memorise and understand correctly.
- * Ensure that the phonetic symbols for the sounds are understood by the students.

Punctuation

- * Use the board to do this exercise.

- * Reiterate what editing means – the right use of words such as articles, conjunctions and prepositions, and the correct form of verbs, adjectives, pronouns, etc.
- * Call random students to correct the sentences.
- * Once the paragraph is all written correctly on the board, ask them to write it down in their notebooks.
- * If the exercise is done by the students on their own, then announce the corrections and let the partners check the work.

- * Exercise A: Read aloud the question, and clarify any queries of the students.
- * Ask the students to write down the summary based on the given clues.
- * The teacher must correct the individual work of the students. Only then will they become independent in their writing.

- * Let each student bring in at least three points.
- * The points may be discussed in the class.

- * Exercise A. Read aloud the quotation.

- * Discuss in the class.
- * Exercise B: The question may be asked and discussed in the class.

Write Well

Project Work

Values and Life Skills