

SPECIFIC OBJECTIVES

- * Learning about watching TV - the advantages and disadvantages.
- * Learning about alternatives to watching TV - indoor and outdoor games, creative work, family time, etc.
- * Listening, reading, understanding and answering the questions orally and in writing.
- * Grammar: More about verbs and tenses: Present and past and their usage.
- * More about opposites [antonyms] and word meanings.
- * Variations in spellings and pronouncing words spelt with 'w' and 'v': Understand the difference in sounds.
- * Writing a letter in a proper form or way.

- * Learning about watching TV: Is it good for us or bad? How much time should we watch? What should we watch? etc.
- * Balancing recreational activities: active and stationary.
- * Using Verbs: Present and Past Tenses.
- * Words spelt with 'w' and 'v'; opposites; meanings, pronunciation.
- * Speaking and writing correctly.
- * Understanding and answering questions correctly.
- * Discuss indoor activities, particularly watching TV.
- * Discuss the advantages and disadvantages of watching TV.
- * Discuss the photographs and ask the students to respond - which personality they admire the most and why.
- * You can ask the students what they themselves like to watch.
- * Read the lesson aloud and then ask the students to read in turns.
- * Explain the words, their meanings, especially phrases like 'idiot box', 'couch potato', etc. Reading creates familiarisation with words.
- * Correct their intonation, stress, pronunciation, etc.
- * Talk about the advantages of TV - home entertainment, news, sports, cartoons, films, creative and educational programmes, wildlife and nature related issues, lifestyle issues, etc.

Outcome**Get Set!****Read and Enjoy**

Read and Understand

- * Then talk about its disadvantages – distraction from studies and family time, constant sitting is unhealthy, strain to the eyes, passive watching can lead to loss of creativity, no interactions with family, friends or neighbours, making a person unsocial.
- * Finally, talk about how to have a balanced life that has time for different activities – studies, family time, indoor and outdoor games, computer, TV, chores, friends and neighbours.
- * Relate this to their own lives and ask in-text questions: How much time do they spend watching TV and on other activities? Do they play games, meet friends? What do their parents say about watching TV? etc.

Grammar Spotlight

- * Discuss the questions in Exercises A and B and then ask the students to answer them orally.
- * Then where necessary, write the answers on the board to help the students in answering questions.
- * Use the board to further explain the tenses of verbs.
- * Ask the students to talk about themselves in the present tense: I am in class, I study well, He is writing, The birds fly in the air, etc.
- * Explain that these action words are verbs in the present tense because they show actions that are usually done, or are being done right now.
- * Then tell them to talk about things they did yesterday or last week, etc.; for example: I went to visit Granny, I played with Meeta, I painted a picture, etc.
- * Explain that these action words are verbs in the past tense because they show actions that have been done earlier, in the past.
- * Write them on the board in two columns: Present and Past. This will help the students to understand the verb forms and their usage.
- * Discuss Exercises A and B orally first; then students can do them in the class.
- * Link with what the students have learnt earlier about the use of -ing added to the action words, such as: is eating, is running, etc.

Spell Well

- * Recognising the words learnt in the lesson.
- * Ask the students to do the exercise on their own.
- * Then do it on the board and let each one check his/her own work.

Word Power

- * Learning more about opposites.
- * Do Exercise A orally first and then ask the students to write down the opposite words.
- * The students can check each other's work by exchanging their notebooks.

- * Listen to the accent, stress and intonation on the Digital Board so that you can guide the students accordingly.
- * 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 match the pictures with their words.
- * Check the students where necessary.

Listen and Learn

- * Listen to the accent, stress and intonation on the Digital Board so that you can guide the students accordingly.
- * Ask pairs of students to read aloud the conversation.
- * Check if the students understand the conversation well by asking them a few questions; explain where necessary.
- * Correct the students regarding the content and pronunciation.
- * Encourage the students to express their opinions, etc., clearly.

Converse and Connect

- * Ask the students to speak about the picture.
- * Teach them to put their thoughts into words correctly and politely and to speak clearly so as to be understood.
- * This will teach them to be observant and to speak out their minds freely.

Speak and Express

- * Let the students listen to the Digital Board so that they are sure of the right way to say the words.
- * Let the students say aloud more words spelt with 'w' and 'v'.
- * While explaining the correct pronunciation, show how these words spelt with 'w' and 'v' are pronounced differently: To say words with 'w', round your lips as if you are saying 'o', and then say the words. To say the words with 'v', you have to bite the lower lip with the front upper teeth. Make them repeat: vary/wary; vise/wise; vent/went.
- * Draw attention to the phonetic symbols, as you teach them the pronunciation.

Pronunciation Practice

- * Write the letter on the board.
- * Explain the format of the letter first - date, place, greeting, body and signing off.
- * Then, ask the students to tell you where the corrections should be till the correct version is on the board.
- * Finally, let them write the corrected letter in their notebooks and then check it with what you have written on the board.
- * Ask the students to do the project at their homes in their Project Books, with the help of their parents.

Write Well

Project Work

Values and Life Skills

- * Read aloud the sentence and discuss it.
- * Read aloud the question and all the given options.
- * Discuss each of the options and explain why option 4 could be acceptable - because you have to do a project on animals; so you need to finish watching it.
- * Why option 3 could also be acceptable - the show you are watching is not urgent. A friendly and loving relationship with your brother/sister is more important.
- * Option 1 is not acceptable because it is rude. Option 2 is not likely to be welcomed by your sibling because this is not the time for a lecture!
- * Then let them do the exercise on their own.

SPECIFIC OBJECTIVES

- * Learning to enjoy the beauty and importance of Nature.
- * Reading and reciting the poem correctly with the correct rhythm and emphasis.
- * Learning how to write about a thing as a person – personification.
- * Answering questions on the poem.
- * Learning words, their meanings, spellings, pronunciation, rhyme.

Outcome

- * Learning to appreciate and enjoy Nature.
- * Learning to enjoy personification.
- * Learning to pronounce perfectly by reciting the poem.

Read and Understand

- * This delightful poem is written by Eileen Mathias. It tells you about the wonder of seeing tall trees and the harmony of Nature.
- * Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- * Draw attention to the personification of the Moon in the poem, 'The White Window' studied earlier. Now, the tall trees are being personified.
- * Explain the poem clearly to the students so that they understand that the trees are being compared to human beings with feet, heads and eyes, and also with the capacity to help birds.
- * Explain to them how there is harmony among all the aspects of Nature: trees, clouds [rain], the sky, birds and animals, soil and human beings.
- * Discuss Exercises A, B and C; then, ask the students to answer them orally, before writing the answers down.
- * Enjoy the poem with the students. A student can recite the poem and act as the tree. Have fun!
- * Ask them to learn the poem and recite it correctly in turns in the class. Correct them where necessary.

