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A Dinosaur on the Railway Tracks

SPECIFIC OBJECTIVES

- * Learning to see our world through the eyes of a dinosaur - a creature that lived millions of years ago and saw a different earth.
- * Imagination and the sense of enjoyment and wonder it brings us.
- * Enjoying a journey - by train.
- * Listening, reading, understanding and answering the questions orally and in writing.
- * Grammar: Adverbs - their types and usage; order and degrees of comparison.
- * Words and their meanings, usage; words with double letters; words that show animal sounds; dictionary work and pronunciation of words with correct phonetic symbols and stress.
- * Making a flowchart of events: sequence; writing a diary entry; punctuation and editing.
- * Learning to speak, converse and write correctly.

Outcome

- * Learning about our changing world.
- * Enjoyment of imagination and wonder in the world around us.
- * Learning about adverbs, their types, order, degrees of comparison and usage.
- * Speaking, conversing and writing correctly.

Get Set

- * Talk about: (a) Do you enjoy travelling? (b) What is your favourite way of travelling - by road, rail, air, trekking, etc.? (c) Do you enjoy new experiences, people, cultures, etc.
- * Exercise A: The teacher can read out the questions and ask the students to write their own answers.
- * Discuss the joys of travelling by train. Also the precautions: don't pick up any article that does not belong to you; don't eat or drink anything offered by a fellow passenger; take care of your luggage; don't travel on footboard, roof, etc.

Read and Enjoy

- * Read the lesson aloud or ask the students to read parts of it.
- * This is an imaginative little episode. Talk about the world as it might have been at the time when dinosaurs lived on it.

- * How would you feel if, like Roxy, you find yourself in a different world?
- * Explain words and phrases like palaeontologists; fossils; evolutionists; realms of the earth; tender branches, etc.
- * Ask questions to ensure that the students understand the lesson and its philosophy: the changes in the world; enjoying exploring and travelling; a sense of wonder at seeing new and different things.
- * Reading creates familiarisation with words.
- * Relate the lesson with the daily life of the students and ask in-text questions: Have you enjoyed travelling by train? What would be your reaction if you saw some creature like a dinosaur or some other wild animal on the road or train track?

- * Discuss the questions in Exercises A-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.

- * Use the board to brush up on adverbs – their kinds: Manner, Place, Time, Frequency, Degree and Interrogative.
- * Use the board to explain each of them and their usage, including questions to be asked: in what manner or how, where, when, how frequently, with what intensity or to what degree.
- * Use the given examples and also your own, and ask the students to think of examples too.
- * Do Exercises A, B and C orally and then let the students write the answers down.
- * Explain the way adverbs are positioned in a sentence – explanations used in the text may be given, with more examples of your own.
- * Explain the order in which multiple adverbs are written – manner, place and time; use the given examples and your own.
- * Do Exercise D orally and then let the students write down the answers.
- * Explain the degrees of comparison of adverbs—as in the case of adjectives.

- * Do Exercise E orally and then the students can write down the answers.
- * Announce the answers aloud for Exercises A-E and let the partners check.

- * Getting to know new words with double letters in each of them.
- * Learn to recognise the new words by selecting double letters to complete them.

Read and Understand

Grammar Spotlight

Spell Well

Word Power

- * 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.
- * Learning about words that describe the sounds of animals, birds and other creatures in nature.
- * Use the given examples and your own to explain this on the board.
- * Add sounds of the wind [whoosh; whispering; screaming; whistling; swoosh; etc.]; of the ocean or sea [a roar; crash of waves; rolling waters, etc.]; of rivers and streams [rushing; bubbling; gurgling; flowing silently; murmuring, etc.]; of hens, geese, ducks, lions, wolves, elephants, hyenas, etc. Have a fun session in class with different sounds.
- * Do Exercise A orally first, then the students can write the correct answers in their notebooks.
- * Announce the answers to Exercise A and let the partners check.

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 they understand it well.
- * Then ask the students to fill in the blanks and complete the exercise.
- * Check the students where necessary.

Converse and Connect

- * Exercises A and B: Ask pairs of students at random to enact the conversations according to their own imagination.
- * Correct the students regarding content and pronunciation.

Speak and Express

- * Read out the question.
- * Discuss in the class and ask the students to imagine the journey. This lesson is about imagining wonderful things and about enjoying travel.
- * Correct them where necessary, but encourage their imagination and listen to what they say.

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. They can try to write the phonetic spelling on the board if time permits.
- * Use the given words and any other examples you like or doubts that the students may have.
- * Ensure that the phonetic symbols for the sounds are understood by the students.

- * Explain what is a flowchart is: it is a logical sequence of events following upon each other.
- * Exercise A: Ask the students to do this on their own.
- * Then they can exchange their work with their partners who will check it when the teacher announces the answers.
- * Exercise B: The students can write their own diary entries, using their imagination.
- * The teacher must correct individual work to ensure that the students have written correctly and imaginatively.

- * Use of the dictionary for Exercise A.
- * Making sentences with each word orally will help understand the meanings clearly.
- * Ask the students at random to give the meanings and share with the class. The students may check their own work.

- * This can be done by each student individually.
- * Share the project with the class.

- * Exercise A. Read aloud the question.
- * Discuss it in class and ask the students what they have learnt.
- * As they state their learning, jot down the points on the board.
- * Exercise B: Read the question and link this with what the students have learnt so far. Ask the groups to discuss the question and write down 2-3 points.
- * Share with the class.

Write Well

Dictionary Skills

Project Work

Values and Life Skills