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Blackberries – The Fruit

SPECIFIC OBJECTIVES

- * Learning about carrying out one's duties and responsibilities cheerfully.
- * Doing what is right brings its own rewards.
- * Listening, reading, understanding and answering the questions orally and in writing.
- * Grammar: Articles - indefinite and definite - their usage.
- * Words, meanings, usage, compound words; dictionary skills and pronunciation of different words.
- * Understanding punctuation.
- * Learning to speak, converse and write correctly.

- * Learning about doing chores and duties cheerfully.
- * Learning about indefinite and definite articles and their usage.
- * Understanding, speaking and writing correct English.

- * Discuss the given pictures.
- * Talk about snacks and foods we enjoy eating.
- * The chapter talks about the responsibility of doing one's chores and duties at home and helping out as a member of the family.
- * Exercise A: Ask the students if they recognise the bakery products shown in the pictures.
- * Write the correct answers on the board.
- * Exercise B: Students can do this on their own.

- * Read the lesson aloud, asking the students to read parts of it.
- * Explain the words and meaning. Reading creates familiarisation with words.
- * Relate the story to the daily life of the students and ask in-text questions: Do you run errands at home? Have you any specific chores to do every day? Do you do them cheerfully or reluctantly? Do you sulk? Have you had to give up something you like doing, like playing, watching TV, etc.?
- * Discuss the questions in Exercises A, B and C, and ask the students to answer orally first.

Outcome

Get Set

Read and Enjoy

Read and Understand



Grammar Spotlight

- * 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 questions in the class. Then ask the students to write down the answer. The teacher should check the answers of the students individually.
- * Use the board to explain articles.
- * Write the three articles and show why 'a' and 'an' are indefinite articles.
- * Then explain why 'the' is a definite article.
- * Use the given examples and tables and also your own. Ask the students to think of examples too.
- * Ask the students to use them in sentences – correct them where they make mistakes.
- * Discuss Exercises A, B and C 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 writing 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 about compound words – that often go together.
- * Explain compound words by giving suitable examples – basketball, railroad, playthings, etc. Ask the students for examples too.
- * Do Exercise A 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 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.

- * 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: Read the question aloud.

- * Start by asking the students whether they know about WhatsApp, and how many of them use it on a daily basis.
- * Once they have understood the question well, ask the students to express what they feel about using the social app, and its advantages and disadvantages.
- * 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 speak out their minds freely.

- * 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 words, in a group and individually at random.
- * 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 distinctly, and where stress is laid.
- * Exercise A should be done orally.
- * 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 sentences in the paragraph.
- * Once it is all written correctly on the board, ask them to write it down in their notebooks.
- * Let the partners check the work.

- * A. Do the exercise on the board.
- * After writing the paragraph, ask the students at random for the articles.
- * Once the correct articles have been written, ask the students to copy the paragraph in their notebooks.
- * Let the partners check the work.
- * B. Ask the students to look at the pictures carefully.
- * Read the given clues aloud, or ask the students to read them in turns.
- * Then ask them to do the exercise on their own.

Speak and Express

Pronunciation Practice

Punctuation

Write Well

- * The teacher can check the work of the students individually.
- * C. Ask the students to complete the given sentences on their own.
- * Announce the answers, and partners can check the work.

Dictionary Skills

- * Ask the students to consult their dictionaries.
- * Walk them through the exercise and remind 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 books.

Project Work

- * Make groups of 3-4 students and read out and explain the exercise.
- * A. Give the groups time to collect the material and then a period to make the illustrations.

Values and Life Skills

- * A. Read aloud the quotation.
- * Discuss it and any related issues raised by the students.
- * B. Read aloud the question and discuss the given options.

SPECIFIC OBJECTIVES

- * Learning to enjoy the sheer beauty of a still and silent moonlit night.
- * Understanding what is personification – when something inanimate is given a human or living character and persona. In this case, the moon is treated as a magnificent and magical lady who transforms everything she touches into silver.
- * Reading and reciting the poem with the correct rhythm and emphasis.
- * Answering questions on the poem.
- * Learning words, meanings, spellings, pronunciation, rhymes.

- * Enjoying the beauty of a moonlit night.
 - * Understanding the concept of personification.
 - * Understanding the poem well.
 - * Learning to pronounce perfectly by reciting the poem.
- * This poem is by Walter de la Mare who wrote a lot of poems, stories and novels about children and older people and their lives. This poem describes the moon travelling across the sky over a sleeping city, turning everything on which the moonlight falls into a silver colour. The most ordinary and mundane things like dogs, doves, mice and fish acquire a beauty when the moonlight falls on them.
- * 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 moon is personified.
 - * Explain such words as 'shoon', 'cote', 'silver-feathered', 'moveless', etc.
 - * Discuss the exercises and ask the students to answer them orally, before writing the answers down.
 - * Ask them to learn the poem and recite it correctly in turns in the class. Correct them where necessary.

Outcome**Read and Understand**