

SPECIFIC OBJECTIVES

- * Learning about magicians' sleight of hand and ability to create illusions on the basis of which they carry out their shows.
- * Learning about wisdom, wit and presence of mind – how we can use it constructively: How presence of mind is required by soldiers, policemen and people who handle severe crisis, injury or illness, and even in our day-to-day lives.
- * Reading picture stories/comics: narration of scene/people/background is reduced because it can be seen in the pictures.
- * Listening, reading and understanding and answering the questions orally and in writing.
- * Grammar: Prepositions and prepositional phrases; conjunctions – coordinating and subordinating – and their usage.
- * Words, meanings, usage, anagrams; antonyms; dictionary skills and words spelt with 'i' and pronounced in different ways.
- * Understanding punctuation.
- * Learning to speak, converse and write correctly.

- * Learning about magicians' sleight of hand and capacity to create illusions.
- * Wit and wisdom used in daily life: Both magicians and other people require presence of mind, which is a necessary life skill.
- * Learning about prepositions, prepositional phrases; conjunctions – their types and usage.
- * Understanding, speaking and writing correct English.

- * Exercise A: Discuss the pictures and read aloud the given passages.
- * Talk about magic and the magicians shown – what they do is sleight of hand and the creation of illusions. It also requires presence of mind.
- * Exercise B: Ask the students if they have seen any magic shows. Discuss.

- * Read the lesson aloud, asking the students to enact the different parts in it.

Outcome

Get Set

Read and Enjoy

Read and Understand

- * 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: Have you had occasion to use your presence of mind? etc.
- * 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 questions in the class. Then ask the students to write down the answer. The teacher can then assess the answers of the students individually.

Grammar Spotlight

- * Use the board to explain prepositions.
- * Write a list of prepositions on the board, and ask the students to make sentences orally with each.
- * Then write some prepositional phrases and ask them to make sentences orally with them also.
- * Use the given examples and also your own, and ask the students to think of examples too.
- * Discuss Exercises A, B and C orally first and then the students can do them in the class.
- * Similarly, draw the chart showing coordinating and subordinating conjunctions on the board.
- * Go through the examples given in the book, using the board where necessary, to explain the various coordinating conjunctions: Cumulative; adversative; alternative; illative/resultative.
- * Using the given examples, show how subordinating conjunctions differ from coordinating conjunctions.
- * Exercise D: Do the exercise orally first and then let the students write it down.

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 about anagrams – words made by using the letters of another word or group of words.

- * Explain what are anagrams and how to make them, using the letters in the given words.
- * Do Exercise A orally first, asking the students for answers at random.
- * Then ask the students to write down the correct answers.

- * 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.

- * 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.
- * Discuss what kind of play/skit the students would like to do.
- * Prepare a broad outline of it first.
- * Help them create characters and write suitable dialogues.
- * Then enact the play in the class.
- * 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 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.
- * Both columns have words spelt with 'i'. But while the words in the first column are pronounced with a short 'i', in the second it is a diphthong.
- * 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.

Listen and Learn

Converse and Connect

Speak and Express

Pronunciation Practice

Punctuation	<ul style="list-style-type: none"> * Ensure that the phonetic symbols for the sounds are understood by the students.
Write Well	<ul style="list-style-type: none"> * Use the board to do this exercise. * Call random students to correct the sentences. * Once it is all written correctly on the board, ask them to write it down in their books. * Let the partners check the work.
Dictionary Skills	<ul style="list-style-type: none"> * Ask the students to read through the exercise first. * Exercise A: Then ask them to write their own sentences. * Teacher can ask each student to read aloud his/her sentences and correct them. * Exercise B: The students can write their own answers based on the clues given. * The teacher can ask the students to read aloud what they have written, but it is advisable to check individual work.
Project Work	<ul style="list-style-type: none"> * 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 notebooks.
Values and Life Skills	<ul style="list-style-type: none"> * Make groups of five students and read out and explain the exercise. * Ask each group to prepare their enactment of the play and make a poster as directed. * Display the posters in the class.
Values and Life Skills	<ul style="list-style-type: none"> * Exercise A. Read aloud the quotation. * Discuss it and any related issues raised by the students. * B. Read aloud the question and discuss the options given. Why is 2 the correct option and why are 1 and 3 incorrect?