



Malakoff

LEARNING 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: Adjectives and their kinds – adjectives of number; degrees of comparison of adjectives; formation of adjectives; and usage.
- Words, meanings, usage, suffixes; 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 adjectives and their kinds – adjectives of number; degrees of comparison of adjectives; formation of adjectives; and usage.
- Writing summaries; editing and punctuation.
- Speaking, conversing and writing correctly.

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| Get Set! | <ul style="list-style-type: none"> ➤ 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 and Enjoy | <ul style="list-style-type: none"> ➤ 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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| <ul style="list-style-type: none"> 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. | Read and Understand |
| <ul style="list-style-type: none"> 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. | Think and Answer |
| <ul style="list-style-type: none"> Use the board to brush up on adjectives – what they are – descriptions/ definitions of persons, places, things and ideas; their kinds – quality; quantity; number; demonstrative; possessive; interrogative; and emphatic. Use the board, and the given chart and examples as well as your own examples, to explain the Adjectives of Number: Definite Numeral [Cardinals and Ordinals]/Indefinite Numeral/Distributive Numeral. Do Exercise A orally first and then let the students do it in their notebooks. Similarly, using the board, given examples and your own, explain Degrees of Comparison: Positive/Comparative/Superlative. Do Exercise B orally first and then let the students do it in their notebooks. Use the board, the given charts and examples to explain the order of adjectives. Students can be asked to give more examples of their own. Do Exercise C orally first and then let the students do it in their notebooks. Using the board, explain formation of adjectives by adding suffixes. Explain using the given examples and also your own. Do Exercise D orally, and then let the students do it in their notebooks. The teacher needs to check individual work thoroughly to ensure that the students have understood the concepts and usage. | Grammar Spotlight |
| <ul style="list-style-type: none"> 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. Brush up on the use of the dictionary whenever possible. Do Exercise A orally first. Then ask the students to write down the answers. | Spell Well |
| <ul style="list-style-type: none"> 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. | Word Power |
| <ul style="list-style-type: none"> Listen to the accent, stress and intonation in the Digital Content so that you can guide the students accordingly. | Listen and Learn |

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| | <ul style="list-style-type: none"> ➤ 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 | <ul style="list-style-type: none"> ➤ Listen to the accent, stress and intonation in the Digital Content 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 | <ul style="list-style-type: none"> ➤ 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 | <ul style="list-style-type: none"> ➤ Let the students listen to the Digital Content 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 | <ul style="list-style-type: none"> ➤ Use the board to do this exercise. ➤ 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. |
| Write Well | <ul style="list-style-type: none"> ➤ 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. |
| Project Work/AIL Activity | <ul style="list-style-type: none"> ➤ Exercise A: Let each student bring in at least three points. ➤ The points may be discussed in the class. ➤ Exercise B: Discuss the question and let the students draw the dog breeds they like the most. ➤ Also, ask them to write five reasons why they like their pet. ➤ Share the lists of reasons with the other students. ➤ Exercise C: Ask the students to do this on their own. Check them for pronunciation and clarity. |
| Values and Life Skills | <ul style="list-style-type: none"> ➤ Exercise A. Read aloud the quotation. ➤ Discuss in the class. ➤ Exercise B: This may be discussed and done in the class. |