

## Tenali Rama Challenges the Magician

### LEARNING 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: Verbs - Auxiliary Verbs [helping verbs], Forms of Auxiliary Verbs, Other Verbs and their Forms [Past, Present, Past Participle], Strong and Weak Verbs, 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
- **Outcome:** 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 Verbs - Auxiliaries, Forms of Verbs, Strong and Weak Verbs and usage. Understanding, speaking and writing correct English

<b>Get Set!</b>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ B. Ask the students if they have seen any magic shows. Discuss.</li> </ul>
<b>Read and Enjoy</b>	<ul style="list-style-type: none"> <li>➤ Read the lesson aloud, asking the students to enact the different parts in it.</li> <li>➤ 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? Do you think you could learn magic? etc.</li> </ul>
<b>Read and Understand</b>	<ul style="list-style-type: none"> <li>➤ A to D: Read and explain the exercises and ask the students to answer orally first. Where necessary, correct them. Use the board to help them in answering questions on the text, whether oral or written. They may then write down the answers.</li> </ul>

<p>➤ A &amp; B: Read and discuss the questions in the class. Then ask the students to write down the answers. The teacher can then assess the answers of the students individually.</p>	<b>Think and Answer</b>
<p>➤ Verbs – We know that Verbs show doing [action], having or being. [I go to school. I have a bag. I am a student.] Now we are going to see some more forms and usage of Verbs.</p> <p>➤ Auxiliary Verbs – These are helping verbs and are added to the main verb to show whether the action is being done or happening in the present or past or at any other time. They vary according to Number [singular and plural] [be, have, can, is/am/are, may, must, will, shall]</p> <p>➤ Examples – I am going out: ‘am’ helps the verb ‘going’ and is an auxiliary verb. We are going out: ‘are’ shows more than one person and helps ‘going’. I was going out. / We were going out.</p> <p>➤ Forms of Auxiliary Verbs – Draw attention to the table showing how the form of the basic auxiliary verb changes when it is used in the Present Tense, Past Tense and as a Past Participle.</p> <p>➤ A. Ask the students to do the exercise on their own. Announce the correct answers and let the students check their own work, so that they know what needs to be corrected and why.</p> <p>➤ Other verbs are action or doing verbs – that is, they show some action is being done. They are used as the Main Verb [helped by auxiliaries sometimes] and they too have different forms when used in the Present or Past Tense or as a Past Participle. Draw attention to the chart showing the different forms of some action verbs [so, see, do, speak, give, shake].</p> <p>➤ B. Ask the students to do the exercise on their own. Announce the correct answers and let the students check their own work, so that they know what needs to be corrected and why.</p> <p>➤ Strong and Weak Verbs – some Verbs change their forms when they are used in the Past Tense. Weak Verbs have ~d, ~ed or ~t added to them to show Past Tense [show/showed; stop/stopped; learn/learnt]. Strong Verbs change themselves to show Past Tense [speak/spoke; say/said; fly/flew]. Some do not change at all [a list of some such Verbs is given].</p> <p>➤ C. Ask the students to do the exercise on their own. Announce the correct answers and let the students check their own work, so that they know what needs to be corrected and why.</p>	<b>Grammar Spotlight</b>
<p>➤ A. Ask the students to write down the answers, recognising new words by selecting them from the Help Box and filling in the missing letters. Learn their spellings and meanings. Brush up on the use of the dictionary whenever possible.</p>	<b>Spell Well</b>
<p>➤ A. Explain what anagrams are and how to make them, making a new word using the letters in the given words. You can use the given examples and add your own, using the board. [peek/keep; lope/pole; stop/post; mace/came; etc.] Ask the students for answers at random. Then ask them to write down the correct answers.</p>	<b>Word Power</b>

<b>Listen and Learn</b>	<ul style="list-style-type: none"> <li>☞ A. Read the passage aloud at least twice or ask the students to take turns reading so that they understand it well. Then ask them to answer the questions orally. Check them where necessary.</li> </ul>
<b>Converse and Connect</b>	<ul style="list-style-type: none"> <li>☞ A. 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.</li> </ul>
<b>Speak and Express</b>	<ul style="list-style-type: none"> <li>☞ 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.</li> </ul>
<b>Pronunciation Practice</b>	<ul style="list-style-type: none"> <li>☞ A. Read each word clearly and correctly and ask students to follow. 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. Ensure that the phonetic symbols for the sounds are understood and learned by the students.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>☞ A. The students can be asked to do this exercise on their own. Then use the board to explain the correct punctuation. Let the partners check the work.</li> </ul>
<b>Write Well</b>	<ul style="list-style-type: none"> <li>☞ A. Ask the students to read through the exercise first. Brush up what conjunctions are [and, but, because, so]. Ask them to write their own sentences. It is advisable to check individual work.</li> <li>☞ B. The students can write their own answers based on the clues given. It is advisable to check individual work.</li> </ul>
<b>Dictionary Skills</b>	<ul style="list-style-type: none"> <li>☞ A. Ask the students to consult their dictionaries. If they are unsure about using it, 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 [the phonetic symbols. Then let them write it down in their notebooks.</li> </ul>
<b>Project Work/AIL Activity</b>	<ul style="list-style-type: none"> <li>☞ A. 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.</li> </ul>
<b>Values and Life Skills</b>	<ul style="list-style-type: none"> <li>☞ 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?</li> </ul>