



A Noble Man

LEARNING OBJECTIVES

- Understanding the importance of trees and forests in maintaining ecological balance.
- Appreciating the role of individuals in environmental conservation.
- Listening, reading, understanding and answering questions orally and in writing.
- Grammar: Subject-verb agreement; transitive and intransitive verbs and their usage.
- Words, meanings, usage, suffixes; dictionary work and 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 the value of forests and trees in preventing floods and soil erosion.
- Understanding human impact on nature and the consequences of deforestation.
- Learning about subject-verb agreement; transitive and intransitive verbs and their usage.
- Writing summaries; editing and punctuation.
- Speaking, conversing and writing correctly.

<ul style="list-style-type: none"> ➤ The teacher can start a discussion by asking students about the importance of trees. ➤ Exercise A: Display an image of a tree with incomplete messages. Ask students to fill in the missing words to understand the value of trees. ➤ Discuss: What benefits do trees provide? How can we help in conserving the environment? What is the impact of deforestation? ➤ Exercise B: Ask students to collect information from newspapers, books and the Internet about how trees communicate and why they do so. ➤ Discuss the biggest threats to rivers, trees and forests and what steps can be taken to protect them. ➤ Jot down key points on the board and guide students to select three important ideas to write their responses. 	Get Set!
<ul style="list-style-type: none"> ➤ Explain the words and meaning. Reading creates familiarisation with words. ➤ Ask in-text questions like: Why did the people fear the forest? What was Sumer's role? How did the flood impact the village? What lesson did the villagers learn? ➤ Encourage students to reflect on how they can contribute to protecting the environment. 	Read and Enjoy

Read and Understand	<ul style="list-style-type: none"> Discuss the questions in Exercises A-E 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 A-E.
Think and Answer	<ul style="list-style-type: none"> Exercise A: Read and discuss the questions in the class. Then ask the students to write down the answers. The teacher can check the answers of the students individually.
Grammar Spotlight	<ul style="list-style-type: none"> Use the board to explain subject-verb agreement. Verbs must agree with the subject in number [singular/plural] and person [first/second/third]. This is called concord. Use the board, and the given examples as well as your own examples, to explain the concept. Do Exercises A and B orally first and then let the students do them in their notebooks. The teacher can announce the answers and the partners can check the work. Using the board, explain transitive and intransitive verbs. Intransitive verbs carry no objects. [Kenny laughed.] Transitive verbs carry objects – direct and sometimes indirect too. [Kenny bought a rose (direct) for Mary (indirect).] Use the given examples as well as your own examples to explain the concept. Do Exercises C and D orally first and then let the students do them in their notebooks. The teacher can announce the answers and their partners can check the work.
Spell Well	<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.
Word Power	<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.
Listen and Learn	<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. The teacher can read the folktale 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.

<ul style="list-style-type: none"> 3 Listen to the accent, stress and intonation in the Digital Content so that you can guide the students accordingly. 3 Then ask pairs of students at random to continue the dialogue according to their own imagination. 3 Correct the students regarding content and pronunciation. 	Converse and Connect
<ul style="list-style-type: none"> 3 Let the students look at the picture carefully and discuss the given questions with their partners. 3 Encourage them express their views freely. 3 Correct them, if required. 	Speak and Express
<ul style="list-style-type: none"> 3 Let the students listen to the Digital Content so that they are sure of the right way to say the words. 3 Let the students say aloud the given words. 3 Draw attention to the phonetic symbols used to specify the correct pronunciation. 3 Write one word at a time with the phonetic symbols on the board to help the students memorise and understand correctly. 3 Ensure that the phonetic symbols for the sounds are understood by the students. 	Pronunciation Practice
<ul style="list-style-type: none"> 3 Use the board to do this exercise. 3 Call random students to correct the sentences in the paragraph. 3 Once the paragraph is all written correctly on the board, ask them to write it down in their notebooks. 3 If the exercise is done by the students on their own, then announce the corrections and let the partners check the work. 	Punctuation
<ul style="list-style-type: none"> 3 Exercise A: Read aloud the question and clarify any queries of the students. 3 Ask the students to write down the summary based on the given clues. 3 Exercise B: Explain the exercise and what the students have to write in the letter, and to whom. 3 Then let them do the exercise on their own. 3 The teacher must correct the individual work of the students. Only then will they become independent in their writing. 	Write Well
<ul style="list-style-type: none"> 3 Exercise A: Make groups of five students and explain the activity to them. 3 Discuss the ideas they can use to make the slogans. Read the examples given in the book. 3 Encourage them to think creatively and come up with ideas of their own too. 3 Then let them make the slogans. 3 Exercise B: The stories can be read and shared in the class. 3 Exercise C: Read the jokes aloud or the students can take turns reading and enjoying them. 	Project Work/AIL Activity
<ul style="list-style-type: none"> 3 Exercise A: Read and discuss in the class. 3 Exercise B: Make groups of five students and let the discuss and make the points. 3 Share the points with the other groups. 3 Exercise C: Discuss the question in the class and let the students note note down the steps they can take to save nature. 3 Share with other students in the class. 	Values and Life Skills