



## On Cats and Dogs – Jerome K. Jerome

### LEARNING OBJECTIVES

- Learning about the love of pets: giving and receiving unconditional and non-judgmental love and companionship.
- **Outcome:** Learning that dogs and cats are our best friends.
- Comprehension: Learning to read and understand the lesson or any passage and answer questions on it.
- Grammar: Learning about tenses.

<ul style="list-style-type: none"> <li>➤ Ask the students to read the introduction in turns and discuss in class.</li> <li>➤ Talk about: Pets and their love, loyalty and companionship.</li> <li>➤ Discuss the views of the students about having or wanting pets and the reactions from their families.</li> <li>➤ Some students may have reasons to fear pets or animals in general: discuss with sensitivity, as someone may have valid reason for the fear – such as having suffered a dog bite, etc.</li> </ul>	<b>Get Set!</b>
<ul style="list-style-type: none"> <li>➤ Read the lesson aloud or ask the students to read parts of it.</li> <li>➤ Jerome K. Jerome was an English writer of travelogues, fiction, essays, who lived and wrote in the second half of the 19th century and the beginning of the 20th century. His writings are known for their delightful sense of humour. This essay reveals his humour and also his love for his pets.</li> <li>➤ As you read the lesson, explain different types of humour – gentle, non-aggressive humour, sarcasm, mockery, irony and farce. He uses the words 'farce' and 'sarcastic'; so explain them with examples from our daily life. Gentle, warm, good-natured humour as in the essay. Farce: pulling out a chair or slipping on a banana peel, which is often improbable and slapstick comedy like some parts of Charlie Chaplin movies. Irony: where the intended meaning is often the opposite of what is said. Sarcasm: this is not really funny; it is harsh and bitter and critical, normally to put down someone and based on mockery. Witty: funny and using language to provoke laughter at situations or people.</li> <li>➤ Explain the words, and meanings such as 'keeping up appearances', 'farces', 'sarcastic like', 'fancy', 'humours' [different from 'humour'].</li> <li>➤ Link with some of the earlier lessons about unconditional love and about listening with attention. They are relevant here.</li> <li>➤ Reading creates familiarisation with words.</li> <li>➤ Discuss picture associations so that reading becomes fun.</li> </ul>	<b>Read and Enjoy</b>

	<ul style="list-style-type: none"> <li>Relate the activities and relationships to their family and daily life and ask in-text questions: What do you do or say that makes you and your family or your friends laugh? Do you know any person who talks in a sarcastic way? Should our friends correct us when we are wrong or vice versa? How should we correct them? etc.</li> <li>Encourage the students to enjoy warm, non-aggressive humour.</li> </ul>
<b>Read and Understand</b>	<ul style="list-style-type: none"> <li>Discuss the questions in Exercises A-D and ask the students to answer orally first.</li> <li>Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written.</li> <li>They may then write down the answers of Exercises B-D.</li> <li><b>Think and Answer:</b> Read and discuss the question in class. Then ask the students to write down the answer.</li> </ul>
<b>Grammar Spotlight</b>	<ul style="list-style-type: none"> <li>Use the board to brush up on what Verbs are—action and being words.</li> <li>Draw a timeline on the board with three parts—Past, Present and Future. As you explain the various forms under each, write them down below the relevant part of the timeline. For example:</li> <li>Present Tense: Simple Present; Present Progressive/Continuous; Present Perfect; Present Perfect Progressive/Continuous. This will enable you to explain where the time of action begins and where it ends. This is particularly useful in comparing the Present Perfect and the Simple Past, for instance.</li> <li>Use the board to explain Tenses and use the given examples and also your own, and ask students to think of examples too. Walk the students through the charts given.</li> <li>Do Exercise A-D orally and then ask the students to write down the answers in their books.</li> <li>Announce the answers aloud for A-D and let the partners check.</li> </ul>
<b>Spell Well</b>	<ul style="list-style-type: none"> <li>Getting to know new words.</li> <li>Learn to recognise the new words by selecting them.</li> <li>Learn their spellings and meanings.</li> <li>Brush up on the use of the dictionary whenever possible.</li> <li>Do Exercise A orally first. Then ask the students to write down the answers.</li> </ul>
<b>Word Power</b>	<ul style="list-style-type: none"> <li>Learning about words that signify gender equality.</li> <li>Explain how language is a dynamic phenomenon and keeps evolving. Many nouns have now become gender neutral or gender friendly. We have a common gender for words like doctor, operator, pilot, nurse, driver, teacher, chairperson, president, principal, partner, actor, director, parent, anchor, banker, etc. We also avoid using words that have acquired derogatory or gender-unfriendly overtones. For example, we say 'Ms' instead of 'Miss' or 'Mrs'; we say 'home-maker' instead of 'housewife'; we say 'partner' instead of 'boyfriend'/'girlfriend', etc.</li> <li>Do Exercise A orally first, explaining each word, because some of the students may not be familiar with them.</li> <li>Then the students can write the correct match in their books.</li> </ul>
<b>Listen and Learn</b>	<ul style="list-style-type: none"> <li>Listen to the accent, stress and intonation on the Digital Content so that you can guide the students accordingly.</li> </ul>

<ul style="list-style-type: none"> <li>➤ The teacher can read the passage aloud or ask the students to take turns reading so they understand it well.</li> <li>➤ Then ask the students to answer the questions orally.</li> <li>➤ Check the students where necessary.</li> </ul>	
<ul style="list-style-type: none"> <li>➤ Read the question out and make sure that the students have understood what is required of them.</li> <li>➤ Then ask pairs of students at random to enact the dialogue according to their own imagination.</li> <li>➤ Correct the students regarding content and pronunciation.</li> </ul>	<b>Converse and Connect</b>
<ul style="list-style-type: none"> <li>➤ Let the students look at the picture carefully and then discuss with their classmates about the action they would take.</li> </ul>	<b>Speak and Express</b>
<ul style="list-style-type: none"> <li>➤ Listen to the Digital Content so that you are sure of the right way to speak</li> <li>➤ Let the students say aloud the words given. See the way they are spelt in the first column and then see the phonetic spelling and pronunciation.</li> <li>➤ Differentiate the way the words are pronounced. Draw attention to the phonetic symbols.</li> <li>➤ Write down the phonetic symbols on the board and ask the students to read the words.</li> <li>➤ Make them practise writing the phonetic symbols to familiarise them. Link them with appropriate words to embed the sounds.</li> <li>➤ Use the words given and any other examples you like or doubts that the students may have.</li> <li>➤ Ensure that the phonetic symbols for the sounds are understood by the students.</li> </ul>	<b>Pronunciation Practice</b>
<ul style="list-style-type: none"> <li>➤ Use the board to do this exercise.</li> <li>➤ Call random students to correct the sentences.</li> <li>➤ Once it is all written correctly on the board, ask them to write it down in their books.</li> <li>➤ If the exercise is done by the students on their own, then announce the corrections and let the partners check the work.</li> </ul>	<b>Punctuation</b>
<ul style="list-style-type: none"> <li>➤ Exercise A: Read aloud the question and clarify the student's queries and the guidelines given.</li> <li>➤ Ask the students to write a letter as directed.</li> </ul>	<b>Write Well</b>
<ul style="list-style-type: none"> <li>➤ Ask the students to consult their dictionaries.</li> <li>➤ Brush up the dictionary skills of the class: ask them how to find words in it and understand its usage as given in the dictionary.</li> <li>➤ Ensure that every student in the class understands the correct way to use the dictionary.</li> <li>➤ Draw attention to the meanings and the pronunciation.</li> <li>➤ Ask the students to do Exercises A and B on their own.</li> <li>➤ Then ask them the answers at random about Exercise A, and when the correct answers are received, students can check their own work and correct it.</li> </ul>	<b>Dictionary Skills</b>

	<ul style="list-style-type: none"> <li>☛ The teacher may correct the sentences along with the other written work.</li> </ul>
<b>Project Work/AIL Activity</b>	<ul style="list-style-type: none"> <li>☛ Make groups of five students and give them time to collect the material for the project as required.</li> <li>☛ They can think of various areas where animals/birds are used: sport, films, laboratories, circuses, farms, carts, tongas, races, etc. Look at strays-dogs, cats, cattle-should they be allowed to stray on roads, markets, etc?</li> <li>☛ Visit veterinary hospital/bird sanctuary/kennels/fishing centres/aquariums, etc., to find out how they care for them and whether it is adequate.</li> <li>☛ Being an activist is not enough; there have to be solutions that satisfy other groups also. There are people bitten by dogs, monkeys, etc., and accidents can be caused by bulls, donkeys, pigs, etc., allowed to stray on roads. Also, eating plastic, drinking polluted water, etc., is bad for the animals.</li> <li>☛ They may ask their parents also about their experiences.</li> <li>☛ Then the groups can prepare the project in class.</li> <li>☛ Share the projects in class.</li> </ul>
<b>Values and Life Skills</b>	<ul style="list-style-type: none"> <li>☛ Exercise A. Read aloud the sentence.</li> <li>☛ Discuss it in class and ask the students what their observations are.</li> <li>☛ Exercise B: all the options are worthwhile, depending on the inclination of the student, and time available to him/her.</li> </ul>