



Nature's Message to Mankind

LEARNING OBJECTIVES

- Learning to respect planet Earth and Nature.
- We create our own environment – we must use it with respect and love, in a responsible way to ensure balanced and healthy development. Any irresponsible use will affect Nature, which will then strike back.
- This is a play; learn about stagecraft; dress; memorising lines; cue, etc.
- Understanding personification, which is used in the play.
- Listening, reading, understanding and answering the questions orally and in writing.
- Grammar: Prepositions of place; prepositional phrases; difference in usage of prepositions and adverbs; conjunctions and their types: coordinating, subordinating and correlative.
- Words and their meanings, usage; metaphors and their usage; phrases; dictionary work and pronunciation of words with correct phonetic symbols and stress.
- Writing a newspaper report and a small play; punctuation and editing.
- Learning to speak, converse and write correctly.
- **Outcome:** Learning about the dangers of destroying our environment and creating imbalance on the planet
- Learning about enactment of plays and stagecraft.
- Learning about prepositions of place; prepositional phrases; difference in usage of prepositions and adverbs; conjunctions and their types: coordinating, subordinating and correlative.
- Speaking, conversing and writing correctly.

<ul style="list-style-type: none"> ➤ Talk about: (a) What are the human activities that are affecting earth badly? (b) What is the result of these activities? (c) How do these activities lead to natural and man-made disasters? ➤ Exercise A: The teacher can read out the question and ask the students to name and discuss each of the pictures shown: cutting of trees; quarrying for stone and sand; polluting water bodies. ➤ Exercise B: This is linked to Exercise A. Discuss and let the students answer. 	Get Set!
<ul style="list-style-type: none"> ➤ Read the lesson aloud or ask the students to read parts of it. ➤ This is an outline of the damage done by human activity to our environment and how nature strikes back to show us the harm that we are causing. 	Read and Enjoy

	<ul style="list-style-type: none"> Have different sets of students read out different parts in the play. Place the student in the classroom according to the part they are playing. Make a suitable place for an entrance and exit. Then, as they read, correct their pronunciation and expression.
	<ul style="list-style-type: none"> Explain what is personification – each inanimate object or phenomenon of nature has been made into human-like character, having a mind and speech – ask the students to imagine how they should be dressed and where they would be on a stage, etc. Ask questions to ensure that the students understand the lesson and its philosophy. Examine what is spoken by each character and discuss why they say it. For example: Mr Sun says, ‘My rays penetrate the Earth’s atmosphere more strongly and brightly. Ultraviolet rays are not filtered properly because Mr Ozone is losing his ability to do so.’ Discuss the issue, explaining why this is happening and how human beings are contributing to it. Reading creates familiarisation with words. Relate the lesson to the daily life of the students and ask in-text questions: How are we, as individuals, adding to the pollution and destruction of the environment? How can we, as individuals, help to improve and save the environment?
Read and Understand	<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 A-C.
Think and Answer	<ul style="list-style-type: none"> Read and discuss the questions in the class. Then ask the students to write down the answers.
Grammar Spotlight	<ul style="list-style-type: none"> Use the board to brush up on prepositions, which are words that show a relationship or position of a noun or pronoun with other words. Use the board to explain different prepositions and their usage, especially prepositions of place – a particular position or point [at]; on a surface/ place [on]; or in an area or space [at, in]. Use the given examples and also your own, and ask the students to think of examples too. Do Exercise A orally and then let the students write the answers down. Explain prepositional phrases used in a sentence – explanations used in the text may be given, with more examples of your own. Do Exercises B and C orally and then let the students write down the answers. Use the given text to explain the difference in the usage of prepositions and adverbs: prepositions have an object, adverbs do not. Do Exercise D orally and then let the students write down the answers. Explain conjunctions – joining words used between words, phrases and clauses, and sentences. Explain kinds of conjunctions: Coordinating [joining independent words, phrases or clauses], Subordinating [joining a main and a dependent clause] and Correlative [when used in pairs to join them].

<ul style="list-style-type: none"> Do Exercises E and F orally and then the students can write down the answers. Announce the answers aloud for Exercises A-F and let the partners check the work. 	
<ul style="list-style-type: none"> 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. 	Spell Well
<ul style="list-style-type: none"> Learning about compound words. Compound words are two words combined to form a new word, which may have a meaning different from the two words. Examples: under means below something; stand is a verb meaning to be upright on your feet. But under + stand = understand, which means, to be able to comprehend something. Use the given examples and your own to explain this on the board. Do Exercise A orally first, then the students can write the correct answers in their notebooks. Announce the answers to A and let the partners check. 	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. The teacher can read the passage aloud or ask the students to take turns reading so they understand it well. Then ask the students to answer the questions orally. Check the students where necessary. 	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. Ask the student to read aloud the conversation. Then ask pairs of students at random to enact the conversation according to their own imagination. Correct the students regarding content and pronunciation. 	Converse and Connect
<ul style="list-style-type: none"> Read out the question so that the students know what is required of them. Discuss the picture in the class. Discuss views of the student in class, with emphasis on the environment. Correct them where necessary, but encourage their imagination and listen to their suggestions. 	Speak and Express
<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. See the way they are spelt in the first column and then see the phonetic spelling and pronunciation. Differentiate the way the words are pronounced. Draw attention to the phonetic symbols. 	Pronunciation Practice

	<ul style="list-style-type: none"> Use the given words and any other examples you like or doubts that the students may have. 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 in the passage. Once it 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"> Read out the question and explain the guidelines. Exercise A: Ask the students to write the newspaper report based on the guidelines and the news given. Let the students clarify their doubts, if any, as they write. Correct individual work and then select the few best ones and share in the class.
Dictionary Skills	<ul style="list-style-type: none"> Ask the students to refer to their dictionaries and find the meanings of the given words. Ask the students at random for the answers. Correct them where necessary. Making sentences orally with the words will help the students to learn the correct usage. Then they can make their own sentences of the words. Let the partners check the work.
Project Work/AIL Activity	<ul style="list-style-type: none"> Ask the groups to prepare the play, memorising the dialogues if possible. Enact the play or read it aloud with correct expression and emotions in the class.
Values and Life Skills	<ul style="list-style-type: none"> Exercise A: Read aloud the sentence. Discuss it in class and ask the students what their views are. Exercise B: Read the question and link this with what they have learnt so far. Then discuss different solutions in the class.