



The Speaking Trees

LEARNING OBJECTIVES

- Learning about the value of trees for our environment and saving trees and the environment.
- Understanding the enactment of plays, drama on stage.
- Listening, reading, understanding and answering the questions orally and in writing. Grammar: Phrasal Prepositions and their usage; Conjunctions and their classification and usage – Coordinating and Subordinating Conjunctions
- Words, meanings, usage, dictionary skills and words pronounced with an 'f' sound and spelt with 'f' or 'ph'.
- Understanding punctuation.
- Learning to speak, converse and write correctly
- **Outcome:** Learning to appreciate the value of trees and protecting the environment.
- Learning about prepositions and their usage; Conjunctions and their classification and usage
- Speaking and writing correctly.

Get Set!	<ul style="list-style-type: none"> ➤ Discuss the given question. Talk about the different trees; they provide shade, fruits, medicines, hold the soil in hilly areas and in the plains. The play discusses the necessity of trees to hold the soil, clean the air, to sustain bird, animal and human life and to ensure rains. ➤ A. Ask the students if they recognise the trees shown in the pictures. Ask for their answers and write them on the board. Let them check their own work.
Read and Enjoy	<ul style="list-style-type: none"> ➤ Explain the format of a play [a performance by actors of a series of events that tell a story.] and the role of the Narrator [The speaker who tells the background and purpose of the play]. Read the introduction and explain the significance of trees. Ask the students to read the different parts in it. Give different students the chance to read. ➤ Explain the words, phrases and ideas. Reading creates familiarisation with words. Relate the play by taking examples from the daily life of the students and ask in-text questions: Do you like plant trees? Do you think they are important? Which tree do you like? Etc.
Read and Understand	<ul style="list-style-type: none"> ➤ A to D: Ask the students to answer the questions. Then announce the correct answers and let the partners check each other's work.
Think and Answer	<ul style="list-style-type: none"> ➤ Read and discuss the question in the class. Then ask the students to write down the answer. The teacher can should assess the answers of the students individually.

<ul style="list-style-type: none"> ➤ Prepositions – Brush up on this, words that tell us about the position of a Noun or a Pronoun and its relative position with reference to other words. Read the given passage and explain how the Prepositions in it tell us about the relative positions of the Nouns/Pronouns. [Example – Rafiq’s birth at Jaipur – links the birth of the person to the city.] The Prepositions show us the time, place or direction of the Noun/Pronoun. ➤ A. Ask the students to do the exercise on their own. Announce the answers and let the students check their own work. ➤ Prepositional Phrases – these are a group of words that act as a single preposition. Read and explain the way these are formed and used. ➤ B & C: Ask the students to do the exercises on their own. Announce the answers and let the students check their own work. ➤ Conjunctions: Brush up on what we know about them – and, but, because, so, etc. Now, we are learning a little more about their classification and usage. ➤ Coordinating Conjunctions join two words or two groups of words or two clauses of equal importance in a sentence. They are further subdivided according to their functions: <ul style="list-style-type: none"> ➤ (i) Cumulative – They add together things of a similar nature or purpose/ [Bread and butter; night and day; bananas, oranges and apples; buses as well as taxis; etc.] (ii) Adversative – They join words, phrases, clauses or sentences that have different and opposite meanings. [The cat climbed the tree but couldn’t get down. I explained the poem yet he did not understand. The team played well, still it lost.] (iii) Alternative – These suggest possible alternatives. [You can have either tea or coffee. I neither enjoy cold drinks nor juices.] (iv) Illative/Resultative -These show us the relation between an action and its consequence. [She topped the class, so/therefore she won the first prize. It rained heavily; hence the roads were flooded. He was punished for he hadn’t done his homework. The army was well prepared; consequently, they won the war.] ➤ Subordinating Conjunctions join clauses of different types [noun, adjective, adverb clauses that act as nouns, adjectives and adverbs] to the main clause of a sentence. [Words used - that, which, when, whenever, where, while, until/till, though/although, even though, because, if, as and since] ➤ D. Ask the students to do the exercise on their own. Announce the answers and let the students check their own work. 	Grammar Spotlight
<ul style="list-style-type: none"> ➤ A. A ask the students to do the exercise on their own, using the Help Box. Announce the answers and let them check their own work. Ask them to learn the spellings and meanings. They can be asked to orally make sentences using the words. 	Spell Well
<ul style="list-style-type: none"> ➤ A & B: Brush up on Degrees of Comparison of Adjectives. Ask the students to do the exercises on their own. Then announce the answers and let the partners check each other’s work. 	Word Power

Listen and Learn	<ul style="list-style-type: none"> ➤ A. Read the passage aloud or ask the students to take turns reading at least twice, so that they can understand it well. Then ask the students orally to answer the questions. Check them where necessary.
Converse and Connect	<ul style="list-style-type: none"> ➤ A. Ask pairs of students to read aloud the conversation. Check if the students understand the conversation well by asking them a few questions; explain where necessary. Correct the students regarding content and pronunciation.
Speak and Express	<ul style="list-style-type: none"> ➤ A. Ask the students to talk about a morning walk. Discuss what the students do by way of exercise: a nature walk; yoga in the park; swimming; bicycling; visit to sanctuaries, zoo, etc. How does exercise make them feel – Alert? Sleepy? Refreshed? Active? This will help students to express themselves clearly. 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.
Pronunciation Practice	<ul style="list-style-type: none"> ➤ A. Read aloud each word and write its phonetic symbols on the board. Ask students to follow the correct pronunciation. Familiarise the students with the phonetic symbols to ensure that the sounds are understood by them. Also show them how these symbols can be seen and read in the dictionary. ➤ B. Read aloud the words spelt with ‘f’ or ‘ph’, and ask the students to follow. 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 in the same way, with an ‘f’ sound.
Punctuation	<ul style="list-style-type: none"> ➤ A. Ask the students to do the exercise on their own. Then, if necessary, use the board to give the correct answers. Let the partners check the work.
Write Well	<ul style="list-style-type: none"> ➤ A. Ask the students to read through the exercise first. Then ask them to write it down neatly and in good handwriting in their books. They can underline the pronouns. Announce the words. Partners can check each other’s work. ➤ B. The students can write any reasonable answer as a diary entry. The teacher must check the work of the students individually.
Dictionary Skills	<ul style="list-style-type: none"> ➤ A. Ask the students to consult their dictionaries. Help them do the exercise by reminding 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. Ask them to write the meanings and sentences on their own. The teacher must check the work of the students individually.
Project Work/AIL Activity	<ul style="list-style-type: none"> ➤ A. Make groups of four students and read out and explain the exercise. Give the groups time to collect the material and then a period to make their posters. Display the posters in the class.
Values and Life Skills	<ul style="list-style-type: none"> ➤ A. Read aloud the quotation. Discuss it and any related issues raised by the students. ➤ B. Read aloud the question and discuss the given options. Why 2 and 4 are good options and why 1 and 3 are not good.