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Unit 1: Environment

Save Water—Save the World

LEARNING OUTCOMES

- ▶ Learning to respect the environment; the importance of conserving the Earth's resources, especially water.
- ▶ Learning how we can help to conserve water, which is growing scarce in some parts of the Earth.
- ▶ Listening, reading, understanding and answering the questions orally and in writing.
- ▶ Grammar: Tenses: Simple past, past continuous, simple future
- ▶ Words—meanings, usage, synonyms, homophones and pronunciation.
- ▶ Writing a letter; punctuation.
- ▶ Learning to speak and converse correctly.

Warm Up	<ul style="list-style-type: none"> ✧ Discuss the importance of water and its various uses. ✧ Its usage in homes, agriculture, industry, towns, cities and villages, and in sports. ✧ Do Exercise A, discussing any interest the students may have in water sports. Be sensitive to the fact that some children may be interested in other sports/games/activities.
Read and Enjoy	<ul style="list-style-type: none"> ✧ Ask the students to take turns to read the lesson aloud. ✧ Explain the words and their meanings. Reading creates familiarisation with words. ✧ Discuss picture associations so that reading becomes fun. ✧ Relate the activities and relationships with their families and daily life and ask in-text questions: Do you get good drinking water at home? What activities are carried out using water? How will you save water? etc. ✧ Ask the students which part of the country they have seen and whether they have observed water scarcity or methods of water conservation. Examples: baolis, stepwells, tanks, etc.
Read and Understand	<ul style="list-style-type: none"> ✧ Discuss the questions in Exercises A, B, C and D and ask the students to answer them 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 B-D. ✧ Think and Answer: Discuss the question. Then, ask the students to write the answers on their own. The teacher must assess the work of the students individually along with other written work.

Grammar Spot	<ul style="list-style-type: none"> ✧ Explain the simple past tense and its usage – for actions that are over some time ago. Read out the instructions and the examples given and add your own examples using the blackboard. Usually, -d or -ed is added to the word to show past action. For example: hear → heard; earn → earned; bark → barked; plough → ploughed; gallop → galloped; climb → climbed; walk → walked; talk → talked; stay → stayed; brush → brushed, etc. ✧ Exercise A: Do the exercise orally. Then ask the students to write down the answers. Announce the answers aloud and let them check their own work. ✧ Explain the past continuous tense and its usage – for actions that are over some time ago. Read out the instructions and the examples given and add your own examples using the blackboard. 'Was' and 'were' are used and added to verbs using -ing. For example: He was going to school. They were playing football. ✧ Exercises B and C: Do the exercises orally. Then ask the students to write down the answers. Announce the answers aloud and let them check their own work. ✧ Explain the simple future tense and its usage – for actions that will take place some time in the future. Read out the instructions and the examples given and add your own examples using the blackboard. For example: We will go to Udaipur tomorrow. Mummy will make a cake on Sunday. I will study when I come back. ✧ Exercise D: Do the exercise orally. Then ask the students to write down the answers. Announce the answers aloud and let them check their own work.
Spell Well	<ul style="list-style-type: none"> ✧ Getting to know new words. ✧ Learn the new words—their spellings and meanings. ✧ Brush up on the use of the dictionary, whenever possible. ✧ Introduce the concept of homophones—words that are pronounced alike, but have different meanings and spellings. Use the given examples and add your own also. Write sentences using them so that the usage is clear. ✧ Do Exercises A and B orally first. Then ask the students to write down the answers.
Word Power	<ul style="list-style-type: none"> ✧ Finding more synonyms. ✧ Do Exercise A orally first, using the board, if necessary. ✧ Then ask the students to mark the synonyms on the grid. ✧ Teach the correct way of pronouncing these words. ✧ Highlight the difference between synonyms and antonyms to ensure that they become familiar with the terms.
Listen and Learn	<ul style="list-style-type: none"> ✧ Listen to the accent, stress and intonation on 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 that they understand it well. ✧ Then ask the students to answer the given questions orally. ✧ Check the students where necessary.
Converse and Connect	<ul style="list-style-type: none"> ✧ Listen to the accent, stress and intonation on the Digital Content so that you can guide the students accordingly. ✧ Ask the students to read aloud the conversation.

	<ul style="list-style-type: none"> ✧ Check if the students understand the conversation well by asking them a few questions; explain where necessary. ✧ Correct the students regarding the content and pronunciation.
Speak and Express	<ul style="list-style-type: none"> ✧ Ask the students to look at the picture. ✧ Then ask them the given questions, correcting them where required. Relate to the issues raised in the lesson regarding water scarcity, water supply its usage, etc. ✧ This will help the students to express what you want to explain or ask.
	<ul style="list-style-type: none"> ✧ Ask them whether they have any water shortage in their area; where does water supply come from; what measures are taken for improving water usage and storage, etc. ✧ Teach them to put their thoughts into words correctly and politely. ✧ Teach them how to speak so as to be understood. ✧ This will teach them to be observant and to speak out their minds freely.
Pronunciation Practice	<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 different words. ✧ Help them in pronouncing the words correctly, where necessary. ✧ Write the phonetic symbols on the board to reiterate them along with the words to ensure easier recall and memorising.
Punctuation	<ul style="list-style-type: none"> ✧ Use the board to do this exercise. ✧ Explain the use of exclamation marks, after exclamatory words and sentences. Examples: Ouch! Don't throw water at me! ✧ Call students randomly to correct the sentences. ✧ Once it is all written correctly on the board, ask them to write it down in their notebooks. ✧ Announce the corrections and let the partners check the work.
Write Well	<ul style="list-style-type: none"> ✧ Brush up the format for an informal letter on the board. ✧ Exercise A can be done orally first and then the students can answer and write it down. ✧ Exercise B can be done on the board first and then you can ask the students to write neatly in their notebooks.
Project Work	<ul style="list-style-type: none"> ✧ A. Divide the class into groups. ✧ Ask the groups to list five ways to save water. They can make it as a poster for display. ✧ B. Ask the students to do this exercise at home in their Project Book. ✧ Display all the work.
Values and Life Skills	<ul style="list-style-type: none"> ✧ A. Read aloud the sentence and discuss. ✧ B. Read aloud the question and all given options. ✧ Discuss each of the options and add some more, as suggestions come up from the students. ✧ Explain why option 4 is the only good option, and why the other three are not sensible.