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Unit 3: Fantasy

Humpty Dumpty

LEARNING OUTCOMES

- ▶ Learning the importance of imagination and fantasy as we enjoy reading books, through creative, study and art-related and social activities
- ▶ Understanding the need for sharing fantasy and imagination through social interaction and collaboration, integrating discipline and communication at the school, at home and in various public places
- ▶ Learning to appreciate the great adventure that emerges when we are ready to imagine wonderful things and share them
- ▶ Learning to be creative and make things of imaginative and utility value
- ▶ Often we have ideas that are not based on the reality we see around us, but it is not something we should shy away from. We need to enjoy and expand our imagination and capacity to visualise things beyond reality
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: Conjunctions – joining words (and, but, or, so, because) and their usage
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly, diary entries, acrostics
- ▶ Building a vocabulary, spellings, synonyms, one word for many; suffixes -ing, -able, -ful, -less, -ily and -ly; dictionary work
- ▶ Explain the layout of the lessons—each unit has two lessons, one is prose and one is poetry.

Warm Up	<ul style="list-style-type: none"> ✧ Do both parts of this exercise with the students. Ask them at random to recite some nursery rhymes. Then ask them to recite 'Humpty Dumpty'. Write it on the blackboard for those children who may not be familiar with the Mother Goose nursery rhymes. Encourage them to recite any nursery rhymes they may know. ✧ Humpty Dumpty sat on a wall, Humpty Dumty had a great fall; All the King's horses and all the King's men Could not put Humpty together again.
Read and Enjoy	<ul style="list-style-type: none"> ✧ Read aloud or ask the students to take turns reading out the lesson. This lesson is about fantasy and that is why an extract from 'Through the Looking Glass' is an appropriate choice. The two books by Lewis Carroll, this one and its predecessor, 'Alice in Wonderland', are fascinating stories about an imaginary world into which Alice enters by chance. All kinds of fantastic creatures live in that strange world and she has many adventures in that land full of magical people and events.

	<ul style="list-style-type: none"> ✧ This lesson tells us one of those adventures. When explaining the lesson, make sure that all the allusions and their humour are highlighted. For instance, Humpty being upset at being called an egg; the meaning of Alice's name being compared to a shape; Alice getting offended because Humpty told her that being seven years old was okay, but the half was not okay; Humpty getting offended by Alice's confusion about his cravat being a belt; and his idea of the un-birthday. The creatures in the books are all very moody and funny and often rude like Humpty. Alice, who comes from the real world, finds it all very confusing. Explain that rudeness is not a good thing and is not acceptable.
Read and Understand	<ul style="list-style-type: none"> ✧ Exercises A, B, C and D: Explain the exercises. Do them orally first. Then ask the students to write the answers in their notebooks. ✧ It is advisable to check and assess the answers individually.
Think and Answer	<ul style="list-style-type: none"> ✧ Exercise A: Explain what rude behaviour is in the lesson and what sarcasm is. Give your own examples. For example: When we say, "Alice is very intelligent", it is a compliment. If we say, "Oh, Alice thinks she is very intelligent", it is sarcastic. Sometimes it is the tone, not the words, that show sarcasm. Sarcasm is not good if used in interactions. Witty conversations cause everyone to laugh, but sarcasm can hurt people.
Grammar Spot	<ul style="list-style-type: none"> ✧ Conjunctions are used to join similar things or ideas [and]; to talk of opposite things or ideas [but]; to indicate choice [or]; to connect [so]; or to indicate a reason [because]. Use the given examples and you can add your own. For example: Nita and Jai are going to Mumbai tomorrow. Nita likes coffee but Jai prefers tea. Will you have lemonade or orange juice? I have a sore throat, so I prefer something hot. He caught a cold because he went out in the rain yesterday. ✧ Exercises A and B: Explain the exercises. Do them orally first and then ask the students to write down the answers. Announce the answers aloud and let them check their own work.
Word Wise	<ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise. One word can be sufficient instead of many words. It improves our conversation and writing if we can find the right word. Use your own examples to practise. For example: the environment in which animals and birds live naturally – habitat; a vehicle that runs on rails – train; a vehicle for transporting children to and from school – school bus; a large complex with a market, food courts, etc. – mall; a place serving food on payment – restaurant/café; a place where music, dance, drama, films, etc., are performed/displayed - theatre; a place where historical or artistic displays are organised – museum. ✧ Do the exercise orally first and then ask the students to write the answers. Announce the answers aloud and let them check their own work.
Spell Well	<ul style="list-style-type: none"> ✧ Brush up what has been learned about suffixes. The class already knows about adding -ing, -tion and -sion to different words. ✧ Exercise A: Do the exercise orally first and then ask the students to write the answers. Announce the answers aloud and let them check their own work. ✧ Now explain some more suffixes: -able, -ful and -less. Read out the instructions and the examples and add your own also. For example: fashionable, lovable, careless, reckless, graceful, watchful, etc. ✧ Exercise B: Do the exercise orally first and then ask the students to write the answers. Announce the answers aloud and let them check their own work.

Listen and Learn	<ul style="list-style-type: none"> ✧ Read the passage out aloud twice or ask the students to read it. Then ask them what is the colour of each item that Humpty is wearing. ✧ Let them colour. The face and hands of Humpty can be a very pale yellow [like an egg] and the wall can be dark with light shades of brown.
Converse and Connect	<ul style="list-style-type: none"> ✧ Exercise A and B: Explain the exercises and ask the students to converse with their partners. Guide and check their conversation.
Speak and Express	<ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise and guide the students about the things that can be discussed – where the party will be; the decorations; the food; who will be invited; what gifts you may get or like to get; games; return gifts, etc.
Pronunciation Practice	<ul style="list-style-type: none"> ✧ Exercise A: Say the words aloud and ask the class to follow. Explain how this pronunciation is different from ‘o’ and ‘oo’. Also draw attention to the variation in spelling though the pronunciation is the same [o, oa, a, aw, ou, au]. Familiarise them with the phonetic symbol.
Write Well	<ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise and have a fun session in class discussing this. Humpty must be careful. If he hits the furniture or slips and falls, he will break. Also, he should be treated with courtesy because he is quite pompous and bad-tempered. Or he can be a fun person who tells stories and jokes. Or he can be puzzled because he has never been to a classroom before. ✧ Then ask the students to write a paragraph on him. It can be done as homework too.
Dictionary Skills	<ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise and ask the students to find each word, one at a time, in their dictionary and share the meaning with the class. Then write the meaning on the blackboard. ✧ When all four meanings are written, ask the students at random to make sentences. Let them write down their own correct sentences. ✧ Check their work and correct them if required.
AIL Activity	<ul style="list-style-type: none"> ✧ Exercise A: Ask students to bring the materials or supply them from the school. They can work in pairs and make the finger puppets. Partners can imagine a conversation between their puppets.
Values and Life Skills	<ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise. This lesson is about using one’s imagination and also about teaching us to be courteous. Being sarcastic and rude shows that we are not good at interacting with others.