

SPECIFIC OBJECTIVES

- * Learning about the stage and enactment of plays.
- * Listening, reading, understanding and answering questions orally and in writing.
- * Grammar: Adverbs [they add something to the verbs] and their usage.
- * Words, meanings, antonyms, dictionary skills, usage, punctuation, pronunciation of words spelt with 'th' and spoken in two different ways.
- * Learning to speak and converse correctly.
- * Learning to write correctly on your own.

- * Learning about enacting a play.
- * Learning how to use one's wit wisely.
- * Adverbs and their usage.
- * Speaking and writing correctly.

- * Ask the students to look at the pictures.
- * Ask: Have they seen these things at any museum? What do they think they are?
- * Then ask the names of the items and write the correct answers on the board for the students to write in their notebooks.

- * Ask the students to take turns to read the lesson aloud.
- * Explain the words and their meanings. Reading creates familiarisation with words.
- * Enact the play in class with different students taking part.

- * Discuss the questions in Exercises A, B and C. Then 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.
- * They may then write down the answers of Exercises A - C in their notebooks.

- * Use the board to explain adverbs.

Outcome

Get Set

Read and Enjoy

Read and Understand

Grammar Spotlight

- * Explain how we use adverbs to add something to the verbs to elaborate the actions. Examples: talking softly; running fast; writing neatly, etc.
- * Ask the students to say similar things about persons and things around them. Examples: The class is cleaned every day. The bird flew swiftly. Tarun was always naughty, etc.
- * Adverbs show the Manner in which an action takes place; the Place where it occurs; and the Time/Frequency at which it occurs. Therefore, there are adverbs of manner, place and time.
- * Discuss Exercises A and B orally first; then the students can do them on their own.
- * The students can then exchange their notebooks with their partners and check each other's work.

Spell Well

- * Words and their spellings and meanings.
- * Do Exercise A orally first, using the board if necessary. Then ask the students to write down the answers.

Word Power

- * Do Exercises A, B and C orally first.
- * If necessary, use the board to clarify a word/spelling, etc.
- * Then ask the students to write the answers.
- * Teach the correct way of pronouncing these words.

Listen and Learn

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * The teacher can read the passage aloud, or ask the students at random to answer them.
- * Ask them to write down the correct answers.
- * Check the students where necessary.

Converse and Connect

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * Ask the 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 the content and pronunciation.

Speak and Express

- * Ask the students to look at the picture.
- * Ask them if they have seen any palace or fort turned into a hotel or a museum.
- * Have they seen any pictures of such places?
- * Correct them where required.

- * This will help the students to express what they want to say.
- * Teach them to put their thoughts into words correctly and politely.
- * Teach them how to speak so as to be understood.

- * Let the students listen to the DigiDisc so that they are sure of the right way to say the words.
- * Let the students say aloud the different words.
- * In explaining the correct pronunciation, draw attention to how these words are spelt with 'th' but are pronounced differently; in the first case, 'th' is more just like a breath [thin]; in the second case, it is supported by a sound from the throat [then].
- * Do Exercise A orally once or twice so that the students learn the right pronunciation.

- * Exercise A: Ask the students to read the text first and add question marks in pencil.
- * Then ask them to point out where they have added the question marks and see if they are correct. Make sure every student has understood the corrections.
- * Exercise B: Read aloud the questions and ask the students at random to give you one sentence at a time, based on the clues.
- * Write the six best sentences sequentially on the board.
- * Then ask them to write the sentences down in their notebooks.
- * Check the work of each child to ensure that every student has learnt how to write correctly.
- * Correct them where required.

- * Divide the class into groups of six. Ask the students to come prepared with a story each, after checking with others which stories they will read.
- * The exercise should be done by students in their groups.
- * Move around and see whether they are telling the stories correctly.

- * Exercise A: Read aloud the sentence and discuss.
- * Exercise B: Discuss why it is important to keep our things safely and why making a scene about losing them is not sensible.
- * Discuss each of the options. Option 2 is correct. Options 1, 3 and 4 are not correct. However, regarding 3, the student must take a decision about whether he is sure the friend stole the pen. If he is sure, then he must decide if the person who stole the pen is worth having as a friend in future.

Pronunciation Practice

Write Well

Project Work

Values and Life Skills