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Friendship, the Essence of Life

SPECIFIC OBJECTIVES

- * Learning the true meaning of friendship – rising above differences of language, religion, etc.; learning to care and share with others.
- * Going beyond competition to cooperation.
- * Listening, reading, understanding and answering questions orally and in writing.
- * Grammar: Sentences – Declarative, interrogative, imperative and exclamatory; subject and predicate; phrases and clauses.
- * Words: Unscrambling words, meanings, usage, dictionary work and words using 'th' sound.
- * Understanding punctuation.
- * Learning to speak and converse correctly.

- * Learning about the meaning and value of friendship.
- * Learning about different types of sentences and sentence components: subject and predicate; phrases and clauses.
- * Speaking and writing correctly.

- * The students can do Exercise A on their own.
- * The teacher can read out the question and guide the students to discuss for about 10 minutes.
- * Ask them about what friendship means to them.
- * Discuss with partners as mentioned in the question.

- * Read the lesson aloud or ask the students to read parts of it.
- * Explain the words and meaning. Reading creates familiarisation with words.
- * Relate the lesson with the daily life of the students and ask in-text questions: Do you have some good friends? Are they at home, your neighbours or classmates? What do you do together? etc.
- * Encourage the students to read books/stories about friends, like the Harry Potter stories, Enid Blyton school and mystery stories, etc.

Outcome

Get Set

Read and Enjoy



Read and Understand

- * Discuss the questions in Exercises A, B and 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 B-C.
- * HOTS: Read and discuss the questions in the class. Then ask the students to write down the answers.

Grammar Spotlight

- * Use the board to brush up on what declarative, interrogative, imperative and exclamatory sentences are and on subject and predicate.
- * Use the board to explain what phrases and clauses are - without/with subjects and verbs.
- * Explain what question tags are and how they are used.
- * Use the given examples and also your own, and ask the students to think of examples too.
- * Brush upon sentences: Starting with a capital letter and ending with a full stop/question mark/exclamation mark; especially mention 'I' being written as a capital letter.
- * Discuss Exercises A, B and C, and then the students can do them in the class.
- * Announce the answers aloud and let the partners check.

Spell Well

- * Getting to know new words.
- * Learn to recognise the new words by selecting them.
- * 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.

Word Power

- * Learning about using one word for many.
- * Explain how this can help in writing well.
- * Do Exercise A orally first, explaining each phrase with the help of a sentence.
- * Then ask the students to write down the words to replace each group of words or to explain what they are.

Listen and Learn

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * Teacher can read the passage aloud or ask the students to take turns reading so they understand it well.
- * Then ask the students orally to answer the questions.
- * Check the students where necessary.



- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * Then ask pairs of students at random to enact the dialogue according to their own imagination.
- * Correct the students regarding content and pronunciation.

- * 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 words spelt with 'th'.
- * Differentiate the way the two columns of words are pronounced. Draw attention to the phonetic symbols.
- * 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.

- * Use the board to do this exercise.
- * Call random students to correct the sentences in the paragraph.
- * 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.

- * Exercise A: Ask the students to write down the sentences in Exercise A in very neat handwriting.
- * Ask them to make the required changes in the sentences to change them in the present tense.
- * Write the corrected sentences on the board so that the students can check their work.
- * Exercise B: Students can do this on their own.
- * Ask students at random to read out the sentences they have written.
- * Select some of the best sentences the students offer and write them on the board.

- * Ask the students to consult their dictionaries.
- * Help them with the exercise by reminding them how to use the dictionary 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.
- * Do the exercise on the board, to ensure they understand the correct use of the dictionary, selecting words in alphabetical order.

Converse and Connect

Pronunciation Practice

Punctuation

Write Well

Dictionary Skills

Project Work

- * Then let them write it down in their books.
- * Make groups of five students and give them time to collect the material for the project as required.
- * Then they can prepare the chart in the class.
- * Prepare a display of the pictures and qualities of your friends in your scrapbook and share them in the class.

Values and Life Skills

- * Exercise A: Read aloud the quotation.
- * Discuss it in the class and ask the students how they select their friends - what qualities they look for.
- * Exercise B: This can also be linked with what you have done in the project work above.



SPECIFIC OBJECTIVES
<ul style="list-style-type: none"> * Learning not to fear the dark - appreciating the peace of night. * Reading and reciting the poem with the correct rhythm and emphasis. * Answering questions on the poem. * Learning words, meanings, spellings, pronunciation, rhymes.

- * Overcoming fear of the dark and enjoying the peaceful time of night.
- * Understanding the poem well.
- * Learning to pronounce perfectly by reciting the poem.

- * This poem is by Ruskin Bond who wrote a lot of poems, stories and novels about children and older people and their lives. This poem describes the night as a time of peace and beauty, not something to be afraid of, as most of us, especially when we are small children, tend to be scared of the dark.
- * Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- * Explain the poem clearly to the students so that they understand how the poet [as a little boy] is telling us about the night-time.
- * Discuss the exercises and ask the students to answer them orally, before writing the answers down.
- * Ask them to learn the poem and recite it correctly in turns in the class. Correct them where necessary.

Outcome

Read and Understand

