

# 3

## Elias

### SPECIFIC OBJECTIVES

- \* A story from world literature: Leo Tolstoy's 'Elias'.
- \* Appreciating what is real happiness.
- \* Listening, reading and understanding and answering the questions orally and in writing.
- \* Grammar: Adjectives and their types – quality, quantity, number, demonstrative and possessive. Comparison of adjectives – degrees.
- \* Words that tell us professions, meanings, usage, riddles; words spelt with 'i' ['ai' sounds].
- \* Punctuation and message writing.
- \* Learning to speak and converse correctly.

### Outcome

- \* Learning to enjoy humour in writing.
- \* Learning about different types of sentences and sentence components – subject and predicate.
- \* Speaking and writing correctly.

### Get Set

- \* Look at the pictures and discuss the questions given.
- \* Talk about what makes you happy.
- \* The focus is on wealth and possessions not necessarily giving you all the happiness you would like to have.
- \* Ask the students to recollect the happiest time they have had with their families or friends. Has it involved a lot of expenditure?
- \* Exercise A: Ask the students to answer the questions on their own.
- \* Exercise B: Let the students do this on their own. Then announce the answers and let the partners check their work.

### Read and Enjoy

- \* Read the lesson aloud or ask the students to read parts of it.
- \* Explain the words and their meanings. Reading creates familiarisation with words.
- \* Relate the story to their own observations about family and daily life and ask in-text questions: Have you ever been happy doing simple things either alone or with their family? Like the poem about paper boats or like Elias and wife? etc.

- \* Discuss the questions in Exercises A, B, C, D and E 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.
  - \* Focus on the central idea of the story – that happiness is inside us, it does not depend on what we have but on what we are.
  - \* They may then write down the answers of Exercises B–E.
  - \* HOTS: Read and discuss the question in class. Then ask the students to write down the answer. The teacher must check the answers of all the students individually.
- 
- \* Use the board to explain adjectives and their types.
  - \* Use the given examples and also your own, and ask the students to think of examples too.
  - \* Adjectives are used to describe or define a noun. Use day-to-day examples familiar to the students.
  - \* Discuss the different types of adjectives – quality, quantity, number, demonstrative and possessive. Use the given and your own examples to help the students understand the different types.
  - \* Discuss and explain with examples – comparison of adjectives – positive, comparative and superlative.
  - \* Discuss Exercises A, B and C one at a time and then the students can do them in the class.
  - \* Then announce the answers and let the students check with their partners.
- 
- \* Getting to know new words.
  - \* Learn to recognise new words by unscrambling 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.
- 
- \* Learning about the names of professionals.
  - \* Explain what professionals are, using the board giving simple examples from daily life: banker, grocer, policeman, postman, shopkeeper, jeweller, vendor, milkman, etc.
  - \* Then use the examples given in Exercise A. Ask the students for answers, and as the correct answer comes up, they may write it down.
- 
- \* Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.

## Read and Understand

## Grammar Spotlight

## Spell Well

## Word Power

## Listen and Learn

### Converse and Connect

- \* The teacher can read each riddle and ask the students to guess the answer.
  - \* Then ask the students orally to fill in the boxes with the correct riddle number.
  - \* Check the students where necessary.
- 
- \* Read out the question and make sure the students have understood what is required of them.
  - \* Then ask pairs of students at random to enact the dialogue according to their own imagination.
  - \* Correct the students regarding the content and pronunciation.

### Speak and Express

- \* Exercise A: Ask the students to look at the picture.
- \* Then ask them the given question. Relate it to the issues raised in the lesson regarding things that make one happy.
- \* Teach the students to put their thoughts into words correctly and politely.
- \* Also, teach them how to speak so as to be understood.
- \* This will help them to be observant and to speak out their minds fearlessly.

### Pronunciation Practice

- \* Let the students listen to the DigiDisc so that they are sure of the right way to say to words.
- \* Let the students say aloud the words spelt with 'i'.
- \* Draw attention to the fact that all the words have a long drawn out diphthong 'ai' sound.
- \* Use the words given and any other examples you like or words that the students may suggest. Examples: right; lime; time, etc.
- \* While explaining the correct pronunciation, show how these words are pronounced distinctly.
- \* Ensure that the phonetic symbols for the sounds are understood by the students.

### Punctuation

- \* Use the board to do this exercise.
- \* Call random students to correct the sentences.
- \* Once they are written on the board, ask them to write them down in their books.
- \* Announce the corrections and let the partners check the work.

### Write Well

- \* Ask the students to read the question.
- \* Make sure they understand it well.

- \* Then ask them to suggest what they will write to fill in the blanks - there may be more than one word in each blank.
- \* Write down the best response/correct words on the board.
- \* Then ask them to write it down as you progress with each blank.
  
- \* Let the students do the project with their partners as required.
- \* After a discussion with their partners in the class for 10 minutes, ask them to write down three important points each and make a 'Thank You' card for their parents.
- \* Share the points in the class.
- \* Next day ask them how their parents reacted to the cards. Be sensitive, as sometimes children have to face ill-tempered or insensitive parents at home.
  
- \* Read aloud the values in A, B and C one at a time and discuss them.
- \* Discuss the suggestions given by the students on each issue.
- \* Then write down the best suggestions on the board.
- \* Talk about the ways in which each child can bring happiness to his/her parents and in the class.

## Project Work

## Values and Life Skills