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My Elder Brother

SPECIFIC OBJECTIVES

- * Learning about the value of a good relationship with siblings, and also with everyone in the family, in spite of differences.
- * The importance of apology and forgiveness in relationships.
- * Knowing about world literature in different languages.
- * Listening, reading, understanding and answering questions orally and in writing.
- * Grammar: Brushing up on different kinds of adjectives and their usage - quality, quantity, number, possessive, demonstrative, interrogative, exclamatory and emphatic. Usage: Attributive/Predicative.
- * Degrees of comparison of adjectives - positive, comparative and superlative.
- * Words, meanings, usage, antonyms, dictionary skills and words spelt with 's' and pronounced with two different sounds.
- * Understanding punctuation.
- * Learning to speak, converse and write correctly.

- * Learning the importance of a good relationship with siblings and others in the family.
- * Learning the value of apology and forgiveness in families and relationships.
- * Learning about different and their usage kinds of adjectives.
- * Learning about degrees of comparison of adjectives.
- * Speaking and writing correctly.

- * Discuss famous authors and their works.
- * Ask the students whether they have read any novels of authors like Jane Austen, Mark Twain, R. L. Stevenson, etc.
- * Exercise A: Students can do this exercise on their own and the partners can check the work.

- * Read the lesson aloud or ask students to read parts of it.
- * Explain the words, and meaning. Reading creates familiarisation with words.

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 and C.
- * HOTS: Read and discuss the question in the class. Then ask the students to write down the answer. The teacher should then assess the answers of all the students individually.

Grammar Spotlight

- * Use the board to brush up on different kinds of adjectives – quality, quantity, number, possessive, demonstrative.
- * Learn about interrogative, exclamatory and emphatic adjectives.
- * Use the given examples and also your own, and ask the students to think of examples too.
- * Explain the three degrees of comparison of adjectives – positive, comparative and superlative.
- * Use the given examples and your own to explain that some adjectives have their own degrees while in others, we have to add 'more' [comparative] and 'most' [superlative].
- * Discuss Exercises A, B and C orally first and then the students can do them in the class.

Spell Well

- * Getting to know new words.
- * Learn to recognise new words by selecting the correct ones from the box.
- * 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 more about antonyms and words with opposite meanings.
- * Explain the meanings using the board where necessary and examples given in the exercise. Use your own examples too.
- * Do Exercise A orally first, asking the students for answers at random.
- * Then ask the students to write down the correct answers.

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 questions aloud or ask the students at random to answer them.
- * Explain that all the books and authors are Russian.
- * Then ask the students to write down the answers.
- * Check the students where necessary.

- * Read the question out 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 content and pronunciation.

- * Exercise A: Ask the students to recollect what has been said in the lesson about relationships with siblings.
- * Then ask them to speak about the given topic, correcting them where required. Relate to the issues of right and wrong they normally face in their own experience: brothers/sisters older or younger to them; whether they enjoy each other's company; are they exasperating; what are the fun things they do together, etc.
- * This will help the students to express on the given topic clearly.
- * Teach them to put their thoughts into words correctly and politely.
- * Teach them how to speak so as to be understood.
- * This will help them to be observant and to speak out their minds freely.

- * 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 's'.
- * Use the given words and any other examples you like or doubts that the students may have.
- * While explaining the correct pronunciation, show how these words are pronounced distinctly. Especially explain the correct pronunciation of words like 'pleasure', 'measure', etc. They are NOT pronounced as 'pleiyure', 'meisur', etc. 'Revision' should NOT be pronounced as 'revizun'.
- * 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 passage.
- * Once it is all written correctly on the board, ask them to write it down in their notebooks.
- * Let the partners check the work.

- * Ask the students to read through the exercise first.
- * A. Then ask them to write it down neatly and in good handwriting in their books.
- * B. Students can make sentences on their own.
- * Partners can check the work.

Converse and Connect

Speak and Express

Pronunciation Practice

Punctuation

Write Well

Dictionary Skills

- * Ask the students to consult their dictionaries.
- * Help them with the exercise and remind them how to use a 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.
- * Then let them write it down in their notebooks.

Project Work

- * Make groups of five students and read out and explain the exercise.
- * Let the groups select an author each. Help them find one: Mark Twain; Leo Tolstoy; R.L. Stevenson; Charles Dickens; Alexandre Dumas; Premchand; Rabindranath Tagore; R.K. Narayan; Ruskin Bond; Roald Dahl, etc.
- * Give them time to research and collect material first.
- * Give them time for preparing a display in the class.
- * Then each group can make a presentation and display its work.

Values and Life Skills

- * Exercise A: Read aloud the quotation.
- * Discuss it and any related issues raised by the students.
- * Exercise B: Discuss the options given below the question. Explain why the first option is the best one. The others are poor choices.



A Good Play

SPECIFIC OBJECTIVES

- * Learning to use your imagination to create enjoyable games.
- * Having fun with a sibling or friend.
- * Reading and reciting the poem with the correct rhythm and emphasis.
- * Answering questions on the poem.
- * Learning words, meanings, spellings, pronunciation, rhymes.

- * Learning to play creative and imaginative games with siblings and friends.
- * Understanding the poem well.
- * Learning to pronounce perfectly by reciting the poem.

- * This poem, from 'A Child's Garden of Verses', is by Robert Louis Stevenson who wrote a lot of poems, stories and novels about children and older people and their lives. He wrote 'Treasure Island', 'Kidnapped', 'The Strange Case of Dr Jekyll and Mr Hyde', etc.
- * This poem describes how the poet and his friend Tom have spent a thoroughly enjoyable afternoon ['till tea'] playing a game on the stairs. They imagined they were sailors at sea and created a ship out of chairs, pillows as billowing waves and water in a bucket to represent the sea water! They even had some food for their journey - an apple and a slice of cake. It was great fun, though Tom tumbled down and hurt his knee.
- * 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] enjoyed his imaginary sailing adventure.
- * Discuss the exercises and ask the students to answer them orally, before they write 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