



Good Habits and Good Manners

SPECIFIC OBJECTIVES

- * Learning the importance of good habits and good manners.
- * Learning the difference between habits and manners.
- * Understanding that good habits and good manners arise from consideration for others.
- * Listening, reading, understanding and answering the questions orally and in writing.
- * Learning how to enact a play.
- * Grammar: Verbs and their usage - singular and plural; usage of -ing.
- * More about dictionary usage.

- * Learning the value of good habits and good manners.
- * Knowing the difference between the two.
- * Using verbs: singular and plural forms and -ing.
- * Speaking and writing correctly.
- * Understanding and answering questions correctly.

- * Discuss the difference between good habits and good manners.
- * Manners are generally the way we behave in other people's presence, and habits are our usual behaviour even when no one is watching us.
- * Discuss the pictures and ask the students which of the actions show good habits and which show bad habits.
- * Put the habits into words: Sharing, cleaning, decorating, laziness or untidiness, fighting or quarrelling, leaving the toilet dirty without flushing, etc.
- * You can ask the students to talk about manners also, for example, in the class, in the bathroom, while listening to music or watching TV, etc.

- * Read the lesson aloud, asking the students to take up the different parts.
- * Correct their intonation, stress, pronunciation, etc.

Outcome

Get Set!

Read and Enjoy



Read and Understand

- * Explain the words and their meanings. Reading creates familiarisation with words.
- * Explain why we should say, 'thank you', 'sorry', 'please', etc. Tell the students about good habits like using a handkerchief, speaking softly, not using the mobile phone in some places, not bullying, etc.
- * Relate the activities and relationships to their daily life and ask them questions like: What should we do to improve our bad habits? How do we know the habits are good or bad? etc.
- * Focus on improving oneself and not point fingers at others—the importance of consideration for others.
- * Discuss the questions in Exercises A, B and C and ask the students to answer orally first.
- * Then, where necessary, write the questions on the board to help the students in answering questions, whether oral or written.

Grammar Spotlight

- * Use the board to explain verbs.
- * Ask the students to name the things they do every day at home and in school: sleep, eat, drink, play, read, write, run, talk, listen, climb, etc.
- * Explain that these action words are called the verbs.
- * Write them on the board and add to the list of action words: think, stand, sit, throw, laugh, cry, shout, etc.
- * Now, begin to make sentences with those action words and explain the difference in forms when they are used with a singular noun and with a plural noun. Example: Birds fly. A bird flies.
- * Discuss Exercises A and B, and then students can do them in the class.
- * Discuss the use of -ing added to action words. It is added to show that the action is going on, for example, is eating, is running, etc. Use of is/am/are may be explained briefly - with or without -ing words: He is a naughty boy. He is playing.
- * Do the Exercises C and D orally first; then ask the students to write the answers, which may be checked by their partners.
- * Add to the examples/exercises by randomly asking the students to give their own words to ensure that they understand the usage of verbs used with singular nouns and plural nouns and how -ing is added to show actions that are already in progress at the time of speaking.

Spell Well

- * Recognising the words learnt in the lesson.
- * Ask the students to do the exercise on their own.
- * Then do it on the board and let each one check his/her own work.

Word Power

- * Learning about different kinds of work people do.

- * Listen to the accent, stress and intonation on the Digital Board so that you can guide the students accordingly.
- * The teacher can ask the students to read the sentences aloud.
- * Then, the teacher can ask them to do the exercise on their own.
- * Clarify any doubts or queries that they may have.

Listen and Learn

- * Listen to the accent, stress and intonation on the Digital Board so that you can guide the students accordingly.
- * Ask pairs of students to read aloud the conversations.
- * Check if the students understand the conversations well by asking them a few questions; explain where necessary.
- * Correct the students regarding the content and pronunciation.
- * Draw attention to the need for consideration for others, and polite manners.

Converse and Connect

- * The students will observe the picture and then speak three sentences about it.
- * Emphasise the need for cleanliness in our surroundings.

Speak and Express

- * Let the students listen to the Digital Board so that you are sure of the right way to speak.
- * Let the students say aloud the words spelt with 'ow'.
- * While explaining the correct pronunciation, show how these words spelt with 'ow' are pronounced differently; for example: show/cow, etc.
- * Explain how the meaning can change with the change of pronunciation, as in bow [bend with respect to greet] and bow [a weapon].
- * Draw attention to the phonetic symbols, as you teach them the pronunciation.

Pronunciation Practice

- * The students will do the exercise on their own.
- * Write the answers on the board, so that the students can check their answers.

Write Well

- * Do this exercise on the board, asking the students for the corrections.
- * When the correct sentences are written down, ask the students to copy them down in their notebooks.
- * Let the partners check the answers.

Punctuation

- * Ask the students to bring their dictionaries.
- * Refresh their learning about (i) What is a dictionary? (ii) How will it help them?

Dictionary Skills

Project Work

- * Discuss the exercise and remind them how to see 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 a dictionary.
 - * Draw attention to the meanings, the pronunciation (the phonetic symbols) and the explanations about how words are used in different ways.
 - * Do the exercise on the board to see that the students have understood how to arrange words in alphabetical order, as in a dictionary.
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- * Make groups of four students to do this project in class.
 - * Each group can use one sheet of art or chart paper and write.
 - * All their work should be displayed in the class so that every student is encouraged.

Values and Life Skills

- * A. Read aloud the sentence and explain it.
- * B. Read aloud the question and all the given options.
- * Discuss each of the given options and explain why some are acceptable and some are not.
- * Talk about the need to behave politely with others.
- * Then let the students do the exercise on their own.
- * Ask each pair of students or partners to check their answers, while you speak them aloud.