



## Murali Becomes a Good Boy

### SPECIFIC OBJECTIVES

- \* Learning to be well-behaved, helpful, kind and polite.
- \* Learning about dealing with naughty people.
- \* Listening, reading, understanding and answering the questions orally and in writing.
- \* Grammar: Prepositions and their usage.
- \* Learning more about pronouncing words spelt with 'a'

#### Outcome

- \* Learning to be well-behaved, helpful, kind and polite.
- \* Using prepositions; understanding the position of words.
- \* Knowing more about words spelt with 'a'; meanings, pronunciation.
- \* Speaking and writing correctly.
- \* Understanding and answering questions correctly.

#### Get Set!

- \* Discuss good and helpful behaviour.
- \* Discuss - Do the students think it is necessary to be helpful and polite?
- \* How do they deal with friends, neighbours or classmates who are naughty?
- \* Discuss the pictures and ask the students to respond - how do they behave at home, in class, in school, on the road and in public places?
- \* You can ask the students what they themselves admire.

#### Read and Enjoy

- \* Read the lesson aloud and then ask the students to read in turns.
- \* Explain the meanings of words like complain, etc.
- \* Correct their intonation, stress, pronunciation, etc.
- \* Talk about the advantages of good and helpful behaviour - when in public and when alone.
- \* Relate this to their own lives and ask in-text questions: How do they behave with their parents and siblings? Are they well-behaved or naughty? etc.

#### Read and Understand

- \* Discuss the questions in Exercises A, B and C and ask the students to answer orally.
- \* Then, where necessary, write the questions on the board to help the students in answering questions, whether oral or written.

- \* Use the board to explain prepositions, that is, position words.
- \* Ask the students to say sentences relating to any person, thing or place. Examples: books on tables; books in bags; birds in the sky; bag under the table; fans over their heads, etc.
- \* Explain how words like on/in/under/over, etc., show the relationship between two things.
- \* Discuss Exercises A and B orally first; then the students can do them in the class.

- \* 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.
- \* Sometimes, ask them to find a meaning from the dictionary so that they continue to use this important reference book.

- \* Learning about forming words.
- \* Do Exercise A orally first and then ask the students to write it down.
- \* Do the exercise on the board, eliminating the letters that can be added to form the words and then ask the students to complete the words. Then they can write the exercise in their notebooks.

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

- \* 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 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.
- \* Encourage students to express their interests, etc., clearly.

- \* Ask the students to speak about what they do on weekends.
- \* Be non-judgemental - all recreational activities, family time is acceptable.
- \* Ask the students to use descriptive words for the activities they describe - interesting, funny, helpful, loving, difficult, etc.

## Grammar Spotlight

## Spell Well

## Word Power

## Listen and Learn

## Converse and Connect

## Speak and Express

### **Pronunciation Practice**

- \* Teach them to put their thoughts into words correctly and politely and to speak, so as to be understood clearly.
- \* This will teach them to be observant and to speak out their minds freely.
- \* Let the students listen to the Digital Board so that they are sure of the right way to say the words.
- \* Let the students say aloud more words spelt with 'a'.
- \* In explaining the correct pronunciation, show how these words spelt with 'a' are different from what has been learnt earlier: cat; harm; air, etc.
- \* Draw attention to the phonetic symbols, as you teach them the pronunciation.

### **Write Well**

- \* Let the students do the exercise on their own.
- \* Write the answers on the board so that each student can check his/her answer.

### **Project Work**

- \* Let each student be a part of the discussion.

### **Values and Life Skills**

- \* Read aloud the sentence and discuss it.
- \* It is important that you explain why it is necessary to do things for people who cannot repay you. Not all the actions in life are to be treated as 'deals'. It is good for them to understand this valuable lesson early. Giving brings its own joy and reward.
- \* Read aloud the question and all the given options.
- \* Discuss each of the options.
- \* Explain why option (b) is acceptable.