



## Jimmy has a Robot

### SPECIFIC OBJECTIVES

- \* Learning about the advantages and disadvantages of machines/technology
- \* Explain: What is a robot? Why is it used?
- \* Using technology in our daily lives
- \* Listening, reading, understanding and answering questions orally and in writing
- \* Grammar: Use of conjunctions
- \* Spelling and pronouncing words correctly
- \* Naming body parts

### Outcome

- \* Learning to appreciate technology and its value
- \* Understand the pros and cons about using technology
- \* Using conjunctions
- \* Naming Body parts

### Get Set!

- \* Explain first how gadgets make our life easier – the ones shown, and others like refrigerator, mobile phones, vehicles/transport, etc.
- \* How we become lazy/dependent on gadgets and become physically unfit or mentally incompetent: example – we forget about spelling/writing well, calculating things, remembering numbers, or avoid even going for a walk, etc.
- \* Explain how we can balance our routine by using technology in daily life sensibly.
- \* Discuss about the gadgets the students are familiar with and their purposes.

### Read and Enjoy

- \* Read aloud and explain the lesson and its difficult words, etc.
- \* Recognise and explain new technology and its pros and cons and how it is affecting our daily lives in so many ways.

\* Uses of a robot: What are the uses, benefits and disadvantages? Compare with having a living person. You can discuss any science fiction movies with robots [example: Star Trek] that the students may have watched.

\* Discuss the questions in Exercises A, B and C and ask the students to answer them orally first. Where necessary, write the answers on the board to help them in answering questions related to the unit, whether oral or written.

\* Using words learnt in the passage - the students can be asked at random to make sentences on their own too.

\* Conjunctions are joining words

\* Ask the students to name any two things or people in the class and add a joining word.

\* Write their words on the board. Examples - a board and a marker; a door and a window; a light and a fan, etc. Then correct them where necessary.

\* Do Exercise A orally first and then use the board to write the answers for the students.

\* Exercise A can be done by the students on their own.

\* This is one of the things taught to even little infants: Naming body parts.

\* Now teach the students more about body parts and also how to spell them.

\* A fun way to learn is to name body parts of different animals and birds.

\* Listen to the Digital Board twice or thrice for familiarisation with the accent, stress and inflection.

\* Give the students time to draw and colour the pictures.

\* Listen to the Digital Board twice or thrice for familiarisation with the stress, accent and inflections.

\* Ask the students to look at the activities mentioned.

\* Conversation will be about different activities.

\* You can make six different groups in the class; each group to have a one-minute conversation on the subjects.

\* Then have pairs of students speak about each topic.

**Read and Understand**

**Grammar Spotlight**

**Spell Well**

**Word Power**

**Listen and Learn**

**Converse and Connect**

### **Pronunciation Practice**

- \* Listen to the words on the Digital Board twice or thrice to get the pronunciation right.
- \* Then ask the class, in groups, pairs and at random, to say the words aloud, correcting them where necessary.

### **Write Well**

- \* How to complete sentences correctly
- \* Do the exercise orally first and then ask students to write.
- \* Using the words you have learnt to complete the sentences.
- \* Using one's imagination

### **Project Work**

- \* Finding out more about robots
- \* Ask the students to use the internet or library to find out about different kinds of robots.
- \* Students may be encouraged to imagine and draw them on their own.

### **Values and Life Skills**

- \* Discuss how to take care of things - technological and others.
- \* Ask the students about the way they take care of things - clothes, books, uniform, bicycle, etc.
- \* Then talk about the maintenance and handling of technology - how do they care for household gadgets and equipment?
- \* Discuss the exercise after reading it out aloud.
- \* Discuss each option to find out why options 1 and 2 are the best.