



A New Friend

LEARNING OBJECTIVES

- Learning to be and to have a good friend and neighbour; what kind of behaviour is acceptable or not acceptable.
- Learning to use has, have, am/is/are +verbs+ ing; Learning about the Past Tense of Verbs – adding ~ed to show that they happened earlier.
- Learning to read, write, listen, understand, and answer questions orally and in writing.
- Familiarising with words, their spellings, meanings and usage; and the correct way of pronouncing them; words with double letters.
- Learning how to punctuate sentences.
- **Outcome** : Learning to be a good friend and neighbour, and also knowing when to draw your boundaries.
- Learning to read, write, understand words and sentences, and answer questions.
- Learning more about Verbs – using have, has, is, am, are and the Past Tense.

➤ A. Explain and ask the students what are the activities they do with their friends – study, play, go out, tell stories, read, have picnics or get-togethers, share hobbies and projects, etc. Then read and explain the exercise – ask students which are the activities they enjoy with their friends. They can mark the correct answers in their books.	Get Set!
➤ Ask students to take turns to read out the lesson. Explain what are neighbours and the need for courtesies like inviting a neighbour or asking her mother's permission. Correct the students as they read if required. Ask simple questions like – Who are your neighbours? Do you play or study together? Do your families meet? Etc.	Read and Enjoy
➤ A to C: Read and explain each exercise. Do it orally first and then ask the students to write the correct answers in their books.	Read and understand

Grammar Spotlight	<ul style="list-style-type: none"> ➤ Explain Verbs to brush up what has been learned already about them – action words – words that show us what someone/ something is doing. Talk, sing, dance, run, fly, sit, etc. ➤ Verbs are also ‘being’ words – is, am, are. These words can be used alone – It is hot today. I am lost. They are brothers. ➤ Also, we can add these to more verbs – He is feeling sick. I am going home. We are eating dinner. In these cases we have added is/am/are to the verb [feel/go/eat] and also added ~ing [feeling/going/eating]. ➤ Verbs are also ‘having’ words – they show us what someone or something has – Mini has a doll. The dog has a bone. Delhi has wide roads. The forest has many trees. We have two pets. They have a large garden. ➤ So now we know that Verbs are words of action, being and having. Use the examples given and also your own to make the student understand the definition thoroughly. ➤ A & B: In this lesson we are dealing with ‘have’ and ‘has’. Explain the exercise and then do it orally first. Ask the students to write down the correct answers in their books.
Spell Well	<ul style="list-style-type: none"> ➤ A. The students know now what is to be done in this exercise. Ask them to complete the words using the words in the Help Box.
Word Power	<ul style="list-style-type: none"> ➤ A. Read each word aloud and ask the class to follow. Correct the students where required. ➤ B. Ask the students to identify these games that they are familiar with. Then let them write/mark the correct answers in their books.
Listen and Learn	<ul style="list-style-type: none"> ➤ A. Read out the passage or ask students to read it out twice. Then ask the students at random to answer the given questions. Correct them where required.
Converse and Connect	<ul style="list-style-type: none"> ➤ A. Ask two students at a time to read out the given conversation. It can be repeated or similar conversations can be held. ➤ B. This can be an open discussion in the class, giving several students the chance to speak up.
Speak and Express	<ul style="list-style-type: none"> ➤ A. Read out the exercise and ask the partners to discuss the picture. Go around the class and check them, correcting them where necessary.

<p>➤ A. Read aloud each word and ask the class to follow. This is about pronouncing words spelt with 'a' - pronounced as in 'father'.</p>	<p>Pronunciation Practice</p>
<p>➤ A & B: Read out the exercises – and ask partners to converse with each other, using these dialogues. You can ask other questions too to elicit such answers. Example – Could you please shut the door? May I have a glass of water? Thank you so much for helping me. Etc.</p>	<p>Write Well</p>
<p>➤ A & B: These can be done by the students on their own, under the teacher's guidance.</p>	<p>Project Work/ AIL Activity</p>
<p>➤ A. Read out the sentence and discuss in class. B. Read out the exercise and discuss each option, why it is acceptable or not. C. Ask each pair of students to discuss this.</p>	<p>Values and Life Skills</p>