



## Triple Punishment

### LEARNING OBJECTIVES

- Learning about being fair and just, about honesty, about avoiding greed and miserliness. It is not something only to be displayed but has to be a part of our character, even when nobody is watching us.
- Learning reading, listening conversing, speaking and writing; answering questions orally and in writing
- Grammar – Present and Past Tense and their forms and usage [Simple, Progressive/ Continuous, Perfect, Perfect Continuous] – Present, Past, Participle
- Words – spellings, meanings, pronunciation, usage, homophones, dictionary skills, etc.
- Writing paragraphs
- **Outcome:** Learning the value of honesty in our lives
- Learning more about Verbs [Present & Past] and their usage
- Expanding our vocabulary and its usage

➤ A. Ask students to guess the things made from milk. Guide them if necessary. They can write the M in the right places.	<b>Get Set!</b>
➤ Ask students to take turns reading aloud the lesson. Explain the difficult words, phrases and ideas. The basic lesson of this story is the evil caused by being miserly and greedy. Discuss the concepts with the class so that the students can appreciate the need for thrift, not miserliness, and for being generous and kind appropriately.	<b>Read and Enjoy</b>
➤ A to D: Read and explain the exercises, if the class still needs that. Then ask the students to write the answers in their books. Announce the correct answers and let the partners check each other's work. Guide the students where required.	<b>Read and Understand</b>
➤ Tenses – In explaining them, use the given examples and add your own. Make sure that the students have sufficient practice in the recognition and usage of correct tenses. Draw a Time Line on the board to make them understand Tenses. ➤ Past Perfect/ Past Cont. / Past / Present Perf. /Present Perf. Cont./ Present Cont./ Present ➤ Present Tense – We know this refers to the form of Verbs that show the action as taking place when it is spoken of – at the present moment. ➤ Simple Present Tense – This form of a Verb is used to express universal truths [The Sun rises in the East.], things that happen habitually or regularly [Mohit wakes up at 7 o'clock. School starts at 9 am.] and things that happen for a long time. [Mr Sharma works in a bank.]	<b>Grammar Spotlight</b>

	<ul style="list-style-type: none"> <li>➤ Present Progressive/Continuous Tense – This form of the Verb shows that the action is happening as we speak. [The traffic is rushing around. Mummy is cooking dinner. Hari is doing his homework. Mala is painting a picture.]</li> <li>➤ Present Perfect Tense – This form of the Verb shows us something that started a while ago, but has just been completed. [John has brought the milk. The kittens have fallen off the window-sill. Papa has returned from office.]</li> <li>➤ Present Perfect Continuous Tense – This form of the Verb shows us that the action is actually going on right now as we speak. When we use ‘for,’ it shows how long the action has been going on [broad duration]; and when we use ‘since,’ it shows the time from which it has been going on [exact length of time]. [Pammi had been sleeping for hours. Pammi has been sleeping since 8 o’clock. Param has been giving a speech. Those old men have been sitting silently in the park all evening.]</li> <li>➤ A &amp; B: Do the exercises orally first and then ask the students to write down the correct answers.</li> <li>➤ Past Tense – We know that this refers to action that has taken place before the time we are speaking if it.</li> <li>➤ Simple Past Tense – This form of the Verb shows us an action that is over and done with. It is finished. [He ran away. She sang an old song. They went to Almora.]</li> <li>➤ Past Progressive/Continuous Tense – This form of the Verb shows us an action that was happening some time ago. [Bhanu was writing a play. Chand and Jahnavi were having breakfast. Charlie was walking in the park.]</li> <li>➤ Past Perfect Tense – This form of the Verb shows some action that was completed before another action took place. The first action will be in Past Perfect Tense and the second one will be in Simple Past Tense. [He had finished his homework when we arrived. She had gone before I woke up. Someone had broken his chair, he saw.]</li> <li>➤ C. Do the exercises orally first and then ask the students to write down the correct answers.</li> </ul>
<b>Spell Well</b>	<ul style="list-style-type: none"> <li>➤ A. Ask the students to complete the sentences using the correct words from the brackets. Ask them to learn the spellings and the meanings. Once in a while, dictation will be good to make the class brush up spellings.</li> </ul>
<b>Word Power</b>	<ul style="list-style-type: none"> <li>➤ A. Explain what suffixes are – they are some letters added to a word to change its meaning and, sometimes, grammatical usage. [Neighbour + hood = neighbourhood. Child + ish = childish (noun -&gt; adjective)] Use the examples given and add your own.</li> <li>➤ Ask the students to do the exercise on their own. Announce the correct answers and let the partners check each other’s work.</li> </ul>
<b>Listen and Learn</b>	<ul style="list-style-type: none"> <li>➤ A. Ask the students to read aloud the passage at least twice. Then ask the questions and the students should answer in complete sentences. Check the content and pronunciation.</li> </ul>

<p>➤ A. Ask a pair of students to read/enact the conversation. Conversations on similar subjects can be carried out by other pairs of students too. [Clues – washing hands before meals, brushing teeth at night, having a bath, saying a prayer to thank God before sleeping, making one’s bed, laying the table, cleaning one’s room, etc.]</p>	<b>Converse and Connect</b>
<p>➤ A. Ask students at random to speak on the given topic. [Clues – adulteration of milk, grains, juices, sweets, yoghurt, packed snacks, lentils, paneer, chocolate, candy, medicines, etc.]</p>	<b>Speak and Express</b>
<p>➤ A. This time the phonetic symbols for ‘s’ and ‘sh’ have not been given. You can write them on the board after checking in a dictionary. Read each word clearly and correctly. Ask students to follow, clearly distinguishing between the two sounds.</p>	<b>Pronunciation Practice</b>
<p>➤ A. Ask the students to do this exercise on their own. Announce the correct punctuation at the end, using the board. Let them check their own work so as to correct any mistakes they may have made.</p>	<b>Punctuation</b>
<p>➤ A. Read the passage and explain the problem to the class. Ask students to write a paragraph on any incident where they have been cheated. Those who can’t remember any such incident, can use the given example and use their imagination to write the paragraph. Check their work individually.</p>	<b>Write Well</b>
<p>➤ A. Ask students to do this exercise on their own, using their dictionaries. Announce the correct answers and let them check their own work, confirming from the dictionary.</p>	<b>Dictionary Skills</b>
<p>➤ A &amp; B: Explain the meanings of ‘Consumer’ and ‘Consumer Awareness’ and what are the things we should watch out for to detect possible adulteration/fraud – food items, medicines, cosmetics, toiletries, electrical and electronic goods, etc. Then ask them to prepare the project. Display in class. Each student can do a brief write up on ‘Consumer Court’ and on how and why it functions.</p>	<b>Project Work/AIL Activity</b>
<p>➤ Read and explain the quote and its importance. Discuss.</p> <p>➤ A. Read and discuss the problem and the options given. Which option is correct and why? Why are the others not correct?</p>	<b>Values and Life Skills</b>