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'I Don't Have a Flower'

LEARNING OBJECTIVES

- Learning to recognise, appreciate and value honesty and honest people.
- Learning to listen, read, converse, speak, write, be creative and answer questions in correct English, orally and in writing
- Grammar – the usage of Indefinite and Definite Articles; and when to omit them
- Vocabulary – words, spellings, meanings; antonyms, dictionary skills; punctuation and pronunciation
- Learning to speak, converse and write correctly
- **Outcome:** Learning the value of being honest and appreciating honesty
- Grammar – Using Articles correctly
- Expanding our vocabulary and its use

➤ A. Match the pictures with the names of the flowers. This can be done by the students on their own.	Get Set!
➤ Ask the students to take turns reading the lesson aloud. Explain the meanings of words, phrases and ideas. Correct them where necessary. Ask questions relating to honesty in our daily lives. For instance – If something breaks by mistake, do we admit it? Do we return library books and other people's books, toys, stationery, etc.? If we have been naughty or behaved badly, do we say 'sorry'? Do we borrow other people's things without asking their permission? If we find something in school, on the road or at any public place, do we try to find the owner and return it? Do we ask our parents for things we need, or do we take the money from their wallet/bag? Do we tell our parents/teachers etc. the truth always?	Read and Enjoy
➤ A to D: Ask the students to do the exercises on their own. Announce the answers and ask partners to check each other's work.	Read and Understand
➤ A. All the questions can be discussed and then the students should write the answers on their own. The teacher should check individual work.	Think and Answer
➤ Brush up on Articles – the use of a, an and the. We have learnt about indefinite and definite articles. They are used before nouns – a and an are used before singular countable nouns [a cup, an owl]. A is used before nouns starting with a consonant sound; and an is used before nouns starting with a vowel sound. [a house, an hour; a boy, an elephant]	Grammar Spotlight

	<ul style="list-style-type: none"> ➤ 'The' is used for things that are unique [the Earth], for the names of religious books [the Bhagavad Gita, the Bible], for the full name of an organisation [the Parliament], for names of newspapers [The Times of India], for names of rivers, mountains, monuments [the Ganga, the Himalayas, the Konark Temple], the only one in the country or state [the Prime Minister, the Chief Minister] and for a group representing a whole class or section of society [the good, the homeless]. Draw attention to the chart given. ➤ Also draw attention to the next chart that shows when articles are omitted. They are not used before proper, abstract and uncountable nouns, plural countable nouns showing a general category of things, names of meals, games, diseases, places that are known to be for specific purposes or before the names given to various relatives. ➤ A to C: Do these exercises orally first, and then ask the students to write the articles down. Announce the answers and let the students check their own work. Clear their doubts, if any.
Spell Well	<ul style="list-style-type: none"> ➤ A. Ask the students to do this exercise on their own. They can use dictionaries if they like. Announce the answers and let them check their own work.
Word Power	<ul style="list-style-type: none"> ➤ A. Ask the students to do this exercise on their own. Announce the answers and let them check their own work. ➤ Phrasal Verbs - Phrases are a groups of words which do not make complete sense. We have seen phrases like - an old man, a torn dress, a good play, etc. Now, we learn that a Phrasal Verb is formed by Verb + Preposition/Adverb [Example - The students caught on the joke of the comedian. The policeman caught up with the thief. In both the phrases the word 'caught' is used, but it does not carry its original meaning. In the first sentence it means 'understood' and in the second it means 'reached'. ➤ B. Ask the students to do this exercise on their own. Announce the answers and let them check their own work.
Listen and Learn	<ul style="list-style-type: none"> ➤ A. Read aloud the given statements. The students need to reply in Yes/No. Correct them where necessary.
Converse and Connect	<ul style="list-style-type: none"> ➤ A. Ask pairs of students to enact/read this conversation. Ask the students to use their imagination to extend the subject of the conversation. [Clues - invite to evening tea/ birthday party/spend the day/read together/ go for a movie with family, etc. refuse to go for different reasons like visit of aunt/uncle/grandparents/guests, illness in family, looking after neighbour/younger sibling/pet, help mother/father with some urgent chore/errand, etc. Guide and check where required.
Speak and Express	<ul style="list-style-type: none"> ➤ A. Ask students to imagine some situation in which they lied to their mother and did not get caught. Did they feel smart? Did they feel good? Did they feel guilty? Were they frightened? Would they admit it to their mother? Why? Why not? [Clues - breaking a piece of crockery or a decoration piece; some punishment or scolding at school; failure to do homework; younger sibling hurt due to your fault or neglect; neglected some chore; etc.] Check their content and presentation.

<p>➤ A. All the words are spelt with 'e', but draw attention to the two columns of words having distinct pronunciation. Say each column aloud and ask the class to follow. Ensure they know the different phonetic symbols.</p>	<p>Pronunciation Practice</p>
<p>➤ A. Ask the students to do this exercise on their own. Announce the correct answers, using the board. Let the students check their own work, clarifying doubts.</p>	<p>Punctuation</p>
<p>➤ A. Ask the students to collect quotes from library books, or from the internet. They can write down the quotes and they can be discussed in class.</p>	<p>Write Well</p>
<p>➤ A. Ask partners to work together and give them time to bring the material. Guide them about making the chart. Display in class.</p>	<p>Project Work/AIL Activity</p>
<p>➤ A. Read out and discuss in class.</p> <p>➤ B. Read out and ask the class which is the option they would choose, and why?</p>	<p>Values and Life Skills</p>