

# 4

## Unit 4: Friendship

### Best Friends

#### LEARNING OUTCOMES

- ▶ How we make friends and share thoughts and things with them
- ▶ Learning the art of friendship through creative, art-related and social activities
- ▶ Learning to read in a new manner, not with comic strips
- ▶ Doing activities that create an atmosphere of friendly social interaction and collaboration, integrating discipline and communication
- ▶ Learning to help friends and to seek help from them
- ▶ Comprehension: Learning to read and understand the lesson and answer questions on it
- ▶ Grammar: Pronouns and their usage
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly
- ▶ Building a vocabulary, how to use 'Thank you', 'Please' and 'Sorry' correctly – and how they make interaction easier at home, in school and in social life
- ▶ Explain the layout of the lessons – each Unit has two lessons, one is prose and one is a poem.

<b>Warm Up</b>	<ul style="list-style-type: none"> <li>✧ Talk to the students about their best friends.</li> <li>✧ A. Then read out the exercise and ask each question at random from them. After that, tell them to write down their answers in their books/notebooks. If they don't have specific information then they can use their imagination. They can draw and colour a picture of their friend.</li> <li>✧ B. Ask them to exchange the information with their partners in the class.</li> </ul>
<b>Read and Enjoy</b>	<ul style="list-style-type: none"> <li>✧ Explain to the students that not all stories come in the form of comic strips. Now that their reading skills have improved, they are given a story to read without comic strips.</li> <li>✧ Read aloud the story, asking students to take turns to read one or two sentences each. Correct their pronunciation gently where required. Correlate the story with the illustrations to facilitate understanding.</li> <li>✧ Explain the meaning of the story and of the new words to them. Focus on kindness, generosity and friendliness, which the story demonstrates.</li> </ul>
<b>Read and Understand</b>	<ul style="list-style-type: none"> <li>✧ Explain what is required to be done in Exercises A and B.</li> <li>✧ Do the exercises orally first, using the blackboard if necessary.</li> <li>✧ Then ask the students to write/mark the answers in their books/notebooks.</li> <li>✧ Announce the answers aloud and let the students check in pairs.</li> </ul>

<b>Grammar Spot</b>	<ul style="list-style-type: none"> <li>✧ Explain what pronouns are and why they are used in place of nouns – to avoid repetition. For example: <u>Rita</u> is my neighbour. <u>Rita</u> is a good girl. <u>Rita</u> likes to play the piano. <u>Rita</u> goes to a teacher to learn the piano. Now replace the underlined words with 'She'. And replace the piano with 'it' in the last sentence. 'She' and 'it' are pronouns.</li> <li>✧ Similarly, explain how other pronouns are used: I, he, she, they, we, us, you, it, etc. Have fun forming sentences using pronouns. For example: ___ am going to school. ___ has a blue pencil. ___ will not come tomorrow. Give ___ to Nona's kitten. etc.</li> <li>✧ Read aloud the instructions and examples of pronouns.</li> <li>✧ Exercise: Read out the instructions and explain what the students have to do.</li> <li>✧ Do the exercise orally, using the blackboard if required.</li> <li>✧ Then announce the answers aloud and let students check in pairs.</li> </ul>
<b>Word Wise</b>	<ul style="list-style-type: none"> <li>✧ Explain why politeness is essential for a happy family life and for social interaction. It should not be simply superficial. It must become a part of our habits and character.</li> <li>✧ Explain the instructions and examples. Add examples of your own: May I have another slice of bread please? Thank you! Oh, I am sorry I spilt some water. Please tell me what time I can call you. Thank you for helping me with my homework. I am sorry I got late.</li> <li>✧ Exercise A: Do the exercise orally and then ask the students to write it down. Announce the answers and let the partners check.</li> </ul>
<b>Listen and Learn</b>	<ul style="list-style-type: none"> <li>✧ Read the passage aloud twice. The teacher may read it first. Then students can be asked to read one sentence each. Correct them gently where required. Explain the meanings, especially of food items that some children may not be familiar with.</li> <li>✧ Do the exercise orally first. Then ask the students to mark the selected pictures. Announce the answers aloud and let the students check in pairs.</li> </ul>
<b>Converse and Connect</b>	<ul style="list-style-type: none"> <li>✧ Have two of the students play the roles and read aloud.</li> <li>✧ Explain the conversation and then ask pairs of students to converse.</li> <li>✧ The teacher can move around the class, checking the conversations.</li> </ul>
<b>Pronunciation Practice</b>	<ul style="list-style-type: none"> <li>✧ Read aloud the exercise and the words given. Please note that this 'o' is pronounced as a diphthong. Explain its pronunciation clearly to the class.</li> <li>✧ You can have a fun session using more words to show how 'o' is pronounced differently with different words. For example: 'gold' and 'go' are pronounced alike. But 'gold' and 'good' will be different.</li> </ul>
<b>Write Well</b>	<ul style="list-style-type: none"> <li>✧ Explain the exercise to the class.</li> <li>✧ Do it orally first. Then ask the students to write the answers. Announce the answers aloud. They can check in pairs.</li> </ul>
<b>AIL Activity</b>	<ul style="list-style-type: none"> <li>✧ This can be done in class or at home. If it is in class, ask the students to bring all the materials. However, it is advisable for them to cut out the paper at home or for the teacher to prepare the cut-outs for them.</li> </ul>
<b>Values and Life Skills</b>	<ul style="list-style-type: none"> <li>✧ Explain the question. Also, tell the students that they can mark more than one option. Let them think about it and then answer the question. Discuss why all the three options are correct.</li> </ul>