

1

Unit 1: Friendship

The Cave that Could Talk

LEARNING OUTCOMES

- ▶ Learning to enjoy friendship and appreciate friends, through school activities and creative, art-related and social activities
- ▶ Learning the value of friendship, which expands our experience and knowledge and enjoyment of life
- ▶ Understanding how friends help each other and stand together in times of trouble through social interaction and collaboration, integrating discipline and communication
- ▶ Getting to know the sheer delight of having good friends
- ▶ Talk to students about books and films on friendship; using the library time for sharing stories of friends doing things together can be fun
- ▶ Doing the lesson as a play in class can be fun – a play must tell a story, have characters, sometimes a narrator, stage directions and conversations
- ▶ Comprehension: Learning to read and understand the lesson and answer questions on it
- ▶ Grammar: Usage of past forms of verbs; use of the articles 'a', 'an' and 'the'. Usage of apostrophe for shortened words and to show belonging
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly; picture stories
- ▶ Building a vocabulary; rhyming words; opposites; words that describe our feelings
- ▶ Learning to recite poems, understand and appreciate them, and answer questions on them

| | |
|----------------------------|---|
| Warm Up | <ul style="list-style-type: none"> ✧ Explain the exercise/question and ask the students to write down two things the dog would say about them. For example: My master is very kind/naughty/noisy/helpful/neat/gentle. He feeds/brushes me every day. He takes me for a walk. Discuss in class. |
| Read and Enjoy | <ul style="list-style-type: none"> ✧ Explain what a play is – Explain that a play must tell a story, have characters, sometimes a narrator, stage directions and conversations. ✧ Doing the lesson as a play in class can be fun – assign different roles to students and one can be asked to read the directions that are given in italics. ✧ Read aloud the play and explain it, especially the clever ploy of the jackal and his friends. Tell the play's story to the class, about how the lion wanted to catch the jackal and how the jackal, with his friends, outwitted the lion. |
| Read and Understand | <ul style="list-style-type: none"> ✧ Exercises A and B: Explain the exercises. Do them orally first and then let the students write the answers. The answers to B should be written in their notebooks. ✧ Announce the answers aloud and let the students check their work themselves or in pairs. Move around the class and check their handwriting too. |
| Think and Answer | <ul style="list-style-type: none"> ✧ Discuss the two questions and ask the students for their answers. You can write down the acceptable solutions on the blackboard. Students can choose their answers and write them in their notebooks. |

| Grammar Spot | <p>✧ Explain how action words or verbs show the time of an action. Action can be in the present moment or can be regularly done/happen every day. We can also talk about actions done in the past. They are over. So we have present actions and past actions. The verb changes according to the time of action. Sometimes we add ‘-d’ or ‘-ed’ to a word to show past action [change + -s = changes; scold + -ed = scolded]. Sometimes the verb changes its form [say → said; tell → told]. Explain the instructions with the examples given and use your own examples too.</p> <table border="0"> <thead> <tr> <th data-bbox="456 468 553 493">Present</th><th data-bbox="868 468 927 493">Past</th></tr> </thead> <tbody> <tr> <td data-bbox="456 510 716 539">I saw the frog jump.</td><td data-bbox="868 510 1084 539">The frog jumped.</td></tr> <tr> <td data-bbox="456 556 699 585">I live in this house.</td><td data-bbox="868 556 1125 585">I lived in this house.</td></tr> <tr> <td data-bbox="456 602 711 632">Look at the sunrise!</td><td data-bbox="868 602 1193 632">We looked at the sunrise.</td></tr> <tr> <td data-bbox="456 648 737 678">I always tell the truth.</td><td data-bbox="868 648 1068 678">I told the truth.</td></tr> <tr> <td data-bbox="456 695 672 724">We go to school.</td><td data-bbox="868 695 1114 724">We went to school.</td></tr> </tbody> </table> <p>✧ Exercises A and B: Explain the exercises and do them orally first. Then ask the students to write the answers. Announce the answers aloud and let them check their work themselves or in pairs.</p> <p>✧ Use of ‘A’, ‘An’ and ‘The’: Read aloud the instructions and examples to explain how and where the three articles are used. A – before singular words beginning with consonant sounds; An – before singular words beginning with a vowel sound. Ask the students for more examples from their own lives, for example: a desk, a book, a pencil, a duster, a goat, a dog, an egg, an umbrella, an orange, an apple, an old lady, an empty cup, etc.</p> <p>✧ Exercise C: Do the exercise orally first and then ask the students to write the correct answers. Announce the answers aloud and let them check their own work.</p> <p>✧ The: This is used for words that are definitely known or one of a kind, like the Sun, the Earth, the Himalayas. Usually, ‘the’ is used with singular nouns. Also as examples, when we are already talking of someone, something or some place, we use the word ‘the’. For example: Two boys entered the room. The boys were talking loudly. We are going to the zoo. Have you got the book I asked for?</p> <p>✧ Exercise D: Do the exercise orally first and then ask the students to write the correct answers. Announce the answers aloud and let them check their own work.</p> | Present | Past | I saw the frog jump. | The frog jumped. | I live in this house. | I lived in this house. | Look at the sunrise! | We looked at the sunrise. | I always tell the truth. | I told the truth. | We go to school. | We went to school. |
|--------------------------|--|----------------|-------------|----------------------|------------------|-----------------------|------------------------|----------------------|---------------------------|--------------------------|-------------------|------------------|--------------------|
| Present | Past | | | | | | | | | | | | |
| I saw the frog jump. | The frog jumped. | | | | | | | | | | | | |
| I live in this house. | I lived in this house. | | | | | | | | | | | | |
| Look at the sunrise! | We looked at the sunrise. | | | | | | | | | | | | |
| I always tell the truth. | I told the truth. | | | | | | | | | | | | |
| We go to school. | We went to school. | | | | | | | | | | | | |
| Word Wise | <p>✧ Refresh the memory of the class of adding ‘-d’ or ‘-ed’ to turn verbs into the past tense.</p> <p>✧ Exercise A: Do the exercise orally first. Then ask the students to write the words in the past tense. Announce the answers aloud and let them check their work themselves.</p> <p>✧ Exercise B: Explain the exercise. They can match the two columns using a pencil and a ruler or by writing the correct letter of the verb in front of the noun.</p> | | | | | | | | | | | | |
| Listen and Learn | <p>✧ This is another picture story. Read it aloud twice, or ask the students to read it in parts. Explain it, particularly the habit of monkeys to imitate what others do.</p> | | | | | | | | | | | | |

| | |
|-------------------------------|---|
| | <ul style="list-style-type: none"> Then discuss the given pictures orally to find out the correct sequence. Ask the students to write down numbers 1 to 8 in the right sequence of the story in spaces provided with the pictures. Announce the correct sequence and let the students check their own work. |
| Converse and Connect | <ul style="list-style-type: none"> Two students can perform the roles and read this conversation. Then ask the students to converse with their partners. Walk around the class and check and assess their discussions. |
| Speak and Express | <ul style="list-style-type: none"> Ask the students to work in pairs and discuss the picture. They have to do two things: describe it and (ii) describe what they would do if they met a lion. Explain that any reasonable reaction or story will be acceptable, even if it is amusing. |
| Pronunciation Practice | <ul style="list-style-type: none"> Words spelt with an 'o' are to be pronounced. Say them out aloud and ask the class to follow. Make sure the words are correctly pronounced. |
| Punctuation | <ul style="list-style-type: none"> Brush up the last lesson in which the apostrophe ['] was used for showing ownership/belonging. [Mary's cat] Explain the other use of the apostrophe as given here: for short forms of words. Sometimes two words are joined and an apostrophe is used. For example: Aren't [are + not]; Haven't [have + not]; Hasn't [has + not]; Doesn't [does + not]; Can't [cannot]; We'll [we + will]; Won't [will + not]; Shan't [shall + not]; There's [there + is]; Where's [where + is]; We're [we + are]; You've [you + have]; I'm [I + am]; Who's [who + is]; How're [how + are]. Exercise A: Do this orally and then ask the students to match them. Announce the answers and let them check their own work. |
| Write Well | <ul style="list-style-type: none"> This is another picture story. Look at the sequence of pictures carefully and then read aloud the sentences given. Put in the numbers of the pictures in the right sequence according to the pictures. Announce the answers aloud and let the students check their own work. |
| AIL Activities | <ul style="list-style-type: none"> Divide the class into two teams. Explain the game, which is called dumb charades. Tell the groups that each time a different student should stand up to enact the animal or bird, thus giving everyone a chance. Have fun! |
| Values and Life Skills | <ul style="list-style-type: none"> Discuss the questions in class. Should we help our friends in their time of trouble? And should we use our quick-thinking to save ourselves? It is a self-preservation skill we need. |