

# 4

## Unit 4: Neighbourhood

### The New Neighbours

#### SPECIFIC OBJECTIVES

- ▶ Learning the importance of making friends with neighbours in the school and at home, having fun with them and being helpful through creative, study and art-related and social activities
- ▶ Understanding the need for friendly social interaction and collaboration, integrating discipline and communication at the school, at home and in various public places
- ▶ Learning to appreciate the love, attitudes, choices and contribution of parents, neighbours, friends, peer groups and others and how these contribute to our experiences, growth and ability to adjust with others
- ▶ Learning to be creative and make things of utility and respect people who make such things
- ▶ Often we have choices and likes/dislikes that are different from other members of our family, or our friends. We need to respect the attitudes of others while being able to stand firmly by our own choices. This lesson highlights the need to adjust and compromise with the attitudes, opinions and choices of others in our circle, family, friends and colleagues
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: Verbs – words that show action, being or having; Tenses: Simple present and present continuous
- ▶ Listening, understanding. Reading, speaking, pronouncing and writing correctly, diary entries,
- ▶ Building a vocabulary, spellings, synonyms, compound words, words ending with -ing, dictionary work, punctuation: apostrophe for contractions
- ▶ Explain the layout of the lessons – each unit has two lessons, one is prose and one is poetry.

<b>Warm Up!</b>	<ul style="list-style-type: none"> <li>✧ Ask the students at random what are the good qualities they observe in their neighbours. Jot them on the blackboard. You can prompt them with ideas from your own experience. For example: babysitting, running errands, helping with chores or homework, walking the pet dog, taking something from your house to look after a sick neighbour, reading out a book or newspaper to an old person, helping with gardening, etc.</li> </ul>
<b>Read and Enjoy</b>	<ul style="list-style-type: none"> <li>✧ Read aloud the story or ask the students to read it taking turns. Explain as you read it.</li> <li>✧ This lesson, apart from teaching us about being good neighbours, also highlights the need for adjusting to each other's nature in a family or neighbourhood. It is an important life lesson. For example: Simi's mother does not like dogs. Her father prefers cats. But they agree to take care of the neighbour's pet dog, Buddy, and join in the fun of it with Simi. Simi does not throw tantrums because they do not get her a dog. She happily loves the neighbour's dog.</li> </ul>

<b>Read and Understand</b>	<p>✧ Exercises A, B, C and D: Read and explain each exercise. Do them orally first. Then ask the students to write the answers in their notebooks.</p> <p>✧ It is advisable for the teacher to check and assess the work of each student.</p>
<b>Think and Answer</b>	<p>✧ Exercises A and B: Read and explain each exercise. Do them orally first. Then ask the students to discuss with their partners and write the answers in their notebooks.</p> <p>✧ It is advisable for the teacher to check and assess the work of each student.</p>
<b>Grammar Spot</b>	<p>✧ Explain the concept of verbs: they are words that show action done, action that happens or the state of being or becoming of a person, place or thing. Some verbs also show possession. For example:</p> <ul style="list-style-type: none"> <li>• I am a girl. [Being] I will be a teacher when I grow up. [Becoming]</li> <li>• Jaipur is in Rajasthan. [Being] The village is now a town. [Becoming]</li> <li>• The dog is sleeping under the chair. [Doing an action] Bella threw the stone at the dog. [Doing an action]</li> <li>• The dog was hurt. [Action happened]</li> <li>• Gauri has a pen. They have tickets for the show. [Possession]</li> </ul> <p>✧ Read out the instructions and examples. Use your own examples too, as given above.</p> <p>✧ Then explain the concept of tenses in terms of the time of action. Is something present, or is it happening at present? For example:</p> <ul style="list-style-type: none"> <li>• The sun rises in the East. [It is present and happens. So it is called the simple present tense.]</li> <li>• That cat is climbing up the tree! [It is happening now. So it is called the present continuous tense.]</li> <li>• Exercises A, B and C: Do them orally, explaining the concept of verbs, simple present tense and present continuous tense as you do the exercises.</li> </ul> <p>✧ Then ask the students to write them down correctly in their books. Check and assess individually.</p>
<b>Word Wise</b>	<p>✧ Explain what synonyms are – different words with the same or similar meaning. Read out the instructions and the examples, and use your own examples too. For example: chuckle – laugh; mask – cover; honest – truthful; tall – high; start – begin; huge – large; small – little; foolish – silly; crawl – creep.</p> <p>✧ Explain that the usage may differ. For example, a man can be tall, but we do not say he is high. We can say a snail is small or little. But we do not say there is small water in the jug; we can say there is little water in the jug.</p> <p>✧ Exercise A: Do the exercise orally and then ask the students to colour the trees with synonyms. Announce the answers aloud and let them check their own work.</p>
<b>Spell Well</b>	<p>✧ A. Read out and explain the exercise. Do the exercise orally and then ask the students to write down the correct words. Announce the answers aloud and let them check their own work.</p>
<b>Listen and Learn</b>	<p>✧ A. Read the passage twice or have the students read it. Explain it and then tell the students to answer the exercise. Check them gently where required.</p>

<b>Converse and Connect</b>	<ul style="list-style-type: none"> <li>✧ A. Explain the role-play and imagination that is required in this exercise. Walk around the class and guide the students about the conversation. For example: what are the things Buddy may like to eat or drink, where he likes to sleep, when he goes out for a walk, etc. For fun, this can be enacted, with one student enacting Buddy, taking part in the conversation by barking to agree or whining to disagree, or just running around.</li> </ul>
<b>Speak and Express</b>	<ul style="list-style-type: none"> <li>✧ A. This is to be done under the guidance of the teacher. Any helpful activity can be listed. For example: babysitting, running errands, helping with chores or homework, walking the pet dog, taking something from your house to look after a sick neighbour, reading out a book or newspaper to an old person, helping with gardening, etc.</li> </ul>
<b>Pronunciation Practice</b>	<ul style="list-style-type: none"> <li>✧ A. Highlight the fact that both columns have words using the letter 'a'. But they are pronounced differently. Say each of the words aloud, followed by the class repeating it in groups/pairs or individually. Check them gently where required.</li> </ul>
<b>Write Well</b>	<ul style="list-style-type: none"> <li>✧ Explain why we write a diary – to record important events in our lives and to write our feelings and observations. Then show the students how to write the format, using the blackboard.</li> <li>✧ Exercise A: Do this orally and then ask the students to fill in the words to complete the diary entry. Announce the answers aloud and let them check their own work.</li> </ul>
<b>AIL Activity</b>	<ul style="list-style-type: none"> <li>✧ Exercise A: Make groups of four and ask the groups to list the good neighbours of each member of the group.</li> <li>✧ Exercise B: This can be done in the same groups. Ask the students to make the lists of activities. For example: sharing evening games, food, going out together to the park or for a walk/picnic/shopping or a movie, etc.</li> </ul>
<b>Values and Life Skills</b>	<ul style="list-style-type: none"> <li>✧ Exercise A: Explain the exercise and the options. Then ask the students what they would do and why. Guide them to the right option rationally. Some of them may have neighbours who are not congenial or are hostile and aggressive. Tell them how to handle these situations, preferably by avoiding arguments and fights.</li> </ul>